



LYMM
HIGH SCHOOL



Parents' Forum

Tuesday 21st March 2017





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VALUES & ETHOS

We are a high-performing comprehensive school with a proud tradition of service to our community for over 400 years.

As set out in the School Charter, Lymm High School exists to enable every single student to:

- Be successful and achieve their full potential
- Enjoy learning and become independent lifelong learners
- Become socially responsible citizens and members of the community
- Become confident and capable individuals

We aim to achieve this by emphasising three simple priorities:

- An uncompromising focus on high academic standards and excellent teaching and learning
- Encouraging participation in a wide-ranging programme of extra-curricular activities and opportunities to develop leadership skills
- Promoting the importance of being decent, socially responsible members of the community



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What's New?

- Gateway App
- KS3 assessment and reporting: 'Life without levels'
- KS3 exam scores
- Rewards pyramid
- Flexible Learning Programme
- Life Programme
- New GCSE and A' level specifications (including grading system)
- "40 hour week" in sixth form
- Anti-bullying ambassadors
- Work on mental health – e.g. youth health ambassadors
- Growing links with Oxford University





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What's going well?

- Exam results
- Behaviour
- Higher expectations in lessons (and homework?)
- FAR marking policy
- Leadership Ladder & extra-curricular participation
- Work of middle leaders – greater accountability and responsibility
- Staff morale and recruitment
- Reputation in community – e.g. over-subscribed





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What we're working on

- Outcomes for disadvantaged students
- Even greater levels of challenge in lessons
- Increasing levels of ambition amongst students
- More consistency in quality of teaching and marking
- Continue to raise the bar around behaviour and uniform
- Ethos – developing 'socially responsible citizens'





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A word on finances





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Homework Lymm High School

Parent Forum March 2017

Rachael Wardle – Assistant Headteacher





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Our Starting Point

- Not enough homework was set
- Parents unable to support as no clear guidance in planner
- Teacher set homework but not always recorded in planner
- Lost sheets/resources
- Lack of clarity about how much time should be spent
- Quality of the homework weak: often way too easy; lacked challenge and purpose (i.e. it wasn't meaningful)



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What we have done ...

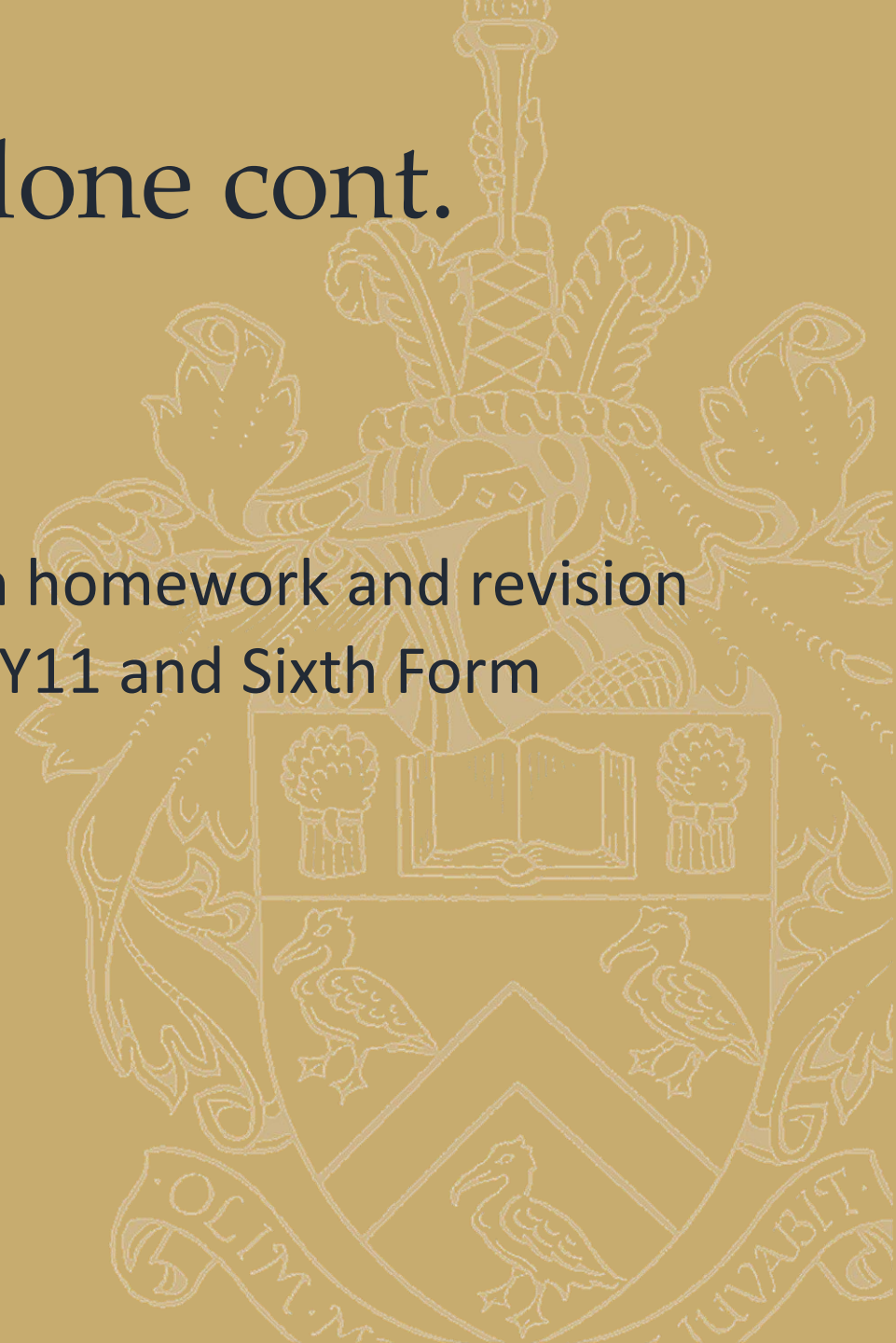
- Homework given a priority focus through the School Improvement Plan (SIP)
- Established a new homework policy with clear guidance on frequency and quality
 - Separate guidance by year/subject
 - Literacy homework 20 minutes a day – parents to oversee
- Introduced Show My Homework Platform (Sept 2015)
 - All work recorded with clear details, recommended timing, resources inc. sheets and online sites
 - Parents able to track what has been set and what has been completed
 - Students able to track their homework and manage appropriately
- Collins Content - online textbooks for English, Maths and Science



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What we have done cont.

- Increasing parent support
 - FAQ Parent page
 - Show My Homework tutorials
 - Guides for helping your child with homework and revision
 - Revision workshop for parents in Y11 and Sixth Form
 - Separate log ins
- Homework support
 - Early Risers
 - Late Leavers
 - Lunch





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Impact

- Far fewer complaints about homework (from parents at least!)
- **93%** student engagement
- September-February 2016 we have set **12,623** homeworks
- Homework is part of the regular monitoring systems in school by Middle and Senior Leaders:
 - Frequency checked in line with policy
 - Quality checked by HOFs to ensure supporting learning & training for staff
 - Students logins checked
 - Completion monitored by class teacher/part of BfL in class

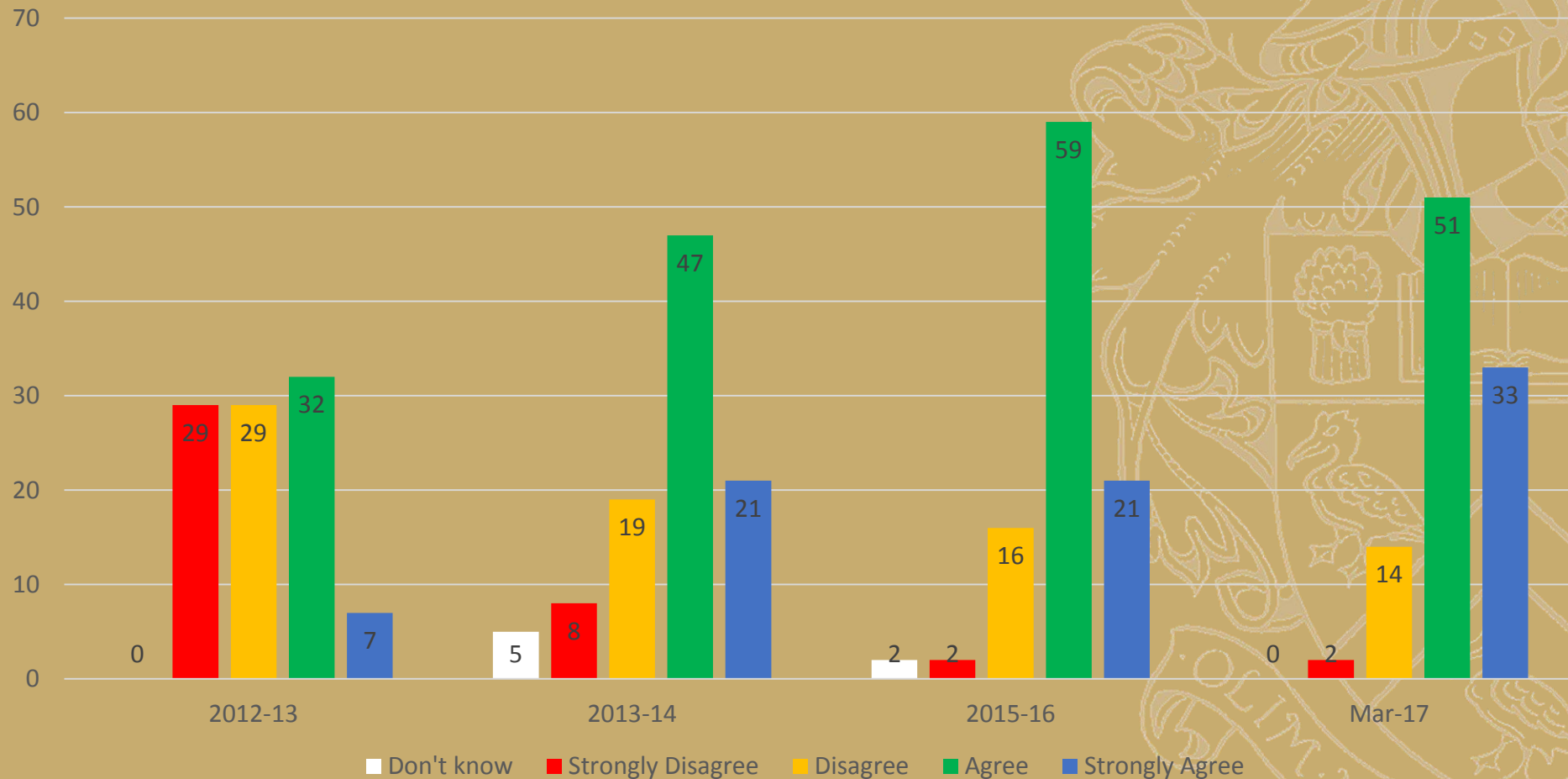


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My child receives appropriate homework for their age

(data taken from Parentview)

2012-2017





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Next Steps ...

- Further increase consistency and quality of homework
- KS3 revision webpage – guidance and content
- Bedrock learning – Online computer programme to support English in KS3 into KS4. 2/3 online lessons a week 15 mins
 - AIMS:
 - Increase vocabulary
 - Develop reading comprehension
 - Introduce students to a range of texts with increasing complexity
 - Support GCSE English Language and Literature
- Retrieval Practice
- Aiming Higher webpage



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KS3 Reporting System

Rob Johnson (Assistant Headteacher)





KS3 Reporting System

SUBJECT	End of Yr 9 Target	Current Sub-Level	Attitude to Learning
English	7c	5b	Not meeting expectations
Mathematics	6a	6c	Good
Art	6b	6c	Good
Drama	7c	5b	Good
French	6b	3a	Serious concern
Geography	6a	6c	Outstanding
History	7c	5b	Good
ICT	6a	5a	Good
Music	7c	5c	Good
PE	6c	5a	Good
Religious Studies	7c	5a	Good
Science	6a	5c	Serious concern
Technology (Design)	6c	5c	Good

Problems:

- Is my son/daughter on track to make good progress?
- How can I tell which subjects they are doing well in?
- Which subjects should I be concerned about?
- Do they need extra support?
- What's the difference between a 6a and 6b?
- They are 2 levels below target, but their attitude is 'good'?
- In which areas are they 'not meeting expectations'?



SUBJECT	STAFF	End of Yr9 Target	Emerging Grade	Attitude to Learning	Concerns				
					Behaviour	Effort	Equipment	Homework	Punctuality
English		Gold	Gold-	Good					
Maths		Platinum	Gold+	Not meeting expectations	X				
Science		Gold	Gold	Good					
Art		Silver	Silver	Outstanding					
Drama		Gold	Gold	Good					
Food Technology		Gold	Gold-	Not meeting expectations				X	
French		Gold	Gold	Outstanding					
Geography		Platinum	Platinum	Good					

Problems:

- Is my son/daughter on track to make good progress?

If their target and emerging grade match then yes

- How can I tell which subjects they are doing well in?

Good progress is an expectation of the new system, if their emerging grade and target match then they are making good progress

- Which subjects should I be concerned about?

If they have a '-' then they are at risk of falling to the grade below. If their emerging grade is below their target they are not on track to make good progress. If their Attitude to Learning is 'not meeting expectation' or 'serious concern'.



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English		Gold	Gold-	Good					
Maths		Platinum	Gold+	Not meeting expectations	X				
Science		Gold	Gold	Good					
Art		Silver	Silver	Outstanding					
Drama		Gold	Gold	Good					
Food Technology		Gold	Gold-	Not meeting expectations				X	
French		Gold	Gold	Outstanding					
Geography		Platinum	Platinum	Good					

Problems cont:

- Do they need extra support?

If they are below target it may be worth getting in touch with their class teacher, there may be a variety of reasons that need further discussion or action.

- What's the difference between a 6a and 6b?

Obviously the system has changed, but we have created criteria for each subject for each grade. These will be available on the school website over the next few weeks.

- In which areas are they 'not meeting expectations'?

See the 'concerns' columns for further guidance.

Exam Scores



SUBJECT	Higher/ Foundation	Test Score	Year Group Average	10th Percentile
English		64%	54%	75%
Mathematics	Higher	36%	44%	88%
Science		62%	61%	76%

The 'Average' gives the average score of the year group.
The 10th Percentile is the score she would need to achieve to be in the top 10% of the year group.

In Maths, there were two tiers – foundation and higher, which is in line with the new GCSE system. For all other subjects, students sat the same assessment.

*The Maths average is an equivalent year group average. This has been adjusted to match the tier, but represents the score they would need to achieve on their paper to be half way in the year group overall. The 10th percentile will be unavailable for foundation tier.

Purpose:

- To see how your son/daughter has performed in a formal assessment.
- To identify where students have excelled, without subjective judgements.
- To identify where students may need extra support/intervention.
- To identify gaps in knowledge.
- To allow students to experience and become more comfortable in formal exam conditions.



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The rest of this evening

- Objective = for us to listen to you
- Please:
 - don't mention individual members of staff
 - try to focus on general issues of policy/practice/culture, rather than any specific complaints about an individual or incident
 - don't try to speak on behalf of anyone else
 - be honest!



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The rest of this evening

In small groups, please consider:

1. Homework
2. KS3 reporting system
3. Anything else that you want to tell us (positive or negative!)