



General Applicant Information Pack 2021-2022

School Information: Our story...

Longbenton High School (LHS) is a highly aspirational, truly comprehensive and smaller than average 11-18 secondary school of around 900 students, in the NW of North Tyneside, on the outskirts of Newcastle upon Tyne. The school building is bright and modern: a new build was completed in 2016. LHS is a local authority school and part of the North Tyneside Learning Trust. We were last inspected in November 2018 and judged to be RI. Since then a new Headteacher and Deputy Headteacher have been appointed (September 2020). Our vision is to be an excellent school for our local community; a school of first choice that students are proud and happy to come to every day.

Our school roll is growing: we are at PAN as of September 2021 in Year 7 with 180 and our 6th form growth was up 10%. We have 5 feeder schools but take from as many as 15-20 in the local area. Being close to the boundary with Newcastle we have higher numbers than usual at non-statutory transition points. Our intake broadly reflects most local key characteristics: majority white British (93%); broadly average in terms of prior attainment but with a high IDACI deprivation index (over-represented in categories 2-5; $\frac{2}{3}$ live in the lowest 50% of IMD); around 32-33% of students since 2018 have been FSM6 against 27-28% nationally. We have much higher proportions than national of EHCP / SEN K students.

The school is in deficit and working with the local authority to meet a 3 year deficit recovery plan. We are on a journey to turn around the school: leadership vision and intent is clear and we are embedding long term change around culture, ambition and the quality of education. This is reflected in our improved outcomes under two years of centre assessed grade requirements since 2019.

Our curriculum is traditional but we recognise the value of the arts (music, drama, art) in our timetable. We are constantly developing the options process to ensure we have the best offer we can for our students: recent changes have been an enrichment option in Year 9 and oracy/reading lessons in Year 7 and 8.

We are proud to serve our local community and want to give every student the opportunity to EVOLVE, CREATE, DISCOVER, PERFORM, and ACHIEVE in their time with us. Our ethos is based around these 'KIDMAP' values: ● Kindness ● Integrity ● Determination ● Manners ● Ambition ● Positivity

Our aims for all staff at LHS are:

- A focus on clear priorities - without 'drowning' staff in new initiatives
 - An evidence informed approach to CPD, including plenty of personal development opportunities
 - Plenty of time to embed CPD and training in departments and teams
 - An open-door culture where best practice is shared and celebrated and a focus on instructional coaching to get the best out of teachers
 - To be mindful of teacher workload and ensure staff have a sensible work/life balance
 - To encourage participation in all aspects of school life outside of the classroom
 - To create a positive and supportive staff community
 - To provide appropriate role-specific training and encourage skills development for progression
- To develop and nurture talent and our own excellent leaders, who in turn are able to nurture their own high performing teams
 - To support in the development of excellent relationships with students, parents and carers and our wider community



Key headlines: 3 year trend

KS4 data	FFT50 (min target P8 score)	Actual P8 score	4+ basics	5+ basics	7+ basics	A8 score
2019	-0.23	-0.5	62%	41%	8%	43.6
2020	-0.68	-0.29↑	72%↑	46%↑	14%↑	46.1↑
2021	-0.21	-0.29→	73%↑ (76%)	47%↑ (45%)	14%→ (10%)	49.1↑

Figure in brackets is target

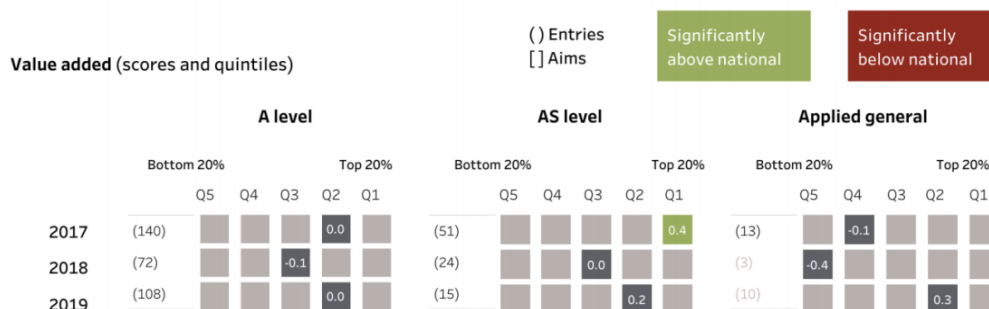
L3 Overall

	Measure	Value	%
①	Students included in L3 Overall Cohort	35	100.0 %
①	L3 Overall Average Points per Entry	38.77	-
①	L3 Overall Average Grade	B=	-
①	L3 Overall Total Entries	102.00	-
①	L3 Overall Average Points per Pupil	113.00	-
①	Students included in L3 Overall Value Added	34	97.1 %
① ▲	L3 Overall VA	0.26	-
①	L3 Overall VA Upper Confidence Limit	0.47	-
①	L3 Overall VA Lower Confidence Limit	0.05	-

A Level

	Measure	Value	%
①	Students included in A Level Cohort	32	91.4 %
①	A Level Average Points per Entry	39.77	-
①	A Level Average Grade	B=	-
①	A Level Total Entries	88.00	-
①	A Level Average Points per Pupil	109.38	-
①	Students included in A Level Value Added	31	88.6 %
① ▲	A Level VA	0.27	-
①	A Level VA Upper Confidence Limit	0.50	-
①	A Level VA Lower Confidence Limit	0.04	-

3 year trend - KS5



All students at Longbenton High School can expect:

- to feel valued and safe
- to work and learn together as a harmonious community based on mutual respect
- to be challenged to learn and explore new ideas
- to be encouraged to think independently
- to take responsibility for their own learning
- to make excellent progress with the guidance, feedback and support that we give them
- to benefit from an inspiring curriculum
- to be encouraged to stay healthy
- to become responsible, caring, moral citizens
- to make positive contributions to the school, local and global community
- to make positive contributions to the school, local and global community
- to be pushed to expand their horizons and aspirations
- to achieve their full potential



Teaching and CPD at Longbenton...

We do not have a prescriptive, 'tick-box' approach to teaching at LHS; teachers can be autonomous and we believe that the curriculum drives progress. We do not grade lessons and we do not subscribe to a formal '3 lesson observations per year' approach. This is because we want to focus on generating exciting and engaging professional dialogue every week about what makes great teaching and about how we can all tweak our practice to get that little bit better. Our teaching practice here is based on the latest thinking in pedagogy; for example Rosenshine's teaching principles and Tom Sherrington and Oliver Caviglioli's Teacher Walkthrus. We use this as the basis of our day to day teaching, but staff are free to adapt this to their own contexts and subjects. We have just updated our appraisal process for 2021-2 based on a professional growth model.

We have a rich programme of CPD opportunities: weekly CPD every Tuesday afternoon (students finish early at the end of Period 4), including dedicated time for subject planning and development in departments; regular twilight sessions on core whole school focus areas (currently oracy); 'Open Door Fortnights' where staff can learn from and share best practice; access to high quality leadership development opportunities for aspiring middle and senior leaders; and comprehensive induction and support programme for ECTs.

We are a PIXL school and currently engaged in a DfE oracy project led by Voice21. We try to ensure that there are not too many conflicting priorities and that staff have time to develop and embed training within their own subject disciplines. Our focus for middle and senior leaders from January 2022 is the launch of an 18 month Transformative Teaching programme led by Ambition Institute to re-boot our curriculum and the roll-out of a new instructional coaching programme.

Our school philosophy: marking & feedback, assessment and home learning

The curriculum is the progression model Do students know more, understand more, remember more; can they *do* more? The teaching of concepts is key to helping students build long term understanding and build new knowledge. Assessment and homework should be clearly connected to concept work.

Home learning helps to embed our values Our KIDMAP school values - specifically determination, ambition and positivity - are qualities that home learning should reinforce. Home learning should encourage and develop in students self-discipline, study habits and a sense of responsibility and commitment to their own learning. Home learning should also be about the development of skills and experiences through attendance and participation in extra-curricular activities and our Period 6 timetable from 2.45-3.45pm.

Fewer things in greater depth Students need high-quality feedback they can act on, rather than every single piece of writing marked without any student response or engagement with feedback. Marking should be 'meaningful, manageable and motivating'.

Feedback looks different in different subjects We do not subscribe to a one size fits all approach for subjects or key stages. Different department areas will set homework in varying formats, on different online platforms and at different paces. This makes what is set more meaningful, rather than setting a homework timetable for the whole school.

Formative is just as powerful as summative assessment Feedback can and should take place in the classroom, and checking for understanding should always take place throughout lessons. Written, summative comments should not be the only way to provide students with feedback. Feedback might be verbal discussion, whole class feedback on common misconceptions or DIRT ('directed improvement and reflection time'). Teachers should dedicate lesson time to summarising strengths and additional focus areas to their classes. The type of feedback should also depend on the type of assessment: if the test is to see what students know, feedback doesn't need to be about improvement; if it is about helping students learn then it should.

Feedback should be very specific Areas for improvement might be described as WW/EBI (what went well/even better if). These are effective when expressed as questions to elicit a student response eg 'Could you give an example...?' Or 'How does this compare with...?'

Evidence of progress over time is crucial Looking at student work and having conversations with them over time, looking for better understanding of concepts, results from low stakes quizzing and retrieval practice, checking if students can articulate what they know, understand and can do - these are all ways to measure progress more effectively rather than the mark from a one-off assessment or test.

Planning first, marking second Teachers should not mark sets of classwork after every lesson, putting written comments in every book. Checking books quickly after lessons and summarising the strengths and weaknesses for the next lesson, building this into lesson planning, is far more powerful and impactful.

Leadership development

We provide a range of support and development for our leaders in a variety of ways: fortnightly line management meetings with an experienced member of the SLT, focusing on strategic leadership development as well as the day to day monitoring of the quality of education • Curriculum leader 'breakfast meetings' to shape the direction of the school in collaboration with SLT and take ownership of operational issues • Half termly CPD for middle leaders focusing on a range of topics • Supporting staff who may want to develop their own professional qualifications in collaboration with the Ambition Institute; for example the new NPQs • School-based opportunities to gain leadership experience, e.g. associate SLT roles and in house CPD for aspiring middle and senior leaders • We are investing in an 18 month Transforming Teaching programme with all of our curriculum leaders starting January 2022.

Be part of a supportive, collegiate team...

We are conscious that working in education today can be stressful and at LHS we are conscious to alleviate pressures on staff where we can: Staff Wellbeing Group who meet every term • Feedback and marking is based on streamlined 'DIRT' principles (new policy 2021) • Teachers are not expected to write lengthy reports for students; we have 3 main grade captures per year • We do not grade lesson observations • Teachers are not required to keep lengthy 'evidence files' for appraisal • Plenty of department CPD time creates space for joint curriculum planning • We work alongside

organisations such as Just Like Us and Stonewall and have undertaken recent training as a whole school around the LGBTQ+ agenda, equality and diversity and sexual harassment • Our school has a thriving Equalities Team (staff and students)

We have 57 FTE teaching staff. Teaching staff turnover in summer 2021 was 20%, which is higher than normal - several staff retired and 3 staff progressed on to promoted posts.

We have tight, robust behaviour management systems and a visible and supportive senior leadership team who will 'have your back'.

Period 6 / Enrichment / House System

We have a wide range of clubs, enrichment activities, trips and visits - everything from Surf Club at Tynemouth Longsands to Warhammer. We changed the timings of the school day in September 2021 so that 2.45-3.45 became 'Period 6' for enrichment activities and clubs. We have also rolled out an enrichment curriculum in Year 9 where students have dedicated time to undertake courses such as coding, Sports Leaders or Duke of Edinburgh Award in order to expand their skills-set. Students in Year 12 have the opportunity to undertake the EPQ.

We launched a new vertical House System in October 2021: our 4 houses are Alnwick, Bamburgh, Dunstanburgh and Warkworth. Students attend a vertical house form on Fridays and a year group form Monday - Thursday. The PSE curriculum is delivered by form tutors during a dedicated lesson on Tuesday mornings.