

# George Stephenson

## High School

Prospectus 2012



# Welcome

I would like to offer you a very warm welcome to George Stephenson High School.

Our school has a really positive ethos, with very strong pastoral and academic guidance and a real emphasis on learning in everything we do. I genuinely believe the support, care and welfare of our students is second to none. This school is and will always be a fully inclusive school which puts the students at the very centre of all that it does. We want it to be a school that is always a happy, safe and enjoyable place to be. Further to that we want the school to be at the very heart of the local community and to become the school of choice for all who live here.

George Stephenson High School is an 11-18 high school with excellent facilities for learning. The staff and governors of the school are committed to its continuing development and improvement and to the enjoyment and success of every individual student. Over the last ten years the school has improved significantly, building up a reputation as a lively, caring school and an exciting place for students to learn. Examination results at all key stages have improved significantly over the last few years. The percentage of students achieving 5 A\*- C grades has improved year on year, and the school has twice been identified as one of the most improved schools in the country. This autumn, once again, our sixth formers have left us to go on to continue their studies at universities and colleges locally and nationally. Students are encouraged and supported throughout their time at George Stephenson High School to achieve in everything they do. The school has a happy and purposeful atmosphere. We believe that the learning environment we provide allows students to grow and develop academically, socially and personally into responsible, caring and confident young people.

Many of you have already taken the opportunity to visit our school. If you have not yet had a tour round the school during the school day you would be welcome at any time. Please contact me to arrange a suitable time for a visit.

I hope that you will find the information in this booklet helpful as you consider your choice of secondary school for your child. The following pages can only give you a taste of what the school can offer your child. More detailed information and guidance will be included in a booklet for parents of incoming students in the summer term. I hope you will take the opportunity to both visit the school and decide to join us as it continues to go from strength to strength.

**Ian Wilkinson**

Headteacher



**“ We believe that the learning environment we provide allows students to grow and develop academically, socially and personally into responsible, caring and confident young people. ”**



“The academic and personal guidance provided for students is outstanding.

Ofsted 2008

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## School Aims

“At George Stephenson High School we value the individual differences of our students, encourage them to succeed in everything they do and help them to become caring, confident and responsible young people.”

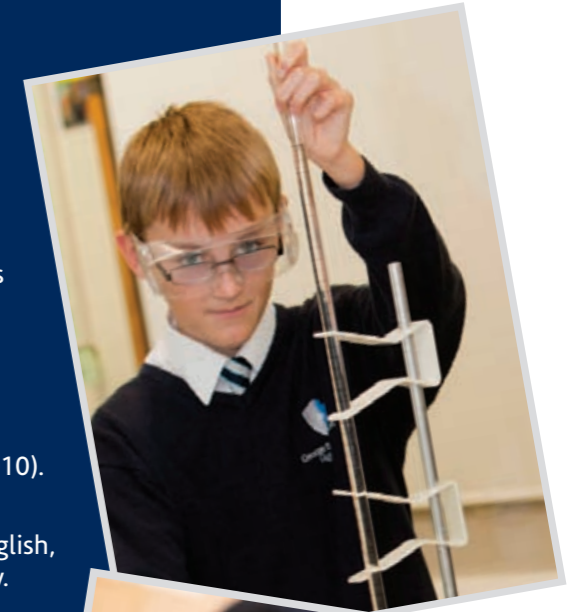
**George Stephenson High School prides itself on reflecting the great inventor's two passions - innovation and education. We put learning first to give each and every one of our students the best chance for the future.**

George Stephenson High School will:

- Provide an education for life by meeting the needs of all learners through a broad, balanced and relevant curriculum.
- Create a safe, positive and stimulating environment for learning by developing an atmosphere of tolerance, trust and respect.
- Develop shared responsibility for our students' education by working in partnership with parents, students and staff.
- Promote excellence in learning and teaching by offering a wide range of opportunities and experiences for all students and staff.
- Enable all students to achieve success by encouraging and rewarding individual talents, efforts and achievements.

## Why Choose Us?

- We put learning first to give each and every one of our students the best chance for the future.
- Outstanding GCSE results in 2011 - our 5+A\*-C pass rate including English and Maths is 67%. This is well above both the local and national averages and well above the targets set for the year group. An outstanding 32% of all grades were at A/A\*.
- Outstanding Contextual Value Added for our GCSE results in 2010 of 1027.6. This was the highest CVA score across the whole of North Tyneside and puts us in the top 9% of all schools nationally on progress measures. We expect to be ranked even higher when the 2011 league tables are produced later this year.
- Excellent A-Level results in 2011 – our pass rate this year is 99.3%, with 70% of all results achieved being A\* to C grades. Our Average Points Score per student is 724, equalling our best ever APS last year.
- In 2010 George Stephenson High School was the highest placed North Tyneside school in the Financial Times Annual Report on the Top 1,000 Schools in the Country for our performance at A-Level.
- Outstanding student support, care and welfare. “The academic and personal guidance provided for students is outstanding” (Ofsted, February 2008).
- “Teachers and students are exceptionally well focused on learning” (Ofsted, February 2008).
- Very strong and consistent approach to student behaviour and safety. “The school is a calm and happy place... relationships within the school are excellent” (Ofsted, February 2008).
- Attendance rate was the second highest of all secondary schools in North Tyneside in 2010.
- Very close partnerships with parents. “The school has effective relationships with parents and carers.” (Local Authority Inspection, October 2010).
- Specialist Humanities school, focusing on English, History and Geography.
- Strong values of friendship and responsibility – our students raise over £10,000 every year for a local charity.
- Excellent range of extra - curricular activities, events and visits. Students have regular use of the Lakeside Sports Centre during and after the school day.
- Recent major investment in classrooms and social areas providing an excellent learning environment in a modern, fully refurbished building.
- Fantastic new catering facilities.
- Over 450 computers and digital projectors in every classroom.
- A committed and hardworking staff. “Staff show high levels of loyalty, commitment and pride in the school. Morale is high and is evident in the positive attitudes and relationships among staff and pupils.” (Local Authority Inspection, October 2010).



“In 2010 George Stephenson High School was the highest placed North Tyneside school in the Financial Times Annual Report on the Top 1,000 Schools in the Country for our performance at A-Level.

”



## Academic Excellence

This year we have just celebrated the best set of GCSE results, on every measure, that the school has ever had. An outstanding 67% of our students achieved 5+ A\*- C passes including English and Maths and an outstanding 32% of all grades were at A/A\*.

### GCSE results

81% of all grades were A\*- C, and 88% of our students achieved 5+A\*- C passes. Fifteen students, over 10% of the year group, achieved 10 or more A/A\* grades. These represent our best ever results and continue a clear improving trend. The majority of our students are joining us in the Sixth Form next year and we would like to wish them, and all the students leaving us, every success in the future.

Raw exam scores are important but they do not necessarily reveal whether children are fulfilling their potential. The pupil progress figure for schools is known as a school's "Contextual Value Added" or "CVA." The figure is centred on 1000 so anything above this means that the school is adding value. Our "CVA" for the last three years has been both high and improving. In 2008 it was 1007, in 2009 it was 1014 and we are delighted to report that last year it was 1027.6. This is the highest CVA score across the whole of North Tyneside and puts us in the top 9% of all schools nationally. This figure confirms how well the young people are achieving at our school as it measures the progress that they make in the school in their first five years here. We are especially proud of these value added scores for the last three years. Put simply, these

scores mean that children here make more progress in their first five years at the school, than children of similar ability in other schools right across the country. In 2010 we were in the top 9% of schools nationally on progress measures and we fully expect the 2011 results to rank us even higher when the league tables are published later this year.

### A-level results

Our Sixth Form students also achieved excellent A-Level results this year. Our pass rate at A-Level this year is 99.3%, with 70% of all results achieved being A\* to C grades. Our Average Points Score per student is 724, equalling our best ever APS last year. Only two other schools in North Tyneside have achieved higher than us this year and we are well above the Local Authority average. They are a fantastic set of results, broadly matching last year's which were the best results the school has ever achieved. The vast majority of our students are now going to go on to their first or second choice university place and we would also like to wish them every success in the future.

“  
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67% of our  
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”

## Ofsted and Local Authority views of the school

When we were last inspected by Ofsted in February 2008 we were labelled “a good school” where “teachers and students are exceptionally well focused on learning.” Ofsted undertook an Interim Assessment in March 2011 that indicated that “performance has been sustained and we can defer the school’s next inspection.”

The next inspection will not now take place any earlier than the summer term of 2012. In October 2010 a Local Authority Whole School Review found us to be a “good school with outstanding features” that has undergone “significant transformation” and that our capacity for sustained and further improvement was very strong. The report said “staff show high levels of loyalty, commitment and pride in the school. Morale is high and is evident in the positive attitudes and relationships among staff and pupils.”

- “The academic and personal guidance provided for students is outstanding.” (Ofsted, February 2008).
- “The school is a calm and happy place... relationships within the school are excellent.” (Ofsted, February 2008).
- “By the end of their time in school all students achieve well.” (Ofsted, February 2008).
- “Students, parents and carers all agree that the school provides a very safe and secure environment.” (Local Authority Inspection, October 2010).
- “The very inclusive curriculum at George Stephenson is good with some outstanding features, providing a wide range of well-organised, imaginative and effective opportunities for learning.” (Local Authority Inspection, October 2010).
- “The care, guidance and support the school provides to students are outstanding.” (Local Authority Inspection, October 2010).
- “The school has effective relationships with parents and carers.” (Local Authority Inspection, October 2010).
- “The overall effectiveness of leaders in embedding ambition and driving improvement is good, with outstanding leadership evident in the Headteacher’s vision, strategic direction, and coaching of leaders.” (Local Authority Inspection, October 2010).
- 100% of parents believe that teaching is good or better. (Local Authority Inspection, October 2010).
- 99% of parents believe the school keeps their child safe. (Local Authority Inspection, October 2010).
- 98% of parents are happy with their child’s experience at this school. (Local Authority Inspection, October 2010).

For the full reports of our most recent Ofsted and annual Local Authority Inspections please see our website [www.gshs.org.uk](http://www.gshs.org.uk).

“  
Morale is high  
and is evident  
in the positive  
attitudes and  
relationships  
among staff  
and pupils.  
”

Ofsted 2008



# Transition from Primary School

“  
I am extremely pleased with George Stephenson High School. He seems to be coming on leaps and bounds.  
”  
Year 7 parent

Our Year 7 students settle quickly into their new life at George Stephenson High School. This is achievable due to our successful transition programme, where there is a strong partnership between our school and primary feeder schools.

The school serves the areas of Killingworth, Westmoor, Holystone, Backworth and Shiremoor. Admissions to the school are organised by the Local Authority. All parents of students attending local primary schools will be given the opportunity to express a preferred choice of high school during the autumn term.

The school has excellent links with its feeder schools to enable students to become familiar with the high school and its staff. Staff from George Stephenson High School regularly visit the primary schools, and students from the primary schools will have many opportunities to visit our school and will undertake a wide range of transition activities in the high school. This work begins as early as Year 4 to give students a

chance to gain experience of life at High School through a range of activities.

Parents will be invited to school for an Open Evening, and we also hold regular open morning and afternoons throughout the year. All parents will be invited to attend a one to one appointment with a member of the Leadership Team in July to help prepare their child for the transition to our school. Any parent who wishes to visit the school at any other time is very welcome to do so. Please contact the School Office to make an appointment. Parents outside the catchment area, who are considering applying to the school for a place for their child, are invited to contact the School Office to make arrangements for a visit.

The admission limit for this school is currently set at 228.

## What our Year 7 Parents said this year:

“I am extremely pleased with George Stephenson High School. He seems to be coming on leaps and bounds.”

“The school could not be more supportive and caring.”

“We were delighted at how quickly she settled here in Year 7... The number of times she visited the school in Year 6 certainly helped allay any anxieties.”

- 100% of parents believe that teaching is good or better at this school. (Y7 Parents' survey, July 2011).

- 99% of parents believe the school keeps their child safe. (Y7 Parents' survey, July 2011).

- 98% of parents believe the school meets their child's particular needs (Y7 Parents' survey, July 2011).



# Our Family of Schools

## Amberley Primary

Head: Mrs Alice Barkes  
East Bailey, Killingworth  
Newcastle upon Tyne NE12 0SQ  
200 8344

[amberley.primary@northtyneside.gov.uk](http://amberley.primary@northtyneside.gov.uk)

## Backworth Park Primary

Head: Mrs Carol Crerar  
The Park, Backworth  
Newcastle upon Tyne NE27 0AH  
200 8355

[backworthpark.primary@northtyneside.gov.uk](http://backworthpark.primary@northtyneside.gov.uk)

## West Moor Primary

Head: Mrs Sharon Trundley  
Great Lime Road, West Moor  
Newcastle upon Tyne NE12 7NH  
Telephone: 200 8353

[westmoor.primary@northtyneside.gov.uk](http://westmoor.primary@northtyneside.gov.uk)

## George Stephenson High School

Head: Mr Ian Wilkinson  
Southgate, Killingworth  
Newcastle upon Tyne NE12 6SA  
Telephone 0191 216 1115

[georgestephenson.high@northtyneside.gov.uk](http://georgestephenson.high@northtyneside.gov.uk)

## Bailey Green Primary

Head: Mrs Lisa Taylor  
West Bailey, Killingworth  
Newcastle upon Tyne NE12 0QL  
Telephone: 200 8356

[baileygreen.primary@northtyneside.gov.uk](http://baileygreen.primary@northtyneside.gov.uk)

## Shiremoor Primary

Head: Mrs Helen Clegg  
Stanton Road, Park Estate  
Shiremoor NE27 0PW  
200 8701

[shiremoor.primary@northtyneside.gov.uk](http://shiremoor.primary@northtyneside.gov.uk)

## Holystone Primary

Head: Mr Stephen Baines  
Whitley Road, Holystone  
Newcastle upon Tyne,  
NE27 ODA  
Telephone: 200 7426

[holystone.primary@northtyneside.gov.uk](http://holystone.primary@northtyneside.gov.uk)

## Moor Edge Primary

Head: Mrs Lesley Clelland  
Garth Six, Killingworth  
Newcastle upon Tyne NE12 0QT  
Telephone: 200 8343

[mooredge.primary@northtyneside.gov.uk](http://mooredge.primary@northtyneside.gov.uk)



## Our School in the Community

Our aim is for the school to be the natural hub of our local neighbourhood, and serve as the foundation for community partnerships that are beneficial to our students, families, businesses, agencies and other organisations. All of our students' community work is recognised and celebrated in school and via our website and award-winning school magazine 'Evolve'.

So far we have worked with our neighbouring primary schools to become central to community life. Children from our local primary schools regularly attend after school, weekend and holiday activities and we provide many academic extra-curricular activities for the young people and adults in our community.

This year we have provided a successful programme of Gifted and Talented activities. By working as a whole community rather than as separate areas catering for different feeder primary schools, we have been able to offer an expansive programme of activities and learning which ensures that all families are given equal opportunity to access these.

One of the best ways the school can interact with the local community is by supporting charity work in the local area. We have a whole school charity appeal each year where we successfully raise over £10,000 for a worthwhile cause. In 2008/2009 we raised over £10,000 for the Tiny Lives charity and in 2009/2010 we raised £11,500 for the Bubble Foundation. This year's charity appeal for The Sir Bobby Robson Foundation has successfully raised £10,588.48. This year, the school is raising money for the Toma Fund ([www.justgiving.com/GeorgeStephenson2012](http://www.justgiving.com/GeorgeStephenson2012)).



## Care, Guidance and Support

### The Pastoral Guidance System at GSHS

The aim of our pastoral 'Guidance System' is to support the learning and development of each individual student through the encouragement of regular attendance, punctuality, good study habits, good behaviour and a positive attitude, and by the monitoring of progress, regular target setting and celebration of achievement.

The Guidance System supports and enhances academic and personal progress. The school is organised into year groups, which are split into a number of separate tutor groups, each one under the care of a form tutor. These tutor groups remain together with the same form tutor through years 7 to 11, meeting for registration periods on a daily basis, as well as being involved in other events and activities together so that a strong sense of coherence and team working is developed over these years. The form tutor has day-to-day responsibility for our students' welfare whilst they are in the school and has a very important role to play in helping them to settle into their new school. They also closely monitor and track their academic progress, support them to reach their targets and help detect and solve any problems that may arise.

Each year group has a full time Guidance Manager who also stays with the year group from Year 7 to Year 11 and so gets to know everyone very well. Guidance Managers are generally the primary point of contact for parents wishing to discuss progress or problems with the school. One of the many responsibilities of the Guidance Manager is to act as liaison between parents, students and teachers, and to ensure that all parties are aware of the background and circumstances of each student. They support the work of the form tutors and regularly recognise and reward the positive aspects of students' life in school, ensuring that all students get the most positive of learning experiences at GSHS. Achievement Support Coordinators also work with each year group, identifying the students who may need extra academic mentoring and, after consultation with tutors and subject teachers, ensure that the appropriate support is provided.

“

The care, guidance and support the school provides to students are outstanding. All staff work hard to provide a welcoming learning environment for the students.

Ofsted 2008

”

“

The academic and personal guidance provided for students is outstanding.

Ofsted 2008

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# Curriculum

We aim to provide a broad, balanced and relevant curriculum. The courses are arranged to give the most appropriate, exciting and effective education possible to young people. All GSHS staff are at the cutting edge of modern teaching, and regularly attend courses to constantly develop education skills and knowledge of their subject area.

**Key Stage 3 (Years 7, 8 and 9) covers the following traditional subjects:**

- English
- Maths
- Science
- History
- RE
- Geography
- French
- Spanish
- ICT
- Music
- Drama
- PE
- Art and Design
- Design Technology (including Food Technology)
- Personal, Social and Health Education

The aim of the Key Stage 3 curriculum is to give students all the academic skills they will need in life, as well as personal skills that will allow them to make a valuable contribution to their community. Students study iLearn in Year 7 where they will focus on developing GSHS learning habits to develop their independent learning skills.

### Post-16 Education

We encourage our students to continue their education after the age of 16 and approximately half of them do so. The range of courses on offer is designed to allow all students the opportunity for further study. All students are welcome into our Sixth Form, provided they are committed to their studies and to making the most of all that is on offer here. Students in the Sixth Form are given a considerable degree of choice in the subjects they study and are guided individually as to what will be realistic and appropriate for them through a series of interviews. The options include AS, A Level and BTEC courses which can be mixed as far as the constraints of the timetable allow. We now collaborate with two neighbouring high schools so that we may offer all students a greater range of course choice than we would individually be able to. Full details of our Post-16 provision will be made available to students and parents in December of Year 11. 'The curriculum is enriched by a number of subjects and activities designed to ensure that all students achieve well and benefit from their time in school' 'The curriculum has been successfully adapted to cater for the needs of all students' (Ofsted 2008).

### KS4 (Year 10 and Year 11)

The Personal and Social Education programme is continued at Key Stage 4 whilst students study and prepare for GCSE and BTEC examinations.

In addition to two year courses in the Key Stage 3 subjects, Key Stage 4 students also have the option of gaining qualifications in the following areas:

- Business Studies
- Media Studies
- Textiles Technology
- Product Design
- Health and Social Care
- Performing Arts
- Diploma in Applied Studies
- IT

All Key Stage 4 courses make extensive use of the latest ICT programmes to ensure computing proficiency, as well as academic success.

### Student Voice

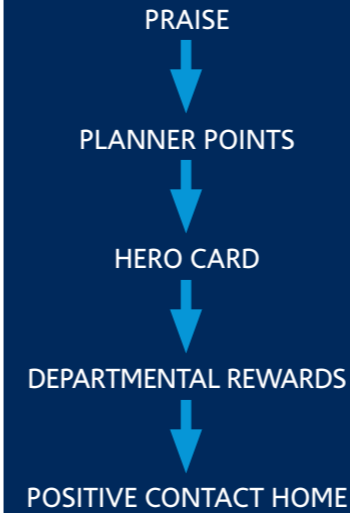
We are committed to listening to the views of students, parents, staff and governors, and to making changes in response to these views to help make GSHS a happy, safe, effective learning environment. Student Voice takes a number of forms at GSHS. Recently, students' views have made a direct contribution to updating the PE uniform, improving the school meals service, redesigning the toilets, adapting the assessment scheme in Science and changing PE provision for students with a physical disability. Parents are always encouraged to share their views with staff and we welcome your comments via email, letter, telephone call or in person on any aspect of school life. Parent governors also play a key role in decision making in the school. In addition, on a regular basis, we will seek your views via survey, at Parents' Evenings and at the Parents' Forum, a group formed specifically to encourage parents to contribute their ideas and make suggestions to aid the continual improvement of the school. The Parents' Forum meets every term on a Monday evening and everyone is welcome.

“Because teachers really listen to students' comments, it is helping to make lessons even more effective and enjoyable.”  
Ofsted 2008

# Expectation of Students

The expectations of our code of conduct are clearly communicated to our students. In all areas of the school we have on display our positive and negative behaviour consequences to help everyone learn. Positive consequences include praise, rewards points and letters home. If there is a problem, the school has a clear, staged system of negative consequences to help students to put the problem right.

## Rewards



## Expectations

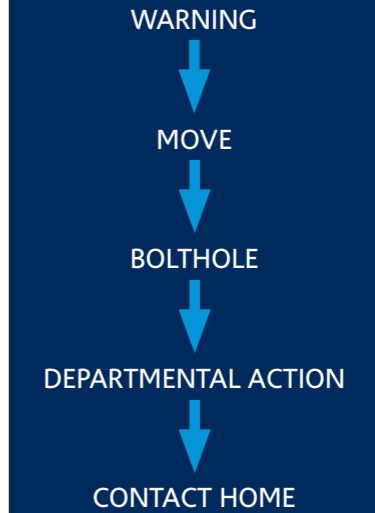


We believe that everyone in George Stephenson High School has the right to learn and achieve in a safe environment.

Everyday in school we thank you for:

- following instructions in a polite and positive manner
- listening when other students and staff are speaking
- respecting the opinions and feelings of other people
- taking responsibility for yourself and your environment

## Consequences



“Respect, Responsibility, Listening”

# Aspirational Target Setting

The use of Aspirational Targets has become a very effective means of involving students in improving their own learning and raising their levels of achievement. Students are set challenging individual targets by their teachers at the start of each academic year, and both staff and students are heavily involved in

reviewing progress towards these targets. Students do this via their 'Progress Tracker File' where, on the advice of their teachers, they set themselves individual targets for improvement for each subject. These targets are regularly reviewed throughout the year and new ones set in order to maximise achievement.



# Extra Curricular Opportunities

We encourage students to take part in a wide range of extra curricular and Study Support activities.

The Learning Resource Centre (LRC) is open every day from 8.00 a.m., at break time, lunch time and after school so that students may continue with their learning. In addition, the school's ICT facilities are also available for student use outside of the timetabled day and there are home learning clubs and booster sessions offered to all year groups as well as a 'Gifted and Talented' programme running regularly. For students who are working towards examinations, departments offer lunchtime and after school help and advice. The school also buys into online learning systems, such as MyMaths, that students can access from school and home.

In addition to timetabled PE lessons, a wide range of sporting activities are on offer at lunchtime and after school every day. The school regularly competes in both local and national competitions with considerable success, and dancers trained by the department regularly take part in regional dance festivals. The PE department offers teams in a wide range of sports including soccer, rugby, hockey, netball, basketball, tennis, cricket, athletics, cross-country, badminton, trampolining and volleyball.



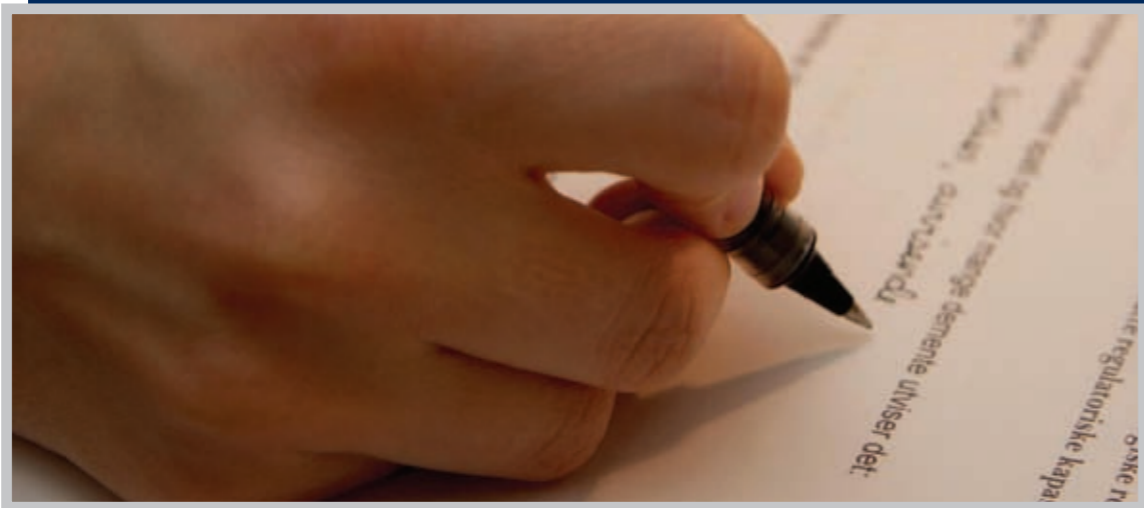
The school's facilities include two gymnasias, tennis courts, rugby pitches, football pitches, hockey pitches and an all weather pitch.

A community Sports Centre with first class facilities is located next to the school site and our students use the superb facilities there on a regular basis. Students are also encouraged to further their sporting abilities by joining local clubs and associations.

Music, drama and dance are also very popular activities involving many students. Each year the George Stephenson High School Youth Theatre stages a full scale production – most recently the musical 'Joseph and The Amazing Technicolor Dreamcoat'. The school also

encourages all students to get involved in regular concerts and popular talent events such as 'George Stephenson's Got Talent'. There are also many opportunities for students to broaden their experience by taking part in national competitions, visits to the theatre, trips to improve their languages skills, foreign ski trips, visits to art galleries, museums and science centres, as well as outdoor activities locally and further afield. We also offer study and outward bound residential to help students develop the skills they need to improve their examination success as well as the personal and social aspects of their school life – and to enjoy some fun together!





# Home Learning

Home learning is an integral part of learning and teaching. Effective home learning is central to raising achievement at all levels. Home learning is used to:

- Reinforce classroom learning
- Support less able students
- Extend more able students
- Encourage students to take pride in their work
- Develop self-discipline, confidence and organisational skills
- Promote enthusiasm and motivation for study
- Develop autonomous, independent learners
- Strengthen links between home and school, enabling parents to take an active role in students' learning

Home learning is likely to take a variety of forms to meet the needs of different learning styles and different subjects. It may include:

- Reading
- Annotation of texts
- Research
- Diagrams
- Short answers
- Planning
- Extended writing
- Practice examination answers
- Learning
- Coursework

# Reporting to Parents

The school encourages parents to take an active interest in their child's progress and parents are encouraged to contact the school whenever a question or concern arises.

However there are three formal ways in which the school communicates with parents about academic progress. Progress Reports are a brief

summary of progress and are produced twice per year. Full Reports contain a more detailed summary of progress and are issued once per year to all year groups. Full Parents Evenings take place once per year and are an opportunity for parents to talk to individual subject teachers about their child's progress.

“ Provision for Information and Communication Technology is good and very successfully supports home learning. ”

Ofsted 2008



# Supporting Students with Individual Needs

We recognise that all of our students are different and as such have a wide range of learning needs. The school aims to provide the necessary support for all students whose ability to take full advantage of the education we offer is affected in some way. For example:

- Exceptional ability (Gifted and Talented)
- Emotional and behavioural difficulties
- Sensory impairment
- Attendance problems
- Reading/recording difficulties
- Language/comprehension/expression difficulties
- Physical disabilities
- Medical or health problems

The provision for students with additional learning needs is coordinated via the Learning Support Centre, which is led and managed by our SENCO, who is supported by an experienced team of Higher Level Teaching Assistants, Learning Support Assistants and Cover Supervisors. The Learning Support Centre is a safe, friendly area, where students with additional needs can access the support they require. At lunchtimes trained sixth form mentors supervise the LSC to provide a 'safe haven' for some of our more vulnerable students, where they can relax away from the busy life of the main school.

The school's Individual Needs policy takes note of the Code of Practice on the Identification and Assessment of Special Educational Needs and support for students with identified Individual Needs may be provided in one or more of the following ways:

- Adaptation of tasks/resources within normal lessons
- The provision of a Learning Support Assistant in some lessons
- The withdrawal of a students or groups of students for specific individual help
- Withdrawal to the Learning Support Centre for part of a day/week

### Outside views

'There is strong and flexible provision for pupils with Moderate Learning Difficulties in the Additionally Resourced Provision (ARP)' (Local Authority Assisted Review, 2010).

'The school is strongly inclusive and this is a strength. It monitors and addresses the performance of specific groups including SEN registered students as well as all aspects of provision for them' (Local Authority Assisted Review, 2010).

“ All students are fully included in the life of the school. Ofsted 2008 ”

“ Students with learning difficulties and /or disabilities and those who are most vulnerable make good progress. ”

Ofsted 2008



# Examinations Results

**2010/2011  
End of KS4  
(GCSE) results**

### GCSE Results 2010/2011

- Our 5+A\*-C pass rate including English and Maths is 67%. This is well above both the local and national averages and well above the targets set for the year group (our target was 55%). Last year we were in the top 9% of schools nationally on progress measures and we expect these results to put us even higher this year.
- Our 5+A\*-C pass rate is 88% (up from 81% last year and well above target).
- An outstanding 32% of all grades were at A/A\* (the national average is 23%) and we had fifteen students with ten or more A's or A\*'s.
- Our Average Points Score per student is 519, our highest ever and well above our target of 450, and our Capped Average Points Score (the best 8 results per student) is 359, our highest ever – up from 332 last year and above our target of 340.

|                             |     |
|-----------------------------|-----|
| 5+ A*- C including E&M      | 67% |
| 5+ A*- C                    | 88% |
| 5+ A*- G                    | 98% |
| APS                         | 519 |
| Capped APS (best 8 results) | 359 |
| % A*/A                      | 32% |

|                                |     |
|--------------------------------|-----|
| % A*- C in English             | 76% |
| %A*- C in Maths                | 69% |
| % A*- C in English AND Maths   | 67% |
| % A*- C in Science             | 75% |
| % A*- C in 2 Sciences          | 69% |
| % 3 levels progress in English | 81% |
| 5 3 levels progress in Maths   | 67% |

“  
An outstanding 32% of all grades were at A/A\* and we had fifteen students with ten or more A's or A\*'s.  
”

### Targets for Public Examinations and Previous Results for Pupils aged 15

|                             | 2009 Target | 2009 Actual | 2010 Target | 2010 Actual | 2011 Target | 2011 Actual |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 5+ A*- C including E&M      | 49%         | 53%         | 46%         | 50%         | 55%         | 67%         |
| 5+ A*- C                    | 64%         | 82%         | 66%         | 81%         | 80%         | 88%         |
| 5+ A*- G                    | 94%         | 93%         | 95%         | 93%         | 95%         | 98%         |
| APS                         | 391         | 457         | 449         | 449         | 450         | 519         |
| Capped APS (best 8 results) | 303         | 321         | 310         | 332         | 340         | 359         |

### GCSE Results for students aged 15, by subject (in percentages)

| Subject                  | A* | A  | B  | C  | D  | E  | F  | G | U  |
|--------------------------|----|----|----|----|----|----|----|---|----|
| English Language         | 9  | 25 | 23 | 19 | 14 | 7  | 1  | 1 | 0  |
| English Literature       | 26 | 48 | 11 | 6  | 8  | 0  | 0  | 1 | 0  |
| Maths                    | 6  | 8  | 17 | 36 | 11 | 6  | 8  | 0 | 1  |
| Science (Core)           | 9  | 33 | 27 | 18 | 0  | 7  | 7  | 0 | 0  |
| Science (Additional)     | 20 | 20 | 39 | 17 | 0  | 2  | 2  | 0 | 0  |
| Science (Applied) Double | 0  | 15 | 24 | 28 | 16 | 15 | 2  | 1 | 0  |
| Science – Biology        | 43 | 29 | 14 | 0  | 0  | 0  | 14 | 0 | 0  |
| Science – Chemistry      | 50 | 33 | 17 | 0  | 0  | 0  | 0  | 0 | 0  |
| Science – Physics        | 50 | 17 | 33 | 0  | 0  | 0  | 0  | 0 | 0  |
| DT Food Technology       | 0  | 4  | 12 | 23 | 15 | 19 | 23 | 4 | 0  |
| DT Product Design        | 10 | 33 | 24 | 10 | 10 | 14 | 0  | 0 | 0  |
| French                   | 4  | 13 | 46 | 25 | 13 | 0  | 0  | 0 | 0  |
| Geography                | 11 | 27 | 11 | 24 | 8  | 11 | 6  | 3 | 0  |
| History                  | 9  | 30 | 23 | 23 | 7  | 5  | 5  | 0 | 0  |
| Media Studies            | 0  | 0  | 50 | 0  | 50 | 0  | 0  | 0 | 0  |
| Media Studies (Double)   | 28 | 36 | 18 | 10 | 4  | 1  | 3  | 0 | 0  |
| Photography              | 0  | 0  | 33 | 33 | 33 | 0  | 0  | 0 | 0  |
| Religious Education      | 2  | 6  | 14 | 16 | 16 | 11 | 12 | 9 | 15 |

Vocational Qualifications (in percentages)

| Subject           | No. Entered | D* | D  | M  | P  |
|-------------------|-------------|----|----|----|----|
| BTEC Art & Design | 53          | 9  | 17 | 21 | 53 |
| OCR Nat Business  | 37          | -  | 54 | 38 | 8  |
| OCR Nat H&SC      | 28          | -  | 50 | 29 | 21 |
| OCR Nat ICT       | 58          | -  | 36 | 21 | 43 |
| BTEC PA: Acting   | 21          | 0  | 0  | 33 | 67 |
| BTEC PA: Music    | 17          | 0  | 12 | 47 | 41 |
| BTEC Sport        | 34          | 29 | 6  | 21 | 44 |

(D\* = Distinction\*, D = Distinction, M = Merit, P = Pass)

ASDAN Qualifications

|                  | No. Entered | No. Passed |
|------------------|-------------|------------|
| Career Planning  | 16          | 16         |
| Cope             | 28          | 28         |
| Wider Key Skills | 34          | 34         |

Targets for 2011/2012

|                             |     |
|-----------------------------|-----|
| 5+ A*- C including E&M      | 57% |
| 5+ A*- C                    | 85% |
| 5+ A*- G                    | 97% |
| APS                         | 480 |
| Capped APS (best 8 results) | 350 |

Attendance 2010/2011

Total percentage of half days missed through absence

**6.6%**

(Target = below 7%)

Number of students in school aged 15 2010/11:

**144**



A Level Results for Students ages 17 – 18, by Subject

|                    | Entries | A* | A | B | C  | D | E | U |
|--------------------|---------|----|---|---|----|---|---|---|
| Art                | 4       |    |   | 3 |    |   | 1 |   |
| Biology            | 9       |    | 1 | 1 | 2  | 3 | 2 |   |
| Business           | 12      |    | 1 | 5 | 3  | 2 |   |   |
| Chemistry          | 3       |    | 1 |   |    | 1 | 1 |   |
| Drama & Theatre    | 1       |    |   |   |    | 1 |   |   |
| English Language   | 1       |    |   |   |    | 1 |   |   |
| English Literature | 23      |    | 3 | 4 | 10 | 6 |   |   |
| Geography          | 11      |    | 1 | 6 | 2  | 2 |   |   |
| History            | 8       |    | 1 | 4 | 2  | 1 |   |   |
| H&SC               | 9       |    | 2 | 4 | 2  |   | 1 |   |
| H&SC (Double)      | 2       |    |   |   | 1  |   | 1 |   |
| ICT                | 3       |    | 1 | 1 |    | 1 |   |   |
| Law                | 3       |    |   |   | 2  | 1 |   |   |
| Maths              | 4       |    |   | 1 | 2  | 1 |   |   |
| Media Studies      | 9       |    |   | 5 | 2  | 2 |   |   |
| Physical Education | 3       |    |   | 1 | 1  | 1 |   |   |
| Physics            | 3       |    |   |   |    | 2 | 1 |   |
| Psychology         | 3       |    | 1 |   | 1  | 1 |   |   |
| Science (Applied)  | 7       |    |   |   | 2  | 3 | 1 | 1 |
| Sociology          | 6       | 1  | 1 | 1 | 2  | 1 |   |   |
| World Development  | 9       |    | 2 | 2 | 5  |   |   |   |

| Points | 0-180 | 181-499 | 500-599 | 600-699 | 700-799 | 800-899 | 900+ | Avg Points per student |
|--------|-------|---------|---------|---------|---------|---------|------|------------------------|
| %      | 0     | 10.9    | 8.7     | 26.1    | 23.9    | 15.2    | 15.2 | 724.3                  |

2010/2011 End of KS5 (GCE) Results

Number of students at the end of Sixth Form study:

**46**



# General Information

|  |   |
|--|---|
| <p><b>Address</b><br/>                 George Stephenson High School<br/>                 Southgate<br/>                 Killingworth<br/>                 Newcastle upon Tyne<br/>                 NE12 6SA</p> | <p><b>Telephone</b> 0191 216 1115<br/> <b>Fax</b> 0191 216 5169<br/> <b>Email</b> <a href="mailto:georgestephenson.high@northtyneside.gov.uk">georgestephenson.high@northtyneside.gov.uk</a><br/> <b>Website</b> <a href="http://www.gshs.org.uk">www.gshs.org.uk</a></p> |
|--|---|

**Leadership**

Headteacher: Mr I Wilkinson  
 Deputy Headteacher: Mrs T Anderson  
 Deputy Headteacher: Mr P Douthwaite  
 Assistant Headteacher: Mr S McElwee  
 Assistant Headteacher: Ms L Simpson  
 Assistant Headteacher: Mr S Tyson  
 Business Manager: Mrs A Emmerson  
 Chair of Governors: Mr M Stalker

**Local Education Authority**

North Tyneside Council, whose Children, Young People and Learning Function is at:  
 Quadrant West, Silverlink North  
 Cobalt Business Park, Newcastle upon Tyne  
 NE27 0BY  
 Telephone: 0191 643 8692

**Staff Training Days**

Monday 5 September 2011  
 Friday 21 October 2011  
 Monday 16 April 2012

**Bank Holidays**

Monday 2 January 2012  
 Monday 7 May 2012

**School Terms**

Autumn Tuesday 6 September 2011 – Friday 16 December 2011  
 Spring Tuesday 3 January 2012 – Friday 30 March 2012  
 Summer Tuesday 17 April 2012 – Thursday 19 July 2012

**School Holidays**

| HOLIDAY          | SCHOOL CLOSSES ON        | RE-OPENS ON              |
|------------------|--------------------------|--------------------------|
| Autumn Half-Term | Thursday 20 October 2011 | Monday 31 October 2011   |
| Christmas        | Friday 16 December 2011  | Tuesday 3 January 2012   |
| Spring Half-Term | Friday 10 February 2012  | Monday 20 February 2012  |
| Easter           | Friday 30 March 2012     | Tuesday 17 April 2012    |
| Summer Half-Term | Friday 1 June 2012       | Monday 11 June 2012      |
| Summer           | Thursday 19 July 2012    | Tuesday 4 September 2012 |

# The School Day

**The School Day – Monday, Wednesday, Thursday, Friday**

|               |                                    |                                     |
|---------------|------------------------------------|-------------------------------------|
| 8.00          | Building open to students          |                                     |
| 8.35          | First Bell – report to Tutor Rooms |                                     |
| 8.40 – 8.55   | Morning Registration/Assembly      |                                     |
| 8.55 – 9.45   | PERIOD 1 (50 minutes)              |                                     |
| 9.45 – 10.40  | PERIOD 2 (55 minutes)              |                                     |
| 10.40 – 11.00 | Break                              |                                     |
| 11.00 – 11.50 | PERIOD 3 (50 minutes)              |                                     |
| 11.50 – 12.25 | Early Lunch                        | 11.50 – 12.40 PERIOD 4 (50 minutes) |
| 12.25 – 1.15  | PERIOD 4 (50 minutes)              | 12.40 – 1.15 Late Lunch             |
| 1.15 – 2.10   | PERIOD 5 (55 minutes)              |                                     |
| 2.10 – 3.00   | PERIOD 6 (55 minutes)              |                                     |

**The School Day – Tuesday**

|               |                                    |                                     |
|---------------|------------------------------------|-------------------------------------|
| 8.00          | Building open to students          |                                     |
| 8.35          | First Bell – report to Tutor Rooms |                                     |
| 8.40 – 8.55   | Morning Registration/Assembly      |                                     |
| 8.55 – 9.45   | PERIOD 1 (50 minutes)              |                                     |
| 9.45 – 10.40  | PERIOD 2 (55 minutes)              |                                     |
| 10.40 – 11.00 | Break                              |                                     |
| 11.00 – 11.50 | PERIOD 3 (50 minutes)              |                                     |
| 11.50 – 12.25 | Early Lunch                        | 11.50 – 12.40 PERIOD 4 (50 minutes) |
| 12.25 – 1.15  | PERIOD 4 (50 minutes)              | 12.40 – 1.15 Late Lunch             |
| 1.15 – 2.10   | PERIOD 5 (55 minutes)              |                                     |
| 2.20 – 4.00   | Staff Training                     |                                     |



# George Stephenson

## High School



George Stephenson High School

Southgate, Killingworth, Newcastle upon Tyne, NE12 6SA

Telephone 0191 216 1115 Fax 0191 216 5169 Email [georgestephenson.high@northtyneside.gov.uk](mailto:georgestephenson.high@northtyneside.gov.uk)

[www.gshs.org.uk](http://www.gshs.org.uk)