

# The Hollins Technology College Profile

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## The Hollins Technology College

Hollins Lane

Accrington, Lancashire, BB5 2QY

Telephone: 01254 233500

<http://www.thehollins.com>

Local Authority:	Lancashire
Age range:	11-16
Number of pupils:	760
Head teacher:	Mr M Jackson
Chair of governors:	Mrs H Pitman

## What have been our successes this year?

Our public examination results at both key stages continue to improve and are outstanding.

In 2006 our students achievement against the 5+ A\*-C grades including English and maths benchmark saw the school recognised as the second most improved nationally.

In 2007 the GCSE results placed us 29th in the Specialist Schools and Academies Trust's list of top specialist schools

In 2008 early indications show the results to be the best ever with 60% of students achieving 5+ A\*-C grades including English and maths. It was very pleasing to see 20% of all grades awarded being at A/A\*. We are proud of the achievements of all our students!

The results at KS 3 have been consistently outstanding with the 2007 contextual value added data placing the school on the DCSF's list of the top 100 schools. We are currently awaiting the return of all our KS3 SAT results for 2008.

We are proud of our academic results, but we are equally proud of the high standard of support, care and guidance the school provides all its students. We continue to develop and strengthen the pastoral support in school.

In November 2007 the school was inspected by Ofsted and was recognised as a good school with many outstanding features.

## What are we trying to improve?

We are constantly striving to improve teaching and learning, increase the range of courses on offer and raise attainment even further. We are seeking to further personalise the curriculum so that each individual can develop their interests and talents. We are a partner school in the delivery of the first 'diplomas' in Creative & Media from this September.

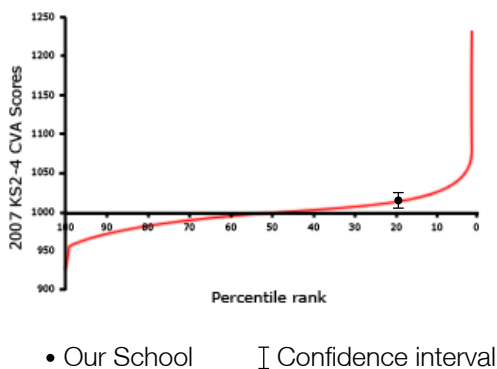
We are committed to the workforce reform agenda and to increasing the non-teaching support in school. We have appointed two pupil support workers and a learning mentor to support pupil development and learning.

Pupil Voice is being developed to give the student council a greater role in decision making and discussion regarding school issues. Although our rewards system has improved considerably it is something we are looking to strengthen further next year.

We have invested heavily in the fabric of the school and already have plans for 2009 to make further improvements in science and technology.

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## How much progress do pupils make between 11 and 16?



The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

Our GCSE results in 2007 placed us as 29th, nationally, in the list of top specialist schools which achieved a much better result than would have been predicted from their intake at age 11, on the value added measure based on our students gaining at least five C+ GCSE grades including English and maths. Our CVA placed us in the top 16% of all schools.

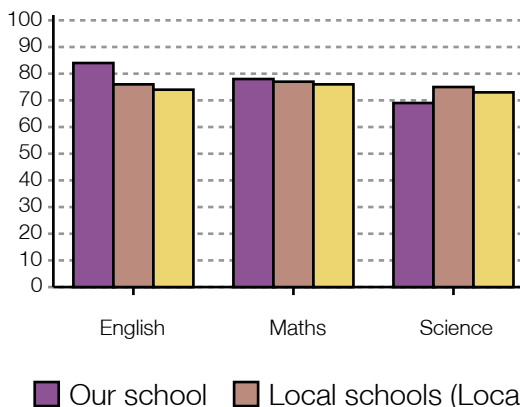
Of the 150 students in Year 11 in 2007 over 120 achieved a 'better than expected' GCSE points score, many significantly better. All students who attended regularly and sat their exams achieved 5+A\*-G grades,

In 2008 we achieved our best ever GCSE results with 69% achieving 5+ A\*-C grades, 60% of those achieving this benchmark with GCSE English and maths and an average points score of 398.

20% of the grades in 2008 were at A/A\* .

73% of students achieved a C or better in English Language and 69% in mathematics. In maths, 28% of the total grades achieved were at A/A\* .

## How well do our pupils achieve at age 14?

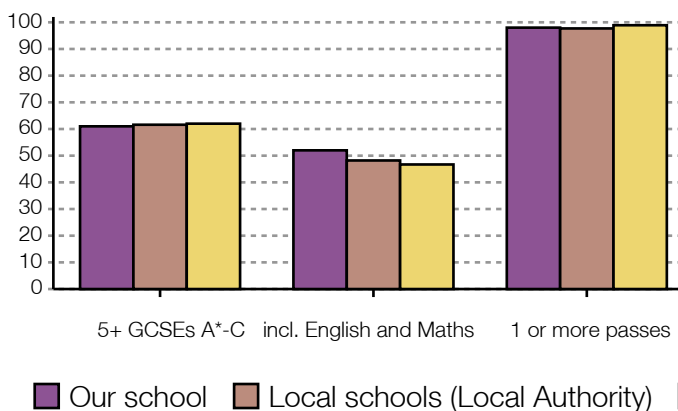


This shows Key Stage 3 results for 2007. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.

In 2007 our contextual value added figure of 101.4 resulted in the school being recognised as one of only two Lancashire schools to figure on the list of the top 100 schools nationally, based on our students' progress made between Key Stage 2 and 3. Ofsted recognised that our Key Stage 3 results have been outstanding over the recent years.

As of September 2008 our SAT results are currently not all available.

## How well do our pupils achieve at age 16?



This shows the percentage of pupils (who were at the end of Key Stage 4) who in 2007 achieved 5 or more GCSEs (and equivalent) at grades A\*-C, 5 or more GCSEs (and equivalent) at grades A\*-C including English and mathematics GCSE, and one or more GCSEs (and equivalent) at grades A\*-G.

As previously mentioned the GCSE results have attracted national recognition in 2006 and 2007. We were delighted with our GCSE results. 69% of students achieved 5 or more A\*-C grades and 60% of our students achieved 5 or more A\*-C grades, including English and maths, compared to a national figure of 46%. This is an excellent achievement considering our students achievements at Key Stage 2 were, overall, below the national average. 20% of all grades awarded were at A/A\*.

It was particularly pleasing to note that 73% of students achieved a C+ grade in English (national average 61%) and 69% a C+ grade in Maths (national average 52%). \*. This is a direct result of the strength of the partnership that exists between staff, students and parents and the resulting hard work and commitment from all concerned.

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## How have our results changed over time?

Our examination results have improved significantly and consistently over the last four years at both Key Stages.

At Key Stage 3 there has been steady improvement. The maths results are regularly in the top 1 or 2% of schools nationally, English results were in the top quartile and science within the top 33% of schools.

Our 5 or more A\*-C grades has improved from 31% in 2003 to 69% in 2008 and our 5 or more A\*-C grades including English and maths has improved from 21% to 60%. The GCSE results have received national recognition in 2006 and 2007 with the 2008 results the best ever for the school. There has been substantial and sustained improvement in many departments, where outstanding results are achieved, with pupils 'pushed' at all levels to deliver their full potential. In relation to their ability, the vast majority of students achieve exceptionally well.

We are proud of the achievements of **all** our students and look forward to this improving trend continuing.

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## How are we making sure that every child gets teaching to meet their individual needs?

We aim to offer equal access to all areas of the curriculum, whilst recognising that every student has individual needs, talents and aspirations.

Pupils are set challenging targets and progress is monitored frequently to ensure their needs are being met. Pupils are usually taught in ability groups, where particular attention is given to ensure that the most able students are stretched and those with learning difficulties are supported.

We have made a conscious effort to ensure subject specialist teachers are used in virtually every lesson and class sizes, particularly at Key Stage 4, are kept small. Many KS4 classes contain less than 20 students.

The KS4 curriculum contains a range of opportunities to pursue a wide variety of courses, enhanced by our involvement with the A&R College, external training providers and the 'Hyndburn Partnership', where a number of students have access to accredited enrichment courses.

Students are supported through school via a strong pastoral system, including Form Tutors, Year Co-ordinators, Pupil Support Workers, Learning Mentor, Teaching Assistants and peers. Our highly effective Special Educational Needs team support students with a diverse range of individual difficulties.

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## **How do we make sure all pupils attend their lessons and behave well?**

A strength of the school is the good relationships that exist between students and teachers, evidenced by the most recent Ofsted inspection in 2007. Behaviour in and out of the classroom is very good and the quality of teaching is excellent with students engaged and actively involved in their own learning.

Our wide ranging pastoral team works effectively to support our students in attending school regularly and behaving well.

Our Attendance Officer monitors attendance and punctuality closely. Attendance is recorded electronically and all first day absences are investigated quickly and effectively. Attendance is rewarded in a number of ways. Where attendance is a concern this is dealt with on an individual basis.

The school behaviour management systems support classroom teachers in ensuring good behaviour is the norm, achieved positively by praise and rewards. Students who do not conform to our high standards are dealt with through a structured system of sanctions and support.

'Timeout' provides a mechanism of removing students who are preventing others from learning and although rarely used, is an excellent tool to ensure learning is not disrupted. Each lesson a senior member of staff is 'on call' and visits each classroom.

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## **What have pupils told us about the school, and what have we done as a result?**

We seek the views of students in a number of ways. The Year Councils and Student Council meet half termly. Students in Years 7,9 and 11 complete the annual local authority Pupil Attitude Questionnaire and we survey all students prior to Parents' Evenings. In addition Student Focus Groups, held twice per year, provide opportunities for the SLT and Year Coordinators to discuss pupils views about certain issues in more depth, particularly if concerns have been raised in the questionnaires.

As a result of the students' views a number of things have changed within school. For example, drinking water is readily available within school and students are actively encouraged to drink water, the toilets are now cleaned four times per day, there are more members of the teaching staff on duty at lunchtime, the canteen has been refurbished to create a better social space for students and students are now involved in staff appointments.

Students are encouraged to approach staff with any issues and a number of events took place as a result, often organised by the students themselves.

## How are we working with parents and the community?

We value and actively seek a strong partnership with our parents. We have an open, accessible school where parents are encouraged to contact us if there are any issues they may wish to discuss.

In addition to the annual Parents' Evenings we hold a number of other Partnership Evenings to involve parents in their child's education. We hold a New Intake Evening for Y6 pupils and parents moving to The Hollins in the September, a 'Meet the Tutor' evening for parents in Year 7 to discuss how their child has settled in, an Options Evening and a personal interview for parents and students to finalise option choices and offer advice on career planning and an Introduction to Key Stage 3/4 Evening for new Y7/10 respectively. We also hold a Review Day at the end of Y10, where an individual meeting between a key member of staff, parent and pupil takes place to sort out any issues before the start of Y11.

Parents receive a Progress Report each term on their child. Following analysis of pupil progress information, letters of praise are sent out to relevant students and any concerns addressed.

We value our work with the local community and are an active part of a number of local networks, taking a lead in a number of areas.

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## What activities and options are available to pupils?

Our students have access to a highly varied programme of extra curricular activities.

Sporting activities are particularly strong and we have a tradition of success in a wide range of disciplines. There are numerous opportunities for students to participate in both competitive and non-competitive sport

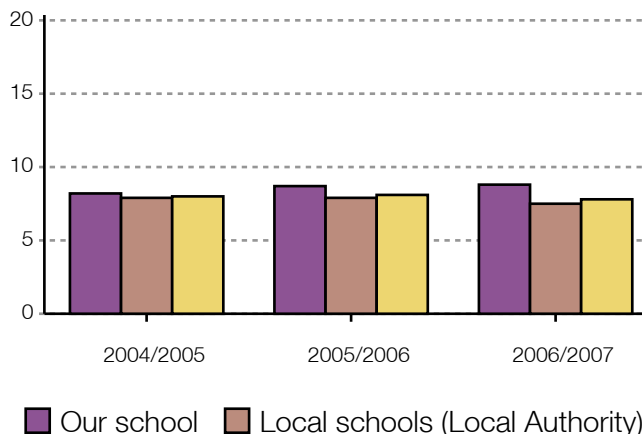
Music and drama offer a wide range of opportunities for all students to get involved. *Every* Year 7 student takes part in a public performance of a class musical and there are numerous opportunities for students to demonstrate their talents 'on stage'!

There are a wide range of clubs, activities and visits that take place regularly throughout the school year. We have an annual ski trip and visit to France. 'Activity Days' at the end of the summer term provide a whole host of opportunities for all students to participate in a diverse, stimulating and enjoyable range of activities.

Our Eco -Schools group has been particularly effective in raising awareness of our local and global environment and tackling key issues relating to health and sustainability.

Please see the 'news' section on the school website documents many of the extra curricular events!

## How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

Our attendance rates have improved consistently and significantly over the last six years with a 'blip' two years ago, partly due to an unusually large number of Year 11 students with severe personal problems resulting in very poor or zero attendance. We are in a position where our attendance figures are close to the national average and are working hard to improve further on this - we recognise good attendance is a pre-requisite of high achievement. In 2007/8 our official attendance figure was 92.0%.

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## How do we make sure our pupils are healthy, safe and well-supported?

We passionately believe that education within school means the development of the whole child and we have welcomed and embraced the Every Child Matters agenda.

Students are supported by a strong pastoral support team that focuses on all issues relating to personal development. Form Tutors, Year Coordinators, professional counsellor, Pupil Support Workers, a Learning Mentor and our Learning Support Team all provide individual help, guidance and advice on a range of issues, which then allows access to learning.

We have achieved the National Healthy Schools Standard and are working towards the more comprehensive Lancashire Standard. We have completely revamped the environment and menus to provide students with a pleasant, health-conscious dining experience and students are provided with access to free, cold drinking water and encouraged to drink during the day.

PSHE/Citizenship is a hugely important part of our curriculum and has been radically overhauled and is delivered by specialist teachers. This has made a major contribution to students gaining the skills to make informed choices in their life.

Physical activity is promoted through PE, both in curriculum time and through a wide range of extra-curricular activities.

## What do our pupils do after year 11?

In addition to the careers advice and guidance provided for all our students at both key stages we liaise closely with local colleges, sixth forms, training providers and Connections Lancashire to ensure students leaving The Hollins have the information, guidance and support in order for them to make decisions about their further education, training and career development.

The destinations profile for students leaving in 2007 was provided by Connexions Lancashire:

Further Education:	66%
Work Based Training:	14%
Employment With Training:	4%
Employed No Training:	2%
Unemployed:	6%
Pre E2E:	4%
Voluntary Work:	2%
Left The area:	2%

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## What have we done in response to Ofsted?

Following a very positive Ofsted Inspection in November 2007 the school has continued to make excellent progress. The Ofsted report has been considered carefully and any issues that have needed addressing have been included in our school improvement plan.

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## More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01254 233500

Our website <http://www.thehollins.com>

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