



The Leek Federation

# Westwood College



Leek  
Education  
Partnership



P R O S P E C T U S

**Westwood College is committed to achieving a level of excellence that secures the success of every student. Ensuring this success requires staff who are deeply committed; students who are thoroughly responsive to learning and for parents to be fully supporting of the process.**

Mr R Hey  
Headteacher

## **MISSION STATEMENT**

To enable students to achieve their full potential and become equipped to lead a successful adult life.

### **COLLEGE AIMS**

- To encourage students to grow to their full potential and to develop confidence and pride in their achievements, so they can achieve emotional and economic well-being
- To promote a culture of high expectations amongst the whole college community so that students can make a positive contribution to society
- To provide a broad and balanced curriculum enabling all students to follow an appropriate pathway which helps them to develop as lifelong learners
- To give all students equal opportunities so that they receive access to high quality education, regardless of race, gender or disability
- To encourage students to develop and maintain positive relationships and reasoned, informed attitudes, values and beliefs
- To foster links with our community and beyond and to promote a tolerance of different beliefs and cultures
- To enable students to explore their spiritual, cultural and moral development
- To encourage students to make healthy choices in relation to their lifestyle
- To provide experiences and opportunities for all students to develop the necessary skills for them to achieve success whichever pathway they choose

# WHAT DO PEOPLE SAY ABOUT WESTWOOD?

## OFSTED REPORT

“Behaviour is very good, relationships between students and staff are strong; the College is an orderly and safe community where students are courteous, well-mannered and welcoming.”

“The College has a relentless drive to improve teaching and students’ learning even further.”

“Students achieve well, most students make good progress; teaching is carefully personalised to meet their needs.”

“Students, staff, parents and governors are overwhelmingly positive about their College and proud to be part of it.”

“The Executive Principal and his committed team have a clear vision for the Colleges’ future and are fully supported by all staff.”

“The curriculum is broad, balanced and driven by the College’s commitment to inclusion and its determination that all students should be valued and succeed.”

## WHAT PARENTS SAY

“Westwood is a happy school. The students are well behaved and enjoy learning.”

“Westwood provides an excellent preparation for adult life both academically and in terms of personal development.”

“My children are making excellent progress; they are listened to, encouraged and get lots of guidance about their futures. As a parent I could not ask for better.”

“Westwood staff are very approachable and any problems are quickly resolved without having to wait for parents’ evening.”

## WHAT THE STUDENTS SAY

“I’m really happy at Westwood and I know I’ve got more confidence since I started here.”

“I like the way you’re given responsibility and treated like an adult; the atmosphere in lessons makes you really want to learn.”

“Students demonstrate a great deal of respect for both the college and the teachers, a respect which is reciprocated by the staff. Coming to Westwood has, for me, been the best thing I could have done.”

## How does my child gain a place at Westwood?

Early in the autumn term of Year 8 you will receive a letter from the Local Authority advising you of your catchment High School. You will be asked to complete a form stating which school you wish your child to attend. Forms should be returned to the Local Authority by the deadline stated (normally towards the end of October). These may also be completed on line, with the same deadline or via the College website [www.westwoodcollege.coop](http://www.westwoodcollege.coop).

At the beginning of March the Local Authority will inform you of the name of the school at which your child has been offered a place. If you are unhappy with their decision you have the right to appeal. Appeals are heard during the first part of the summer term.

Westwood has adopted the 'Admission Criteria for Community Schools' as determined by Staffordshire Local Authority. The Governing Body of Westwood has named St Edward's Junior High School as the major contributory school.

If the number of students requesting a place at Westwood exceeds the Published Admission Number (PAN), which is currently 200, the Local Authority will use the following criteria to allocate places:

- a) Students whose statutory statement of special needs names Westwood as the most appropriate mainstream school.
- b) Students living in the catchment area of Westwood.
- c) Students who have an elder sibling at Westwood who will **still** be attending Westwood on the proposed admission date.
- d) Students who attend St Edward's Academy, Leek.
- e) Medical/Hardship grounds. (Please contact the Local Authority for details).
- f) Other students are arranged in order of priority according to how near their home addresses are from Westwood by the shortest walking route as measured by the Geographical Information Systems.

Please note that it is Staffordshire Education Service, not Westwood College, who are responsible for allocating places.

If you wish your son/daughter to transfer to Westwood at a time other than the start of Year 9, please contact the Headteacher directly.

## How can I see the College?

All parents who live in the catchment area, or who wish to request a place for their child at Westwood are invited to attend an open evening in early Autumn to view the College and meet some of the staff. A special feature of this occasion is the chance to ask questions of staff and students. Details of this meeting are given in a letter sent through St Edward's Academy and Churnet View Middle School. If you would like to visit during the College day to experience the positive working relationships and strong work ethic that characterises Westwood, please telephone to make an appointment.

(Tel: 01538 370930)

Those definitely joining the College in Year 9 spend four days at Westwood in the July preceding admission to familiarise themselves with the buildings and meet new teachers and classmates.

## How can I keep in contact?

For many years Westwood has encouraged parents to take a very active part in the education of their children. Direct contact with the staff is encouraged. Parents can visit the College, discuss their questions on the telephone or ask for a teacher to call at home to give attention to matters of concern. At every point of important decision-making (e.g. choice of course and exam entry) Information is also available on the College website, [www.westwoodcollege.coop](http://www.westwoodcollege.coop). Once students join the college, we aim to build strong links with parents/carers and encourage you to get in touch if you have any concerns. In the first instance parents' should contact their Senior Learning Mentor. The Headteacher is also very happy to see parents, especially when matters of College policy are involved.

## The Governing Body

Since September 2012, Westwood College, Churnet View Middle School and Leek High School have been part of a Hard Federation that sees one Governing Body overseeing the work of the three schools. This gives the three schools the ability to have a coherent set of values and working practices across all three institutions.

The Chair of Governors is Ms Mandy Bennett. The Clerk is Mrs Clarissa Williams, both can be contacted at Westwood College (01538 370930) Governors are keen to hear from parents about College policies and priorities.

## How does the House system work?

One special advantage of the House Tutor Group is that it consists of boys and girls aged 13-16. Thus, the older ones can help the others to find their feet and, with the House Tutor, build up a real sense of caring. Also the Tutor has more time to give to each student; for example when course or career choices arise there are only 8 or 9 from each year in the group requiring attention. Parents wishing to contact the college should speak with the Senior Learning Mentor in the first instance.

### The current House arrangements are:

#### Davenport House

Ms D McNeil

#### Lichfield House

Ms C Knowles

#### Johnson House

Mr T Thackstone

#### Stafford House

Mr M Turnbull

Wherever possible students stay with the same tutor from Year 9 to the end of Year 11. Westwood Sixth has its own tutorial system and students move on to a new tutor in Years 12 and 13. Westwood Sixth tutors have the same philosophical approach but also specialise in giving personal guidance for coping with study at a higher level and preparation for entrance to Higher Education, Further Education or employment and training.

## How do you report to parents?

Each subject reports annually to parents on student progress in a booklet which goes home to parents. The time of year for reporting varies to suit the demands of Year 9, GCSE and post-16 courses. Parents also receive a termly progress report via the Student Progress Charts. There are annual parents' evenings where progress is discussed. Parents have the opportunity to send in written comments on reports.

In addition, Westwood College has a 'Virtual Learning Environment', or VLE. This is an online system that parents can log into. Here, at any time during the year, parents can view reports, attendance, behaviour and achievement, read college news, events and diary dates. A secure login is provided to parents near the start of the academic year.

## How does Westwood look after students?

“Personal relationships are excellent; a core strength of the school. Students and staff respect each other and work together to create a stimulating environment for learning.” (OFSTED)

“Parents and students appreciate the high quality of care that is provided through the House system” (OFSTED)

“Tutors have established an excellent rapport with their students which is based on ready accessibility and a willingness to listen to students’ concerns with sympathy and care.” (OFSTED)

Westwood organises itself to care for students as individuals. The teachers seek educational success for young people of all abilities. Equally, staff want to encourage a sense of personal value and a spirit of consideration for others. This means that the college has to practise what it preaches: it values and respects all members of the Westwood community. Students are placed in one of the four Houses on arrival, in a Tutor Group of about 25, with a Senior Learning Mentor who remains with them throughout their years of compulsory education.

## Disability Equality Mission Statement

At Westwood we are committed to ensuring equality of opportunity for:

- students with disabilities in relation to education and associated services;
- staff with disabilities in relation to employment rights, conditions and opportunities;
- and all parents and members of the local community with disabilities in relation to additional services offered by or at our college.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our college.

In particular, the achievement and participation of students and students with disabilities is monitored and we use this data to raise standards and ensure inclusive teaching.

We make reasonable adjustments in relation to teaching and learning and wider aspects of college life to make sure that the educational environment is as accessible as possible.

We use our accessibility planning duty to ensure that there is a rolling programme of improvements in relation to access to the curriculum, access to information for both students and their parents and access to the college buildings, its facilities and amenities for all.

We seek at all times to foster a positive response to disability among all members of our college community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

**At Westwood, we believe that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our community. In making this assertion, we subscribe to the social model of disability.**

## **What do we teach?**

“The quality of the teaching and learning is very good and students make very good progress.” (OFSTED)

What the college teaches can be looked at in two ways. Initially it can be regarded as a set of subjects taught in classrooms during timetabled lessons; the obvious subjects are well-known (English, Mathematics, Science, Modern Languages and so on). Equally important, but not so frequently spelt out, is the other side of the curriculum: that which imparts favourable attitudes. These two sides to the curriculum can be illustrated easily: parents want their children to be knowledgeable about Science and French, but also honest, industrious and caring. This second aspect of the curriculum is taught intentionally and unintentionally by all the adults and young people in the college. Westwood gives careful thought to both these facets of the curriculum.

Subjects are divided into four blocks, as follows:

### ***Block A***

English, Mathematics and Science (Biology, Chemistry and Physics) and Personal and Social Education, Religious Education, Physical Education, Information Technology.

### ***Block B***

Business Studies, Geography, History, Religious Studies.

### ***Block C***

French, German, Spanish, Physical Education, Learning Support, Media Studies.

### ***Block D***

Art, Drama, Design and Technology ( Product and Food) Dance and Music.

In Years 10 and 11 students can study Information Technology which replaces two subjects, In addition a small number may also have access to courses offered in collaboration with other Moorlands institutions. These include vocational courses at Leek College.

Teaching schemes and syllabuses are prepared in each subject and are available for inspection. Please contact the college for further information.

## **How are teaching groups arranged?**

Teaching sets are arranged to provide the best possible learning situation for each student. In some subjects they are taught in separate ability groups; in others, all-ability groups are used to get the best results. Most students take GCSE examinations in 11 subjects, the majority achieving 11 higher grades. Also these arrangements ensure that all students follow a broad and balanced curriculum to the age of 16. We aim to ensure that all students gain some qualifications by the end of Year 11.

At Key Stage 4 a small number in each year group study for vocational qualifications at Leek College or follow BTec Level 1 courses in College.

## **How is homework organised?**

Subjects set homework regularly. For most this means one homework per week with the amount varying from Year 9 to Year 11. All students in Year 9 and Year 10 are issued with a planner to help them to organise their work. Parents are encouraged to look at students' books, files and student planner and to contact the Senior Learning Mentors if they have concerns.

Outstanding student learning is the primary aim of Westwood College. Outstanding learning is learning that leads to independence. Independent learners are successful and can make informed personal choices about their future. Work outside of the classroom, often referred to as 'homework', is a core part of the learning process and can engender independence in learning.

To promote effective learning through homework, all of our teachers:

- Give homework when it is appropriate according to departmental policies
- Are clear as to the form of homework required, and make clear the learning objectives of homework
- Give homework according to the abilities and learning needs of individual students
- Make it clear what the purpose of the homework is, how it will be assessed and its role in the learning process
- Promote access to ICT during the College day
- Provide support in the form of access to staff and access to VLE resources when required
- Help students to develop good organisational skills through the pastoral programme, helping them to use their planners and manage their time well

## **What do you do if students misbehave?**

The action of the teachers in the face of misbehaviour is clear and immediate: it is expected that damage to property is paid for, bullying is not tolerated and parents contacted as appropriate. If sanctions are required we have found the most effective ones to be separation from friends, supervision by teachers and detentions coupled with the involvement of parents.

Disappointing work is discussed by subject teachers within lessons so that help is available to students. Occasionally students remain at college to complete unfinished work.

We have been running a civilised and happy college for many years and this was reflected in OFSTED's reference to "the very good behaviour of students which reflects their commitment to learning and their respect for the school's ethos."

## **How do you ensure that students behave properly?**

Students are expected to conduct themselves in a civilised manner: to show consideration for people and property and to express themselves to others in a polite, confident way. There is a published behaviour code; basically common sense and the principles of respect and courtesy are required so that lessons may proceed efficiently. Absence from college without good reason is investigated because of its harmful effects on progress. This is a summary of our expectations in terms of behaviour.

# Behaviour for Learning - Expectations

## INTRODUCTION

Behaviour for Learning covers all aspects of the College that contribute to a positive learning environment. The core purpose is to establish practice and expectations of both students and teachers that allows students to learn and teachers to teach, where all members of the College are expected to develop an environment that supports outstanding learning.

The primary aim of Westwood College is to allow all students access to an education where their learning leads to independence. Independent learners are successful and can make informed personal choices about their future.

**Students can contribute greatly to outstanding learning if their behaviour supports learning.**

## Expectations:

### STUDENT

- Be punctual; arrive in college prepared for all lessons.
- Follow directions and actively contribute to the lesson.
- Where appropriate enter into discussion, ask questions and answer questions.
- Arrive to lessons expecting to learn, to work hard and to be challenged.
- Meet challenges with determination and perseverance.
- Ask for help when it is needed, check your understanding with the teacher.
- Avoid behaviour which is likely to distract other students from the lesson.

### OTHERS

- Listen sensitively to others, be polite show courtesy
- Be prepared to support your peers, question them politely, and critique their work sensitively.
- Help others to remain focused by reminding them to be on task when their attention wanes
- Be respectful of others and the college environment.

**Teachers will support students Behaviour for Learning by:**

### IN GENERAL

- Have very high expectations of Behaviour for Learning and will not allow poor behaviour to affect the learning of other students.
- Plan lessons that are structured, relevant, and engaging.
- Expect all students to engage themselves with the tasks presented in the lesson.
- Find ways to build students' confidence and self-esteem.
- Provide regular and useful feedback on the progress made by students.
- Recognise the efforts and achievements of each individual.

## **What about....?**

### ***Special Needs***

Students with special educational needs are often identified before arrival and are offered appropriate schemes to help them improve their skills. Individual and small group tuition is arranged where necessary. Also students are supported in normal classes. Parents who have children with learning difficulties should ensure that they share their concerns with the Senior Learning Mentor before arrival so that special arrangements can be made. Mrs Jackie White, SENCO, organises this programme.

Parents can obtain further details of the teaching undertaken by asking for a copy of the Special Needs Policy.

At Westwood we recognise that students who are very able also need attention paying to their special needs. In addition to enhancement work in subject areas Westwood has a Gifted and Talented register and a full programme of curricular and extra-curricular activities. There is a special programme of support for potential Oxbridge candidates throughout Year 12.

The college welcomes students with disabilities and will endeavour to meet the needs of each student on an individual basis. The college has disabled toilets in both halls, a lift in Old Hall and ramps where necessary. We will endeavour to assist any student with such needs should they wish to be enrolled in the college and ask that you contact the Executive Principal or the SENCO in the first instance.

### ***Work Based Learning***

Westwood is involved with many firms in order to provide an extensive programme of work experience. This is arranged on an individual basis. It aims to give students a chance to sort out their career ideas. Sometimes the placements bring home that the career is not worth pursuing; most of the placements confirm the students' ideas and give strong incentives to work hard to achieve high ambitions.

Some students experience work placements during Year 10 and Year 11. After the GCSE exams more Year 11 students are placed to provide contacts for future career choices. In the Westwood Sixth students have placements, some one or two days every week, others for a week block in Year 12. Work Based Learning is compulsory for those students following a vocational course in the Sixth Form.

Most placements are in North Staffordshire, giving as wide as possible experience of local opportunities. Some students go much further afield, to the big cities (e.g. Financial Times, British Airways, Royal Shakespeare Company) or to the countryside (e.g. National Trust, Peak Park). Since 1988 language students have completed Work Experience in France and Germany. Students choose whether to stay local or go further afield.

### ***Safeguarding of Students***

We aim to promote and safeguard the welfare and safety of our students at all times. This is an important part of our recruitment and selection procedures and we conduct Criminal Record Bureau (CRB) disclosure and List '99 police checks on all teaching and non-teaching staff entering Westwood. If Child Protection Procedures are necessary, Mrs J Reader is the principle designated senior person in college, with Mr R Hey and Mr D Lyons, as deputy designated persons, who will instigate these proceedings.

## **What about....?**

### ***Physical Education***

All students participate in Year 9 Physical Education so that health related exercise, good natured competition, co-operation and team spirit are encouraged. Westwood has extensive facilities for team games and individual sports, a gymnasium and a fitness suite and a full size Astroturf football/hockey pitch. We run a comprehensive programme of inter school matches and extra curricular clubs. Students regularly achieve success in representing area and county teams in a variety of sports. Students may opt to study Physical Education at GCSE, A/S, A2 Level and BTec Sport.

### ***Sex Education***

As part of the Personal Development programme adopted by the Governors, all students consider issues of sex education appropriate to their age group. In Year 9 these are the physical and emotional changes at puberty and for the Years 10 and 11 the emotional aspects of forming relationships, the facts of reproduction, contraception, sexually transmitted diseases and abortion. Throughout Years 9 – 11 the emphasis is on forming a positive self-image and the importance of relationships which contribute to human happiness and joy. Parents can obtain details of the teaching undertaken by asking for the Sex Education Policy. Parents have the right to ask for their child to be excused from Sex Education but before exercising that right, we would ask parents to discuss this matter with us so as to consider the full implications of the withdrawal from this important part of the curriculum.

### ***Religious Education***

In accordance with the Education Act, 1988, Religious Education is a compulsory part of the curriculum. During the Years 9, 10 and 11 students have religious education teaching based upon the County's Agreed Syllabus, which reflects the dominant role of Christianity in our tradition and the contribution of other faiths and beliefs. Each day includes opportunity for an act of religious observance as part of either a college or House Tutor Group Meeting.

Parents have the right to ask for their child to be excused from Religious Education or worship, but before exercising that right, we would ask parents to examine the syllabus and discuss with us the full implications of withdrawal from this important part of the curriculum.

### ***Information Technology***

All students use computers to improve their learning. We have five fully equipped computer rooms, a dedicated language suite and many other IT equipped study areas. In the last three years we have invested around £500,000 in upgrading equipment, software and facilities. All computers give access to the Internet and there are video conferencing facilities. The aim is to ensure that all students use information technology in a range of different subjects and situations. We offer a vocational qualification in IT at Key Stages 4 and 5. All students in Year 9 follow an ICT course for one hour per week.

### ***Careers Education***

Careers education is organised by Mrs G Partington. The Staffordshire Young Peoples Services using information from an initial interview with the House Tutors are also involved in helping students make the right choice for their future. Work based learning is arranged on an individual basis after consultation with the Senior Learning Mentor and House Learning Mentor.

### ***Enterprise Education***

Enterprise Education is an integral part of the curriculum in both Key Stages 3 and 4. It is taught as a module within the Year 9 Personal Development programme and most subject areas include Enterprise Education in their schemes of work. All of Year 9 experience a Business Challenge day during the Spring Term.

## What happens at lunchtimes...?

All students must remain on the site to have a College meal or have sandwiches, for reasons of safety and wellbeing they will not be allowed off the site to visit local shops or amenities. Students will be supervised by Senior Supervisors and Assistant Supervisors. Only students who live within range of the College and are able to go home and return within the hour will be issued with a photo pass to leave the site. If a student needs to leave the site for any other reason or at any other time of the day a permission letter from a parent or carer is required. A packed lunch may also be brought to college.

## ... and beyond lessons?

Lunchtime and after college activities include drama, music, dance, science, chess, film and computer clubs. We have successful teams in a range of sports – badminton, basketball, cross country, cricket, hockey, netball, rounders, rugby, soccer, swimming and tennis. The college libraries are also open all through the day. Instrumental music lessons are provided by arrangement with a non-profit making company named “Music For Life” (parents make a contribution towards the cost of these lessons). Recent productions include: “West Side Story”, “Guys and Dolls”, “Bugsy Malone”, “My Fair Lady”, “Les Miserables”, “Sweeney Todd” and “The Sound of Music”.

## What clothes should be worn for college?

In Years 9, 10 and 11, students are required to wear our college uniform. Westwood uniform is formal black school trousers or skirt, a red polo shirt with collar and a black top with the college badge. Students can choose from three styles of top. Sensible black shoes are compulsory. A list is available from the college, but parents may purchase the garments from suppliers who stock the appropriate items. Cost is kept to a minimum, but good quality garments are usually a better buy in the longer term. Personal equipment recommended for PE and practical activities is included on the list given to parents in the term before entry. Our uniform is of a relaxed style and practical but students are required to wear it smartly at all times. Please note, the college does **not** allow any **BOOTS, CARDIGANS, OR HOODED TOPS (other than to or from College) NO FACIAL OR BODY PIERCINGS ARE PERMITTED.**

## How are educational visits organised?

Many of our courses involve educational visits in order that the theoretical work done in college is followed up in practice. Most main study visits are of one day duration. A few are residential. Parents are usually asked to make a voluntary contribution to the costs of such visits.

The College Calendar will give details of the programme for the current year. All students receive a copy of the college calendar at the beginning of the academic year.

We have access to funds to help families facing financial difficulties; every enquiry is handled in complete confidence by Senior Learning Mentors .

## **Westwood Sixth**

The Westwood Sixth currently has over **300** students on roll making it the largest Sixth Form of its type in the County. Each year over two thirds of all Year 11 students choose to stay on, and a third of all Westwood Sixth students join us from other schools. As staying on is voluntary the Westwood Sixth is deliberately different. Students are treated as young adults and expected to respond accordingly both in their studies and social behaviour.

Westwood Sixth students are encouraged to take responsibility for organising social events; running college teams and contributing to the wider life of the college, for example, through their involvement in Duke of Edinburgh, Young Enterprise, Performing Arts and Sports. The Director of The Leek Federation Sixth Form is Mr D Owen, assisted by Mr S Wallinger, 16 experienced tutors and two Sixth Form Learning Mentors. A member of the non-teaching staff, Mrs D Allen, is the Secretary of the Westwood College Students Union. Westwood Sixth students therefore get personal support throughout their course and expert advice and guidance on University applications and career choices.

### **What courses are offered in the Westwood Sixth?**

#### ***Advanced Level Courses (Level 3)***

Students choose four or possibly five subjects for the first year of study to AS Level and three or possibly four into the second year of study to gain the full GCE A2 Level. There are over 20 subjects to choose from. GCE A Level courses are demanding and are an excellent preparation for Higher Education, especially the Universities, and for senior positions in most occupations.

#### ***Vocational Level 3 Courses***

Students concentrate on acquiring a high level of knowledge, skills and understanding in a specific vocational area over the two years of study. Vocational Level 3 courses provide an excellent route into Higher Education and careers.

#### ***Vocational Level 2 Courses***

Available when there is sufficient demand, these courses see students spending one year concentrating on the acquisition of the knowledge, skills and understanding of a vocational area. Relevant work experience is integral to the course. The courses provide improved access to jobs with training and progress onto Level 3 courses.

## **What are the advantages of having a Sixth Form?**

- Westwood Sixth students are taught by well qualified, experienced staff who have a record of success at post-16 education.
- Westwood Sixth students are personally supported throughout their course by their Westwood Sixth tutor who is able to give expert advice on entry into Higher Education and career choices. The proportion of Westwood students successfully gaining places on higher education course remains well above the national average.
- The Westwood Sixth is small enough so that students quickly feel at home but large enough to offer a wide range of courses and an interesting social life.

## **Examinations**

Previous pages describe the curriculum and make it clear that parents should assess the worth of the college in several ways. One which we accept as important, but not the sole way, is by analysing students' performance in public examinations. There are numerous influences on the results. One which Westwood parents understand and support is that Year 11 students should enter for examination in all courses studied. Westwood consistently attains pass rates well above the national averages. Parents' requests are ultimately respected even when at variance with the teachers' advice.

Details of examination results are included at the back of this prospectus. Parents who would like more information should contact the Headteacher.

# Strategic Action Plan 2013 – 2014

## Section 1 Achievement

- To improve the progress made by all students from KS3 to the end of KS4 and across all subjects, with a focus on both disadvantaged and least able students.
- To raise performance at KS5 beyond National averages; improving value added and the average points score per entry achieved by students during their courses.

## Section 2 Behaviour and Safety

- To increase the proportion of students who display good learning behaviours in the classroom and ensure that low level disruption has no impact on student outcomes..
- To ensure effective implementation of all aspects of our attendance and punctuality systems and procedures in order to fully support student progress.

## Section 3 Quality of Teaching

- To ensure that all lessons are judged to be good or better with none being inadequate.
- To further develop teaching so that all students are appropriately challenged.

## Section 4 LEADERSHIP and MANAGEMENT

- To review and modify the KS4/KS5 curriculum to raise attainment and better meet the needs of all students.
- Further develop the role of Middle Leaders as the key agents in college improvement.
- To harmonise procedures and processes with the other schools in the Leek Federation.
- To develop and market a coherent and complimentary post-16 provision that meets the needs and aspirations of all the young people in the area.

# WESTWOOD COLLEGE

## EXAMINATIONS STATISTICS (Summer 2013)

These statistics required by national government legislation are printed below. We do have a much more detailed report available in addition. If you would like a copy of the fuller report please contact Mr Hey, Headteacher.

### 1. GCE ADVANCED LEVEL RESULTS (YEAR 13)

Westwood average total points score per candidate	786 QCA points
<i>nb 780 points is equivalent to each candidate attaining 2 grades A and 1 grade B at A2</i>	
Westwood average points per entry A2 subject	221 QCA points
% A* A or B grades	56.2%

### 2. VOCATIONAL

18 students took BTEC or OCR National awards as their main examination	
72% achieved a double distinction or better	
100% achieved a pass	
Westwood average points score per entry	203 QCA points

### 3. GCSE RESULTS (YEAR 11)

% of Westwood candidates achieving 10 or more grades at C or above	49%
% of Westwood candidates achieving 5 or more grades a C or above	76%
% of Westwood candidates achieving 5 or more grades at C or above Including Maths and English	63%
% of Westwood candidates achieving 1 or more grades at C or above	100%
% of Westwood candidates achieving 5 or more G grades or above	98%
% of Westwood candidates achieving 1 or more grades at G or above	100%
% of students achieving 3 or more Levels progress between KS2 & KS4 in English	82%
% of students achieving 3 or more Levels progress between KS2 & KS4 in Maths	68%

Number of Westwood students on roll in Year 11 – (205)

# WESTWOOD COLLEGE

## OTHER STATISICTIAL INFORMATION

### ATTENDANCE STATISTICS (2012-13)

% attendance during the year	94.7%
% authorised absence	4.9%
% unauthorised absence	0.4%

### DESTINATIONS OF YEAR 13/14 (2013)

Higher Education	73
Alternative Career Paths/Gap Year	38

### ADMISSIONS INTO YEAR 9 (2013)

Planned admission number	200
Number of students enrolled	203

Please contact the Headteacher, Mr Hey, if you would like any further information on these statistics.