

LONGBENTON
HIGH SCHOOL



SCHOOL INFORMATION - GUIDE FOR APPLICANTS

OUR STORY...

Longbenton High School is a smaller than average, 11-18 secondary school on the eastern side of Newcastle upon Tyne. We moved into our amazing new teaching space in September 2016. This gave us the opportunity to rebrand and re-launch what we stand for. We are proud to serve our local community and want to give every student the opportunity to EVOLVE, CREATE, DISCOVER, PERFORM, and ACHIEVE in their time with us. At Longbenton we have worked hard to develop a culture in our school where teachers are valued and supported. We are on a journey to becoming a great school and this guide to our ethos and practices will help you to decide if you want to be part of that exciting future.

We were last inspected in November 2018, when we were judged to be RI. This has given us an imperative to sharpen our focus and ensure that our efforts are directed on the right things. There is still much to do to ensure we are recognised as a 'good' school at our next inspection, but we have many positives already to celebrate:

- ❑ Our school roll continues to grow; we now have a more positive image in the community and this is a place students want to come to; we are 'full' in current Y7 and 8 (PAN is 180). We expect to be oversubscribed in September 2020.
- ❑ 89% of staff (Nov 2019 survey) said "the school challenges all pupils to make at least good progress".
- ❑ 5+ basics were up 4% in 2019 to 40% and 7+ up 2% to 8%. 2019 A8 at 4.3 is in line with the national average of 4.6. 4+ En/Ma were also in line with national averages at 62%.
- ❑ Our P8 score has proven hard to shift at around -0.48 for the past few years. In 2019, English improved from -0.67 to -0.45 (CVA = +0.05) Maths P8 is on a 3 year upward trend (-0.27 in 2019; CVA +0.07) Ebacc was -0.66 (down on 2018 but not as low as 2017) and the Open basket on a 3 year downward trend at -0.49 which we need to address urgently for 2020 outcomes. Both are more in line with similar schools if we look at CVA: -0.10 and -0.06 respectively.
- ❑ Our P8 for high prior attaining non-PP is staying steady at around -0.3; but we still need to do some work to improve weaker PP outcomes.
- ❑ Our post-16 data shows a rising 4 year trend (albeit with a slight dip in 2018): in 2019 APS was 34.1 and 46% of students achieved grade A*-B.

75% OF STAFF SURVEYED SAID THE SCHOOL HAS IMPROVED SINCE

THE LAST OFSTED INSPECTION IN 2018.

STAFF SURVEY, NOV 2019

Our aims for all teaching and support staff at Longbenton are:

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



All students at Longbenton High School can expect:

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

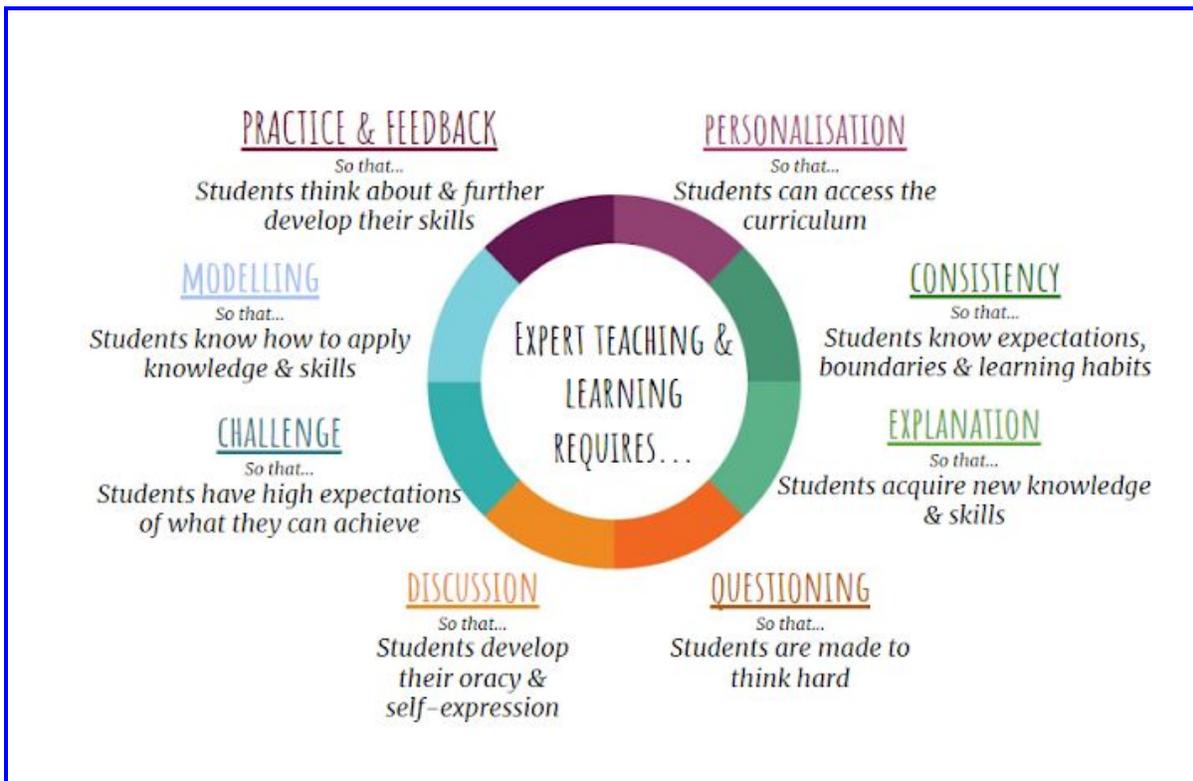
**75% OF STAFF SAY THERE IS A CULTURE OF CALM AND ORDERLY
CONDUCT IN THE SCHOOL.**

STAFF SURVEY, NOV 2019

TEACHING AT LONGBENTON...

We do not have a prescriptive, 'tick-box' approach to teaching at Longbenton. We do not grade lessons and we do not subscribe to a formal '3 lesson observations per year' approach. This is because we want to focus on generating exciting and engaging professional dialogue every week about what makes great teaching and about how we can all tweak our practice to get that little bit better.

Our teaching practice here is based on Rosenshine's teaching principles. We use this as the basis of our day to day teaching, as outlined below, but staff are free to adapt this to their own contexts and subjects:



Our students want to learn here and we have systems in place to support them to do so: a highly developed pastoral system headed by Year Leaders; an experienced team of designated safeguarding leads; a behaviour for learning system backed up by an on call rota (with someone on call every lesson for support) and a non-teaching Behaviour and Welfare coordinator.

**81% OF STAFF SAY THEY FEEL ABLE TO INNOVATE/BE CREATIVE
IN THE CLASSROOM AROUND THEIR SUBJECT PEDAGOGY.**

STAFF SURVEY, NOV 2019

A RICH PROGRAMME OF CPD OPPORTUNITIES...

- Weekly CPD every Tuesday afternoon (students finish early at the end of Period 4), including time every week for subject planning and development in departments
- Regular twilight sessions
- 'Open Door Fortnight' each term where staff can learn from and share best practice
- Access to high quality leadership development opportunities for aspiring middle and senior leaders through North Tyneside LA
- Comprehensive induction and support programme for NQTs



We are a 'pathfinder' school for the National Literacy Trust and are working closely with them on a long-term project to close the 'vocabulary gap'. We are also a PIXL school and about to embark on a local DfE oracy project led by Voice21. All of these organisations open further access to a wider range of CPD development opportunities for our staff.

We try to ensure that there are not too many conflicting priorities and that staff have time to develop and embed training within their own subject disciplines. Our current CPD focus is on closing the vocabulary gap.

84% AGREED/STRONGLY AGREED THAT PROFESSIONAL DEVELOPMENT IS EFFECTIVE.

STAFF SURVEY, NOV 2019

LEADERSHIP DEVELOPMENT

We have a relatively small SLT (headteacher, deputy, business manager and 3 assistant headteachers) and a middle leadership of 13 subject leads. At Longbenton we provide a range of support and development for our leaders in a variety of ways:

- Fortnightly line management meetings with an experienced member of the SLT, focusing on strategic leadership development as well as the day to day monitoring of the quality of education.



- Fortnightly curriculum leader 'breakfast meetings' to shape the direction of the school in collaboration with SLT and take ownership of operational issues.

- Half termly CPD for middle leaders focusing on a range of topics: e.g. cognitive load.

- Supporting staff who may want to develop their own professional qualifications through the

Ambition Institute; for example 'Expert Middle Leaders' (NPQSL).

- School-based opportunities to gain leadership experience, e.g. associate SLT roles and Raising Achievement Group.



BE PART OF A SUPPORTIVE, COLLEGIATE TEAM...

We are conscious that working in education today can be stressful and at Longbenton we are conscious to alleviate pressures on staff where we can:

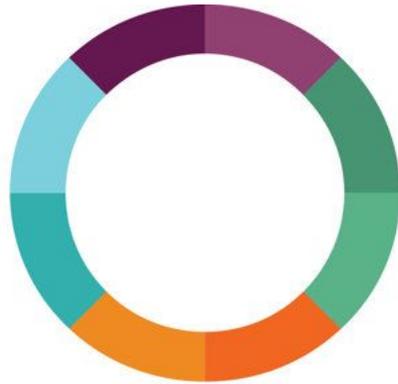
- Staff Wellbeing Group who meet every term
- Feedback and marking is based on streamlined 'DIRT' principles
- Teachers are not expected to write lengthy reports for students. We have 3 main grade captures per year
- We do not grade lesson observations
- Teachers are not required to keep lengthy 'evidence files' for appraisal
- Plenty of department CPD time creates space for joint curriculum planning
- We are a Stonewall accredited school and have undertaken training around the LGBTQ+ agenda and equality and diversity



We have a wide range of clubs, enrichment activities, trips and visits - everything from Surf Club at Tynemouth Longsands to chess, Warhammer, and LGBTQ+ We are always looking for staff to get involved in the wider life of the school and there are plenty of opportunities to do so here.

This is a happy, friendly place in which to work and to make a difference to the lives of young people. We hope you choose to apply and look forward to meeting you!

93% "ENJOY WORKING AT LHS"; NEARLY 70% STRONGLY AGREE



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