

### September 2010

#### Letter from the Headteacher



Welcome to our school prospectus. It is designed to give you a first impression of the huge range of opportunities we offer students at this highly successful and popular community school.

Students entering the school now will be seeking to make their contribution to society well into the 21st century, and the best we can say about the future is that it is fast changing and uncertain. In order to enjoy full and worthwhile lives our young people must have a rich combination of knowledge, skills, attitudes and, above all, the capacity to learn and go on learning.

We are meeting this exciting challenge with a focus on 5 key areas:

- Our growing professional understanding of the nature of teaching and learning allows us to create the conditions by which all our students can achieve to the highest level. A rich variety of teaching styles plus a wide range of extra curricular activities means that, whatever their preferred learning style, students at Summerhill are given every opportunity and encouragement to excel.
- Innovative collaboration with other schools and sixth form colleges allows us to offer real curriculum choice to students. Recent additions to our curriculum include qualifications in Performing Arts, Media, Dance, a variety of vocational courses in conjunction with a local college, plus (for our high flying students) early entry Maths leading to GCSE or AS Level Statistics, the 3 separate sciences (Biology, Chemistry and Physics) plus higher level Asset languages in French, German and Spanish. Adding breadth and depth to the curriculum is a fast changing area, with new courses to meet students' needs being introduced every year.
- Supporting our innovative curriculum is outstanding pastoral care. Heads of Year work closely with Form Tutors to ensure every child arrives at every lesson ready to learn. Our school motto is "Success Through Caring" and this underlies everything that we do.
- A key factor in the success of the school is our rigorous programme of continuing professional development for all staff. To drive Summerhill forward we expect all members of staff to continue learning. Our focus recently has been on training on teaching and learning to get at the heart of what makes for exciting, fun and effective lessons.
- Our building provides an outstanding environment in which to work and learn. We appreciate this and do not take it for granted. Students on the school council work with staff to ensure the building is cared for, maintained and improved.

I trust you will find that this prospectus gives you a flavour of some of the school's many successes and outlines the core values that lie behind everything we do. Please visit our website for more information ([www.summerhill.dudley.sch.uk](http://www.summerhill.dudley.sch.uk)) or contact me at the school for further details.

Yours sincerely



Mr B Warren  
Headteacher



**Leadership Group**

# Language College



Summerhill School was first designated a Specialist Language College in 2003. We believe that language learning plays an important part in raising achievement and broadening the opportunities and experiences on offer to our students and the local community. After a successful first phase and an OFSTED inspection, we were re-designated as a Language College for a second phase from Summer 2008.

*“The specialist status of the school has prompted a number of significant improvements”*

OFSTED Jan 08

We aim to equip our students with the skills and knowledge that they will need in order to address their personal needs and become active citizens in the 21st century context. We aim to promote and value language-learning, and to improve inter-cultural knowledge by introducing an international aspect to students’ studies in all curriculum areas.

At Summerhill School, students study two languages in Years 7 and 8 from French, German and Spanish, according to their experiences at primary school. In Year 9, students choose a language which most will study to GCSE at the end of Year 10. There are opportunities to study two languages to GCSE with the option of out of hours courses. In Year 11, most students will have a further range of options, which at the present time includes Asset standard (post - GCSE level), a second (or third) language to accredited level or business level Russian. For some students, it is more appropriate to re-take GCSE at the end of Year 11.



We have three language assistants, for French, German and Spanish, which ensures that all students have the opportunity to converse with a native speaker. We try each year to host a Japanese visitor who offers us cross-curricular cultural input.

We have an exchange with a school in the South of France near Biarritz and are developing links with schools in Germany. These offer opportunities for authentic linguistic and cultural experiences. We also have links to Nigeria, Zambia, Poland and Japan.

There are opportunities for out of hours language-learning activities. These include a GCSE 2nd language, revision classes for GCSE in the February half-term holidays and the Twilight Japanese club.

Summerhill also has an international theme to enrichment days where students explore the meaning of, and their role in, global citizenship. Recent days have had themes based around international organisations, India, refugees, Holland and Japan.

There are trips to Spain and the German Christmas markets as well as the other international opportunities for our students to enjoy.



# Specialist Schools “Leading Edge Programme”

As a Specialist Language College our exam results for the last few years have been outstanding. This high profile success has resulted in the Specialist Schools’ Trust asking us to play a lead role in raising achievement in other schools across the region as part of their ‘Leading Edge Programme’. We took on this additional specialism as a Leading Edge school in 2009 and we have since worked with and supported a number of other schools across the West Midlands.

## Pastoral

Pastoral care at Summerhill is very important and builds on the excellent work done in our partner primaries.

Each student has a form tutor who guides them from Year 7 through to Year 11, overseeing academic and social development. The year group is led by the Head of Year, who works closely with the students, form tutors and parents.

*“Students’  
personal development is **outstanding**”.*

*“Students’ moral and social awareness is **outstanding**”*

*“Students say they feel **very well cared for** and are confident to ask for any help they need, whatever the problem. Students are positive about the effective pastoral system that contributes to the caring ethos of the school”.*

*“Staff and students are **rightly proud** of their school. Relationships in the school are very good”.*

*“Through a number of different student councils, students have a **strong and active voice in the management of the school**, especially in relation to healthy eating and to environmental matters”.*

*“Students also make a **considerable contribution** to the wider community, for example through **fund raising** for a wide range of **charities**”.*

*Quotes from our OFSTED report*



### SCHOOL COUNCILS

Year, School, Health, Environment and Advice Councils are a way for students to input into school organisation and development. Summerhill values student voice and opportunities are given to develop ideas and for students to take responsibility.

A team of senior students led by the Head Girl and Head Boy support students in school. They also assist the PTA at their school discos.



# Pastoral

## PLANNERS

A planner is given to each student at the start of the year to record homework, target grades, appointments and learning goals. It is also used by staff and parents for communication about students. Parents are asked to sign planners each week.

Homework builds on the work done in class and teaches students to manage their time and resources.

## BEHAVIOUR

*“Behaviour is often exemplary in lessons and around the school... students act responsibly and with great maturity, and have positive attitudes towards learning”.*

*Quote from our most recent OFSTED report*

We believe in celebrating positive attitudes and behaviour in order for students to achieve their potential, and be happy at school. It is every child's right to be able to come to school and learn in a safe and calm environment.

If any students do not follow the school code of conduct, sanctions are in place to help them to change their behaviour.

We expect all students to maintain high standards of behaviour and to work hard. Parents are very supportive in helping us to maintain our high standards.



Prom at Blakelands

## CELEBRATION OF SUCCESS

Regular celebration assemblies take place. Students are encouraged to do their best and a credit system allows students to gain recognition for their achievements. Credits are awarded for good work and for contribution to school life. Certificates and badges are given for gaining a certain numbers of credits—with a bronze certificate for 25 credits through to a governor award for 325 credits. Students are rewarded for giving their best by being invited onto Rewards Day. Years 7 and 8 visit Drayton Manor and Years 9, 10 and 11 visit Alton Towers.

A special awards assembly is held at the end of the year where prizes are awarded for achievement and contributions to school life. Year 11 complete their school year with a prom at Blakelands to celebrate five happy years at Summerhill.

The presentation of certificates and awarding of prizes for Year 11 takes place at an annual formal occasion to which our Year 11 leavers and their parents are invited.



Celebration Assembly



Year 11 Presentation Evening guest 'Blind Dave' Heely with Mr Warren at Dudley Concert Hall

# Pastoral

September 2008 to July 2009

Number of students on roll for at least one session	1010
Number of student sessions	365128
Number of authorised absences	20738
Number of students with at least one absence	961
Number of unauthorised absences	339
Number of students with at least one unauthorised absence	25
Percentage of student sessions missed through authorised absence	5.68
Percentage of student sessions missed through unauthorised absence	0.09

*“The supportive and safe atmosphere leads to very high levels of attendance”.*

*Quote from our most recent OFSTED report*

Our attendance figures are well above national averages in all years, but we are still aiming for improved attendance.

A high percentage of attendance (ideally 100%) means that teaching and learning are not disrupted and that each student is able to gain the maximum benefit from school life. We discourage students from taking holidays during term time as this has a detrimental effect on their learning.

Positive encouragement of attendance includes awarding credits termly, celebrating high attendance every half term and celebrating any 100% attendance in the end of year assemblies.



100% Attendance Certificate

We encourage regular attendance and absences are followed up on the first day if we have not received a call from home.

Heads of Year work closely with our Attendance Officer to ensure that emerging patterns of poor attendance are monitored and that problems are sorted out promptly.

## PTA

Our Parent Teacher Association is a very important partner in our link between school and home. It provides excellent financial support, not only with buying additional resources, but with large projects such as our Language College bid in 2003, external furniture and additional bike hoops. This year they have continued to support prizes for students, the Year 6/7 disco and the Year 11 Prom.

In addition they have provided media equipment and additional resources for D&T and Child.

They also carry out traditional roles of organising a range of social activities for students as well as events for parents, friends of the school and families.

The PTA committee also provide the opportunity for the school to debate and discuss initiatives which we are looking to implement and we appreciate their valuable input.



The popular PTA quiz for staff and parents

# Community

## COMMUNITY

Summerhill has strong links with its community, which include:-

- Students and staff work as part of the local Police Liaison Group helping to improve opportunities for young people in the area. Students from Summerhill have assisted in the programme of training for local magistrates.
- As members of the Dudley Youth Council, our representatives from school help with the planning and development of opportunity for youth in Dudley.
- Through our Enrichment Programme we support local and national charities.
- In response to the Government policy of “Every Child Matters and the Extended Schools Programme”, the school runs an out of hours learning programme called ‘Summerhill Pathways’. This has enabled us to extend the range of activities we can offer to both students and the wider community. We offer activities during the evenings and weekends as well as in the holiday periods.

The highly successful Summerhill Swim Scheme continues to flourish under the umbrella of ‘Summerhill Pathways’ with over 1000 participants each week. We have a very strong partnership with the Amateur Swimming Association and as such are an ASA Accredited Training Centre delivering training courses across a range of swimming disciplines.

We are very keen to encourage further community use and would welcome the opportunity to forge new partnerships. If you are interested in using our facilities please contact Sheila Jones, Extended Schools Manager.

Also see [www.summerhill-pathways.co.uk](http://www.summerhill-pathways.co.uk)



# Health

## HEALTH EDUCATION

The school's health education is delivered through the Enrichment programme and other areas of the curriculum. The sex and relationships education programme, approved by the Governors, aims to present relevant facts in an objective and balanced manner, set in the context of the family, and the responsibilities arising from that environment.

We are a Health Promoting School and work with the Dudley Health Promoting Schools Team to encourage a healthy approach to life. The Health Council provides a student input into health issues.

Café Summerhill provides an excellent variety of healthy food at break and lunchtime. A wide range of hot meals, salads and healthy sandwiches are available. There are no vending machines at Summerhill and the café does not sell crisps or sweets. The café operates a cashless system and every student has an account that may be credited with cash daily or weekly, or parents may send in a cheque if preferred. This enables students to get a balanced diet of healthy food at school. All food is eaten in the café, the hall or on the seats outside in the quad. This applies at both break and lunchtimes.

Chewing gum is not allowed at Summerhill and students are not allowed to eat around school.

We encourage students to drink water during lessons and encourage them to bring a water bottle to school.

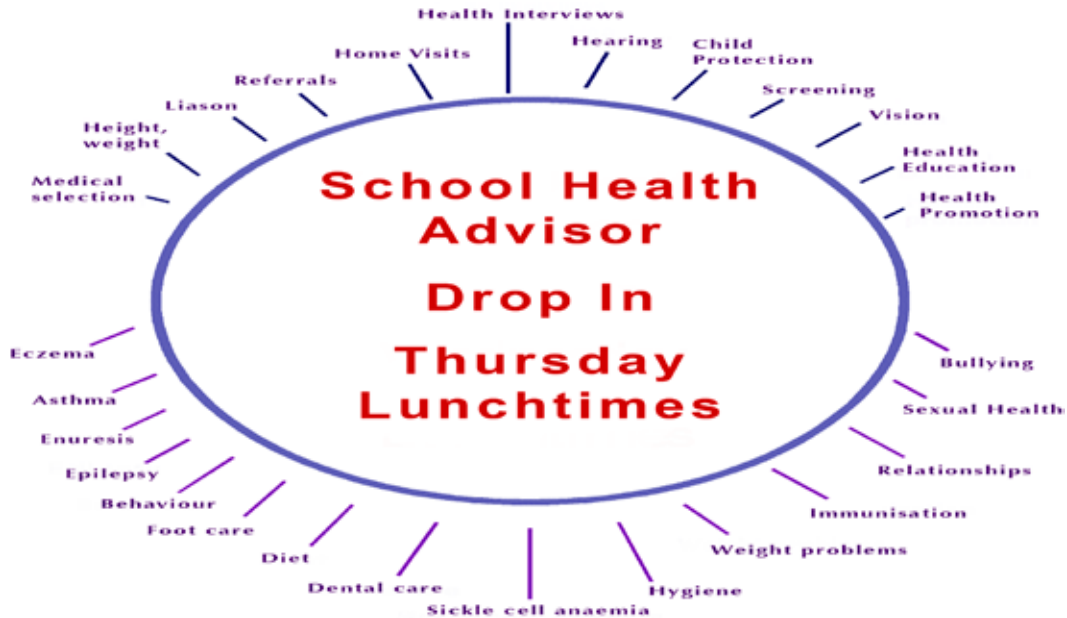


# Health

## HEALTH AND SAFETY

The school operates under the joint Health and Safety policy with MITIE PFI (our facilities management partners) and includes procedures for:

- Emergency Evacuation
- Electrical Safety
- First Aid
- School Security
- Risk Assessments



## IN-SCHOOL HEALTH SUPPORT

At Summerhill we have a qualified first aider, Mrs Alison Hill, who provides first aid cover through school hours and deals with medical problems. She is supported by a team of qualified first aiders

The School Health Advisor is in school every Thursday from 12.30pm to 2.30pm, providing advice and support to students and staff.

## SCHOOL HEALTH SERVICES

### Mission Statement

‘To equip young people with the knowledge and skills to make healthy choices for a brighter future.’

Gail Hooper our School Health Advisor is a registered general nurse/registered sick children’s nurse with further specialised training. She is responsible for meeting the health needs of school age children, working across several schools, having close links with general practice and other health professionals within the primary health care team. She is based at the local health centre or clinic.

The School Health Advisor is involved in health promotion activities throughout the school, alongside the teaching staff.

A ‘drop-in’ service is available in school on a regular basis. This gives students and teachers the opportunity to discuss any concerns regarding their health or other issues affecting their well-being. Students have the opportunity to have checks on height, weight, vision, hearing and blood pressure. The ‘drop-in’ also provides the opportunity for parents to discuss any concerns regarding their children’s health. Details of the ‘drop-ins’ are available from the school office or by contacting Gail our School Health Advisor, based at Kingswinford Health Centre. Telephone number 01384 366652.



# The Curriculum

The curriculum is not just the subject content of lessons but also how subjects are taught and all the opportunities outside the normal timetabled day (see section about extra-curricular activities).

Whilst teaching the National Curriculum, we believe in making the curriculum at Summerhill relevant and challenging to meet the needs of individual students. The curriculum:

- is balanced, relevant and differentiated
- promotes the spiritual, moral, cultural, social and physical development of all students
- prepares students for the responsibilities and opportunities they will face in adult life
- is delivered in a variety of ways which recognise that not all students learn in the same way
- provides a seamless pathway from primary through to education post 16
- provides opportunities for students to work at a pace best suited to their own needs



**“Consistently good and challenging teaching enables students to achieve high standards in their work. Lessons are usually lively and stimulating, providing appropriate challenge for all abilities”**  
OFSTED report 2008

All subject areas are encouraged to be innovative in their teaching and all staff are encouraged to keep themselves abreast of the latest developments in their subject.

The curriculum at Summerhill never stands still. It is constantly evolving to meet the needs of our students and we believe that at present we offer a first class curriculum delivered by first class staff in a modern superbly equipped building.

In Key Stage 3 students will study:	In Key Stage 4 students will study:
<ul style="list-style-type: none"> <li>• Personal Social Health and Enterprise Education / Citizenship / Careers</li> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• History</li> <li>• Geography</li> <li>• Modern Foreign Languages (two from French, German and Spanish according to prior experiences)</li> <li>• Design and Technology</li> <li>• ICT</li> <li>• Art</li> <li>• Music</li> <li>• Physical Education</li> <li>• Religious Education</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Social Health and Enterprise Education / Citizenship / Careers</li> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• A Modern Foreign Language</li> <li>• ICT</li> <li>• Physical Education</li> <li>• Religious Education</li> </ul> <p>In addition students have three choices from our list of options (subjects are listed below)</p>

Our KS4 Options include:

At KS4 there are over 50 options for students to take (just some of which are listed below) and parents and students will be given full details and guidance of these as part of the Year 9 option process.

Art Business Studies Child Development Dance Drama Film Studies Food Technology Geography	Graphic Products Health and Social Care History ICT Law Media Studies Music PE	Resistant Materials Sociology Textiles Work Related Learning Young Enterprise/Personal Finance In addition a variety of courses are offered by the West Dudley Consortium
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# The Curriculum

## SHARING EXPERTISE

We firmly believe that by working with other educational providers we can increase the range and quality of opportunities available to our students.

We have strong links with local primary schools. Many of our staff visit these schools and teach alongside our primary colleagues. Some teaching of these students also takes place at Summerhill. It is now a common sight to see younger students in school using our facilities. In particular the Modern Foreign Languages Department has extensive links and the majority of students starting at Summerhill have previous experience of either French or German.

We are also lucky to have two sports co-ordinators. These co-ordinators work closely with staff at Ellowes Hall School, which is a Specialist Sports College, to promote sport in the community. Most of this work is in local primary schools.



*“Teachers establish excellent working relationships and this contributes significantly to students’ learning”*

*OFSTED report 2008*

We work closely with Dudley, Stourbridge and King Edward’s Colleges in order to help us provide a more personalised curriculum for our students.

Summerhill partners Crestwood, Kingswinford, Wordsley and the Brier schools in the West Dudley Consortium. This offers the chance for us to work collaboratively, to share ideas of good practice as well as providing excellent personal developmental opportunities for staff. Schools in this programme are leading the way in identifying, extending and spreading innovation and excellence in the secondary sector. In partnership with colleges and other schools, we are looking to review the whole 14-19 curriculum over the next few years. We now have a variety of joint courses available to students in all 5 schools, including:

Animal Management

Construction

Hairdressing

Motor Vehicle Maintenance

Music Technology  
Performing Arts

Psychology

Public Services

Retail and Business



## EARLY ENTRY

It is the school’s policy to enter some students earlier than would be normal for external assessment in certain subjects. This is done only when it would benefit the student. At present Mathematics, Modern Foreign Languages, Science and ICT start their Key Stage 4 courses in Year 9. When a student has completed a GCSE course by the end of Year 10 further options are available to challenge and extend the individuals involved.

# The Curriculum

## Personal Social Health and Enterprise Education (PSHEE)/Careers / Citizenship

These areas of our curriculum are delivered through our enrichment days. These are 8 days throughout the year when the normal timetable is collapsed and students participate in a variety of activities and active learning.

Examples of activities from the past year are:-



**READY STEADY COOK**



**A VIDEO EXPERIENCE**



**LONDON THEATRE VISIT**

We also have a large range of activities taking place outside of the normal timetabled day:-

Sports Clubs    Music Clubs    Language Classes    Drama Clubs    Revision Classes



**SCIENCE CLUB**



**RUGBY TEAM**



**MOVIE MAKING**

## LEARNING SUPPORT

It is our belief that all students should have the same opportunities to access the whole curriculum. Students who have difficulties that hinder their progress, despite a relevant and differentiated curriculum, are provided with the necessary support. Parents are involved at every stage and the Special Needs Co-ordinator leads a well qualified team of support staff. The learning support classroom is very well equipped. Teaching assistants are allocated to students according to need.

The school provides access for those with impaired mobility. Disabled parking is provided, there is easy access into the building and there is a lift to all floors for those who need it. Disabled toilets can be found in all teaching areas as well as disabled changing facilities for the swimming pool and sports hall.

The school abides by the LA admissions policy with regard to all students and there are strong links with our primary feeder schools which minimise any problems on transfer to the school.

Assessment of all students is continuous and involves the use of Cognitive Abilities Tests as well as our own internal assessment. Monitoring is ongoing to ensure that all students make suitable progress and amend the support provided if appropriate.

### At the beginning of September 2009

26 students were listed on School Action, 18 students were listed on School Action Plus and 26 students had an Educational Statement. The governing body has a link governor with responsibility for additional educational needs.

*“Good progress was observed in lessons across all subjects at Key Stage 4 during the inspection. Students with learning difficulties and/or disabilities make similarly good progress to others in their year groups”*

*From our OFSTED REPORT 2008*

# The Curriculum



## Careers

Careers education is well developed in all year groups. In addition, the Connexions service provides specialist advice as follows:



- Group sessions in Year 9 in order to help students make informed decisions about their choices and the pathways available post 14.
- Group sessions in Year 10 to help students focus on the choices available post 16.
- Group and individual interviews in Year 11 are designed to make sure that all students progress along the most relevant routes once they leave Summerhill.

We also organise careers trips and careers advice days and evenings are a regular feature. At these events students and parents can take the opportunity to talk to representatives from a wide range of employers and educational providers. All students are given the opportunity to take part in work experience towards the end of Year 10. This has proved to be a most worthwhile activity.



# The Curriculum

## NEW TECHNOLOGY

In September 2003 we moved into the present new buildings which contain an abundance of up-to-date technology. We have always used ICT in our teaching in order to help equip our students with the knowledge and skills they will require when they go on to further education or work. It is embedded in our schemes of work and is in evidence in all lessons where it can make an impact.

ICT is also taught as a discrete subject so that all students possess the skills they will need in other lessons. The ratio of students to computers is an impressive 2.5:1 in the school. All teaching rooms have computer access and an interactive whiteboard. There are four specialist areas that can be booked by staff so that whole classes can work on computers. Students also have access to computers at lunchtime and after school for research, completing work and homework.

The technology department is fortunate in having modern, extremely well equipped facilities, which include a laser cutter and a sublimation printer to allow computer-aided manufacturing (CAM).

The school has recently invested in 66 Asus netbooks. These are portable wireless hand held devices that allow students access to the internet for research and to save their work onto the school system. This allows for a very flexible approach to learning in a variety of subjects.



The school has been developing its use of its “Virtual Learning Environment” contained within the Dudley ‘Portal’. Staff and students have been using various areas of the VLE including communication, delivery of lessons, sharing resources, setting homework and setting on-line tests. .

Parents have access to the Portal which enables them to have a greater insight into their child’s curriculum. This includes assessment and homework information as well as acting as a tool for supporting communication between school and home. This is a very exciting development and we are looking forward to further opportunities the portal will provide in sharing information and communication with parents.



# Extra-Curricular

Summerhill has a proud tradition of providing its students with a large range of extra-curricular activities. All of these activities are seen as enhancing the learning experience and providing students with opportunities not available during the school day. They are very much valued by both students and their parents, as can be seen by the large numbers attending.

Sport is a strength of the school, with all the major sporting activities catered for. There are regular competitive games in athletics, basketball, cricket, football, hockey, rugby, swimming, tennis, rounders and netball. In addition gymnastics and trampolining clubs meet weekly. The facilities and dedication of the PE staff are second to none and we consequently enjoy a lot of sporting



success at local, regional and national levels. During Key Stage 4 students are able to study for the Junior Sports Leader Award and the Young Language Leaders Award.

The quality of the Music Department has long been recognised and as well as individual peripatetic tuition being available to all students, there are regular practices and concerts for the Big Band, Barber Shop Singers, Recorder Ensemble and School Choirs. At least once every term there is a concert in the school hall. Concerts also take place overseas as a European tour is undertaken every other year.

Homework Club exists for any student who requires help after school. There are also ICT and Music Theory Clubs. The recognition of the school as a specialist language college has given us the opportunity to expand the range of languages being offered and a growing list of clubs after school gives students the chance to study additional languages. Other clubs include Chess, Debating, Film-making, Drama and we also enter many local and national competitions and quizzes.

The Learning Centre is available for students after school Monday to Thursday until 5.00 pm.

As well as clubs, we believe that trips and visits are a wonderful chance for students to enhance their learning. Each year, departments run day trips which are closely tied into the curriculum. Once every half term we have an 'enrichment day' which gives all students the chance to take part in activities not included in the national curriculum.

There are trips to Germany, skiing holidays, French Exchange and every two years we take part in the local authority cruise.

50 students visited China in Easter 2010 and a group of students will be going to Iceland in October half term 2010.



**"A good range of enrichment days and extra-curricular activities enhance students' experiences and develop excellent work-related skills to prepare students for their future lives"**  
OFSTED Report 2008

## Complaints Procedure

### Complaints Procedure (Curricular and Religious Education) - Education Act 1988 Section 23 and Regulations 5(5) and 6.

Certain documents, for example, Schemes of Work, Syllabuses and Policies are readily available on request during normal school hours for inspection at the school. The arrangements agreed by the Local Authority for dealing with complaints that cannot be satisfactorily settled by normal communications with the Head Teacher are available on request.

# Gifted and Talented



Summerhill sets out to help every child recognise this or her gifts or talents. The Gifted and Talented Register carries around a hundred names and our goal is to develop opportunities for these students to excel and to celebrate their success.

Gifts and talents are varied. Some are in speed of learning, others are in creativity, some are celebrated in academic attainment and others are in sporting or musical prowess.

Whatever the talent, we seek to develop it on a daily basis by recognising the need for more 'personalised learning' in our curriculum. Fast tracking takes place in Key Stage 3 and Key Stage 4 for students with specific subject abilities. Outside the curriculum we offer opportunities through a wide range of clubs and additional classes.



Students are encouraged to aim high with university links that are provided from Year 9 to 11. Visits to Oxford University are supplemented by opportunities to enrol in summer schools and in future

university taster programmes. Many students are enrolled on the Young Gifted and Talented website and this provides opportunities for attendance at short courses, summer schools and participation in academic study groups offering internet-based learning and online forums.

We offer our Year 6 Gifted and Talented students an opportunity to attend a summer school at Summerhill during the holidays.

Summerhill's recognition as a Leading Edge school (see page 3) has allowed us to develop and extend our G&T provision.



# Learning to Learn

Our philosophy is based on the concept that intelligence is not fixed. All students have a great potential for learning. There is no single intelligence and learning involves developing our emotions and feelings along with our ability to think and act. Young people who feel good about themselves are far more likely to want to learn. Our learners have to be more self aware and work co-operatively with other people to find solutions. As a lead school for the national SEAL (Social and Emotional Aspects of Learning) initiative, Summerhill has introduced a number of Learning to Learn strategies across all years. Students are made aware of the best ways that they learn – based on preferred learning style – and are taught to improve organisational, note-taking, memory and planning skills.

The significance of environment is a key factor and the ethos of Summerhill reflects a warm and caring atmosphere where it is safe to be wrong and not threatening to be stuck. Water is freely available to re-hydrate the brain and students are encouraged to carry a personal supply throughout the day, and the use of music is playing an increasing part in school life. Peer mentoring is being developed throughout the school alongside peer assessment. Student councils are actively included in these developments.

**Useful websites include:**

[www.alite.co.uk](http://www.alite.co.uk)

<http://brainconnection.postitscience.com>

[www.6seconds.org](http://www.6seconds.org)



**Social and Emotional Aspects of Learning - SEAL**

# Assessment and Reporting

As a result of the development work carried out last year we will be able to offer a completely revised system for monitoring students' progress and reporting to parents.

Staff will enter key assessment information into electronic mark books and this will now be shared automatically with subject leaders, heads of year and senior staff. This will make monitoring and tracking the progress of students much easier, with the result that we can spot underachievement and provide early and effective intervention.

We will be able to offer a range of reporting options. Current levels of attainment, together with challenging grades or levels for students to aim for, will be available for you to view on the school's learning platform. Learning targets will also be published that will describe the current area of learning that the student is addressing and how successful they are at achieving them. This is a co-operative activity involving the student in the learning and assessment activities.

We will also be making printed information available at key times of the year. Years 7,8 and 9 will have progress updates at the end of the Autumn and Spring Terms and a more detailed summary at the end of the school year.

Year 10 will have an update at the end of the Autumn Term and a more detailed summary at the end of the school year.

Year 11 will have a summary of their progress printed at the start of the Spring Term following their "mock" examinations in December.

The format of the printed summaries is under review following feedback from parents at the end of last year. The outcome of this will be shared with parents during the Autumn Term.

A mid year target setting opportunity has been re-introduced during January where parents will be able to discuss current progress with form tutors and agreed personal targets set for students. This is an additional opportunity for parents as we will still be offering our subject tutor parents' evenings on the dates shown below.

<b>INTRODUCTION TO PORTAL FOR PARENTS</b>	<b>DATES</b>
Year 7 Portal Evening	Wednesday 15 September 2010
<b>PARENTS' EVENINGS</b>	
Year 11	Thursday 21 October 2010
Year 10	Tuesday 30 November 2010
Year 9	Monday 7 March 2011
Year 8	Wednesday 30 March 2011
Year 7	Wednesday 2 March 2011

## EXAMINATION ENTRY POLICY

Every student following an examinable Key Stage 4 course of study is entitled to be entered for the examination at the end of the course, provided the student has met all the course requirements.

In exceptional circumstances students may be withdrawn from an examination, but this will only take place with the written agreement of the relevant Head of Department, the student and the student's parent(s) or guardian(s).

# Facilities

Summerhill School is very proud of the excellent facilities we are able to offer students, staff and the local community. In September 2003 we moved into a new building, which was constructed under a Public Finance Initiative (PFI). Our private partners are Newmount. Within the partnership the management of the site facilities are now the responsibility of MITIE PFI Ltd.

The school accommodation has been designed so that subject areas are clustered together. This enables collaborative work to take place with subject teams and maximises the use of equipment and resources. On the ground floor there are 4 Science labs, the Learning Centre containing 50 computers, Drama area, 6 Language classrooms, Design & Technology rooms offering specialist areas for computer aided design and computer aided manufacture (CAD CAM), wood, metal and graphics and a pottery area. There are a number of offices, the main hall, school shop and Café Summerhill.

The school has excellent PE facilities. A large sports hall offers badminton courts and indoor cricket facilities, a full range of court markings for tennis, basketball, netball and football as well as modern gymnastic equipment and multigym. We are also very proud of our 25m x 4 lane pool which provides excellent opportunities for Summerhill students. It also enables us to offer swimming opportunities for seven local primary schools together with a highly successful Summerhill Swim Scheme offering swimming opportunities for the community. Extensive playing fields offer the opportunity for a wide range of outdoor sporting activities.



First Floor accommodation offers a further 4 Science Labs, 2 Music rooms, 4 Music practice rooms and ensemble room, 2 ICT rooms, 2 Art rooms, Design & Technology rooms supporting Food Technology and Textiles, first floor Learning Centre and classrooms for Special Educational Needs (SEN), General Teaching and Business Studies. On the second floor there are 6 English classrooms and 1 specialist Media classroom, 6 Humanities classrooms and 1 further ICT classroom.

Prior to our move into the new building staff and students worked with a professional design team –‘Graphic Thought Facility’ which were sponsored through the Sorrell Foundation, to design signs in the new building. Their designs were realised and you will see evidence of this project throughout the building.

Since our move into the school we have invested a great deal of our own school resources to ensure that the technologies in the new building are extensive and up to date. Every classroom has an interactive whiteboard and this technology is used throughout the curriculum to support the delivery of lessons. Our 4 computer suites each house between 30-50 computers and we have small clusters in Languages, Music, and D&T. We also have computers in the ‘streets’ in Humanities, Maths and Languages and we are planning an additional cluster in Science. We have also invested in ‘Apple Mac’ technology to support Media Studies. A state of the art video-conferencing system is available to support the curriculum and is available for use by the local business community.



During 2009 with the support of external funding from School Sports Co-ordinator Programme - Central and West Dudley Partnership, we have purchased three external table tennis tables to enhance the PE curriculum and provide a social activity for students.

At Summerhill we continue to strive to maximise the use of our building to enhance learning for all and to provide an exciting environment for everyone to work in.

