

LEES BROOK COMMUNITY SCHOOL



Brochure for 11-16 School 2016

Please see separate Brochure for The Skills Academy

If you would like a hard copy of this brochure, please contact the School

LEES BROOK COMMUNITY SCHOOL

WELCOME TO LEES BROOK

We are proud of what you will find here - a well-ordered, caring environment in which our young people quickly develop confidence, and high standards of professionalism from our enthusiastic and well-qualified staff. Good relationships and mutual respect flourish in an atmosphere that is relaxed but purposeful. We have high expectations, demanding a great deal of our students and of ourselves.

Learning and achievement is at the heart of the School. We believe learning should be both enjoyable and challenging and that all youngsters, no matter what their ability, can achieve. This includes students with special educational needs, those who are academically able, or gifted and talented in some way, or those who have outstanding ability in areas such as sport. Achievement at Lees Brook is not just measured by success in GCSE or other examinations. High levels of achievement in art, dance, drama, ICT, sport, and other aspects of School life (such as student leadership) sit alongside exam success. We constantly strive to help each of our students develop the talent she or he possesses. Students feel safe and the instances of bullying are dealt with swiftly and decisively.

Standards of behaviour are good and the way students support and take responsibility for each other reflects their commitment to the values of the School. They know that, over the years, they have made, and continue to make, Lees Brook the very special place that it has become.

Lees Brook has established a reputation for being innovative and forward looking, but with a disciplined learning environment that encourages and enables youngsters to succeed – a true community for learning. I hope you will come and find out for yourself what Lees Brook has to offer. I am sure you will not be disappointed!

I look forward to meeting you.

Best wishes

Zoe House
Headteacher

OUR AIMS

1 For the School Community

- Build a school community that values learning and achievement
- Make learning an enjoyable experience through a rich and varied curriculum
- Be an open, honest, supportive and caring community that sets good examples, gives clear guidelines, and has high expectations of work and behaviour
- Provide a well-ordered environment in which students and staff can work and pursue their lives in peace and security
- Promote tolerance, sensitivity and mutual respect in personal relationships
- Challenge and deal quickly and effectively with all forms of bullying behaviour, including aggression and racial, sexual or verbal harassment and abuse

2 For our students

- Value each individual and the unique contribution he or she brings to the life of the School
- Develop positive attitudes to learning in our students
- Encourage and enable them to become independent and effective learners so they might realise their potential and achieve at the highest level
- Foster their curiosity, imagination, creativity and independent thinking
- Enable them to grow in personal and social maturity
- Nurture their self-respect, dignity and confidence so they can make the most of the opportunities they are offered
- Teach them ways of resolving conflict that are non-violent
- Prepare them for life beyond School and develop their self-reliance and self-discipline
- Encourage their community development so they become active participants in their communities and in the life of the School

3 For our partners in education

- Work with partner schools, external agencies, parents, employers, and local businesses for the benefit of all our students
- Recognise that education is a co-operative and collective enterprise that extends throughout life

PLAYING THEIR PART

Students at Lees Brook make the school a good place by:

- caring about everyone in it;
- behaving well and setting a good example;
- being welcoming and friendly to visitors;
- taking care of the buildings and the grounds;
- never doing anything that lets them, or Lees Brook, down.

OUR VALUES

At Lees Brook we see education as enabling people, individually and collectively, to take control of their lives.

We believe that:

- how we learn is as important as what we learn, and the kind of person we each become matters as much as what we achieve;
- each of us is responsible for our actions and our behaviour;
- we each have a right to feel safe and secure in School and to be free from bullying;
- we each have a right to learn and achieve at the highest level we are capable of;
- the way in which we deal with other people matters, so we should always treat other people as we would wish to be treated;
- we learn from our mistakes as well as our successes.

Our shared vision is to help all our students to develop socially, emotionally and academically, to give them self-confidence and self-belief, and to enable them to achieve personal success and fulfilment. This vision is underpinned by a strong values framework that seeks to develop our students as moral human beings, committed to the values of respect for oneself and others, social justice, tolerance, and compassion, believing that while we are individually responsible for our behaviour and actions, we can be a positive influence to support those around us. To achieve this, we want the school to be a true 'Community for Learning' in which we all see learning as a lifelong process to engage in.

OUR MISSION

As a Learning Community, Lees Brook Community School is committed to:

- Working with our students, their parents and our partners in education and industry to enable each youngster to achieve success in all areas of life – academic, personal, physical, social;
- Strengthening the culture for learning in our community by raising self-esteem, recognising achievement, promoting pride within the local area, and providing pathways for progression;
- Building a community for learning in which everyone – students, parents, staff, governors and those in the wider community – sees learning as a life-long process for them to engage in.

STUDENT LEADERSHIP

Student leadership is a key aspect of the personal development of our students. As well as developing responsibility and independence, it supports personalised learning, provides opportunities for work related learning, strengthens affiliation to the school, and is a powerful means of building a sense of community. We provide many and varied opportunities for students to develop and demonstrate leadership. We train students as Young Leaders to assist with extra-curricular activities in Lees Brook and in our partner primary schools. Every student is offered responsibility through the Class Officer structure in all Tutor Groups and there is a strong and effective School Council.

TRANSITION FROM PRIMARY SCHOOL TO LEES BROOK

Our strong transition programme for Year 6 pupils includes:

- regular contact with our partner primary schools;
- after-school clubs and activities for primary pupils;
- Junior Links Club and a Summer school for Year 6;
- two Induction Days when Year 6 pupils come to Lees Brook and take part in lessons with their new tutor group.

STUDENT ORGANISATION, CARE AND GUIDANCE

Following consultation with governors, some parents, the school council and staff, we have decided to move to horizontal tutor groups from September 2016. We have had vertical tutor groups for 20 years at Lees Brook and although there are benefits to this system, we feel that the advantages of a horizontal system outweigh these. Horizontal tutor groups mean that the students are in tutor groups with people from their year group (as they were in Year 7) rather than a mixed age tutor group. There are Heads of Year for each of the Year groups and once the new tutor groups and tutors have been allocated for this September, they will stay together throughout the students' time at Lees Brook. This will begin with the Year 7 forms moving into Year 8 with their current form tutors.

When the students are in horizontal tutor groups, the information that they will be given will be much more relevant. Form tutors can focus on what is appropriate to the age groups they are with, e.g. revision strategies for Year 11 and options for Year 9, and this will also be the case with year group assemblies which will be much more specific to the requirements of the year group.

Personal and Community Education (PCE) will be delivered by the form tutors; the whole school will have PCE at the same time each week. This means that potentially difficult topics are delivered to the students by the member of staff that knows them the best: they will be aware of the students' personal background and if there is a possibility that the subject areas covered in PCE will be upsetting in any way.

WORKING TOGETHER

We keep in regular contact and work with parents where there are problems either with work or behaviour. We do not use sanctions lightly, but they are part of our policies and procedures. We expect that parents who choose to accept a place at Lees Brook for their child are also choosing to accept and support our policies and procedures. When parents and the School work together and support each other, it benefits the youngster.

CODE OF CONDUCT

Students are expected to follow the school rules, laid down in the Code of Conduct displayed in all classrooms around the school and in Student Planners. This includes adhering to the rules about uniform, jewellery, and hairstyles. You will find more detailed information in a separate section on the School website.

SUPPORT FOR LEARNING

The School supports the learning needs of students in a variety of ways. Teaching approaches take into account students' learning styles and the different ways in which boys and girls learn. Programmes of study and learning resources are designed to cater for the full ability range and the individual needs of all students. Teaching Assistants give in-class support across the curriculum and provide other intervention. Some students are withdrawn from lessons to work in the Learning Centre on individual programmes.

After-school Study Support Club for Key Stage 4 students, extra classes, and holiday revision courses are a feature of School life. The ICT rooms are open before and after school and at lunchtimes for students to use for class work and homework. Our 'Virtual Learning Environment' makes learning resources available

to students at any time and in any place where the internet can be accessed. In recent years, the programme for gifted and talented students has included mentoring by university students, summer schools, and special projects with industry and other agencies.

LEARNING CENTRE

The School has a Learning Centre where Teaching Assistants work with students in small groups and one-to-one situations. This might be on basic skills, numeracy or reading, or it might be working with older students to support them with their GCSE work.

PUPIL PREMIUM

The School is given additional funding to support the learning and achievement of students who are, or have been, in receipt of free school meals. This funding is used in a number of different ways and the progress of these students is regularly monitored. More detailed information about how the additional Pupil Premium funding has been used is given in a separate section on the website.

BEHAVIOUR AND DISCIPLINE

Learning is the central purpose of the school. Good behaviour and full attendance make effective teaching and learning possible, while poor behaviour and irregular attendance disrupt these processes. We want Lees Brook to be a place where:

- effective learning happens;
- all people feel valued and secure;
- there is mutual respect;
- everyone can succeed, whatever their limitations.

We are committed to:

- developing self-discipline in all our students;
- maintaining a secure, calm and ordered environment in which youngsters can learn and teachers can teach safely and without disruption.

Without good discipline nothing worthwhile can be achieved. The school's discipline system is, therefore, an aspect of its educational work and an expression of its care for all members of the school community equally. For all our students, awareness of what is acceptable and unacceptable behaviour is important not just in school, but in the community, the workplace and all areas of adult life beyond school.

The school has very clear expectations about behaviour in lessons, around the school, on the way to and from school and while students are off-site on trips, visits or other activities. Where behaviour falls below our expectations, we use a range of strategies and sanctions to help the student improve. These include detentions at break, lunch time and after school. Parents will be notified of a detention as soon as possible but please note that we do not need parental permission to keep a student in detention. More detailed information is given in the Behaviour and Discipline section on the website.

BULLYING, RACISM AND DRUGS

The school has a strong 'no bullying' policy and will not tolerate bullying behaviour of any kind. This includes name calling, verbal or sexual abuse, threatening behaviour, cyber bullying, harassment, bad language and spitting. Racist behaviour or attitudes will also not be tolerated. Students whose behaviour is aggressive or racist may be excluded from the main school. We want Lees Brook to be a drug-free zone. It is a non-smoking site and students are not allowed to smoke on the way to or from school. Clothing, bags and equipment must not have drug-related slogans or symbols on them. Bringing illegal drugs onto school premises, or getting involved in drug-related behaviour in school will lead to permanent exclusion.

REWARDS

The effort students make to attend regularly and punctually, to behave well, and to work hard at their studies, is recognised and rewarded through our reward system. Rewards are given in recognition of good behaviour, meeting and exceeding targets, improvement, achievement, and effort. They range from prizes and awards to participation in special events and activities.

THE CURRICULUM

Lees Brook prides itself on giving each student the opportunity to study a broad and balanced curriculum that meets their needs and interests. We believe that our curriculum is challenging and stimulating and is aimed to meet the needs and aspirations of our students. To enable all students to achieve their potential, some subjects are grouped according to ability, whilst others are taught in mixed ability classes.

Key Stage 3

At Key Stage 3, all students have lessons in the core subjects of English, Mathematics, Science, Modern Foreign Languages (French and German) and Humanities (Geography, History and RE). Their curriculum is also made up of lessons from Design and Technology, Performing Arts (Dance and Drama), Expressive Arts (Music and Art), Physical Education, Computing and Personal and Community Education (PCE) which includes citizenship, careers information, advice and guidance as well as social, moral, cultural and health education. Moving through years 7 to 9 students begin to select subjects to study in more depth in readiness for their option choices at GCSE.

Key Stage 4

At Key Stage 4, all students follow examination courses. They continue to study the core subjects of English Language, English Literature, Mathematics and Combined Science at GCSE level. In addition all students continue to have lessons in Physical Education and PCE. Students choose to study further examination courses from a wide range of subjects that include traditional academic subjects and vocational courses as shown below. Courses are reviewed each year and new courses may be added or removed.

COURSES AVAILABLE

GCSE courses	GCSE courses	Vocational courses
English Language	Geography	Catering
English Literature	German	Construction
Mathematics	Graphics	Engineering (Rolls Royce)
Combined Science	History	Hair and Beauty
Triple Science	ICT	Health and Social Care
Art	Media Studies	Sport
Computer Science	Music	
Business	Philosophy & Ethics	
Dance	Physical Education	
Drama	Product Design	
French	Resistant Materials	
Food Technology	Textiles	

MONITORING OF STUDENT PROGRESS AND ACHIEVEMENT

All students from Year 7 to Year 11 will be given minimum expected GCSE grades to achieve and target GCSE grades to aspire to, in each of their subjects. Minimum expected GCSE grades are set based on prior attainment at KS2 and target GCSE grades are based on regular teacher assessments and on-going student progress at Lees Brook.

Parents will receive termly reports that will indicate how their youngster is progressing towards these academic targets, with early intervention put in place if students start to consistently fall below expectations. Parent's evenings are held for each year group throughout the year for consultation with class teachers. In addition, parent/form tutor evenings are held in order to report how youngsters are progressing personally and socially, as well as getting the overview of academic progress.

CURRICULUM ACCESS AND PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

In order to meet the learning needs of all students, teachers differentiate work. They plan their teaching to meet individual learning needs and they mark work and plan homework effectively.

Where students are identified as having special educational needs, the school provides for these additional needs in a variety of ways with provision for students being related specifically to their needs. A provision map records a graduated response for individuals.

The range of provision includes:

- in class support for individuals and small groups with an additional teacher or Teaching Assistant (TA)
- small group or individual withdrawal with Teaching Assistant or Learning and Behaviour Mentor (LM)
- further differentiation of resources
- study buddies/cross age tutors
- homework/learning support club
- MEP (Multi Educational Plan) tutorials
- 'Wave 3' interventions such as 1:1 Support for Literacy, Numeracy, Motor Skills, Speech and Language Development, Dyslexia and Social Skills
- Provision of alternative learning materials/ special equipment
- Access to Specialist Teaching and Educational Psychology Service STePS or other support services for advice on strategies, equipment, or staff training

In its Disability Equality Scheme, the school has identified steps to increase or assist access for students who are disabled. Current facilities are shown in the table below:

	Main School Buildings	Post 16 Centre
Wheelchair access	Full access	Full access
Disabled toilets	Yes	Yes
Disabled parking	Yes	Yes
Highlighted steps (outdoor) for partially sighted students	Yes	Yes
Highlighted stairs for partially sighted students	Yes	Yes
Textured surfaces	Yes	Yes
Ramps	Yes	Yes
Lift	Yes	Yes
Handrails	Yes	Yes
Showers	Yes	Yes
Easy access for taxis/other transport	Yes	Yes

Links with Education Support Services, other services and other schools

The school is committed to maintaining useful contact with support services in Derby City's Children and Young People's Services and any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Specialist Teaching and Psychology Service (STePS)
- Educational Welfare Service

The school also maintains effective working links with:

- SEN Support Team and Speech and Language Therapy Service
- Community Health Service and Family support and safeguarding
- Parent Partnership Service
- Specialist Child and Adolescent Mental Health Services
- Autism Support Services

CAREERS INFORMATION, ADVICE & GUIDANCE

Careers Information, Advice and Guidance is an integral part of the PCE curriculum. A planned programme of work starts in Year 7 and becomes increasingly important in years 9, 10, and 11. All students are given the opportunity to talk to a professional Careers Adviser. The Work Experience Programme gives students the chance to take up a one week placement with a local employer after completing a 'Preparation for Work Experience' Course.

POST 16 EDUCATION

Lees Brook has close links with Derby College and a large number of our students move on to take courses at the College after leaving school. Those taking some vocational courses at Levels 2 and 3 will go to the Roundhouse on Pride Park or to Broomfield College near Morley. Some students stay on to attend The Skills Academy, Lees Brook's own vocational post 16 centre.

Students wishing to take AS/A level courses transfer to other schools and colleges, including in Derby, Derby College's Joseph Wright Sixth Form Centre, Chellaston School, the Millennium Centre at Littleover School, St. Benedict School and Sixth Form, and Woodlands School as well as Ecclesbourne School, Friesland School, and John Port School in Derbyshire, and Bilborough Sixth Form College in Nottingham.

THE SKILLS ACADEMY

Lees Brook's sixth form offers Entry Level and Level 1 vocational courses in six vocational areas – Construction, Hair, Beauty, Health and Social Care, Hospitality and Catering and Sport. Students also study for Functional Skills qualifications in Literacy and Numeracy. Level 2 and level 3 courses are available for Year 13 students staying on for a second year. The Skills Academy is housed in a building with state of the art facilities and was opened in 2008. More information about the Skills Academy is available in a separate section on the website.

ENRICHMENT ACTIVITIES AND RAISING ASPIRATION

At Lees Brook we believe that providing a rich and varied programme of enrichment activities and experiences helps students to develop new skills and cultivate qualities such as commitment, resilience, leadership and team work. These skills and qualities raise their aspirations, prepare them for the choices they make at the end of their schooling and enable them become active citizens in their community.

There are sports and other clubs at breakfast, lunchtime, and after the end of the school day. Our teams play competitive sport against other schools. Students can take part in the Duke of Edinburgh's Award Scheme, have music tuition, play chess, develop their ICT skills, or take part in dance, drama, and music performances. Field trips enrich work done in class across the curriculum and residential visits and camps support the personal development of students. Socially, there are visits to the theatre and national sporting events, and residential visits at home and abroad. Students are allowed to take part in these activities as a reward for their hard work, good behaviour, and positive attitudes.

As part of our Raising Aspirations programme, local employers, apprenticeship providers, colleges, and universities visit the school to meet students. Students also take part in events at Rolls Royce, Toyota and other major industries to give them insight into the world of work. Visits to universities enable them to experience the variety of opportunities available through higher education.

A SCHOOL FOR THE WHOLE COMMUNITY

Lees Brook is committed to providing a range of learning and leisure activities for families and members of the wider community to take part in; these include events like coffee mornings, carol concerts, school performances, and other special events. The school facilities are used by local sports and community groups and the school has a partnership with Derbyshire FA to develop football in the local area. During holiday periods, the school works with other organisations to provide a range of activity schemes for children and young people in the local area. More information is available on the school website.

LEES BROOK – A HEALTH PROMOTING SCHOOL

Lees Brook is a health promoting school and we encourage our students to have a healthy lifestyle, taking part in sport and physical activity and eating healthily. We work closely with other agencies and our aim is to make lasting improvements to the health of our students. We offer opportunities for students to take part in a wide range of sport and physical activities which are widely promoted through tutor groups, information boards, and PE lessons.

Lees Brook provides healthy food and drinks rather than processed food, reflecting our healthy eating policy. Our school meals offer:

- food that is freshly cooked and fresh vegetables within main courses
- pasta, rice and salads, pitta bread, wraps, and wholemeal bread sandwiches
- fresh fruit and yoghurts, water, fruit juices and milk – no 'fizzy' drinks

Students are allowed to carry bottles of water with them and to drink from these around school and in lessons. Other drinks, such as fruit juice, should only be drunk at break and lunch time. Students should not bring fizzy drinks such as colas and lemonade to school. The school has water fountains providing chilled water to encourage students to drink plenty of water. Menus for school meals are published in the dining hall and on our website.

SCHOOL UNIFORM

We believe uniform contributes to the ethos of the school and wearing clothing and footwear that conforms to the uniform rules is a condition of admission to the school. We want our students to take great pride in their appearance. Uniform sets an appropriate tone and students show they are part of the school by wearing it. We ask parents to fully support the school's uniform expectations.

Students must also obey the rules about hairstyles and jewellery. Students not in correct uniform, or in breach of the rules about hairstyles, may be withdrawn from lessons.

The uniform consists of a black blazer with the Lees Brook badge, a white shirt, tie, black trousers or a black skirt, black shoes and socks. Our uniform can be bought from Morleys on Nottingham Road. Some uniform items can be bought elsewhere, but they must have no logos on them.

Outdoor Coats must be smart and a dark colour; not display any offensive logos and taken off in all lessons. Less formal items such as hooded tops and tracksuit tops are not permitted. Bags must be big enough to hold an A4 folder. There should be no graffiti, offensive or drug-related slogans, symbols or badges on bags, books or folders. More detailed information about our school uniform can be found in a separate section on the school website.

CLOTHING FOR SPECIALIST SUBJECT AREAS

PE

PE is a compulsory subject at Key Stage 3 and Key Stage 4. Students must bring their kit to every lesson, even if they have brought a note asking if they may be excused for a medical reason. Non-participants are still expected to get changed and will be given another role to play in the lesson, either as a judge or referee, assessing activities or some other tasks. Parents cannot give permission for their child to miss PE. On-going medical problems will require a note from a doctor.

PE KIT:

Indoor: White top & socks, black shorts, indoor trainers.

Outdoor: Black reversible rugby top, long black socks, black shorts (boys/girls), sweat top or tracksuit top (cold weather). Students may wear plain black tracksuit bottoms (please send a note from home asking permission) but this may not be suitable for all activities, so it will be at the teacher's discretion.

DANCE - Black T-shirt and shorts or leotard and leggings; bare feet/dance shoes.

ART - Old shirt

DESIGN TECHNOLOGY - Apron

CONSTRUCTION - Overalls, safety boots

HAIR & BEAUTY - Tunic

CATERING - Catering whites

AGRICULTURE/HORTICULTURE - Overalls and safety boots

LEAVE OF ABSENCE REQUESTS IN TERM TIME

There is a clear link between excellent attendance and high achievement. The Government is extremely concerned about the high levels of absence from school that are attributed to parents taking their children on holiday during term time. Therefore, it decided that from 1st September 2013 schools could no longer grant leave of absence during term time unless there were explicit exceptional circumstances. Ofsted closely monitor school attendance, including inspecting school registers, as part of their on-going drive to raise standards in all school and academies.

If leave of absence is required for an exceptional reason, parents should request an 'application for leave of absence' form at least four weeks in advance. In some circumstances, additional supporting information/evidence may be required. Please note that requesting leave of absence does not mean that it will be authorised, and in most cases it will not be.

The following requests are not deemed to be exceptional circumstances;

- Cheap availability of holidays, hotels, flights etc
- Large family/friendship groups
- Work commitments
- Time share agreements
- Believing the reason would be authorised by the school

- Excellent attendance and behaviour record
- Birthdays
- Holidays for family weddings or to see relatives

Parents should be aware that all unauthorised holidays taken in term time will be passed to the Education Welfare Service who will issue a Penalty Notice. If parents take a holiday without notifying the school and there is sufficient evidence to suggest a holiday has been taken, then the same actions will apply.

ADMISSION ARRANGEMENTS AND ADMISSIONS CRITERIA

Children are admitted to Lees Brook on the basis of the following criteria:

1. children who are looked after by a local authority in accordance with Section 22(1) of the Children Act 1989
2. children who are both living in the catchment area served by the school and have brothers or sisters of compulsory school age still attending the school at the time of their admission
3. other children living in the catchment area at the time of admission
4. children who do not live in the catchment area served by the school but who have brothers or sisters of compulsory school age attending the school at the time of admission
5. other children whose parents have requested a place

No student will be refused admission to Lees Brook on the basis of his or her special educational need. In accordance with the SEN and Disability Act 2001, the Children and Young Peoples' Act 2014, and the SEN Code of Conduct 2014, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

For more detailed information on Admissions, please see separate section on the School website

ENHANCED RESOURCE SCHOOL (ERS)

Since 1995, Lees Brook has been an Enhanced Resource School. This year we have at least 20 places for students with a special educational needs profile for OLD (Other Learning Difficulties). ERS admissions are arranged by Derby City Children and Young People's Department.

NEW SCHOOL BUILDINGS

On November 3rd 2014, we moved into our brand new school building. This and the refurbished Sports Hall with new changing facilities, Dance Studio and Gym, together with the other high quality, state-of-the-art facilities at the school – The Skills Academy (post 16 vocational centre), Construction Centre, and the 3G FTP (3rd Generation Football Turf Pitch) and changing rooms – has created a campus fit for education in the 21st century and beyond. Every teaching room in the new building has an interactive projector and whiteboard, and specialist rooms for Art, Drama, Design Technology, ICT, Media, and Music will be newly equipped. The Hall and Drama Studio has professional theatre standard lighting and sound, with retractable bleacher seating in the Hall, making it a high quality performance space. The building also has specialist facilities for supporting students with special educational needs, disabilities, and behaviour issues with a Student Services Office, Medical Room, Counsellor, and Behaviour Support Centre all grouped together in one area. A new on-site exclusion centre has been developed and is used as an alternative to exclusions.

GENERAL INFORMATION

Lees Brook Community School is a comprehensive school for boys and girls aged 11-18 years. On the 1st September 2011, we became an Academy funded directly from the department for education and no longer under the control of the local authority. Our admission limit is 219 students per year in Years 7-11 and 150 across Years 12 & 13. Places for students in Y7-11 are allocated according to the School's Admissions Criteria. You can obtain details of this and the School's 'normal area' from the School or the Derby City Children and Young People's Department.

The school was judged as 'Requiring Improvement' in December 2014 and received a monitoring inspection in April 2015 which noted that senior leaders and governors had not taken effective action to tackle the areas for improvement identified by Ofsted.

However the monitoring inspection found that, since the appointment of the acting headteacher at the beginning of April and the restructuring of the leadership team, progress has been much more rapid and that the current leaders of the school have:

- acted quickly to draw up an action plan that identifies areas for improvement set out in the inspection report
- proposed actions which reflect the urgency needed to bring about improvements quickly
- responded positively to the findings of the Ofsted report and have laid the foundations for improving the school
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- improved the tracking of student progress resulting in swifter intervention for students at risk of falling behind
- drawn up plans to improve the quality of teaching across the school to ensure that it is consistently good
- identified how the progress of more-able students will be monitored
- ensured that behaviour incidents are dealt with more effectively and have a clearer understanding of where and when incidents are more likely to occur
- worked effectively to improve communication with staff, students and with parents
- ensured that Governors have a better understanding of how to fully support and challenge leaders of the school and they are fully committed to driving the further improvement of the school