



PARKSIDE HOUSE SCHOOL

Prospectus



INTRODUCTION

This prospectus provides information about Parkside House School.

Parkside House School is an Independent Special School, approved for pupils with Special Education Needs by the Department for Education.

The school is registered to accommodate 35 pupils and we specialize in teaching pupils with Emotional, Social and Behavioral needs, with other associated learning and cognitive difficulties, including Autistic Spectrum Disorders, Attachment Disorders, Oppositional Defiance Disorder, ADHD, ADD, Tourette's syndrome.

Parkside House School has a Separate 6th Form provision, Brochure, is available on request. Contact Details for the school are as follows:

Proprietor

Mr. J Thompson

Can be contacted via the school number during term time and school holidays.

Head Teacher

Mrs. Belinda Young

Chair of Governors

Mr. K Thompson

Can be contacted via the school number during term time and school holidays.

Email

governors@parksidehouseschool.co.uk

Parkside House School, Station Road, Backworth, Tyne & Wear NE27 0AB

email: admin@parksidehouseschool.co.uk

MISSION STATEMENT- ETHOS AND VALUES

Parkside House School aims to provide a high quality education Package to pupils who have difficulties in relating to education or others within a mainstream setting.

- We offer a full education service in a small school setting focusing on specific individual needs that often include the development of fundamental cognitive skills as well as developing increased self- esteem and thinking skills.
- Pupils should be given the opportunity to learn in a safe nurturing and supportive environment.
- We will offer trust and respect to young people in the belief that this will promote a positive response.
- We are committed to the ethos that the needs of our pupils are paramount and in order to fulfill these needs we will work in partnership with families, professionals, and stakeholders.
- We understand that for some pupils, school has many negative images. We will work with each pupil to attempt to modify their negative perception of themselves and authority
- We will undertake to deliver a broad based curriculum this will culminate in nationally recognized qualifications as well as providing learning that excites and challenges, building on real life experience often extending beyond the classroom.
- We believe that pupils should have the opportunity to grow to their full potential as valued members of society irrespective of race, culture, or background.

Meeting Our Mission Statement

We believe that our aims are best met through:

- Experienced subject specialized staff committed to the highest quality of teaching, care, and support.
- The teaching of National Curriculum subjects leading to the achievement of nationally recognized accredited qualifications.
- Encouraging pupils to participate in the local wider community.
- Providing careers advice and structured vocational preparation for life
- Adaptation of the National Curriculum as necessary to enable all pupils" access at their own level. Formal Disapplication is carried out if required.

Parkside House School agreed Aims

The agreed aims of Parkside House School are:

- To actively develop parental partnerships for the benefit of the pupils
- To have ambitious expectations for individual improvement to achieve excellence for all.
- To promote a happy, healthy atmosphere of security, trust and respect.
- To develop pupil's independence and self-advocacy, and confidence to make informed choices.
- Acknowledge and celebrates everyone's achievements.
- High expectations for continuous improvement in order to raise standards for pupils.
- All partners include, involve and inform each other.
- Give pupils the skills and opportunities to make informed choices.

ADMISSIONS POLICY

Applications for admission to Parkside House School are normally made by a SEN Officer of the LA in whose area the pupil currently resides.

Regulations under the 1993 Education act and all subsequent legislation state that parents have the right to express a preference for a school which is not a LA school, but which is an Independent special school approved by the DFE. If the LA agrees it will fund the placement at that school.

All of the pupils referred to Parkside House School will have a history of Emotional, Social Behavioural and or associated learning difficulties, including Autistic Spectrum Disorders, Attachment Disorders, Oppositional Defiance Disorder, ADHD, ADD, Tourette's Syndrome to name but a few. Pupils will normally be aged between 11 to 19 years, Academic year 7 to year 13. In exceptional circumstances we may admit pupils early in year 6 on an LA request.

REFERRAL PROCESS

Parent/Carer's

An informal request can be made directly to the school office, via telephone or email, or alternatively you can contact your local SEN department within your local authority all numbers can be found on your LA Website. Each LA will have a Parent Partnership Service which can support parent/carers in exercising their parental choice around choosing which school they would like their child to attend.

Local Authorities

An application will be made in writing by an SEN Officer; this will include documentation covering all current and relevant educational, behavioural, and social information, including the pupils' most up to date statement and most recent Educational Psychologist report.

The school will then consider the documentation and if the initial assessment confirms that Parkside House School appears suitable and we have a place currently available we would invite parents/Carers and pupil to visit the school. Following a successful visit a place would be offered

PARTNERSHIP WITH PARENTS

The role of Parents/ Carers is crucial to the success of any School placement. Parkside House School encourages an open door policy with Parent/Carers. All pupils are allocated a Pastoral Tutor who will actively encourage Parents/Carers to contact or visit the school regularly. The school uses the following contact methods with home.

SCHOOL DIARY:

Every pupil is given a school diary/planner; this is the main resource for home school/contact. All subject teachers will write in comments after every lesson and all homework will be reported. The school encourages parents/guardians to also write comments in the diary and sign it every week.

WEEKLY REPORTS

Each pupil receives a weekly report every Friday.

PARENTS EVENING

There is a twice yearly parents evening where Parents /Carers will be able to discuss their child's progress with their subject teachers.

YEARLY PROGRESS REPORT

Each pupil will receive a yearly report which will make a comment on both attainment and effort.

TARGET SETTING MEETINGS

All pupils and parents will attend target setting meetings. These meetings take place at the beginning of the school year. Pupils will be set academic targets in all subjects at Key stage 3 and 4.

SCHOOL NEWSLETTER

A school newsletter is produced every term which reports on all Activities, achievements, and events over that term.

PASTORAL TUTORS

Pastoral Tutors can offer differing levels of contact to Parents/Carers; this can include a daily phone call to feedback on pupils if required.

CURRICULUM AIMS

Parkside House School aims to provide a broad based curriculum providing a meaningful learning experience delivered in a stimulating manner. Encouraging each young person to achieve their highest standard.

The curriculum is designed to encourage achievement for pupils who may not have experienced much educational success by providing individual programs tailored to pupil's individual needs.

The curriculum aims to assess, monitor, reward, and acknowledge the pupils achievements thus allowing pupils to gain qualifications and experience as a route to further Education, college or job entry.

The National Curriculum must be delivered so as to allow pupils to move proficiently from one Key Stage to another.

The curriculum is delivered by specialist subject teachers who regularly collaborate to plan and evaluate the teaching programs. Our multi-faceted Curriculum is at the heart of concern for high quality teaching. At times in the year we collapse the curriculum to present enrichment activities including Enterprise Week, Money Week, Sports Week, Anti-Bullying, & E-Safety weeks as well as Global Citizenship.

THE CURRICULUM FOR KS3

Mathematics

English Language

Science

Design & Technology

Information & Communication Technology

PCSHEE

History

Geography

Art & Design

Food Technology

Physical Education

Religious Education

Enterprise Education

THE CURRICULUM FOR KS4

SUBJECT NAME board	AQA exam CODE	QUALIFICATION TYPE
English (Step up to English)	5970	Entry Level Certificate
Geography	Edexcel	Entry Level Certificate
History	Edexcel	Entry Level Certificate
Maths	5030	Entry Level Certificate
Science	5960	Entry Level Certificate
ICT	WJEC	Level 1
Functional Skills Qualifications		
Functional English Level 1	4720	Functional skills
Functional English Level 2	4725	Functional skills
Functional Maths Level 1	4367	Functional skills
Functional Maths Level 2	4368	Functional skills
GCSE/iGCSE Qualifications		
Mathematics	Edexcel 1MA1	GCSE Foundation or Higher
English	AQA	GCSE
English iGCSE	Cambridge	iGCSE
Combined Science	8464	GCSE
Combined Science	Cambridge	iGCSE
Art and Design	8201	GCSE
Art and Design – Photography	8206	GCSE
Geography	AQA	GCSE
History A	AQA	GCSE
Child Development	Cambridge	GCSE
A Levels		
Art and Design (Art, Craft and Design)	AQA	A Level
Art and Design (Photography)	AQA	A Level
English Language	AQA	A-Level
History		

COURSES INCLUDING VOCATIONAL QUALIFICATIONS		
Motor Vehicle Maintenance & Repair		
Joinery & Bricklaying		
Computer Maintenance Information Technology		
Beauty Therapy Level 1		
Hairdressing		
Painting & Decorating		
Small Animal Care		
Animal Care		

SPORTS AWARDS

British Gymnastics Trampoline Award Levels 4 -10
Newcastle Football in the community- Certificate of Achievement.
Snow Life Ski Awards 1 -7
Swimming; National Swim Award

ASSESSMENT

In order to monitor and assess the delivery of the National Curriculum, Parkside House School carries out.

- Baseline assessments on entry
- Teacher assessed work
- End of unit tests
- Pupil tracking assessment systems using summative and formative teacher assessment
- Key Stage 3 Standard Assessment Tests (SATS)
- Formal accreditation in Key Stage 4

All pupils are taught in classes of six or below, with additional support when required. We do have the facilities and staffing to teach one to one. The school has a homework system in place however parents are given the option to opt in or out, this is because we are aware of how difficult it can be for some pupils to accept or understand the concept of completing school work at home.

SEX EDUCATION

Sex Education is covered cross curricular between science and PHSEE from year 7 onwards. The school also uses materials and advice from the North Tyneside School Health Team. Parental consent is sought before sex education can be taught. All parents/carers have the right to withdraw their child from sex education lessons. Within year 10 & 11 we offer 'A Sex and Relationships Education Programme' to the girls at Parkside House School as well as access to confidential drop in sessions. This service is delivered by trained North Tyneside Health Workers

RELIGIOUS EDUCATION

The school is non denomination. Religious Education is taught throughout the school aiming to teach our pupils about the world around them and give them greater understanding into the different religions of the world. RE is taught up to Key Stage 4.

The school places great emphasis on Social Skills, building confidence and self-esteem. PSHCEE and Citizenship goes further than the classroom to include an awareness of different cultures and traditions.

Lunch times are seen as very sociable occasions where all pupils are encouraged to stay for lunch and participate in the lunch Reward system, which focuses on traditional manners and tries to emulate traditional family values and mealtimes. All school lunches are provided free of charge. All meals are prepared on the premises. A choice of menu is provided daily including 2 choices for main course and desert. The school promotes healthy eating by providing all food on the premises using seasonal ingredients.

The school also provides a breakfast club before school, where pupils can have a hot drink, cereal and toast daily with specials on Fridays.

The school regularly hosts themed lunches to mark special religions days and festivals, as well as encouraging pupils to try different foods from different cultures including Chinese New Year, Diwali, St Georges Day, etc. The winning lunch table each term visits a local restaurant to sample foods from around the world.

Under the umbrella of the extended Curriculum the school actively participates in fundraising for events such as Children in Need, Red Nose Day, Cancer research, Jeans For Genes, and the Fire Fighters Charity, with the pupils designing the fundraising activities and wherever possible involving the local community.

PE CURRICULUM

Physical Education is an integral part of the National Curriculum and has an important role in the physical and social development of all our pupils.

The entire PE curriculum at Parkside House School takes place at off site at venues under the guidance of qualified instructors; within the majority of PE activities the pupils are working towards accreditation. The school is also a member of the “Wanders Sports Association” which allows Independent Special Schools and LA special provision to play and compete in inter- school tournaments and achievements.

WORK RELATED CURRICULUM AT KEY STAGE 4

For some of the pupils at Parkside House School academic qualifications themselves are not entirely suited for these pupils we continue to expand work related learning at Key stage 4. Currently we offer vocational courses in;

- Beauty Therapy Level 1
- Hospitality & Catering
- Hairdressing
- Painting & Decorating
- Salon Services
- Information Technology
- Joinery & Bricklaying
- Computer Maintenance
- Small Animal Care

All Key stage 3 & 4 pupils have access to Tyneside Connexions Service

SCHOOL UNIFORM

Parkside House School has a School Uniform Policy which requires all pupils to wear the correct uniform. A detailed uniform list is available in the admissions pack

We feel the wearing of school uniform is important because in a school of wide social background it masks trivial distinction. A definite school identity can also be achieved from the wearing of uniform and we think this is also very important.

EXTRA CURRICULAR ACTIVITIES

The school runs a number of Extra –Curricular Activities during lunch time and after school including.

- GCSE Booster Sessions
- Film Club
- Homework Club
- Science Club,
- Hair & Beauty Club
- Art & Craft Club
- ICT Club
- Horticulture Club
- Warhammer Club
- Karaoke Club

SCHOOL COUNCIL

The school has an active and well attended School Council that participates in the decision making processes at school.

PASTORAL TUTORS

Each pupil at Parkside House School has a Pastoral tutor, who is directly concerned with all aspects of the pupils' welfare at school.

The Pastoral tutor completes weekly reports prepares and attends all annual reviews of Special Educational Needs, LAC Reviews and Care Team meetings.

When contacting school to discuss your son or daughter please direct all queries in the first instance to their Pastoral tutors.

DESTINATION ROUTES FOR PUPILS

Pupils leaving Parkside House School at the end of Year 11 or at the end of Year 13 will have a number of options of where they can continue on to further education, vocational based placement or employment.

Parkside House School works with North Tyneside Connexions and pupils from the Year 9 and above can meet on regular occasions throughout the school year to discuss options with Connexions for their transition from Parkside House School. When working with Connexions, pupils can put together a plan of action to follow to help them make decisions about their future.

Throughout Year 10, 11, 12 and 13, pupils can take up a 1 or 2-day work placement in a variety of setting with alternative providers offering animal care, horticulture, painting and decorating, motor mechanics, ICT and computer repairs and shop work. At Parkside House School we encourage pupils, where we feel it is appropriate, to take up a work placement in order to gain valuable experience and learn skills outside of the classroom, including social skills that will enable them to be functional in life after school.

Further education colleges that Parkside House Pupils have moved on to are: Newcastle College, Newcastle College Sixth Form, Ashington College, Gateshead College, Kirkley Hall College. Pupils who do not wish to further their studies have taken up work-based placements at Newcastle Youth Action for Motor Mechanics, Resources for ICT and The Army to name a few.

Pupils who are leaving Parkside House School are supported and given the best advice from Connexions in order to make the best choices for their future.

DISCIPLINE

We see discipline in positive terms; we have high expectations and encourage discipline to be exercised by pupils at all times.

A detailed list of school rules & sanctions can be found in the Behavior Management Policy. However, the following systems will be used.

- Loss of credits from the credit system
- Phone calls and letters to parents, we are anxious to involve parents in any difficulties with the behaviour of their children and pastoral tutors will make contact whenever necessary
- After school detention
- Exclusion from Extra – Curricular Activities. At times pupils may be excluded from additional activities on their timetable.
- Exclusion, fixed term, permanent.

In cases of a serious nature, following an exclusion parents are contacted and invited into school to discuss the matter with the Head or Assistant Head, before the student is allowed back into school.

BEHAVIOUR MANAGEMENT

Parkside House School tries to minimize the onset of difficult behaviour by having:

- A high ratio of experienced staff, who recognize and reward good behaviour by using the positive reward system,
- The Positive Reward System is where pupils are awarded credits for participating in all educational based lessons as well as behaving in an appropriately acceptable manner at all times in school.
- Credits are then traded in for credit activities half termly.

The school ethos is to nurture, praise and reward rather than sanction, this is achieved by an emphasis on building good staff/ pupil relations. We try to intercept poor behaviour before it escalates to a level which it is dangerous or damaging.

The school wherever possible employs a policy of non – restraint we feel very strongly that restraint is a very negative strategy when dealing with children with EBSD as it destroys self-esteem and ruins relationships between staff and pupils.

At Parkside House School we prefer to build self- esteem, make our pupils feel good about themselves. A lot of our pupil's success academically and socially is a product of the good relationships which have developed between pupils and staff.

ABSENCE

If your child cannot attend school please inform the school as soon as possible by telephone.

FIRE EMERGENCY

Fire & Emergency evacuation procedure is practiced and the assembly point is the school car park. Details of the emergency procedure are listed in every classroom.

ILLNESS & ACCIDENTS

We provide First Aid facilities in school and pupils who become ill at school will be cared for until they can be collected or taxied home.

All accidents are dealt with by a Qualified First Aider and recorded in the accident book. It is essential that we have emergency contact telephone details for all Parents or Carers, and you will be asked periodically to complete updated emergency contact details for your child.

MEDICAL MATTERS

Parkside House School needs to know about any medical conditions which might affect a pupil's wellbeing in school. Parents will be requested to complete a medical form, on acceptance of a place, which will be sent out yearly for updating.

In order to ensure the safety of all children we do not store or administer medicine in school, unless there is a direct and specific request by a Doctor or Psychiatrist to do so.

HEALTH & SAFETY

The school has a comprehensive Health & Safety Policy, which is available in school and on the website for parents to read. Alternatively, a copy can be sent out if requested

COMPLAINTS

If a problem occurs at school we request you bring it straight to our attention by contacting the school administrator, pastoral tutor or a member of the management team.

We will attempt to settle the complaint informally.

Within our complaints policy the procedure sets out arrangements for the school in respect of complaints other than:-

- Complaints about the curriculum of religious worship
- Complaints about admissions or exclusions appeal procedures
- Staff grievance procedures, for which separate complaints procedures exist.

Communication, written or spoken, is valued as part of the partnership between home and school. Co-operation between Parents, staff, and governors leads to a shared sense of

purpose and a good atmosphere in the school. A general complaints procedure that sets out clear procedures to be followed in the event of a complaint gives a structured opportunity for all concerned to express and resolve concerns at an early stage.

General Principals

All complaints will be dealt with as quickly and efficiently as possible. The length of the period will vary with the gravity and complexity of the complaint and the urgency with which it needs to be settled. However, the intention is that all complaints should be settled within a period which is reasonable in all circumstances.

All complaints, received, including those ultimately resolved at an informal stage should be recorded by the school's nominated Complaints Officer. (On the complaint form appendix 1) The outcome of the complaint shall also be recorded, together reasons for that decision, the outcome falling into one of the following categories:

- Complaint resolved informally
- Complaint dismissed
- Complaint to be dealt with under another procedure
- Complaint upheld and the appropriate action is deemed to be one of the following;

1) Counselling

3) General Supervision

2) Training

4) Other Management Action

Urgent complaints will be identified as such and given priority

All complaints will be investigated fully, fairly and carefully and complainants will be kept informed of progress during, as well as at the end of each stage.

The main aim at all stages will be to secure that either the complaint is settled or that a decision is taken about the complaint and it can then, if required, proceed to the next stage.

The complainant may seek independent advice from the parents/partnership Co-ordinator. The school may seek advice from the Local Education Authority, but the Authority cannot determine the outcome of a complaint.

Establish the Nature of the Complaint

- Internal Complaints: relate to those from parents directed towards school based issues such as homework (e.g. too little or too much), pastoral (e.g. bullying) and those that are teacher specific.
- External Complaints: relate to pupil behaviour outside of school either during or after school hours and the impact it has on the local community.

Complaints by Letter

These will be addressed to the Head teacher in the first instance. At this stage the complaint will be logged and acknowledged within 24 hours with a standard proforma "We acknowledge receipt of your letter. You can expect a reply by,....." The Head teacher may well delegate to other staff as necessary but copies of all responses will be held centrally.

All complaints will be investigated within five 'working days'. Details of investigation issued to complainant.

Telephone Complaints

These will be taken by the receptionist who will log time, date, and nature of complaint (curriculum, pastoral, etc...) and then pass the caller or message to a designated member of staff:

Telephone calls will be dealt with immediately but if a satisfactory response is not given, complainants to be encouraged to respond by letter when the procedure for written complaints should come into operation.

Levels of Complaint

The arrangements set out two levels at which a complaint could be considered. These are the informal stage and the formal complaint to the Government *Body of a school*. *A complaint could be considered at both of these stages if necessary.*

Informal Stage

Many minor complaints can be resolved quickly and informally. There are many occasions where concerns are resolved straightaway through the class teacher, Year Tutors, or school secretary, depending upon the nature of the complaint. This is where the procedure should start and unless there are exceptional circumstances there should always be full discussion at the informal stage.

If the complaint has not been resolved at the first meeting, the parent should contact the Head teacher. The complaint may be made verbally or in writing. The school, if asked, will help anyone who would like assistance to set out their complaint, including access to translation services where necessary. An appointment is likely to be necessary, so that the Head teacher can give the matter her full attention.

If the complaint is against the Head teacher, the Head teacher should nominate another senior person to attempt to resolve the complaint informally.

The School will deal with all complaints of this nature within 5 working days.

Formal Stage

If the Head teacher or other senior person cannot resolve the complaint or the complainants are not satisfied with the informal approach the school will make the following provision. If the complainants wish the matter to be considered further the school will make provision for a hearing before a panel of at least 3 people who were not directly involved in the previous consideration of the complaint.

If a panel hearing is covered, one person on the panel will be independent of the management and running of the school. As the proprietor is responsible of the panel he will notify all parties involved within 10 days of being informed.

Parents will be encouraged to attend and may be accompanied to a panel hearing if they wish. Everyone involved in the procedure will be given a copy of findings and recommendations. Written records of all complaints and their outcomes will be kept and be available to appropriate bodies.

All complaints received throughout the year, will be recorded on the record sheet for monitoring.

STATEMENT ON QUALIFICATIONS ACHIEVED

We encourage pupils to sit GCSE exams in subjects we believe they can manage. Those we think cannot cope with English or Math's at GCSE level are put in for the Entry Level Certificate, Functional Skills, Unit Awards or Vocational Qualifications.

We do not select the examination results we publish, as we believe that all our pupils "efforts" represent an achievement of which they and we can be proud.

Please note however that due to our low year group sizes and the extent of the difficulties some of our pupils have performance levels can vary widely from one year to another.

SCHOOL EXAM RESULTS ANALYSIS

GCSE				Functional Skills				ELC			
<u>subject</u>	<u>Candidates</u>	<u>results</u>	<u>Exam board</u>	<u>subject</u>	<u>Candidates</u>	<u>results</u>	<u>Exam board</u>	<u>subject</u>	<u>Candidates</u>	<u>results</u>	<u>Exam board</u>
ENGLISH language	1	2	AQA	ENGLISH Level 2	4	No result x4	AQA	ENGLISH step up to English	9	Level 3 x5 No pass x5	AQA
MATHS Foundation	3	4 x3	Edexcel	MATHS Level 1	3	Pass x1 No result x2	AQA	MATHS	11	Level 2 x4 Level 3 x6 No result x1	AQA
SCIENCE Foundation	1	4-3 x1	AQA	ICT Level 1	10	Pass x3 No result x7	OCR	SCIENCE Single award	5	Level2 x3 Level3 x2	AQA
ART	1	2 x1	AQA	ICT Level 2	2	Pass x2	OCR	SCIENCE Double award	5	Level 2 x3 Level 3 x2	
PHOTO	1	2 x1	AQA	TOTAL PASS RATE	19	5 (26%)		HISTORY	10	Level 2 x5 Level 3 x1 No result x4	OCR
TOTAL ABOVE 4	7 GCSE courses	4 (57%)		Certificate				GEOGRAPHY	5	Level 3 x4 No result x1	OCR
TOTAL 1-9	7 GCSE courses	7 (100%)		<u>subject</u>	<u>candidates</u>	<u>Results</u>	<u>Exam board</u>	TOTAL PASS RATE	45 courses	31 (76%)	
Entries with no results	0 GCSE courses			Preparation for working life (SC GCSE equivalent)	3	Level 1 x3	AQA	Entries with no results	45 courses	11 (24%)	
AS- level				AWARD							
<u>subject</u>	<u>Candidates</u>	<u>results</u>	<u>Exam board</u>	<u>subject</u>	<u>candidates</u>	<u>Results</u>	<u>Exam Board</u>				
Photography	1	C	AQA	Maths Award in number and measure	6	Pass x3 U x3	Edexcel				
				TOTAL PASS RATE	3 courses	3 (100%)					
				TOTAL PASS RATE	6 courses	3 (50%)					

2019

Comments:

Exam results analysis 2019

In 2019 the total number of whole school GCSE results for above 4 was 57%, for grades 1-9 it was 100% and there were no entries with no results. Both results for 2018 as a whole school and 2019 remained the same. In both years there were no entries with no results.

In 2019 the total number of whole school Functional Skills results was a 26% pass rate compared to 57% pass rate in 2018. In 2019 the Functional Skills qualification for ICT was with OCR and was a new course introduced to the school. Out of 10 candidates there were 7 no passes which greatly affected the overall school percentage pass rate for Functional Skills qualifications. It may be that qualification or style of coursework and exam may not be compatible with most of our learners in ICT and another exam board may offer a more suitable qualification for our learners. This is something I will discuss with the Head of ICT department.

In 2019 there was a 100% pass rate again for Preparation for Working Life GCSE short course which shows a continuing success with this subject and qualification. The pass rate was also 100% in 2018.

In 2019, 3 pupils were entered for the Award in Measure and Number and this resulted in a 50% pass rate for the school which remained the same figure as 2018.

In 2019 there was a whole school result of 76% pass rate for Entry Level Certificates compared to 34% in 2018. There were 45 courses at Entry Level across the curriculum in 2019 compared to 21 courses in 2018. There was also a reduction in no Entries with no results in 2019 with a whole school percentage of 24% compared to 66% in 2018. In 2018, 6 pupils were withdrawn from ELC course and no pupils were withdrawn in 2019. This would indicate improved attendance and improved work rate of pupils.

2018

GCSE				Functional Skills				ELC			
<u>subject</u>	<u>Candidates</u>	<u>results</u>	<u>Exam board</u>	<u>subject</u>	<u>Candidates</u>	<u>results</u>	<u>Exam board</u>	<u>subject</u>	<u>Candidates</u>	<u>results</u>	<u>Exam board</u>
ENGLISH	n/a	n/a	AQA	ENGLISH Level 1	3	Pass x2 U x1	AQA	ENGLISH step up to English	2	withdrawn	AQA
MATHS Foundation	2	2x1; 4x1	Edexcel	ENGLISH Level 2	3	Pass x1 U x2	AQA	MATHS	5	Level 3 x4 Level 2 x1	AQA
MATHS Higher	1	5	AQA	MATHS Level 1	1	Pass	AQA	SCIENCE	n/a	n/a	AQA
SCIENCE Foundation	2	2-1x1 3-3x1	AQA	TOTAL PASS RATE	7 courses	4 (57%)		HISTORY	4	withdrawn	Edexcel
BIOLOGY higher	1	4	AQA	Certificate				GEOGRAPHY	5	3 withdrawn Level 2 x1 Level 3 x1	Edexcel
CHEMISTRY higher	1	4	AQA	<u>subject</u>	<u>candidates</u>	<u>Results</u>	<u>Exam board</u>	ICT Entry Pathways	5	withdrawn	WJEC
ART	n/a	n/a	AQA	Preparation for working life (SC GCSE equivalent)	3	Level 2 x 3	AQA	TOTAL PASS RATE	21 courses	7 (34%)	
PHOTO	n/a	n/a	AQA	TOTAL PASS RATE	3 courses	3 (100%)		Entries with no results	21 courses	14 (66%)	
HISTORY	n/a	n/a	AQA	AWARD				<p>The note of withdraws of candidates indicates a withdraw <u>after</u> the entry deadline of 21st of February. This might indicate that candidates were not able to finish their set tasks by the exam board deadline.</p> <p>Our school got approved to deliver academic qualifications by Edexcel on the 11th of January this academic year and 9th of January for WJEC.</p>			
ICT	n/a	n/a	AQA	<u>subject</u>	<u>candidates</u>	<u>Results</u>	<u>Exam Board</u>				
PE (SC)	n/a	n/a	AQA	Maths Award in number and measure	2	Level 1 x1 U x1	Edexcel				
TOTAL ABOVE 4	7 GCSE courses	4 (57%)		TOTAL PASS RATE	2 courses	2 (50%)					
TOTAL 1-9	7 GCSE courses	7 (100%)									
Entries with no results	7 GCSE courses	0									

Comments:

Exam results analysis 2018

In 2017 the total GCSE exam results as a whole school for above C results was 29%, C-G was 54% and entries with no results was 17%.

In 2018 the total GCSE exam results as a whole school for above grade 4 results was 57%, the total GCSE results of grades 1-9 was 100% and there were no entries with no results compared to 17% in 2017. This shows an improvement in whole school GCSE results.

In 2017 the total number of exam results as a whole school for Functional Skills was 100% with 2 candidates entered. In 2018 there were 7 candidates entered and 4 passes which resulted in a 57% pass rate. As a whole school we strive to promote learning and progression in to qualifications, the exam results for Functional Skills indicates that some pupils may have been entered for qualification at a level that was about their abilities and it would have benefited them to be entered for Entry Level qualifications before being entered for Functional Skills.

There were no entries for short courses for GCSE in 2017, compared to 3 entries for short course GCSE which resulted in a 100% pass rate.

In 2018 a new qualification was introduced to the Maths department, with 2 candidates being entered with a new exam board to the school, Edexcel, which resulted in a 50% pass rate for Award in Number and Measure.

In 2017 exam results as a whole school for Entry Level Certificates was 87% compared with 34% in 2018. Entries with no results in 2017 was 13% compared with 66% in 2018. In 2018, 6 candidates were withdrawn from ELC qualifications due to not having completed course work.

I would suggest in order to work towards shorter term goals in terms of qualifications as a whole school we could reintroduce Unit Awards as a route in to pupils who are working at lower levels to gain qualifications.

Alongside Edexcel, in 2018, we introduced WJEC as a new exam board.

2017

GCSE			Functional Skills			ELC		
<i>subject</i>	<i>Candidates</i>	<i>results</i>	<i>subject</i>	<i>Candidates</i>	<i>results</i>	<i>subject</i>	<i>Candidates</i>	<i>results</i>
ENGLISH	2	4 x1; 2 x1	ENGLISH	2	PASS x2	ENGLISH S.U.E	4	ENTRY1 x1 ENTRY2 x1 U x2
MATHS	5	4 x1; 3 x1; 2 x2 C x1	TOTAL PASS RATE	2	100%	MATHS	11	ENTRY 3 x7 ENTRY2 x3 U x1
SCIENCE	5	C x2; E x2; U x1				SCIENCE	7	ENTRY3 x4 ENTRY2 x3
ART (SC)	3	D x1; U x2				TOTAL PASS RATE	22	19 (86%)
PHOTO	5	C x1; D x2; U x2				Entries with no results	22	3 (13%)
HISTORY	1	D						
ICT (SC)	4	C x1; D x3						
PE (SC)	3	B x1; E x1; G x1						
TOTAL ABOVE C	28	8 (29%)						
TOTAL C-G	28	15 (54 %)						
Entries with no results	28	5 (17%)						

Comment Another year of improving GCSE A-C (9-4) results from 20% previous year to 29% this year. The 4 U's in the arts are due to the candidates choosing to focus on 1 of the art entries instead of both. This was to ensure they came out with a better overall grade for 1 of the art entries. This was done with parental permission OCR exam board needed a minimum of 10 entries before they accepted any entries and this year there were not enough candidates for geography and history ELC. New exam boards such as Pearson/Edexcel and WJEC will be applied for to widen the qualification types that we can offer our pupils and have no entry limitations.

2016

GCSE			Functional Skills			ELC		
<u>subject</u>	<u>Candidates</u>	<u>results</u>	<u>subject</u>	<u>Candidates</u>	<u>results</u>	<u>subject</u>	<u>Candidates</u>	<u>results</u>
ENGLISH	5	B x1; C x4	ENGLISH	4	Level 1 PASS x4	ENGLISH	5	ENTRY1 x2 ENTRY2 x1 ENTRY3 x1 U x1
MATHS	5	D x3; G x2	MATHS	6	Level 1 PASS x2 U x4	MATHS	5	U x5
SCIENCE	5	D x2; E x3	TOTAL PASS RATE	10	6 (60%)	SCIENCE	1	ENTRY3 x1
ART	2	E x1; G x1	Entries with no results	10	4 (40%)	HISTORY	4	ENTRY 3 x2 U x2
ART (SC)	1	F x1				GEOGRAPHY	6	ENTRY 3 x1 ENTRY 2 x2 ENTRY 1 x3
PHOTO	3	D x1; F x1; G x1				TOTAL PASS RATE	21	12 (57%)
HISTORY	3	E x2; F x1				Entries with no results	21	8 (43%)
HISTORY (SC)	2	E x1; F x1						
ICT (SC)	9	C x2; D x3; E x3; F x1						
TOTAL ABOVE C	35	7 (20%)						
TOTAL C-G	35	28 (80%)						
Entries with no results	35	0						

Comments:

Last year of entries for ELC history and geography with AQA exam board. (some ELC qualifications will be scrapped with AQA for next academic year)

Great year in GCSE's with all candidates gaining a qualification where they were entered, this is a 100% GCSE pass rate. The reason for the 5U's in ELC maths is due to extended teacher absence at crucial time around the deadline for submissions to the moderator.

2015

GCSE			Functional Skills			ELC		
<i>subject</i>	<i>Candidates</i>	<i>results</i>	<i>subject</i>	<i>Candidates</i>	<i>results</i>	<i>subject</i>	<i>Candidates</i>	<i>results</i>
ENGLISH	2	D x1; U x1	ENGLISH	4	Level 1 PASS x1 Level 2 U x2 U x1	ENGLISH	6	ENTRY3 x5 U x1
MATHS	2	D x1; F x1	MATHS	5	Level 1 PASS x3 U x2	MATHS	11	ENTRY 3 x8 ENTRY2 x1 U x2
SCIENCE	3	D x2; G x1	TOTAL PASS RATE	9	4 (44%)	SCIENCE	8	ENTRY3 x2 ENTRY2 x5 ENTRY 1 x1
ART	1	B x1	Entries with no results	9	5 (55%)	HISTORY	3	ENTRY 3 x2 U x1
((GCE)PHOTO	1	E x1)				GEOGRAPHY	7	ENTRY 3 x7
TOTAL ABOVE C	8	1 (12.5%)				TOTAL PASS RATE	35	31 (89%)
TOTAL C-G	8	6 (75%)				Entries with no results	35	4 (11%)
Entries with no results	8	1 (12.5%)						

Comments:

First ever GCE result in this school. Overall pass rate for GCSE 87.5% this year but best result is 31 results in ELC's.

Clerk to the Governors

Mr. J Thompson
C/O Parkside House School

Head Teacher Governor

Mrs. B Young
C/O Parkside House School

Chair Person

Mr. K Thompson
C/O Parkside House School

Governor

Mrs. A Saint
C/O Parkside House School

STAFF AT PARKSIDE HOUSE SCHOOL

Proprietor: Mr. J Thompson

Chair of Governors Mr. K Thompson

Head Teacher Mrs. B Young

Deputy Head Teacher Miss M Maxwell

Teaching Staff:

Miss C Kaminski

Mr. R Mills

Mrs S Appleby

Miss A Taylor

Mrs S Bowman

Mr P Dixon

Ms L Thomas

OT Mrs A Devenish

Teaching Assistant Mrs. R Johnson

Learning Support
Mr A Liscombe
Mrs M Towse
Mr M Slee

Administration:
Mrs. J Burton
Miss E Thompson

School Cook: Mrs. T McLean

Kitchen Assistant Mrs N Begum

QUALIFICATIONS

Staff hold the following qualifications at Parkside House School:

- BSC (Hons) Psychology
- BA (Hons) English Literature & History
- BA (Hons) English Language / Literature
- Post Graduate Certificate of Education
- Master's Degree in Visual Arts Diploma in Higher Level Drawing
- (Hons) in Secondary Education PGCE PCET
- City & Guilds Level 2 Word
- City & Guilds Level 1 PG, Spreadsheets,
- Word. ECDL European Computer Driving License
European Computer Driving License Advanced
European Computer Driving License Approved Centre Training Programme
- Further & Adult Education Teachers Certificate
- City & Guilds light & Heavy Vehicle repair
- CLAIT (Plus) OCR Level 2 Certificate for ICT users
- CLAIT

Staff have also attended the following training courses:

- Fire Warden Training
- First Aid at Work
- Level 1 in Award in Food Safety in Catering
- Level 2 in Award in Food Safety in Catering
- ASDAN Bronze Award Coordination training
- ASDAN COPE Training
- Duke of Edinburgh
- Level 1 Drug & Alcohol training programme
- Basic Child Protection Training
- Positive Handling
- Designated Person in Schools
- Child Protection Multi- Agency
- Sexual Exploitation – Training
- Attachment Disorder
- Safeguarding Children of Substance Misusing Parents
- Safe guarding Children: A Shared Responsibility
- Safeguarding Children: refresher training
- Basic Awareness Course in working with young people, who display Sexually Harmful Behaviour
- "P" Scales Training
- Working with Pupils with Speech & Language Difficulties
- Designated Persons – Operation Encompass