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EDUCATIONAL TRUST**

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PROSPECTUS

Arrangements for the Admission of Pupils with Disabilities

Summary of Results 2023

Destinations of Leavers

COPLESTON HIGH SCHOOL
Special Needs

Arrangements for the Admission of Pupils with Disabilities

Admission Arrangements

The school has a Special Educational Needs & Disability (SEND) policy, recently updated, where a general and detailed overview of the admission arrangements is shown. As a core principle, the school strongly believes that close liaison with the primary schools within the Copleston catchment area and beyond is of vital importance in managing admission and transition to Copleston. The Head of Learning Support (SENCO) has established and continues to maintain these important liaison arrangements.

Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils

The Learning Support department, in conjunction with the relevant Leaders of learning, inform staff of pupils' needs and endeavour to make the classroom learning environment as accessible and inclusive as possible for them. This is achieved by staff delivering inclusive-teaching, adapting work and sharing relevant successes and concerns with the Learning Support Department. Interventions (both small group & 1:1) are carried out for students who need the additional support. Through the school's PSHE programme and through pastoral work with Form Tutors the issues of prejudice and disability are raised and discussed. Where necessary, individual counselling or group work is undertaken. The school's Equality Policy has recently been updated.

Facilities provided to assist access to the school by pupils with disabilities

All the main areas of the school are accessible via ramps and stair lifts. Accessible toilets are provided in various locations on site. Updating and improving the facilities for those with physical or sensory impairment is an ongoing priority.

On identifying, assessing and providing for pupils with special educational needs and disabilities, we will continue to operate the present procedure as under Section 2 of the Special Needs Policy (identification, assessment and provision).

As part of the school's general facilities and improving the school's building and environment, the Learning Support Area is situated on the ground floor of the new building with access to an outdoor area. This has greatly enhanced the facilities in the Area providing a bright, clean, tidy and welcoming learning environment. Additional rooms have been created for withdrawing pupils for individual or group work. Pupils and staff greatly appreciate this area and facilities.

The department continues to work and liaise closely with the Educational Psychology Service and Specialist Education Services. - Since September 2019 we have been employing a Speech and Language Therapist once a fortnight. We will also continue to offer support for students with a Wellbeing Consultant who has links with a counselling service to whom students can be referred.

Fundamental Principles -

- ⤴ A student with special educational needs and / or disability should have his, or her, needs met.
- ⤴ The special educational needs of children will normally be met in mainstream schools.
- ⤴ The views of the child should be sought and taken into account.
- ⤴ Parents and carers have a vital role to play in supporting their child's education.
- ⤴ Children with special educational needs and / or disability should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

GCSE Results Summary 2023

Headline Figures

Summary data	2018	2019		2020		2021		2022	2023
Number of students	282	288	Covid 19 Centre Assessment Grades	305	COVID 19 Teacher Assessed Grades	295		289	295
% 4-9 in English and Maths	67	71		74		74		80	77
% 5-9 in English and Maths	47	48		52		55		58	54
% Achieving EBacc	17	20		20		13		11	22
EBacc average points score	4.15	4.35		4.56		4.49		4.55	4.47
Attainment 8 score per pupil	48.38	50.2		52.45		53.04		53.87	50.39
Progress 8	+0.35	+0.37		+0.74		+1.06		+0.49	+0.31

Detailed Analysis of Yr 11 Results including Raw Scores and Progress 8 Measures

WHOLE SCHOOL STATISTICS Yr 11 2023	2018/19	2019/20	2020/21	2021/22	2022/23
Cohort	288	305	295	289	295
Whole School Performance % 7 - 9 English and Maths	21	21	25	23	20
Whole School Performance % 5 - 9 English and Maths	48	52	55	58	54
Whole School Performance %4-9 English and Maths	71	74	74	80	77
%EBacc Ave Points	4.35	4.56	4.49	4.55	4.47
A8 Overall	50.20	52.45	53.04	53.87	50.39
P8 Overall	+0.37	+0.74	+1.06	+0.49	+0.29
P8 Eng	+0.46	+0.81	+0.9	+0.63	+0.52
P8 Maths	+0.36	+0.68	+1.2	+0.5	+0.38
P8 EBacc	+0.37	+0.85	+1.12	+0.46	+0.27
P8 Other	+0.29	+0.62	+1.01	+0.41	+0.09
P8 Pupil Premium (49)	+0.05	+0.22	+0.53	+0.16	-0.06
P8 SEN (EHCP) (5)	-1.02	-1.09	-0.01	-1.24	-1.69
P8 SEN (Support) (22)	-0.57	+0.18	+0.63	+0.41	-0.02
P8 EAL (45)	+1.02	+1.18	+1.77	+1.17	+0.62
P8 High Ability (47)	+0.35	+0.89	+1.04	+0.44	+0.10
P8 Middle Ability (171)	+0.45	+0.68	+1.15	+0.53	+0.36
P8 Low Ability (61)	+0.23	+0.85	+0.82	+0.56	+0.29
Eng 4 – 9 (in Lang or Lit)	81	87	85	89	84
Eng 5 – 9 (in Lang or Lit)	68	72	70	78	72
Eng 7 – 9 (in Lang or Lit)	34	36	36	40	34
Maths 4 – 9	75	77	80	83	80
Maths 5 – 9	54	56	61	62	58
Maths 7 - 9	27	26	33	30	28
2 Sciences 4 – 9 (Incl Computer Science)	68	72	72	78	76
Science 5 – 9 (Incl Computer Science)	51	56	52	60	57
Science 7 – 9 (Incl Computer Science)	18	18	25	24	14

Cumulative Percentage of GCSE Subject Results 2023

Subject	Entries	9	8	7	Nat 7+	6	5	Nat 5 +	4	Nat 4 +	3	2	1	U
Best English	288			34			72		84					
English Language	283	8	16	25	16	48	68	48	83	64	92	96	99	100
English Literature	286	4	15	29	21	53	70	58	84	74	91	95	97	100
Maths	286	5	15	29	17	40	60	43	83	61	91	95	99	100
Art & Design (Fine Art)	44	2	9	14	24	23	36	60	61	76	77	98	100	100
Biology	103	15	22	47	42	83	98	79	100	89	100	100	100	100
Business	31	3	16	32	20	52	68	52	90	67	97	100	100	100
Chemistry	103	9	20	34	44	68	96	79	100	90	100	100	100	100
Computer Science	51	4	12	20	24	47	65	52	76	65	94	98	98	100
D&T Food Technology	54	2	6	22	19	35	59	50	74	66	93	98	100	100
D&T Product Design	28	4	7	21	21	32	57	51	71	65	93	93	100	100
D&T Textiles	18	0	6	17	21	39	50	51	67	66	83	94	100	100
Drama	14	14	21	50	26	71	86	62	100	76	100	100	100	100
Dance	10	0	30	40	26	80	80	60	90	74	90	100	100	100
French	59	7	14	24	26	34	58	55	81	71	97	98	100	100
Geography	118	3	9	23	25	36	57	52	64	65	83	89	97	100
Graphic Communication	28	7	18	29	24	46	71	60	82	76	93	100	100	100
History	204	4	11	26	25	46	58	52	69	64	83	94	97	100
Media	70	3	6	16	19	34	51	53	71	68	89	100	100	100
Music	8	25	25	50	33	50	62.5	65	62.5	76	100	100	100	100
PE	42	7	29	48	23	60	71	58	86	72	100	100	100	100
Physics	103	9	19	34	43	73	97	80	100	90	100	100	100	100
Polish	5	40	40	60		80	100		100		100	100	100	100
Portuguese	1	0	0	100		100	100		100		100	100	100	100
Religious Studies	77	3	13	23	31	47	55	61	64	72	77	91	96	100
Sociology	80	3	10	23	20	46	56	52	69	66	83	90	100	100
Spanish	63	2	11	30	26	41	67	54	78	69	95	98	100	100
Science Trilogy	180	0	0	2	9	8	38	36	67	57	87	96	99	100
Turkish	3	33	67	100		100	100		100		100	100	100	100

Vocational Qualification Results

Cumulative Percentages								
	Entries	L2 Distinction*	L2 Distinction	L2 Merit	L2 Pass	L1 Distinction	L1 Merit	L1 Pass
ICT Creative iMedia	55	5	25	56	80	93	100	100
BTEC Music	13	8	15	69	92	92	92	100
BTEC Performing Arts	12	0	0	17	100	100	100	100
PE Vcert	13	0	8	54	100	100	100	100

GCSE English and Maths Progress Measure for 6th Form Resits

	2018	2019	Covid 19 Centre Assessment Grades	2020	COVID 19 Teacher Assessed Grades	2021		2022	2023
Progress GCSE Eng Resit	+0.15	+0.1		+1.0		+1.0		n/a	+3
Progress GCSE Maths Resit	+0.27	+0.4		+0.2		+0.5		-0.1	-0.4

A Level Results Summary 2023

Provisional GCE 'A' Level Results 2023

Summary data	2018	2019		2020		2021		2022	2023
Number of candidates	123	120		131		137		151	124
%A* - A	20	15.6		27.8		37.4		30.9	16.7 (Nat 26.5)
% A* - C	72	69.9		77.3		85.8		81.5	73.5 (Nat 75.4)
% A* - E	98	98	Covid 19 Centre Assessment Grades	100	Covid 19 Teacher Assessed Grades	99.7	Back to external exams post Covid 19	99.6	98.9 (Nat 97.2)
Achieving AAB or higher in at least 2 Facilitating subjects	10	7		16		23		14	9
% Achieving 3 or more A' Levels	76	83		89		86.9		85.4	85
% Achieving 2 or more A' Levels	96	95		99		99.3		97.9	91
% Achieving 1 or more A' Levels	100	100		100		100		100	100
Average points per entry	28.32	31.9		35.95		39.86		38.3	31.8
Average points per entry as a grade	C-	C+		B-		B		B-	C+

GCE 'A' Level points score A* = 60, A = 50, B = 40, C = 30, D = 20, E = 10 points

Subjects Summary 2023

GCE Subjects 2022	Entries	A*	A	B	C	A* - C	D	E	U
Cumulative Percentages						(National)			
Biology	26	0	15	38	65	67	81	92	100
Business Studies	42	0	12	48	83	75	98	100	100
Chemistry	16	0	13	31	56	71	69	100	100
Computer Science	13	0	0	23	77	65	85	100	100
Dance	1	0	0	100	100	86	100	100	100
DT	6	0	0	0	67	67	83	100	100
Economics	16	0	19	63	81	80	100	100	100
English Language	14	0	14	50	93	79	100	100	100
English Literature	25	4	12	44	76	83	96	100	100
Extended Project	16	0	38	56	88		100	100	100
Film Studies	2	0	50	100	100	81	100	100	100
Fine Art	7	0	14	86	100	85	100	100	100
Geography	6	0	33	50	50	79	100	100	100
History	22	5	36	55	68	80	95	100	100
Mathematics	34	6	15	24	71	76	82	94	100
Mathematics (Further)	5	0	20	40	40	89	80	100	100
Media Studies	9	0	22	44	89	81	89	100	100
PE	9	0	0	44	100	67	100	100	100
Physics	9	11	22	33	56	69	78	100	100
Politics	12	0	0	8	42	79	67	100	100
Psychology	32	0	19	41	78	70	88	100	100
Religious Education	9	0	0	11	56	79	67	100	100
Sociology	16	0	6	44	88	76	94	100	100
Spanish	4	25	50	50	50	84	75	100	100

BTEC Vocational	No of Students	Distinction *	Distinction	Merit	Pass
Cumulative Percentages					
Applied Science	4	25	50	75	100
BTEC IT	9	22	67	100	100
Health and Social Care	14	29	64	93	100

Destinations of Year 11 Leavers ~ 2018– 2023

	TOTAL	6 TH FORM	FE COLLEGE	Apprenticeships	NON-EMPLOYED GOVERNMENT - SUPPORTED TRAINING	EMPLOYMENT WITHOUT TRAINING	NOT IN EMPLOYMENT OR TRAINING	MOVED AWAY / NO RESPONSE
2018	290	173 (59.65%)	110 (37.93%)	6 (2.07%)	0	0	1 (0.34%)	1 (0.34%) (moved back to Germany – we have address so is not NEET.)
2019	288	181 (62.85%)	84 (29.17%)	19 (6.6%)	0	0	3 (1.04%)	0
2020	311	196 (63.02%)	93 (29.9%)	9 (2.89%)	3 (0.96%)	0	2 (0.64%)	8 (2.57%) (2 moved to Romania)
2021	290	196 (67.59%)	84 (28.97%)	1 (0.34%)	3 (1.03%)	0	3 (1.03%)	3 (1.03%)
2022	292	173 (59.25%)	111 (38.01%)	1 (0.34%)	1 (0.34%)	0	1 (0.34%)	5 (1.71%)
2023	296	172 (58.11%)	105 (35.47%)	1 (0.34%)	3 (1.01%)	0	2 (0.68%)	13 (4.39%)

Destinations of Year 13 Leavers ~ 2018 – 2023

	TOTAL	HE	GAP YEAR *	6 TH FORM	FE COLLEGE	Apprenticeships	NON-EMPLOYED GOVERNMENT - SUPPORTED TRAINING	EMPLOYMENT WITHOUT NVQ2 TRAINING	NOT IN EMPLOYMENT OR TRAINING	MOVED AWAY / NO RESPONSE
2018	123	79 (64.2%)	7 (5.7%)	2 (1.6%)	0	8 (6.5%)	0	22 (18%)	3 (2.4%)	2 (1.6%)
2019	120	77 (64.1%)	4 (3.33)	7 (5.8%)	0	8 (6.6%)	0	21(17.5%)	2 (1.6%)	1 (0.8%)
2020	131	77 (58.8%)	5 (3.8%)	13 (9.9%)	0	7 (5.3%)	0	26 (19.8%)	2 (1.5%)	1 (0.8%)
2021	137	100 (72.99%)	7 (5.11%)	5 (3.65%)	1 (0.73%)	9 (6.57%)	0	9 (6.57%)	4 (2.92%)	2 (1.46%)
2022	152	93 (61.18%)	11 (7.2%)	17 (11.18%)	5 (3.2%)	13 (8.55%)	1 (0.6%)	8 (5.2%)	0	4 (2.6%)
2023	134	68 (50.75%)	14 (10.45%)	7 (5.22%)	5 (3.73%)	13 (9.7%)	3 (2.24%)	12 (8.95%)	1 (0.75%)	11 (8.21%)

September 2023

Dear Parent/Carer


Year 7 Admissions to Copleston High School - September 2024

The process regarding ranking applications for Year 7 entry in September 2024, in accordance with our over-subscription criteria, is carried out by Copleston High School.

All applications for Year 7 entry in September 2024 – the deadline for which is 31 October 2023 – should be sent to the Admissions Department at Suffolk County Council or completed online via their website.

The Local Authority will then send details of all applications for Copleston High School, whether first, second or third preference, for the 'ranking' to be carried out in accordance with our Admissions Policy 2024-2025. When this process has been completed, the Admissions Department will be notified and they will then send out offer letters on 1 March 2024 in the usual way.

Yours sincerely



A B GREEN
Principal