because we are committed to providing an outstanding learning experience for all of our students, regardless of previous attainment.

because we sit at the heart of our community and welcome and value all individuals.

because we are a family orientated school with a large intake providing huge opportunities for every student.

because we provide a lively, diverse and engaging curriculum which reflects our positive learning ethos.

because all students have the opportunity to extend their experiences beyond the school day.

because we are one of the most improved schools in the country, recognised as going from strength to strength, year on year.

because we work hard to develop a successful partnership between school, students and parents based on trust and mutual support.

because the governors and staff of our school have a comprehensive range of policies to ensure that we deliver the highest possible quality of service.

because students have the opportunity to experience a wide variety of educational visits both home and abroad.

because we take pride in encouraging the active involvement of all our students in a well-supported, varied programme of sport.

because our highly acclaimed Theatre Arts productions are events that involve a large number of students from across the whole school.

because we believe that students’ views should be listened to and valued.

WHY COME TO SHOEBURYNESS HIGH SCHOOL?

As a parent it was great to talk to teachers who are truly engaged and also very engaging. It has given me great confidence in the school.

YEAR 7 PARENT

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YEAR 7 PARENT

Shoeburyness High School Learning Resource Base (LRB) caters for a total of 18 secondary aged students with a range of learning needs and sensory/physical needs as identified in an Education, Health and Care Plan.

For further information on specialist provision please contact the SEN department at Southend Borough Council.
SO, WHAT’S ON OFFER?

A balanced but flexible curriculum covering a wide range of courses which effectively meets the diverse needs and aspirations of all our students whom we value as individuals. Throughout their time with us we provide learning pathways that are inclusive, appropriate and challenging.

We operate a 10-day timetable based on a 20 period week. Each day begins with Period 1, where students spend 25 minutes in their learning bases following programmes specifically designed to raise their aspirations and support their learning. The subsequent three 100 minute sessions each day enables the delivery of well-planned lessons involving a wide variety of experiences and activities.

Our lower school curriculum (Years 7 to 9) is delivered through a number of pathways that allow us to match our provision with the needs of each individual student:

- The Success Pathway offers a broad, differentiated curriculum for the majority of the year group in order to prepare them for success in the widest possible range of public examinations, thereby facilitating progression to all post-16 courses and subsequent university entrance, if desired.
- Within the success pathway we also run a fully selective M* set for our highest ability students who will be given ICPs (Individual Challenge Plans) and regular academic mentoring sessions with their allocated member of staff, to ensure that they continue to achieve their very best.
- The Achievement Pathway is designed for students who require more specialised support. Each child receives a personalised learning package, allowing them the opportunity to reach their full potential regardless of their starting point.
- All students with learning difficulties or disabilities are identified and supported. Further details are available from our SENCs, Ms Hilary Gover.

Our upper school curriculum (Years 10 & 11) is challenging, engaging and wide ranging:

Alongside compulsory GCSEs in Mathematics, English Language, English Literature and Double Science (Triple Science for the more able) students also get to choose either History, Geography, French or Spanish GCSE.

In addition to this they have 3 choices from a selection of 24 different GCSEs, BTECs or other applied courses. Some students may also study for an extra GCSE that may be determined by students' progress against individual targets, including extra provision in English and Maths.

Some students may also study for an extra GCSE that may be outside our ‘standard’ curriculum. Our aim is to provide a pupil-centred flexible curriculum for all.

In Years 12 and 13 we continue to provide the same personalised pathways encompassing 40 different courses. These range from traditional A level subjects, level 2 and 3 BTEC Awards and re-sit GCSE English and Mathematics. This broad curriculum maximises the range of future opportunities for those seeking employment or heading for Higher Education.

We have developed Academy groups in each subject area which are open to all students, irrespective of academic ability. The purpose is to build on students’ natural interest and enthusiasm for a subject to further their understanding.

- Up to 10% of our students may be identified as Academically More Able (AMA) across the curriculum. Consequently, schemes of work are differentiated in order to stretch and build on their strengths and school visits, extra workshops and after school clubs are made available to further enhance the provision.
- Subject mentors provide tailored support for various groups within curriculum areas to enable all students to fulfil their academic potential.
- Our co-teaching programme of additional staff in each faculty enhances the students’ learning experience by providing continuity of teaching and the flexibility to create smaller focus groups when necessary.
- At least once every half term every student has a dedicated formal conversation with their learning mentor regarding their academic progress. This provides students with strategies for meeting/maintaining their targets and encourages them to take responsibility for their own learning.
- There are a variety of personalised interventions determined by students’ progress against individual targets, including extra provision in English and Maths.

INTERVENTIONS

Our learning mentors are available to all our students whom we value very good and encourage them to take responsibility for their own learning.

We believe that activities outside the normal school curriculum provide all students with opportunities to succeed. Academy+ is about extension and enrichment for all students based solely on their interest, not their particular ability in that area. It can also offer the opportunity for students of all ages to work together. The choice of clubs is vast, including Astronomy and Space/Physics, Forest Schools, Digital Art and Boat Building!

REVISION CONFERENCES

More than ever our students need to be skilled in preparing for and completing examinations. At Shoeburyness every year group is supported before every examination period, both external and internal, by a fully resourced Revision Conference that is subject specific, exam focused and delivered by specialist teachers.

CATCH-UPS

After every substantial assessment in all subject areas, any student who doesn’t manage to achieve their target grade will be expected to come back after school for additional support and the opportunity to complete the assessment again.
Although our school community involves over 1,700 students, we believe that every person has the right to be respected and to receive a learning experience free from interruptions. Consequently, we do not tolerate disruptive behaviour.

We have intentionally kept the number of school rules to a minimum and consider that they are clear and easy to follow:

1. No inappropriate language or anti-social behaviour.
2. Walk quietly in the corridors and keep our school tidy.
3. Follow instructions.
4. Be properly equipped and follow the school dress code.
5. Be positive and work together.
6. No mobile 'phone or personal entertainment systems*.

Action will be taken against students who break these rules.

*Students in Years 7 to 11 are not allowed to bring mobile 'phones, mp3 players or any other SMART devices anywhere onto the school site. The use of mobile 'phones seriously affects learning in class and leads to disruption. Students using mobile 'phones or headsets will have them confiscated until the end of that half term. If this happens, we give written notification to parents, who can expect us to enforce this rule vigorously. Post-16 students are allowed the privilege of using mobile 'phones in G2 only.

We are a safeguarding school.

"My son comes home from school happy every day."