Information about Imberhorne School

Imberhorne is a successful, happy school where staff are committed to fully developing the potential of all students. I am proud of the outstanding achievements of students across the school and am equally proud of what hard-working, respectful and compassionate individuals they are as well.
Our excellent academic record along with the great emphasis we place on personal development creates a thriving and vibrant school community.
We are continually looking to the future as we endeavour to prepare our students for life in the 21st century. We are committed to pursuing academic excellence whilst also very aware of the importance of interpersonal skills that are so highly valued in the workplace. We want to give our students an appetite for life and a love of learning, seeking to provide the conditions that will foster the confidence and enjoyment we think are a necessary part of their educational journey.

Academic Achievement

In 2021 results in the Sixth Form continued to build on a strong upward trajectory established in previous years. Results were as follows:

- **39% of A level grades at A/A*** (rise of 7% on 2020)
- **68% of A level grades at A*-B** (rise of 8% on 2020)
- **90% of A level grades at A*-C** (rise of 4% on 2020)

We are very proud of our students and believe that tWe are very proud of our students and believe that these results reflect very well on the culture and ethos in the Sixth form.

Progress in the Sixth form is strong. We use ALPs as our measure of progress and have seen year on year increases. We currently have a three-year average ALPs score of '3', meaning that progress is equal to that in the top 25% of all schools and colleges. This has been sustained since 2019.

We have a large Sixth Form which is predominantly focussed on A level programmes of study, our academic curriculum is supported by a range of applied and vocational qualifications. We run 35 different courses in the Sixth Form along with two 'level 2' courses for those that have not met our A level (or equivalent) entry requirement.

In **Key Stage 4** strong academic performance in the core subjects of Mathematics, English and Science is complemented by high levels of attainment in all other areas of the curriculum. We are proud of our academic traditions but also keenly aware that we must meet the needs of all our learners. In 2020 our own rigorous internal processes linked attainment to that achieved in previous years, per subject. Performance was as follows:

- **82% of all grades were grade 4 or higher (4+)**
  (7% rise on best in the last 3 years)
- **64% of all grades were 5+**
  (9% rise on best in the last 3 years)
- **30% of grades were 7+**
  (5% rise on best in the last 3 years)
- **6% of all grade were grade 9, reflecting the strong academic profile of the Year group**

We offer a broad curriculum for our students which we believe provides appropriate levels of challenge and support. Subjects overwhelmingly follow GCSE programmes of study, we encourage the majority of students to study a modern foreign language and also have significant numbers choosing to study individual sciences. We are proud of our successes but aspire to do even better for our students setting ourselves challenging targets to achieve.

Professional Development

We believe that a commitment to professional development is central to our identity as teachers. Our expectation is that all staff continually strive to improve their practice and do this through a sustained focus on aspects of pedagogy. This is best supported through collaboration with others. Engaging in paired planning and peer observation encourages productive critical reflection.
Most of our professional development takes place after school on Mondays. We provide cross-curricular forums, opportunities for departmental planning and development as well as more bespoke programmes to meet individual needs. Cross curricular groups are facilitated by fellow teachers.



Culture and Ethos

We believe the school is a caring community and seek to place the strong relationships that exist between students and staff at the heart of the school. The school has a well-developed pastoral system and we pride ourselves on the level of personal care we provide for all our students. Heads of Year and Pastoral Support Assistants exist in all Key Stages (from Year 7 to Year 13). They are often the first point of contact for parents when making enquiries about social or academic issues. The pastoral teams are supported by form staff who provide a daily point of contact for students. A key factor in the character of the school comes from the split site we inhabit. Students start Year 7 at our Windmill Lane site which also houses students in Year 8 and Year 9. This site has a particularly friendly and intimate feel to it and serves our younger students well, combining the challenge of a secondary curriculum with a strong sense of nurturing and support. At the end of Year 9 students then transfer to our Imberhorne Lane site marking the transition into Key Stage 4 and the study of examined courses. Whilst we retain the caring and supportive philosophy established at Windmill Lane, students also develop a more academic focus accompanied by a greater level of challenge and heightened expectations.

The arts have a very high profile in the school, numerous events and activities occur throughout the year providing students with wonderful opportunities to sing, dance, perform, act and exhibit. Sports have an equally high profile; we are proud of our very many achievements reflected in the numerous tournaments and competitions our students participate in at local and national level. The Duke of Edinburgh Award is thriving in the school with significant numbers of students participating in the scheme, starting in Key Stage 4 and leading on into the Sixth Form. All of these opportunities enrich the school community but critically help the students learn how to express themselves, work with and support others, show responsibility and become increasingly self-assured members of our community.

Collaboration and Partnerships

We believe in the value of partnerships and collaborative practice. Being outward looking and engaging in shared activities with other teachers and other schools is important to us.
We have established close working relationships with the East Grinstead primary schools, particularly those that tend to feed into Imberhorne. Well established joint literacy and numeracy projects run prior to transition facilitated by staff and students at Imberhorne.
We encourage staff to join local subject networks. We are part of a teaching school alliance and participate in many of their network meetings. In addition to this we work closely with three other local maintained secondary schools, in a soft Federation, sharing opportunities for CPD and working as critical friends for each other.



Martin Brown
Headteacher

