



## Information for Prospective Parents September 2025

**Head of School:** Andrew Nockton




**Executive Headteacher and CEO:** Phil Hanson

**Chair of Governors:** Nick Young

“The most striking aspect of Perschore High School is the friendly and supportive atmosphere”

### Classification

Perschore High School is an academy for boys and girls. We were awarded Academy status in 2011. Ofsted inspections in 2013 and 2017 and 2022 confirmed this judgement, however the school was rated ‘Requires Improvement’ in March 2024. In 2017 we formed the Avonreach Academy Trust with Orchard, Inkberrow and Norton Juxta Kempsey Primary Schools.

-  There are currently 1064 students on roll in the school
-  There are 80 members of teaching staff.
-  They are supported by 60 other staff.

### Admission Arrangements

Admission into years 7 to 11 is administered on our behalf by the Worcestershire LA’s Pupil Admissions & Transfers Section. We follow the LA admissions policy as explained in their booklet which is available at: [www.worcestershire.gov.uk/schooladmissions](http://www.worcestershire.gov.uk/schooladmissions)

Our Planned Admission Number (PAN) for Year 7 in 2026 is 90 and places will be allocated in line with our 2026 Admissions Policy. It is normal for Year 7 students at our three contributory Middle Schools at Drakes Broughton, Pinvin and Abbey Park to transfer to the High School in Year 8 and the PAN for this intake is 192. However, every year we also admit students from other schools into all years, whether in or outside of catchment. Applications for transition in September 2026 must be made by 31st October 2025. Applications outside of normal transition (in-year applications) can be made via the Local Authority’s process: [www.worcestershire.gov.uk/info/20099/school\\_admissions/706/in-year\\_applications](http://www.worcestershire.gov.uk/info/20099/school_admissions/706/in-year_applications).

A promotional video is available on the school website and we are holding an Open Evening on Thursday, 25 September 2025 between 6 and 8:30pm. Parents of students in catchment schools will be contacted via their current school.



## Special Educational Needs and Disabilities

We have a Mainstream Autism Base and our Inclusion Centre provides for the special needs and disabilities of other students. The aim of the school's Special Educational Needs and Disabilities Policy is to enable all students to achieve their full potential, academically and socially and to have access to the National Curriculum.

The objectives of the Special Educational Needs Disabilities Policy are:

Ensure as far as is reasonably practicable that the 'Special Educational Needs and Disabilities Code of Practice is implemented at the school together with the Education Act 1998

- 🏰 All pupils receive high quality teaching.
- 🏰 All pupils are fully integrated into the school and individual needs are continually assessed and supported as far as is practicable within a mainstream educational establishment.
- 🏰 Pupils with SEND have access to the appropriate support and adaptations to enable them to be fully included in the life of school, using best endeavours to respond to the four broad areas of need:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional, mental health
  - Sensory/physical
- 🏰 The school identifies pupils, previously not identified, with SEND and implements the appropriate procedures to provide support.
- 🏰 The views of the individual pupils and their parent/guardian are taken into account when their requirements are being assessed.
- 🏰 The appropriate mechanisms are implemented annually to ensure pupils' needs are met and parents/carers with SEND children are fully consulted.
- 🏰 The roles and responsibilities of the Governing Board, Headteacher, Director of Learning Support and Inclusion (SENCo), Teaching staff and Support staff are clarified.
- 🏰 Members of staff working with pupils with SEND have appropriate information, support and training.
- 🏰 The school environment accommodates children with disabilities and provides the appropriate facilities to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals.
- 🏰 The school works in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.





*"Pupils with SEND are accurately identified. Pupils, parents, and the SEND team work together to identify strategies that will help pupils access the same curriculum as their peers. This works well for pupils in the 'mainstream autism base', who get the support they need to access the curriculum"*  
Ofsted March 2024










## Our Vision and Values

Perschore High School is a welcoming, aspirational and purposeful community where young people develop character, courage, confidence and the ambition to succeed.








### Our Values:

-  Highest levels of achievement;
-  Highest levels of well-being and involvement;
-  Highly effective preparation for the future;
-  Highly effective family and community engagement.

### Our Principles:

-  Take pride in always doing your best; celebrate effort and success;
-  Be a positive role model;
-  Always be kind; never ignore unkindness;
-  Communicate positively with everybody;
-  Make the safety and well-being of everyone your priority;
-  Use every opportunity to discuss learning with others;
-  Contribute to, and participate in, the wider life of the school.

### We are committed to:

-  Offering the highest standards of teaching, guidance and support, thus
  -  enabling each student to achieve the highest possible academic standards;
  -  Equipping students with basic key skills which will stand them in good stead throughout their working lives;
  -  Encouraging students to participate in the wide range of activities on offer.
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-  Fostering personal as well as academic development;
  -  Giving students a sense of belonging to a community;
  -  Encouraging students to take increasing responsibility for their own learning.

*“Pupils at Perschore High School are kind and demonstrate an eagerness to learn in lessons. Their behaviour around the school and in lessons is calm and orderly.” Ofsted March 2024*

## Safeguarding

We believe that it is always unacceptable for a child to experience abuse of any kind. We recognise our responsibility to safeguard the welfare of all children. We will provide staff and volunteers with guidance to follow when they suspect a child may be experiencing abuse or at risk of harm. We will work co-operatively with other agencies to safeguard and promote the welfare of children. We will ensure that our concerns about our pupils are discussed with parents/carers first - unless we have reason to believe that such a move would be contrary to the child's welfare.



## **Pastoral Care and Academic Support**

At Perschore High School our concern for the welfare and social and academic success of our students is paramount. To achieve this we run a vertical tutoring system in which every student belongs to one of three Houses, overseen by a Head of House and a Pastoral Manager. Each tutor group within the House is made up of a few students from every year group. This mix of age groups allows our young people to learn from older role models, look out for each other and develop leadership skills. Tutors will know their tutees extremely well and are able to carry out targeted academic mentoring at key points in the academic year, encouraging students to reach their full potential at critical times. Siblings are in the same House and as far as possible students stay with the same tutor and House team for the whole of their time in the school, building solid, consistent relationships between school and home.

*“The personal, social, health education curriculum is clearly mapped out and addresses local issues... Pupils receive a well-planned careers programme... All of this prepares pupils well for their next steps...” Ofsted March 2024*

## **Religious Education Policy**

The curriculum of the school makes provision for all students to attend both acts of worship and lessons in Religious Education. It is open for parents to request that their child be excused from these activities. Any such request should be in writing to the Head of School.

## **Policy Documents**

All policy documents are available from our school website, via a link to the Avonreach Academy Trust Website or on request. They are reviewed systematically by Governors and Trustees.

## **Travelling to and from School**

Approximately 60% of our students travel to and from school on transport provided by the Local Authority. There are storage areas for students who wish to ride a bicycle to school.

## **Charging**

The Governors have agreed that school visits for curricular purposes should be funded in accordance with DfE guidelines, and that voluntary contributions may be requested from parents to cover the cost of such visits, provided that no child is prevented from taking part through inability to pay.

## **Medical Arrangements**

There is a medical room at the school and many of our teaching and support staff hold appropriate First Aid qualifications.



## The Friends of Pershire High School

All parents are automatically members of The Friends of Pershire High School, as are staff, Sixth Form students and Governors. The Committee is elected annually. It plans social events, educational briefings and fundraising activities.

## Health and Safety

The Governors monitor health and safety in the school and there are clear procedures for dealing with accidents and other eventualities.

## Equal Opportunities

Pershire High School is committed to equality of opportunity

## The School Day

Morning		Afternoon	
8.50	Registration	1.55	Warning Bell
9.00	Period 1	2.00	Registration
10.00	Period 2	2.05	Tutor/Assembly
11.00	Break	2.20	Period 5
11.20	Period 3	3.20	End of school day. Sports fixtures and clubs
12.20	Period 4		
13.20	Lunch		

## Term Dates 2026-27

<b>Autumn Term 2026</b>	<b>Half Term</b>
Tuesday 1 September - Friday 18 December	Monday 26 October – Friday 30 October
<b>Spring Term 2027</b>	<b>Half Term</b>
Monday 4 January – Thursday 25 March	Monday 15 February – Friday 19 February
<b>Summer Term 2027</b>	<b>Half Term</b>
Monday 12 April – Wednesday 21 July	Monday 31 May – Friday 4 June

In addition to these dates, there will be a maximum of 6 Professional Development Days for staff when the school is closed for students.



## Examination Results 2025 (Provisional 1<sup>st</sup> September 2025)

### **Our Attainment 8 score was 43.61**

56% achieved 4+ in GCSE English & Maths

35% achieved 5+ in GCSE English & Maths

7.28% achieved a strong pass in the Baccalaureate, 10.62% achieved a standard pass in the Baccalaureate and the average point score was 3.81



**Table 2: GCSE Subject Analysis 2025**

Subject	9	8	7	6	5	4	3	2	1	U	% 9-4	% 9-5
Art	5	6	3	12	5	4					100	88.57
Biology	6	6	10	7	10	6	2	1			93.75	81.25
Business Studies	1	2	5	10	14	12	19	9	6	3	54.32	39.51
Chemistry	5	6	5	12	5	10	4	1			89.58	68.75
Computer Science	2	2		2	1	4	2				84.62	53.85
Design and Technology	1	2	3	9	6	9	14	13	6		47.62	33.33
Drama		1	3	3	1	1	1				90	80
English Language	2	8	16	26	45	45	48	9	6	1	68.93	47.09
English Literature	1	1	6	24	29	53	48	17	19	4	56.44	30.2
Food Preparation and Nutrition			1	8	10	9	10	5	1		63.64	43.18
French	1	3	2	2	9	8	9	4	3	1	59.52	40.48
Geography	3	3	15	13	21	19	35	14	5	5	55.64	41.35
German	1	1	3		6	9	8	3			64.52	35.48
History	1	1	7	4	2	7	9	4	3		57.89	39.47
Maths	3	15	12	23	33	44	45	17	11	2	63.55	42.36
Media Studies	1	1	1	3	4	4	2	2	1		73.68	52.63
Music	1		1		1	3	2				75	37.5
Physics	7	5	5	12	5	10	4	1	1		88	68
Polish		1									100	100
Religious Studies	1		3	6	9	4	3	3	1		76.67	63.33



Table 2 cont.																			
	9-9	9-8	8-8	8-7	7-7	7-6	6-6	6-5	5-5	5-4	4-4	4-3	3-3	3-2	2-2	2-1	1-1	% 4 or above	% 5 or above
Science Trilogy (double award)	4	2	3	4	7	5	6	5	23	8	17	31	16	7	5	2	7	54.90	38.56

Table 2 cont. Other KS4 subjects (GCSE Equivalent)													
	D*2	D2	M2	P2	D*1	D1	M1	P1	U	% 5 or above	% 4 or above		
Child Development (CNat)		2	6	9		8	1	1	3	26.67	56.67		
Enterprise and Marketing (CNat)			3	4		2	5	3		17.65	41.18		
Performing Arts (WJEC)	3	7		4	1					66.67	93.33		
Sport Science (CNat)		4	13	22		11	8	3	1	27.42	62.9		

**Key to other qualifications:**  
 D\* - Distinction Star  
 D- Distinction  
 M – Merit  
 P – Pass  
 2 – Level 2 grades 9-4  
 1 – Level 1 grades 3-1

Table 3: A level results 2025											
Year 13 Entries	A*	A	B	C	D	E	U	% A-C	% A-E	Average Points Score	Average Grade
2024	11	36	52	53	47	12	12	68.13	95.22	32.26	C+

Subject Name	Entries	APS								A* to A		A* to B		A* to C	
			A*	A	B	C	D	E	U	#	%	#	%	#	%
Art	15	40.67	3	3	3	4	2			6	40	9	60	13	86.67
Biology	32	30.31	2	5	4	9	7	3	2	7	21.88	11	34.38	20	62.5
Chemistry	19	25.79		3	6		4	2	4	3	15.79	9	47.37	9	47.37
Computer Science	4	20		1			1	1	1	1	25	1	25	1	25
Drama and Theatre	6	41.67		2	3	1				2	33.33	5	83.33	6	100
Economics	8	36.25		2	2	3	1			2	25	4	50	7	87.5
English Lang and Lit	11	31.82		1	3	4	3			1	9.09	4	36.36	8	72.73
English Lit	5	16				2	1		2	0	0	0	0	2	40
Extended Project	15	32	1	3	2	3	4	2		4	26.67	6	40	9	60
French	2	25				1	1			0	0	0	0	1	50
Further Mathematics	2	55	1	1						2	100	2	100	2	100
Geography	21	36.19	1	1	11	5	3			2	9.52	13	61.9	18	85.71
History	3	36.67			2	1				0	0	2	66.67	3	100
Mathematics	18	39.44	1	6	5	3	3			7	38.89	12	66.67	15	83.33
Philosophy	3	26.67			1		2			0	0	1	33.33	1	33.33
Physics	9	23.33			1	4	1	3		0	0	1	11.11	5	55.56
Product Design	10	39		6		1	3			6	60	6	60	7	70
Psychology	8	21.25			1	2	3	1	1	0	0	1	12.5	3	37.5



Details			Grades									A* to A		A* to B		A* to C	
Subject Name	Entries	APS	D*	D	M	C	P	F	U	X	#	%	#	%	#	%	
Business (CTec)	9	41.11	5	2	2						5	55.56	5	55.56	7	77.78	
Digital Media (CTec)	4	33.75	1	1	2						1	25	1	25	2	50	
Food Science (L3 Diploma)	3	21.67			2		1				0	0	0	0	0	0	
Sports Studies (CTec)	12	38.33	4	6	2						4	33.33	4	33.33	10	83.33	

<b>Student Attendance Figures</b>	<b>2024/25</b>
Students (aged 11 to 16)	856
<b>Attendance</b>	
Authorised Absences	6.93%
Unauthorised Absences	1.78%