

Shaftesbury School Profile

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Adspiramus

Shaftesbury School

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<http://www.shaftesburyschool.com>

Local Authority:	Dorset
Age range:	11-18
Number of pupils:	1000
Head teacher:	Mr David Booth
Chair of governors:	Mr C. Brickell

What have been our successes this year?

This has been another very successful year for Shaftesbury School.

* Academic standards have been maintained. At Key Stage 3 our students performed in the top 20% of schools nationally for the progress made from KS2, and in Maths this was in the top 10%. At KS4 our students achieved the rigorous target set by the School, and with 48% achieving five or more A* - C grades including English and Maths being above the national average. At KS5 our A' Level students achieved average points scores per student within the top four schools in Dorset.

* We have continued with an array of learning opportunities. These extended to visits at home to museums, galleries, exhibitions and theatres, and further afield to Austria, Bruges, Belgium, Barcelona, Prague and, movingly, to Auschwitz.

* Our students involved themselves in drama, music, gymnastics, dance and poetry reading; entered the national Formula 1 Challenge & won two of the categories; flocked every evening to the new state of the art Technogym and to the challenge of the new climbing wall, taking on the 3 Peaks challenge, a climb of over 11,000 feet; our resident band Vertigo performed at Glastonbury; and Y10s won the Daily Telegraph Great Britons competition.

What are we trying to improve?

Objectives 2007 - 2010

To improve the standards achieved by all students at the end of each Key Stage by providing high quality learning experiences that impact positively on behaviour and attendance, with staff supported by a Team of trained Coaches and students by a Team of trained Assertive Mentors

1.0 To further improve the quality of Teaching & Learning

2.0 To use the above to target intervention to achieve FFT Type D Targets at KS3 & 4 and improved APS per

Entry at KS5

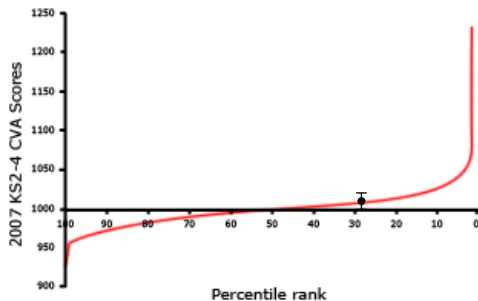
3.0 To continue to develop the Personal Development curriculum

4.0 To develop and deliver a Physical Education curriculum for the 21st Century

5.0 To ensure that all partners have access to High Quality PE and Sport and that standards of attainment rise against appropriate

benchmarks

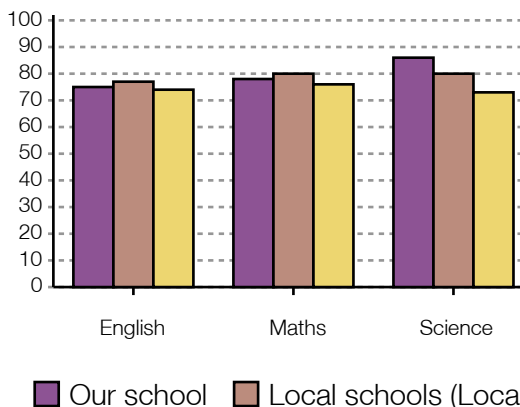
How much progress do pupils make between 11 and 16?



- Our School
- I Confidence interval

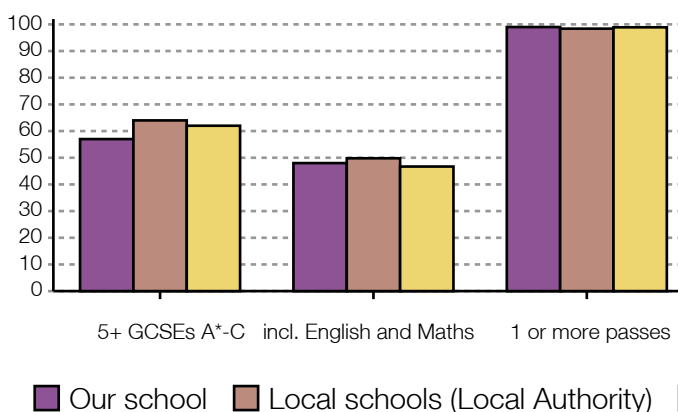
The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

How well do our pupils achieve at age 14?



This shows Key Stage 3 results for 2007. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.

How well do our pupils achieve at age 16?



This shows the percentage of pupils (who were at the end of Key Stage 4) who in 2007 achieved 5 or more GCSEs (and equivalent) at grades A*-C, 5 or more GCSEs (and equivalent) at grades A*-C including English and mathematics GCSE, and one or more GCSEs (and equivalent) at grades A*-G.

How have our results changed over time?

Key Stage 3

- Over the past 4 years, results in English have broadly remained the same, and are very close to the national average.
- Results in both Mathematics and Science are steadily improving, and are above average in both subjects.
- In terms of progress made since Key Stage 2, the school overall does better than four-fifths of all other schools, and within the past 4 years has been amongst the top-performing schools nationally. Progress in Mathematics and Science in 2007 was described as significantly above average. Mathematics was within the top 10% of all schools.

Key Stage 4

- Over the past 3 years, GCSE results have improved steadily and are significantly above national averages.
- Progress between Key Stage 2 and Key Stage 4 has been significantly above average for the past 3 years, with, in 2007, the school in the top 25% of all schools nationally. Progress in English places the school in the top third of all schools, and in Mathematics the progress made is stronger than 93% of all other schools.
- Another noticeable strength is that of students with Special Educational Needs, whose progress in 2007 was described as significantly above average.

How are we making sure that every child gets teaching to meet their individual needs?

The School seeks to create a climate / ethos where the achievements of all are valued and success is celebrated.

Our curriculum ensures that our students have a broad range of learning experiences through breadth and depth of study.

Teachers are required through their lesson planning to take account of the broad range of ability they may encounter in their classes by considering the nature of the challenge of the work, the pace with which it is delivered, the extent to which students can access the resources and by having more complex tasks ready for more able students in the class. Students with special needs have an Individual Education Plan which teachers take account of when planning their lessons. When students are not meeting their potential, they are given learning targets and additional provision ensures the targets are met through partnership with a range of agencies. All students receive targets which are monitored through Interim and Full Reports. The Mentoring period with the Tutor monitors progress towards those targets and proposes actions if the student is off track. The new range of Vocational courses also ensure individual needs are met.

How do we make sure all pupils attend their lessons and behave well?

Attendance

Working with colleagues from the Local Authority, we have maintained high levels of attendance with absence of 7.87% of which 0.74% were unauthorised. Electronic registration has been introduced and students whose attendance is below 90% are supported through the Mentoring system and Attendance Clinics have been arranged for targeted Y11 students with a poor attendance history .

Behaviour

We surveyed staff, parents and students on our Rewards and Sanctions Policy and re-drafted it in the light of their comments. Students completed a survey on their perceptions of School, we re-wrote our reintegration procedures to include a focus on the Every Child Matters outcomes and we completed an Inclusion Policy. We developed an On-call system to remove any student disrupting the learning of others. We introduced 'three strikes and out' for smoking offences. We offered training to staff on behaviour management strategies. In 2005-06 our exclusion rate fell from 4.6% (2004-05) to 3.9%.

What have pupils told us about the school, and what have we done as a result?

Learner's Standards

* Students said they felt progress was particularly strong in Art, Drama & Geography. Concerns about progress

in RE, Citizenship and French were raised and addressed by the Departments.

* The RE Ofsted judgement of October 2006 was **good** for all aspects.

* Feedback from students shows a high level of satisfaction with the provision made for students supported by RAD.

Personal Development & Well-Being

* Students' safety, community spirit & caring teachers featured strongly at the School.

* Although in line with national comparators, parents & students felt control over

bullying required improvement, although 80% of students also said they had not been

bullied recently. The School participated fully in the national Anti-bullying week, and the Student Aspirations

Team set up a new and confidential referral system.

Quality of Provision

* Students said the School's facilities, security & computer access were strong features.

Transition

* Students conveyed positive feelings about buddying, contact with Sixth Formers & the role of the teachers in

helping them to settle in.

How are we working with parents and the community?

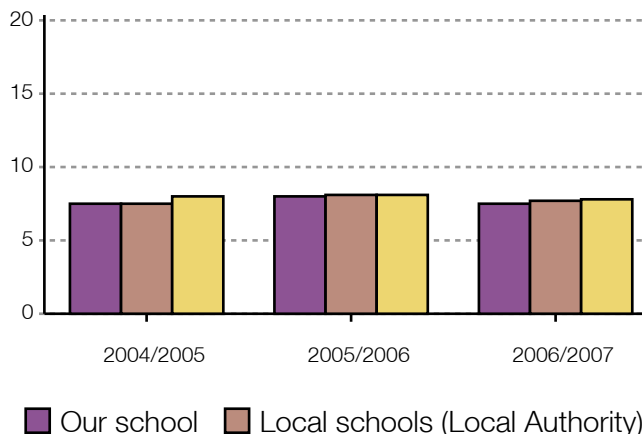
The range of partners and agencies now working with the School is extensive. Students have been involved with the community by playing music at a number of venues and providing Artwork to many organisations. The School's Sports College status requires us to work extensively within the community and beyond across North Dorset. We have restored our Parents Aspirations Team and parents work tirelessly for the School in managing every aspect of the provision of the School uniform.

As a Church school, we work with Churches Together and local Christian charities. We have a strong relationship with Diocese. Students undertake a wide range of Citizenship projects and Work Related opportunities. Shaftesbury Museum, Library, residential homes and Yewstock Special School have benefited from these activities. The school has a high profile of community action, hosting for example the National Holocaust Memorial Day Service and helping in the validation as a Fairtrade Town. There is a strong culture of volunteerism and charitable giving & fundraising at local, national & global levels. A strong partnership exists with NHS PCT and other multi-agency disciplines where parents, staff and students are signposted to community services.

What activities and options are available to pupils?

There is a comprehensive range of activities in all the traditional sports. There is a thriving Outdoor and Adventure Club during which the students have achieved kayaking and sailing qualifications, and an equally thriving Duke of Edinburgh's Award Group. There are regular inter-House activities. We have held a poetry and music evening; an evening of music, dance and gymnastics; and a Congratulations Card competition; and 100 students were involved in a well received School production of 'Night of the Living Books'. Our environmentalists have continued with their Green Team. Curriculum Support is also much in evidence amongst which there is a homework club, a Maths Club, ICT Club, Writers Workshop, extension activities for the Gifted and Talented some of whom form the editorial team of our magazine *Aspire*. We have entered the Young Enterprise Company Challenge. There were many trips to the theatre, galleries, museums, exhibitions lectures and opportunities to travel to France, Barcelona, Prague and Italy to ski.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

How do we make sure our pupils are healthy, safe and well-supported?

The School fully implements the Every Child Matters Agenda and was validated in 2006 under the new criteria on the National Healthy Schools Programme. Emphasis on the Food in School Programme, along with input from external agencies and a new canteen contract, has impacted on attitudes to healthy eating and the Personal Development curriculum. Anti-bullying and Racial Equality Policies are reviewed annually with input from all stakeholders. Bullying is dealt with effectively and racial incidents are rare. We are proud of our internationally diverse and inclusive community. Sexual health and Relationships Education forms a well established part of our wider Personal Development Programme offered in partnership with a range of health professionals and other groups to support students' health and well-being. The school was awarded the NHS Best Partnership Working Award in 2006. Students and teachers engage in peer and active community work, gaining recognition of innovation and success through the annual Princess Diana Memorial Award.

What do our pupils do after year 11?

* (2005 / 06 figures in brackets)

* 78% (64%) of students stayed in full time education compared with 75% (73%)

across the County

* 4.2% entered training

* 10% (19%) went into employment compared with 10% (14%) across the County

* 1.4% were unemployed

" 0% (6%) did not enter education, employment or training, compared with 6% across the County

* 4.2% are unknown

What have we done in response to Ofsted?

1. We have developed strategies, including better use of assessment, to involve pupils in their learning to ensure that they feel valued and want to attend school and behave well. See Sections on:

- What are we trying to improve?
- How do we make sure students attend lessons and behave well?

2. We continued to address the central issue of raising the aspirations.

- Our involvement with GISA commenced in 2004 and continues as a Demonstration Site until 2008. The Student Aspirations Team is now functioning and the language of the eight Conditions is embedded.

3. We have improved the quality of teaching and also ensured that the key skills of literacy, numeracy and ICT are integrated in all subjects.

- Self-evaluation skills have been developed to support the improvement of teaching.
- Literacy has developed through key words, modelling and scaffolding.
- There is increased use of ICT. More requests for classroom based equipment confirms this.
- Numeracy is less well developed.

4. We have used the opportunities provided by the re-organisation to engage fully with the local community to encourage its active involvement with the School.

- See Section on Working with Parents & the Community.

Information about our sixth form

Our results this year

Total points per student

All students 805.6

Average points per entry at A level

All students 199.6

A-E% at A level

Overall 95.5%

A-B% at A level

Overall 32.1%

Value Added at A level

Overall 99.2%

How have our results changed over time?

The general trend is one of improvement in the average points score per student and the A-B percentage rate, and a rather static situation in both the overall pass rate and the average points score per student. However, given the lower prior attainment of the Year 13 group, the average points score per subject has improved from a value added perspective.

What have been the successes of the sixth form this year?

Sixth Formers in groups give presentations to Tutor Groups on a regular basis throughout the year. They have integrated well into the new House system and have undertaken leadership roles successfully. A number of students have taken part in mentoring qualifications and are now taking part in academic mentoring of lower school pupils this year.

Rag Day was a great success with the result that a total of over £2,600 was raised with the proceeds going jointly to Msaada, the Rwandan genocide charity, and to CLIC, the Cancer and Leukaemia in Childhood charity.

Positive feedback was given by all stakeholders approached during the self-evaluation process. Parental questionnaires showed satisfaction with the students learning experience. The student feedback on the performance of subject areas was also in a positive vein and showed continuing improvements over last year in the areas of organisation, marking and assessment in particular.

What are we trying to improve in our sixth form?

The average points score per subject achieved by our students still needs improvement. If we could increase this, then a further boost would be given to the total points score also. Following the introduction of pilot monitoring scheme last year, we have refined it to include a subject check on many aspects of the students performance to be completed during a 1:1 with subject teacher. A rigorous review of results and survey feedback has been undertaken with Department heads and all action plans should now have Key Stage 5 targets.

The tutorial programme has undergone a major change due to the house system reducing the amount of tutor/student contact time. We are still in the process of refining the programme so that the students will continue to be supported successfully on a pastoral level.

What do our students do after leaving the sixth form?

	Year 12	Year 13
Higher Education:		72.7%
Further Education	47.8%	1.8%
Work:	47.8%	9.1%
Gap Year before HE:		12.7%
Not known:	4.3%	3.6%

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01747 854498

Our website <http://www.shaftesburyschool.com>
