

# Cirencester Deer Park School Profile

Published 28 April 2009

## Cirencester Deer Park School

Stroud Road

Cirencester, Gloucestershire, GL7 1XB

Telephone: 01285 653447

<http://www.deerparkschool.net>

Local Authority:	Gloucestershire
Age range:	11-16
Number of pupils:	1107
Head teacher:	Ms Chiquita Henson
Chair of governors:	Philip Beckerlegge

## What have been our successes this year?

The school is a Leading Edge Specialist School for Technology, Arts and Applied Learning and an established Training School. In 2008-09 we are building on these achievements and preparing for re-designation in 2009-10.

Our Ofsted Inspection in May 2007 concluded 'Cirencester Deer Park School is a good school with many outstanding features. The school has some very special qualities'.

In 2008 our pupils achieved:

73% 5 or more A\*-C grades at GCSE;

60% 5 or more A\*-C grades including Maths and English;

99% 5 or more A\*-G grades.

In 2008 pupils exceeded the whole school average of 73% A\*-C in English (79%), English Literature (79%), Statistics (100%), Additional Science (80%), Design (74%), Art (94%), RE (100%), Music (84%), Music Technology (100%), Expressive Arts (94%), Single and Double ICT (84% & 100%), Geography (74%) and Citizenship Short Course (100%).

Following our KS4 curriculum review we have successfully increased flexibility and our pupils have access to a range of GCSEs and applied learning opportunities both within the school and through our association with 'The South Cotswold Partnership'.

The school has developed strong international links through our Comenius projects (Europe) and with India, China and Malawi.

---

## What are we trying to improve?

Our development priorities are detailed in our strategic plan. These focus on four key areas: Learning, Personal Growth and Development, Community and Environment.

We are committed to :

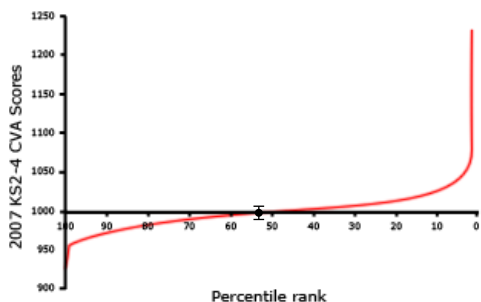
- Raising achievement and improving value added;
- Maintaining and developing our profile as a 'High Performing Specialist School';
- Developing a new curriculum model for June 2009;
- Building learning power;
- Ensuring we can deliver personalised learning;
- Rigorous and ongoing self-evaluation;
- Ensuring the quality of our learning environment is fit for purpose in the 21st Century.

We are supporting developments within the core curriculum and are monitoring the percentage of children who are making two levels progress in KS3 and 4 in line with the new statutory targets from 2009. We are a part of the DCSF 'Making Good Progress' pilot in Maths and English and we are working hard to improve outcomes across all subjects in KS4, particularly in Languages and History. Pupils in Year 9 have the opportunity to participate in fast track courses in French and Design.

We were one of two schools in Gloucestershire to achieve the new Anti-bullying kite mark in 2007-08 and we continue to promote a positive ethos across the school and to develop pupil voice.

---

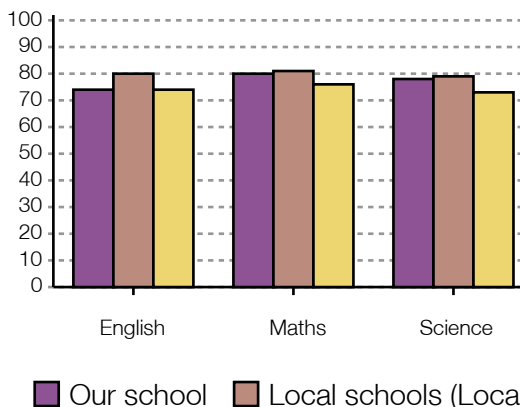
## How much progress do pupils make between 11 and 16?



- Our School
- ▮ Confidence interval

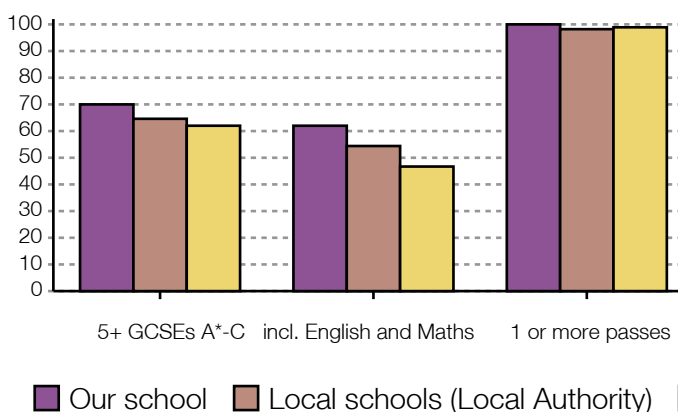
The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which 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?

Our GCSE results are consistently above national and LA averages although each year's results reflect the profile of the pupils in each year group.

The percentage of pupils achieving 5 or more GCSEs or equivalent at A\*-C has risen each year for the past 4 years reaching 73% in 2008. The percentage of pupils reaching the new benchmark of 5 or more A\*-C grades at GCSE including both Maths and English has exceeded 60% for the past 3 years.

Key Stage 3 SATs results are also consistently strong with Level 5 or above performance averaging in excess of 80% over the last three years across English, Maths and Science.

In 2008 KS3 SATs results were as follows:

	Level 5 or above	Level 6 or above
English	90%	50%

Maths	83%	69%
Science	83%	53%

---

---

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

As an all ability comprehensive school, our commitment to targeting individual achievement is implicit within our learning and teaching.

We use a range of strategies to ensure needs are met. These include:

- Ensuring our entitlement curriculum is appropriately challenging and differentiated;
  - Auditing needs and providing discrete provision for SEN and Gifted and Talented pupils;
  - Providing a flexible curriculum framework which creates opportunities for setting, banding and mixed ability teaching across the curriculum;
  - Providing personalised learning opportunities in Key Stage 4: pupils follow entitlement, traditionally academic, specialised and applied learning routes through to accreditation;
  - Using data and professional judgements effectively to ensure teachers are aware of the needs and potential of all those they teach;
  - Providing regular assessments through our modular framework and reporting these to parents;
  - Foregrounding specific strategies to help pupils build and gain confidence in their own learning power;
  - Reviewing targets through the school's one-to-one mentoring sessions which create individual learning plans;
  - Monitoring progress and individual performance closely through the school's rigorous self-evaluation.
- 
-

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

'Cirencester Deer Park School benefits from an ethos which puts the individual pupil at its core, and encourages pupils to develop outstanding personal skills' Ofsted 2007.

Our 10 school standards underpin the ethos of the school. These are revised every three years through consultation with our pupils and the community of the school.

We have high expectations for learning and behaviour. Staff, pupils and parents work together to reinforce these and they are reflected in our home to school agreement. Most pupils behave well in school. Exclusions are used as a last resort.

We monitor both behaviour and attendance closely and work with a number of external agencies in order to support our pupils and meet their academic, social and emotional needs. While their tutor remains a first point of contact, the increased capacity we have through the appointment of pastoral managers and the development of their roles means that we can be far more pro-active. The engagement of parents continues to be a focus and we have hosted pastoral information and curriculum evenings, in addition to traditional parents' evenings.

Personal and Social Education is incorporated into tutor time and our Citizenship programme.

---

---

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

Pupil voice continues to play an important role in the development of our school and its ethos. Pupils review and update the school's standards every 3 years.

In 2007-08 pupils, parents, staff and governors collaborated on our submission for the anti-bullying award and as a consequence we set up 'All Ears' our peer mentoring programme and created a focus group.

Following consultation with pupils in Years 7, 8 and 11 in April 2008 regarding the condition of the school site, pupils raised a number of concerns and recommended improvements to key areas of the school. These were addressed over the summer and included the relocation and refurbishment of our Maths and Languages faculties and upgrading our ICT platform. Pupils are currently engaged in our Premises Development Plan and representatives from the School Council were involved in the selection of our architectural consultants.

Within our School Council, pupils are actively involved in a range of 'sub-committees', which are currently looking at uniform, school meal provision and sustainability. Pupils defined the targets within our submission for the Eco School Award and we responded by reducing the amount of photocopying and introducing further opportunities for recycling.

## How are we working with parents and the community?

As a Specialist and Training School we work closely with partners in the community:

- Our primary specialist develops and co-ordinates our induction and outreach work;
- Our Advanced Skills Teachers are engaged in learning projects in local primary schools and with our secondary partners;
- Our pupils have the opportunity to learn outside the classroom. Pupils represent the school in local, national and international events and participate in a wide range of applied learning activities with local business and industry;
- Our Leading Edge Partnership is looking at 'new' learning and 'pupil voice' across four secondary schools;
- We take a lead role in 'The South Cotswold 14-19 Partnership' and we support the delivery of two of its programmes.
- We have strong curriculum and professional development links with HEIs including the Royal Agricultural College and the Universities of Gloucestershire, Bath and Bristol.

Parents are strongly represented on the Governing Body and within 'The Friends of Cirencester Deer Park School'. We invite feedback through our Parents' Questionnaires and create focus groups to support the development of new initiatives, with online reporting being a good example this year.

---

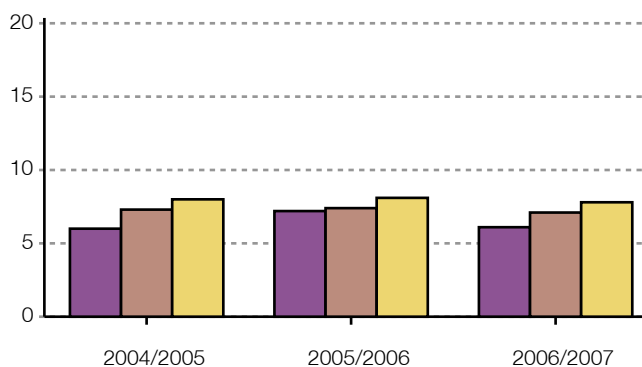
## What activities and options are available to pupils?

The school is committed to offering 'more than a visible curriculum': 'The curriculum is both innovative and exciting, increasingly designed to meet the individual needs of pupils...Because the curriculum stresses learning for a purpose, pupils participate with eagerness to do their best' (Ofsted 2007).

- Pupils are offered a comprehensive range of activities both within the school day, our extended curriculum and in our extra-curricular activities;
- Our calendared 'Faculty in Focus' programme spotlights enrichment activities in each curriculum area;
- Our annual enrichment week provides an inclusive cross-curricular programme linked to the statutory requirements for citizenship, enterprise and work related learning;
- Our standstill days provide an opportunity for a whole year group to focus for a day on a central theme and participate in active workshops;
- There are supported and accelerated learning opportunities in Key Stage 3 in our LIFT and 'fast track' programmes respectively.

- Approximately 60% of pupils continue to follow a Modern Foreign Language to GCSE.
- Pupils have a huge range of choices at Key Stage 4, with more than 30 optional courses available, including a wide range of applied learning courses such as BTECs.

## 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.

■ Our school ■ Local schools (Local Authority) ■ All schools

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

The school is recognised as a 'Healthy School' and holds the Anti-bullying Kite-mark. We have clear and consistent policies on behaviour and equal opportunities and set health and safety as a high priority. We regularly carry out risk assessments.

We work closely with pupils and their parents and provide support through our pastoral managers. We liaise closely with our Education Welfare Officer and provide access to mediation, counselling, anger management and the school nurse and Educational Psychologist. In addition we have a full time Welfare Assistant. We are using the SEAL initiative to develop our community of learners and have recently audited staff and pupils on 'well-being' through a national initiative, 'Healthy Minds'.

We have introduced peer mentoring and we have developed an effective 'Emotivate' programme for key pupils. This is designed to help them understand themselves as learners within the school community and build self-esteem. Feedback has been extremely positive.

Pupils with Special Education Needs and English as an additional language are included within the mainstream curriculum, but may be withdrawn for specific interventions such as reading and spelling recovery and coaching.

## What do our pupils do after year 11?

The majority of our pupils continue their education post 16. Our annual information booklet summarises their destinations. In 2008 over 80% of our pupils enrolled in full time education courses at Cirencester College, with whom we share a site, or another tertiary or school-based sixth form. Many go on to attend universities across the country. We promote lifelong learning and provide information and guidance and relevant experience through our enrichment programme.

Some pupils go into employment with training and participation in vocational programmes provided by the 'The South Cotswold Partnership' prepares individual learners well for this route.

---

## What have we done in response to Ofsted?

In response to our Ofsted Inspection in May 2007 we have:

- Undertaken a review of our assessment framework and moved to reporting pupil progress in sub-levels and with BECTA in preparation for the move to on-line reporting by 2010.
- Made prior attainment data available to staff, pupils and their parents and developed our use of it across the school to inform planning and raise achievement.
- Planned and implemented a new curriculum framework for September 2008 in Key Stage 4 and June 2009 in Key Stage 3.

---

## 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 01285 653447

Our website <http://www.deerparkschool.net>

---