

A black and white photograph of a classroom. In the foreground, a boy in a school uniform is smiling and raising his right hand. To his left, a girl is also smiling. In the background, other students are visible, some with their hands raised. The scene is brightly lit, likely from a window on the right.

Roundwood Park School

School Information 2017/18



The school day

8.30	-	8.40	Register
8.40	-	9.40	Period 1
9.40	-	10.40	Period 2
10.40	-	11.00	Break
11.00	-	12.00	Period 3
12.00	-	13.00	Period 4
13.00	-	14.00	Lunch
14.00	-	14.20	Tutorial/assembly
14.20	-	15.20	Period 5

Students will be able to access the school from 8.20am to use their lockers and gather in their form room.

Students are expected to keep parents informed of their out of school activities and their likely time of departure from school if, for instance, they are involved in games fixtures. In the case of last minute alterations, children can always telephone home from the coin box in the school.

Assemblies are held regularly on a year group or house basis at the beginning of each afternoon.

‘At Roundwood I feel that I am being pushed to achieve the best grades and grow into the best person I can possibly be.’ (Year 9 student)

Curriculum overview

The curriculum

The school week is divided into 25 one-hour teaching periods. This excludes registration time. The lesson allocations are shown in the following charts.

Although we are an academy, we choose to follow the National Curriculum. Topics required by the National Curriculum, but not covered in specific lessons, e.g. health education, citizenship and careers, are delivered in a variety of ways. In Years 7 and 8 they are taught in weekly tutorials, in Year 9 as part of the health education programme and in Years 10 and 11 as part of National Curriculum subjects such as English, history and physical education and through specialist one day workshops with outside speakers.



Key Stage 3 (Years 7-9)

Year 7

When students enter the school in Year 7, they are placed in mixed ability form groups. They are taught in these groups for most subjects throughout the year. The mixed ability groups help students settle into their new school and help our staff get to know them and their needs. In maths, students are set across two bands (X side has 5 classes (3 forms) and the Y side has 6 classes (4 forms)), from the October half term.

There is a need for some students to study maths and English for a greater proportion of the week. These students are identified very early in September and are disapplied from either one or, in exceptional circumstances, both modern foreign language options (French/German). They receive extra tuition in English, maths, or both, as appropriate.

Year 8 & 9

In Years 8 and 9, students continue in mixed ability groups for their pastoral care and for most subjects. In maths, Year 8 students are set as they are in Year 7, but in Year 9 they are set across the whole year group. Science is taught in ability groups from the beginning of Year 9, when students begin their GCSE course. In Year 9, students can choose to study either French or German, and then one other subject from French, German, Spanish, Latin, extra design and technology or ancient history. Students will start their GCSE course in science and short course PRE in Year 9.

Subjects and lessons in Years 7-9

Subject	No of hours per week		
	Year 7	Year 8	Year 9
English	4	3	3
Mathematics	4	3	3
Science	3	3	3
Art	1	1	1
Computer Science	1	1	1
Design & Technology	1	2	1
Drama	1	1	1
Geography	1	1	2
History	1	2	1
Modern Languages	3	3	2
Music	1	1	1
PE	2	2	2
PRE (Philosophy, Religion & Ethics)	1	1	1
Tutorial	1	1	-
Health & Relationships Education/Citizenship	-	-	1
Option (French, German, Spanish, Latin, ancient history, DT)	-	-	2

Key Stage 4 (Years 10-11)

Students have a mixture of core subjects (those which are compulsory) and option subjects. The option choices are made in February of Year 9. Each option subject is taught for 3 hours per week.

Maths and English are set across the full year group in Years 10 and 11.

Subject	No of hours per week	
	Year 10	Year 11
English	4	4
Mathematics	4	4
Science	5	6
PRE	1	-
Games	2	2
Option 1 (<i>from geography/history/MFL/computer science if a student does not take triple science</i>)	3	3
Option 2	3	3
Option 3	3	3

Option subjects:

Art & Design	French	Music
Art & Design (Textiles)	Food preparation	PE
Business Studies	& nutrition	PRE
Computer science	Geography	Separate Sciences -
Design & Technology	German	(Grade 5 at end of
Drama	Health and Social Care	Year 9 required)
Economics	History	Spanish

Support Options:

Curriculum Support	College
--------------------	---------

Health Education and Citizenship are delivered through a series of one day workshops.

English

Our vision is to inspire and to equip all students to be:

• **Insightful and experienced readers** • **confident speakers** • **sensitive listeners** • **confident, creative and versatile writers**

Above all we aim to enable students to be effective communicators who are independent learners and who strive to be the best they can be.

Year 7, 8 & 9

Students are banded by ability in Years 8 and 9. Students cover a range of skills and are exposed to a many forms of writing. These are the units they study:

Year 7: History of Language from Chaucer to present day, writing creatively, nineteenth century fiction and non-fiction, unseen poetry, a modern novel and understanding Shakespearean tragedies.

Year 8: A nineteenth century text, a media unit where they question bias, writers' perspectives and the reliability of news, canonical poetry, narrative and genre writing and Shakespeare's 'Much Ado About Nothing'.

Year 9: 'Of Mice and Men', Shakespeare's 'Romeo and Juliet', unseen poetry and poems from the Power and Conflict GCSE anthology, narrative writing and analysis of literary prose texts in preparation for GCSE English Language and an individual presentation to the class.

GCSE Year 10 & 11

English Literature

All students will be exposed to a range of unseen texts including extracts from novels, short stories, newspaper articles, reviews and letters dating from the nineteenth to the twenty first century.

As part of their study, students will consider how established, modern and emerging writers use narrative and descriptive techniques to capture the interest of readers; identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts; use relevant subject terminology as part of their analysis and to compare writers' ideas and perspectives.

Students will also be taught to communicate clearly, effectively and imaginatively, adapting the tone, style and register of their writing for different forms, purposes and audiences. We aim to improve students' ability to develop writing that conveys complex ideas convincingly. In addition, students are expected to use punctuation with a high level of accuracy, to securely use complex grammatical structures and to achieve high levels of accuracy in spelling.

English Literature

Students will study a range of texts including modern novels like 'An Inspector Calls', and 'Lord of the Flies'; nineteenth century novels like 'Jekyll and Hyde' and 'Frankenstein'; a Shakespeare play, for example 'Macbeth' or 'The Merchant of Venice', as well as a range of poetry from Chaucer to Duffy.

As part of their study, the students will learn to adopt a critical style, developing an informed personal response to the texts. They will learn to analyse the language, form and structure used by a writer to create meanings and effects in an insightful and sophisticated way. Additionally, students are taught to develop an understanding of the relationships between texts and the contexts in which they were written.

Mathematics

Year 7 & 8

All students study a number of units which cover the National Curriculum skills in Number; Algebra; Ratio, Proportion and Rates of Change; Geometry and Measure; Probability and Statistics. There are both calculator and non-calculator tasks. Students in Year 7 have an additional lesson of mathematics each week which is used as a numeracy or enrichment hour as appropriate. Students need to provide their own calculator; a Casio FX85GT-PLUS is the one we recommend and this is available to purchase from the school in September of each year.

From as soon as is feasibly possible, students are taught in broad ability maths groupings. The set is determined by a combination of data provided by a setting test taken at Roundwood Park and their Key Stage 2 maths results. Those students who are placed in our lower sets benefit from significantly smaller class sizes throughout Year 7 and Year 8 to help support their progress. Setting is reviewed each term, usually following a common assessment, to allow movement between sets.

Year 9

We continue to follow the National Curriculum during lessons but classes are now set across the whole year group in eight sets. Setting is reviewed each term, as in Year 7 and Year 8.

GCSE Year 10 & 11

All students will be studying towards the 1MA1 Edexcel GCSE mathematics specification. This is examined by three written papers at the end of Year 11, two calculator and one non-calculator, with equal weighting. There is no assessed coursework element in the GCSE maths course but internal assessments are made to inform students of their progress and set changes are made as appropriate. All students currently receive four hours of maths lessons per week in both Year 10 and Year 11.

Students in the top group have the time and opportunity to widen their mathematical experiences that help prepare them for A Level, which includes the option of completing an additional qualification in Further Mathematics.

Science

Year 7 & 8

Key Stage 3 is a two year course. All students follow a programme of units that develop their knowledge of biology, chemistry and physics. Each unit contains a range of practical, written and discussion activities designed to develop understanding of scientific ideas and skills.

All science lessons take place in well-equipped purpose-built science laboratories, of which there are nine. The department is fully connected via Wi-Fi and ICT is incorporated into many learning activities. Assessment of core science skills is made during each term's work. Six written tests are taken throughout each year, to assess knowledge of science. Classes are mixed ability and are taught in form groupings.

Year 9

Students begin their Key Stage 4 studies in Year 9. They begin to follow the AQA GCSE science course presented in separate units for biology, chemistry and physics. This allows students to focus on each subject individually. The GCSE science course is for learners of all abilities and prepares students for further studies in science. The students are assessed regularly with GCSE style tests to monitor their progress in line with KS4 expectations. During this year students decide if they wish to study the Combined Science course (double award) or the Separate Sciences (triple award).

Year 10 & 11

As the students enter into Year 10 they continue with the second year of the GCSE course and the choice they have made determines the teaching during Years 10 and 11. They will have either two or three specialist teachers depending on the route chosen. The Separate Science course covers the extra topics that are required to gain an individual GCSE in biology, chemistry and physics. These courses provide a firm foundation for progression to A Level science where we offer the choice of all three science disciplines.

“Roundwood are so enthusiastic and love getting everyone involved.” (Year 10 student)



Art

Year 7

Students continue to develop their understanding and experience of Tone, Texture, Colour, Line and Composition. They experiment with a variety of media and gain the confidence to improve skills and the quality of finished pieces of work. Within the projects, students are also introduced to the work of other artists and encouraged to build up their use of art vocabulary in order to develop their critical analysis. Observational studies through drawing and photography are a key element of the course.

GCSE Year 10 & 11

Students may opt for either GCSE textiles and/or GCSE art, which are both vibrant and exciting courses with a strong emphasis on practical work and the key elements. Assessed coursework is carried out throughout the two years covering a wide range of skills and media. Photography and digital imaging, screen-printing, etching and lino-printing, batik, 3D, clay work and constructed textiles are all areas of specialism covered by the staff within the department. Students have an opportunity to make their work very personal and are encouraged to develop their strengths in their preferred media. A sense of pride is encouraged through the use of sketchbooks. By visiting art galleries and exhibitions they gain the valuable experience of seeing work at first hand. The course culminates in a celebratory exhibition of all students' work.

Year 8 & 9

Students continue to be taught in mixed ability form groups, building on their previous skills, using a thematic starting point and making more personal responses through individual research and planning. As well as continuing to experiment with a wide variety of drawing and painting media and techniques, students have the opportunity to experience printing and 3D work. In Year 9 students follow a scheme of work in the style of a GCSE project. Students select their subject within a broad theme and are encouraged to carry out independent research for the development of a final outcome.



Business studies

GCSE Year 10 & 11

Students are given opportunities to discuss topical business issues, using case studies and interactive materials. During the course they will develop communication, critical thinking, analytical and evaluative skills which will enable them to make judgements based on evidence.

Students will investigate small businesses, looking at enterprise and entrepreneurship, business opportunities and ideas. They will also be learning about the different functional areas of larger corporations such as marketing, operations, finance and human resources, focussing on the decisions made by each department to meet a company's objectives. The exam board is Edexcel and there are two, equally weighted exam papers (no coursework).

Computer Science

Year 7, 8 & 9

In Years 7, 8 and 9 students have a one hour lesson of computer science per week. Students are taught in form groups in a way that promotes and utilises knowledge and understanding of computer science whilst developing digital literacy skills. Our Key Stage 3 curriculum is specifically tailored to enable students to get the most out of digital technology. As they progress throughout the Key Stage, students will develop the skills and knowledge of a true computer scientist. Through studying the fundamental topics such as data representation, cyber security, algorithms, programming and ethical and legal impacts of digital technology they will gain a deeper understanding of the world around them.

Our Key Stage 3 curriculum is designed to set our students up for success when they progress on to Key Stage 4.

Students can expect to be stretched and challenged within our curriculum and, by incorporating English and maths into our schemes of learning, they will develop their literacy and numeracy as well as logical thinking and problem-solving skills.

A key part of this subject is the ability to take risks, to try new ideas, to seize opportunities and, in that endeavour, students are encouraged to work effectively in teams by listening to, understanding and exploring the views of others whilst drawing on everyone's individual skills. This enables them to develop their communication skills to effectively present ideas and views in a clear, coherent and accurate manner. Throughout each year, students will have opportunities to review and reflect on their progress, as well as chances to improve and advance their learning and comprehension.

GCSE Year 10 & 11

The AQA computer science course that we offer allows students to gain a deep and thorough understanding of the subject. Students will build upon their Key Stage 3 experience and begin to delve deeper into the different topics as well as explore new topics such as computer networking. The GCSE is designed to enable students to demonstrate their knowledge and understanding of the key concepts and principles of computer science as well as apply these in a variety of theoretical and practical tasks. These tasks will stretch students to analyse problems in computational terms and make reasoned judgements as well as allow them to design, program, evaluate and refine their solutions. The course is broken down into three sections; two written exams and a programming task. Each of the two written examinations have a weighting of 40%, with the programming task making up the final 20% of their overall grade.

At GCSE level students will explore the effectiveness of algorithms and will be expected to apply these in practical programming. When creating solutions, students will build upon their knowledge from Key Stage 3 and their programming will begin to focus more on the use of operations, data structures and file handling as well the importance of creating robust and secure solutions.



Design & Technology

Year 7, 8 & 9

At Key Stage 3 students learn about a wide range of topics and develop their skills and understanding of these whilst undertaking projects in different material areas. The students are all assessed against the following key criteria whilst completing the various projects taught.

- **Research and Analysis** - Students' ability to carry out research and analyse their findings
- **Specification** - Students' ability to create a set of criteria that their product must meet
- **Design and Develop** - Students' ability to generate a range of ideas and test them out and improve them
- **Plan and Make** - Students' ability to plan the making of their product and demonstrate their skills making it
- **Evaluate** - Students' ability to evaluate their work and the work of others.

GCSE Year 10 & 11 Design & Technology

A qualification in design and technology will prepare learners to become creative and critical thinkers, developing skills to design and deliver prototypes that solve real and relevant problems.

The OCR specification introduces concepts of innovation and iterative design, taking students through a process of "explore > create > evaluate". This will prepare them for careers as creative designers, engineers and knowledgeable consumers.

GCSE Year 10 & 11 Food Preparation & Nutrition

This new AQA GCSE in food preparation and nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics: food, nutrition and health; food science; food safety; food choice; food provenance.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

Drama

Year 7 & 8

Students study the necessary skills to create a level foundation across the year group regardless of prior knowledge within the subject. They follow a curriculum using our own framework for achievement which is closely monitored by the department to ensure that all learners are catered for. The units studied establish and build basic skills in improvisation, role-play, tableaux, as well as understanding stories and structure. The work encourages creativity and instils team skills, problem solving and communication from day one. This all contributes towards creating an enjoyable and safe learning environment with clear links to English, art and history. Students are taught in form groups.

GCSE Year 10 & 11

In Year 10, students are required to draw on all their skills and maturity to create pieces based around real-life topics as well as published plays. The whole year is designed to be a mock version of Year 11 with three assessment phases taking place over the course of the year. Students are encouraged to see, as well as take part in, public performances to expand their range and confidence within the subject.

Year 9

To enable a smoother link between Key Stage 3 and GCSE drama, Year 9 work is focussed on developing the skills and awareness necessary to complete the GCSE course. This is obviously beneficial for those choosing the subject as an option, but it also provides opportunities to investigate more PSHCE based topics. We explore a number of scripts that are based on real life issues, using a forum approach to understand what is being experienced. This is with the hope of developing a higher level of empathy and emotional maturity towards the world we live in. Assessment at this stage begins to focus more heavily on three areas; response, development and evaluation. Students are taught in form groups.

The assessments in Year 11 take the form of a written exam where students will be answering questions about a play that they have seen as well as a play script they have studied. They will have to write about how aspects of the play would be performed and how it might be created on stage. Students will also create their own devised performance supported by a portfolio of their process work.

Economics

GCSE Year 10 & 11

Students are given opportunities to discuss topical economic issues such as resource allocation, how prices are determined, market failure, government objectives and the management of the economy. During the course they will develop communication, critical thinking and analytical and evaluative skills which will enable them to make judgements based on relevant evidence. They will learn how markets and economies work, using contemporary case studies and online materials, and will be encouraged to engage with this subject both in and out of the classroom. Emphasis is placed on the students' interest in current economic affairs and their ability to use this information in class discussions. The exam board is AQA and there are two exam papers, one and a half hours in duration, which are equally weighted.



Geography

Year 7 & 8

At Key Stage 3 there is a strong focus on enquiry and thinking skills in the different units of study within the geography curriculum. Students are encouraged to investigate a wide range of themes that cover the new National Curriculum such as environmental sustainability, settlement patterns and change, river environments, map work and skills, energy, the changing global economy, as well as global population and migration.

The lessons include a suitable variety of teaching and learning styles in order to accommodate the needs of each individual student and cross-

curricular links are made explicit. The geography curriculum complements the whole school focus on literacy, as well as building numeracy skills, largely through graph and data analysis. Classes are taught in mixed ability groups in Year 7 and are grouped into broad bands of ability in Years 8 and 9.

A one day fieldtrip is undertaken in Year 7 to reinforce concepts of settlement location and CBD characteristics in a local context. In Year 8 the students visit College Lake, a reclaimed quarry near Tring to investigate sustainable strategies and reinforce their unit of study.

Year 9

In Year 9 work continues according to the National Curriculum but students are taught units that require a greater appreciation of physical processes, ecosystems and global development and interdependence. The units covered are tectonic activity, glacial and coastal landscapes, weather, climate and ecosystems, tourism and international development. It is in Year 9 that students are able to further develop their skills of evaluation in preparation for GCSE. Students gain a greater appreciation of concepts such as Fair Trade, plate tectonics, biodiversity loss and human responses to natural hazards in both the developed and developing world.

GCSE Year 10 & 11

Over the two year course, students prepare for GCSE following the AQA specification. It provides a balance of physical and human themes such as the challenge of natural hazards, changing urban landscapes, UK geography and global resources and ecosystems. In this course 70% of the course is assessed through two written papers and the remaining 30% through a challenging exam that involves decision making, geographical skills and questions relating to fieldwork investigations. This exam also includes questions that refer to a pre-release document that the students can prepare in advance of the exam at the end of Year 11. The ability to discuss the interconnections between physical and human aspects of the course will be essential in this exam. The core elements of the course can be divided into two sections of study.

Students cover three physical units – natural hazards, UK landscapes (rivers and coasts) and the living world; as well as three human units that investigate urban challenges, the changing economic world and the challenge of natural resources into the future. Once again, enquiry skills are central to the course and students also develop map and graphical skills relating to each unit of study. The groups are taught as mixed ability.

In Year 10 there is a four day residential fieldtrip to South Wales, based at Swansea University, to reinforce learning from the classroom and allow for data collection relating to the Paper 3 exam. Themes include river studies, coastal landscapes, tourism in National Parks and urban regeneration in Cardiff Bay.

“It’s easy to forget about the importance of inspiration in the world of league tables but it is probably the part of an education that has the most lasting effect. Thank you.” (Year 11 parent)

History

Year 7

All students follow the National Curriculum which consists of a broad look at the Middle Ages but paying particular attention to certain themes which are repeated later on, such as the relationship between monarchy and the people, the idea of political progress and the relationship between the various parts of the United Kingdom. The emphases are on using historical and Aspire skills; the Teacher Assessments completed during this year reflect this. Classes are taught in form groups.

GCSE Year 10 & 11

Students prepare for the Edexcel history GCSE, for which there are three exams. In Year 10 the course revolves around international relations in the 20th Century. Students study Germany 1919-1945 and the Cold War 1941-91. In Year 11 the course covers early Elizabethan England 1558-82 and a thematic study of medicine in Britain from 1250 to present times. The work builds on the subject and Aspire skills acquired at Key Stage 3. Considerable emphasis is placed on the use of primary sources in answering historical questions and the ability to write historical answers using continuous prose. There is only one tier of entry in the exam. Classes are taught in mixed ability groups.

Year 8 & 9

Students are divided into broad bands of ability. Students continue to look at aspects of British history focusing on the themes begun in Year 7. The students will cover the time period 1750-1900 in Year 8 and aspects of the 20th Century in Year 9. Again the emphases, during these two years, are on refining the subject and Aspire skills. Again the Teacher Assessments completed during these two years reflect this.



Modern Foreign Languages

We work closely with our main feeder primary schools on the provision of appropriate Modern Language learning so that the transition to secondary school languages learning happens within a clear framework of progression.

Year 7 & 8

All students begin Year 7 studying both French and German, although some may continue with one language after consultation between the Special Educational Needs Co-ordinator, parents and languages staff. In both French and German, students study a range of topics which develop the four skills of listening, speaking, reading and writing in the foreign language. Writing skills now also include translation skills as this is currently a requirement for the new GCSE. The study of both languages follows the National Curriculum and each unit of work plans for progression of the skills, vocabulary and grammar.

Students are helped to develop a range of techniques of learning and dictionary skills so that they can build up their own vocabulary as efficiently and as independently as possible. Throughout each unit of work students are assessed in the productive and receptive skills in each language, as well as their skills in translation. At the end of Year 8 students choose to continue with French or German or both. In addition, the option of starting an ab initio Spanish or Latin course is also open to students in Year 9.

Year 9

Work continues as in the previous two years within the National Curriculum. At the end of Year 9, students are able to opt for languages at GCSE and all students receive a certificate after the end of year exams to mark the progress made over the duration of their KS3 language learning.

From Year 9, students have the opportunity to become a Language Leader which involves teaching languages to younger learners and developing leadership, team work and communication skills.

GCSE Year 10 & 11

The study of a modern foreign language is not compulsory, but a large majority of students in Key Stage 4 choose to study a language. Most students prepare for the Edexcel GCSE exam for French, German or Spanish. Students are taught in mixed ability classes.

Music

Music is a prestigious, innovative and award winning department within our outstanding school. As a faculty we have undertaken a great deal of expansion and development which allows us to offer high quality lessons throughout every year group, enabling every child to fulfill their potential.

Music is supported by our dedicated team of peripatetic teachers through individual and group lessons on a wide range of instruments and voice. We are also able to offer a myriad of extra-curricular ensembles which are integral to the way we support the local community and continue our outstanding tradition of school concerts.

The extra-curricular provision includes concert band, jazz band, training concert band, chamber choir, guitar group, string group, orchestra, theory sessions, flute choir and horn ensemble.

Year 7, 8 & 9

Throughout KS3 we follow the national curriculum guidelines on music in mixed ability classes. We offer the students a personalised approach to music where students are able to take charge of their learning in a class setting and use our mac suites, iPads and instruments to discover great composers, world music, composition and performance. Across the Key Stage students can form bands, compose music and create performances that utilise a wide range of skills which have a cross-curricular impact, enabling them to take responsibility for their learning alongside expert guidance. We firmly believe that excellence at Key Stage 3, through strong music theory and practical opportunities, enables us to best provide for our students as they progress into GCSE and beyond.

GCSE Year 10 & 11

The course is split into three areas: Composing (30%), Performing (30%) and Listening & Appraising (40%). The first two of these areas are submitted as coursework throughout the two year course. Students are encouraged to compose in many different styles making good use of our ICT facilities and perform solo and ensemble performances. The listening and appraising part of the course is taken as an exam at the end of the course and focuses on analysing set works and appraising unfamiliar listening.



PSHCE

Personal, Social, Health & Citizenship Education

Year 7 & 8

All students are taught Personal, Social, Health and Citizenship Education during weekly lessons. Over the two years they cover a variety of topics which have been designed to teach them about how to be a healthy, confident, successful and responsible citizen of Roundwood Park School and the wider community. Year 7 topics include anti-bullying, on-line safety, resilience and being healthy. Year 8 topics include diversity, making safe choices and learning strategies.

Careers education and economic wellbeing are explored by both year groups. Outside speakers and theatre companies are brought in to explore issues such as alcohol, drugs and bullying. Classes are mixed ability and taught in form groupings.

Year 9

All students are taught citizenship, careers and health education through a weekly lesson. For citizenship, topics include government, democracy, financial capability, community and conflict (both globally and within local communities). Students also participate in a national competition which helps them to consider and define their own aspirations. Topics for health include relationships and sex, risk and safety, alcohol and drug misuse. Outside theatre companies are invited in to explore unhealthy relationships and grooming. Classes will be mixed ability and within form groups.



Year 10 & 11

Citizenship and PSHE topics are delivered through collapsed timetable activity days throughout the year. There are four of these activity days in Year 10 and three in Year 11. Some of these will involve outside speakers and theatre companies. The topics for citizenship include human rights, global issues, law and crime, while health education explores topics such as drugs, sexual health, stress

management, body image and parenting. A careers day for Year 10 will allow students to interact with employers and understand the link between academic subjects and career opportunities. The Year 11 careers day will help students to navigate their next steps beyond compulsory full-time education. Classes for the activity days will be mixed ability and within form groups.

Philosophy Religion & Ethics

Year 7 & 8

All Key Stage 3 teaching follows the guidance of the Hertfordshire Agreed Syllabus. The emphasis is that students should learn from and about religions and these criteria are present in our assessments. All students follow a series of modules to develop their understanding and knowledge of all major world religions. We aim to make religion relevant for today through the topics studied. Year 7 students will enjoy topics such as 'religion and art' and be encouraged to evaluate the role of leadership in religion. Year 8 students are introduced to more philosophical concepts such as: what does it mean to be human and why are we here? They will also enjoy the 'Film and Faith' and also 'Religion and conflict' topics. Students are encouraged to formulate and express their views and opinions, but are also expected to listen carefully and respectfully to those of others. We encourage students to create and deliver presentations that make use of ICT technology and that promote independent learning.

Year 9 & 10

At the beginning of this year all students begin to study for their GCSE short course in religious studies. They will be entered for the Edexcel GCSE Religious Studies B (Short Course) (3RB0) and will be required to study Christianity and Buddhism for this specification. During Year 9, students will learn core Christian religious beliefs with the ethical paper of Marriage and the Family. In Year 10 students will study core Buddhist religious beliefs and the ethical paper of Peace and Conflict. All short course students are entered for their examination in Year 10.

N.B.

Strategies are in place to serve the needs of those candidates who have a deeper and personal knowledge of a different religion and wish to answer questions from that perspective.

Full Course Edexcel GCSE RS Full Course (1RB0)

During Year 9 students are given the option of converting to Full Course which requires study for the extra papers of: Christianity: Living the religious life and matters of life and death and Buddhism: Living the religious life and crime and punishment. Students are able to complete the study of these extra topics through attending a one hour a week twilight session. Students are entered for the full course at the end of Year 11.



Physical Education

KS3 PE (Year 7, 8 & 9)

Students are generally taught in single sex classes throughout Key Stage 3. They rotate through the curriculum on an eight lesson cycle. A wide variety of activities are offered including basketball, cricket, football, netball, rounders, rugby, tennis, athletics, dance, cheerleading, table tennis, badminton and gymnastics. These activities enable students to experience a broad and balanced curriculum which will hopefully encourage them to participate in our extra-curricular clubs and sport outside school. The emphasis is on developing positive attitudes to physical activity alongside skill development and physical progression.

GCSE PE (Year 10 & 11)

Following the OCR exam board specification, students will study activities in more detail than at Key Stage 3. They will improve their understanding and gain appreciation of the tactics and strategies that can be applied. The practical side of the course carries a 30% weighting towards the final grade (made up of final assessment grades in three sporting activities). In theory lessons, the specification directs teaching of many areas linked to sport and exercise including: sport in the UK, health, training, the human body systems and sports psychology. There is also a written coursework piece to complete.

KS4 Core PE (Year 10 & 11)

Each student will encounter a range of activities throughout the Key Stage. Using our extensive field space, gym, fitness suite, sports centre and dance studio, students will receive a balance of activities with the goal of further developing their love for physical activity and their ability to perform with confidence. Students also have the opportunity of off-site swimming in Year 11 but are required to make a financial contribution to facilitate this at the local swimming pool.

Leadership

A number of leadership opportunities are offered as we encourage our students to develop skills such as organisation, communication and commitment while helping students in younger year groups to improve and succeed. We work closely with primary schools to supply volunteers to lead lessons, run clubs and arrange festivals. Students in the Sixth Form have the opportunity to take part in leadership activities, through the Sports Leader programme, as part of their enrichment programme.

Extra-Curricular activity

We run a wide-ranging programme of extra-curricular clubs and activities. The clubs/teams include: netball, football, rugby, basketball, trampolining, cheerleading, badminton, table tennis, dance, cricket, athletics, rounders and tennis. In most of these, there is the opportunity for students to experience competition by playing in the school district/county competitions and friendly matches (both evenings and Saturday mornings), school games events and school House competitions. We actively encourage dedication from all by selecting those of all abilities to take part in fixtures if they are showing enthusiasm and commitment. At the same time, we are committed to competition and therefore take many tournaments and cups seriously, with a view to students tasting success in Roundwood Park colours.



The Sixth Form

The Curriculum: Years 12 and 13


Roundwood Park has a strong and successful Sixth Form. We retain a high proportion of our Year 11 students and every year new students join the school in the Sixth Form. In addition to the main programme of A Level courses we run BTEC Level 3 courses and an extensive enrichment programme, as well as an option to take the Extended Project Qualification.

Advanced Level Courses

- | | | |
|---|---|--|
| ■ Art – Fine Art | ■ Extended Project Qualification | ■ Mathematics
<i>(Decision and Mechanics)</i> |
| ■ Art & Design – Photography | ■ Financial Studies (IFS) | ■ Media Studies* |
| ■ Biology | ■ Food Technology* | ■ Music |
| ■ Business Studies
<i>(A Level and BTEC Level 3)</i> | ■ French | ■ Philosophy of Religion & Ethics |
| ■ Chemistry | ■ Further Maths | ■ Physical Education |
| ■ Computing | ■ Geography | ■ Physics |
| ■ Drama & Theatre Studies | ■ German | ■ Product Design |
| ■ Economics | ■ Government & Politics | ■ Psychology |
| ■ English Literature | ■ History | ■ Sociology |
| | ■ Information Technology
<i>BTEC Level 3</i> | |

* Taught in consortium at St George's or Sir John Lawes Schools





“Thank you for your hard work and commitment in ensuring our son is ready for his next challenge.” (Year 13 parent)

Support for Learning

Roundwood Park School is an inclusive school which values each and every member of the school community, whilst striving to raise aspirations and attainment in partnership with all stakeholders. The Learning Support department is staffed with teachers and teaching assistants who work closely with teaching staff, pastoral teams, students and parents. Working together, we aim to meet the learning, language, physical, emotional and social needs of students who need a little extra support to unlock their true potential. “Education for all”. We are the identified school within the area for provision for the physically/neurologically impaired student and the site has been adapted for this purpose.

How do we do this?

- Working within subject areas modifying, differentiating and extending materials to meet the wide range of needs within the school. We advise on the needs of individuals and strategies for supporting these students.
- Close liaison with parents/carers of students with Special Educational Needs and Disability (SEND). Some students are assigned a specific “key worker/mentor”.
- Liaison with outside agencies as and when considered necessary in order to address the educational needs of individual students.
- Detailed record keeping of all support offered to individual students and termly monitoring.
- Screening all Year 7 students on entry – cognitive ability tests. These results then ascertain current work levels and put in place extra provision if necessary.
- In-class support, home learning and games clubs, home/school spelling programme, paired reading, social skills and catch-up classes are all provided if the need arises.
- Consistent monitoring, assessment and observation of individual students causing concern to mainstream staff. Students with EHC Plans and students on the SEN register, including vulnerable groups, have access to a teaching assistant/key worker.
- Liaison with local primary schools and the pastoral team to support the transition from Key Stage 2 to Key Stage 3 in the summer term prior to entry.
- Yearly reviews/evaluation of support programmes and progress of individuals leading to individualised action plans known as provision maps.

In-class support

- As a short term measure for a particular concern.
- Long term as specified in a particular student’s Education Health Care Plan (EHC).
- General for groups with a small number of students who need a little extra help.



Additional support

Where students make little progress in the classroom despite differentiation and in-class support, we will consider an alternative access to the curriculum. A very small number of KS4 students are disapplied from aspects of the curriculum to concentrate on real life skills and follow a personal social development programme. Some students partake in various vocational courses at local colleges. Students in Year 7 identified as working at below expected levels in literacy and/or numeracy on entry follow a

literacy/spelling and numeracy “catch up” programme. Students identified with low reading ages attend an intensive reading programme.

As a school we are committed to developing all students’ abilities to be effective learners and we therefore systematically teach all our students about the process of learning with the aim of giving them the confidence to tackle any learning challenge – in school and in their wider life.



Monitoring and assessment

We have a well-developed school assessment and marking policy, so that students experience consistency across all subjects. The policy includes “Assessment for Learning”, which helps students to understand the level they are working at, their strengths, and how they can improve, as well as tracking their attainment and progress.

We use prior attainment and the MIDYIS tests to give us an indication of a student’s ability and potential. Subsequently, student progress in each subject area is monitored by teaching staff, using classwork, home learning, special assessment tasks and internal tests and exams.

Due to the removal of National Curriculum levels in England we have developed a new system for assessing students in KS3 (details can be found on the school website).

The Senior Leadership Team, the Head of Inclusion, the Heads of Year and Heads of Department monitor the progress of individual students across their subjects, in order that suitable challenge or support can be given and parents/carers involved when necessary.

There are a variety of ways in which parents/carers can discuss progress with staff. All students receive at least two interim reports a year, with one of these containing extended comments from subject teachers. Years 10-13 will receive three interim reports per year. Each interim report informs parents/carers of current performance levels/grades, predicted levels/grades and a numerical value for our four key skills; behaviour, class effort, home learning effort and organisation.

Parents/carers also have the opportunity to discuss their child’s progress at a formal consultation meeting, where they meet with the subject teachers. Review days are held by invitation for students in all year groups, providing a further formal opportunity for advice and guidance from the Head of Year or a senior member of staff.

However, if parents/carers have concerns about their child’s progress, we encourage them to contact the school immediately and not to wait for formal opportunities. Most problems are very easily resolved at an early stage.

2016/2017 SUMMARY OF GCSE RESULTS - STUDENTS IN YEAR 11

	ENTERED 5+ GCSES	ACHIEVING A STANDARD PASS (GRADE 4+) IN ENGLISH & MATHS	ACHIEVING A STRONG PASS (GRADE 5+) IN ENGLISH & MATHS	AVERAGE POINT SCORE CAPPED AT BEST 8
BOYS	99%	81%	56%	42
GIRLS	100%	86%	69%	46
ALL STUDENTS	99%	83%	63%	44

CAMBRIDGE NATIONALS

SUBJECT		Distinction*	Distinction	Merit	Pass
ICT Cambridge National Certificate level 2	Girls	0	3	0	1
	Boys	1	2	4	2
	Total	1	5	4	3
ICT Cambridge National Certificate level 1	Girls	0	0	0	0
	Boys	0	5	0	0
	Total	0	5	0	0

Level 2 distinction* is equivalent to GCSE A*, Level 2 distinction is equivalent to GCSE A, Level 2 merit is equivalent to GCSE B,
Level 2 pass is equivalent to GCSE C, Level 1 distinction is equivalent to GCSE D

GCSE SHORT COURSE RESULTS - STUDENTS IN YEAR 11

SUBJECT		A*	A	B	C	D	E	F	G	U	Entries
Religious Studies	Girl	5	16	8	11	2	4	4	5	1	56
	Boy	7	9	21	12	14	9	3	10	4	89
	Total	12	25	29	23	16	13	7	15	5	145

2016/2017 RESULTS - GCSE FULL COURSE RESULTS - STUDENTS IN YEAR 11

SUBJECT		A*	A	B	C	D	E	F	G	U	Entries
Art	Girl	3	8	4	8	0	0	0	0	0	23
	Boy	0	1	2	0	1	1	0	0	0	5
	Total	3	9	6	8	1	1	0	0	0	28
Biology	Girl	15	20	12	3	1	0	0	0	0	51
	Boy	10	20	14	9	0	0	0	0	0	53
	Total	25	40	26	12	1	0	0	0	0	104
Business Studies	Girl	0	3	4	2	2	5	1	0	0	17
	Boy	3	6	9	10	6	3	0	0	0	37
	Total	3	9	13	12	8	8	1	0	0	54
Chemistry	Girl	16	15	15	5	0	0	0	0	0	51
	Boy	9	20	15	7	2	0	0	0	0	53
	Total	25	35	30	12	2	0	0	0	0	104
Computing	Girl	0	3	1	1	1	0	0	0	0	6
	Boy	1	5	14	6	4	3	0	1	0	34
	Total	1	8	15	7	5	3	0	1	0	40
Drama	Girl	0	2	13	2	2	0	0	0	0	19
	Boy	0	0	0	1	1	0	1	0	0	3
	Total	0	2	13	3	3	0	1	0	0	22
Economics	Girl	1	1	3	1	0	0	0	0	0	6
	Boy	2	5	9	3	0	1	2	1	0	23
	Total	3	6	12	4	0	1	2	1	0	29
Food Technology	Girl	1	2	2	0	0	0	0	0	0	5
	Boy	0	0	1	1	0	0	0	0	0	2
	Total	1	2	3	1	0	0	0	0	0	7
French	Girl	7	9	10	5	3	0	0	0	0	34
	Boy	4	5	3	1	1	0	0	0	0	14
	Total	11	14	13	6	4	0	0	0	0	48
Geography	Girl	16	15	7	5	2	1	0	0	0	46
	Boy	12	12	16	8	4	3	1	0	0	56
	Total	28	27	23	13	6	4	1	0	0	102
German	Girl	5	2	2	4	1	0	0	0	0	14
	Boy	7	1	4	5	1	0	0	0	0	18
	Total	12	3	6	9	2	0	0	0	0	32
Graphics	Girl	0	0	1	2	2	1	0	0	0	6
	Boy	0	0	5	9	3	3	1	1	1	23
	Total	0	0	6	11	5	4	1	1	1	29
History	Girl	6	5	3	1	0	1	0	2	0	18
	Boy	8	7	9	3	4	1	5	0	0	37
	Total	14	12	12	4	4	2	5	2	0	55
Music	Girl	0	7	6	2	0	0	0	0	0	15
	Boy	0	2	1	2	0	0	0	0	0	5
	Total	0	9	7	4	0	0	0	0	0	20
Physical Education	Girl	3	2	5	2	1	0	0	0	0	13
	Boy	2	6	5	7	1	2	0	0	0	23
	Total	5	8	10	9	2	2	0	0	0	36

SUBJECT		A*	A	B	C	D	E	F	G	U	Entries
Physics	Girl	14	13	13	8	3	0	0	0	0	51
	Boy	11	17	16	8	1	0	0	0	0	53
	Total	25	30	29	16	4	0	0	0	0	104
Product Design	Girl	1	2	0	0	0	0	0	0	0	3
	Boy	0	0	3	3	3	0	0	0	0	9
	Total	1	2	3	3	3	0	0	0	0	12
RE	Girl	4	9	2	7	1	0	0	0	0	23
	Boy	4	2	5	1	1	0	0	0	0	13
	Total	8	11	7	8	2	0	0	0	0	36
Science	Girl	0	2	6	10	7	3	5	1	0	34
	Boy	0	3	9	15	13	6	2	2	1	51
	Total	0	5	15	25	20	9	7	3	1	85
Science Additional	Girl	0	2	11	10	6	1	0	0	0	30
	Boy	0	5	9	15	15	2	2	2	0	50
	Total	0	7	20	25	21	3	2	2	0	80
Textiles	Girl	0	3	4	6	0	0	0	0	0	13
	Total	0	3	4	6	0	0	0	0	0	13
TOTAL		165	242	273	198	93	37	20	10	2	1040

SUBJECT		9	8	7	6	5	4	3	2	1	U	Entries
English Language	Girl	12	16	14	16	14	5	6	1	0	0	84
	Boy	4	11	20	21	14	15	10	5	2	3	105
	Total	16	27	34	37	28	20	16	6	2	3	189
English Literature	Girl	9	12	22	18	11	7	2	1	2	0	84
	Boy	4	9	13	24	22	12	8	6	1	6	105
	Total	13	21	35	42	33	19	10	7	3	6	189
Maths	Girl	5	13	11	7	23	13	5	2	5	0	84
	Boy	9	13	16	15	14	21	8	5	3	1	105
	Total	14	26	27	22	37	34	13	7	8	1	189
TOTAL		43	74	96	101	98	73	39	20	13	10	567

2016/2017 SUMMARY OF ADVANCED LEVEL RESULTS

A LEVELS A* = 60pts A = 50pts B = 40pts C = 30pts D = 20pts E = 10pts

NO OF STUDENTS AGED 16+ ON 31/08/16, ON ROLL IN JANUARY 2017,
TAKING 2 OR MORE GCE A LEVELS OR THE AS EQUIVALENT - 131

	AVERAGE SCORE FOR A STUDENT'S BEST 3 A LEVELS	AVERAGE SCORE PER ENTRY	AVERAGE SCORE EXPRESSED AS A GRADE
BOYS	41.28	38.52	B
GIRLS	39.77	37.44	B -
ALL	40.36	37.88	B

All the examination data is subject to final validation by DfE



2016/2017 RESULTS - A LEVEL RESULTS ACHIEVED BY STUDENTS IN YEAR 13

SUBJECT		A*	A	B	C	D	E	U	Entries
Art	Girls	2	0	2	1	0	0	0	5
	Boys	0	0	0	1	0	0	0	1
	Total	2	0	2	2	0	0	0	6
Biology	Girls	4	7	5	7	3	2	0	28
	Boys	1	0	5	0	1	2	0	9
	Total	5	7	10	7	4	4	0	37
Business Studies	Girls	1	0	2	7	2	0	0	12
	Boys	2	3	5	3	1	0	0	14
	Total	3	3	7	10	3	0	0	26
Chemistry	Girls	3	7	2	1	0	0	2	15
	Boys	3	4	4	1	1	2	0	15
	Total	6	11	6	2	1	2	2	30
Computing	Boys	0	1	2	4	2	0	0	9
	Total	0	1	2	4	2	0	0	9
Drama	Girls	0	0	2	4	1	0	0	7
	Boys	0	0	0	0	1	0	0	1
	Total	0	0	2	4	2	0	0	8
Economics	Girls	2	0	2	0	1	0	0	5
	Boys	2	4	6	0	0	0	1	13
	Total	4	4	8	0	1	0	1	18
English Literature	Girls	0	4	12	2	0	0	0	18
	Boys	0	0	1	1	0	0	0	2
	Total	0	4	13	3	0	0	0	20
Food Technology	Girls	0	0	1	0	1	0	0	2
	Total	0	0	1	0	1	0	0	2
French	Girls	0	1	1	1	1	0	0	4
	Total	0	1	1	1	1	0	0	4
Geography	Girls	4	8	9	5	2	0	0	28
	Boys	2	3	4	0	1	0	0	10
	Total	6	11	13	5	3	0	0	38
Government & Politics	Girls	0	0	1	2	0	1	0	4
	Boys	0	0	1	1	1	0	0	3
	Total	0	0	2	3	1	1	0	7
History	Girls	0	2	5	2	3	0	0	12
	Boys	0	1	0	2	0	0	0	3
	Total	0	3	5	4	3	0	0	15
IT	Girls	0	0	1	1	1	0	0	3
	Boys	0	0	3	1	3	0	0	7
	Total	0	0	4	2	4	0	0	10
Maths	Girls	8	4	1	3	0	0	1	17
	Boys	7	6	7	3	1	0	0	24
	Total	15	10	8	6	1	0	1	41

SUBJECT		A*	A	B	C	D	E	U	Entries
Maths Further	Girls	10	5	1	3	0	0	1	20
	Boys	11	9	7	3	1	0	0	31
	Total	21	14	8	6	1	0	1	51
Media Studies	Girls	0	0	2	0	0	0	0	2
	Total	0	0	2	0	0	0	0	2
Music	Girls	0	0	0	2	0	0	0	2
	Boys	0	0	1	0	0	0	0	1
	Total	0	0	1	2	0	0	0	3
Photography	Girls	0	1	4	2	1	0	0	8
	Boys	0	0	1	1	0	0	0	2
	Total	0	1	5	3	1	0	0	10
Physical Education	Girls	0	1	0	1	1	1	0	4
	Boys	0	1	0	1	2	0	0	4
	Total	0	2	0	2	3	1	0	8
Physics	Girls	1	1	0	0	1	0	0	3
	Boys	5	3	0	3	0	2	0	13
	Total	6	4	0	3	1	2	0	16
Product Design	Girls	0	2	1	0	0	0	0	3
	Boys	0	1	2	1	0	0	0	4
	Total	0	3	3	1	0	0	0	7
Psychology	Girls	0	4	10	7	1	0	0	22
	Boys	2	5	2	4	1	0	0	14
	Total	2	9	12	11	2	0	0	36
RE	Girls	0	0	2	4	1	1	0	8
	Boys	0	0	0	1	0	0	0	1
	Total	0	0	2	5	1	1	0	9
Sociology	Girls	0	1	4	3	0	0	0	8
	Total	0	1	4	3	0	0	0	8
Textile Design	Girls	1	2	0	3	1	0	0	7
	Total	1	2	0	3	1	0	0	7
TOTAL		71	91	121	92	37	11	5	428

Destinations of Year 13 Leavers 2017

NAME		UNIVERSITY/OTHER	COURSE
Akroyd	Victoria	University of Birmingham	Chemistry with Industrial Experience
Allen	Thomas	University of Hertfordshire	Multimedia and Internet Technology
Anderson	Lottie		Gap Year
Barter	Emily	University of Oxford	Geography
Bartlett	Francesca	University of Bournemouth	Geography
Bentley	Kirstin	University of St Andrews	Gap Year in Nepal then Chemistry with External Placement
Berry	Rebecca	University of York	Environmental Science
Bhandal	Simrit	University of Leeds	Medicine
Bremner	Imogen	University of Leicester	Medicine
Brownlie	Alexander	Nottingham Trent University	Computer Science
Bryant	Daisy		Gap Year
Burrell	Matthew	University of Lincoln	Forensic Chemistry
Chenery	Rachel		Gap Year
Cherry	Jamie		Gap Year
Chisholm	Kate	University of Liverpool	Geography
Clark	Megan	University of Roehampton	Anthropology
Clohesy	Matthew	University of Portsmouth	Mathematics for Finance and Management
Corley	Daniel	University College London	Engineering (Mechanical)
Cosgrave	Sean	Plymouth University	Business
Coulter	William		Employment
Crawford	Daniel	University of Warwick	Computer Science
Crick	Thomas	University of Sheffield	Economics
Cross	Alison		Employment

NAME		UNIVERSITY/OTHER	COURSE
Darby	Sophie	Dundee University	Computing Science
de la Mare	Sophie	University of Brighton	Product Design with Professional Experience
Dear	Hermione	University of Kent	Criminology and Sociology
Dobson	Nicola	University of Southampton	History
Doherty	Oyindamola	Nottingham Trent University	Law
Easter	Kathleen	University of Westminster	Business Management (Finance)
Edbrook	Louis	University of Warwick	Global Sustainable Development and Business
Ejikeme	Sochi	Imperial College London	Chemical Engineering
Evans	Kate	University of Warwick	Mathematics, Operational Research, Statistics and Economics
Fihosy	Omari	Birmingham City University	Fashion Branding and Communication
Ford	Rosemarie	University of Birmingham	Biomedical Science
Freeland	Constance	University of Kent	Accounting and Finance with a year in Industry
Freeman	Hannah	University of Gloucestershire	Advertising
Gibbons	Isabelle	Loughborough University	Sports Technology
Goh	Olivia	Nottingham Trent University	Fashion Communication and Promotion
Gray	Emilia	University of Bath	Biochemistry (with placement)
Green	Natasha	University of Bristol	History
Hage	Izabella		College
Hanlon	Daniel	University of Liverpool	Business Economics with a Year in Industry
Hasan	Maysa	University of Essex	Law

NAME		UNIVERSITY/OTHER	COURSE
Heaney	Conor	University of Exeter	Medical Sciences (Neuroscience)
Higginbotham	Barnaby	Bath Spa University	Geography
Holden	Emmie		Gap Year
Holmes	Emma	Oxford Brookes University	Business Management/Psychology
Honnywill	Adam	University of Bristol	Engineering Design with Study in Industry
Housden	Eleanor	Nottingham Trent University	Equestrian Psychology and Sports Science
Hutchins	Lily	De Montfort University	Photography and Video
Hutt	Emma		Gap Year
Ismay	Kai	University of Gloucestershire	Computer Games Design (with placement)
Jacquinet	Sebastien	University of Lincoln	Chemistry
James	Darryl	Nottingham Trent University	Business Management & Marketing
Jarvis	Hannah	Nottingham Trent University	Politics and International Relations
Jenkins	Holly	University of East Anglia	Environmental Earth Sciences with a year in Industry
Johnstone	Amber	University of Hertfordshire	Government and Politics
Josifovski	Kalen	University of Nottingham	Medicinal and Biological Chemistry
Kang	Issabelle	Coventry University	Mathematics and Statistics
King	William	Swansea University	Computer Science
Kinnersley	Matthew		Gap Year
Kouset	Lottie	University of Liverpool	English
Lambert	Jake	Nottingham Trent University	Business Management and Accounting and Finance
Levey	Thomas	University of Nottingham	Mechanical Engineering

NAME		UNIVERSITY/OTHER	COURSE
London	Maisie	University of the Arts London	Film and Television
Longshaw	Jack	Sheffield Hallam University	International Business with Spanish
Lucken	Simon		Gap Year
MacNaughton	Georgina	University of Liverpool	Geography
Magierek	Nicole	University of Birmingham	Business Management with Marketing and Year in Industry
Mavhangira	Macdonald	University of Hertfordshire	Business Economics
McGrath	Scott	Nottingham Trent University	Product Design
McGreevy	Nathan	Loughborough University	Economics and Management
McIntyre	Georgia	Nottingham Trent University	Politics and International Relations
McKenna	Emily	University of Kent	Forensic Science
McNiel	Joseph	Bournemouth University	Business Studies
McNiel	George	University of Portsmouth	Sport and Exercise Science
Morehen	Sophie	Leeds Metropolitan University	Fashion
Morris	Charlotte	University of Bath	Chemistry (with placement)
Morris	Gabriel	University of Liverpool	Geography
Murray	Charles	Heriot-Watt University	Computer Science
Mwangi	Chyanne		Apprenticeship
Newey	Freddie	Canterbury Christ Church University	Film, Radio & Television Studies (Film)
Newton	Philippa	University of Leicester	English
Nuttall	Emily	Nottingham Trent University	Sport and Exercise Science
Ola	Jesse	University of East Anglia	Computing Science with a Year in Industry
Oliver	Jordan	University of Brighton	Physical Education

Destinations of Year 13 Leavers 2017 - Cont'd

NAME	UNIVERSITY/OTHER	COURSE
Pattenden	Scarlett	Gap Year
Pearson	Emily	Durham University
Phillips	Isabella	Loughborough University
Pope	Max	University of Kent
Powdrell	Jonathan	De Montfort University
Randall	Eve	Oxford Brookes University
Rawcliffe	Katie	University of Kent
Rayment	Jessica	University of Birmingham
Redington	Joanne	Canterbury Christ Church University
Richardson	Samuel	University of Essex
Robinson	Katie	Coventry University
Rowling	Samuel	University of Birmingham
Salmon	Wilfred	University of Cambridge
Saunders	Gregory	University of Southampton
Scott	Lucy	University of Kent
Setchell	Emily	University of Birmingham
Sherwood	Amelia	Birmingham City University
Simmonds	Olivia	University of Birmingham
Simpson	Thomas	University of Manchester
Smith	Annabel	Sheffield Hallam University
Stack	Kane	University of Liverpool
Stringer	Delphine	University of Manchester
Tasker	Yasmin	Nottingham Trent University
Taylor	Molly	Durham University
Taylor	Matthew	University of Birmingham

NAME	UNIVERSITY/OTHER	COURSE
Thomas	Hugh	Durham University
Thomas	Harry	University College London
Thomas-Chivers	Molly	Gap Year
Tiso	Mariam	Gap Year
Titman	Sophie	University of Birmingham
		Biological Sciences with Professional Placement (4 years)
Traviss	Jodie	University of East Anglia
Trendall	Charlie	Gap Year
Ventris	Anna	University of Surrey
Vernon	Sophie	University of Surrey
Vin D'Arc	Isabelle	Gap Year
Waller	Harriet	University of Birmingham
Wallis	Jemima	Employment
Webb	Charlotte	University of Hertfordshire
Webber	Elise	Durham University
		Modern Languages and Cultures (with Year Abroad)
Whitehead	Henry	University of Cambridge
Wilkins	Hana	University of Westminster
		Fashion Buying Management

Attendance statistics

School Year 2016/2017

The figures below show the attendance for students of compulsory school age in the last academic year, compared with the year before. Our continued improvement, shown below, has consolidated Roundwood Park in the top 25% of similar schools nationally for both attendance standards, based on the number of students receiving free school meals.

ACADEMIC YEAR	YEAR 7 - 11 ATTENDANCE	YEAR 7 - 11 PERSISTENT ABSENCE*
2016/17	95.9%	6.0%
2015/16	95.9%	6.4%

The school is required by the Education (Pupils Attendance Records) Regulation 1991 to provide the following information about pupil unauthorised absences. The information is for students of compulsory school age and does not therefore include the 6th Form.

Total number of students of compulsory school age on roll for at least one session	978
Percentage of student sessions (half days) missed through authorised absence	3.1%
Percentage of student sessions (half days) missed through unauthorised absence	1.0%

*Persistent Absence students are those with 90% or less attendance

Trips and visits

Although not exhaustive, the following list is a typical example of the trips and visits students have the opportunity of participating in:

Year 7	<p><i>Day Trips:</i> St Albans, National Portrait Gallery, the Globe Theatre (English), Enrichment Week trips</p> <p><i>Residential Trips:</i> UK team-building trip</p>
Year 8	<p><i>Day Trips:</i> Dunstable Downs/College Lake, the Globe Theatre (English), Enrichment Week trips</p> <p><i>Residential Trips:</i> Rhineland (Germany) or Picardy (France), Netball tour, Holland football tour</p>
Year 9	<p><i>Day Trips:</i> Cambridge Botanical Gardens, theatre trip (English), Enrichment Week trips</p> <p><i>Residential Trips:</i> Battlefields, netball tour, French/German exchange, Holland football tour</p>
Year 10	<p><i>Day Trips:</i> Science Live, Bletchley Park, theatre trip (English), Knitting and Stitching Show, Enrichment Week trips</p> <p><i>Residential Trips:</i> French/German Exchange, South Wales, netball tour</p>
Year 11	<p><i>Day Trips:</i> Oaklands College, theatre trip (English), Knitting and Stitching Show, Duke of Edinburgh</p> <p><i>Residential Trips:</i> Duke of Edinburgh, Iceland</p>
Year 12/13	<p><i>Day Trips:</i> Oxford University taster day, theatre trip (English), City of London business tour, Forensic Biology, subject revision conferences, Whipsnade Zoo, UCAS Higher Education conference, London University, Rothamsted Research, National Space Centre, Cambridge Engineering Day</p> <p><i>Residential trips:</i> Preston Montford (Yr 12), Liverpool (Yr 12), Cern (Yr 13 physics), Paris MFL trip, San Francisco (computer science and business)</p>
All Years	Sport fixtures/trips, Drama theatre trips

Roundwood Park School Policies

A comprehensive and up to date version of our policies can be found on our website, www.roundwoodpark.co.uk. What follows is therefore a summary only. For further details, please click on “About Us” and then “Information and Policies” on our website.

Behaviour for Learning Policy

The Behaviour for Learning Policy at Roundwood Park School establishes the ways in which all members of the school community will contribute to the learning environment. Students are expected to attend school, be well motivated to learn and to behave well. In order to achieve these high standards, it is very important that all students are aware of behaviour expectations, which have been established by the school. The conduct of students around the school should be a clear reflection of the policy and also our “vision” for Roundwood Park School, as outlined in our school prospectus. Roundwood Park will be a place where individuals feel valued and learning is enjoyed. It sets out to be a well ordered, disciplined school, with very high expectations of students. It keeps in mind the school’s values of LIFE @ Roundwood Park – Learning, Integrity, Friendship, Excellence. It is a policy based on self respect and respect.

Special Educational Needs and Inclusion Policy

At Roundwood Park School we welcome and value students. We strive to deliver a fully accessible, social and academic curriculum. We adapt our systems and structures continually: curriculum, buildings, attitudes and values in order to make our school an inclusive, welcoming environment.

The policy is in keeping with the school’s aims, its teaching and learning policies, and policies on equal opportunity and behaviour. The school is committed to a policy of inclusion: one in which the teaching, learning achievements, attitudes and well-being of all students matter – including

those identified as having special educational needs. The culture, practice, management and deployment of the school’s resources are designed to ensure all students’ needs are met.

The Governing Board believes that all students, regardless of ability and behaviour, are valued equally at Roundwood Park School. SEN students are not viewed as a separate entity but are part of the whole school approach. Different students’ needs are recognised and met through varied and flexible provision throughout the curriculum.

Curriculum Policy

Through our curriculum at Roundwood Park School we aim to provide a wide range of learning experiences, both inside and outside the classroom, which allow every student to achieve his or her full potential. We hope to encourage the love of learning by providing a variety of relevant and enjoyable activities, enabling all students to develop their intellectual, moral, social, physical and personal skills to the full.

Safeguarding

Roundwood Park School recognises its responsibilities under Section 175 of the Education Act 2002. In this school there are procedures in place to safeguard and promote the welfare of children. The school’s child protection procedures are in accordance with the Hertfordshire Safeguarding Children Board guidelines. A senior member of staff has been trained and designated as Child Protection Officer within the school. The named person in this school is Mrs Martina Mansfield. The Designated Senior Person works closely with other agencies.

In addition, all staff, both teaching and support, are trained to refer their concerns to the designated person. This also includes voluntary helpers.

Students will be listened to and any child protection issues will be discussed with the appropriate outside agency. Parents should also be aware that the school has a legal duty to cooperate fully with all the organisations concerned with the welfare of children. This could mean that in some circumstances a referral may be made to the Hertfordshire Safeguarding Children Board without communicating with parents first.

All adults employed by the school (and volunteers) have their applications vetted through police records. Should an allegation be made against a member of staff, or a volunteer, the school will follow the procedures set out by the Hertfordshire Safeguarding Children Board.



Academic Year 2017/2018

AUTUMN TERM 2017

Term starts:	Monday 4th September 2017
Half Term:	Monday 23rd October to Friday 27th October 2017
Term Ends:	Friday 15th December 2017

SPRING TERM 2018

Term starts:	Thursday 4th January 2018
Half Term:	Monday 12th February to Friday 16th February 2018
Term Ends:	Thursday 29th March 2018

SUMMER TERM 2018

Term starts:	Tuesday 17th April 2018
Half Term:	Monday 28th May to Friday 1st June 2018
Term Ends:	Friday 20th July 2018

Governors

NAME CURRENT TERM ENDS

Community Governors:

Mrs Anne Asquith	October 2017
Dr Sylvia Crowley	December 2018
Mr David Ghobadian	January 2020
Mrs Moira Hart (Chair)	June 2018
Mr Colin Metcalfe	December 2020
Mr Ian Sale	May 2021
Mr Michael Wells	May 2021

NAME CURRENT TERM ENDS

Elected Parent Governors:

Mrs Heather Bayne	January 2020
Mr Patrick Brooks	December 2017
Mr Kevin Ford	January 2020
Mr Chris Salmon	January 2020
Mr Benjamin Turner	October 2019

NAME CURRENT TERM ENDS

Elected Staff Governors:

Mr Dean Inns	May 2021
Mrs Abigail Lewis	May 2021
Mr Peter Binks	October 2020

Headteacher:

Mr Alan Henshall

Clerk to the Governors:

Mrs Liz Hamilton



Roundwood Park School

Roundwood Park

Harpenden

Hertfordshire

AL5 3AE

Telephone 01582 765344

Facsimile 01582 461404

Email admin@roundwoodpark.co.uk

Website www.roundwoodpark.co.uk