

Roundwood Park School

School Information 2018/19



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

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 disappplied 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.

Years 8 & 9

In Years 8 and 9, students continue in mixed ability groups for their pastoral care and for most subjects. In Year 8, ability banding is extended such that mathematics, English and humanities subjects (history, geography) are taught in broad ability groups. All other subjects are taught in mixed ability groups. In Modern Languages students are taught in mixed ability tutor groups until December. Then they will be taught in broad ability groups.

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

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

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, IFS, CSLA and Core Maths.

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

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

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	<i>Day Trips:</i> St Albans, Enrichment Week trips <i>Residential Trips:</i> UK team-building trip
Year 8	<i>Day Trips:</i> Ironbridge, Dunstable Downs/College Lake, Enrichment Week trips <i>Residential Trips:</i> Rhineland (Germany) or Paris (France), netball tour
Year 9	<i>Day Trips:</i> Cambridge Botanical Gardens, Enrichment Week trips <i>Residential Trips:</i> Battlefields, netball tour, French/German exchange, warm weather athletics (Majorca)
Year 10	<i>Day Trips:</i> Science Live!, Bletchley Park/National Museum of Computing, gallery visit, industry visit, Enrichment Week trips <i>Residential Trips:</i> French/German Exchange, South Wales, netball tour, Berlin, warm weather athletics (Majorca)
Year 11	<i>Day Trips:</i> Oaklands College, Duke of Edinburgh, Bletchley Park, gallery visit <i>Residential Trips:</i> Duke of Edinburgh, Berlin, warm weather athletics (Majorca)
Year 12/13	<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, Rothamsted Research, National Space Centre, careers convention, STEM careers day <i>Residential trips:</i> Biology field trip (Yr 12), Liverpool geography trip (Yr 12), Cern (Yr 13 physics), Paris, St Petersburg and Moscow
All Years	Sport fixtures/trips, Drama theatre trips, Ski trip

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.

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.

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.

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.

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.

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.



GCSE results achieved by Year 11 students 2017/18

Grade 4 is a standard pass. Grade 5 is a strong pass. Grades 7 and 8 are equivalent to A*/A grades. The 9 is a new grade reserved for only the very best candidates in the country.

- 95% of our students achieved a 4+ in English or English Literature, with 88% achieving a 5+
- 87% of our students achieved a 4+ in Maths, with 75% achieving a 5+
- Overall 86% of students achieved a 4+ in both English and Maths, with 73% achieving a 5+ in both
- 35% of all entries were graded at 7+ (or A/A*)

Subject	9	8	7	6	5	4	3	2	1	U	ENTRIES
Art	6	4	4	5	0	1	0	0	0	0	20
Biology	17	21	29	24	19	0	0	0	0	0	110
Chemistry	19	15	25	21	23	7	0	0	0	0	110
Computer Science	2	3	3	7	9	9	5	0	0	0	38
Drama	5	4	7	2	5	2	1	0	0	0	26
English Language	9	25	32	44	43	22	9	4	0	0	188
English Literature	13	27	45	27	31	30	8	6	1	0	188
Food Preparation and Nutrition	0	1	1	0	2	2	1	0	0	0	7
French	15	11	2	3	9	3	1	0	0	0	44
Geography	21	13	22	11	9	6	1	1	0	0	84
German	2	2	0	4	4	3	4	1	0	0	20
History	11	7	11	13	12	11	8	4	6	0	83
Mathematics	18	30	30	27	37	23	13	7	3	0	188
Music	0	1	2	4	3	5	1	0	0	0	16
Physical Education	0	4	4	9	10	8	8	0	0	0	43
Physics	17	20	15	23	21	11	3	0	0	0	110
Spanish	3	1	5	4	3	4	2	0	0	0	22
Textiles	1	1	1	5	2	0	0	0	0	0	10
TOTAL	159	190	238	233	242	147	65	23	10	0	1307

GCSE Double Award achieved by Year 11 students 2017/18

Subject	9&9	9&8	8&8	8&7	7&7	7&6	6&6	6&5	5&5	5&4	4&4	4&3	3&3	3&2	2&2	2&1	1&1	U	Ent
Science	0	1	0	1	1	5	2	4	14	18	11	6	7	4	1	1	0	2	78

GCSE results achieved by Year 11 students 2017/18

Subject	A*	A	B	C	D	E	F	G	U	ENTRIES
Business Studies	2	12	36	21	4	2	1	0	0	78
Economics	2	4	11	7	0	1	1	0	0	26
Graphic Products	3	7	8	2	1	2	0	0	0	23
Product Design	0	3	5	6	1	1	1	0	0	17
TOTAL	7	26	60	36	6	6	3	0	0	144

Cambridge Nationals results achieved by Year 11 students 2017/18

Subject	D*	D	M	P	Entries
ICT Cambridge National Certificate level 2	0	3	6	0	9
ICT Cambridge National Certificate level 1	0	0	1	0	9
Health & Social Care BTEC Level 2	1	1	1	0	3
Health & Social Care BTEC Level 1	0	0	0	0	0

KEY:

- D*** = Distinction*
- D** = Distinction
- M** = Merit
- P** = Pass

- Level 2 distinction* equivalent to GCSE grade 8/9
- Level 2 distinction equivalent to GCSE grade 7
- Level 2 merit equivalent to GCSE grade 5/6
- Level 2 pass equivalent to GCSE grade 4
- Level 1 distinction equivalent to GCSE grade 3
- Level 1 merit equivalent to GCSE grade 2

A Level results achieved by Year 13 students 2017/18

- 35% of all grades were A*/A
- The average A level points score per entry was 39 (grade B)

Subject	A*	A	B	C	D	E	U	Entries
Art	1	0	0	3	0	0	0	4
Biology	3	10	6	11	2	1	1	34
Business Studies	2	0	0	1	0	0	0	3
Chemistry	0	7	4	5	1	0	0	17
Computer Science	2	1	5	3	2	4	1	18
Creative Writing	0	0	1	0	0	0	0	1
Drama & Theatre	0	1	3	4	0	1	0	9
Economics	2	5	7	4	2	0	0	20
English Literature	1	5	10	2	1	1	0	20
French	1	2	3	1	0	1	0	8
Geography	3	5	8	5	0	0	0	21
German	1	1	1	0	0	1	0	4
Government & Politics	2	0	4	1	2	1	0	10
History	2	7	7	4	1	0	0	21
Mathematics	10	15	12	10	3	1	1	52
Mathematics - Further	4	4	0	0	0	0	0	8
Music	0	1	5	2	0	0	0	8
Photography	0	0	0	1	2	0	0	3
Physical Education	0	4	2	5	1	0	0	12
Physics	4	2	5	2	4	3	0	20

A Level results achieved by Year 13 students 2017/18 *Continued*

Product Design	0	1	2	2	2	1	0	8
Psychology	3	10	10	11	2	4	0	40
Religious Studies	0	0	0	1	0	0	0	1
Sociology	0	1	5	6	1	0	1	14
Textile Design	0	2	0	3	0	1	0	6
TOTAL	41	84	100	87	26	20	4	362

BTEC Level 3 Extended Certificate achieved by Year 13 students 2017/18

Subject	D*	D	M	P	Entries
Business	1	6	5	0	12
Health & Social Care	0	0	1	0	1
Information Technology	3	6	8	0	17
TOTAL	4	12	14	0	30

KEY:

D* = Distinction*

D = Distinction

M = Merit

P = Pass

BTEC Level 3 Diploma achieved by Year 13 students 2017/18

Subject	D*D*	D*D	DD	DM	MM	MP	PP	Entries
Business	0	2	6	1	2	1	0	12
Health & Social Care	1	1	0	1	0	0	0	3
TOTAL	1	3	6	2	2	1	0	15

Destinations of School Leavers 2017

Destinations of students aged 15 at the start of 2016/17 school year

- **Total number in year: 189**
- Percentage who have commenced a course at school/college of Further Education: **97%**
- Percentage in employment with training: **3%**



Destinations of students aged 17 at the start of 2017/18 school year

- **Total in Year: 139**
- Percentage in Higher Education: **87%**
- Percentage of students accepted at their first choice universities: **82%**
- Percentage of students accepted at Russell Group universities: **31%**
- Percentage of students pursuing Art Foundation Diplomas: **3%**
- Percentage in Further Education: **1%**
- Percentage in Employment (Higher Apprenticeships): **5%**
- Percentage in any other category (gap year students): **4%**

Attendance Statistics - School Year 2017/2018

Total number of students of compulsory school age on roll for at least one session: **990**

Percentage of student sessions (half days) missed through authorised absence: **3.6%**

Percentage of student sessions (half days) missed through unauthorised absence: **0.8%**



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