

# ROUNDWOOD PARK SCHOOL

A place to flourish

SCHOOL INFORMATION 2023/24



# The School Day

8.30 - 8.55	Registration
8.55 - 9.55	Period 1
9.55 - 10.55	Period 2
10.55 - 11.20	<i>Break</i>
11.20 - 12.20	Period 3
12.20 - 13.20	Period 4
13.20 - 14.20	<i>Lunch</i>
14.20 - 15.20	Registration & 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 day.

# 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.

## 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.

### Years 8 & 9

In Years 8 and 9, students continue to be taught in mixed ability groups for their pastoral care and for most subjects.

All students in Year 9 continue with their study of Modern Foreign Languages. They have the following options:

EITHER

Focus on one language (French, German or Spanish) for 3 hours a week. Spanish is a fast-paced beginners course and feeds into the GCSE option.

OR

Continue with the study of French and German for 4 hours a week.



## 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 or 2
Drama	1	1	1
Geography	1	1	2
History	1	2	1
Modern Languages*	3	3	3 or 4
Music	1	1	1
PE	2	2	2
PRE (Philosophy, Religion & Ethics)	1	1	1
PSHCE	1	1	1

*\*For those who wish to focus on the study of ONE language, they also have an additional hour of Design and Technology on their timetable.*

## 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 Year 11. Combined science is largely set by ability; separate science has mixed ability classes.

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



Relationships, Sex and Health Education, Citizenship and Careers are delivered through a series of one day workshops.

During the course of Years 10 and 11, students receive information, advice and guidance from the Careers subject leader and a visiting Careers Officer, through Services for Young People. The Careers Library contains a wide range of literature and students of all ages may use various databases/platforms (e.g. Unifrog) to access information. In addition, students in Year 10 complete a work shadowing day.

### Option subjects:

- Art & Design
- Art & Design (Textiles)
- Business
- Computer science
- Design & Technology
- Digital Information Technology (*BTEC Tech Award*)
- Drama
- Economics
- Food preparation & nutrition
- French
- Geography
- German
- Health and Social Care (*BTEC Tech Award*)
- History
- Music
- PE
- PRE
- Combined Science or Separate Sciences - (*Grade 5 at end of Year 9 required*)
- Spanish

### Support Option:

- Curriculum Support

# 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, LIBF, MOOCS and Core Maths.

### Advanced Level Courses

- Art – Fine Art
- Art - Textiles
- Art & Design – Photography\*
- Biology
- Business (A Level, BTEC Diploma and BTEC Extended certificate Level 3)
- Chemistry
- Computer Science
- Core Maths
- Drama
- Economics
- English Literature
- Extended Project Qualification (EPQ)
- Financial Studies (LIBF)
- Food Science and Nutrition Diploma (Level 3)
- French
- Further Maths
- Geography
- German\*
- Health and Social Care BTEC Level 3
- History
- Information Technology BTEC Level 3
- Mathematics (Decision and Mechanics)
- Media Studies (A Level)\*
- Music
- Philosophy and Ethics
- Physical Education
- Physics
- Politics\*
- Product Design
- Psychology
- Sociology
- Spanish

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



**PROGRESS IN GEOGRAPHY**  
KEY STAGE 3

You are on a journey to progress as a Geographer throughout Key Stage 3. Important Geography is, not just to your life now, but for the future. Progress in Geography takes an enquiry-based approach to learning within each unit and lesson. It covers the geographical skills, knowledge and understanding outlined in the National Curriculum for Key Stage 3 and lays firm foundations for pupils who will study Geography at GCSE and beyond.

Every double page spread represents a lesson.

Learning objectives outline what you will learn in each lesson.

Rich geographical data is included on every page for you to interpret, analyse and evaluate.

Key terms are defined and explained.

Use the progress checklist to monitor your learning.

Use the enquiry questions to help you to think about what you are learning.


Activities are included to help you to apply your learning to real-world situations.

Use the learning objectives to help you to plan your learning.

Use the progress checklist to monitor your learning.

**PROGRESS IN GEOGRAPHY**  
KEY STAGE 3

DAVID GARDNER  
JO COLES  
ELEANOR HOPKINS  
JOHN LYON  
CATHERINE OWEN



# 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.

## How do we do this?

- Working within subject areas, adapting learning to meet the wide range of needs within the school. We advise on the needs of individuals and strategies for supporting these students in the classroom with the use of pupil profiles which are provided to staff.
- 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 regular 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, social skills, protective behaviours and reading interventions, as well as extra core subject classes, are all provided if the need arises.
- Consistent monitoring, assessment and observation of individual students who may be presenting with a difficulty in the classroom. Teachers also have the ability to be able to make concern referrals directly to the SENDCo.
- 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.
- Liaison with Sixth Form and colleges to provide transition support for students post-16.
- Yearly reviews/evaluation of support programmes and progress of individuals in the style of Assess, Plan, Do, Review.

### **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 (EHCP).

### **Additional Support**

Where students make little progress in the classroom despite adaptations to learning and use of strategies to support, for individual students we may consider, for the most significant needs, alternative access to the curriculum. Students in Year 7 identified as working at below expected levels in literacy and/or numeracy on entry follow a literacy and/or numeracy 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, through our ASPIRE habits and Roundwood Park Leaver attributes, with the aim of giving students 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 CATS 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 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 progress reports a year, with one of these containing comments worthy of praise and targets from subject teachers. Years 12-13 will receive three progress reports per year. Each progress 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.

If parents/carers have concerns about their child's progress, however, 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.





## Safeguarding

At Roundwood Park School safeguarding is given the very highest priority. It is of paramount importance that all our students are safe and well cared for.

Safeguarding includes our commitment to safe recruitment of staff, security around the school site, child protection, anti-bullying, online and e-safety, equality, PREVENT duty and many other areas. We make sure all policies under the safeguarding umbrella are reviewed regularly. The school's child protection procedures are in accordance with the Hertfordshire Child Protection Policy. We have an experienced safeguarding team which includes the Designated Safeguarding Lead, who is also the Assistant Headteacher for Personal Development and Wellbeing, as well as eight Deputy Safeguarding Leads. The team works together to oversee safeguarding concerns via CPOMS (Child Protection Online Management System) as well as working collaboratively to train and advise the wider staff to ensure they have a thorough understanding of

safeguarding and are able to identify and report concerns. The team then plan and coordinate support, as well as action, involving outside agencies as necessary.

At Roundwood Park, students who report concerns will be listened to and supported as appropriate. Parents and carers should also be aware that the school has a legal duty to cooperate fully with all the organisations concerned with the welfare and safeguarding of children and young people. This could mean that in some circumstances a referral may need to be made to Children's Services without communicating with parents first.

The school also participates in the Operation Encompass Project in conjunction with the police. This means that the school's Safeguarding Lead is alerted to any incidents that have occurred in the community and may have required police intervention in order to keep our students safe. The report is usually sent to the school within 48 hours or sooner depending on the seriousness of the incident.



# Exam Results

## GCSE results achieved by Year 11 students 2022/23

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

- 89% of our students achieved a 4+ in English or English Literature, with 82% achieving a 5+
- 90% of our students achieved a 4+ in Maths, with 79% achieving a 5+
- Overall 85% of students achieved a 4+ in both English and Maths, with 76% achieving a 5+ in both
- 44% of all entries were graded at 7+

Grade achieved	9	8	7	6	5	4	3	2	1	U	Entries
<b>Art &amp; Design: Fine Art</b>	2	6	4	4	6	2	0	0	0	0	24
<b>Art &amp; Design: Textiles</b>	1	0	3	4	3	1	1	0	0	0	13
<b>Biology</b>	18	17	32	21	16	5	1	0	0	0	111
<b>Business Studies</b>	3	5	10	12	7	12	5	3	0	0	57
<b>Chemistry</b>	18	21	26	14	25	6	0	0	0	0	110
<b>Chinese</b>	1	1	0	0	0	0	0	0	0	0	2
<b>Computer Science</b>	2	4	3	6	6	2	3	1	1	0	28
<b>Design &amp; Technology</b>	0	2	6	0	8	3	1	2	0	0	22
<b>Drama</b>	1	2	3	7	2	2	2	1	0	0	20
<b>Economics</b>	3	6	5	12	6	1	1	2	0	0	36
<b>English Language</b>	17	27	45	46	32	18	20	3	4	0	212
<b>English Literature</b>	10	29	33	50	33	27	11	6	2	3	204
<b>Food Preparation &amp; Nutrition</b>	4	4	4	4	10	2	3	2	0	0	33
<b>French</b>	13	4	2	3	8	2	0	0	0	0	32
<b>Geography</b>	14	20	29	16	7	5	8	5	2	1	107
<b>German</b>	11	5	8	5	7	1	0	0	0	0	37

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## GCSE results achieved by Year 11 students 2022/23 - *Continued*

<b>History</b>	17	17	13	7	12	9	4	3	3	0	84
<b>Mathematics</b>	13	45	38	36	36	23	11	5	2	3	212
<b>Music</b>	2	1	1	1	0	1	1	0	0	0	7
<b>Physical Education</b>	1	5	11	15	6	5	7	2	1	0	53
<b>Physics</b>	18	22	22	27	17	2	2	0	0	0	110
<b>RE</b>	3	3	4	0	2	1	0	0	0	0	14
<b>Russian</b>	1	0	0	0	0	0	0	0	0	0	1
<b>Spanish</b>	1	5	5	3	6	1	3	0	0	0	24
<b>Total</b>	<b>174</b>	<b>251</b>	<b>307</b>	<b>293</b>	<b>255</b>	<b>131</b>	<b>84</b>	<b>36</b>	<b>15</b>	<b>7</b>	<b>1553</b>

## GCSE Double Award achieved by Year 11 students

Grades achieved	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	Entries
<b>Science</b>	0	0	4	4	6	6	7	6	20	10	9	13	4	4	4	2	0		198

## Other qualifications achieved by Year 11 students

Subject	Distinction*	Distinction	Merit	Pass	U	Entries
Digital Information Technology BTEC level 2	-	-	4	-	-	4
Digital Information Technology BTEC level 1	-	2	1	-	1	4
Health & Social Care BTEC Level 2	-	-	-	1	-	1

- 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 2022/23

- 39% of all grades were A\*/A
- The average A level points score per entry was equivalent to grade B=
- The average Applied General points score per entry was equivalent to grade Dist-

Subject	A*	A	B	C	D	E	U	Entries
Art	1	3	2	1	0	0	0	7
Biology	6	10	16	13	7	6	0	58
Business	2	6	11	5	0	0	1	25
Chemistry	4	8	9	5	3	2	0	31
Computer science	1	1	9	7	0	0	0	19
Economics	1	10	10	7	2	1	0	31
English	2	5	8	2	1	0	0	18
French	0	2	0	0	0	0	0	3
Further maths	8	5	0	1	0	0	0	14
Geography	8	9	10	5	7	1	0	40
German	0	1	0	0	0	0	0	1
Government & Politics	4	1	2	2	0	1	0	10
History	1	1	4	6	1	1	0	14
Maths	13	12	14	3	7	4	0	53
Media Studies	1	0	1	1	0	0	0	3
Music	0	0	0	0	2	0	0	2
PE	1	2	2	0	1	0	0	6
Photography	0	1	1	0	1	0	0	3
Physics	3	5	3	4	3	0	0	18
Product Design	0	0	1	1	1	0	0	3

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### A Level results achieved by Year 13 students 2022/23 - *Continued*

Psychology	7	18	19	6	1	0	0	51
Religious Education	0	0	1	0	0	0	0	1
Sociology	3	5	11	8	3	1	0	31
Spanish	0	1	1	2	2	0	0	6
Textiles	0	3	1	2	0	0	0	6
<b>TOTAL</b>	<b>66</b>	<b>109</b>	<b>136</b>	<b>81</b>	<b>43</b>	<b>17</b>	<b>2</b>	<b>454</b>

### BTEC Level 3 Extended Certificate achieved by Year 13 students 2022/23

Subject	D*	D	M	P	Entries
Business	0	7	5	0	12
Creative Digital Media Production	0	1	0	0	1
Health & Social Care	2	5	2	1	10
Information Technology	0	3	6	0	9
<b>TOTAL</b>	<b>2</b>	<b>16</b>	<b>13</b>	<b>1</b>	<b>32</b>

### BTEC Level 3 Diploma achieved by Year 13 students 2022/23

Subject	D*D*	D*D	DD	DM	MM	MP	PP	Entries
Business	1	0	6	3	4	3	0	17

### Level 3 Diploma achieved by Year 13 students 2022/23

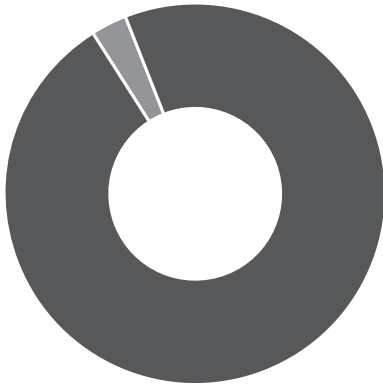
Subject	D*	D	M	P	Entries
Food Science and Nutrition	0	0	4	4	8

KEY: D\* = Distinction\*    D = Distinction    M = Merit    P = Pass

# Destinations of School Leavers 2021-22

## Destinations of students aged 15 at the start of 2021/22 school year

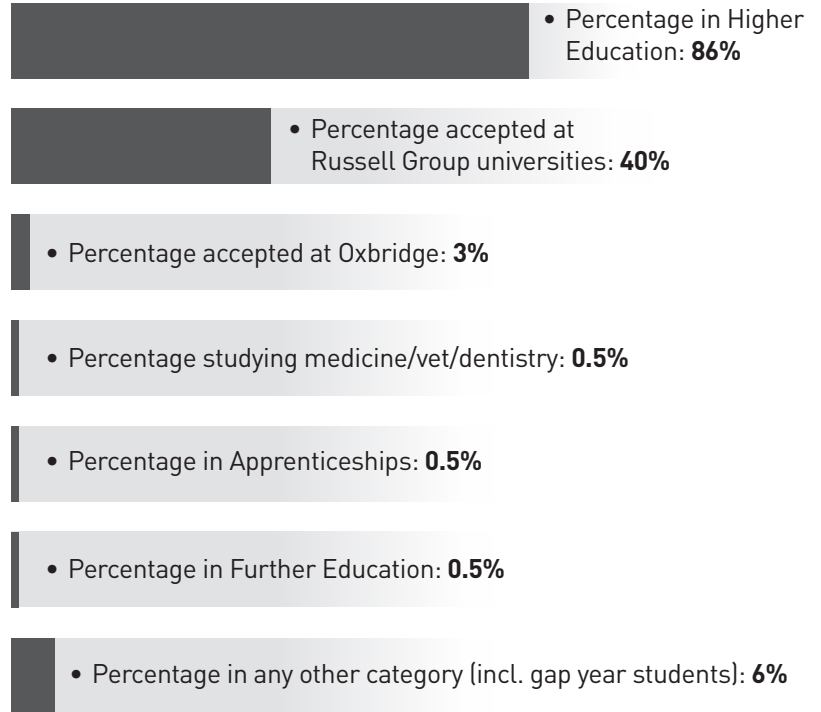
- Total number in year: 191
- Percentage in employment with training: 3%



- Percentage who have commenced a course at school /college of Further Education: 97%

## Destinations of students aged 17 at the start of 2021/22 school year

- Total number in the year: 173





A place to flourish

**Roundwood Park School**

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