

Rowdeford School Profile July 2017

Rowdeford School,
Rowde,
Devizes,
Wiltshire,
SN10 2QQ

Telephone: 01380 850309

<http://www.rowdeford.wilts.sch.uk>

Children's Service Authority: Wiltshire

Age range: 11-16

Number of pupils on roll: 129

Planned Places: 130

Headteacher (to 31st August 2017): Mrs Sidmouth

Chair of Governors (to 31st August 2017): Mr Nigel Halkes

Our Mission Statement:

'To be at the forefront of specialist education, providing excellent learning in inspirational environments and developing core values, communication and independence'.

May 17

What have been our successes in the past year?

- Overall students' achievement is outstanding across the whole school, with pupils working at p-levels making exceptional progress, based on comparison with data from the progression guidance. Pupils in receipt of Pupil Premium Grant all made good or outstanding progress. (PPG in 2017 = 65% pupils entitled);
- Teaching has continued to improve and is outstanding overall;
- We achieved re-accreditation of the Green Flag award in recognition of Learning Outside the Classroom (LOtC);
- Almost all pupils in Year 11 (2017? leavers) left Rowdeford with 9 or more qualifications, which reflects outstanding progress for our pupils.
- These included:
 - Functional Skills Awards
 - Entry Level Certificates
 - Entry Pathways
 - BTEC Awards
 - ASDAN Awards
 - Vocational Qualifications
 - Plus Duke of Edinburgh Award
- We improved our monitoring and tracking of behaviour;
- Increased inclusion and outreach opportunities, particularly in relation to Learning Outside the Classroom (LOtC), including new Primary Taster days;
- The Btec Drama group performed Macbeth at the Shakespeare School's Festival at The Wharfside Theatre in Devizes;
- We held two wonderful community events – The Garden Fair, which raised £11,000 and the Fete which raised £2,360. These were fabulous results and will support the Outdoor Learning Centre build project and the Minibus procurement fund;
- 120 shoeboxes were sent to the Ukraine for Operation Christmas Child;
- We had a super sports day and a stimulating and varied Activity Week, which included a visit from the Wiltshire Scrapstore for Y7; the Y8's went to Pencelli and had a wonderful



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week of outdoor adventurous activities; there was a street dance workshop for each year group; Y9 went to the Hawk Conservancy in Andover and Y10 went to Braeside for a high ropes activity day;

- The boys boarding unit were lucky enough to spend three days on a barge with the Bruce Trust;
- there was a boarders trip to Paulton's Park and Jack the PAT dog visited the boarders regularly;
- We had a trip to Thorpe Park for the leavers, which was a huge team effort and great fun;
- Two Holiday Clubs and four after school clubs ran successfully; The Summer Holiday Club was opened to all incoming Year 7 pupils;
- We managed successful transitioning of 30 new students into school over the year;
- All Y10 and Y11 pupils had visits to colleges or post-16 provision to ensure a smooth transition from Rowdeford.
- We further increased community use of school facilities, including the Arts Centre, Sports Hall and also the grounds by Devizes Budo, local DoE and primary and secondary school groups.

What are we trying to improve?

Key priorities for the school 2017 -18:

- Continue to develop Rowdeford School as an outward looking centre of excellence;
- Ensure that teaching is consistently good or outstanding;
- Further develop and strengthen the excellent curriculum in order to maintain pupils' ability to reach their full potential;
- Maintain outstanding whole school care, guidance, support and residential provision that ensures that pupils are safe and behaviour is excellent.

How much progress do pupils make?

Overall progress is outstanding, with pupils working at p-levels making exceptional progress, based on comparison with data from the progression guidance. Pupils in receipt of pupil premium at Rowdeford are **all making good or outstanding progress**.

Progress is comparable to three sets of national data: during key stage 3 (KS2-3), during key stage 4 (KS3-4), and across both key stage 3 and 4 (KS2-4).

Results in English and Maths from July 2016:

KS2-3	Outstanding progress English, 87% and Maths, 90% of pupils performed within the upper quartile
KS3-4	Good progress in English and Outstanding progress in Maths English, 59% and Maths, 93% of pupils performed within the upper quartile
KS2-4	Outstanding progress English, 73% and Maths, 100% of pupils performed within the upper quartile

How have our results changed over time?

We believe that the change in results over time is not a fair reflection of progress at Rowdeford School. Each year the intake changes considerably, which has a marked affect on any average



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attainment scores. It is important to point out that OFSTED agree that the most accurate measure for special schools, when wanting to demonstrate that pupils are doing well, is progress against themselves. Therefore, the previous section on Progress is the best way to reflect the good progress of pupils in the school.

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

- Pupils are well-supported by adults in the classroom. Classes are staffed with one teacher and at least one TA, often two;
- Good use is made of social stories, visual schedules and picture jigs;
- The school has very effective primary liaison, induction and transition procedures;
- All pupils are supported with an IEP, which is reviewed twice a year;
- Monitoring of pupils academic performance and personal development is good;
- All pupils have an Annual Review involving parents/carers and external agencies (where applicable Residential Care Staff contribute to Annual Reviews);
- Speech and Language therapy is offered to all pupils with severe language needs;
- The SEND lead worker is involved in pupils' transition plans;
- The school works effectively with the Schools Psychological Service, and other external agencies to provide support for individual needs;
- Daily verbal and written handovers between teaching and boarding staff ensure a cohesive approach;
- Residential provision strongly contributes to educational progress;
- There is an effective whole school approach to positive behaviour management.

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

School rules have been discussed and agreed with all pupils;

Pupils have chosen the destinations for the trips for the termly Merit award winners;

The School Council was selected and achieved the Speaker's National School Council Award;

We have a playground Buddy system and Buddy training is given to pupils;

Buddy benches have been purchased for the playground where pupils sit if they feel lonely/want help, etc.;

A pupil support scheme exists to support new pupils at the point of transition;

There are daily choices on menus, including salad, fruit and vegetarian option. The School Council and boarders input to the menu. Pupil's specific dietary needs catered for. Photos of meals help pupils to make choices;

The School Council chooses which charities to support;

Year 11 leaver's events arranged by and for pupils, including fundraising;

Year 11 pupils are allowed to wear non-uniform in their final term and choose leavers sweatshirts.

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

- We provide a safe, secure, caring school environment. Pupils are looked after very well;
- We provide a high pupil/staff ratio;
- We provide opportunities to develop life skills for healthy, safe living;
- All staff go through a vetting process with the Disclosure and Barring Service. There are excellent child protection procedures in place;
- Up-to-date risk assessments are implemented using Evolve;
- Equipment regularly checked for safety;



- Good First Aid provision;
- Health Care plans are drawn up for pupils with medical needs. Training is given to staff by the school nursing service;
- We have good links with the Psychological Service, Pediatricians, school nursing service, SEND Lead Advisor, Children and Families and other agencies to secure pupils welfare.;
- Good playground Buddy system - Buddy training, Buddy board and Buddy benches;
- The School Council meets regularly and has made improvements to the school environment;
- We have very good school attendance. There are good procedures for monitoring and improving attendance and punctuality. The EWO monitors attendance;
- We have an effective whole school behaviour policy;
- All classes have a day diary to monitor behavior;
- An effective continuing professional development programme ensures that staff are well trained to support pupils.

How do our absence rates compare with other schools?

- The average percentage attendance for 2016/2017 was 94.49%
- The total number of registered day pupils on roll for at least one session during the period September 2015 to 30 June 2016 was 130.
- The percentage of half days missed through unauthorised absence was 0.72%.

What activities and options are available to pupils?

- The school provides a range of learning opportunities, including music, art, dance, drama, PE, DT, Cooking & Nutrition, French and Land-based Studies;
- The environment provides exciting opportunities - a pond, stream, woodland with disabled access, playing field, climbing wall, Sensory Room, Arts Centre, orienteering course, Trim Trail and SMARTUS;
- There is a good range of lunchtime and after school clubs - Judo, football, Art, trampoline, drama;
- The school offers a wide range of activities in Enrichment time on Friday afternoons;
- There is an active School Council, a Green Team and a Buddy Support scheme;
- A range of sports is offered, including swimming, Tag rugby, football, trampolining, trikes and bikes and orienteering;
- There is an annual Activity and Values week when pupils can try a wider range of sports, creative and cultural activities;
- All pupils can participate in a residential week at Plas Pencelli Outdoor Activity Centre in the Brecon Beacons;
- There is an annual 'Cooperation' sponsored walk;
- All pupils' complete work experience in Y11 and there are good links with colleges;
- Boarding pupils have a well-planned programme of activities. Pupils participate in local community activities such as Music Zone and Youth Club;
- We have a large school choir, which performs at school events;
- There are opportunities to work with mainstream schools.

How are we working with parents and the community?

- All pupils have a Home/school diary;
- Boarders have keyworkers who liaise with parents;
- There is very good signposting and support from the Head and Deputy Head of Student Welfare and Safeguarding;
- Annual Reviews - good parental attendance;



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- Annual parents' questionnaire - positive response from parents;
- Regular newsletters to parents are emailed or sent as hard copy, as required;
- The School website is regularly reviewed and updated;
- We hold parents' evenings twice a year;
- We organise an annual Work Experience evening, a Careers evening and briefings on residential activities for parents/carers;
- We have very good parental support for the annual school fete, Garden Fair, Prize Giving and special services and ceremonies;
- Friends of Rowdeford organise social functions, such as a summer picnic and Quiz Night;
- Good links with schools e.g. LOTC taster days for pupils from partner primary schools; volunteering from sixth formers at Royal Wootton Bassett Academy;
- Staff from local schools regularly visit to observe practice;
- Regular cultural events, e.g. Shakespeare Festival, Live Music Now and Devizes festival music workshops;
- Rowdeford Charity Trust has raised £2,000,000 to fund the restoration of a Victorian Greenhouse, Coach House, walled garden, apple store, disabled access through the woodland and this year the Outdoor Learning Centre;
- Some pupils have received personalised packages of intensive support through the MacIntyre Trust.

What do our pupils do after leaving this school?

At the age of 16 most of our pupils transfer to work-related courses at their local colleges of FE. A small number transfer to independent specialist colleges.

Rowdeford School: Destinations

	Leavers 2014	Leavers 2015	Leavers 2016	Leavers 2017
Wiltshire College: Chippenham	10	4	7	8
Wiltshire College: Trowbridge	2	3	4	1
Wiltshire College: Lackham	1	4	4	2
Lackham & Chippenham			2	
Wiltshire College: Salisbury	2		3	3
Swindon College (Farleigh)	1	3	1	
Fairfield Farm College	6	1	4	7
Poplar, Chippenham			3	
Specialist Residential College				1*
Specialist Provision Package		1		
Larkrise School, Trowbridge			1	
Three Ways School, Bath	1	1		
Exeter House Academy, Salisbury				1
Andover College	1			
Out of Area (Sheiling, Ringwood)				1



What have we done in response to Ofsted?

- We have refined and improved our behaviour monitoring and tracking systems so that they are more manageable and are regularly and robustly checked by the senior team;
- We have ensured that the information displayed for staff does not detract from creating a homely environment in the residential accommodation.

More Information

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

www.rowdeford.wilts.sch.uk
T: 01380 850309