

Rowdeford School Profile - September 2018

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 students on roll: 135
 Planned Places: 130
 Head Teacher: Mr Loveridge
 Chair of Governors: Mrs Annette Foster

Our Mission Statement:

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

July 2018

What have been our successes in the past year?

- Overall students' achievement is outstanding across the whole school, with students working at p-levels making exceptional progress, based on comparison with data from the progression guidance. Students in receipt of Pupil Premium Grant all made good or outstanding progress. (PPG in 2018 = 53% students entitled);
- Teaching continued to improve throughout last year and much of it is outstanding;
- Almost all students in Year 11 (2018 leavers) left Rowdeford with twelve qualifications, which reflects outstanding progress for our students.
- 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 behavior by introducing an electronic system. This has allowed for a much quicker response to issues as well as providing us with the opportunity to analyse trends so that resources can be directed appropriately.
- Increased inclusion and outreach opportunities, particularly in relation to Learning Outside the Classroom (LOtC), including new Primary days.
- The BTEC Drama group performed their own production at The Wharfside Theatre in Devizes.
- We held two wonderful community events – The Garden Fair, which raised approximately £11,000 and the Fete, which raised in excess of £2000. The

money raised is being used to support further enhancement of Outdoor Learning and going towards the Minibus procurement fund.

- Over 100 shoeboxes were sent to Belarus for Operation Christmas Child.
- We had a super sports day and a stimulating and varied Activity Week. This included a visit from the Wiltshire Scrapstore for Y7; the Y8's went to Pencelli and had a wonderful week of outdoor adventurous activities; there was a street dance workshop and a circus skills workshop for each year group; Y9 went to the hawk Conservancy in Andover and Y10 went to 'We the Curious' in Bristol.
- The girls boarding unit were lucky enough to spend three days on a barge with the Bruce Trust; there was a boarder's trip for all students to SS Great Britain. Unfortunately, the Local Authority removed the funding for our residential provision in August 2018 so it has had to be closed.
- We had a Prom for the Year 11 leavers, which was a huge team effort and great fun.
- Many after school clubs ran successfully, including Guitar, Art, Drama, Football and Trampolining club.
- We managed successful transitioning of 35 new students into school over the year.
- All Y10 and Y11 students 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 and the grounds by local DoE and primary and secondary school groups.

What are we trying to improve?

Key priorities for the school 2018 -19:

- 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 students' ability to reach their full potential, including further development of Learning Outside the Curriculum (LOTIC).
- Maintain outstanding whole school care and welfare support, providing guidance and support that ensures that students are safe and behaviour is excellent.

How much progress do students make?

Overall progress is outstanding, with students working at p-levels making exceptional progress, based on comparison with our robust assessment system. Students in receipt of student premium at Rowdeford are all making good or outstanding progress.

Student progress is closely monitored and tracked every term and at the end of each year, however summarising progress over time more strongly reflects pupil achievement. Progress is analysed over three time periods: 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 2018:

KS2-3 Outstanding progress:

English, 89% and Maths, 100% of students made outstanding progress.
KS3-4 Outstanding progress:
English, 81% and Maths, 91% of students made outstanding progress.
KS2-4 Outstanding progress
English, 90% and Maths, 97% of students made outstanding progress.

How have our results changed over time?

Results have shown a steady improvement over the last few years, from a position of strength already. Results continue to be in the upper quartile for progress based on students' starting points. OFSTED agree that the most accurate measure for special schools, when wanting to demonstrate that students are doing well, is progress against themselves. The results in the previous section show fantastic progress.

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

Students 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 clues. The school has very effective primary liaison, induction and transition procedures. All students are supported via a Tutor strategy Document (including IEP targets), which is reviewed three times a year. Monitoring of students' academic performance and personal development is good. All students have an Annual Review involving parents/carers and external agencies. Speech and Language therapy is offered to all students with severe language needs. The SEND lead worker is involved in students' transition plans.

The school works effectively with the Schools Psychological Service, and other external agencies to provide support for individual needs. There is an effective whole school approach to positive behaviour for learning.

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

The School Council has been involved in deciding what will be offered for morning snack as well helping to develop the school's ICT strategy.

We have a playground Buddy system and Buddy training is given to students. 'Buddy benches' have been purchased for the playground where students sit if they feel lonely/want help, etc.

A student support scheme exists to support new students at the point of transition. There are daily choices on menus, including salad, fruit and vegetarian option. The School Council has input towards the menu offered. Student's specific dietary needs are catered for.

Students have been involved in choosing playground equipment and climbing apparatus, including the Trim Trail.

Games have been purchased by the School Council for use in classrooms on wet break times.

A covered area for the lower playground has been created for quiet seating. Students designed and planted the quiet garden.

Traverse climbing wall installed using student research and designs. Students developed the rules.

The School Council helps to choose which charities to support.

Year 11 leaver's events arranged by and for students, including fundraising.

Year 11 students are allowed to wear non-uniform in their final term.

The school council decided on the new names for classes when they were re-organised recently and helped to design the new Calm Zones.

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

We provide a safe, secure, caring school environment. Students are looked after very well.

We provide a high student/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 is regularly checked for safety.

Good First Aid provision.

Health Care plans are drawn up for students with medical needs. Training is given to staff by the school nursing service.

We have good links with the Psychological Service, paediatricians, school nursing service, SEND Lead Advisor, Children and Families and other agencies to secure students 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.

We have an effective whole school behaviour policy.

All classes have a day diary to monitor behavior and progress.

An effective continuing professional development programme ensures that staff are well trained to support students.

How do our absence rates compare with other schools?

The average percentage attendance for 2017/2018 was 95.4%

The total number of registered day students on roll for at least one session during the period September 2017 to 30 June 2018 was 135.

The percentage of half days missed through unauthorised absence was 0.38%.

What activities and options are available to students?

The school provides a range of learning opportunities, including music, art, dance, drama, PE, DT, Cooking & Nutrition, French, Spanish 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 and Trim Trail.

There is a good range of lunchtime and after school clubs - Guitar, Football, Art, Trampoline and 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 students can try a wider range of sports, creative and cultural activities.

All students can participate in a residential week during Year 8.

There is an annual 'Cooperation' sponsored wheel and walk.

All students' complete work experience in Y11 and there are good links with colleges.

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 students have a Home/school diary.

There is very good signposting and support from the Family School Support Worker. A monthly coffee and chat session helps support parents and carers and encourages friendships out of school.

Evening support workshops having been organised for parents and carers to offer support in areas including, cooking with your children and Sex and Relationships advice.

Annual Reviews - good parental attendance.

Annual parents' questionnaire - positive response from parents.

Regular newsletters to parents.

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. Funds raised from all of these events have allowed us to raise the money needed to buy a new school mini bus, this is a joint purchase with the Lord's Taverners organization.

Good links with schools e.g. LOTC taster days for students 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 almost £2,000,000 over the years to fund the restoration of a Victorian Greenhouse, Coach House, walled garden, apple store, disabled access through the woodland and more recently the Outdoor Learning Centre.

Some students have received personalised packages of intensive support through the MacIntyre Trust and Kandu Arts.

What do our students do after leaving this school?

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

Rowdeford School: Destinations

	Leavers 2015	Leavers 2016	Leavers 2017	Leavers 2018
Wiltshire College: Chippenham	4	7	8	10
Wiltshire College: Trowbridge	3	4	1	1
Wiltshire College: Lackham	4	4	2	4
Wiltshire College: Salisbury		3	3	1
Swindon College (Farleigh)	3	1		1
Fairfield Farm College	1	4	7	10
Poplar, Chippenham		3		1
Specialist Residential College			1	
Specialist Provision Package	1			
Larkrise School, Trowbridge		1		

Three Ways School, Bath	1			
Exeter House Academy, Salisbury			1	
Andover College				1
Out of Area			1	3

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; the senior team regularly and robustly checks them. We have also ensured that children and staff, who are involved in restraints, have their experiences of the incident recorded consistently.

We have developed our complaints procedure to ensure there is a clear audit trail in relation to how complaints are managed and how details of the outcomes of complaints are recorded and stored

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