

The West Bridgford School Profile



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Loughborough Road
Nottingham, Nottinghamshire, NG2 7FA
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<http://www.wbs.eu.com>

Local Authority:	Nottinghamshire
Age range:	11-18
Number of pupils:	1448
Head teacher:	Mr R McDonough
Chair of governors:	Mrs E Thomas

What have been our successes this year?

Our 2008 GCSE results were the best ever. 91% of students achieved 5 or more A*-Cs. 73% achieved 5+ including English and Maths. The latter makes us the highest performing school in Notts & City. Our average capped point score of 355 was a school record.

KS3 scores were well above national average and the best in Notts.

Results at Post-16 were outstanding with an average points score per student of 924.9.

We have continued to make further improvements in the learning environment and a new fitness suite and dance studio is nearing completion. In addition a new science lab, PE classroom and a refurbished art department will all be open shortly.

We continue to invest in interactive technology to aid teaching and most classrooms now have this.

For the second year running we now operate an extended KS4 curriculum which begins in year 9 and offers a much broader entitlement for students.

Our inclusion work is having a significant impact upon our exclusion rate which has fallen dramatically and remained low over the last two years.

Ofsted judged us to be a **good and improving school**; the personal development of our students as **impressive**; and the direction set by school leaders to be **outstanding**.

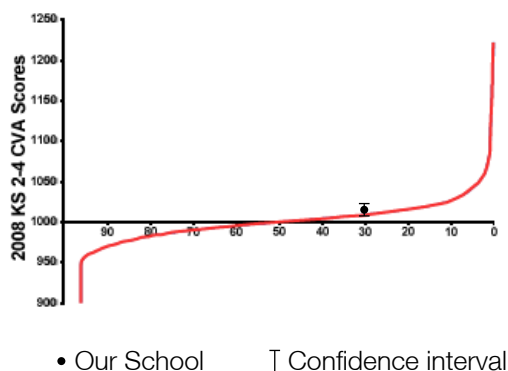
What are we trying to improve?

Despite our high academic achievements our targets show that we are trying to improve student performance still further. Given the high ability of our students on intake improving our CVA remains a significant challenge despite this being significantly positive. In order to respond we aim to;

- Further improve our teaching and learning strategies with more effective dissemination of best practice .
- Continue to increase student choice particularly within the core subjects at key stages through additional courses, acceleration and increased specialist provision such as the dance studio.
- Further embed self-evaluation and quality assurance into everyday practice.
- Further develop the use of ICT as a means for improving teaching and learning, communication, assessment and reporting. Seek to introduce a virtual learning platform.
- Further develop our links with the local community through the use of the extended schools initiative.

Seek to develop partnerships with other schools for the enhancement of the learning opportunities for our students.

How much progress do pupils make between 11 and 16?

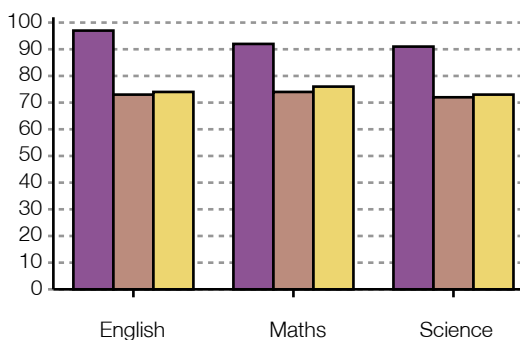


The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

In 2008 the school achieved a contextual value added score of 1009.3 (with a confidence interval of +/- 7.9) which is significantly above similar students from similar backgrounds across the country.

Given that all of our feeder primary schools are highly successful in helping pupils towards outstanding achievement at Key Stage 2 and that the contextual factors built into the calculation make it very demanding for schools like ours to get above 1000, this was an excellent outcome.

How well do our pupils achieve at age 14?



This shows Key Stage 3 results for 2007. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.

■ Our school ■ Local schools (Local Authority) ■ All schools

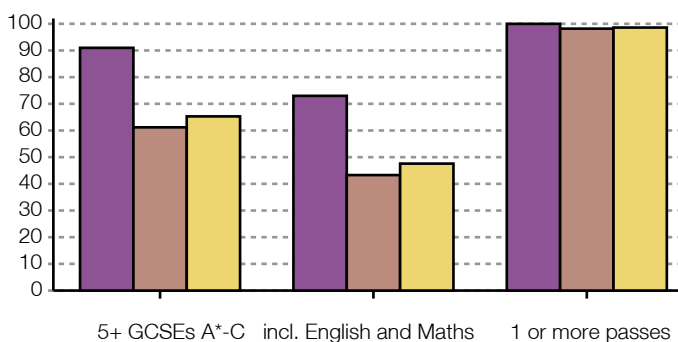
The average point score (APS) in Key Stage 3 tests in 2007 was significantly above the national average in all core subjects.

The percentage of students reaching the higher levels (levels 6 and 7) was also significantly above the national average in all core subjects.

Given the students' prior attainment, overall performance was good in English, particularly at the higher levels, satisfactory in Maths and Science.

The results in 2008 were comparable, with Maths, English and Science all scoring significantly above the national average.

How well do our pupils achieve at age 16?



This shows the percentage of pupils (who were at the end of Key Stage 4) who in 2008 achieved 5 or more GCSEs (and equivalent) at grades A*-C, 5 or more GCSEs (and equivalent) at grades A*-C including English and mathematics GCSE, and one or more GCSEs (and equivalent) at grades A*-G.

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There is a rising trend of attainment at Key Stage 4 with all major indicators in 2007 representing the school's best ever figures.

Year	5+ A*-C	5+ A*-C (EM)	APS (capped)
2008	91%	73%	375
2007	80%	69%	355
2006	76%	67%	347
2005	73%	66%	344
2004	71%	59%	328

Note: 5+A-C (EM) - % of students gaining 5 or more A* to C including English and Maths.*

APS(Capped) - students' average points scores for their best 8 subjects.

How have our results changed over time?

Key Stage 4

Over the last five years the percentage of students achieving 5 or more higher grades and the capped average points score have been significantly above the national average. The trend has been increasing and the scores for 2008 represent school records for both figures. It was a significant milestone for the school to break the 90% barrier for 5+ A*-C for the first time this year. Our expectations are that with the new KS4 curriculum and developments in teaching and learning, achievement will continue to rise.

Key Stage 3

Over the last five years Key Stage 3 points scores in all core subjects have been significantly above the national average.

Value added analysis from the last three years shows that student performance is in line with or somewhat above expectation in Mathematics and Science. Student progress in English has reached the point where the majority of our students have reached the expected standard a year early. Hence, for the last 2 years students have taken the English tests in Year 8 instead of Year 9.

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

Within the classroom individual needs are met through carefully tailored teaching from an experienced and dedicated team of teachers.

A well developed tracking and target setting system enables students' progress to be closely monitored.

An increasing focus on personalising learning means that all students follow programmes of study that match their individual learning needs.

KS3 students are carefully setted in Core subjects from Year 7 allowing greater stretch and increased support as appropriate.

KS4 programmes of study are started during Year 9 to enable students to have more time to concentrate on GCSE studies.

KS4 students have an increasingly wide range of options including traditional and vocational GCSEs, Youth Apprenticeships, Youth Award Scheme and a range of alternative courses in association with local colleges and training bodies.

We offer enrichment experiences for more able students including fast-track entry on to an A-level programme and involvement with Gifted and Talented agencies.

Our Learning Support Dept provides carefully matched support to students within the classroom, in small groups and in individual sessions. We have a Learning Centre that promotes inclusion for all learners.

How do we make sure all pupils attend their lessons and behave well?

Our attendance rate is well above national average with an extremely low level of unauthorised absence. We have a curriculum appropriate to students' needs and abilities which encourages attendance. Parents are contacted to discuss unknown absences on the first day and careful monitoring of pupil attendance ensures early intervention takes place when necessary. We work closely with the EWO to support students with attendance difficulties.

Behaviour in lessons and around the school is usually very good. There are high expectations regarding cooperation and mutual respect. We have a strong pastoral support system in place and parents are routinely informed of both successes and concerns at an early stage.

The school ethos is supported and developed by regular assemblies and many year group activities. Students take part in a wide range of enjoyable curricular and extra-curricular activities that create opportunities for the development of attitudes and values.

The school's behaviour policy provides clear processes and procedures to guide and support staff and students. Our Rewards policy which is supported by the local community emphasises the importance of celebrating success and provides genuine incentive for student achievement.

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

We carried out the Keele Survey of Student Attitudes which compares the responses of our students to the benchmark figure for students in other schools (in brackets).

- 86% (70) think it is a good school and 90% (88) are happy here.
- 93% (87) say their work is important, and fewer than average, 26% (34) say they find school work boring
- 67% (62) feel discipline is good, and only 4% (8) see bullying as a problem

At the same time:

- Only 56% (62) say teachers explain aims of the lesson and what they are expected to learn
- Only 39% (53) say teachers discuss their progress, individually, and explain how to improve.
- Fewer than average, 59% (64) say their homework is regularly marked.
- Only 54% (64) of **students** say teachers use a variety of teaching methods.

This gives added impetus to one of our focuses for next year – how students can be more actively involved in their own learning and how assessment in lessons is used to help them make progress, as well as sharing good practice around the school on varied and interesting teaching methods

The School Council meets regularly and minutes are shared with the Headteacher. Recent Council initiatives included an environmental "Green Week" and the successful project to build a Wind Turbine.

How are we working with parents and the community?

We place a high value on our partnership with students and our policies are influenced by them evidenced by changes to our uniform and the construction of a wind turbine. Our pastoral support assistants are central to ensuring that parents feel involved in their child's learning and a targeted approach with year 11 students has further increased parental involvement.

We now use a new schools website to update parents about school life on a daily basis. It contains essential information has been used to communicate with parents in times of emergencies. We use consultation afternoons to provide parents summative feedback and our bi-annual survey gives parents the opportunity to offer their thoughts.

Through our Transition manager we have strong links with our family schools and we lead the school sports partnership. Many community groups use our facilities and we have particularly strong links with the West Bridgford Hockey club.

Our community partners support our work related learning events including work experience placements. The local community police officer is based at the school.

What activities and options are available to pupils?

There is a wide range of sporting, educational and cultural activities available to students.

- Rich musical life with regular concerts and pantomime.
- Teams in all major sports that regularly play other schools and take part in county and national events.
- Regular visits to Europe and other parts of Britain broaden experience of the wider world; GCSE History students travel to WW1 battlefields sites, football teams to Spain to compete and all of Year 7 have a residential trip to outdoor activities centre.
- After school homework club where students can get support with work
- Strong School and Year Councils and peer mentoring give opportunities to take responsibility and involvement in life of the school.
- Charitable activities - last year over £7,500 raised for charities such as Children in Need and a Haiti Hospital.

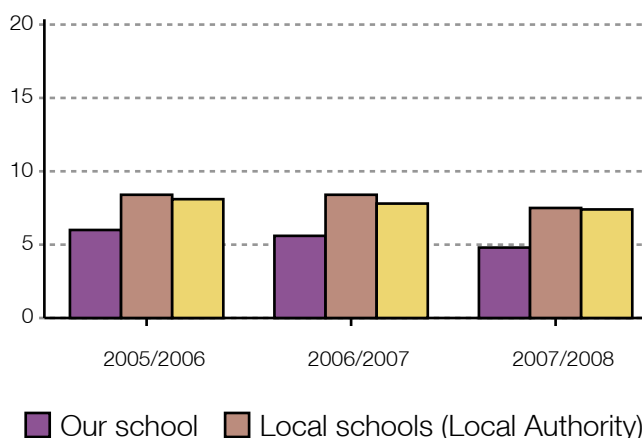
The Curriculum offered at Key Stage 4 is wide and varied, and comprises

- Core subjects - English, Maths - Science to GCSE (Single, Double, Triple) or BTEC - ICT and RE qualifications for all
- Technology for all (Choice of 5 subjects)

Then guided choice of 3 from

- Humanities, Arts, Sports, Languages (French, German, with Spanish next year)
- Vocational and Applied Courses

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

The school has an absence rate of 4.6% for 2008-9 of including 0.3% unauthorised absence. This is an improving trend and significantly better than the national average.

All absences are followed up by the school on the first day of absence to establish if the reasons for non-attendance are legitimate. Attendance patterns of individual pupils are closely analysed and a range of intervention strategies are employed to raise attendance levels where problems are detected. This is supported by a close partnership with the school's EWO who attends Consultation Afternoons. Parents are encouraged to avoid taking their children on holiday in term time and the positive impact of good attendance on achievement is vigorously promoted. As part of the Rewards Policy prizes are awarded for sustained good attendance and punctuality.

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

We have Gold Healthy Schools status, Sportsmark and a PSHE programme with strong emphasis on staying healthy. The school canteen always has healthy eating options.

All students have 2 hours PE per week. Students with physical difficulties have a personalised PE programme.

Students are taught about the dangers of smoking and substance abuse; we also run events for parents such as Drugs & Alcohol Awareness, Teenage pressures and Exam Stress. An Enhanced School Based Clinic has been set up to develop provision in line with the extended services agenda.

The school has an active anti-bullying programme. New lunchtime arrangements have further increased student safety as there is less interaction between year groups. There is a well developed peer mentoring system helping with friendship and bullying issues.

The Learning Centre is open at break and lunchtime for all: more vulnerable students find this particularly supportive. We have a Transition Manager to support the induction process and place great emphasis on supporting students on transition.

Each year group has a Director of Learning and a pastoral support assistant ensuring high quality pastoral and academic support. Connexions are on site and we have a strong careers programme.

What do our pupils do after year 11?

We offer a comprehensive programme of support to students in Year 11 to assist them in making choices about their further education, training and employment. These include mock interviews provided by the local business community, visits to universities and colleges and a range of work related learning and enterprise activities.

The high achievement and aspirational ethos of our students encourages the overwhelming majority of them to remain in education or training at the end of Year 11.

2007 Year 11 Destinations.

School Sixth Form	55.7%
Further Education College	32.1%
Other Training	2.5%
Employment with training	5.5%
Employment without training	0%
Other	4.2%

What have we done in response to Ofsted?

Our last inspection in May 2007 described us as a 'good and improving' school. In response to the report we have;

- Sought a number of ways to share the best practice of teachers and we continue to do so.
 - Further developed our use of 'learning walks' by senior staff to focus upon teaching and learning related topics.
 - Sought to recruit and retain the very best teachers at all opportunities. Furthermore, in some cases we have deliberately overstaffed and recruited full time teachers in place of part time staff in order to reduce the number of classes taught by more than one teacher.
 - Sought to provide electronic systems of recording and reporting assessments in order to offer students and parents more regular feedback of student progress.
 - Commenced a detailed audit of marking and assessment practice across all subject areas and subsequently sought consistency in teacher marking through greater clarity of expectations, such as a new school homework policy.
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Information about our sixth form

Our results this year

The 2008 A2 examination results were excellent.

53.5% of students gained grades A or B and students gained an average points score of 924.9. These figures are well above national averages and statistically significant. **All** students passed at least one exam and 97.2% passed with a grade A to E.

These results place us as one of the top performing schools in the county.

How have our results changed over time?

Both student numbers and results have continued to rise over the past 3 years.

Even with increased numbers of students studying A levels we are maintaining excellent standards with a 3 year rolling average points score being 893.3, 925.9, 925.5.

What have been the successes of the sixth form this year?

The Sixth Form achieved excellent Year 13 A2 and Year 12 AS results. The number of students gaining the highest grades A & B was excellent. Completion rates and success factor for courses are excellent.

These results led to our ranking in The Guardian as the 13th best comprehensive school for A-level results in the country.

Numbers in Sixth Form have grown again this year due to excellent recruitment from Year 11 and increasing numbers of students joining from other schools. This is the largest Sixth Form in the Schools history.

Retention from Y12 to Y13 is very good and this year 97% of Y13 leavers went on to University. The support and guidance offered from initial recruitment all the way through to university application is a major strength and rated outstanding by Ofsted. The personal development of our students was also seen as outstanding.

Many students have been involved in supporting younger pupils through peer mentoring, reading support, sports coaching and helping on residential trips. A much extended NUS/6th Form Committee has run successful charity and social events.

Students have been very successful this year in the Young Enterprise Competition winning several awards.

What are we trying to improve in our sixth form?

We are continuing to strengthen our academic mentoring system which supports and monitors students on a one to one basis throughout their studies.

The portfolio of courses available is being extended with additional A-levels being offered for the first time this year. We are also using the after school session to increase the opportunities to study further subjects.

We are working to increase further the range of extra-curricular and community activities available to students.

Further development to our Quality Assurance procedures will help guarantee a uniform high quality provision across all of the courses offered.

Communications with parents is another aspect we are trying to improve, including a new more frequent progress reporting system.

What do our students do after leaving the sixth form?

There is a well developed programme of careers guidance for sixth form students including a high degree of support through the UCAS process.

Last year 97% of year 13 students were going on to further study at university. 3% of students went into employment.

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:

By telephone 0115 9744488

Our website <http://www.wbs.eu.com>
