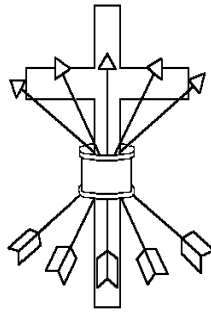


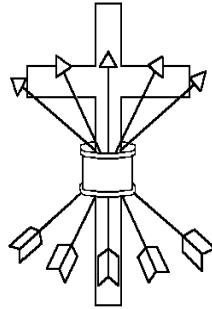
WADDESDON CHURCH OF ENGLAND SCHOOL



PROSPECTUS

2021 / 22

HEADTEACHER: MR MATTHEW ABBOTT



Core values and principles

We believe that the purpose of education is to enable all people to flourish individually and collectively so that they live a life of value. As a community, we strive to achieve these aims, believing genuinely and unequivocally in the capacity and potential of every child.

Our ethos is rooted and grounded in the Christian values of love, compassion, kindness and inclusion which foster dignity and respect for all. Students tell us that they feel safe at Waddesdon School. Self-confidence, self-belief and agency are nurtured through praise, encouragement, acknowledgement of success and celebration of achievement.

Our vibrant and positive culture enables our students to fulfil their potential as self-disciplined, responsible and productive citizens who are proud to claim that they are a part of the Waddesdon tradition, the 'Waddesdon Way'.

Standards and expectations are high and learning is developed through a broad range of engaging and rich educational opportunities. We are a dedicated and motivated staff who enable our students to work hard and achieve highly. However, our school cannot simply be measured by our outstanding outcomes alone; it is also measured by the development and character of our young people

I have come that they may have life, and have it to the full.

[John 10:10]

Welcome from the Headteacher

Dear Parents and Carers

Welcome to our school prospectus. I very much hope that you will find it both interesting and helpful.

In recent years the school has enjoyed outstanding success and we will continue to do everything in our power to ensure that every single Waddesdon student is given every opportunity to fulfil his or her full potential. I have an unshakeable belief that every child and young person can achieve. It is our job in the school to identify and develop talent, aptitude and ability and to provide the right balance of challenge and support to enable everyone to succeed.

I believe passionately that children and young people will thrive and make excellent progress when they feel safe and secure within a context of strong values and high standards and expectations. The school's ethos and vision are rooted in our Christian foundation which provides the context within which each individual is valued and can flourish. At the heart of our ethos is the requirement that we treat each other with dignity and respect.

As well as promoting high academic standards, we also place a huge value on the development of our young people as rounded individuals. We encourage them to be confident, self-disciplined and kind so that they can contribute to society now and in the future.

Last year, we hosted a virtual Open Evening. This year, if you would prefer to get to know our school, without coming to school in person, the footage from this evening, including a tour, student voices and my words of welcome remain available to view via our website on our "Applications" page. There is also a virtual tour of the school at the bottom of our Home Page. These will provide you with a flavour of our school and, in particular, the warmth of our school community and the values that underpin all that we do.

I hope that you will find all the information that you need in this prospectus. However, should you have any questions that remain unanswered or would like to talk to us about any aspect of our provision or your child's needs, please do not hesitate to contact us here at the school.

Yours sincerely

Matthew Abbott
Headteacher

Waddesdon Church of England School

Waddesdon School is highly regarded within the community and particularly known for the strength of its excellent relationships. These can be seen amongst students, staff, parents and the wider community and are reflected in the courtesy extended to visitors, the business-like atmosphere in the classroom and the general calm environment within the school.

Individuals are treated with dignity and respect and differences are valued. Relationships both within and across year groups are outstanding and interactions between all learners and staff are successfully encouraged and celebrated, resulting in a strong sense of loyalty towards the school from staff, students and parents.

High standards of behaviour are expected from all members of the school community, with a clear and explicit behaviour policy which is regularly reviewed. Good behaviour is acknowledged and rewarded with praise and additional privileges. Bullying or discriminatory behaviour of any kind is not tolerated and the school acts swiftly to address such behaviour.

External Inspections of the School's Effectiveness

Statutory Inspection of Anglican Schools March 2018

Our most recent external inspection report was a SIAMS inspection (March, 2018), also known as a Section 48 Inspection. A Section 48 Inspection is a five-yearly inspection which judges the distinctiveness and effectiveness of Church of England schools. It focuses on the impact of the school ethos and its Christian values on the academic and personal outcomes of the students in our care. **The report judges all elements of the school to be Outstanding.**

A full copy can be found on the school website.

OFSTED

Due to continued examination excellence over the past 15 years, our last Ofsted report was in 2006. Schools designated 'Outstanding' are risk-assessed against a number of criteria annually by Ofsted. The fact that we have not been inspected since 2006 should provide parents and students with the confidence that the following comment still stands:

"Waddesdon Church of England School is an outstanding school where students' achievement is excellent. The school aims to nurture and educate students in a Christian environment, in order that they may achieve their potential and be valuable members of society. Outstanding leadership and management ensure that the school delivers these aims very successfully."

Current Profile of the School

In September 2011 Waddesdon Church of England School became an Academy. We are a non-selective, **all ability school** within a selective county. The attainment of students on entry to Waddesdon is above the national average and progress of all learners is significantly above national average, irrespective of prior attainment.

The GCSE Progress 8 scores of 0.72 for 2018 and 0.79 for 2019 place the school **well above** average on achievement. These Progress 8 scores mean that students (across the ability range) at Waddesdon outperform students at other schools with similar starting points by almost an entire grade. Over a third of results are grades 7-9 (equivalent of A/A*). In 2020 and 2021, using teacher assessments, the outcomes were at the same comparative levels, outperforming schools nationally for both progress and attainment.

Results at A Level are also very high, with our three-year average putting us in the top 20% of schools for progress (ALPS 3 Year T Score of 3, or Excellent).

Once enrolled at the school, the vast majority of students continue their education with us into Year 13. Attendance and punctuality are very good.

The following school policies may be found on the school's website www.waddesdonschool.com

- Pupil Premium allocation, use and impact on attainment
- Curriculum provision, content and approach, by year and by subject
- Admission arrangements
- The school's policy in relation to behaviour, charging and special educational needs (SEN) and disability provision
- Links to Ofsted reports and to the Department for Education's (DfE) achievement and attainment performance data

Pastoral Care

Every effort is made to ensure that each student receives adequate care and attention throughout his/her school life. Students are allocated to forms and the Form Tutor has the first responsibility for their welfare. They work in close liaison with senior staff whose brief is student welfare. The school welcomes contact with parents regarding the welfare of the students.

Parents are encouraged to contact the school if they have any concerns about their son or daughter's academic progress or general wellbeing.

School Assembly

Full school assembly takes place every morning. Assemblies are led by the Headteacher, members of staff, students, clergy of various denominations and other visitors who may be invited from time to time. These assemblies make a vital contribution to the ethos of this school and all pupils normally attend. **Parents do, however, have the right to withdraw their children from collective worship and from religious education.**

Safeguarding

At Waddesdon School the health, safety and wellbeing of every student is our paramount concern. We listen to our students and take seriously what they tell us. Our aim is that students will enjoy their time in this school.

We want to work in partnership with parents to help them help their child to achieve their full potential and make a positive contribution.

On rare occasions our concern about a student may mean that we are required to consult other agencies. The procedures we follow have been laid down by the Buckinghamshire Area Child Protection Committee, and the school has adopted a Safeguarding and Child Protection Policy in line with this for the safety of all. If parents wish to know more about the procedures or the policy, please speak to the Designated Safeguarding Lead, James Sturla.

Child Protection

Governors have agreed a Safeguarding and Child Protection Policy which is modelled on one provided by Buckinghamshire Local Authority. A full copy of the policy is available on request or can be found on the school website.

The policy aims to support the development of children in ways that will foster security, confidence and resilience. It aims to provide an environment in which children and young people feel safe, secure, valued and respected and also feel confident and know how to approach adults if they are in difficulties. The policy aims to raise the awareness of all staff about the need to safeguard children and emphasises their responsibility for identifying and reporting possible cases of abuse. The school has in place a systematic means of monitoring children known or thought to be at risk of harm.

There is a designated member of the Leadership Team with responsibility for child protection and two additional Safeguarding Leads. A governor is appointed to monitor all child protection procedures and practices within school. These individuals receive regular briefing and training as do all other staff and governors.

Site users and visitors are expected to comply with the school's Safeguarding and Child Protection Policy. The school's safer recruitment policy involves checks on staff suitability, including DBS checks.

Waddesdon School has also put in place the following policies to support the management of child protection issues: Whistleblowing, Staff Code of Conduct and Health and Safety.

Behaviour Policy

Good behaviour is essential to sustain the orderly environment necessary for effective teaching and learning.

A full copy of the Behaviour Policy may be found on the school website. All parents of new students are given a copy of the policy in the Parent Handbook.

Curriculum

Our school curriculum has been designed paying close attention to the children and families who we serve. Our central aim is to meet their needs and aspirations, allowing our children to flourish socially and academically, during and beyond their time at Waddesdon.

We see the curriculum as the broad mix of all the experiences gained by our students, including pastoral time, assembly, citizenship, daily lessons, trips and visits and other extra-curricular experiences.

Broadly speaking our curriculum **intent** encompasses the following:

- **Moral purpose** (dignity and respect)
- **Agency** (self-belief, successful learning and aspiration) and acceleration
- **Skills acquisition**, alongside knowledge (leading to critical and deep thinking)
- **Tailor-made experiences** (right for the individual, flexible, responsive and progressive)
- **Enrichment** (extra-curricular, cultural capital, current affairs)
- **Rich knowledge acquisition** (concepts and understanding)
- **Young people living in the modern world** and preparing for their futures (mental health, social media, PSHE, current affairs, careers)

The school curriculum is offered within the requirements of the National Curriculum and the agreed syllabus for Religious Education. In addition, the school is mindful of the tenets of the Church of England, the recommendations of the Oxford Diocesan Board of Education and the policies of the Buckinghamshire Education Authority, when implementing its curriculum plans.

During Key Stage 3 all students follow a common course of general education in line with the National Curriculum.

Citizenship and PSHE courses are taught by an experienced team of staff who have a particular interest and expertise in this area of the curriculum.

In Key Stage 4 all students study English Language and English Literature, Mathematics, Science and a full GCSE in Religious Studies. Students are required to follow up to four additional courses leading to GCSE examinations. Students have the opportunity to take Separate Sciences, and the school strongly encourages students to take the subjects included in the English Baccalaureate. Some students choose, or are guided to take, additional lessons to support their English and Maths.

The school provides a Flexible Learning Programme. Key Stage 3 is taught over two years and students start their GCSE courses in Year 9. This curriculum initiative has enabled greater flexibility to be developed within the learning programmes. It enables students to build on their knowledge and understanding over time so that they deepen their expertise in varying subject areas.

Students are taught in sets according to ability in Mathematics and Modern Languages; otherwise they are taught in mixed ability groups. All students' progress is closely monitored. The school has a dedicated team of Learning Support Assistants led by an experienced SENDCO. Throughout the year staff offer a wide range of enrichment classes, revision classes and extra-curricular opportunities.

In the Sixth Form, the range of academic Applied AS and A2 courses is broad. In addition to traditional courses, many students choose to study Food Science and Nutrition, Finance or BTEC Music.

Year 12 students also follow an Extension Studies Programme covering study skills, careers guidance, health and wellbeing, and contemporary issues. Wednesday afternoons are dedicated to Community Service. Year 12 students choose from: Sport, Duke of Edinburgh Award, Young Enterprise, Community Service, Rotary Speaking and various charity action groups. All follow at least one option, but many complete two or even three of the activities on offer.

Waddesdon Church of England School offers a broad curriculum within the school day and in extra-curricular activities, details of which are on the website. It maintains high standards and expectations for all students. The school culture and ethos nurtures students to be committed to their learning and to have pride in their achievements. The curriculum supports the aspirational culture that underpins the success of the school.

Citizenship, PSHE and RSE

It is the policy of the Governing Body of Waddesdon Church of England School that Relationship, Sex and Health education forms part of a wider programme of health education, which is taught within the Personal, Social and Health Education programme. Aspects of sexual development and behaviour are taught in the context of a moral framework with an emphasis on strong and mutually supportive relationships and with regard to the values of family life. The need for self-restraint, dignity and respect for others in line with the 2010 Equalities Act and the school's Equality and Diversity Policy is emphasised to both sexes and students are taught the emotional, moral and physical risks of promiscuous behaviour, as well as the importance of on-line safety.

The benefits of planned parenthood within a stable married relationship are discussed as an integral part of the course, whilst ensuring no child feels stigmatised based on their home circumstances.

All maintained secondary schools are required to provide relationship, sex & health education (including information about HIV/AIDS and other sexually transmitted diseases) to all students. Only the biological aspects of sex education are taught as part of National Curriculum Science. Parents have the right to withdraw their children, up until three school terms before their child turns 16, from any teaching of sex education with the exception of National Curriculum Science. Governors believe that relationship, sex & health education is important for all students and would expect parents to discuss any concerns with the school before seeking to exercise their right to withdraw a child.

Teaching resources are available for parents to view on request to the PSHE Coordinator who can also provide more information about the specific content of the programme. In addition, opportunities will be provided for parents to see these materials at open evenings on request.

The Relationship and Sex Education Policy is available from the school on request or can be accessed via the school website. The new DfE Statutory Guidance from September 2020 has been included in the updated policy. See attached guidance for parents:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf

Curriculum Visits and Field Work

Many of the examination syllabuses require students to undertake some of their learning away from the school. Consequently, we offer our students the opportunity to take part in field work and educational visits as part of their general schoolwork.

Extra-curricular activities

The school has a well-established sporting tradition. The Physical Education programme affords students the opportunity to take part in both individual activities and team sports. This work is supplemented by a full programme of inter-form and inter-school fixtures, played in the afternoons.

All major sports are taught as part of the curriculum. Students are encouraged to develop their skills to the highest possible level and it is not unusual for the school to be well represented at county and national level. An extensive extra-curricular programme of clubs exists to support all sporting areas.

Music is very popular throughout the school as a subject and as an extra-curricular activity. There are usually orchestras, choirs, chamber choir, jazz band, rock bands and various other small ensembles. There are many extremely talented musicians at Waddesdon and we are proud of their achievements. Our annual performances are highly regarded and tickets are often sold out on the day of release.

In Drama there are various events that students can get involved with throughout the year. Our whole-school production in November is an exciting and creative venture where singing, dancing and acting combine in a whirlwind of high energy performance. Regular theatre visits take place after school. Some are offered to specific groups, for example GCSE classes; other visits, usually to West End shows, are offered to the whole school.

The school encourages students to participate in the Duke of Edinburgh's Award Scheme and the Young Enterprise initiative.

International Links

In addition to a broad range of educational trips and visits in the UK, our students enjoy excellent opportunities for extra-curricular learning by means of a wide range of international links, including:

- annual foreign language visits to France and Spain;
- annual History visits to Berlin, Budapest or Prague;
- ski trip to Europe/ USA every other year;
- link activities with our partner school in Eastern Cape, South Africa;
- annual Global Leadership trips for Year 13 students to our partner university in Tamil Nadu, India, Bishop Heber College, Trichy;
- World Challenge expeditions in summer 2013 to Borneo and Malaysia, summer 2015 to Ecuador and the Galapagos Islands, summer 2017 to South Africa, Mozambique and Swaziland and summer 2019 to China.

Charging and Remissions Policy

Governors have agreed a Charging and Remissions Policy in accordance with DFES guidance on Charging for School Activities and with the requirements of the Education Act 1996 (section 457).

The aim of the policy is to set out what charges will be levied for activities, what remissions will be implemented and the circumstances under which voluntary contributions will be sought from parents. The school will need to reserve the right to cancel the activity if insufficient voluntary contributions are received.

Families in receipt of certain benefits (such as Free School Meals) may be eligible for remission from charges and these circumstances are set down in more detail within the full policy document which can be viewed on the school's website.

Homework

As a general rule, students should expect the following homework:

Years 7 & 8	60 minutes per night
Years 9	60 - 90 minutes per night
Years 10 & 11	Between 7 and 10 hours per week
Years 12 & 13	A minimum of five hours per subject, per week

Homework is recorded using the online site 'Class Charts'. This allows students and parents access to materials from home. Students who do not meet deadlines are supported in an after-school homework session which is referred to as Period 6.

Reports and Meetings with Parents

The school reports to parents/carers regularly throughout the year, giving information about the students' Attitude to Learning and academic progress. Tutors and Heads of Year write comments relating to individual targets. These are also recorded by the students.

Key features of the report:

- clear identification of targets for each subject;
- use of colour coding system to allow at-a-glance evaluation of students' progress towards their targets;
- inclusion of working-at grades at two points in the year to identify current attainment;
- use of the Attitude to Learning score to monitor students' overall approach to their studies;
- yearly comment from Heads of Year or a member of the LMT.

Careers Education

Careers education is threaded throughout the Citizenship/PSHE curriculum and is a strength of the school. Guidance is provided prior to students deciding on their option subjects for external examinations, as well as studying suitable elements in Years 7 and 8. Careers literature is available to all students from school staff responsible for careers education and from personal advisors, one of whom is our Careers and Guidance Advisor.

Our Careers and Guidance Advisor attends all reviews for students with SEND from Year 9 onwards and is also available at parents' evenings for Years 8-13.

Students are encouraged in Years 10 and 11 to look closely at careers and progression routes. All major occupational areas are examined and representatives of employers take part in the programme. Each student has the opportunity for a meeting with the Careers Advisor.

Please see the school website for further details

Special Educational Needs and Disabilities (SEND)

Many students experience problems at some stage during their education. These may vary from an extended period of absence due to illness, to a specific learning difficulty. Those with special educational needs are initially identified through conversations with parents, information received from previous schools and the assessment of all students in their first term at the school.

The school maintains a register of students with SEND. Students on the SEND register will have a Student Passport outlining the challenges experienced by the individual and setting specific learning related targets.

The Enrichment Department is staffed by teachers, higher level teaching assistants and learning support assistants who run a variety of programmes aimed at supporting individual and group needs.

Attendance

Students are expected to attend school every day and to be punctual. Absence is only acceptable on account of illness or medical treatment. It is not acceptable for reasons such as shopping, caring for other family members or missing the bus to school etc. This means that where students use public transport to reach school parents should have an alternative strategy for ensuring their children can get to school in these circumstances. This is in line with their parental responsibility to ensure their children attend school.

Where there is prior knowledge of unavoidable absence, students are expected to make arrangements for notes and assignments to be recorded so that they can be completed on return. Students are issued with timetables for actual and mock examinations and should especially avoid being absent during these periods.

The DfE recommends that no term-time holidays are granted and therefore, as a rule, requests for term-time leave will **not** be approved. Governors will only consider exceptional applications for leave of absence for holidays which are submitted in advance and have strong compassionate grounds.

A copy of the full Attendance Policy is available to view on the school website.

Waddesdon School Association (WSA)

The Waddesdon School Association, a registered charity, acts as the school PTA and enables parents to contribute to the life of the school.

Like many school associations, the WSA is concerned with raising additional funds to support the school. The WSA is, however, unique in the support it receives from senior staff and governors. A member of the Governing Board attends every meeting. This provides valuable opportunities for full and frank discussion about the life of the school as a key element of every agenda. This is considered to make an important contribution to the ethos of the school.

The Secretary to the WSA can be contacted at wsa@waddesdonschool.com.



SCHOOL UNIFORM

We place great emphasis on the appearance of our students and uniform is an integral part of the custom and character of the school.

In Years 7-11 blazers and skirts from the school supplier 'Stevensons' are compulsory.

School uniform and sportswear can be ordered online at www.stevensons.co.uk

UNIFORM YEARS 7-11

BOYS: Plain black trousers (not with patch pockets, please)
White shirt which will tuck in and is designed to take a tie
Black blazer with school badge already embroidered onto the breast pocket
School tie
Discreet black belt
Plain black shoes (not 'trainer' style shoes with Velcro)
A plain black V-neck jumper may be worn with the blazer in cold weather. (Cardigans are not acceptable).

GIRLS: Plain black school skirt with logo, or plain full length trousers (not with patch pockets, please)
White shirt which will tuck in and is designed to take a tie
Black blazer with school badge already embroidered onto the breast pocket
School tie
Discreet black belt
Plain black shoes (not 'trainer' style shoes with Velcro)
A plain black V-neck jumper may be worn with the blazer in cold weather (cardigans are not acceptable).

(Skirts and blazers are available only through the school supplier)

TIES: **YEARS 7, 8, 9 & 10:** Green/black/silver with school motif
 YEAR 11: Plain green with school motif

Both ties are available from the school.

As a safety precaution, necessary when moving around the school, shoes must have backs to them, no training shoes, and no boots, and no heels higher than two inches. Please do not wear stiletto-heeled shoes, as they damage floors and carpets.

Students have a responsibility to dress smartly and sensibly. The school's dress code is constantly monitored during the course of the year. Accordingly, parents must be satisfied that any garments purchased for school conform to the uniform that has been negotiated and agreed.

Extreme hairstyles, including sculptured haircuts, and obviously dyed hair, features such as razored eyebrows, any facial and tongue piercing, jewellery, acrylic and/or painted nails are not permitted. Please remember: NO earrings, only discreet plain studs; two studs per ear (ear lobe only) is the maximum allowed. (To allow time for healing, we advise that ears should not be pierced during term-time). Only subtle use of make-up is permissible. Facial hair can be grown, if you wish, so long as it is kept neat and tidy. Tattoos are strictly forbidden.

Girls' skirts should be business-like and in line with the practicalities of everyday life. In order to facilitate this, we expect that girls wear the black monogrammed school skirt (from Stevensons). No other skirts are allowed. We ask that parents do not modify the skirt by shortening the hemline. In school, skirts must be worn correctly. Skirts should sit on the waist and should not be rolled or tied up in any way. Our expectation is that students not only wear school uniform but look smart when they are doing so. Blazers should be worn at all times around the school site.

There is no compulsory outdoor dress. Coats and jackets should be smart. Denim jackets, tracksuit tops and jackets with large logos and hoods are not acceptable. Outdoor dress, including scarves, should not be worn inside the school building.

NOTE: Full school uniform should be worn both to and from school.

SIXTH FORM: BUSINESS DRESS

As a member of the Waddesdon Sixth Form, you are expected to maintain a high standard of personal presentation by observing the Sixth Form Dress Code. For young men, this means wearing a suit with a shirt and tie. For young women, this means wearing a suit jacket, with a smart dress, trousers or skirt. Skirts and dresses must be an appropriate length and style for school as deemed by the Head of Sixth Form. Young men may grow facial hair as long as it is kept neatly trimmed and students who have a nose piercing may wear a small, plain silver or gold stud.

For clarity, the following are not allowed: jeans; leggings; jeggings; trainers or trainer-like footwear; denim or leather skirts; strappy dresses or tops; long-sleeved or short-sleeved T-shirts; sweatshirts; hoodies. Hair must be a natural colour.

Please note that we will continue to allow students to wear clothes specified by religious observance.

Governing Body

Waddesdon School has a Governing Body made up of Foundation Governors (appointed through the Oxford Diocese), Parent Governors (elected by parents), and Staff Governors (elected by teaching and non-teaching staff). Terms of office are for periods of four years, although some governors are appointed to additional terms.

The Governing Body meets on a regular basis and has a wide range of responsibilities.

SCHOOL GOVERNORS

Principal:

Mr M Abbott (Headteacher)

Oxford Diocesan Board appointed:

Revd D Meakin
Mr S Box
Mr B Eales
Mr A Howard (Chair)
Mr G Parker
Mr M Rogers
Mr R W Stevens

Co-opted:

Mrs R Dawson
Mrs J Judson

Parent Governors:

Mr J Ball
Mr I Groves
Mrs S Snelson
Mr S Starsmore

Staff Governors:

Mrs J Lamb
Mr D Purchase
Mrs S Watts

Clerk to the Governors:

Mrs N Logan

The Chairman of Governors and other members of the Governing Body can be contacted via the Clerk to Governors at the school address.