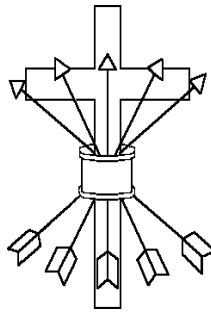


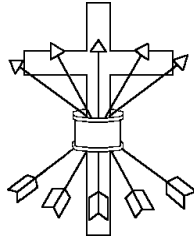
WADDESDON CHURCH OF ENGLAND SCHOOL



PROSPECTUS

2026/27

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 **can live a fulfilling life**. As a community, we strive to achieve these aims, believing genuinely and unequivocally in **the capacity and potential of every person**.

Our ethos is rooted and grounded in the Christian values of **love, compassion, kindness and intentional inclusion** which foster **dignity and respect** for all. We want students to know that they are **safe, and seen**, at Waddesdon School. **We uphold these same values for our staff**. Being part of the **Waddesdon family** should **enrich** people's lives.

Self-confidence, self-belief and **agency** are nurtured through **positive relationships, encouragement, acknowledgement of success and celebration of achievement**. We value **well-being** and **care deeply** about the **individual support** we provide within an organisation which prizes **fairness and equity**.

Our **happy 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', and who are **ready to face the challenges of the modern world**.

Academic and professional standards and expectations are high with a culture which we describe as being 'warm strict'. Learning is developed through **a broad range of engaging and rich educational opportunities**. We are a **dedicated and motivated** community which enables our students, and staff, to **work hard and achieve highly**.

Pursuing **excellent education** means that Waddesdon School does not simply measure success by our **outstanding outcomes**; it is also measured by the **development and character** of our young people.



Welcome from the Headteacher

Dear Parents and Carers

Welcome to our school prospectus which I hope will give you a flavour of our school and answer some of the questions you may have. I invite you also to visit our school website at www.waddesdonschool.com, where there is more information about the school.

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 expectations, aspects which were celebrated in our SIAMS and Ofsted reports. 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 Learning Culture is the requirement that everyone is treated 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. We emphasize soft skills such as good manners, the importance of speaking confidently and a smart appearance, requiring all our students to wear the correct uniform properly and with pride at all times.

All children and young people have different strengths and interests, and it is the school's job to provide opportunities carefully tailored to meet the needs and aspirations of each individual. This includes a wide range of extracurricular activities in the fields of Sport, Music and Performing Arts. We provide a flexible curriculum so that everyone can thrive and succeed. Our very close working partnership with Waddesdon Manor and Estate affords our young people with some exceptional opportunities.

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 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 it when it occurs.

External Inspections of the School's Effectiveness

The school was inspected by Ofsted on 7th and 8th December 2021. The inspection concluded that the school's **Overall Effectiveness is Outstanding**, in addition to being **Outstanding across all areas**:

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management
- Sixth-form provision

The most recent inspection on February 9th and 10th February 2026 used a different methodology and cannot be compared with the previous one. The report captured much of what we do well as a school but failed to recognise the specific context of the school or the well above average progress for students. In particular, under the new framework, it celebrated:

- Behaviour and Attitudes
- Inclusion
- Personal Development
- Sixth Form provision

Statutory Inspection of Anglican Schools November 2025

Our SIAMS inspection, also known as a Section 48 Inspection, is a five-yearly inspection which judges the distinctiveness and effectiveness of Church of England schools. The report celebrates the "transformative" impact of being a student at Waddesdon on its young people.

Full copies of all reports can be found on the school website.

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 the progress of all learners is significantly above national average, irrespective of prior attainment.

GCSE Progress 8 scores for the past five years place the school **well above** average in terms of achievement. Our Progress 8 scores mean that students (across the ability range) at Waddesdon outperform students at other schools with similar starting points **by over half a grade**. Approximately, a quarter of results are grades 7-9 (equivalent of A/A*).

Results at A Level are also very high, with our three-year average putting us in the top 10% of schools for progress (ALPS 3 Year T Score of 2, or Outstanding).

Once enrolled at the school, the 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
- Policies in relation to behaviour, charging and Special Educational Needs and Disability provision (SEND)
- 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 their 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 and carers regarding the welfare of the students.

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

School Assembly

A full school assembly takes place every morning. Assemblies are led by 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. They are joyful, thought-provoking and very often accompanied by live music and singing performed by students from Year 7 to 13.

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

On rare occasions, concerns 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, as well as knowing 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 five additional Safeguarding Leads. A Safeguarding governor is appointed to monitor all child protection procedures and practices within the school. This individual receives 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. We follow the principle of being 'Warm Strict'.

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 central aim is to meet our students' needs and to raise their aspirations, so that they flourish socially and academically, during and beyond their time at Waddesdon.

Accordingly, the curriculum has been carefully designed and sequenced to meet the needs of the children and families whom we serve. We see the curriculum as a 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. In this way it is both ambitious and inclusive, giving all children the opportunity to thrive in our rapidly evolving world and to have 'live life in all its fullness'.

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.

Key Stage 3 (Years 7 – 8)

The KS3 curriculum is an apprenticeship based on students' mastery of skills, knowledge and understanding, ensuring both depth and breadth in all areas. It not only instils our core values of dignity and respect but also provides students with a broad academic experience in a wide range of subjects, thoroughly preparing them to make informed choices and prepare them for GCSE study.

It is designed so that all students, no matter their starting point, are stretched and challenged, including targeted acceleration for both literacy and numeracy. Students are given the opportunity to engage with contemporary issues and develop cultural capital through our broad extra-curricular offer.

Key Stage 4 (Years 9 – 11)

As students begin their journey into formal examinations, the three-year KS4 curriculum is deliberately designed to ensure they are offered a wide range of academic opportunities.

Students study four GCSE options and are encouraged to take subjects in different disciplines including humanities, languages and creative arts. There is also a strong emphasis on Maths and English. We champion creativity, careers-related learning and computing. We also place an emphasis on citizenship education and fostering agency through our "Successful Learning" curriculum.

With a commitment to stretch and challenge for all students, including the continued development of digital literacy and computational skills, we provide a broad enrichment programme, aspirational support for disadvantaged and SEND students, and comprehensive careers and education guidance to prepare all students for their next steps.

Students are taught in sets according to ability in Mathematics and Modern Languages; otherwise, they are taught in mixed ability groups.

Key Stage 5 (Years 12 – 13)

Our curriculum offers a broad range of academic, creative, and vocational qualifications, ensuring students can pursue their interests and future aspirations. With tailored pathways for all abilities, we provide stretch and challenge for high achievers, while offering vocational routes and targeted support for re-sit English and Maths. SEND and disadvantaged students benefit from mentoring, one-to-one support, and the 16-19 Bursary.

Students are guided to make informed future decisions through workshops, university visits and our Extension Studies programme. Opportunities to build employability skills and engage with contemporary issues ensure students are prepared to thrive as active, informed citizens in modern Britain. In the Sixth Form, the range of academic courses is broad. In addition to traditional A level courses, many students choose to study Applied Science, Computing 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 Enrichment, where students are encouraged to develop their employability skills and volunteer in the community. Year 12 students choose from: EPQ, Financial Literacy and Wellbeing, Sport, Sports Leaders, Debate Society, Peer Mediators, Young Enterprise, Community Service, Reading and Maths Mentors, and various charity action groups. All follow at least one option, but many complete two or even three of the activities on offer. There are many leadership opportunities in Year 13, as students work alongside staff to lead the Waddesdon Way.

Working in Partnership – The Waddesdon Blueprint

Our broad curriculum within the school day and in extra-curricular activities is enhanced by our partnership work. The recent development of the Waddesdon Blueprint means we provide amazing opportunities afforded by our proximity to Waddesdon Manor and Waddesdon Estate. Examples include speaking masterclasses, fieldwork in biodiversity, work with artists and architects, links with the Courtauld Institute and access to priceless works of art, archives and rich cultural heritage.

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-control, dignity and respect for others, in line with the 2010 Equalities Act and the school's Equality and Diversity Policy, is emphasised to students who are taught the emotional, moral and physical risks of unwise behaviour, as well as the importance of on-line safety.

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 except for 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. After a full consultation during the 2025-2026 academic year, the new DfE Statutory Guidance from September 2026 has been included in the updated policy.

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 fieldwork 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 extracurricular programme of clubs exists to support all sporting areas.

Music is very popular throughout the school as a subject and as an extracurricular activity. We run 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.

In addition, there are multiple other curriculum visits that occur during the school year from the Business Studies visit to Cadbury's world, Science visit to the Science Museum in London, Art to Pitt Rivers or visits linked to our Beacon group.

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:

- Language visits to France and/or Spain;
- History visits to Berlin, Budapest or Prague;
- Ski trip to Europe/ USA every other year;
- World Challenge expeditions most recently to Costa Rica (July/August 2026)

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

Waddesdon values the work students do both in school and at home. Homework is one of the principal ways in which student achievement can be raised. The benefits of doing homework must be instilled at an early age in all students, so that independent home study becomes routine. The school uses an online tool to set this work and to support homework. Further guidance on how parents and students can access the platform will be provided when they start at the school.

The aim of the school:

- enable students to understand that independent learning and purposeful practice are vital to achieving success;
- give every student the opportunity to fulfil their potential;
- instil in all students the importance of life-long learning;
- provide training for students in planning and organising time;
- promote a responsibility for learning within each student.

As a rule, students should expect to undertake the following amounts of work at home:

- Years 7+8 – 60 minutes per night on average (20 mins per subject)
- Year 9 – 60-90 minutes per night on average (30 mins per subject)
- Years 10+11 – 7-10 hours per week on average
- Years 12+13 – a minimum of five hours per subject, per week.

For Years 7-11, this will be time taken to complete tasks set by the subject teacher. Each subject has a homework 'Entitlement' that outlines to teachers, the nature and frequency of homework for specific subjects. However, if this has already been completed, it should also be used to complete extra literacy and numeracy work. This can be done simply through reading (a range of books are available in our school library) or completing extra tasks on Sparx Maths and Spellzone.

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.

Three reports will be issued over the course of the academic year. They provide the following information:

- Colour coding system to allow an at-a-glance evaluation of students' progress towards targets
- 'Working-at' examination grades, or mastery levels, to identify current attainment
- Attitude to Learning score to monitor students' overall approach to their studies
- Written comments once a year from the Form Tutor to provide personal insight into each student's learning

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 from Year 7 onwards. The school has a rich history of meeting the Gatsby Benchmarks.

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 who 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. This may vary from an extended period of absence due to illness, to a specific learning difficulty. Those with SEND 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. Placing a child on the register allows appropriate help or interventions to be sought.

The school maintains a register of those with SEND. Students on the SEND register will have a 'student passport' outlining the difficulties experienced by the individual and setting specific learning related targets. The 'plan' is child-centred and as such is developed through open communication with the student.

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

Attendance

Attendance Expectations

There is no entitlement for parents to take their children out of school for holidays during term time. Regular attendance is essential to ensure that students make consistent academic progress, and we ask for parents' full support in avoiding any avoidable absences.

Term-time holidays can significantly disrupt a child's education, just as any other form of absence would. We therefore, expect all families to plan holidays during designated school breaks.

Unauthorised Leave and Possible Consequences

If a holiday is taken without the prior approval of the school, it may be considered a breach of school policy and may undermine the good order and discipline expected within our learning environment. Such instances may be referred to the **County Attendance Team** for further action which usually includes levying a fine.

Exceptional Circumstances for Authorised Leave

In line with government guidance, the school may consider authorising leave in *exceptional circumstances* only. These include:

- **For service personnel** who are unable to take leave during school holidays, *provided that the absence will cause minimal disruption to the student's education.*
- **In cases of family crisis** or where time together is essential for emotional support.
- **In the case of a close family wedding.**

All requests for leave under exceptional circumstances must be made in writing and will be considered on a case-by-case basis.

Reasons that will not be authorised

The following reasons do not meet the criteria for authorised leave:

- Availability of cheaper flights
- Availability of preferred accommodation
- Poor weather conditions experienced during school holidays
- Overlap with the start or end of term

Religious Observance

The school will authorise absence for a day of religious observance. However, prior notification is required. Parents must inform the school **in advance** by emailing:

absence@waddesdonschool.com

Final Note

The Governing Body expects all parents to place the highest value on their child's education and to support the school's attendance policy without exception. Leave during term time should only be requested when absolutely essential.

We trust this provides clarity on the school's position regarding holiday leave and attendance.



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. 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. Wearing school uniform helps all students, no matter their background, to feel a part of the Waddesdon community, ensuring equality and equity for all. Our uniform is both smart and practical, preparing students for working life beyond the school gates and instilling a sense of pride. By taking responsibility for upholding the school's uniform expectations, including sportswear, all students develop necessary habits and feel aligned to the values of the school.

UNIFORM YEARS 7-11

Compulsory Items

- Black blazer with school badge embroidered onto the breast pocket.
- School Tie
 - 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, via the on-line school shop.
- Plain black trousers (not with patch pockets) OR Plain black monogrammed school skirt
- White shirt which will tuck in and is designed to take a tie
- Plain black shoes and able to be polished. Shoes must have backs to them. No trainers or boots, and no heels higher than two inches.

Optional Uniform Items

- Plain black V-neck jumper may be worn with the blazer in cold weather. (Cardigans are not acceptable).
- Discreet black belt

Compulsory PE Kit Items:

- School Polo shirt
- School Rugby shirt (Boys only)
- Plain black, loose-fitting sports shorts (cycling, compression, or lycra shorts may only be worn underneath) or plain black skirt
- Plain black rugby shorts (Boys only)
- Plain black games socks
- Shinpads
- Gumshield
- Football boots (no blades)
- Outdoor trainers (astro, grass and tennis courts)
- Indoor trainers (non-marking sole)

Optional Items:

- School Hooded Sweatshirt. A plain black hooded sweatshirt is also allowed.
- Plain black tracksuit trousers, with no visible branding or logo. Tracksuit trousers with school logo are available from our supplier, if preferred.
- Plain black sports appropriate leggings, with no visible branding or logo

HALO CODE

As a school, we support the Halo Code. This means that we champion the right of staff and students to embrace all Afro-hairstyles. Students may also wear a plain black durag.

RELIGIOUS CLOTHING

We allow students to wear clothes specified by religious observance. Students can wear a black headscarf and a black kameez, with appropriate collars for a school tie, as well as other agreed religious cultural symbols.

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; boots; long-sleeved or short-sleeved T-shirts; sweatshirts; hoodies. Hair must be a natural colour.

There are clear guidelines for summer business wear which are communicated to parents every year before Easter.

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	Matthew Abbott (Headteacher)
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Oxford Diocesan Board/PCC appointed:	Mr S Box Mrs R Dawson Miss C Gorman Mr M Horton Mrs S Horton Mr A Howard (Chair) Mr C Scutt Revd. C Wainman
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Co-opted:	Mrs J Judson Mrs N Logan
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Parent Governors:	Mrs A Deans Mrs C Duggan Dr I Groves Mrs K Parker
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Associate Governor:	Mr S Terry Mr B Eales Mrs M Haseldine
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Governance Professional:	Mrs N Ready
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The Chair of Governors and other members of the Governing Body can be contacted at the school address or by emailing the Governance Professional at clerk@waddesdonschool.com.

The Chair of Governors and other members of the Governing Body can be contacted at the school address or by emailing the Clerk at clerk@waddesdonschool.com.

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