

# St George's School Profile

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## St George's School

Sun Lane

Harpenden, Hertfordshire, AL5 4TD

Telephone: 01582 765477

<http://www.stgeorges.herts.sch.uk/>

Local Authority:	Hertfordshire
Age range:	11-18
Number of pupils:	1316
Head teacher:	Mr N F Hoare
Chair of governors:	Mr K R Parsons

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## What have been our successes this year?

Our Teaching and Learning successes include 96.35% of students achieving 5 GCSE's at grades A\*-C in 2010 (93.75% including English and Maths): with 42.3% of candidates gaining at least 5 passes at A\* or A. We expect the school to feature again in the top 20% of schools nationally on adding value to our students. At Key Stage 3, the results are outstanding again. The achievements helped the school achieve its targets as a Technology College and for our second specialist status in Languages. The school has continued its re-examination of the way we approach teaching and learning, with an extensive programme of lesson observation and training in approaches to aspects such as group work, assessment, differentiation, questioning techniques and independent learning. This has led to measurable improvements in the quality of student's experience of school to build on the judgements made in three types of inspection (OFSTED 2007 for the day school, an OFSTED 2007 welfare inspection of boarding and Section 48 in 2008 for Christian ethos, worship and Religious Studies) which all concluded that the school is outstanding.

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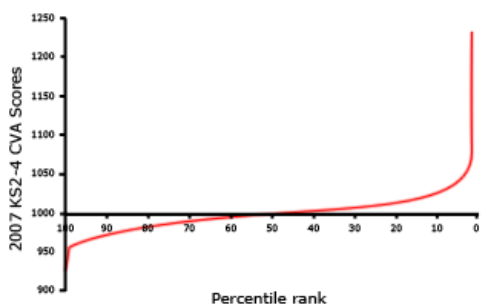
## What are we trying to improve?

We are continuing to implement a Teaching and Learning Policy to achieve excellence in all subjects. We are improving our ways of assessing children's work to help them to achieve even higher standards.

We are increasing opportunities for subjects to be covered and improving differentiation (eg GCSE technology in Y9). Our exciting re-designation as a Technology College and award of a second specialism in Languages continue to give us more resources at all Key Stages and we provide outreach work in the community. Support to pupils for completing Controlled Assessment and preparing for exams has been increased because of this extra funding.

We have 30 more pupils in Y7 to help to meet local demand so that in September 2010, the school had 6 forms of entry from Y7 to Y11 and the first cohort of 6 F.E. had produced a large Year 12. The new Languages block and Sports Hall was completed by October 2008. Science labs are being refurbished and the accommodation for Music and the Sixth Form are being improved. An additional state of the art boarding block was completed in July 2010. The number of tutors in each House has been increased to ensure that pupils receive individual pastoral and academic support within the expanded school.

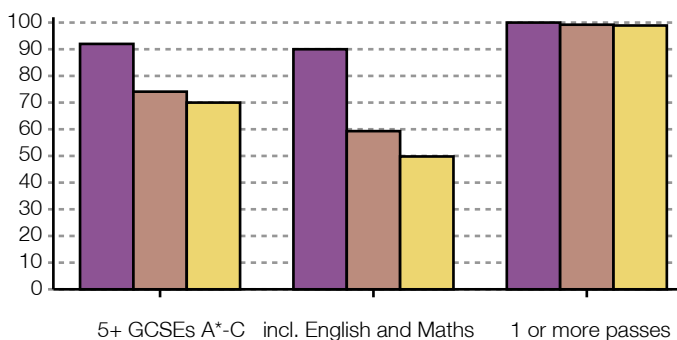
## How much progress do pupils make between 11 and 16?



- Our School
- ▭ Confidence interval

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.

## How well do our pupils achieve at age 16?



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

This shows the percentage of pupils (who were at the end of Key Stage 4) who in 2009 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.

## **How have our results changed over time?**

GCSE results at grades A\*-C have steadily risen from the 80%+ level 9 years ago to over 90% and have been sustained at that level for the last 6 years (including 2010). In 2007, the school stepped up sharply the % of entries at A\* or A to well over 40% which had been a key school target and this level has been maintained since then. Maths and Science Key Stage 3 results have remained at a very high level for some years, and from 2006 English results reached the same outstanding level .

We are confident that in Key Stage 3 and 4, students from every level of prior attainment, both genders, all ethnic groups, day students, and boarders, all now tend to exceed the result that might be expected of similar students nationally. Any differences in performance between departments have been reduced, so that we are confident that students have a good experience whatever their subject choices.

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

Our T & L policy provides a clear flexible framework for teachers. It supports objective-led learning, with a variety of fun yet challenging activities to promote student achievement. Teachers adapt work so that all can recognise their own personal achievements.

Gifted and talented learners (over 25% of the school) are supported through curriculum and extended-curriculum activities. Teachers differentiate well and promote independent learning and set more challenging tasks. Extra opportunities include Maths Challenge, Science Olympiad and subject master-classes. Many are in organisations for gifted and talented youngsters and follow some of their enrichment programmes.

Our International School Status widens opportunities to develop pupils' cultural awareness and language skills (eg Mandarin).

Learning Support arrangements meet students' specific learning needs. Although the vast majority of students follow the normal timetable, a small number follow a tailored curriculum that supports their learning and qualification targets. Eg some Y8 students studied one language and took the GCSE exam early. The national One to One tuition programme has boosted the performance of individuals in Y7 to 9 in their English and Maths.

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

We challenge students with attendance problems and involve parents. They attend well because they enjoy what we provide. Truancy is almost non-existent. We ensure good behaviour through close attention to effective differentiated teaching; careful setting and seating; and timetabling for individuals. The site is well supervised, making very effective use of staff and prefects. All leadership staff take a role in discipline, and are a visible presence around the site, to give a clear lead to staff and students on the standards expected. We praise and reward those who behave well and work hard and we punish those who disrupt learning in line with the Discipline Policy. Parents support us well.

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

Pupil views are gathered by a variety of methods such as the student leadership group, a student forum of Form Captains and House Captains with their Heads of House, targeted student interviews, evaluation questionnaires in lessons and a QUALIS (Quality of life) survey of Year 7 and boarders.

Pupils like orderly lessons, high expectations and the opportunities for them to be involved and be rewarded formally. They feel safe and appreciate the care and approachability of the staff.

Some actions we have taken in response to pupil input have been expanded locker and bag rack provision, a refurbished outdoor recreational area for use at break and lunchtime, the introduction of a study leave programme for Y11, sustainability initiatives, modification of the school uniform, the introduction and annual revision of a prep diary and 6th Form planners and the introduction of some new House events eg a cookery competition.

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## **How are we working with parents and the community?**

Our PSA works very closely with the school. They raise a lot of funds (over £20K p.a.) through a wide range of events which also generate much community spirit. They hold regular meetings which gives parents the chance to feedback on school life. From 2008, parent surveys for every Year group have been carried out at consultation evenings to extend the feedback on many aspects. This has helped us to judge our broader performance.

Many parents contribute on a regular basis to the Cecil Grant Founder's Trust. This income provides a number of additional resources for the School &ndash; extra text books, computers, other materials and equipment required by departments.

Chapel services are well attended by parents and further strengthen the community spirit.

We have exciting links with 18 local schools in a variety of activities. These range from bread making and health education work, to maths and science gifted and talented classes and language based activities. We are working in a local consortium to increase our offer of extended schools services. We keep in close contact with the needs of our community in collaboration with the local police, drug prevention agency, Harpenden Rotary and local charities.

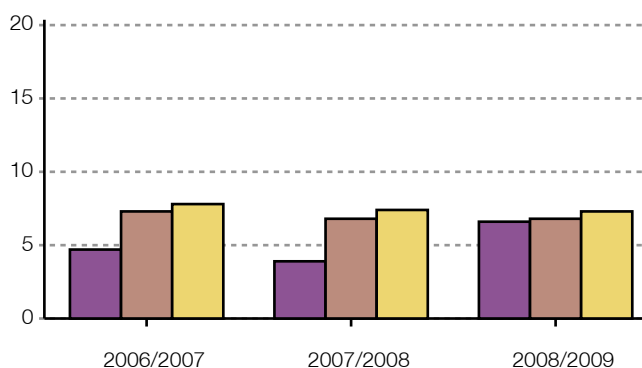
## What activities and options are available to pupils?

Many activities are centered on our highly developed House system, eg competitions in rugby, lacrosse, netball, cross-country, football, athletics, basketball, tennis, cricket, chess, art, drama, music, dance, sailing. We have Musicale for instrumental tuition, and have choirs, orchestra, jazz and wind bands. We have one major drama production each year and other smaller events. There is an army cadet unit based at the school; young scientists club; gifted and talented programmes and over 100 lunchtime or after school activities. Our visits range from the very local, to sites such as Hendon, Warwick Castle, and museums, to overseas sports tours, cultural and study visits to China, ski trips, exchanges, battlefields tours, and expeditions. In 2009-10, there were over 100 educational visits of which over 30 were residential. Our boarders have all of the above and additional activities available to them in the evenings and at weekends.

In the curriculum, the core taken to GCSE includes maths, English, science (double award), french or german, D&T, ICT (short course), Religious Studies (short course) along with two options from a range of ten subjects. Triple science is offered as a GCSE option to high achievers in KS3 science.

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## 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.

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

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

Academic success is supported through our Learning Support department and a study leave programme enables students to follow their own package ahead of their exams. The House system and vertical tutor groups ensure that students are well known by staff, with enough contact during the day for any problems to be addressed. We have active dialogue with parents to ensure their concerns are met. We use school policy to reward students in a variety of ways and to punish those who misbehave. This helps to ensure that student behaviour is good and the site is peaceful and businesslike. We survey students and use mentoring to detect problems early. Sports opportunities, which many embrace, along with high quality catering and availability of drinking water, ensure students are fit to learn.

## What do our pupils do after year 11?

Of the 192 school pupils who completed their compulsory education with us in July 2010, 163 (84.9%) of them remained at St.George's to enter into our varied and dynamic sixth form programme. Of those who left the school 22 (11.5%) went to college to focus on more vocational courses, 6 (3.1%) chose to attend the sixth form at other schools. Only 1 (0.5%) went directly into employment.

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## What have we done in response to Ofsted?

The school was inspected by OFSTED in October 2007 and was judged to be **outstanding** in all categories:

Overall effectiveness including provision of education, integrated care and extended services in meeting the needs of learners - **outstanding**

Achievement and standards - **outstanding**

Personal development and well-being - **outstanding**

The quality of provision - **outstanding**

Leadership and management - **outstanding**

Effectiveness of the sixth form - **outstanding**

Effectiveness of boarding provision - **outstanding**

Two areas of improvement from the school's self-evaluation which are being developed to enhance provision are:

- reviewing national developments in the 14-19 curriculum to expand even further the range of opportunities at post-16.
- ensuring that students work as productively as possible by further refining the use of assessment.

Some examples of this are the launch of the Diploma which has some post 14 and post 16 St.George's students studying Creative and Media, Engineering, Catering and Hospitality from September 2009. A level Accountancy has also been introduced from the same date. In lessons across the curriculum the development of Assessment for Learning has been a key feature since the OFSTED inspection.

# Information about our sixth form

## Our results this year

Very few students begin 6th form and fail to complete their two years. Students achieve very well and 174 who made up Year 13 averaged 831.3 points in 2010 – this equates approximately to an average of an A and 2 B grades at A2 with a B at AS as well. At AS level 59.76% (104) of the 174 candidates gained at least one A or B grade and 21.83% (38) gained at least 3 passes at Grade A .

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## How have our results changed over time?

Student performance has improved in the last five years; now around three quarters of students at A1 and A2 exceed the grades expected from their GCSE start point. Maths and Art have emerged as particular strengths at this level, and consistent with the school's Technology College status, the number of students taking Maths, Technology, ICT, and Science courses has expanded greatly over the last 8 years. Ten high achieving students in Year 13 have completed the Extended Project introduced from September 2008 and they completed these in June 2010 and all gained A\* grades.

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

The House events in 2009-2010 such as music, drama, dance and sport were again a great success, reflecting the wealth of talent found in our students and leadership qualities of our sixth form who were key figures in their organisation. In addition to regular visits to Florence, Cornwall, and WW1 Battlefields, 20 students spent almost two weeks in China in July 2010 as guests of the Chinese Government . Others have enjoyed the second visit to Iceland and the third trip to Eastern Europe. Senior students continue to take the lead in charitable work, organising an annual "Week of Fun" involving the rest of the school in raising money for charity.

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## What are we trying to improve in our sixth form?

A major strategic item that we want to complete is appropriate accommodation in terms of size, layout and resources for our total of over 375 6th form students. This has involved careful planning and major expense and a phased programme of conversion work. We have reduced the number of students looked after by each tutor so that each student gets more personal supervision and support, especially at the point where they join the 6th form and through their UCAS application. Supervised study periods are being provided for those who find the transition to 6th form most difficult and additional support is put in place for high-fliers preparing for elite universities. We have embedded training to ensure students complete UCAS successfully, and changed the school calendar to ensure students can access the huge range of trips and activities the school offers while preserving a good body of uninterrupted teaching time.

## What do our students do after leaving the sixth form?

There were 174 students in Year 13 when they sat their A2 exams in summer 2010. 144 of these had undergraduate places for the autumn of 2010 and 29 have decided to apply or re-apply to start in 2011 after a gap year. The total of 144 starting at university or college in 2010 include 39 who have opted to study science, maths and engineering based courses, 32 social science/business/sports courses, 38 humanities and law, 2 modern languages, 11 media/entertainment and 22 Creative Arts and Design. Only 1 of the students planned to enter a paid full time career at 18.

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### 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:

null 01582 765477

null <http://www.stgeorges.herts.sch.uk/>

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