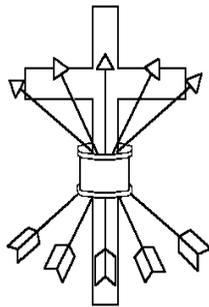


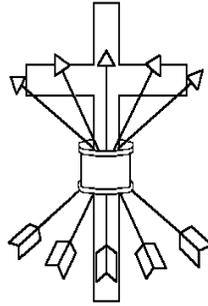
**WADDESDON  
CHURCH OF ENGLAND  
SCHOOL**



**PROSPECTUS**

**2017/18**

**HEADTEACHER: MR MATTHEW ABBOTT**



## **Waddesdon Church of England School**

### **A Place of Learning**

### **Vision Statement**

**Waddesdon Church of England School welcomes young people into a safe and secure community where students are encouraged to succeed according to their unique abilities.**

**Standards and expectations are high and learning is developed through a wide range of engaging educational opportunities.**

**Our ethos is rooted and grounded in traditional Christian values which foster dignity and respect for all and compassion and sensitivity towards others. Self-confidence is nurtured through praise, encouragement, acknowledgement of success and celebration of achievement.**

**Our learning culture enables our students to fulfil their potential as responsible and productive citizens, to be keen life-long learners and to be proud to claim that they are a part of the Waddesdon tradition, the 'Waddesdon Way'.**

## ***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. I invite you also to visit our school website at [www.waddesdonschool.com](http://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 succeed and fulfil his or her full potential. I have an unshakable 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 all 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 and grounded in our Christian foundation. The 'Waddesdon Learning Culture' 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. We also place a strong emphasis on appearance and require all of our students to wear the correct uniform properly and with pride at all times.

As well as promoting high 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.

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. We provide a flexible curriculum and ensure that everyone can thrive and succeed.

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

## WADDES DON CHURCH OF ENGLAND SCHOOL

As expressed in the school's Christian values and vision statement, we expect students, staff, parents, governors and visitors to recognise and uphold the standards and values of the school. Positive attitudes, relationships and practices are firmly embedded within the school community.

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.

### **The last Statutory Inspection of Anglican Schools February 2013 report stated:**

*The distinctive Christian character of Waddesdon School, underpinned by the values of dignity and respect, has a powerful impact on every aspect of every student's development.*

*The school has an outstanding ethos of trust and friendship, which enables students to "blossom" as "rounded" (terms repeatedly used by parents) and high achieving young people with advanced spiritual and moral qualities.*

### **The last OFSTED inspection report stated:**

*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.*

Waddesdon Church of England School sees itself primarily as an offering to the community and has a catchment area which reflects the broadly rural area in which it is located. It also enables families outside the catchment area, who have a strong commitment to the Church of England, to be educated within a school which is based on firm Christian principles. The school is consistently oversubscribed. As a community, we share a commitment to ensure that the diversity of society is reflected and celebrated in the education offered.

### **Current Profile of the School**

In September 2011 Waddesdon Church of England School became an Academy. We remain a non-selective school within an area where the highest attaining one-quarter of primary school pupils are allocated places at grammar schools. Notwithstanding this, the attainment of students on entry to Waddesdon is above the national average. Once enrolled at the school the vast majority of students continue their education with us until at least Year 11 and many until Year 13. Attendance and punctuality are very good.

The performance of the school is exceptionally high with 90% of pupils achieving 5 A\*-C grades at GCSE in 2016 (79% including English and Maths). The school's flexible curriculum enables students to excel and takes into account all abilities and potential. All students begin their GCSE courses in Year 9.

The copy of the most recent Society for the Inspection of Anglican Schools (SIAS) report on the school (February 2013), which is included in this prospectus, provides more details of our culture, values and ethos as they are lived in day-to-day life in the school.

In addition, further details of the following school policies may be found on the school's website, [www.waddesdonschool.com](http://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 two 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/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.***

## **BEHAVIOUR POLICY**

Waddesdon is highly regarded in the community and recognises the value of its good relationships, exemplified by the courtesy extended to visitors, the business-like atmosphere in the classroom and the general environment within the school.

Christian standards and values are implicit in the school's Vision Statement. It is essential that there is a commitment on the part of all students, parents, staff and governors to uphold these standards and values in practice. All individuals involved in the life of the school are therefore expected to agree to treat each other with dignity and respect, courtesy and consideration at all times.

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, [www.waddesdonschool.com](http://www.waddesdonschool.com). Alternatively, hard copies are available on request. All parents of new students are given a copy of the policy in the Parent Handbook.

## **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 have to consult other agencies, even before we contact you. The procedures, which we follow, have been laid down by the Buckinghamshire Area Child Protection Committee, and the school has adopted a 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 Headteacher.

## **CHILD PROTECTION POLICY**

Governors have agreed a Child Protection Policy which is modelled on that provided by Buckinghamshire Local Authority. A full copy of the policy is available on request or can be found on the school website: [www.waddesdonschool.com](http://www.waddesdonschool.com)

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 it 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 and this also involves engaging with other agencies responsible for safeguarding children.

There is a designated member of the Leadership Team with responsibility for child protection (and someone to deputise in their absence) and a governor has also been appointed to monitor all child

protection procedures and practices within school. These individuals receive regular briefing and training as do other staff and governors.

Site users and visitors are expected to comply with the school's Child Protection Policy. The school's selection and 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: Whistle Blowing, Staff Code of Conduct (including Physical Restraint), Health and Safety, procedures for handling any allegations against staff.

The Child Protection Policy is reviewed every year and the school reports on its implementation to the Local Authority.

## **CURRICULUM**

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 along the lines of 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, ICT and a full GCSE in Religious Studies. Students are required to follow up to four additional courses leading to GCSE examinations. Some pupils are offered the opportunity to follow vocational courses combined with work-based learning arrangements. These are arranged in liaison with the school's Careers and Guidance Advisor and are closely monitored by senior staff. 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.

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 are able to 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.

## **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 school work.

### **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 and occasionally on Saturday mornings. Surveys reveal that well over 90% of students are involved in extra-curricular sport each year.

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;
- music student exchange to Finland;
- annual ski trip to Europe;
- link activities with Kama High School, 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 2011 to Bolivia, summer 2013 to Borneo and Malaysia, summer 2015 to Ecuador and the Galapagos Islands and summer 2017 to South Africa, Mozambique and Swaziland.

## CHARGING POLICY AND PUPIL PREMIUM

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 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: [www.waddesdonschool.com](http://www.waddesdonschool.com).

## 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	The academic commitments of sixth formers are monitored on a weekly basis by their personal tutor.

Homework is recorded using the online site 'Show my Homework'. 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;
- written comments from Form Tutors and Heads of Year to provide personal insight into students' learning;
- yearly comment from 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. Connexions and 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.

A Careers and Guidance Advisor attends all reviews for students with a statement of special educational needs 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.

In Years 12 and 13 students are advised and counselled about higher education, higher apprenticeships and employment. The documentation necessary for university entrance and interview techniques are also covered.

Please refer to the website for more details and student videos on all aspects of careers and guidance about routes and further education, training and work.

## **CITIZENSHIP AND PSHE**

The social and moral issues of parenthood, personal hygiene, family planning and sexually transmitted diseases are covered in a series of lessons which form part of a coherent and progressive package of work followed by students during Years 7-11, with further coverage in Sixth Form.

The aspect of Health Education covering sex education has been agreed by governors, in accordance with the requirements of the 1986 Education Act. The details of the school's policy and curriculum are available to parents on request.

Health visitors and other qualified persons assist the staff with this programme and supply many of the teaching resources. The school also covers other social issues which we believe are important in this modern world. Topics include personal relationships, personal security and drugs education.

## **SPECIAL EDUCATIONAL NEEDS REGISTER (SEN)**

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 SEN. Most students on the SEN 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.

## UNIFORM

**BOYS** Plain black trousers (not with patch pockets)  
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  
Black or grey socks  
Plain black shoes (not trainer style shoes with Velcro)  
Plain black V-neck jumper may be worn with blazer in cold weather. (cardigans are not acceptable).

**GIRLS** Black monogrammed school skirt (Years 7-10) from school supplier  
Plain black trousers of a woven material (no lycra or stretch fabric and not with patch pockets)  
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 socks or plain black or flesh coloured tights  
Plain black shoes (not trainer style shoes with Velcro)  
Plain black V-neck jumper may be worn with blazer in cold weather (cardigans are not acceptable).  
***(Skirts and blazers are available only through the school supplier Stevensons)***

**SHOES** Should be sensible, plain black in colour, and able to withstand all elements of the British weather. As a safety precaution, necessary when moving around the school, shoes must have backs to them, also no training shoes, no boots, and no heels higher than two inches. Please do not wear stiletto heeled shoes, as they damage floors and carpets.

### YEAR 11 ONLY

Either sex may wear a plain black business-like suit (not pin-striped) instead of a school blazer and trousers. Tie: Green with school motif.

### NOTE:

Full school uniform including approved footwear (as above) should be worn both to and from school. 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.

### SIXTH FORM: IMAGE IS IMPORTANT

First impressions are the ones which most influence people's opinions about an individual. If that impression is not good, it is often impossible to correct. At Waddesdon we believe that image is important, which is why we expect Sixth Form students to set the standards for the rest of the school. As members of the Waddesdon Sixth Form, students will be expected to maintain a high standard of personal presentation by observing the Sixth Form Dress Code.

For boys, this means wearing a suit with a shirt and tie. For girls, this means wearing a trouser suit, suit skirt and jacket, or a smart dress and jacket, with a shirt or plain top. Skirts and dresses

must be an appropriate length and design for school. Facial piercing and excessive jewellery for boys and girls are not allowed. Boys must not grow facial hair unless for religious observance.

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

## **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.

Parents are strongly advised to consult the school before booking any holidays in term-time. This can be done by completing a 'Leave of Absence for Exceptional Circumstances' form which is available from the school reception. **Parents should not assume that permission will be granted since in most cases permission will not be given.** Only applications which can be supported on compassionate grounds are likely to be approved.

A copy of the full Attendance Policy is available to view on the school website: [www.waddesdonschool.com](http://www.waddesdonschool.com). Alternatively a hard copy can be provided on request to the school.

## **WADDES DON SCHOOL ASSOCIATION (WSA)**

All parents are automatically members of the Waddesdon School Association. The Association has monthly meetings and receives good support from parents. Officers of the Association are elected at the Annual General Meeting.

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 Leadership and Management Team 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](mailto:wsa@waddesdonschool.com).

## GOVERNING BODY

Waddesdon School has a Governing Body made up of Foundation Governors (appointed through 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:

Mr D Brazier  
Mr A Dee-Crowne  
Mr A Howard  
Ms K Leonard  
Mr P McSweeney  
Revd D Meakin  
Mr G Parker  
Mrs J Plotkin  
Mr R W Stevens  
Mr C Taylor

**Co-opted:** Mrs J Judson

**Parent Governors:** Mrs C Anderson  
Mr M Bale  
Mr J Ball  
Mrs S Snelson

**Staff Governors:** Mrs A Coulter  
Mrs S Davis  
Mrs D Fulton

**Clerk to the Governors:** Mrs N Logan

**Admissions Officer:** Mrs N Ready

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