

# King Edmund Community School Profile

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## King Edmund Community School

Sundridge Park  
Yate, South Gloucestershire, BS37 4DX  
Telephone: 01454 862626  
<http://www.king-edmund.com>

Local Authority:	South Gloucestershire
Age range:	11-18
Number of pupils:	616
Head teacher:	Mr Roger Gilbert
Chair of governors:	Mr Anthony Wallis

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## What have been our successes this year?

We provide a small caring learning environment, are committed to significantly raising the attainment across the school in a broad range of GCSE & vocational subjects and seek to improve ways in which we involve parents and the community in the life of the school and students, through academic, sports & business links as well as other groups & charities.

Our students' performance at KS3 continued to improve and is now the best for Contextual Value Added of any school in our Local Authority.

During 2006-7 we made significant improvements in facilities, with £2.5m spent on a new science block & refurbished buildings to provide a vocational centre, on time & to budget. The Sports Hall has also been completely refurbished

Following a pilot scheme last year, we launched the Learning to Learn initiative for all Yr7 students. This helps teachers to develop new classroom practices to improve pupils learning skills. This scheme has has an immediate positive impact.

We pride ourselves on the way we manage our financial resources. Our budget balances, whilst providing the improvements described & offering a full curriculum. We secured the Financial Management Standard for Schools in March 2007

## What are we trying to improve?

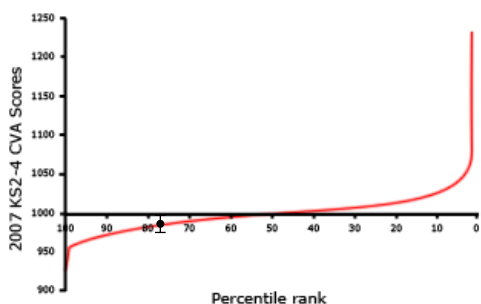
Our principal objective remains to raise academic standards for every student, through personalised learning, and by providing opportunities for vocational education alongside academic subjects. To obtain new funding sources and allow for a more innovative approach, we are seeking to become one of the first academies in the Local Authority. We also recognise that the school environment can have a significant effect on learning: with academy status will come the opportunity to completely rebuild the school by 2012 so as to provide better accommodation and facilities.

Our School Development Plan with its 4 key themes: Assessment for Learning, Behaviour for Learning, Learning to Learn, and Parents for Learning, continues to guide improving standards, and seeks a stimulating environment in which students remain safe and are confident learners whilst their families play a full part in the life of the school, and to fully integrate the school within the local community. To improve liaison with home, we launched our "Engaging Parents - Raising Achievement" initiative.

We continue to work with our local primary schools to improve their academic performance, aiming to raise entry standards of future pupils.

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



- Our School
- I Confidence interval

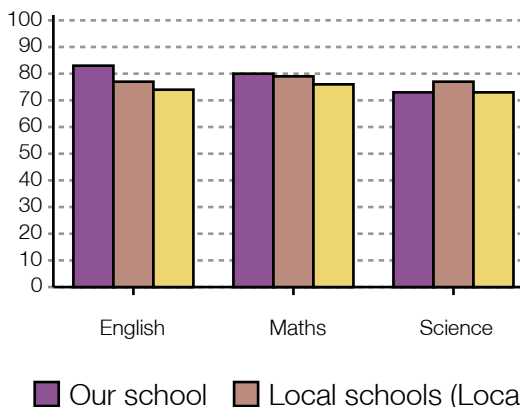
The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which 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.

Our school has the lowest number of secondary school pupils in South Glos, with either 4 or 5 tutor groups in each school year. While this provides an intimate learning environment that is appreciated by pupils & staff, our size can have a significant effect on the data presented in this profile.

The data presented in this profile is for examinations taken in May & June 2007 and attendance data for that school year. The text provides a context for the data but generally describes initiatives and activities for the academic year from Sept 07 to July 08.

Students are regularly assessed throughout their time in school and this data is regularly reviewed to ensure that they are making the expected progress. The school recognises and uses many different teaching and learning styles, to meet the needs of the students. In recent years our students have progressed broadly in line with national averages and trends. Our most recent data suggests that students in the lower school are exceeding expectations, despite recent intakes into the school of several pupils of lower ability. We support these children with the aim of raising their standards to at least average by the end of Year 7.

## How well do our pupils achieve at age 14?



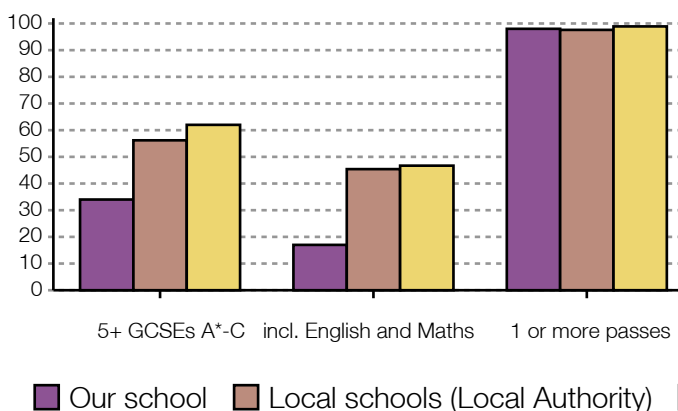
This shows Key Stage 3 results for 2007. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.

The school has seen continued strong performance in all core KS3 subjects. Results for English and Mathematics again exceeded Local Authority and National averages. Provision of the improved facilities in the new science block has had an immediate impact on pupil achievement at all levels. Our overall results are the highest in the Local Authority, when measured by each pupil's improvement since KS2 (Contextual Value Added). We anticipate further improvements this year in all core subjects.

In addition to the national tests, pupils are assessed at the end of Year 9 in all subjects studied, to inform their choices for KS4 (such as to pursue an academic or vocational path, or both). Pupils also take part in enrichment activities outside the curriculum linked to our specialisms of business and sport: each pupil receives at least two hours of sporting education each week - more than the national average.

Following a pilot in 2006, the Learning to Learn Initiative was introduced for all of Year 7 in 2007-08. It aims to improve thinking skills and provide links in lesson content between subjects. Initial analysis shows a marked improvement in students' ability and enjoyment in their learning.

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



This shows the percentage of pupils (who were at the end of Key Stage 4) who in 2007 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.

For examinations taken in 2007, our results mask the fact that a significant number of pupils missed a 'C' grade by a few marks. We have since used this data to identify the mid-range pupils in the current cohort and support them towards improved results.

We also aim to better match the examinations taken with the strengths of each pupil. We use other assessment schemes to provide borderline pupils with confidence that they will succeed. Significant numbers of our pupils are assessed in alternative Level 1 and Level 2 courses (such as NVQ) as well as the traditional GCSE examinations, as appropriate to their expected attainment levels.

Our strongest subjects were Art (for which 92% of pupils achieved A\* to C), English Literature (69%) and History (58%). The curriculum and teaching programme in subjects for which pupils did less well has been reviewed to ensure that results in future years show an improvement.

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

Our KS3 results have remained consistently high over the past four years, both in absolute terms and when considering Contextual Value Added. Conversely, our KS4 results have shown significant variation from year to year and we know that we have to improve. We were awarded Most Improved School status by the Specialist Schools and Academies Trust (the lead body for specialist schools programmes in England) in 2005 in recognition of the progress we have made. A key contributor to this is our endeavour to match the subjects in which our pupils are assessed to their interests and abilities, whilst still giving them the skills needed to prepare them for adult life. We have also used the school's dual specialisms, in Business Enterprise and Sport, to promote improvements across the curriculum, as well as raising interest in these subjects both academically and outside the school day. Schemes are also now well embedded to assess each pupil's progress against their targets and to intervene when their performance requires improvement.

We are on target to match or better the Local Authority's averages for academic performance within the next two years. This represents a doubling of performance in some subject areas compared with 2003-04.

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

Our curriculum was assessed by Ofsted as Good. We fulfil all statutory requirements for subjects that are taught. The curriculum is taught in 5 hourly lessons each day on a 10 day cycle. This strikes a good balance between delivering the curriculum & retaining pupils attention & interest. The curriculum is reviewed annually for its continued suitability for our pupils

Classes are set by ability from Yr7 onwards. A wide choice of subjects is available for study from Yr9. Every student studies at least 1 of the schools specialist subjects or a vocational subject & the specialisms are used in other subjects where practicable

We are embarking on a programme to improve our provision for Gifted & Talented students. The intention is to recognise & aspire to excellence & reward both endeavour and success

The school hosts the LA's secondary Hearing Impaired Resource Base. Whilst providing facilities specifically to meet the needs of these pupils, they are otherwise fully integrated within the life of the school

All subjects have at least one interactive whiteboard in their faculties. Staff are trained to use these facilities & most can post course notes on the school's web site following each lesson for students to use in their own studies

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

We expect each student to come to every lesson ready and prepared to learn: those who choose not to will quickly face a penalty. We have implemented e-registration for all lessons, ensuring that accurate attendance records are kept throughout the school day. We implement a clear sanctions policy with defined stages from warnings, through detentions, to study seclusion, with exclusion as a final resort. We expect a Code of Conduct to be signed and adhered to by each student, and their parents. The school has a good record in 'turning round' students with poor attendance, or with behaviour or attitude problems. As a consequence, the school has a low exclusion level and our 2008 attendance (93.4%) exceeded local and national targets. Targeted intervention is in place for pupils whose attendance falls below 88%. We have a firm policy on unauthorised absence, which is respected by parents.

Good performance, attendance or behaviour is rewarded with after school trips to theatre, cinema, swimming or sporting events. We know these are well attended and appreciated by the students taking part.

Our Learning to Learn programme in Year 7 has delivered improvements in their attendance, achievement and behaviour, compared with previous cohorts.

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

We operate a School Council, comprising members elected from each school year, which meets once a week. Issues of the day are debated, views collected and information exchanged. Two members of the School Council are also invited to participate in the governor's Community Committee.

We survey each pupil for their views using a questionnaire. Each pupil can also raise issues through their School Council member at any time. We also have discussions with student focus groups and use external consultants to gather the views of pupils. Students contribute to subject reviews and have participated in the appointment of staff. In response to their views:

- to promote more successful return to school after a longer-term absence the school now makes more effective use of the Pupil Inclusion Centre;
- the student council established a separate tuck shop and activities for pupils in Year 6 attending for induction days, these activities being run by student councillors;
- the school has also implemented more rigorous procedures to combat poor punctuality as a direct result of suggestions made by the student council.

Our students will also be involved in consultations for our proposed academy status.

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

We seek to involve parents in their child(ren)'s education wherever possible. Meetings are held regularly to feedback information about students progress. Good performance is highlighted to parents using Congratulations postcards and letters. We also communicate with parents by newsletter, e-mail and the school's website. We also use our Engaging Parents in Raising Achievement focus group to understand each others' issues

We have been commended for our work with Extended Schools, by increasing our provision outside the school day to support parents and children on the school premises. Parent and child ICT classes have been piloted and others will be provided in the future

As befits a Community school, we have extensive links with our local community. Our sports facilities are used every evening and we host a local evangelical church as well as Girlguiding groups. The school's Business Conference Centre and Drama Studio are available outside the school day for meetings and events. We also host sporting events for local primary schools.

Recently the school has started to forge links with UWE. University students were pivotal in helping our Year 8 students develop a mosaic to enhance the stairwell of the new Science Block during 2007.

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## **What activities and options are available to pupils?**

The school provides the full statutory subject provision, although at present modern language teaching is confined to French. Each pupil can select their KS4 subjects, but all now study double science as a minimum and must choose one subject from our specialisms.

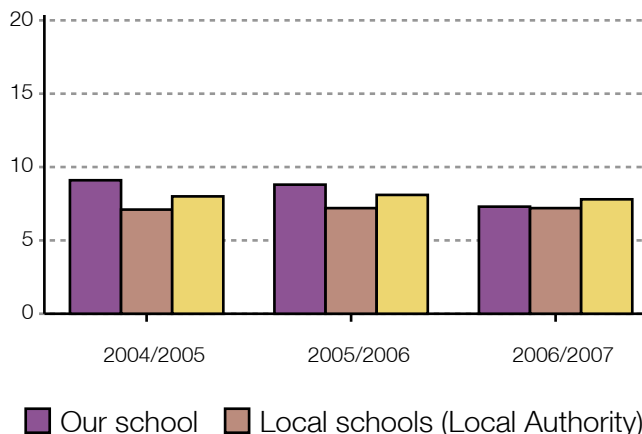
There are music facilities, extensive IT & sports facilities, with after school clubs for those interested in pursuing their interests further. There are annual trips abroad, for cultural, education and sporting events. There are also holiday revision classes for KS3, KS4 (incl. GCSE) and A Level students.

The school takes part in the Rock Challenge, a national dance event, and has won awards in the last three years.

Links have been established with local industry for GCSE students to receive work experience. Factory visits have also been arranged to support their studies, and trips provided to places of relevance to the curriculum.

Sports teams are entered in all local school competitions. Anyone who wishes to take part in a sport will usually be given the opportunity. A well-regarded after-school club is provided for those who are particularly talented in sport.

## 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's attendance policy ("You're in - You Win!") is used as an example of best practice in the Local Authority. Attendance has improved year on year since 2003 and our attendance levels for the last academic year (93.4%) exceeded other schools in the Local Authority and national targets.

School attendance is monitored by Local Authority termly and results for attendance and all forms of absence have been better than the LA average throughout the year. We monitor frequently and aim to deal with issues as they arise. There is evidence that the school's policy on authorised absences is understood and respected by parents.

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

We were recently re-accredited in the National Healthy Schools Programme. This commits the school to high standards for PSHE, Healthy Eating, Physical Activity and Emotional Health & Wellbeing

We take sporting activity very seriously. More time is allocated to sport in our timetable than any other local school. Courses are offered at all levels, including provision for those gifted at sports, such as Junior Sports Leaders. The local Multi Skills Sports Academy is based at our school

Our size means that all students can receive personal attention if required. There are very few bullying incidents: all are dealt with firmly & promptly. Surveys show that parents choose the school for its inclusive & caring approach to students care. Students have indicated that being safe in school is a priority & that they do feel safe & secure at our school. Our School Council meets weekly to discuss current issues with staff. It also plays a major part in our links with the community & charities

Pastoral care is provided to each student through their form tutor. We have a well-regarded Pupil Inclusion Centre for students unable or unwilling to fully integrate within school.

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## What do our pupils do after year 11?

Last year saw a significant increase in the number of pupils continuing their studies into the sixth form, with around 60% of our students returning to study Level 2 or Level 3 courses at our school or one of the others in our sixth form link.

Of those that chose to leave, nearly all either went on to a college to complete their studies, or went into employment with an apprenticeship or some other form of continued education.

Detailed results for our 2006-07 cohort of 124 pupils are as follows:

- School Sixth Form 38%
- Further Education College 31%
- Employment with Training 19%
- Apprenticeships 2%
- Not employed 4%
- Unknown 6%

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## Ofsted's view of our school

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires significant improvement. The overall effectiveness of the school is satisfactory and the quality of the curriculum and personal development and well-being are good. Effective planning has ensured that the issues raised at the last inspection have been successfully addressed.

There was a consultation period between February 2005 and October 2005 regarding secondary education in the local area, which proposed the closure of the school. This had an adverse impact on staffing, the capital building programme and the number of pupils. The decision to keep the school open has reinvigorated the life of the school. Extensive building work is now underway and there is a renewed confidence for the future. One parent said, 'Keeping the school open was the best possible news for my children's education and for the community as a whole.'

The quality of leadership and management is satisfactory overall and the new headteacher provides very good leadership. The quality of provision is rigorously monitored and accurately evaluated. This has ensured that the school's overall effectiveness is now securely satisfactory. The high priority given to the personal development and well-being of the pupils ensures that in this inclusive school they make at least satisfactory progress whatever their background. Standards are satisfactory. Pupils enter the school with standards which are broadly average. At the time of the last inspection, standards and achievement in the sixth form were inadequate. Standards in this area are now in line with the national average and the pupils make satisfactory progress.

Pupils are very happy at school and are delighted with the recent improvements. This is reflected in lower exclusion rates and improved behaviour and attendance, which are satisfactory. Pupils like and respond positively to the recent motto promoting good attendance, 'You're in, you win!' They participate enthusiastically in activities provided during lunchtimes and after school and value the successful school council.

Teaching and learning are satisfactory. The emphasis on monitoring teaching and encouraging good practice has raised the overall quality, but the proportion of good and outstanding teaching is

not sufficient to ensure that all pupils make good rather than satisfactory progress. However, there are certainly models of securely good and outstanding teaching on which to build.

The school judges its curriculum to be satisfactory. Inspection evidence demonstrates that this is too cautious a judgement and the curriculum is good. Recent developments in Year 7 are improving the pupils' ability to improve their learning skills. The curriculum for Years 10 and 11 is flexible and offers a range of courses and subjects, which provide an appropriate programme for the full range of learners. The sixth form curriculum has improved and is satisfactory. Plans for further improvements in this area are well conceived.

The care, guidance and support of the pupils are satisfactory with some good elements. There are rigorous and innovative systems which seek to reward pupils' achievements. The commitment to ensuring that pupils are safe, secure and able to develop their personal qualities is encouraged by good levels of care. The school has improved the collection and quality of assessment data.

Although pupils receive regular feedback and guidance on how to improve their work in some subjects, practice is inconsistent across the school. Further work is required to ensure that assessment data is used consistently in target setting in all subjects to raise pupils' standards.

The school has specialist status in business and enterprise and in sports. The proposed closure of the school adversely affected the development of these areas, leading to staffing difficulties, a freezing of the capital development programme and some disillusion amongst pupils when planned improvements were put on hold. The impact of specialist status has been mixed. Targets for standards in business, information and communication technology (ICT) and physical education have not been met. However, there is evidence of a good impact on the development of the school's curriculum and in community involvement, involving some successful sporting events in local schools.

The improvements in the school since the last inspection are considerable and have raised the overall effectiveness of the school so that it is now satisfactory. The school now has a thorough, detailed and accurate view of its provision and effectiveness. The progress made since the last inspection shows that the capacity to improve is good.

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Date of last inspection: 09-Nov-2006

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for King Edmund Community School](#)

## What have we done in response to Ofsted?

The school secured a Satisfactory Ofsted assessment in November 2006. The school's approach to personal development & well-being, curriculum & other activities was considered Good. The principal issues raised were:

- To raise teaching and learning standards;
- Better feedback on performance to pupils;
- Better assessment of pupil data.

Action plans were already in place to address these issues, having been highlighted in the schools own self-assessment and being part of our 4 Learning Plan prior to the inspection.

The curriculum was reviewed early in 2007, leading to some changes in coursework, subjects & examinations. The existing self-evaluation process was reinvigorated & examples of best practice shared in the school. Assistance was provided by LA specialists. Use of technology was extended, with all faculties having at least 1 interactive whiteboard.

Greater emphasis has been given to target setting, & individual tracking of progress at all levels. Rigorous tracking and assessment data is now maintained for all students, throughout the academic year. Data is regularly fed back to students & parents. Any students falling behind their target grades are provided with support. Maintaining or exceeding grades is positively rewarded.

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# Information about our sixth form

## Our results this year

At Sixth Form level we work very closely with Brimsham Green and Chipping Sodbury schools to form the Yate/Chipping Sodbury Sixth Form Link. The Link Sixth Form has grown during 2007/8 to include the introduction of new wider ranging courses, including vocational qualifications at Level 2.

Results for Level 3 courses in 2006/7 were:

GCE A level - 100% pass rate; 25% Graded A or B

GCE AS level - 71% pass rate

The average Points Score per student and the average point score per entry were lower than 2006.

In 2007 achievement at Level 2 has been good, with a 100% pass rate and all students meeting their target grades.

Data is influenced by small numbers, especially at A2 level, and a large number of students taught in the other two link schools.

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## How have our results changed over time?

At A Level the percentage of students achieving A-E grades in 2007 has increased from 96% to 100%. However APS has dropped from 260 in 2006 to 230 per student. Achievement in the higher grades did not meet our projections. There were 70% of students who achieved at/above their target grade. This is lower than the peak of 77% achieved in 2006, but similar to 2004/5.

At AS level the percentage of students achieving A-E grades has dropped to 71% from 75% in 2006, but this is still better than 2005 figures. There were 41% of students who achieved at/above their target grade. This is lower than the 49% achieved in 2006, but higher than the previous years.

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

Student's personal development and well-being is promoted effectively. The tutor system provides effective academic and personal guidance to enable all students to achieve well.

Evidence from student voice activities shows that students enjoy their Sixth form studies. Interviews with individual students this year have shown that most students are happy with their lessons.

Students organise a charity week and raise money for a good cause. This year students raised money for Breast Cancer care by organizing a disco, washing cars, selling badges, sponsored swimming and with a non uniform day. The total raised was £1500.

Learners on the vocational courses have had the opportunity to develop workplace skills through visits to colleges and places of work. Level 3 students have visited colleges and universities and have attended talks from visiting speakers.

Recruitment and retention in the Sixth Form has continued to improve. The course provision has added significantly to this, especially at Level 2. It is anticipated that the Sixth Form numbers in 2008/9 will be significantly greater than they have been for a number of years. Higher retention rates from Year 12 to 13 will contribute to this situation also.

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

To overcome concerns about movement of students between the Sixth Form Link schools during the school day, from September 2007 this was restricted to the lunch period. Despite reservations of some staff regarding this, it is proving to be a success, but monitoring of the situation will continue.

Higher standards of achievement remains our overall priority.

We aim to maintain the improvements made in the quality of provision in the sixth form, including recruitment and retention, such that the majority of students to stay on after Year 11 into the Sixth Form. This continues to be a priority alongside the introduction of new GCE specifications from September 2008. It is proposed to investigate Level 1 provision in the Sixth Form Link from 2009 in order to provide provision for every potential 6th Former.

We will continue to track individual progress better at all levels post-16, through the greater use of ICT, and sharing this information with parents. This includes developing the mentoring role within the Sixth Form structure.

This will be supported through the use of a Link Management information system across the three schools and the introduction of e-registration and share data systems.

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

All students who were in the Sixth form during 2006/7 went on to pursue their chosen routes.

Of the very small cohort:

- 57% entered Higher Education
- 22% embarked on a gap year and,
- 22% entered employment with training.

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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:

By telephone 01454 862626

Our website <http://www.king-edmund.com>

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