



# Statutory & Additional Information

2016

## VISION

“Achieving Success Together”

We are an inclusive, comprehensive community school committed to becoming an outstanding school. We believe that all our students irrespective of ability, social, cultural or religious background are entitled to the very best education through high quality teaching so that they can fulfil their potential academically, personally and socially. We believe that this is best achieved by working together; students, staff, parents, governors and community partners.

## AIMS

“**A RICH**” school with:

1. High **A**spirations and **A**chievement
2. **R**esilient and **R**eflective Learners
3. **I**nnovative and **I**ndependent Learners
4. **C**ollaborative and **C**onfident Learners
5. **H**appy and **H**ealthy Learners



## Student Enrichment Opportunities

We recognise the importance of enrichment activities in supporting the growth of skills, qualities and attributes in our students, ensuring they are ‘all-rounders’ who have much to offer the world of higher education and employment.

We have an extensive programme of educational visits, offered through our Curriculum and by our Directors of Learning. These range from culture based museum and heritage site visits to theatre performances and opportunities to see elite performers in action.

There are a number of residential visits on offer. Our Year 7 students visit a residential adventure centre for an Outdoor Educational activities programme, during which they develop teamwork, communication and leadership skills, whilst working in their ‘learning/stretch zones’.

The PE Department organise a bi-annual Ski Trip and Sports Tour, to European destinations, during which students learn aspects of different cultures, languages and compete against international school teams. Educational visits support our students in learning outside of the classroom. The Geography Field trips engage students with real life experience of the areas of study, they are currently planning a Cambodia Trek Expedition in 2018.

Modern Foreign Languages offer a cultural visit to France, where students can practise their speaking and listening skills and embed themselves in the culture. A number of Subjects offer Student Leadership programmes, which provide opportunities for our students to lead activities to their peers and to children in our Primary feeder schools. Our Student Literacy Leaders support our Accelerated Reader Programme as well as facilitating other literacy initiatives. Competitions are entered in Maths, which pitches our students against their peers across the globe. We provide opportunities for our students to develop and showcase their own talents in Maths, Science, Music, Art, Dance and Performing Arts. This could be

performing in the community and at County Shows. In Design Technology, students work collaboratively to design and construct a Go Kart which is then entered into a competition.

We invite guest speakers to inspire our students about their achievements and particularly how they have overcome barriers to achieve success. For example, students have recently been motivated by hearing the journey of British Olympic and Paralympic athletes at our Presentation Evening. Recently as part of Student voice a visit was made to the Houses of Parliament.

It is important for us that these opportunities are inclusive for our students and we operate systems which support access to this enrichment.

## **Admissions**

We welcome visits from parents and would encourage you to visit the school in action on Monday 26<sup>th</sup> September 2016, Tuesday 27<sup>th</sup> September, Wednesday 28<sup>th</sup> September, Thursday 29<sup>th</sup> September or Friday 30<sup>th</sup> September no appointment necessary. On arrival in Reception you will be met by a member of the Senior Leadership Team.

You will have received the booklet 'Moving on'; this outlines the Local Authority admissions policy and gives advice and information on finding the right school for your son or daughter.

If you have decided first that you would like your son or daughter to come to Sir Frederic Osborn School you will need to complete a Secondary Transfer Form naming the school as your preference. Step by step guidance on filling in this form and how to apply on-line is given in the booklet mentioned above.

## **School Day**

|                    |                       |
|--------------------|-----------------------|
| 8.30am to 8.50am   | Registration/Assembly |
| 8.50am to 9.50am   | Period 1              |
| 9.50am to 10.50am  | Period 2              |
| 10.50am to 11.05am | Break                 |
| 11.05am to 12.05pm | Period 3              |
| 12.05pm to 1.05pm  | Period 4              |
| 1.05pm to 1.55pm   | Lunch                 |
| 1.55pm to 2.55pm   | Period 5              |
| 3.00pm to 4.00pm   | Clubs/Detentions      |

## **Break & Lunchtime Arrangements**

Students are encouraged to use the school dining hall before school and during their mid-morning and lunchtime breaks. We provide indoor and outdoor spaces for students who

bring packed lunches. Students are not allowed to leave the school site at lunchtime unless their parents apply in writing for a pass from the Headteacher.

## **Travel to school**

We encourage our students to come to school by an environmentally method of travel. Many of our students walk to school while an increasing number cycle, making effective use of our secure bike storage. The school is also well serviced by two local bus companies, Centre Bus (Tel: 0844 0357 6520) and Arriva (Tel: 0344 800 4411).

## **Appearance & Uniform**

### **Uniform**

All students in Years 7 to 11 wear school uniform and in the 6<sup>th</sup> Form we have a dress code. This is to foster a sense of pride in Sir Frederic Osborn School, discourage competition over dress and prevent students from wearing unsuitable clothes to school. We ask parents to support the school by ensuring their child wears their school uniform appropriately and with a sense of pride in the school. It is essential that all items of uniform and PE kit are clearly named.

### **General Appearance**

All students should look smart, clean, and tidy and avoid extremes of hair colour, styling and fashion. Make-up and nail varnish is **not** appropriate in school.

On grounds of health & safety students should not wear any jewellery except for a watch. However, if your child has pierced ears they may wear **one** small stud (no sleepers) in each ear. NO other body piercings or earrings designed to stretch the ear lobe are allowed. Should your child wear jewellery to school it will be confiscated and placed in the school safe until the end of term.

### **Mobile Phones / Electrical Devices**

Mobile phones **must** be switched off during lessons and securely stored in a student's bag or blazer pocket.

Staff will confiscate phones or electrical devices if they are seen at any time in the school day; these will be placed in the school safe. Parents will be contacted to arrange collection from school.

Please be aware that to bring a phone or electrical device into school is done so at the owner's risk.

## Attendance

We place a very high value on attendance and expect all students to attend the full school timetable. There is a clear link between student attendance and attainment – if a student is not in school they will not be learning to reach their full potential.

When it is necessary to withdraw students from education a letter must be sent to the Headteacher. Please note that permission for holidays will not be granted and as such, will be noted as unauthorised absence.

Percentage Attendance 2016: 94.02%

## Curriculum

We offer a personalised and flexible curriculum so all our students can achieve to their full potential. This is constantly reviewed and updated so it is relevant to the needs of society.

### Key Stage 3

In the first 3 years we offer a balanced and broad curriculum in line with the National Curriculum. While curriculum content is very important we believe that education is more than the accumulation of factual knowledge. Therefore we place much emphasis on the development of students as rounded individuals. In Year 7 all students will develop into effective and confident learners.

It is important for all students to have a balanced and varied curriculum giving students the best learning opportunities. This may range from lessons in our new state-of-the-art sports centre, learning how to 3D print and laser cut models in Design and Technology or engaging in Mathematics via ipads or the more traditional means.

### Key Stage 3 Subjects

| Subject                  | Y7 Hours* | Y8 Hours* | Y9 Hours* |
|--------------------------|-----------|-----------|-----------|
| English                  | 7         | 7         | 7         |
| Maths                    | 7         | 6         | 6         |
| Science                  | 6         | 6         | 6         |
| Modern Foreign Languages | 6         | 5         | 5         |
| PE                       | 4         | 4         | 4         |
| Drama                    | 3         | 2         | 2         |
| Geography                | 3         | 4         | 4         |
| History                  | 3         | 4         | 4         |
| Philosophy & Ethics      | 2         | 2         | 2         |
| Art                      | 2         | 2         | 2         |
| Design Technology        | 2         | 4         | 4         |
| Computer Science         | 2         | 1         | 2         |
| Music                    | 2         | 2         | 2         |
| PSHCE                    | 1         | 1         | 0         |

In Year 7 all students study French and in Years 8 and 9 students study French and Spanish. In addition all students have the option to study both languages at Key Stage 4 and 5.

### **Key Stage 4**

We offer a wide range of courses allowing students to follow GCSE and vocational qualifications including BTECs; this provision is constantly reviewed for example the introduction of GCSE product Design and GCSE Music. All students follow the core subjects of English, Science, ICT, PE and Ethics & Philosophy.

### **Key Stage 5**

Due to strong Consortium links we are able to offer a wide range of Level 3 courses at A Level and BTEC which are taught in partnership with other Welwyn & Hatfield Schools.

### **Careers Advice & Guidance**

All students from Year 7 onwards have a formal careers programme which they follow in PSHCE lessons. In addition, all students and their parents meet with staff to discuss their options for GCSE and the implications of these choices for their Post-16 Education, training or employment. These individual interviews are also conducted in Year 11 to support students with their Post-16 choices. Information and the careers library is based in our Careers Room.

The school offers an individual support programme for students utilising the expertise of external careers advisors. This takes place from Year 9 on a referral basis. All students in Year 10 have the opportunity to undertake a week of aspirational/career experience. Local business, industry and service organisations are very supportive of the school and we are always able to place our students in worthwhile workplaces.

### **Philosophy Ethics & and Collective Worship**

Assemblies are an important part of our school day providing an opportunity for students to reflect on a wide variety of moral, philosophical, religious and social issues from a broadly Christian standpoint. It is also an important time for the staff and student to gather as a community.

Ethics & Philosophy is a strong curriculum area at Sir Frederic Osborn School. In line with statutory requirements, students at Key Stage 3 study aspects of the six major world faiths of Christianity, Judaism, Islam, Hinduism, Buddhism and Sikhism. In the course of their study we try to ensure that students are able to relate the beliefs and practices to areas of their own lives. For example, when studying Pilgrimage we encourage students to reflect on journeys that have significance for them.

Some students at Key Stage 4 study GCSE Ethics & Philosophy, which involves a comprehensive study of Christianity and Islam. Topics include attitudes to the media, abortion and social injustice. At Key Stage 5 A Level Philosophy & Ethics is offered as part of the Welwyn & Hatfield Consortium. Ethics & Philosophy is also taught as part of the Sixth Form Enrichment Programme.

It is very rare for a parent to exercise their statutory right to withdraw their child(ren) from this valuable and rewarding experience. Where this is the case, however, parents should contact

the Headteacher in the first instance in order to discuss the type, quality and standard of work that they need to provide as an alternative.

## **Personal Social Health & Citizenship Education (PSHCE)**

All students benefit from an extensive PSHCE programme which develops their moral, social, cultural and spiritual values. We believe it is essential that we develop responsible citizens and provide a relevant curriculum for all our students.

All students receive a PSHCE lesson every week and cover topics such as how to learn, environment issues and some sensitive topics such as bullying. PSHCE lessons provide students with invaluable opportunities to discuss topics of interest as well as using ICT and role plays to communicate their opinions. Students also have access to guest speakers during their studies.

## **Sex Education**

We have a Sex Education Policy in line with legislation. Our aim is to prepare students for the physical and emotional changes that they will undergo during their time at school and for the future. Sex Education is taught both by the Science Department and by PSHCE teachers. The School Nurse also visits the school to discuss issues at different stages in their school career about the health aspects of Sex Education. It is unusual for parents to exercise their statutory right to withdraw their child from Sex Education which is not part of the Science Curriculum.

## **Inclusion**

It is Sir Frederic Osborn School's belief that all students should be catered for according to their needs. Students of all abilities may, at some time, need extra support or encouragement with particular aspects of their work. At transition, information received from Primary Schools is carefully noted and baseline testing on entry ensures that we identify students with additional learning needs. Most able students are also identified early by data analysis and teacher recommendations. Departments are aware of the more able students and plan for their provision, including extension tasks within their schemes of work.

We have a dedicated Learning Support Staff team, of teaching assistants and higher level teaching assistants led by an experienced SENCO. They work with our students in the class room to support students, give guidance and challenge throughout their time in school. This enables them to experience a curriculum which is challenging and accessible. The diversity of skills within the team ensures we are able to support specific learning difficulties, for example, dyslexia.

Our staff play an important pastoral role within the school; they provide excellent essential support for all students. This is especially important for students transferring from Primary School and mentoring our older students as they approach their final exams.

## **Accessibility & Equality**

Sir Frederic Osborn School is totally committed to equal opportunities for all and we strive to ensure that no student is discriminated against or treated less favourably than any other student. The arrangement for the admission of students with disabilities is in line with Hertfordshire Schools Admissions Policy. (See 'Moving on booklet').

The School Governors monitor the School's commitment to equality and accessibility and have a Single Equality Scheme in place that ensures that the curriculum, facilities, information and procedures comply with statutory accessibility and equality requirements.

## **Safeguarding**

At Sir Frederic Osborn School we recognise that we have a duty of care for the welfare and safety of all students. We attempt to create an ethos in which students feel secure, valued, listened to and taken seriously. All staff employed by the school are subject to Enhanced DBS (Disclosure & Barring Service) checks. Supply staff employed on a daily basis are from agencies that carry out the same checks. Staff are trained by the Local Authority in how to recognise and report child protection issues to our Designated Senior Person.

We operate within a statutory framework set out by 'Working Together to Safeguard Children (March 2015)'. This requires all schools to follow the procedures for protecting children from abuse, which are established by the Herts Safeguarding Children Board.

Our Designated Senior Person for Child Protection deals with all matters surrounding the safety of our students. We also have two deputies to support this role. They work closely with the School Counsellor. The Child Protection Policy follows the Local Safeguarding Board's guidance and is reviewed annually.

## **Assessment**

We are totally committed to working with parents in partnership so that all our students make maximum progress in their learning. A key part of this partnership is providing parents with accurate and regular feedback about their child's progress which is achieved by:

- Progress Reports
- Learning Review Day
- Parents Evenings

## **Good Progress Grades**

One of the strategies used to achieve the best outcomes for students is effective data tracking and intervention. This requires targets for students called Good progress Grades (GPG's) to be set in each subject.

We set all students new targets each year which will challenge them to attain above national expectations.

Students should be aware of their GPG's for each subject and progress towards GPG's will be shown on the termly reports that are sent home.

## **Complaints**

In our experience, problems that arise can usually be dealt with most effectively through a discussion with your child's Form Tutor who is best placed to resolve most difficulties. The Director of Learning will also be able to help if you are unhappy about any aspect of your child's education or their experience in school. However, when problems cannot be resolved in this way we would advise parents to contact the member of the Senior Leadership Team who is linked to your child's year group: Year 7 Mr J Baranowski, Year 8 , Year 9 , Year 10 , Year 11 and Sixth Form Ms S Minoughan.



Parents are welcome to make an appointment to see the Headteacher, if the problem is still unresolved. If this still does not address the problem then parents are able to see the school's complaints procedure which sets out the course of action parents can take to address their complaint. A copy of this document is available on request from the school.

## **Charging Policy**

The Governing Body recognises the value of the contribution that a wide range of additional activities can make towards a student's personal, social and educational development. The Governing Body reserves the right to make a charge in certain circumstances for activities organised by or on behalf of the school which includes:

- Residential activities
- Individual instrumental tuition
- Activities outside school hours
- Examination Fees

The full policy is available from the school on request.

## Examination Results

### Outcomes at end of Key Stage 3 2016

| Subject |       | Level 5+ % | Level 6+ % |
|---------|-------|------------|------------|
| English | All   | 89         | 72         |
|         | Girls | 98         | 88         |
|         | Boys  | 83         | 61         |
| Maths   | All   | 78         | 43         |
|         | Girls | 79         | 37         |
|         | Boys  | 77         | 47         |
| Science | All   | 83         | 39         |
|         | Girls | 88         | 42         |
|         | Boys  | 79         | 36         |

### Year 11 examination results for those sitting exams at Sir Frederic Osborn School

Due to major changes in the qualification system, these results should not be compared with past or future years. All figures are based on the latest DFE guidance.

Number of students completing KS4: 126

### Subject Results 2016

| Qualification Name  | Entries | A* | A  | B  | C  | D  | E  | F  | G  | Other |
|---------------------|---------|----|----|----|----|----|----|----|----|-------|
| Art                 | 29      | 0  | 3  | 8  | 6  | 2  | 7  | 3  | 0  | 0     |
| Biology             | 55      | 2  | 5  | 17 | 17 | 13 | 1  | 0  | 0  | 0     |
| Catering            | 28      | 0  | 0  | 11 | 8  | 9  | 0  | 0  | 0  | 0     |
| Chemistry           | 55      | 2  | 7  | 15 | 15 | 14 | 2  | 0  | 0  | 0     |
| Childcare BTEC      | 18      | 2  | 1  | 3  | 5  | 0  | 0  | 5  | 0  | 2     |
| Computing           | 23      | 1  | 1  | 4  | 3  | 8  | 2  | 2  | 1  | 1     |
| Dance               | 8       | 0  | 0  | 2  | 3  | 1  | 0  | 2  | 0  | 0     |
| Drama               | 21      | 0  | 1  | 5  | 5  | 7  | 2  | 1  | 0  | 0     |
| English Language    | 131     | 3  | 7  | 22 | 25 | 33 | 19 | 0  | 0  | 22    |
| English Literature  | 131     | 2  | 7  | 20 | 37 | 21 | 21 | 4  | 11 | 8     |
| French              | 4       | 1  | 2  | 1  | 0  | 0  | 0  | 0  | 0  | 0     |
| Geography           | 82      | 4  | 14 | 15 | 18 | 17 | 6  | 2  | 6  | 0     |
| History             | 37      | 1  | 5  | 4  | 4  | 9  | 7  | 3  | 2  | 2     |
| ICT                 | 24      | 0  | 0  | 2  | 3  | 3  | 6  | 3  | 2  | 5     |
| Mathematics         | 131     | 4  | 7  | 26 | 30 | 28 | 9  | 15 | 6  | 6     |
| Mother Tongue       | 2       | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0     |
| Music               | 8       | 0  | 0  | 2  | 1  | 1  | 1  | 2  | 0  | 1     |
| PE GCSE             | 29      | 1  | 2  | 8  | 10 | 4  | 2  | 2  | 0  | 0     |
| Physics             | 55      | 2  | 6  | 18 | 17 | 8  | 3  | 1  | 0  | 0     |
| Religious Studies   | 123     | 2  | 10 | 17 | 20 | 13 | 23 | 18 | 9  | 11    |
| Resistant Materials | 37      | 0  | 3  | 4  | 9  | 6  | 5  | 5  | 3  | 2     |
| Science Core        | 50      | 0  | 0  | 3  | 8  | 19 | 14 | 4  | 2  | 0     |
| Science Additional  | 51      | 0  | 0  | 5  | 13 | 20 | 8  | 3  | 2  | 0     |

|  |    |   |   |   |    |   |   |   |   |   |
|--|----|---|---|---|----|---|---|---|---|---|
| Science BTEC Application of Science        | 21 | 0 | 0 | 7 | 11 | 0 | 0 | 3 | 0 | 0 |
| Science BTEC Principles of Applied Science | 20 | 0 | 0 | 2 | 14 | 0 | 0 | 4 | 0 | 0 |
| Spanish                                    | 17 | 5 | 4 | 4 | 1  | 2 | 1 | 0 | 0 | 0 |
| Sport BTEC                                 | 13 | 0 | 0 | 4 | 0  | 0 | 0 | 8 | 0 | 1 |

### Key Stage 4 Summary

|  |     |
|--|-----|
| % 5 x A* - C                           | 51  |
| % 5 x A* - C including English & Maths | 44  |
| % 1 x A* - G                           | 100 |
| % 5 x A* - G                           | 99  |
| % 5 x A* - G including English & Maths | 96  |
| Average Point Score                    | 39  |

### Post 16 Results 2016

Due to major changes in the qualification system, these results should not be compared with past or future years.

### A2 Level Subject Results 2016

| Subject            | Entries | A* | A | B | C | D | E | Other |
|--------------------|---------|----|---|---|---|---|---|-------|
| Biology            | 2       | 0  | 1 | 0 | 0 | 0 | 1 | 0     |
| Business Studies   | 3       | 0  | 0 | 0 | 0 | 3 | 0 | 0     |
| Chemistry          | 1       | 0  | 0 | 1 | 0 | 0 | 0 | 0     |
| Creative Writing   | 1       | 0  | 0 | 1 | 0 | 0 | 0 | 0     |
| Drama              | 1       | 0  | 0 | 0 | 1 | 0 | 0 | 0     |
| English Literature | 4       | 0  | 1 | 1 | 1 | 0 | 1 | 0     |
| Film Studies       | 1       | 0  | 0 | 1 | 0 | 0 | 0 | 0     |
| Fine Art           | 2       | 0  | 0 | 0 | 0 | 1 | 1 | 0     |
| French             | 2       | 0  | 0 | 2 | 0 | 0 | 0 | 0     |
| Geography          | 15      | 0  | 1 | 1 | 4 | 5 | 4 | 0     |
| History            | 13      | 0  | 2 | 3 | 5 | 3 | 0 | 0     |
| Mathematics        | 2       | 0  | 0 | 0 | 2 | 0 | 0 | 0     |
| Media Studies      | 3       | 0  | 0 | 0 | 3 | 0 | 0 | 0     |
| Photography        | 1       | 0  | 0 | 0 | 1 | 0 | 0 | 0     |
| Product Design     | 3       | 0  | 0 | 0 | 1 | 1 | 1 | 0     |
| Psychology         | 4       | 0  | 0 | 1 | 2 | 1 | 0 | 0     |
| Science Applied    | 1       | 0  | 0 | 0 | 1 | 0 | 0 | 0     |
| Sociology          | 1       | 0  | 0 | 0 | 1 | 0 | 0 | 0     |
| PE                 | 8       | 0  | 0 | 0 | 2 | 3 | 3 | 0     |

Pass Rate:  
Average Point Score per Entry

100%  
27.4

## AS Level Subject Results 2016

| Subject               | Entries | A | B | C | D | E | Other |
|-----------------------|---------|---|---|---|---|---|-------|
| Creative Writing      | 1       | 1 | 0 | 0 | 0 | 0 | 0     |
| Geography             | 5       | 1 | 1 | 0 | 1 | 1 | 1     |
| Government & Politics | 1       | 0 | 0 | 1 | 0 | 0 | 0     |
| Law                   | 1       | 1 | 0 | 0 | 0 | 0 | 0     |
| Maths                 | 5       | 1 | 1 | 1 | 1 | 0 | 1     |
| Media Studies         | 7       | 0 | 2 | 2 | 3 | 0 | 0     |
| Product Design        | 2       | 0 | 2 | 0 | 0 | 0 | 0     |
| Religious Studies     | 3       | 0 | 1 | 0 | 0 | 1 | 1     |
| Spanish               | 3       | 0 | 1 | 1 | 1 | 0 | 0     |
| Sports Studies        | 9       | 1 | 3 | 2 | 0 | 2 | 1     |
| Use of Maths          | 4       | 0 | 0 | 3 | 0 | 0 | 1     |

Pass Rate:  
Average Point Score per Entry

87.8%  
14.0

## BTEC Level 3 Results 2016

| Subject                      | Students | D*D* | D* | D*D | DD | D | DM | MM | M | PP | P |
|------------------------------|----------|------|----|-----|----|---|----|----|---|----|---|
| Art Diploma                  | 1        | 0    | 0  | 0   | 0  | 0 | 1  | 0  | 0 | 0  | 0 |
| Art Subsidiary Diploma       | 1        | 0    | 0  | 0   | 0  | 0 | 0  | 0  | 1 | 0  | 0 |
| Business Subsidiary Diploma  | 3        | 0    | 2  | 0   | 0  | 1 | 0  | 0  | 0 | 0  | 0 |
| Dance Subsidiary Diploma     | 4        | 0    | 3  | 0   | 0  | 0 | 0  | 0  | 1 | 0  | 0 |
| Health & Social Care Diploma | 1        | 1    | 0  | 0   | 0  | 0 | 0  | 0  | 0 | 0  | 0 |
| Performing Arts Diploma      | 2        | 0    | 0  | 0   | 2  | 0 | 0  | 0  | 0 | 0  | 0 |
| Sport Subsidiary Diploma     | 1        | 0    | 1  | 0   | 0  | 0 | 0  | 0  | 0 | 0  | 0 |

Pass Rate:  
Average Point Score per Entry

100%  
40.3

### Additional Information

School Policies can be viewed on the school on our website [www.sfosborn.herts.sch.uk](http://www.sfosborn.herts.sch.uk) or a hard copy can be obtained from the school office.

The most recent Ofsted Inspection Report can be accessed on our Website [www.sfosborn.herts.sch.uk](http://www.sfosborn.herts.sch.uk)