

St Clement Danes School Profile



St Clement Danes School

Chenies Road

Rickmansworth, Hertfordshire, WD3 6EW

Telephone: 01923 284169

<http://www.stclementdanes.org.uk/>

Local Authority:	Hertfordshire
Age range:	11-18
Number of pupils:	1287
Head teacher:	Dr Josephine Valentine
Chair of governors:	Mrs Rosemary Hadfield

What have been our successes this year?

The school has continued to excel academically. 87% of GCSE students achieved 5+ A* to C grades in 2008 and in April 2008, as a High Performing Specialist School, the school was awarded a second specialism in Science.

At Key Stage 3 in 2008, the Average Point Score (APS) was the highest ever. At AS Level, attainment in 2008 was the highest ever, and at A2 Level, attainment matched the highest ever standards which were reached in 2007. 68% of grades awarded at A2 Level were either A or B.

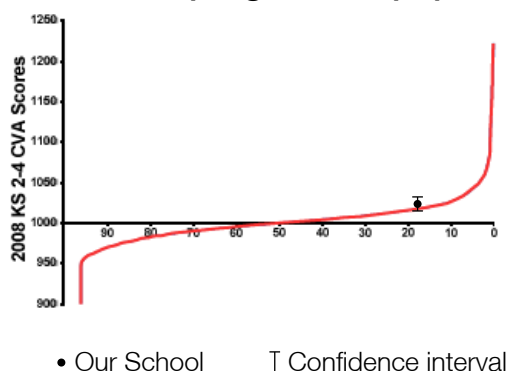
St Clement Danes was described as 'a very good school with many features that are outstanding' (Ofsted, 2007).

What are we trying to improve?

The school continues to be rigorous in its self evaluation. Targets set in the 2006/07 School Improvement Plan were successfully met. In 2007/08 the School Development Plan priorities were to improve consistency in teaching, to improve the quality of teaching and learning in ICT, to improve the Lifeskills programme, to improve communication, to maintain exemplary behaviour, to meet Language College targets and to put a plan in place relating to a second specialism, Science.

Priorities in the current School Development Plan (2008/09) relate to consistency in teaching (achievement), strategic development of ICT, the Every Child Matters agenda, further development of communication, maintaining exemplary behaviour, Language and Science specialism targets, support staff re-organisation and 'emerging targets'. These are targets informed by examination data, which this year focuses on achievement in Maths at KS4 and KS5, boys' and girls' attainment and achievement at A Level and the setting of 'Aspirational Targets'.

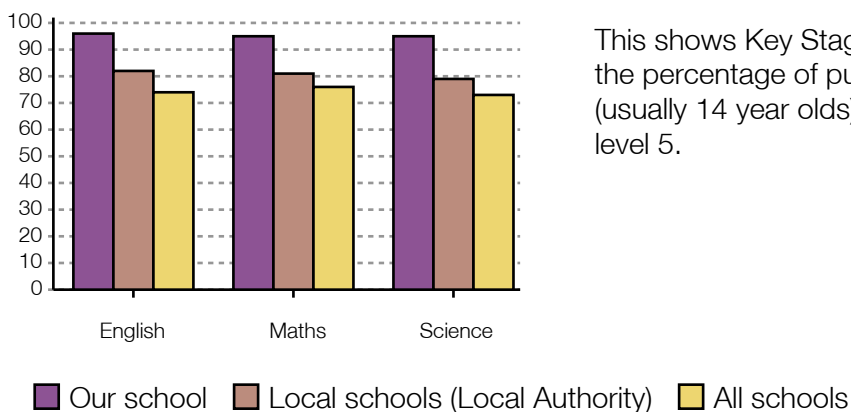
How much progress do pupils make between 11 and 16?



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.

KS2 to KS4 CVA value added was above average in 2005 and 2006. In 2007 and 2008 the KS2 to KS4 CVA was significantly above the national average with the graph above illustrating that the progress of Year 11 students in 2007/08 was in the top 15% nationally.

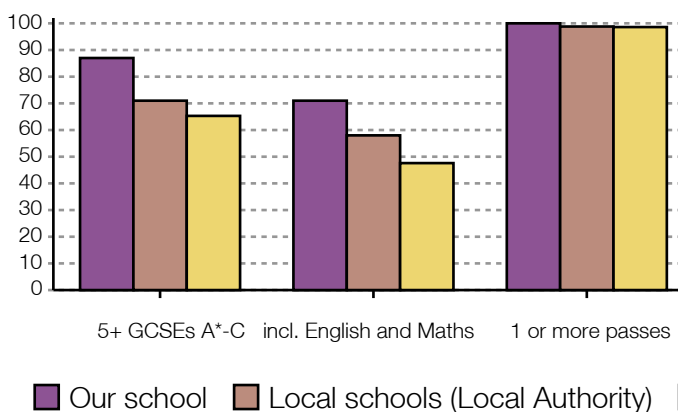
How well do our pupils achieve at age 14?



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.

Key Stage 3 results in 2008 were outstanding and surpassed the 2007 results.

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 2008 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.

87% of GCSE students achieved 5+ A* to C grades in 2008. The total GCSE points score per student in 2008 surpassed the previous highest score (in 2007) by a significant margin.

How have our results changed over time?

Attainment at Key Stage 3 has remained well above average compared to all schools nationally. The Key Stage 3 APS for 2006 was 38.5 (Nat. Av. 35.2), in 2007 it was 39.5 (Nat. Av. 34.9), and in 2008 it was 39.9.

At GCSE, results have continued to improve with an increase in the Total Points Score per student of 31 points over the three years from 2006 to 2008.

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

The curriculum is flexible and increasingly personalised. At Key Stage 4 less able students have access to an alternative curriculum with a reduced number of GCSEs. Gifted and Talented students are able to fast-track GCSE and A Level courses; Masterclasses have been held in Science, Modern Foreign Languages, Design and Technology and Art.

Lesson observations made by both the Senior Leadership Team and Heads of Faculty ensure that pace and challenge are suitably pitched. Sixth Form induction is carefully structured, including a Taster Day in July and advice (drawn from data analysis) regarding the number and nature of AS subjects to take. The school is fully committed to data analysis and appropriate action to tailor the curriculum in response to this analysis continues to be taken. A student mentoring programme at all key stages has ensured ongoing improvement.

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

Great emphasis is placed on high standards of work, dress and co-operation between all members of the school community resulting in an Ofsted Report (2007) which commented upon how 'Behaviour in lessons and around the school is exemplary'. This focus upon shared responsibility and high expectation has a positive effect on standards of work, the quality of learning, and achievement. The School Code and additional policies of reward and sanction, which were revised in the Summer 2008, support this ethos and, as a result, students' attitudes to their learning are excellent.

The use of electronic registration and Lesson Monitor facilitates accurate record keeping and enables staff to target students quickly and efficiently. In September 2009 the school is introducing five-minute transition intervals between lessons to maximise teaching time.

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

Students completed a questionnaire in November 2007 and the results were very positive. Out of 20 selected performance criteria 100% were graded as good or better and 50% were graded to be exceptional.

Students were asked to grade 18 academic subjects. 17 subjects were rated as good or better. Only ICT was considered to be satisfactory. The following 'non academic' areas were graded 'exceptional' by the students: Facilities, Community Spirit, Caring Teachers, Control of Bullying, School Discipline, Happiness in School, Teaching Quality and Extra-Curricular Activities.

In 2008/09 feedback from students was incorporated into the Senior Leadership Team lesson observation programme.

There is an active School Council which has played an important part in addressing areas for development following feedback from the questionnaires which included concerns about facilities in the canteen and healthy eating which have led to improvements to canteen facilities and a new catering contract in place from September 2008. Concerns relating to the balance of rewards and sanctions has led to a review in school and a revised referral structure for staff. In 2008/09 the school received positive feedback with regards to the changes implemented.

How are we working with parents and the community?

In September the school holds Information Evenings for parents to highlight major events in each year group, as well as giving advice and support. In addition, the school sends out a monthly newsletter (Homelink). Each parent receives a mid-year monitoring report and is invited to a subsequent consultation evening. Detailed end-of-year reports are written for all students in Years 7 to 10. Homework diaries are used as a communication tool. In November 2006, the school conducted a parental questionnaire (Kirkland Rowell) which drew a very positive response and has served to inform areas of future planning.

The school has a strong profile in the community and has more recently strengthened its links with external agencies. Masterclasses are offered; strong links established with primary schools; Business Mentors are employed to mentor Key Stage 4 students, and representatives from a wide variety of professions invited to participate in the annual Sixth Form Interview Forum. Sixth form students undertake Community Service and also raise substantial sums for charitable organisations each December.

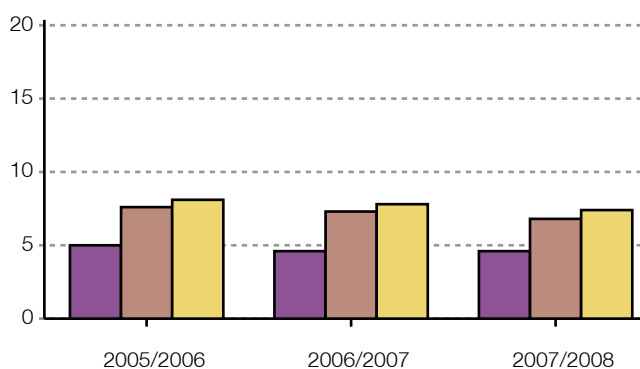
What activities and options are available to pupils?

The school has an extensive range of extra-curricular activities: flourishing sports provision is enhanced through the annual athletics training in Lanzarote and football tours to America. Creative Arts provision includes: two orchestras, a Jazz Band, String and Wind groups, Band Showcase, an annual school musical, a bi-annual music tour, the annual Art/Drama trip to Europe, an annual lower school Drama production and an annual Art Show.

Every year the school offers the Duke of Edinburgh Award Scheme at Bronze and Silver levels and a World Challenge expedition takes place every other year. Academic masterclasses are available to targeted students as well as participation in the Junior and Senior Maths and Physics Challenges. All students in Year 10 undergo one week of Work Experience and, in Year 8, students work shadow for one day. Students in the Sixth form apply to take on positions of responsibility within the school and have a varied weekly enrichment programme.

From September 2009, 15 trained Sixth Form volunteers will act as mentors to younger students who Pastoral Leaders have identified would benefit from additional support.

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

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

A strong, effective and high profile group of Pastoral Leaders works closely with tutors, parents and external agencies to ensure that all students receive and have access to a range of services.

Pastoral care is supplemented by a comprehensive PSHE programme delivering information on health, emotional well-being and preparation for the next stage of learning/employment. The school has effective policies in place which cover bullying, child protection and equal opportunities; structured supervision ensures safety is a high priority in school.

Monitoring Days take place annually for targeted students in Years 7 to 11. This is a forum for the discussion of academic and pastoral issues. Rigorous systems are in place to ensure that Sixth Form students are supported and guided throughout Key Stage 5. The availability of trained mentors at all key stages plays a significant role in personalising the students' educational experience.

What do our pupils do after year 11?

A significant majority of students stay on at St Clement Danes, following an appropriate number and combination of AS levels (some in conjunction with extended Work Experience) as advised in discussion with the Sixth Form Management Team and following Taster Days provided in the Summer term of Year 11.

Ofsted's view of our school

St Clement Danes is a very good school with many features that are outstanding. Excellent care, guidance and support promote an environment where there is a very strong ethos of helping all students to develop academically and personally. Students enjoy school, feel safe and are well supported. They know where to go to for help and are rightly proud of their school. Staff know the students very well. Provision for students with learning difficulties or disabilities is good. Parents are very supportive of the school and many comment that, 'they could not have found a better school for their children' with teachers who are, 'caring and highly committed'. Spiritual, moral, social and cultural development is good. Students are enthusiastic about taking on posts of responsibility, acting as 'buddies' and mentoring younger students. Many raise money for charities, and take part in sporting activities and after-school clubs.

The school has made good progress since the previous inspection in addressing the areas identified for improvement. It has put in place some excellent systems to monitor students' progress and academic tracking is used very well to help students improve. Provision for information and communication technology (ICT) is now satisfactory although the school is aware of the need to raise standards further. Attendance is good and behaviour is excellent, in and out of lessons. Standards are well above average and students' achievement is good. The school has made significant improvements over the past three years in the percentage of students gaining five or more A* to C grades in GCSE examinations, including English and mathematics.

Teaching is effective with some excellent features. A strong focus on improving teaching and learning, such as through the Think Tank project, has led to very good planning in many lessons. However, in a few lessons, activities are not always challenging enough, leading to some passivity and slow learning for less self-motivated students. The very good opportunities provided by the curriculum meet the diverse needs of students and plans are in hand to improve vocational provision. Citizenship is well integrated into the curriculum and the life of the school. Language

college status has led to increased resources, improved learning environment and rich extra-curricular provision, jointly planned with other subjects, such as art and history. Standards in modern foreign languages are above average.

The headteacher provides outstanding personal leadership and is highly respected by staff and students. She is supported very well by a team of skilful senior managers. Heads of faculty undertake detailed monitoring and evaluation of their curriculum areas and work with each other to share good practice. There is a strong culture of high achievement and continuous improvement. Governors are outstanding, providing excellent support and good challenge to the school. The school has excellent capacity to improve further.

Date of last inspection: 25-Jan-2007

Ofsted graded our school as good

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



[View the Ofsted page for St Clement Danes School](#)

What have we done in response to Ofsted?

Following the positive Ofsted Report of January 2007, and analysis of the parent survey (November 2006) the school identified a number of key areas for action: Consistency in Teaching, ICT, Lifeskills, Communication and Maintaining Exemplary Behaviour. These areas formed priorities in the Strategic Development Plan 2007-2010. In addition to these areas, priorities in the 2008/09 School Development Plan relate to Language and Science specialism targets, support staff re-organisation and the 'emerging targets' mentioned in the previous 'What are we trying to improve?' section.

Information about our sixth form

Our results this year

In 2008 A2 attainment was outstanding. The average number of UCAS points per student was 282, the average number of points per entry was 95 and 68% of grades were A or B which positioned the school in the top 20 comprehensive schools, ranked by percentage of grades at A to B in one national newspaper.

How have our results changed over time?

The standards at AS Level have been excellent since 2006 and in 2008 the school's standards were the highest ever. The Learner Achievement Tracker (LAT) is used by the DCSF to measure the progress of students at AS Level. In 2008 the LAT indicated that the progress of students equated to value being added in 24 out of 25 subjects and in 19 subjects progress was significant. The DCSF Sixth Form Performance and Assessment report (PANDA) indicated that the value added score for the school in 2008 was the best in England.

The standards at A2 Level, which dipped in 2006, have been excellent in 2007 and 2008. In 2008 the LAT indicated that value was added in 16 out of 18 subjects and in eight subjects the progress was significant. The DCSF PANDA report indicated that in 2008 the value added score for the school at A2 level was within the top 2% in England.

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

The thriving Sixth Form has continued to be a popular destination for the school's students and an increasing number of external students.

An A2 Focus involving work by the Advanced Skills and Excellent Teachers focussed on effective Teaching and Learning practices at A2 in 2006/07. This work, together with rigorous monitoring and evaluation of A2 provision, resulting in whole-school INSET, has led to improved A2 standards year on year since 2006.

What are we trying to improve in our sixth form?

The Key Stage 5 curriculum has increasingly become more personalised. The collaborative partnership with two other local secondary schools ensures students can access A Level courses at the other schools and St Clement Danes makes return provision. All 6th form students are assessed on GCSE points and rigorous monitoring procedures (data analysis, student interview and lesson observation) ensure ongoing developments in the quality of Teaching and Learning and consistency across faculty areas.

What do our students do after leaving the sixth form?

A significant majority of students enter Higher Education with the remainder securing employment or further training at other educational establishments. An increasing number opt to take a gap year prior to recommencing their academic studies.

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 01923 284169

Our website <http://www.stclementdan.es.org.uk/>
