

Cirencester Deer Park School



Information 2011 - 12



Contents

1	Context	24	Information & Communication Technology
2	Aims	25	Home Learning
3	Communication	26	Special Educational Needs
4	Key Staff	27	Gifted and Talented
5	The Six Term Year	28	Citizenship
6	The School Day	29	Lifestyle for Learning
7	Our Strategic Plan	30	Religious Education
8	Admissions	31	Collective Worship
9	Number of Registered Pupils	32	Careers and Work Related Learning
10	School Standards	33	Attendance
11	Home School Agreement	34	Home to School Transport
12	Pupil Services	35	Exams Policy
13	Child Protection	36	Key Stage 3 Exam Results 2010 -11
14	Behaviour	37	Key Stage 4 Exam Results 2010 -11
15	Exclusions	38	Targets 2011-12
16	Uniform	39	Pupil Destinations
17	Hand Held Technology	40	Continuing Professional Development
18	Smokefree	41	Enrichment
19	Individual Learning Plans	42	Charging Policy
20	Key Stage 3 Curriculum	43	Complaints Procedure
21	Key Stage 4 Curriculum		
22	Reporting to Parents		
23	Marking		

1 Context

In 1966 Cirencester Deer Park was established as an 11–18 Mixed Comprehensive School. It combined a Grammar school, dating from the C13th, and girls' and boys' secondary schools, which operated on the current site, initially in temporary and then in purpose-built accommodation erected in the late 1960s.

In September 1991 the School was reorganised by the LEA into an 11–16 comprehensive of 1000+ pupils. It now shares the campus with Cirencester College which offers a wide range of A level, Vocational and Leisure courses for 16-19 year olds and adults alike. In 1993 the school became Grant Maintained. In September 1999 the Governing Body adopted Foundation School Status and, in 2011, the school successfully converted to Academy Status.

In January 1995, the school was successful in its bid to become a 'Technology College' as part of the Government's Specialist Schools' Initiative and developed this commitment through subsequent re-designations. The school became a Beacon School in 1999 before contributing to 'transforming the school workforce' in 2002 as a Pathfinder.

The school was successful in its applications to become a Leading Edge Partnership (2003) and Enterprise Learning Pathfinder (2003-05). In 2004 the school was recognised as a designated Training School and has consistently achieved the International Schools Award.

In 2005 and 2006 the school was invited to take advantage of the 'Opportunities for High Performing Specialist Schools' and successfully applied for additional specialisms (Arts and Applied Learning) to ensure a balanced curriculum and to complement its existing Technology College status by building on its strengths. The school was redesignated as a Specialist School in 2005-6, its Fortieth year as a comprehensive. This also secured its future as the lead school in our Leading Edge Partnership and as a Training School.

Our pupils consistently achieve well. Ofsted judged Deer Park to be an 'outstanding' school in 2010. As an Academy, we plan to build on these strong foundations and the legacy of our specialisms and partnerships.

2 Aims

Cirencester Deer Park School is an exciting place to learn and work.

As a comprehensive school we place personalised learning at the heart of all we do. Our inspiring staff offer an inclusive curriculum and deliver it in innovative and interactive ways.

As an 'outstanding school' Cirencester Deer Park School offers more than a visible curriculum. We provide high quality learning and teaching opportunities which consistently lead our learners to achieve excellent outcomes. We support and recognise the achievement of everyone. We are a lead school in the use of information and communications technology and we embrace the opportunities that future educational change will bring.

We aim to be a school in which pupils and staff;

- are challenged to achieve more than they first thought possible
- take pride in and celebrate achievement
- are self-confident, tolerant and responsible
- co-operate with respect for each other
- are forward thinking and reflective
- are prepared for change
- practise equality of opportunity
- share a commitment to lifelong learning

3 Communication

Throughout the year we aim to keep parents informed through letters, a weekly email newsletter, consultation evenings and our website which is regularly updated. Copies of our recent letters and publications can be found under the 'parents' tab. Our virtual learning environment, i-Deer, provides pupils with access to learning resources and information such as their timetable and homework from outside of school.

We appreciate that there are occasions when parents and others would like to contact us, and we endeavour to respond as quickly as possible.

All telephone calls are received on Reception which is open from 8.30 – 17.00 each school day. There is a facility to leave voice mail for staff in key teams. We encourage the use



of email and publish all staff email addresses on our website.

Parents and visitors to the School are requested to report to Reception on arrival and are strongly advised to make an appointment first, as teaching cannot be interrupted.

Contact Details

Cirencester Deer Park School

Stroud Road · Cirencester · Gloucestershire GL7 1XB

Telephone: 01285 653447 · Fax: 01285 640669

www.deerparkschool.net

Gloucestershire Children and Young People's Directorate

Education Department · Shire Hall · Gloucester GL1 2TP

Telephone: 01452 425300 · Fax: 01452 425496

www.gloucestershire.gov.uk/education

4 Key Staff

Strategic Leadership Team

Ms Chiquita Henson	Headteacher
Mr Chris Francis	Deputy Headteacher
Mr Jerry Richer	Assistant Head
Miss Caroline Skerten	Assistant Head
Mr Martin Doidge	Director of Support
Mrs Allison Boucher	Head's PA (Admissions)

Governing Body

Mr Philip Beckerlegge	Chair of Governors
Mrs Kathy Jackson	Clerk to the Governors

Pupil Services Team

Mr James Johnson	Head of Key Stage 4
Mr Simon Bellamy	Assistant Head of Key Stage 4
Mrs Cathie Cowell	KS4 Pastoral Manager
Mrs Jane Bowen	KS4 Pastoral Manager
Miss Cath Brace	Head of Key Stage 3
To be confirmed	Assistant Head of Key Stage 3
Mrs Louise Stubbs	KS3 Pastoral Manager (Yr 8 & 9)
Mrs Susan Cowley	KS3 Pastoral Manager (Yr 7)
Mrs Liz McPherson	Inclusion Centre Manager
Mrs Jane Coull	SEN Co-ordinator

Mr James Johnson

Mrs Jane Northcott

Mrs Sally Lockett

To be confirmed

Mrs Karen Grinnell

Mrs Claire Hughes

Extended Leadership Team

Mrs Dianne Traylen

Mr Mark Jenner

Dr David Tipping

Mrs Annemarie Evans

Ms Lindsey Wright

Mr Paul Owen

Miss Liz Norman

Mrs Anne Hacker

Mr Carl Elliott

Mr Chris Germaine

Training School Team

Mr Chris Francis

Ms Kate Brockbank

Mrs Lindsay Crew

Mrs Heather Gill

Citizenship/PSHEe Co-ordinator

Welfare Assistant

Welfare Assistant

Reception

Secretary

Secretary

Head of English

Head of Maths

Head of Science

Head of Design

Head of Languages

Head of Humanities

Head of Expressive Arts

Head of PE

Head of ICT & Business Studies

14–19 Co-ordinator

Deputy Headteacher

Training Manager

Induction Coach

Training Administrator

5 The Six Term Year: 2011–12

Term 1 ~ 2011

Term Starts: Monday 5 September 2011

Term Ends: Friday 21 October 2011

Inset Day: Friday 2 September 2011

Term 2 ~ 2011

Term Starts: Monday 31 October 2011

Term Ends: Friday 16 December 2011

Inset Day: Friday 18 November 2011

Term 3 ~ 2012

Term Starts: Wednesday 4 January 2012

Term Ends: Friday 10 February 2012

Inset Day: Tuesday 3 January 2012

Term 4 ~ 2012

Term Starts: Monday 20 February 2012

Term Ends: Friday 30 March 2012

Inset Day: Monday 12 March 2012

Term 5 ~ 2012

Term Starts: Monday 16 April 2012

Term Ends: Friday 1 June 2012

Bank Holiday: Monday 7 May 2012

Term 6 ~ 2012

Term Starts: Tuesday 12 June 2012

Term Ends: Friday 20 July 2012

Inset Day: Monday 11 June 2012

Pupils move up into their new Year group and commence new courses where appropriate from the start of Term 6 each year.

6 The School Day

08.50 – 09.05	Registration and Assembly
09.05 – 10.05	Period 1
10.05 – 11.05	Period 2
11.05 – 11.25	Break
11.25 – 12.25	Period 3
12.25 – 13.25	Period 4 or Lunch 1
13.25 – 14.25	Period 5 or Lunch 2
14.25 – 15.25	Period 6
15.25	End of School
15.25	Buses

The school operates a two-week timetable based on 50 one hour lessons plus assembly, registration and tutor time. The school operates a continuous teaching day and pupils take a lunch break either at 12.25 or 13.25. This maximises the availability of social space and specialist facilities. It extends the use of the Powells' Learning Centre and provides opportunities for extra-curricular activities during school time.

Pupils are expected to stay on site at lunchtimes. They may either buy their meal from the canteen or bring a packed lunch. Packed lunches can also be ordered from the canteen in advance. The canteen is open at morning break for snacks. We encourage pupils to use a 'stored value card' (also available to those eligible for free school meals) which is more



secure than bringing cash into school. Parents can also use the Parentpay online payments system to top up the value of their child's card (and to make payment for other services such as music tuition and trips and visits). Pupils are provided with a 'stored value card' at no cost although a charge of £2 is made if the card is lost or broken and has to be replaced.

7 Our Strategic Plan

Our Strategic Plan is reviewed regularly and focuses on four key areas: Learning, Personal Growth and Development, Community and Environment in response to our rigorous and ongoing self evaluation. We believe these are central to the community of the school; as relevant to parents choosing a school for their child, to pupils currently on roll and their families and staff working, or looking to work, at the school.

8 Admissions

As a Foundation School admissions are the responsibility of the School Governors. The Governors have arranged with the Gloucestershire County Council for admissions procedures to be administered by the County Council but the final responsibility for deciding admissions rests with the Governors. Our published admissions number is 209.

Pupils with a Statement naming Cirencester Deer Park School will be offered a place prior to the oversubscription criteria being used to fill additional places at the School and, in the case of in-year admissions, even if the School is full.

Where applications for admission exceeds the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit:

1. Looked After Children as defined by Section 22 of The Children Act 1989.
2. Children living in the existing catchment area of the school viz the town of Cirencester (excluding the estates bounded by London Road and the town by-pass) and the parishes of Coates and Sapperton to the west, and parishes of Siddington, Kemble, Poole Keynes, Somerford Keynes to the south. A simple map of our catchment area is available on our website and on request.
3. Children who have siblings attending the school and who will continue to do so at the time of their admission. We use the Local Authority's standard definition of 'sibling': 'a brother or sister, half brother or sister, adopted brother or sister, step

brother or sister, or the child of the parent/carer's partner, and in every case, the child must be living in the same family unit at the same address.'

4. Other children: proximity of the child's home to the school, with those living nearer being accorded priority.

In the event of oversubscription in any of the above criterion, places will be allocated to children with the strongest geographical claim, measured in a straight line from the Ordinance Survey Address Point of the child's home address (including flats) to Reception at the School, using the Local Authority's computerised measuring system, with those living closer to the school receiving the higher priority. If necessary, if two or more children live at a precise equitable distance from the School, a further tie-break of random allocation based on names being drawn in a lottery at a specified time by our admissions team will be applied, although we will endeavor to treat twins and children from multiple births jointly.

If the school is oversubscribed a formal appeals procedure exists. Parents are invited to lodge an appeal in writing, addressed to the School, and their case will be heard by an independent Appeals Panel. In the case of first Admission, Appeals for places in Year 7 in September are usually heard in May. Following these appeals, parents are notified of the outcome by the Clerk of the Appeals' panel. A waiting list will be held until 31 December. The waiting list will be prioritised according to the school's oversubscription criteria above.

Applications for children for whom only this particular School is appropriate due to an exceptional medical condition will only be considered if they are supported by a written statement from the child's doctor and this must demonstrate that there is a very specific connection between the medical need and the facilities or resources at Deer Park.

The school has signed up to the In-Year Fair Access Protocols held by the Local Authority. Should a vulnerable child within these Protocols require a place at the school, they will take precedent over any child on the waiting list.

Any applications for a place at the school made outside the normal year of entry must be made directly to the Local Authority. In accordance with their statutory



duty, the Local Authority will be responsible for offering school places to children on behalf of the Governing Body within their In-Year Co-ordinated Admission Scheme for the school year 2011-2012.

Pupils who live over three miles from the school (measured by the shortest pedestrian route), but within our catchment area, are usually entitled to free school transport provided by the Local Authority. Additional services to the school are provided by local bus companies for which they charge. The contacts for these are available on our school website and on request.

9 Number of Registered Pupils as at 1 September 2011

Year 7	185
Year 8	189
Year 9	209
Year 10	206
Year 11	219
Total	1008

10 School Standards

All members of the school community contribute to regular reviews of our School Standards through consultation and participation in active groups such as our School Council. These, re-drafted following consultation by members of the school council every three years, underpin the ethos of the school:

- Respect and support all members of the school community
- Recognise that everyone is different and treat each other equally
- Not be a part of any bullying and help to prevent it
- Consider your actions and accept their consequences, good or bad
- Put your best effort into everything you do within the school
- Respect the school's facilities and appreciate that you have them
- Help to keep our school environment, safe, tidy and free of litter
- Respect the school by wearing the uniform correctly



11 Home School Agreement

On joining the school, parents and pupils are invited to sign our partnership agreement which sets out the expectations that should exist between home and school and this forms the basis of our 'learning triangle'. The school signature will be that of the tutor or a senior member of staff.

As staff at Cirencester Deer Park School we believe that we should:

As a pupil at Cirencester Deer Park School I believe that I should:

As a parents(s) of a pupil at Cirencester Deer Park School I/we believe that I/we should:

Understand that pupils, parents and teachers are part of the same team and can trust and work with each other	Understand that pupils, parents and teachers are part of the same team and can trust and work with each other	Understand that pupils, parents and teachers are part of the same team and can trust and work with each other
Treat everyone in the school community equally: foster courtesy, responsibility, tolerance and self-confidence	Treat everyone in the school community equally: be polite, tolerant, responsible and self-confident	Treat everyone in the school community equally: foster courtesy, tolerance, responsibility and self-confidence
Challenge pupils to achieve more than they first think possible	Try to meet and exceed the school's, my parents' and my own expectations: set myself ambitious targets and be proud of my achievements	Help my child meet the school's expectations and take an active interest in my child's education
Set relevant homework with realistic deadlines	Put my best effort into meeting deadlines, being on time and working to the best of my ability	Provide a good working environment at home, help my child to be organised and meet deadlines
Listen to pupils and parents, negotiate targets, advise on academic progress through mentoring, reporting and parents' evenings	Listen to teachers and other people and appreciate their views, negotiate and review targets	Expect my child to listen to teachers and other pupils, respond to reports on progress and attend parents' evenings
Provide quality education in an orderly environment with effective rewards and sanctions	Take responsibility for your actions and the outcomes, behave well, accept the school's rewards and sanctions	Expect my child to behave well and support the school's rewards and sanctions
Allow pupils to use the school's facilities appropriately to help them learn*	Value the school's facilities and use them appropriately to help me learn*	Recognise and encourage the use of the school's facilities to help my child learn*
Respect each other to create a secure and positive learning environment	Respect each other to create a secure and positive learning environment, look after and return school textbooks and library books	Respect each other to create a secure and positive learning environment, encourage my child to look after and return school property
Prevent bullying of all types and respond to incidents fairly and effectively	Not be a part of any bullying	Discourage bullying of all types, alert the school of any concerns and support its actions
Monitor attendance, liaise with parents and external agencies	Aim for 100% attendance	Ensure my child attends school, notify the school of the reasons behind any absence
Expect pupils to wear the correct uniform	Wear the school uniform correctly	Ensure my child wears the correct uniform
Make parents and visitors feel welcome in and around the school	Help visitors and ensure that they feel welcome in our school	Feel welcome in and around the school, phone to make any appointments to see staff
Signed:	Signed:	Signed:
Date:	Date:	Date:

* The school has a separate agreement for the use of ICT



12 Pupil Services

Our Pupil Services team is designed to ensure that all pupils feel safe and secure in the school and are able to access the curriculum effectively.

We recognise that as individuals, all pupils have different needs and respond to challenges in different ways. The Pupil Services team includes key pastoral staff, support staff and 'expert' professionals. They play an important part in the development of all children and work closely with parents and external agencies. In addition to providing the essential pastoral support, first aid and counselling, the team offers a range of interventions to ensure learning takes place throughout adolescence. These include mediation, conflict resolution and behaviour or anger management as well as numeracy, literacy and dyslexia workshops.

In Key Stage 3 there are seven tutor groups in each year co-ordinated by a Head and Assistant Head of Key Stage and Key Stage 3 Pastoral Managers. Towards the end of Year 9 pupils are reorganised into eight tutor groups for Key Stage 4. These are co-ordinated by a Head and Assistant Head of Key Stage and a team of Pastoral Managers. All tutors provide the first point of contact and act as mentors to pupils in their tutor groups.

13 Child Protection

Parents should be aware that the school will take any responsible action to safeguard its pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow Child Protection procedures and inform the relevant agencies of our concern.



14 Behaviour

The majority of our pupils behave sensibly and are a credit to the school. Good behaviour and achievement are rewarded through the use of merits and commendations. There are instances, however, when the behaviour of individual pupils affects the learning of others. Behaviour that disrupts learning is managed in a number of different ways:

1. When instances of poor behaviour occur during a lesson the pupil concerned is normally disciplined by the class teacher. This might include being given a lunch time detention. If the behaviour is repeated or becomes more serious the pupil will be referred to the Head of Faculty, who may give an after school detention or place the pupil on a subject report.
2. Poor behaviour across several subjects or serious incidents will be referred to our Key Stage Pastoral Managers, or Heads of Key Stage. The pupil concerned will be placed on a whole school report and parents will be contacted. We may withdraw the pupil from lessons until we have agreed a strategy with parents and pupil. The Inclusion Centre staff work as part of the Pupil Services Team in the area of early intervention in order to prevent behaviour deteriorating and in providing support, guidance and correction to pupils who are having emotional or behavioural difficulties at school. Their work includes the occasional withdrawal and isolation of pupils who need time to reflect on and consider their behaviours.
3. If behaviour does not improve pupils will be referred to the Leadership Team. Parents will be called in and we may involve other agencies who will work with us to support the improvement in behaviour if required. The agencies we may involve are the Educational Psychologist, Education Welfare Officer and/or the Youth Service. We will put in place a Pastoral Support Plan designed to improve behaviour. If this does not work we may consider an internal, a fixed term or, ultimately, a permanent exclusion.

At all stages it is vital that we work in partnership with parents. Without parental support any plans that we make to improve behaviour are unlikely to work. Legally we do have the right to detain pupils after school without parents' permission. However, we aim to give parents 24 hours notice before doing so. We recognise that transport can be a problem but, in the interest of fairness, we ask parents to support the intervention strategies we use to modify inappropriate behaviour.

15 Exclusions

Occasionally it is necessary for the school to exclude a pupil. Incidents for which pupils are excluded:

- Any involvement in abusive substances. If any pupil is in possession, under the influence of, or dealing in illegal substances, he/she will be excluded. This also extends to alcohol and other toxic substances.
- Serious violence/bullying.
- Serious rudeness, insolence, failing to obey a teacher or unacceptable language to or in front of a teacher.
- Anti-social behaviour e.g. theft, damage to property, either belonging to the school or to a teacher or another pupil.
- Any serious breach of our ICT agreement, including offensive and inappropriate use of technology.
- Build-up of minor incidents which are unacceptable and contravene school standards, particularly if they interrupt the learning of others.

Governors might consider re-admitting a pupil after exclusion if the pupil can demonstrate that he/she:

- has learnt a lesson
- convinces us that it will not happen again
- convinces us they will make an effort to improve
- wants to return to the school
- accepts monitoring e.g. monitoring by the Head or Deputy Head
- accepts school service - putting something back into the school
- agrees to work in conjunction with the external agencies who are part of a Pastoral Support Plan

16 Uniform

Our uniform is simple and intended to be comfortable but smart. Correct uniform is important to establishing the right atmosphere for learning and we want pupils to take pride in their appearance. We ask for parental support in making sure that pupils leave home looking as smart as possible.

- All pupils are required to wear the Deer Park Sweatshirt, except in warm weather.
- All pupils are required to wear either the navy blue Deer Park polo shirt or a plain white shirt with buttons to the

collar, which should be worn under the Deer Park sweatshirt. White shirts should be tucked in and worn correctly with the school tie.

- A coat, plain fleece, or plain hooded zip up sweatshirt with no obvious logos (or a school hooded sweatshirt provided on trips or as a reward) can be worn as items of outdoor clothing outside the building, over school sweatshirts, but not as an alternative to the prescribed uniform items. No denim or leather jackets should be worn.
- Skirts and trousers should be dark grey or black and appropriate for the school environment.
- Shoes should be black, plain and of a sensible design. Heels should be of a sensible height so as to minimise the risk of accidents especially on staircases. Trainers are not permitted. If a pupil wears trainers for a medical reason, parents must advise the pastoral team and they will be required to carry a current explanatory note with them at all times.
- A discrete single simple gold or silver bracelet and/or one simple gold or silver chain or small pendant may be worn under clothing. No jewellery should be visible. Any facial piercings are unacceptable.
- Any jewellery etc. worn to school that contravenes standards will be confiscated and returned to the pupil at the end of the day. Pupils who refuse to remove jewellery, in particular piercings, will be asked to go home.

If correct uniform is not worn, or not worn correctly, pupils can expect to be told to wear a second hand item (collected each morning and returned at the end of the day to the Pastoral Office) until they appear in the appropriate uniform. If pupils persistently defy the school's dress code they can expect to have a letter home and be detained during the lunchtime or after school. Pupils are asked to remove items of non uniform and these may be confiscated.

Parents and pupils are encouraged to seek clarification from the school if in doubt about a change in fashion, eg hair colour, regarding its appropriateness and suitability to the school environment before spending their money.

All items of school uniform and PE kit are available from D and J Sports, Cricklade Street, Cirencester.

All items of uniform must be marked or labelled with pupils' names and tutor group. Named items are checked and returned to the owner. The Lost Property cupboard is open at break and after school. We dispose of unclaimed items at the



end of each term.

In 2011-12 we will be reviewing our School Uniform for September 2012 and we will be inviting parents to contribute to our consultation.

17 Handheld Technology

We appreciate that mobile phones may be useful for parents to get in touch with pupils after school but they are expensive items and we cannot be responsible for their safety. All mobile phones should be switched off in school, kept safe and secure in school bags or lockers and not be visible in lessons. Those used during the school day, particularly those that disturb lessons, will be confiscated and while we endeavour to keep these safe until they can be collected at the end of the school day the school cannot accept responsibility for them if they are subsequently mislaid. We apply the same principles to other digital entertainment including MP3 players, i-pods and gaming devices etc. Parents are reminded that the school's insurance does not cover pupils' belongings that may be lost on site. Therefore we discourage pupils from bringing such expensive items into school.

18 Smokefree

Cirencester Deer Park School and its approaches are a **No Smoking Zone**. Pupils are educated about the dangers of smoking. Possession of cigarettes, matches or lighters will result in serious disciplinary action including confiscation of the offending items, referral to parents and the removal of break and lunchtime privileges. We stress to pupils that they should not smoke on site at any time. Legislation extends this to staff, parents and visitors to the school.

19 Individual Learning Plans

Mentoring for learning is a strong feature of the School. All pupils are entitled to a minimum of 2 one to one mentoring sessions a year to talk about their learning and the progress they have made towards meeting targets in their individual learning plans. The mentor records the review and targets electronically within our secure database and this enables the school to share this plan with and report progress to parents.

- In the context of personalised learning the benefits derived from mentoring are clear. Pupils are able to:

- talk about their learning and progress
- take responsibility for and 'own' targets in their individual learning plan
- discuss personal goals and aspirations
- identify areas where they need support
- get back on track
- gain credit for what they do well
- discuss curriculum choices and options at 14 and 16

To support learning the school identifies pupils for additional mentoring and support in faculty and whole school target groups.

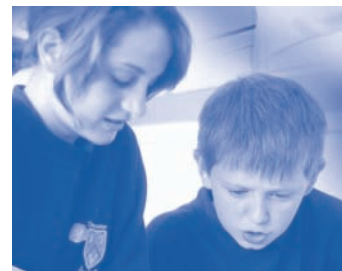
20 The Key Stage 3 Curriculum

All pupils in Years 7-9 currently follow a common curriculum. In each fortnight this includes:

- 6 lessons each of English, Maths, Science and Modern Languages
- 5 lessons of Design Technology
- 4 lessons of PE
- 3 lessons each of History and Geography
- 2 lessons each of RP, Art, Music, Drama and ICT.
- 1 lesson of Citizenship

In Year 7 pupils are mainly taught in their mixed ability tutor groups. Some pupils are withdrawn from languages to follow an intensive literacy-based course within our LIFT programme. There is setting in Year 7 in Maths and this is extended to Languages and Science by Year 8. In Year 9 pupils begin the transition to Key Stage 4 with GCSE courses starting in several subjects, including some "fast-track" routes for more able pupils.

In Year 7 pupils study either French or Spanish. Pupils who show an aptitude for learning a language are able to take German as an additional language in Year 8.



21 The Key Stage 4 Curriculum

We work with pupils throughout Year 9 to help them make positive and informed decisions about their learning in Key Stage 4. Our Key Stage 4 curriculum offers flexibility, choice and opportunities to specialise before the age of 16. We aim to ensure that our provision meets the needs of all our pupils.

Key Stage 4 Options 2011 – 13

The Key Stage 4 curriculum is constantly changing and for pupils who begin secondary education in 2011-12 the range of options will be different again by the time they reach Year 10.

Currently all pupils take GCSE courses in English Language and Literature, Maths and Science, as well as a GCSE Short Course in RP. All pupils also follow a course in PE, which can lead to a GCSE. There are opportunities to gain the equivalent of three GCSEs in Science by studying extra modules of Physics, Chemistry and Biology and to take further qualifications within Maths, such as GCSE Statistics.

As a Technology College we ask pupils to choose one subject from Graphics, Product Design (Resistant Materials), Catering, Textiles, Art and ICT.

Pupils can then choose up to three further subjects from French, Spanish, German, Geography, History, Religious Philosophy, Business, Music, Music Technology, Drama, Performing Arts, Art and ICT.

22 Reporting to Parents

In Years 7 to 9 pupils receive up to three reports per year. In Years 7 and 8 one of these will be a written "next step targets" report with suggestions for improvement in each subject and the others will be interim reviews with grades only. At the end of Year 9 there is an end of Key Stage 3 written report for each subject. There is one parents' evening in Year 8 and there are two in Years 7 and 9, one of them with the tutor and one with all subject teachers. All attainment grades are based on National Curriculum sub levels.

Years 10 and 11 have two next step target reports per year and two parents' evenings, one with tutors and one with all subject teachers. There is also an end of Key Stage 4 written report for each subject in Year 11.

All reports give an indication of where pupils are in relation to a target grade based on their prior attainment. This shows where they could be by the end of the year if they make good progress.



23 Marking

Our purpose in marking is to:

- check that learning is taking place and work is being done
- advise, encourage and assist progression
- acknowledge effort and achievement
- record achievement in the National Curriculum and make pupils aware of what they need to do to improve

As a minimum all work should be acknowledged. Teachers use a range of strategies to ensure assessment for learning is effective. To assess pupils' progress major pieces of work and tests are marked thoroughly using the criteria behind National Curriculum sub-levels or GCSE grades where appropriate. This type of marking shows what has been achieved and identifies areas for improvement. Pupil self-assessment is regularly used.

24 Information and Communication Technology

As a school we have developed and use ICT as an effective tool for teaching and learning and use up to date software innovatively. There are over 600 PCs across the site. Our Information and Communications network provides a gateway to the world wide web and all pupils have controlled access to the internet and email.

To protect our network and ensure pupils' safety we have a separate ICT agreement signed by staff, pupils and their parents. We are aware that not all pupils are able to use ICT at home and therefore provide opportunities to work online 'out of hours' in the Powell's Learning Centre and our main computer rooms.

Our website provides access to school information and our virtual learning environment, i-Deer, helps pupils organise their learning and access relevant resources.

25 Home Learning

All pupils are given a termly diary specific to their year group in which to enter homework as it is given. These also highlight key dates such as forthcoming deadlines, controlled assessments and exams to help them plan, prepare and revise. Our virtual learning environment, i-Deer, enables all pupils to

access learning resources, their timetable and any homework that may have been set by their teachers.

In Key Stage 3 we allocate one hour per subject or curriculum area per fortnight in Years 7 and 8, moving towards two hours per fortnight in Year 9 to aid transition into GCSE courses.

In Key stage 4 pupils in Years 10 and 11 can expect an average of two hours per subject per fortnight.

Homework tasks include:

- learning information, researching
- reading
- written tasks including projects, essays, exercises and questions
- preparation for practical work and oral presentation
- completing tasks begun in class

The time spent and level of work set varies according to the tasks and the ability of the pupils. In Year 7 pupils receive a structured homework timetable.

Pupils are not normally asked to complete a major task in one night. However, some shorter tasks may be required for the following day particularly in subjects like Maths and Languages.

Pupils should

- expect a clear indication of the time they are likely to need to spend on the task set and its purpose
- expect the task and the purpose to be explained clearly, and time given to record it and ask questions
- ask for help and advice (before deadlines) either from the subject teacher or pastoral staff
- complete homework to the best of their ability
- expect to be detained in their own time if they fail to complete homework by the given deadline
- expect homework to be acknowledged and/or marked in line with school policy

Parents should expect to be able to judge quality and quantity of setting and marking over each term. Pupils and parents should expect homework to be appropriate to ability and needs.

The Powells' Learning Centre is open from 08.30–16.30 each day and provides a suitable environment for pupils to complete homework tasks. It is the parents' responsibility to ensure pupils can get home if they are in school beyond this time.

26 Special Educational Needs

We integrate all pupils with Special Educational Needs as far as possible into the mainstream curriculum.

We recognise that some pupils require more support. These pupils are registered on the SEN Code of Practice and their learning is reviewed regularly. Clear criteria are used in the identification and assessment of these pupils. We exercise our best endeavours to ensure that any registered pupil who has Special Educational Needs, receives support through the SEN Code of Practice so far as is reasonably practicable and compatible with:

- the child receiving the special educational provision which his or her learning difficulty calls for
- the provision of efficient education for the children with whom he/she will be educated; and
- the efficient use of resources, and that the child engages in the activities of the school together with children who do not have special educational needs.

Effective learning is achieved through a partnership between the pupils, their parents and the school. Within Pupil Services, our Learning Support Workers assist teachers across the curriculum to develop appropriate learning strategies and resources for pupils registered on the SEN Code of Practice from our own preliminary stage 'School Awareness' through to those with Statements.

In Key Stage 3 our Learning Coach provides additional support. Our Coaching Centre is open during some lunchtimes and provides supervised activities and support for homework. Specialist support is also provided for pupils with English as an additional language.

27 Gifted and Talented

Gifted and talented pupils are offered a wide range of activities to extend, enrich and broaden their education both in and out of the classroom.

From Year 9 some pupils follow courses leading to early entry at GCSE or post 16 examinations. Through our gifted and talented audit each year, we are able to identify and target pupils for specific activities and challenges across the curriculum. Our key focus is to ensure that learning opportunities in the classroom are personalised, and provide both interest and challenge. Our gifted and talented pupils



have participated in a range of special events including summer schools, projects with universities, workshops and international competitions.

28 Citizenship

We recognise our pupils are global citizens. Our Citizenship programme takes this as its central theme and develops knowledge of local, national and global communities. The programme in Year 7 focuses on understanding our roles in the local community and places this, and empathy, within the world around them. Discussion focuses on issues such as crime and punishment, rights and responsibilities, the media and politics.

Central to our programme of study is the idea of active citizenship. Lessons link with regular assemblies and whole school activities such as mock elections and the school council to promote a more practical understanding of the role of the citizen in the 21st Century.

Citizenship provides a framework for our annual Enrichment Week and is complemented by other courses including our Emotivate programme and Life and Work Skills course for a target group of pupils in Years 10 and 11.

29 Lifestyle for Learning

All pupils follow our Lifestyle for Learning programme which focuses on personal, social, health and economic education and covers a variety of topics, including how their brains work, dealing with stress, healthy living, drugs and alcohol and sex and relationship education.

Sex Education is taught within our Lifestyle for Learning sessions and within the Science curriculum. It includes physical awareness and processes taught in Science, as well as the factual and social issues surrounding areas such as STIs and contraception. Sex and relationship education is taught within the context of the morality that underpins family life. The value of a loving relationship as the basis for sex is also at the core of our teaching and learning. Pupils develop a respect and value for members of the opposite sex, so that issues can be discussed in a mature and sensible atmosphere of trust. This ethos is promoted within our Lifestyle for Learning sessions which deliver factual information in an impartial and respectful way so that our pupils are empowered to make informed decisions as they

pass into adulthood.

Parents have the right to withdraw their child from the school's Sex Education programme and can do so by writing directly to the Headteacher. This does not apply to the lessons that are part of the National Curriculum Science.

30 Religious Education

Religious Education is a compulsory part of the curriculum up to the age of 16. At Deer Park all pupils follow courses in Religious Philosophy. In Key Stage 3 pupils have one RP lesson a week in which they study all the major world religions as well as issues of morality and spirituality. In Key Stage 4 pupils have the option of following either a full or a short course GCSE in RP. Parents do have the right to withdraw their child from RP lessons by writing directly to the Headteacher. Pupils withdrawn from the lesson are expected to bring their own work to complete while the RP lesson is taking place.

31 Collective Worship

The school does not have the accommodation that would enable a daily act of collective worship for the whole school. However, all pupils attend weekly Year group assemblies with moral, spiritual and cultural themes including Remembrance, Christmas, Easter and responses to issues in the news. These assemblies are also motivational and provide a focus for the celebration of pupil successes and achievements.

In KS4 pupils attend half year group assemblies. These are led by the KS4 team and the pupils themselves. All pupils are encouraged to reflect on the news through our active tutor programme during registration. Pupils can attend a weekly act of worship through our voluntary Christian Assemblies which incorporate all denominations of Christianity.

32 Careers and Work Related Learning

Careers Education and Guidance is delivered in both Key Stages 3 and 4 in Citizenship lessons. Pupils receive specialist advice when making key decisions about progression routes at 14 and 16.

The school has two dedicated information points where pupils can access information as well as speak with our

Personal Advisor, who is in school at least one day a week. The school has excellent links with other schools and colleges as well as employers.

Pupils are made aware of the world of work across the curriculum and a strong emphasis is placed on essential life skills such as thinking, decision making, problem solving and team work through our commitment to building their learning power.

We encourage pupils to appreciate the relevance of each subject and its application to the world beyond school and provide opportunities for them to participate in 'real' work and enterprise initiatives through our partnerships with business and industry.

All pupils in Year 10 undertake a period of one week's work experience in the summer. This helps pupils gain confidence, develop social skills and independence.

33 Attendance

Attendance at the school is very good. A record of attendance appears as a percentage on pupils' Records of Achievement at the end of the year. They should aim for 100%.

Pupils are expected to be punctual. They should be in school by 8.45. If a pupil arrives at school late they must sign in at reception. If a pupil has been late three times without good explanation we will require them to attend an after school detention, to make up the time they have missed.

If a child is absent from school parents are asked to

- Telephone the school reception between 8.30 and 9.30 on the first day of absence, giving a reason and an indication of how long they may be away.
- Send a note in with them on their return, even if a phone call has been made, to confirm the absence. This is a legal requirement for the school and we cannot accept a phone call alone. A note in pupil log books on the appropriate page is fine.

If no explanation has been received for an absence it will be followed up initially by the Pupil Services Team, and this may trigger an automated 'absence alert' call to parents home and mobile phones. Staff monitor absence closely and pupils whose attendance falls below 85% are referred to our Education Welfare Officer. Unauthorised absence for ten sessions (equivalent to 5 days) in a six month period may lead to a Penalty Notice being issued.



Pupils should always bring in a note to show their Tutor if they have a medical or dental appointment during the school day. (Appointment cards should have a covering letter from parents). Pupils should then:

- Ask their Tutor to sign the note.
- Ask for permission to leave a lesson at an agreed time.
- Report to Reception before leaving the School site.
- Show the Receptionist the note that has been signed and ask to “sign out”.

Pupils who fall ill during the school day are asked to report to our Welfare Assistants. Parents are contacted if it seems unlikely that a child will be able to return to lessons. It is very important that we have up to date emergency contact numbers.

Family holidays should be arranged during school holidays in order to ensure continuity of education for pupils. Please do not ask for leave of absence for a family holiday in term time if you can possibly avoid it. If you do have to ask for permission to take your child out of school for a holiday:

- Try to avoid periods when your child is preparing for examinations or important tests.
- Definitely avoid periods when your child is taking public examinations.
- Give at least two weeks notice of any planned absence.

We will consider every request individually. However, the most important consideration will be the effect that such an absence would have on your child’s education. It is only in exceptional circumstances that the Headteacher has the legal authority to grant leave of absence in term-time for up to ten school days in any year, but it is not an automatic right to have ten days authorised absence a year for a family holiday. No holiday absence will be authorised for Year 11 pupils. Parents cannot authorise the absence themselves. Whenever possible, absence from school should be avoided as it can have a serious effect on a pupil’s learning.

It should also be clear that, if holidays are approved and taken during term time, there is a responsibility on parents, in consultation with the school, to ensure their child catches up on any work missed.

For the academic year 2010-11:

- Percentage attendance 94.2%
- Percentage authorised absence 5.2%
- Percentage unauthorised absence 0.6%

34 Home to School Transport

A large number of buses carry pupils to and from school each day. Those who live in the catchment area but more than three miles away usually receive a free bus pass from the LEA. Those who are not eligible for free transport, and that includes most children who live outside the catchment area, pay the appropriate transport company. However, parents of children who live in Wiltshire must contact Wiltshire County Council regarding places on the bus service and not bus companies direct.

The main companies providing services to the school are:

Alexcars	01285 653985
Barnes Coaches	01793 821303
Cotswold Experience	01453 767574
Cotswold Green	01453 835153
Daves Motors	01285 644644
Denwell Mini Coaches	01452 863377
Ellison Coaches	01285 861224
Pulhams	01451 820369
Stagecoach – Cotswolds	01453 755563

Our School Standards extend to the buses and we expect a reasonable level of courtesy and consideration be shown to the drivers and other bus users. Pupils must remember to look after their bus passes. Pupils who behave in a manner that may disrupt the driver will have their right to use the bus withdrawn for a fixed period of time.

Complaints about buses can be made through the school though in most cases it is the responsibility of the transport company itself and/or the transport department of the LEA School Services Department, Shire Hall, Gloucester, (01452 425493). Alternatively, Wiltshire based parents need to contact Wiltshire County Council in Trowbridge, (01225 713000).

Buses come on site via the main entrance. There is a parents’ car park and set down/pick up point accessible via the second entrance along the Stroud Road.

For those pupils who cycle to school, we have a large under-cover cycle storage area. Pupils are encouraged to lock their cycles in the racks provided. We ask parents to ensure that cycles are roadworthy.

35 Exams Policy

As an all ability comprehensive School we fundamentally believe that all pupils should be entered for national examinations in the courses they have followed up to the age of 16. The flexibility within our curriculum structure at Key Stage 4 enables pupils to follow appropriate courses and us to enter them for examinations at different times. We take advantage of the range of assessments on offer such as modular courses, unit accreditation and early entry.

36 KS3 Results 2010–11

KS3 SATs (Teacher Assessment) Level 5 or above

	2011	2010	2009	3 yr avg
English	92%	90%	90%	91%
Maths	82%	87%	90%	86%
Science	89%	94%	87%	90%

KS3 SATs (Teacher Assessment) Level 6 or above

	2011	2010	2009	3 yr avg
English	54%	58%	51%	54%
Maths	58%	72%	66%	65%
Science	60%	57%	52%	56%

37 KS4 Results 2010–11

	2011	2010	2009	3 yr avg
--	------	------	------	----------

5 or more A*–C grades	87%	84%	72%	81%
-----------------------	------------	-----	-----	-----

5 or more A*–G grades	100%	100%	100%	100%
-----------------------	-------------	------	------	------

Percentage of grades awarded at A*/A	24.4%	20.7%	19.6%	23.2%
--------------------------------------	--------------	-------	-------	-------

5 or more A*–C grades incl. Maths & Eng.	68%	61%	58%	62%
--	------------	-----	-----	-----

5 or more A*–G grades incl. Maths & Eng.	99%	99%	99%	99%
--	------------	-----	-----	-----

English Baccalaureate (A*-C GCSE grade in English, Maths, 2 Sciences, a Humanity and a Foreign Language)	27%	23%		
--	------------	-----	--	--

2 or more A*–C Science	77%	84%	74%	78%
------------------------	------------	-----	-----	-----

5 or more A* or A	27%	22%	16%	22%
-------------------	------------	-----	-----	-----

1 or more A* or A	54%	47%	48%	50%
-------------------	------------	-----	-----	-----

Average GCSE points score	493	489	477	486
---------------------------	------------	-----	-----	-----



Average points per GCSE	42.6	41.3	39.6	41.2
No. of pupils in year 11	213	215	217	
	2011	2010	2009	National 2011
% A*/A grades	24.4%	20.7%	19.6%	23.2%
% B & C grades	54.2%	54.4%	50.7%	46.6%
% D grades	12.8%	12.2%	14.1%	15.1%
% E-G grades	8.4%	12.3%	12.6%	13.9%
% U grades	0.2%	0.5%	2.9%	0.2%
Boys A*–C performance	86%	83%	63%	
Girls A*–C performance	89%	84%	79%	

GSCE A*–C grades	2011 Entries	2011 CDPS	2011 National	CDPS 3yr avg
English	213	81%	65%	74%
English Lit.	212	77%	78%	68%
Maths	212	74%	59%	70%
Additional Maths	17	71%	73%	72%
Statistics	80	99%	79%	99%
Core Science	137	79%	63%	78%
Additional Science	122	82%	66%	83%
Biology	44	93%	93%	94%
Chemistry	44	98%	93%	98%
Physics	44	98%	94%	97%
Child Development	14	86%	N/A	50%
Design	165	59%	62%	59%
Art	24	58%	76%	70%
French	69	83%	73%	76%
German	22	59%	76%	64%
Spanish	30	93%	75%	71%
History	59	64%	70%	67%
Geography	112	68%	70%	71%
RP short course	207	36%	52%	46%
RP full course	6	100%	73%	87%
Music	21	86%	77%	81%
Drama	43	49%	50%	62%
PE	70	71%	71%	62%
PE short course	19	58%	52%	N/A

Applied Learning Courses A*–C equivalent	2011 Entries	2011 CDPS	2011 National	CDPS 3yr avg
IT DiDA	70	84%	N/A	N/A
IT National	19	100%	N/A	N/A
Science BTEC	30	100%	N/A	N/A
Art BTEC	23	100%	N/A	N/A
Business Studies BTEC	45	100%	N/A	N/A
PE BTEC	13	100%	N/A	N/A
Performing Arts BTEC	36	100%	N/A	N/A
Music Tech Certificate	20	100%	N/A	N/A

38 Targets 2011–12

Based on pupil prior attainment:

Key Stage 3 Targets	% Level 5 or above
English	90%
Maths	90%
Science	90%

Key Stage 4 GCSE Targets

Percentage of pupils achieving 5 or more grades at A*–C at GCSE	90%
Percentage of pupils achieving 5 or more grades at A*–C including Maths and English	73%
Percentage of pupils achieving 5 or more grades at A*–G at GCSE	100%
Percentage of grades awarded at A*/A	28%

39 Pupil Destinations

The majority of Deer Park pupils continue their education post 16. The data for Year 11 pupils who took their GCSEs in 2010 was:

88%	Full time education at Cirencester College or other tertiary institutions or school sixth forms
7%	Employment with training
5%	Not in education, employment or training or not known

40 Continuing Professional Development

As a Training School and an Investor in People Cirencester Deer Park School puts a great deal of emphasis on developing staff. We work in three specific areas: Initial Teacher Training, Continuing Professional Development and through our partnerships with other schools. Every member of staff has targets linked to professional development and they receive appropriate training to enable them to meet these targets, both within school and through external courses.

A significant number of staff are currently following a range of further professional courses including a school based Masters programme with the University of Gloucestershire.

Our focus on training and development means that we are constantly evaluating our teaching methods and seeking improvements in the quality of teaching and learning. The programme for our Whole School Inservice Training Days in 2011-12 includes:

- Raising Achievement
- Enhancing the quality of Learning and Teaching
- Developing our Curriculum
- Improving Information and Guidance for pupils

41 Enrichment

The school offers more than a visible curriculum. The pupils are encouraged to participate in a wide range of extended and extra curricular activities. Many of these are designed to support learning. They promote interests and develop abilities in new areas.

Our comprehensive extra-curricular list is revised termly to reflect seasonal shifts in activities, particularly in sport and events in our school calendar. Similarly some specialist enrichment opportunities run for a fixed period of time both within and outside the normal curriculum and often involve our pupils working alongside experts.

Our 'Faculty in Focus' programme enables staff and pupils to celebrate, share and extend their interests in a subject and each faculty hosts special events. These have included an opportunity to visit 'Starlab' a touring planetarium, participate in 'Maths Magic' or see a live performance of a set text.



There are 3-5 enrichment standstill days across the year. Pupils have the opportunity to participate in active workshops related to a central theme such as 'building learning power' or promoting a better 'Lifestyle for Learning'. For example in 2010-11, pupils in Year 7 learnt about staying safe both on line and in the event of a bus evacuation and pupils in Year 8 participated in a creative UNESCO project focused on the slave trade.

Our annual enrichment week offers all pupils a structured cross-curricular programme. Themes for each year group are linked to the statutory requirements for Citizenship, Enterprise and Work-related Learning and activities are inclusive. In Year 8 the focus is on European and Cultural Awareness and in Year 9, Personal Challenge.

42 Charging Policy

The School's Charging Policy is in line with current legislation. This means:

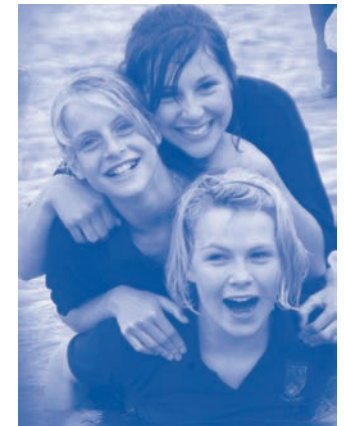
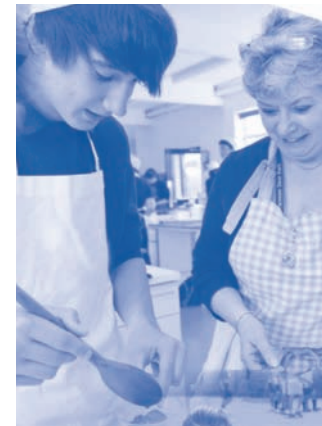
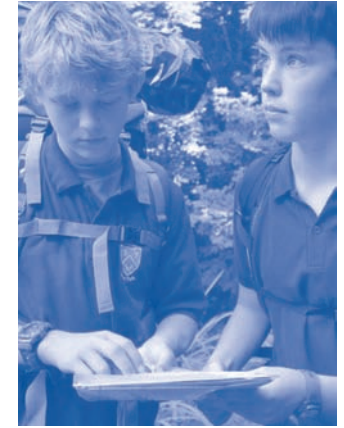
- Parents are expected to provide uniform, PE kit and basic equipment such as writing implements for their children.
- All education provided during the normal school day is free.
- The school is able to ask for voluntary contributions for specific activities and equipment, and specialist resources eg GCSE Design Coursework Projects
- Pupils cannot be excluded from such activities if no contribution is made (although if there is insufficient support the activity may not be able to take place).

- Charges can be made for any activities that take place outside of the normal school day, although these charges will not exceed the cost of the activity.
- Charges can be made for any damage to, or loss of, school property caused by negligence or vandalism.
- The school will normally pay all exam entry fees unless the pupil is not being prepared for the exam at the school or the pupil fails to sit the examination without good reason.
- Charges will be made for instrumental music tuition on an hourly basis. Pupils taking GCSE Music will pay a reduced charge.

43 Complaints Procedure

While we sincerely hope it will not be necessary, our formal complaints procedure can be found on our website. We aim to acknowledge and respond to all concerns raised by parents within 48 hours. Some will require further investigation and these will be resolved as quickly as possible.

However, should you be unhappy with the outcome, all formal complaints should be addressed to the Head in writing, who will decide who should deal with the complaint and respond thereto. If the initial response is unacceptable to the complainant then the matter should be referred to a Governor Complaints Panel of 3 Governors drawn from a list of 5 Governors. If the response from the Panel is unacceptable to the complainant, the complainant can refer the matter to the Chairman of Governors.



Cirencester Deer Park School,
Stroud Road, Cirencester,
Gloucestershire GL7 1XB
Tel: 01285 653447
Fax: 01285 640669
email: enquiries@deerparkschool.net

www.deerparkschool.net