

The Ravenscroft School a Technology College Profile



The Ravenscroft School a Technology College

Barnet Lane, Barnet

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<http://www.ravenscroft.barnet.sch.uk>

Local Authority:	Barnet
Age range:	11-18
Number of pupils:	880
Head teacher:	Mrs M H Karaolis
Chair of governors:	Mr A Hardy

What have been our successes this year?

In January 2008 a full OfSTED inspection declared the school to be 'Outstanding'. In September 2008a themed OfSTED inspection on 'workforce reform' again declared the school to be 'outstanding in all areas.

In an article in the 'Guardian' Professor Dylan Wiliam praised the school.

All the indicators, (RAISEonline, FFT, YELLIS) show that our school is successful and is providing excellent value added for our students.

KS2 to KS4 CVA score of 1028 puts us in the top 6% of schools nationally.

58% 5A* to C in 2007 represented the best the school had ever achieved . In 2008 this percentage increased to 64% and the percentage with english and Maths to 40% again an unprecented improvement in school performance. The school has been recognised a one of the most improved in the country.

Student & parent questionnaires are positive about our school. In March 2008 92% of parents attended Student Review Day.

Two major building projects in the school have taken place this year. First a Learning Resource Centre, two areas each with 32 computers. The second two new classrooms, fully equipped with computers, a support centre for pupils and a new staffroom.

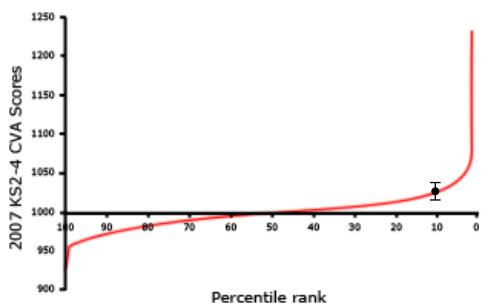
The school has become the first secondary school to become an Advanced Learning Centre.

What are we trying to improve?

Our School Development Plan 2008-2011 has the following priorities for our school:

- 1a Continue to raise the standard of Teaching and Learning.
- 1b To ensure consistency of practice in Assessment For Learning .
- 1c To equip students with Independent Learning skills.
- 1d All staff to develop a repertoire of teaching styles
- 2a To develop a discrete core skills programme
- 2b Continue to raise standards of Literacy across the curriculum.
- 3 Develop and implement measures to counteract the under-achievement .
- 4 To re-evaluate the schools home work policy.
- 5 a) Continue to improve behaviour.
- 5b) Continue to improve attendance
- 5c) To continue to improve punctuality
- 6 Implement Technology College developments & to develop a new specialism.
- 7 Improve the learning environment.
- 8 Improve standards in the 6th form
- 9 To develop the CPD programme

How much progress do pupils make between 11 and 16?



- Our School
- ┌ Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

In 2007 the school increased its 5A* to C percentage for the eighth consecutive year to 58% 5A* to C. In 2008 this further increased to 64% (40% with English and Mathematics).

At KS2 to KS4 10 different groups in the school do significantly better than expected

The score 1028.0 puts us in the top 6% of school nationally.

Key Stage 2 to Key Stage 4 Contextual Value Added shows that **all pupils** achieved Significantly better than expected.

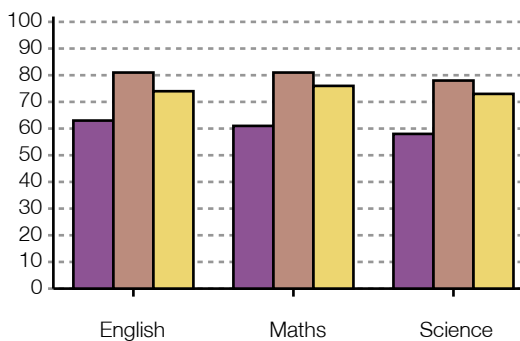
At KS3 to KS4 13 different groups in the school do significantly better than expected

Key Stage 2 to Key Stage 4 Contextual Value Added shows that **SEN School Action** achieved Significantly better than expected

Key Stage 2 to Key Stage 4 Contextual Value Added shows that **Students whose first language is English** achieved Significantly better than expected (score of 1025).

Key Stage 2 to Key Stage 4 Contextual Value Added shows that **Students whose first language is Other than English** achieved Significantly better than expected

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.

■ Our school ■ Local schools (Local Authority) ■ All schools

In 2007 the school produced aCVA 'significantly better' than expected score at Key Stage 3 in all 3 subjects (English, Mathematics and Science). This placed it in the top 20% of schools nationally.

RAISEonline shows that the Contextual Value Added from Key Stage 2 to Key Stage 3 for **all pupils** and all subjects was 'Significantly higher than average' and place us in the top 20% of schools.

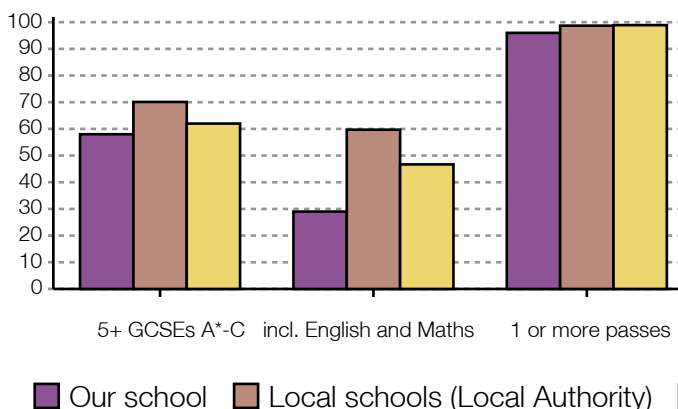
RAISEonline shows that the Contextual Value Added from Key Stage 2 to Key Stage 3 for **English** was 'Significantly higher than average' and place us in the top 13% of schools.

RAISEonline show that the Contextual Value Added from Key Stage 2 to Key Stage 3 for **Maths** was 'in line with expectations and places us in the top 37% of schools.'

RAISEonline shows that the Contextual Value Added from Key Stage 2 to Key Stage 3 for **Science** was 'Significantly higher than average' and places us in the top 30% of schools.

In all **8 identified Groups did significantly better than expected. No group achieved below expectations.**

How well do our pupils achieve at age 16?



This shows the percentage of pupils (who were at the end of Key Stage 4) who in 2007 achieved 5 or more GCSEs (and equivalent) at grades A*-C, 5 or more GCSEs (and equivalent) at grades A*-C including English and mathematics GCSE, and one or more GCSEs (and equivalent) at grades A*-G.

At 45% 5A* to C our percentage is below that of both LA schools and All schools nationally.

However our school has now had its 6th consecutive year of improvement. The Local authority has schools that allow selection on ability and our school does not select. Contextual Value Added shows the true value of what the school does for students between Year 7 and Year 11 and this places the school in the top 18% of all schools nationally and 4th out of 20 schools in Local Authority. In 2005 it placed our school in the top 10% of all schools nationally.

RAISEonline shows that 7 out of 18 identified groups achieve *significantly better* than expected. 10 groups achieve as well as expected and only one group achieves below expectations.

How have our results changed over time?

There has been year on year improvement in GCSE performance.

5A*-C 12.5% in 2000, 39% in 2003 and 2004, 43% in 2005 and 58% in 2007. In 2008 unvalidated data shows the school achieved 64% (40% including English and mathematics).

In 2007 58% 5A* to C the highest performance ever. Fischer family Trust Data shows that Actual Attainment was significantly higher than expected for all pupils at 5A* to C, for Boys at 5A* to C and for Free School Meal pupils at 5A* to C. In 2007 the specialist schools trust issued data on all specialist schools in the borough showing that the school had the best contextual value added at key stage 4 of any specialist school in the borough. The new contextual value added score puts the school in the top 6% of schools in the country and second out of 20 Barnet Secondary schools.

The 2007 RAISEonline rates contextual value added for KS3 and KS4 as 'significantly higher than average'.

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

In 2008 Ofsted described pastoral care in the school as 'Inspirational'.

- Year 7 integrated transitional curriculum for less able pupils
- Two ability bands and then setting by ability within each band enables the needs of students of different abilities to be more closely met and helps them to achieve
- KS4 has a well developed curriculum programme
 - o traditional GCSEs & Applied GCSEs in e.g. Business, Health & Social Care
 - o BTEC in Art & Leisure and Tourism
 - o Junior Sports Leadership Award
 - o AQA National in Science offered as well as Double Science

- o DiDA in ICT also offered
- o Core subjects given the opportunity to begin GCSE courses early
- o Extended vocational KS4 course in Leisure and Tourism taken in double option time with additional study support
- o A few students are on a variety of vocational courses at Barnet College

In 2006 GCSE Statistics was introduced.

- KS5 courses exist at Level 2 and Level 3
- o both vocational and academic courses
- o adult qualification in Literacy and Numeracy
- o rigorous process in Yr 11 to advise students on appropriate courses
- o students recommended for courses depending on prior attainment data
- o option blocks drawn up to allow pathways of subjects (curriculum plan)

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

In 2007 the school employed Administrative support to ensure that any pupil not in school received a 'first day' phone call. In 2008 this was extended to support attendance in the 6th form

The school works closely with the Educational Welfare Service and has an almost full-time EWO attached. The EWO works closely with the Directors of Learning to ensure good attendance. In 2007 - 2008 'fast' track' programmes have been targeted at each year group to improve attendance.

Each half term an 'Attendance Prize Draw' is held in order to encourage students to attend regularly and punctually. Only students with good attendance and good punctuality can be entered.

Attendance & punctuality are monitored routinely.

School attendance has increased over the last 6 years from 84% to 92%.

Unauthorised absence has decreased from 8% to 1.2%.

Classroom and corridor rules are known & revisited regularly and displayed throughout the school.

Registers are taken for each lesson and rewards given for sustained attendance, by subject staff, tutors, DoLs and by the SMT.

Student questionnaires show that in 2007 93% felt that, "The Ravenscroft is a good school to be at". In 2004 95% of pupils felt "the school was well run" this was sustained in 2007.

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

In 2007 concerns expressed about school toilet facilities at the 'Year' and 'School' Council meetings led to extensive refurbishment of the school toilets at a cost of £25 000. The school council was consulted over design and colour scheme.

A full survey of all students undertaken at Student Review day in November 2007 showed that:

93% of students said 'It was a good school to be at'

95% said 'I am well taught'

The 2005 questionnaire for pupils and parents had 90% of pupils, parents and carers responding to the questionnaire commenting positively about the school.

The lowest approval questionnaire return was for pupils behave well in school. As a result Friday afternoon INSET was Behaviour for Learning. The annual staff conference also focussed on effective behaviour management. The school continues to place great importance in positive rewards for good behaviour.

The 2004 whole school survey revealed a significant number of students were faced with difficult journeys by public transport. As a result we were able to improve transport by providing an additional 56 seater coach.

In 2008 pupils were surveyed about homework as part of a review on homework policy.

How are we working with parents and the community?

We have two 'Student Review Days' a year for parents to attend a 20 minute review and target setting meeting with their child's group tutor and receive a detailed report as well as receiving the end of year report. In March 2008 91% of parents attended. 99% of these said that they agreed or strongly agreed' that these were 'well organised and helpful'.

We hold parents information evenings e.g. KS4 options, KS3 & KS4 examination preparation.

Year 7 parents are invited in to school early in the Autumn Term to meet pastoral staff, tutors, Directors of Learning and support staff.

Immediately after Mock Examinations a parents evening is held for Year 11 parents to discuss results, coursework, revision, tier of entry etc.

As a Technology College we work closely with local primary schools to offer a programme of technologically enriching experiences.

In addition we run an adult ECDL course (ICT).

We have many lettings e.g. Greek Community School, childrens basketball, adult keep fit.

From September 2007 the school has had the first Advanced Learning Centre in a secondary school which will provide Technology teaching for Gifted and Talented students in Years 5 and 6 from local Primary Schools.

What activities and options are available to pupils?

The school has a wide and inclusive curriculum that is reviewed by the schools Senior Management Team regularly to ensure all ages, aptitudes and abilities are catered for. This was recognised and praised by OfSTED.

The following clubs and activities take place before school, lunch time and after school on various days of the week, some occur every day.

Duke of Edinburgh Award

Breakfast club

Lunch time Homework club x 2EAL homework club

IT club

Year 8 girls club

Astronomy club

Basketball

Library Homework Club

Art Club

Maths Gifted & Talented group

Careers Guidance surgery

Arsenal double club

Street dancing club

Reading club

Writing group

Football Club

Technology club

Music club

Theatre Club

GNVQ extra curric IT club

Running club

Table Tennis club

Chess Club

*There are also numerous trips (over 100 in the last 2 academic years)

e.g.

Ski Trip to Italy

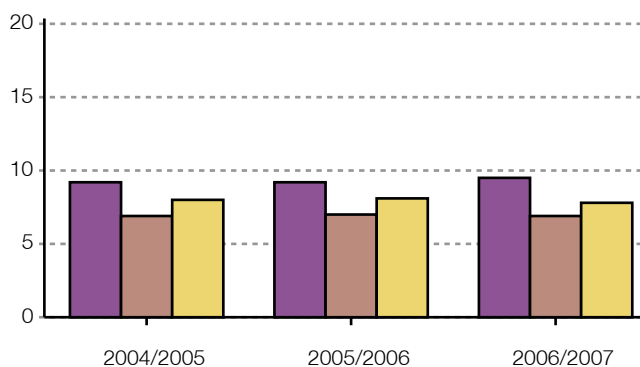
Mersea Summer Camp

National Theatre Visits

Isle of Wight Science Study trip

Epping Forest Centre

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

Although absence rates are slightly higher than those LA schools and all schools nationally there has been massive improvements in both attendance rates and unauthorised absence rates in recent years. Attendance has increased from 86% to 91% (only 1% below average) and unauthorised absence has reduced from 6.4% to 1.2% (only 0.1% above the national average). However they are in the top 25% of similar schools.

The school's 'Deprivation Index' (as shown in the PANDA and RAISEonline) indicates that only 8% of schools nationally have a more deprived population. The school's attendance is in the top 20% when compared with similar schools. The school has worked very hard on improving attendance including having a full time EWO, a part time administrative assistant to make first day phone calls, sending half-termly letters to students whose attendance is low, giving certificates to students who have good attendance, 6 half-termly prize draws to reward those with good attendance.

Regular assemblies are held stressing the importance of good attendance and its direct link to achievement. An attendance prize draw is held 6 times a year. All have helped to improve attendance and reduce unauthorised absence.

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

- the school has been awarded Healthy Schools status
 - the school canteen focuses on healthy meals breakfast and lunch
 - Health & Safety rules apply in all practical areas
 - HSPACE (PHSCE) has a focus on healthy lifestyles
 - Director of Learning and a Tutor Team for each year group
 - Named person for LAC
 - School Counsellor
 - Learning Mentors
 - Behaviour Mentor
 - Connexions PA & Careers Adviser
 - Teaching Assistants
 - Induction course for those students with EAL(lead practitioner)
 - Email and morning staff briefings disseminate information to alert key staff to concerns with individual students
 - Peer listeners
- 6th formers who are usually the first in their family to continue in education beyond the school leaving age are guided onto the correct KS5 courses for them and supported through their 6th form.
- In September 2007 as part of the the second new building project a 'Pupil Support Room' has been established staffed by a very experienced member of staff.
- As part of the first stage of the new buildings students have access to a 'Learning Resource Centre' that is equipped with 62 computers. this is attached to the existing library.
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What do our pupils do after year 11?

In 2007 the destinations of Year 11 were:

- 34% in to the school's 6th Form
- 42% other College
- 9% Other schools
- 2% Employment
- 1% Armed Forces
- 2% Other
- 2% Apprenticeship
- 8% Unknown

Ofsted's view of our school

A student described the school as 'caring, helping, understanding and exciting' and inspectors agree. The headteacher's passion and commitment to ensuring students receive the best possible education, in the widest sense of the word, is very apparent and shared by governors, senior leaders and staff. The belief in the potential of every child to achieve and to overcome the barriers they may face is driving the work of all in this harmonious school community. It has contributed to significant improvement in standards and achievement and demonstrates excellent capacity to improve further.

Students start at the school with standards which are below average and sometimes well below average. A significant proportion have not started their education in this country and many join or leave the school at times other than normal. Standards are rapidly improving but remain below average overall. This represents good achievement given students' starting points. In particular, boys and those with learning difficulties make outstanding progress.

Several factors contribute to student's good progress. Teaching is good with some that is outstanding. Teachers have high expectations and adopt a wide range of strategies to engage and motivate students. A further contributory factor is the support provided by the enthusiastic and highly skilled support team for those with learning difficulties and those learning English as an additional language. In addition, the outstanding curriculum, carefully tailored to meet the needs of the students, is reviewed and adapted regularly. Particular strengths are the emphatic focus on literacy and numeracy across the curriculum. The extensive trips and wide ranging clubs, including astronomy and Latin, further enhance students' experience. The school's specialism is used very effectively to raise standards and to develop a dynamic curriculum.

There is very regular and rigorous tracking and monitoring of students' achievements. This enables highly effective and timely intervention to support underachieving students and contributed to the substantial rise in standards in 2007 in nearly all subjects. Regular half-termly assessment is undertaken to identify specific areas of weakness in students' learning, which then informs subsequent teaching. This system of checking how students are progressing enables good

information to be available on the high number of students who join the school at times other than at the start of Year 7.

Senior leaders have established very effective systems to check the work of the school and to achieve consistency in teaching and learning. These include frequent line management meetings and very strong monitoring of teaching which in turn informs regular training. Additional support staff are fully involved in these professional development activities. The school development plan is a key document that drives improvement and is monitored closely by governors. Senior leaders and governors know the school very well; they accurately identify strengths and weaknesses and then plan to address these with considerable success. An example of the effectiveness of these systems is the outstanding improvement in the progress made by boys.

Staff in the school provide students with outstanding guidance and support which enables them to realise their academic potential as well as contributing to their outstanding personal development. A notable feature of this ethnically and socially mixed community is the very good relationships between students. They are supportive of each other and there is excellent community cohesion within the diverse student body. They have a strong sense of teamwork, which is developed through a carefully structured tutor programme. This instils confidence and enables them to flourish. Students know there is always an adult to talk to, including the headteacher, who they regularly approach when in need.

Despite the troubled histories of some students and the very high mobility that can potentially disrupt learning, senior leaders and staff have taken great care to produce a calm, focussed environment where students learn, achieve and enjoy. Parents are overwhelmingly positive about the school, as are students. They note the caring attitudes of the teachers and the warm and welcoming ethos of the school. A parent wrote to inspectors, 'The teachers at Ravenscroft show a real passion for teaching.'

Date of last inspection: 16-Jan-2008

Ofsted graded our school as outstanding

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



[View the Ofsted page for The Ravenscroft School a Technology College](#)

What have we done in response to Ofsted?

Attendance: in 2005/6 attendance was maintained at 91% and unauthorised absences fell to 1.2%.and this has been maintained in to 2006 -2007.

Underachievement of boys :2005 white boys achieved 47% 5A*-C and black boys achieved 61%.

Underachievement of boys in 2006 white boys achieved 41% 5A*-C and black boys achieved 46%.

Homework: a survey has shown that 91% of our pupils believe homework is regularly set, compared to 81% in similar schools. A project in 2006 - 2007 further raised the amount of homework being set.

The development of ICT: in subject areas this is now a compulsory element in all departmental action plans and ICT exists throughout. All classrooms have interactive whiteboards.

A Much broader curriculum as more courses have been introduced to cater for the ability range within the school.(e.g. GCSE Statistics and Astronomy for more able and a range of Vocational courses for the less academic).

Marking- Assessment for Learning is a key area for focus and there are regular termly focussed monitoring through 'work checks'.

Information about our sixth form

Our results this year

The small numbers in our sixth form often make generalisations about achievement and attainment difficult.

ALPS report shows in 2007 students at 'A' level did well in MediStudies & Drama and achieved in line with expectations in English literature & Mathematics. They achieved slightly below expectations in Product Design and Sociology.

In 2007 students at 'AS' level did well in Geography, History and achieved in line with expectations in Critical Thinking and Product Design. They achieved slightly below expectations in Sociology.

In vocational courses achievement was good in Art and Design, Health & Social Care, ICT and Business studies.

The ALPS Report shows the sixth form does well with students who would not be allowed to undertake sixth form courses at many institutions (those with an average points score below 5.0).

How have our results changed over time?

It is difficult to generalise about results over time. Unlike Key Stage 3 and Key stage 4 there are no obvious trends over time at Key Stage 5.

The character and profile of the sixth form has varied greatly as has the range of academic and vocational subjects that have been offered in order to meet the needs of the particular cohort of students. The Alps reports suggests that subjects that are taken year on year, e.g. Art, Drama Media and Business Studies are very successful with the students that they recruit. More academic subjects, Sociology, Psychology, Sciences and Maths have been less successful. Generally however the ALPs report suggests that students who stay on in to the sixth form are successful whatever their prior achievement.

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

We have continued to adapt to meet the needs of our intake, and are offering new vocational qualifications in Science alongside BTEC Sport and BTEC Music (both level 3 courses equivalent to A Levels), while still retaining the most popular and high achieving A levels.

January A level module re-sits saw the pass rate improve from 56 to 70%.

Sixth formers have been involved in various voluntary and fundraising activities, including raising money to pay for the education of children in India.

Sixth Form teaching areas are being refurbished and provided with additional ICT facilities in vocational areas.

What are we trying to improve in our sixth form?

Between 2008 and 2011 the 6th form will become a major school priority on the 'School Development Plan'.

Broaden the vocational curriculum further with the new courses. Strategic planning of courses offered should see our attainment improve alongside our already improving levels of achievement.

The Sixth Form needs to continue to grow in size, and should achieve this through offering courses which effectively target students of all abilities and engaging students in enrichment activities.

The 6th form common room has been completely refurbished with new tables chairs, kitchen facilities a cold water machine and has had a healthy drinks machine.

ICT access will be improved with the finish of part two of current new construction project particularly for vocational students, and the Sixth Form will have use of new vocational faculty buildings with these facilities.

What do our students do after leaving the sixth form?

Destination of 6th Form Students 2007

Yr 12

Total students	69
Staying for yr 13 -	44
Restarting yr 12 -	14
Leaving to work -	1
Leaving for college -	10

Yr 13

Total Students	37
University -	25
Restart yr 13 -	2
Gap Year -	2
Working -	8.

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 020 8445 9205

Our website <http://www.ravenscroft.barnet.sch.uk>
