Uffculme School
Excellence is a habit

Prospectus 2018

Uffculme Academy Trust
(A company limited by guarantee, registered in England and Wales. No 07338835)
An exempt charity
Welcome to Uffculme School

Excellence is a habit

Welcome to Uffculme School. I am delighted that you wish to find out about our school and hope that you find this brochure helpful in understanding some more about why we agree with Ofsted that this is an outstanding school.

Firstly Uffculme is a completely comprehensive school offering high quality educational opportunities to students of all abilities and aptitudes. Attainment is outstanding but it is not just about results. We aim to produce young people fit for the demands of a complex, global society. We have a proud tradition in outdoor education, musical, dramatic and sporting enrichment and value community service alongside high achievement.

In 2010 Uffculme converted to become one of the first new style Academies. We believe this will allow us greater freedoms, more flexibility and enhanced resources to enable us to continue to develop, improve and aim even higher for every one of our students.

Uffculme is a happy school where students and teachers enjoy working together. We have a strong ethos based on core values of respect, tolerance and courtesy. We set high standards of behaviour and actively promote self discipline, self respect, resilience and responsibility. Through these values our young people gain the confidence to take their place in society and develop the skills and attitudes to enable them to succeed in their chosen paths. On 1st July 2013, Uffculme Primary School joined the Uffculme Academy Trust effectively creating an ‘all-through’ School.

We have a hard working and gifted staff body who work in partnership with parents, governors and the local community to ensure that young people are supported, challenged and inspired to achieve.

We have ambitions to be truly world class and invite you to join us in our quest to provide an exceptional education for your children.

Mrs L Heath, Headteacher
The School’s Aims
To provide outstanding learning opportunities inside and outside of the classroom through which all of its students will:

- Aspire, achieve and excel beyond expectations
- Develop spiritual and moral values
- Understand their role in the community and appreciate and embrace diversity in all its forms

The School’s Objectives
To recognise and record the achievements of all pupils.
To support and extend pupils of all abilities.
To provide a wide range of courses leading to external qualifications, including those which recognise vocational and practical skills.
To provide a pastoral system which enables every child to feel sufficiently secure and confident to discuss personal matters with staff and which offers appropriate support.
To encourage service to the community and support for the disadvantaged through direct help and charitable fundraising.
To provide individual advice and guidance which will enable pupils to transfer to appropriate work or further education.
To encourage pupils to show respect and consideration for others and their property.
To intervene where there is unhappiness, including that caused by bullying.
To encourage all to participate in a wide range of extra-curricular activities including competitive sport.
To give the opportunity for all to have residential experience including the opportunity to use language and other skills abroad.
To make the school a safe, stimulating and comfortable environment, well maintained and free from litter and graffiti.

Safeguarding Children
Our school community has a duty to safeguard and promote the welfare of children who are our students. This means that we have a Child Protection Policy and Procedures in place. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child’s welfare. We will always ensure that our concerns about our students are discussed with their parents / carers first unless we have reason to believe that this is not in the child’s best interests.

Our designated Child Protection Person is Mr Chris Lepper
Admissions Arrangements

Uffculme School is comprehensive which means that students are admitted without reference to their ability or aptitude. It caters for students up to the age of 16. There is a planned admission number of 208 students in Year 7. The normal minimum age for admission is 11 before September 1st.

Application Procedures

Applications to Uffculme School should be made and will be considered in accordance with the arrangements set out in the co-ordinated admissions scheme for secondary schools in Devon. Details of these procedures are available in the Next Step booklet.

Oversubscription Criteria 2018

Any child whose Education Health and Care Plan names Uffculme School will be admitted. Where the number of applications exceeds the number of places available in Year 7 (the PAN) the Trust will use the following oversubscription criteria to prioritise applications:

1. Looked After Children or previously Looked After Children who were immediately adopted or made the subject of a child arrangements order or a special guardianship order.
2. Children for whom an exceptional medical or social need to attend this school is demonstrated.
3. Children attending a linked primary school member of the Uffculme Academy Trust when the application is made.
4. Children who live in our designated area, with a sibling on roll at this school when the application is made.
5. Children who live in our designated area, attending a linked primary or junior school when the application is made.
6. Other children who live in our designated area.
7. Children who live outside our designated area, with a sibling on roll at this school when the application is made.
8. Children of members of staff employed at this school for more than two years when the application is made or recruited within the past two years to fill a vacancy for which there was a skills shortage.
9. Children who live outside our designated area, attending a linked primary or junior school when the application is made.
10. Other children.

If it is necessary to distinguish between children in a particular category, priority will be determined on the basis of distance between home and school measured as a straight line from the entrance of the property, to the nearest available official entrance of the school (the shorter the distance the higher the priority).

Waiting Lists

We will operate a waiting list for each year group until the end of the end of the academic year. This will be maintained by us and shared with the LA. It will contain the names of all children whose application for admission that year has been refused.

Children's positions on the waiting list will be determined solely in accordance with the oversubscription criteria. Positions will be reordered whenever anyone is added to or leaves the waiting list. Therefore, a child's name can go up or down on the list. The length of time on a waiting list does not affect a child's position.

Appeals against refusal to award a place

We will refuse admission when we believe that the Year Group is full and we are unable to meet the child's needs without causing prejudice to efficient education or the efficient use of resources. Whenever an application is refused, there will be a formal decision letter which will give a reason for refusal and advice about the parent's right of appeal to an Appeals Panel that is independent of this school.

Applications for In-Year Admissions

Parents seeking a place for a child outside the normal admissions round or for older year groups should contact the school.

This is an extract from the school's full admissions arrangement policy. The full policy can be found on our website: www.uffculmeschool.net or on request from the school.
Transition
Deputy Headteacher Mr C Lepper and the Head of Year 7 are responsible for the transfer arrangements from primary schools. They visit the partner schools in the summer term and there are opportunities for parents and students to visit the school as part of the induction programme.

On joining the school, children become part of a tutor group consisting of children from various primary schools and of different abilities.

Deputy Headteacher Mr J Roberts has responsibility for the transition to Post 16 education or employment.

For each school year there is a Year Head who deals with most day-to-day matters and leads the team of tutors.

Learning Support
The school is not selective in any way and accepts students with a wide range of learning difficulties and other special needs. The school has an accessibility plan which is available on request. There is a well-resourced and effective learning support department. Those with Statements of Special Need or EHCP’s will be supported as required by their statements. The Code of Practice in Special Needs is implemented in full. The school also supports from its own resources those who need specific help but do not have statements or EHCP’s. Additional help is given in a variety of ways including supporting students in mainstream lessons, teaching some students in small groups and on occasion giving individual support. The Head of Learning Support (Special Educational Needs Co-ordinator) is Mrs E Hawkins. She is supported by other qualified staff and a team of teaching assistants.

Exceptionally Able Children
The school includes children of outstanding ability in academic and other fields. It is the policy of the school to encourage such children to develop their abilities to the fullest extent. Setting of academic subjects provides a challenging environment for able children which is reflected in their examination results and successful careers. A key aspect of the policy is that they are encouraged to develop a breadth of skills and interests as well as the particular ability in which they may be gifted. Academically able pupils may be invited to become members of our ‘Aspire’ programme which seeks to stretch and challenge the most able pupils beyond the formal curriculum.
Curriculum

Education Acts require schools to have a balanced and broadly based curriculum which “promotes the spiritual, moral, cultural, mental and physical development of the students at the school”. It must also prepare students for “the opportunities, responsibilities and experiences of adult life”.

The School Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.50 - 09.00</td>
<td>Registration</td>
</tr>
<tr>
<td>09.00 - 09.10</td>
<td>Assembly</td>
</tr>
<tr>
<td>09.10 - 10.10</td>
<td>Period 1</td>
</tr>
<tr>
<td>10.10 - 11.10</td>
<td>Period 2</td>
</tr>
<tr>
<td>11.10 - 11.30</td>
<td>Break</td>
</tr>
<tr>
<td>11.30 - 12.30</td>
<td>Period 3</td>
</tr>
<tr>
<td>12.30 - 13.30</td>
<td>Period 4</td>
</tr>
<tr>
<td>13.30 - 14.30</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>14.30 - 15.30</td>
<td>Period 5</td>
</tr>
</tbody>
</table>

Key Stage 3
The first three years, Years 7 - 9 form Key Stage 3. The National Curriculum is broadly followed in English, Mathematics, Science, ICT, Design & Technology, Geography, History, Art, Music, Physical Education and French or German. All students also take Drama and Religious Education.

Key Stage 4
At the end of Year 9 a wide choice of subjects is given after careers advice and discussion with parents. These subjects are taken in Year 10 & 11 and usually lead to GCSE. All students take English Language, English Literature, Mathematics, Physical Education, ICT and Religious Education. In addition all students must take Science, and have the opportunity to take 3 Separate Sciences. This is important for those students who might wish to study Science at a more advanced level.

Subjects expected to be available from September

- Art
- Biology
- Chemistry
- Design & Technology
- Drama and Theatre Studies
- English Language
- English Literature
- Food & Nutrition
- French
- Geography
- German
- Health and Social Care
- History
- Information Technology
- Mathematics
- Media Studies
- Music
- Physical Education
- Physics
- Religious Studies
- Science (Double)
- Science (Separate)
Information and Communication Technology

The school has 3 dedicated ICT computer suites, each with over 30 computers equipped with Microsoft Office and internet access via Broadband. There are many computers in other departments and in the library. All students have an ICT lesson a week in Key Stage 3 and take an ICT course in Key Stage 4. There are also 2 dedicated graphics and media suites.

The whole site is wireless enabled and we have a large number of laptops and tablets for use in classrooms.

Internet Access & E-Safety

The internet is a potential source of unsuitable material. Students have access to it in lessons, during breaks and after school. Although there are always adults nearby and there is an effective system filter, it may still be possible for individuals to misuse the internet. In practice, students show good sense and monitoring of sites visited has given little cause for concern. We ask parents to monitor pupils’ use of the internet and in particular social networking sites at home. Students are generally not permitted to use their own devices in school.

Arrangement of Teaching Groups

For most subjects students are taught in ability sets. The teaching in the first half term in Year 7 is mainly in mixed ability groups. In September, students take national Cognitive Ability Tests and the information from these is used to arrange ability groups, after checking the results with the Key Stage 2 SAT results and with the primary schools.

Careers Education and Guidance

The school has a well developed programme of Careers Education and Guidance which is an entitlement for all students. The school recognises that the fundamental skills of target setting and planning ahead are key aims to improve life chances and economic wellbeing. The other main purposes of effective careers education at Uffculme School are to:

a) Raise aspirations and increase motivation;

b) Bring relevance of the world of work to curriculum teaching;

c) Contribute to the development of Key Skills.

Personal Development

A weekly programme of personal development takes place in tutor groups. This covers a variety of essential social, moral and academic issues including bullying, health, sex and relationships, personal safety, equal opportunities and respect for diversity alongside a programme of academic mentoring.
Post 16 Education

When students reach the end of Year 11 there are many opportunities open to them. Most choose to take advanced and vocational courses at either Petroc in Tiverton, Richard Huish College or Somerset College in Taunton, Exeter College, Bicton College or the sixth forms of independent schools and other colleges. The geographical position of the school is such that all are accessible from this area.

Interviews with our Careers Advisor are available for students to help guide choices. A Post 16 Options Evening will also take place in the Autumn Term.

Religious Education

Religious Education is taught in accordance with the Devon Agreed Syllabus. In Key Stage 4 it follows a GCSE course, including the study of Christianity and Islam. It also includes religious perspectives on moral issues. The course is accessible to students of any religion or none and as the school has no religious affiliations no assumptions are made about students’ religious beliefs. Parents have the right to withdraw their children from Religious Education lessons or from any assemblies with a religious content. No alternative lessons in other subjects can be provided instead of Religious Education.

Homework

Homework is set throughout the school. It is not always a single piece of work to be done for the following day but may be in the form of a project which involves research. We do not set homework for the sake of it and believe all homework should be purposeful and help develop study skills and consolidate learning. Homework may be completed at school using the Learning Resources Centre. All students are issued with a planner to help them to organise their work.
The School’s Code of Conduct

• Treat everyone and everything with respect

• Attend regularly and punctually

• Wear uniform correctly

• Bring correct books, equipment and homework

• Work hard and allow others to do the same

• Behave sensibly

Pupil Attendance
2016/2017

97%
Parents, Teachers and Friends of Uffculme School

It is hoped that all parents will support the many activities that are arranged by the Parents, Teachers and Friends Association. Some of its activities are fund-raising but others are social and educational. The school values the links between home and school, both formal and informal, and is concerned that we should work in partnership for the welfare and happiness of our children.

Students’ Progress

Reports are issued three times a year for Years 7, 8, 9 and 10 and twice for Year 11.

Parents’ evenings with appointments with individual subject teachers are arranged once a year. There may be other meetings, for example about GCSE courses in Year 9 and specific topic meetings to explain arrangements, for example for a residential visit. There is an opportunity for all parents to meet with Form Tutors in the Autumn Term.

Information from the School

There is a regular Newsletter which gives dates of school events as well as general information about the school. A copy is posted on the website. This is distributed on the first Friday of every month. Many parents choose to receive this by email. A weekly bulletin also goes out every Friday. Copies of all letters home are posted on the website.

The Uffculme School Trust

The Trust exists to support the work of the school and provide extra funding for special projects that support the development of young people. The Trust relies upon donations from groups and individuals.

The school is noted for the wide range of activities that take place during lunchtimes, after school, at weekends and in holidays.

Website

The school’s site is updated regularly. It includes the newsletter, calendar and other general items, as well as information about each subject. The address is www.uffculmeschool.net

‘Uffculme is an inclusive school that does well by all its pupils’ Ofsted
Sport

Sport is held in high esteem both within the curriculum and also through the wide range of extra-curricular activities on offer. State-of-the-art facilities enable us to offer a physical education curriculum which provides breadth of study and choice. Students learn to develop patterns that will lead to a healthy, active lifestyle. Large numbers of students are encouraged to participate outside of curriculum time and there are extensive fixture lists for all age groups within all major team games. Fixtures take place against local schools and there are opportunities for students to gain selection for area and county teams. The school sides are well respected within the county and have gained much success.

Extra Curricular Activities
- Hockey (boys & girls)
- Rugby (boys)
- Netball (girls)
- Football (boys & girls)
- Cross Country (boys & girls)
- Athletics (boys & girls)
- Dance (boys & girls)
- Tennis (boys & girls)
- Cricket (boys & girls)
- Rounders (girls)
- Show Jumping (boys & girls)
- Basketball (boys & girls)
- Badminton (boys & girls)
- Table Tennis (boys & girls)

The Arts

There is a strong tradition in the Arts, both expressive and creative. As well as drama clubs at lunchtimes a major production is staged every other year. In music there are opportunities to learn individual instruments – tuition can be provided in almost all. Concerts are held every term and various groups such as the Jazz Band perform in school and at outside functions.

The school is well known for its high standards in Art and work is displayed around the school. There are regular visits to theatres, art galleries and concerts.

The strength of the Arts is reflected in the number of pupils opting for courses in Years 10 & 11 where there are Music, Drama and Art classes available.
Outdoor Activities
The school has many well qualified staff who lead a variety of outdoor pursuits: canoeing, kayaking, sailing, climbing, caving, mountain walking and skiing are all popular. Some take place after school in summer but many are weekend and holiday residential activities. Ten Tors teams from Uffculme School have a fine record of completing the challenge and for younger students the Exmoor Challenge gives experience of navigating and teamwork in moorland.

Duke of Edinburgh’s Award (Year 9 upward)
A nationally recognised personal development scheme, the Award is a non-competitive programme of activities encouraging young people to undertake exciting, constructive, challenging and enjoyable activities in their free time.

Over 50 students a year achieve the initial bronze award at Uffculme and many go on to the silver programme during their time at school.

The programme involves students in a community volunteering activity and a team expedition on foot, cycle, canoe or horseback as well as encouraging them to pursue an individual skill and physical activity such as sports, dance, or fitness.

Residential Experience and Visits Abroad
There are many opportunities for all ages to take part in residential weekends; some are for outdoor activities when centres on Dartmoor, Exmoor, in Wales or on the coast are used.

There is also a French exchange, involving about seventy students. Other trips include expeditions to France for activities such as camping and cycling, often as part of an educational activities week and a visit to the German Christmas markets. An annual ski trip is offered to students in Year 11.

A number of departments organise residential visits during holiday periods each year.

Other Activities
Many other activities take place during the lunch break and after school. Some arise from the enthusiasms of staff and others from students. They include chess, computers, scrabble, religious groups and creative and reading clubs as well as many music, drama and sporting activities. Years 7, 8 & 9 have an Activities Week in the last week of summer term, Year 10 have work experience week.

There is a very successful school council where students gain experience of public service. The school council plays an important role in planning events and serving committees.

‘Children matter to the staff on an individual basis’ Ofsted
Charging Policy
In accordance with Education Acts, the Governors have adopted a policy on charging for certain activities. It includes the provision of individual or small group music tuition for which a charge is made. No charge can be made for activities which take place during the school day, such as visits for curriculum reasons. However, the funds available to the school to pay for them are minimal and they can only take place if parents contribute to the cost - this is made clear on the letters explaining the intended visit.

Catering
The school dining room provides a wide range of food, including vegetarian and gluten free choices and also a snack service at break. Students may bring packed lunches if parents wish and can buy additional items from the cafeteria. Payments for meals are made by a biometric system which parents can credit with any amount they wish. We do not accept cash payment by students for food. Meals are provided free to families on certain types of benefit. We also provide free breakfasts to eligible students. Evidence must be given before meals can be provided. Please contact the Finance Office for a form or advice. Free meals are provided by the same system that everyone else uses so that there is no discrimination. Students in Year 11 have their own dedicated dining space in the Art Café.

Insurance
The school is fully insured for liabilities which may arise from any act of negligence by its employees. Students are not insured for any accidents that may occur in school or while taking part in school activities unless negligence can be proved against the school or others. Parents are advised to take out a personal accident policy for their children.

School Transport
School Transport is the responsibility of Devon County Council, which has supplied the following information.

It provides free transport where a pupil lives beyond the statutory distance from the school. This is defined as three miles for those aged eight and over. Some students who live within the distance may be given free transport for special reasons, e.g. medical grounds. It is a parental responsibility to arrange for children to travel in safety between home and picking-up and dropping off points.

Visiting School
If you need to come into School for any reason, all visitors must report to Reception and sign in. Teachers are not normally available without an appointment but we will always try to find someone to see you.
Performance & Examinations

Exam Results 2017

During a national context of ‘volatility’ in examinations, 83% of Uffculme Students achieved five or more GCSEs at grades A*-C including the new English and Maths GCSEs. Teachers and pupils worked incredibly hard together and ambitious targets were set for every student. It is a measure of their commitment and high aspirations that many of these targets were exceeded by some considerable margin.

The percentage of pupils making expected and more than expected progress in English and Maths is significantly above national data from all starting points with pupils expected to gain around a grade higher in all their GCSEs than the national average.

A combination of outstanding teaching, fantastic support from parents and determination on the part of the students secured these exceptional results and has ensured that almost every pupil can pursue their college or training course of choice.

These results once again confirm Uffculme School’s place as one of the top performing comprehensive schools in the country.
### Attainment at KS4 for all pupils

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<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<tbody>
<tr>
<td>Number of Pupils at the end of KS4</td>
<td>183</td>
<td>186</td>
<td>198</td>
</tr>
<tr>
<td>% of Pupils Achieving 5 A*-C including Maths and English</td>
<td>84</td>
<td>86</td>
<td>83</td>
</tr>
<tr>
<td>% of Pupils Achieving 5 A*-C</td>
<td>89</td>
<td>90</td>
<td>88</td>
</tr>
<tr>
<td>% of Pupils achieving 5 A*-G</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>% of Pupils achieving 2 A*-C in Science</td>
<td>78</td>
<td>86</td>
<td>87</td>
</tr>
<tr>
<td>% of Grades A* - A</td>
<td>40</td>
<td>45</td>
<td>40</td>
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‘There is a strong community feeling in the school’ Ofsted