

School Context

<p>Students</p>	<p>On 1st January 2018 there were 1390 students in the school, placing us in the highest quintile nationally for secondary school size. All year groups are on / close to PAN (224), with year 7 reflecting the expanded PAN of 232. The sixth form has 256 students. Of these, 8 of 128 in year 12 and 9 of 128 in year 13 are from schools other than St Laurence.</p> <p>Students come from 30 primary schools. The largest intakes are from Christchurch and Fitzmaurice schools in Bradford on Avon and The Mead in Trowbridge; 50% of new intake students are drawn from schools outside our “designated area”. St Laurence has been oversubscribed in year 7 for the last 5 years. St Laurence is the school of choice for many families outside Bradford on Avon but faces competition from improving schools in Trowbridge and from private schools in Bath.</p> <p>Attainment on entry is significantly above national average. For our 2017 year 7 cohort, 62% reached expected standards in reading, writing and mathematics, compared to a national figure of 61%.</p> <p>St Laurence has a SEN profile of 14.8% (spring census 2018), slightly above the national level (2017 ISDR) of 10.7%. The RONI score is lower than the Wiltshire mean. The youth offending rate is low at 0.9%. St Laurence is ranked 19th (1=poorest) in the Wiltshire Experian wealth-poverty index (28 schools in Wiltshire) but includes a significant minority of students facing significant socio-economic challenges. The proportion of lone parents in Bradford on Avon with dependent children who are unemployed is relatively high in Wiltshire (7.2%). In the spring census 2018 there were 151 pupil premium students (11%) – this is in the lowest national quintile; we had 21 children from service families (1.5%). There are 4 Looked After Children.</p> <p>It should be noted that, in common with other schools in Wiltshire, St Laurence has a Service Level Agreement with the Local Authority whereby funding for students’ alternative provision arrangements is delegated to schools; as part of this SLA St Laurence retains these students on role rather than permanently excluding them (this is a legacy of the national “Power to innovate” project). This accounts for only a very small number of our students.</p>
<p>Staff</p>	<p>The school is fully staffed with 84 specialist teachers with an FTE of 74.35, of whom 27 are part time staff. There are many long-serving teachers but also colleagues covering the full range of experience, including 5 NQTs. Staff turnover is generally low - there were 12?? new teachers in September 2017, some covering maternities. We have 76 associate staff with an FTE of 58.43, the majority of whom work part time (term time only).</p> <p>Additional staff were appointed from November 2013 in order to support English and Maths interventions in year 11 and this level of staffing has been</p>

	<p>maintained. These posts have also enabled additional classes in year 10 and 11, thus reducing class size.</p> <p>The school benefits from a relatively large number of teaching assistants who provide in class support, absence cover, social time supervision as well as specialised provision for students with complex educational, emotional and physical needs.</p> <p>Pastoral care is enhanced by fulltime, non-teaching House staff, a dedicated student receptionist, an “on-call” first aider system and a range of support services provided by partner agencies including Relateen.</p>
<p>Curriculum & timetable</p>	<p>There are 50x60 minute lessons per fortnightly cycle. The vertical tutor groups within the 5 Houses are a key strength of the school, contributing much towards the strong community identified by Ofsted (Feb 2013) and SIAMS (June 2015). In Key Stage 3, students are taught mainly in learning groups with a mixed prior attainment profile. Grouping by prior and current attainment currently takes place in Maths, English, and P.E. from year 8, with Languages and Science in addition in year 9. At Key Stage 4, all students study double (trilogy) or triple award Science and all are studying two English qualifications (Literature & Language). Students choose from 3 free option blocks which comprise 30% of curriculum time; these are designed to maximise choice and encourage EBacc participation (in 2017 32% were entered for EBacc subjects).</p> <p>We have revised our key stage 4 RE provision so that, from September 2014 all students have followed the full Philosophy and Ethics GCSE, although there is flexibility about which timetable block they follow this course in, so that there is greater flexibility in option choices.</p> <p>We have retained a 3 year Key Stage 3 in all subjects because we are committed to building a solid platform of transferrable independent learning skills and good progress prior to GCSE courses. Intensive progress catch-up is provided in year 7 through Literacy Plus and Passport Maths as well as individual programmes. In addition, we have introduced a ‘Core Intervention Programme’ for a small group of learners in Year 8 and Year 9 to enable the consolidation of key skills in the core curriculum.</p> <p>Our curriculum is predominantly academic, based on GCSEs and A levels. In order to further enhance progression routes from key stage 2 through to post-18, we have introduced A level Photography, AS Classical Civilisation, GCSE Computing. A small number of Key stage 4 students take part in the ESPE (Employability Skills & Personal Effectiveness) vocational programme, which is designed to enhance their personal, learning and work skills and enable them to participate effectively in education and training post-16. This includes an effective partnership with Wiltshire College, which enables a small group of key stage 4 students to follow a countryside management programme at Lackham College as part of their timetable. Other offsite provision used currently involves Include (Chippenham).</p> <p>Stretching student targets are set, based on the FFT top 20% estimates moderated by CATs challenge estimates and moderated to reflect individual learning needs of SEND students from KS2 (usually significantly above average) baselines to KS4. We have successfully introduced a new approach to</p>

	<p>assessment in key stage 3 since September 2014, replacing national curriculum levels with hierarchical “mastery” statements for key learning concepts within each subject.</p> <p>There are two sittings for break (15 minutes) and lunch (40 minutes), with half the school free during each. During these times students have access to the restaurant, the Independent Learning Centre, large canopied areas, outside games facilities including table tennis and, during dry months, the “Home Field”. In addition sixth formers have a common room and large study room. Work is planned to enhance further the outside social spaces for students.</p>
Site	<p>St Laurence has a mixture of buildings ranging from original 1960s classroom blocks to a state of the art Mathematics building opened in May 2013 and a new Sixth Form centre opened in September 2015. The site is well maintained with regular upgrading, including a boiler and roof in summer 2013, a restaurant extension in summer 2014 and further replacement boilers in 2016. The site encompasses the separately run Wiltshire Music Centre, from which we subscribe to excellent facilities for class and individual Music teaching as well as daily use of the auditorium for Collective Worship.</p>
Other	<p>The wholly owned subsidiary Team St Laurence provides catering and cleaning services. Our dual Anglican and civic foundation provides a working context within which to develop both our community links and our Christian ethos. The heritage of our Performing Arts specialism is a vibrant and distinctive element within our overall provision. Parental support is strong: 100% stated that they would recommend St Laurence to other parents in the year 7 parent survey in March 2014; 98% of the same cohort said the same in the year 8 survey in 2015 and, again, 97% in the year 9 survey in 2016, indicating that satisfaction levels are maintained for groups of students. The St Laurence School Association provides support for school functions and raises very significant funds to enhance teaching and learning.</p>