The Radclyffe School
"Working Together for Excellence"

WORKING FOR AN OUTSTANDING SCHOOL INFORMATION FOR APPLICANTS



1. INTRODUCTION

We are proud that we have been recognised as an **Outstanding School**, Outstanding in every category in our Ofsted Inspection. This judgement is a testament to the dedication, hard work and commitment of our staff. I hope that you find the following information useful when making your decision to join us on our journey to go **'beyond outstanding'**. If you do not apply and it is because any of the information provided is insufficient or has discouraged you, please let us know why as we aim to continuously improve our recruitment information and practices.

2. OUR PRIORITY : THE STUDENTS

The school is popular and we have expanded steadily over the last few years. We have over 1480 students and for the last six years we have been **oversubscribed**. We have a **long waiting list.**

There are about 70% of ethnic minority children, mainly Pakistani and Bangladeshi in origin. Some 30% of students qualify for free school meals or a clothing grant to help with the purchase of school uniform.

We recognise that our principal aim is to help students to achieve their full learning potential, and that this is best managed when their self-esteem is high and they feel involved in setting their goals. Staff conduct regular reviews with students and set challenging targets for achievement. Our G.C.S.E. results are improving rapidly and this year we **achieved our best ever G.C.S.E. results for the second year in a row by every measure.** Both attainment and levels of progress in English and Maths are improving and are above national by every measure average from below average starting points (see table on page 4). The school's Value Added is also above the national average. In 2015: 5+ A* - C including English and Maths at 60% is above national average. The **A*/A grades** across the school are at record high of **514**. **We are proud that our results are now above national average from below average starting point on entry.** Due to the systems, structures, staffing and facilities we have in place, we are confident that the upward trend in results will continue.

3. OUR SUPERB ENVIRONMENT AND FACILITIES ARE SECOND TO NONE

We are an 11 – 16 mixed foundation trust school and in February 2008 moved into a stunning brand new purpose built school, **the winner of 'The Best Educational Building in the North-West'**. The facilities for both students and staff in our 'state of the art' school are excellent and are second to none. We have particularly strong provision in electronic information resources that are available to all students and staff including over 30 fully equipped ICT suites.

For sport, the school has an indoor athletics facility, which together with our all-weather floodlit track, our two new sports halls, dance studio and floodlit astro-turf make The Radclyffe School Sports Village one of the leading sports complexes on a school site in the country.

Each faculty has its own staff Planning, Preparation and Assessment room with full access to ICT. In addition we have a **main social staff room where complimentary refreshments** are available all day. The school is a no-smoking site.

The on-going attention to detail and maintenance of the site ensures that working in The Radclyffe School environment enables all staff to excel and perform to a high standard.

4. THE SCHOOL PHILOSPHY, AIMS AND ETHOS WILL SUPPORT YOU

We are a Foundation School supported by a charitable Trust called The Radclyffe Co-operative Learning Trust which supports our whole philosophy and vision. The ethos of The Radclyffe School is that of a caring and positive place of learning where rules and standards are seen to be in the best interests of all. The school exists to provide children with a safe and happy environment in which they are encouraged to grow, and develop in all areas to the best of their abilities, a learning environment which is lively and stimulating, and which promotes equal opportunities for all children. Each child is encouraged to have a sense of personal responsibility towards themselves, others and the world in which we live. We aim for each student to be the best they can be.

Our school strives to create an environment where each child feels that highest possible standards of academic and personal achievement are the norm, and are positively encouraged. The school welcomes and encourages the close involvement of parents, and other members of the community in all aspects of school life. Each student is provided with a school locker.

We also strive to build a strong partnership between staff, students, parents, governors, the Local Authority, the community and other stakeholders in order to provide the best education possible for each youngster at The Radclyffe School. This is encapsulated in our *mission statement*, **"Working Together for Excellence"** which underpins everything we do.

Employees who embrace the school philosophy, aims and ethos cannot help but be inspired, motivated and uplifted and give of their best. We feel this is at the heart of the school's success and was recognised by Ofsted as such.

5. THE CURRICULUM AND FACULTY STRUCTURE IS STRONG

We believe in a broad and balanced curriculum. We have a faculty structure. The faculties are Achievement and Access, English, Humanities, Mathematics, Modern Foreign Languages, Science, Computing and Business, Sport, Performance and the Arts (SPA) and Technology. There is a good deal of autonomy in the faculties with many decisions delegated to the 'local' level. Each faculty has a member of the Senior Leadership and Management Team (SLMT) linked to it. Their role is to monitor progress, support, advise, inform and represent at SLMT meetings. Each faculty is represented on the Curriculum Leadership and Management Team (CLMT), which is the major policy making body. Faculties are expected to develop relevant subject related policies and also implement whole school policies. Each faculty must, for instance, ensure that the requirements of the Code of Practice with respect to special needs are met.

6. THE STAFF GIVE OF THEIR BEST

There are around 200 staff (over 50% are teachers) with a very good age profile, from newly appointed to very experienced. The role of many of the support staff is to work with teaching staff and students directly. The whole emphasis of the school is on **teamwork** and there is no artificial divide between teaching and support staff.

There is a supportive and effective management structure in place to help staff with advice as and when needed. The school is committed to the right of staff to a high quality programme of professional development and training. The role of all staff is changing through technological advances and through the changing relationship we have with students and parents. The professional development of all staff is therefore crucial to the success of the school.

The school is unashamedly focused on continuously improving learning and teaching. With our Oustanding staus confirmed, we are now working to go 'Beyond Outstanding'. Current initiatives include: excellence visits to other cutting edge schools around the country; the Outstanding Teaching Programme, and; an in-house Excellent Teacher Scheme aimed at utilising our outstanding teachers to support and coach colleagues in accordance with a structured and bespoke development plan. The school has established and developed the roles of key support staff (e.g. Year Managers, Learning Managers, Teaching Assistants, Learning Mentors, Internal Exclusion Manager) who directly support teachers and students and enable teachers to focus on learning and teaching. The on-going development of these staff and their roles in school are important to the school's success.

The Personal Learning Guides (PLGs) are key figures in our structure and enable our students to succeed through the mentoring and guidance they provide throughout their school career. This is now a well-established and successful support system. When introduced, the use of PLGs was an innovative practice featured on the Gabby Logan Show on Radio 5 Live. Through this role and others, all staff contact and meet parents when the need arises, and there is a lot of trust that this will be done professionally and effectively.

We were one of only 13 secondary schools throughout the country that were selected to take part in a prestigious DFE Pathfinder project, to reduce bureaucracy and workload for teachers. The work done at this time has resulted in us being at the cutting edge of using ICT to reduce bureaucracy and workload. **Every teacher at The Radclyffe School and a number of support staff are provided with a high specification personal laptop computer for planning and preparation.** Each laptop has a wireless connection enabling internet access in every room. **Every classroom is also hard wired to enable access to the internet and our VTLE (Virtual Teaching and Learning Environment).** We have a team of four Virtual Teaching and Learning Assistants, who support our VTLE which is available to staff, students and parents at anytime and anywhere.

We want our teaching staff to have time to plan, prepare and deliver high quality lessons. We were the first school in the country to appoint Learning Managers. The school now benefits from six experienced Learning Managers which means that **teaching staff are rarely expected to provide cover for absent colleagues.**

The Radclyffe School is committed to equality of opportunity and this is enshrined in all our employment practices. In particular, the school aims to be disability friendly when recruiting staff and throughout their time with us, making adjustments as and when necessary and practicable to do so. We value and wish to retain the expertise and commitment staff bring to the school. As with pupils, the school also sets high standards for staff attendance, aiming to always improve on the national averages for both public and private sectors.

The safety of children at The Radclyffe School is of paramount importance and full pre- employment and enhanced criminal records check are undertaken for all staff applying to work here.

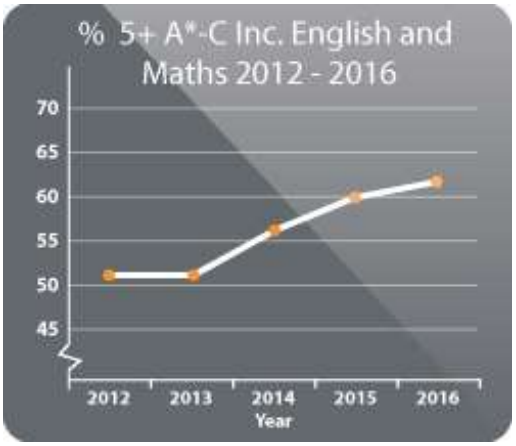
7. A SHARED COMMITMENT

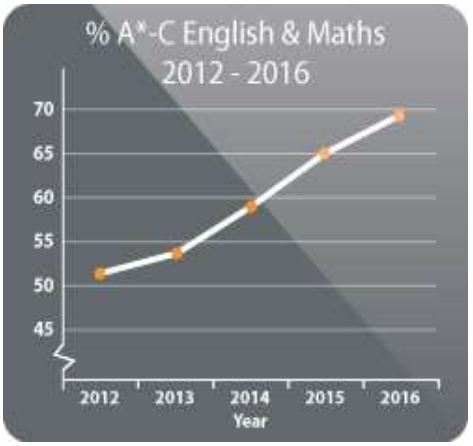
Our goal is **Corporate Excellence** as we strive **to become the best secondary school in the country**. Our staff will enable us to realise this ambition. We hope that all who apply to come to work in the school will find us **welcoming, good humoured, supportive and professional. In turn we need staff who will be committed, creative, dynamic, and ready to learn and ready to give a lot of themselves to our purpose and mission statement.**

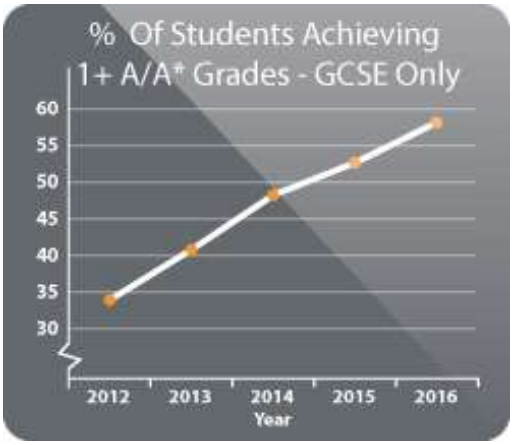
8. DIRECTION OF TRAVEL

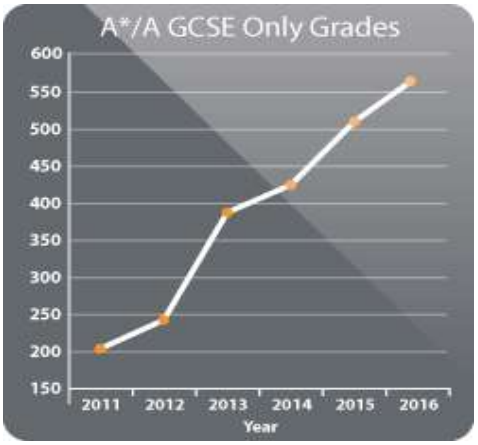
	2012	2013	2014	2015	2016
% A*-C in English & Maths	51%	53%	57%	65%	69%
% 5+ A*-C (inc EN/MA)	51%	51%	56%	60%	62%
% 5+ A*-C (inc EN/MA) GCSE only	39%	45%	55%	59%	60%
Capped Ave. Points (Best 8)			295	302	317
No. of A*/A Grades	243	377	428	515	568
% of Students achieving A*-C in all core subjects (English, Maths, Science)	49%	51%	50%	52%	55%
% with 2+ A*-C Science	81%	79%	37%	46%	47%
% 5+ A*-G (inc En/Ma)	95%	95%	93%	93%	98%
% 1+ A*G	100%	100%	100%	99%	100%
% of Grades at A*-B GCSE	33%	35%	42%	43%	45%
% of Students with 1+ A*/A	34%	41%	48%	53%	60%

	2012	2013	2014	2015	2016	NATIONAL AVERAGE
A*-C ENGLISH	59%	56%	69%	75%	84%	67%
A*-C MATHS	65%	73%	66%	71%	73%	67%
A*-C ENGLISH & MATHS	51%	53%	57%	65%	69%	58%
A*/A ENGLISH	12%	10%	29%	24%	39%	18%
A*/A MATH	15%	18%	21%	19%	19%	19%
EP ENGLISH	60%	60%	76%	77%	90%	69%
EP MATHS	67%	72%	64%	70%	73%	66%
ABOVE EP ENGLISH	19%	13%	47%	45%	64%	30%
ABOVE EP MATHS	30%	34%	32%	39%	38%	30%
APS ENGLISH	38.5	37.8	41	41.6	44.3	38.7
APS MATHS	38.8	38.6	39	39.4	40.2	38.3









Beyond Outstanding