

Mary Webb School & Science College



Head Teacher Information Pack



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Welcome to Mary Webb School and School College

Thank you for showing interest in becoming the next head teacher of our school. We are approaching the final term of our five years at the school. Over the past few days we have been reflecting on those aspects of life at Mary Webb that we value most.

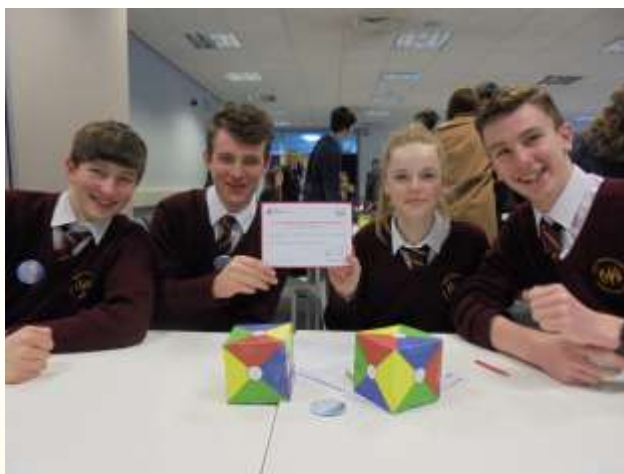
- ◆ Students are happy and enjoy school.
- ◆ The close working relationship between staff and students. All staff know the students.
- ◆ The sense of community within the school. We come from a large rural catchment area, about 80% of students arrive by 'bus, and so school is an important part of our wider social life.
- ◆ A very positive and optimistic mindset that supports a culture of helping others. Our charity fund raising is linked to international, national and local organisations.
- ◆ Curriculum days and the wide range of opportunities that are provided each half-term. Our recent STEM day offered a wide range of visits and activities aimed at widening our understanding of STEM related subjects.
- ◆ Classrooms are clean and bright with displays that include many examples of students' work. There is very little litter.
- ◆ Parents are involved with school life. Students are encouraged to attend with their parents the range of parents' evenings and information events offered by the school.
- ◆ The 'friendly' rivalry of sports day and the fact that the whole school joins in for the day.
- ◆ Students from Mary Webb go on to great things - photographs of past students are around the school.
- ◆ Great value is attached to all subject areas. Although we are a science college and understand the crucial importance of science, mathematics and technology this is not to the detriment of other subject areas. Humanities, creative arts, physical education and modern languages are all highly regarded and successful.

Senior Students

March 2018



School Aims



We aim to:

- ◆ Provide care, support and guidance to ensure all members of the school community are safe and feel valued;
- ◆ Develop a culture where personal responsibility, mutual respect and honesty are recognised as important community values;
- ◆ Provide a curriculum, supported by outstanding teachers, which meets individual needs and aspirations;
- ◆ Create varied opportunities to learn in contexts that are challenging, relevant, enjoyable and exciting;
- ◆ Inspire students to have high expectations and achieve personal goals;
- ◆ Prepare members of the school community for active participation in a diverse and complex world.
- ◆ We believe that we will achieve our aims most effectively by working in partnership with our students, parents and local community.
- ◆ Working together to ensure success for all



*"Students make **outstanding** progress"*

"Teachers create positive, constructive relationships"

*"Teaching is good and much is **outstanding**"*

"Students behave well and are keen to learn"

*"Arrangements for transition from the primary schools are **outstanding**"*

*"The school's work to keep students safe and secure is **outstanding**"*

BACKGROUND AND CONTEXT

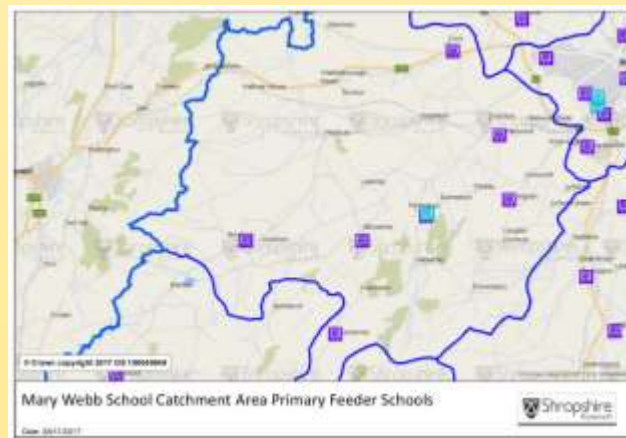


The school's roll is currently 554 and this will increase to just short of 570 in September. Year 7 is predicted to be full at 120. The projections for the next ten years are for the roll to remain in the 580-610 range.

Students arrive at Mary Webb in year 7 from seven main feeder schools:

- ◆ Long Mountain CE Primary School, Worthen
- ◆ Longden CE Primary School
- ◆ Minsterley Primary School
- ◆ Pontesbury CE Primary School
- ◆ St Thomas & St Anne's CE Primary School, Hanwood
- ◆ Stiperstones CE Primary School
- ◆ Trinity Primary School

In addition, we also receive a small proportion of students from Shrewsbury primary schools.



Teaching and Learning

The school believes in quality first teaching and is committed to supporting the development of such across the school. Teachers are expected to teach and learners to learn within whole school common frameworks that provide support for progression. The school works hard to develop the whole child, achieved by really knowing and understanding the students that we teach and having procedures in place to address identified areas for development.

The school is truly comprehensive and believes in equal opportunities for all. Attendance figures are above the national average. Although the social deprivation factor at 0.1 is in the lowest quintile and below the national figure of 0.2, there are students who attend the school from households with higher than average social deprivation. The percentage of disadvantaged students is in the fourth quintile. So too is the percentage of students who have English as an additional language and the school profile represents 10 of the 17 ethnic groups. The percentage of students with identified SEN is above average at 14.2 compared to 10.7 with the percentage of students with a SEN statement/EHCP being in the top quintile.

Transition arrangements from Key Stage 2 to Key Stage 3 are outstanding. The Key Stage 3 curriculum builds on Key Stage 2 and prepares students for Key Stage 4. Long term planning at school and subject level supports development that is responsive to need. Student progress is monitored against expected standards in a system that provides for continuity from Key Stage 2 to Key Stage 4. Cross curricular provision for the development of reading, literacy and numeracy are effective in bringing about measurable progress. Systems are in place to support those students identified with additional needs. Assessment is used wisely to guide learning.

The week is divided into 25 x 60 minute lessons. The statutory curriculum is delivered at Key Stage 3. At Key Stage 4 the curriculum is based around a core GCSE offer thereby providing students with robust qualifications that support transition into sustained post-16 education, training or employment.

The core curriculum is enhanced by a wide range of enrichment opportunities that include educational visits, sporting fixtures and performance through the arts. Enrichment opportunities also extend the curriculum by providing experiences that may not otherwise be available to the students, thereby opening their minds and widening their horizons.



Pastoral Care

Ensuring that students feel safe and are valued is the first and most important step, in securing success for all our students.

- ◆ The pastoral care system promotes both the academic progress and the personal well-being of all students within the school.
- ◆ At the heart of our care, guidance and support system is the form tutor, the first point of contact for student and parents.
- ◆ Form tutors work as key stage teams with the key stage leaders coordinating their work.
- ◆ Pastoral care begins before students enter Year 7 through an outstanding Primary transition programme. In collaboration with our primary colleagues, a range of transition experiences take place throughout the year to ensure the positive transition of students between KS2 and KS3.
- ◆ On entry, students are assigned to one of four “houses”, with the house system being used as a vehicle to promote learning, reflection, reading, questioning and community service.
- ◆ A recent focus for our pastoral care has been the emotional wellbeing and mental health of our students.

Personalised Learning Department

The Personalised Learning Department aims to enable all students to access a broad and balanced curriculum. This is achieved by supporting students in a way that will enable them to acquire the skills and knowledge required to achieve their full potential.



- ◆ The Personalised Learning Centre provides a flexible environment in which small group and one-to-one learning can take place.
- ◆ Supported by a wide range of technologies and interactive resources, students of all abilities use the centre for self-supported study or to access additional support from teaching assistants.
- ◆ The department facilitates a twice weekly homework club to provide students of all abilities with access to homework support.

SEND

The school provides additional support for 15 students who have an Education, Health and Care Plan (EHCP) and 86 students who require SEN Support. Both of these figures are above the National average.

- ◆ All students on the SEND register have full access to the curriculum, extra-curricular provision and school visits.
- ◆ Students with SEND spend the majority of their time in mainstream lessons with key worker teaching assistants deployed to provide appropriate support within the classroom.
- ◆ Additionally, teaching assistants provide access to time-limited, bespoke interventions for students with high needs and those requiring additional support for literacy and numeracy.

Achievement

Prior attainment at Key Stage 2 is broadly average. Performance at Key stage 4 is strong and improving. 2017 saw the school achieve the highest Progress 8 figure in Shropshire.

The 2017 Progress 8 figure at 0.41 is significantly above the national figure, placing the school in the top quintile of all schools nationally for performance. The progress in each individual element for all students was above the relevant national figures as was the Overall Progress 8 figure for each student group. Progress 8 for the disadvantaged and high prior attainers has been in the top quintile for the past two years.

The Overall Attainment 8 figure for each ability group of students is above national benchmarks, as is Attainment 8 for each element.

The percentage of students achieving a standard and a strong pass in both English and mathematics are above the national figure with the gap in performance between disadvantaged and non-disadvantaged students being narrower than the national gap. The Progress 8 figure for each student group in each element were above national figures for 2017.

The percentage of students achieving the English Baccalaureate is inline with the national figure. Progress 8 for the EBacc element has been in the top quintile for the past two years as has the value added in humanities, geography and history, for all students.

<https://www.compare-school-performance.service.gov.uk/school/123577>



Partnerships

The school is engaged in a range of partnerships that support teaching and learning, professional development and student support.

Central Shropshire Academy Trust

The school, led by the governing body, has a well developed plan to establish a multi-academy trust with Belvidere and Meole Brace schools in Shrewsbury. It is proposed the 1st September 2018 will be the start date for the MAT. This is dependant on finalising the MAT with the DfE and Shropshire Council. The draft vision and aims for the academy are below.

Vision and values

Effective schools are firmly rooted in the communities they are located in. They seek to ensure that learning is inspiring and optimistic, that it opens minds and widens horizons. At the heart of all learning is the understanding of the value and worth of each person. As individuals, we contribute unique configurations of knowledge, wisdom, understanding and skills to the institutions we work and learn in. Academic success will be greatest where organisations display high levels of emotional intelligence, creativity and opportunity.

Aims

For the young people in the communities our schools serve we aim to ensure that:

- ◆ Each school is a centre of excellence that values each member equally.
- ◆ Each school, through its distinctive identity, supports and promotes the values of the trust.
- ◆ Each school promotes mutual support and collaborative working to the benefit of all members of the trust.
- ◆ All schools are provided with the challenge and support to enable all students to be the best they can be.
- ◆ All members of the trust's communities are visible and that equal opportunity is a reality regardless of ethnicity, ability, gender, sexual orientation or socio-economic background.
- ◆ The trust is open to opportunities to expand membership to the benefit young people from other communities.

Severndale@MaryWebb

Severndale Specialist Academy, Shrewsbury has an satellite centre based at Mary Webb School. Thirty students, working from their own dedicated accommodation, access varying degrees of mainstream provision. The schools have been collaborating on this joint venture for over seven years and the benefits that it brings to both schools are widely recognised by both staff and students.



Salop Teaching School Alliance

Over the past few years we have worked increasingly closely with the Salop Teaching School Alliance, based at the Priory School in Shrewsbury. Teacher recruitment is a challenge for all schools and our involvement with Salop has allowed us to be actively involved in the training and recruitment of teachers for Mary Webb School. Over fifty percent of the school's teaching appointments in the last two years have come as a result of this partnership.

Shrewsbury Partnership for Education and Training (SPET)

School leaders from Mary Webb, the four Shrewsbury secondary schools and The Shrewsbury College Group meet on a regular basis to discuss issues of shared interest. Over more than a decade this has allowed the schools and colleges to focus on a range of issues where there is mutual benefit in working closely together. Currently there is work going on in the area of support for students with mental health needs. Relationships between the schools and colleges are strong and positive. The leadership of the group rotates between the head teachers and principals.



School Development Group

Head teachers from catchment area primary schools meet on a regular basis to collaborate across a range of projects and joint events. Mary Webb School has always been actively involved with this group. The most significant outcome of this arrangement is the very close working relationship between Mary Webb and the local primary schools. Recent work between schools has led to collaborative work in modern languages and a transition project in mathematics.

Shropshire Wildlife Trust



In 2015 staff and students from the school raised over £10,000 to support the local appeal to enable the Shropshire Wildlife Trust to purchase Pontesford Hill. The hill provides a natural backdrop to the school and since the purchase of the hill the school and Shropshire Wildlife Trust have worked together to develop outdoor learning opportunities for a small number of students at Key Stage 4. This work has been enormously successful and has led to the school introducing a Forest Schools Programme at Key Stage 3.

Areas of strength (Ofsted inspection 2015):

The OFSTED Report from May 2015 made the following observations;

Overall effectiveness

This inspection:	Good	2
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2

Summary of key findings for parents and pupils

This is a good school.

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| <ul style="list-style-type: none"> ◆ Outstanding leadership has been key in bringing about significant improvement in teaching and students' achievement since the last inspection. ◆ From their different starting points, students make outstanding progress in mathematics and humanities. In English and other subjects, students are now achieving well. ◆ Students with special educational needs make good progress and those who are eligible for pupil premium funding make outstanding progress. ◆ Teaching is good and much is outstanding. Teachers' expertise and enthusiasm motivate students to learn. | <ul style="list-style-type: none"> ◆ The school's values are evident in the highly positive relationships between staff, students, parents and governors. Students behave well and are keen to learn. ◆ The school's work to keep students safe is outstanding. ◆ The school is very successful at developing the skills of its subject and other leaders through the support of senior leaders and local networks. ◆ Governors are highly effective at holding leaders to account. They have an excellent understanding of what is working well and what needs to improve. They work closely with leaders to make sure improvement initiatives are having an impact. |
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It is not yet an outstanding school because

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| <ul style="list-style-type: none"> ◆ In some lessons, teachers miss opportunities to check students' learning through effective questioning. This means they do not always have a clear picture of where students might be falling behind and where they could be challenged further. | <ul style="list-style-type: none"> ◆ Some teachers do not always give students meaningful feedback about their work that challenges them to improve it. ◆ Not all teachers check that students improve their work by following the advice teachers give them through marking. |
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The school has a number of focussed objectives for 2017 / 2018, these included;

Improvement Priority	Key Actions
Priority 1 Teaching and Learning	<ul style="list-style-type: none"> ◆ Use of language to ensure challenge for all students and to promote curiosity as a driver for learning ◆ Develop literacy teaching to raise expectations and outcomes with regard to the use of language ◆ Develop a common language for numeracy across the school ◆ Make homework more effective. ◆ Improve the use of key whole school technologies.
Priority 2 Assessment	<ul style="list-style-type: none"> ◆ Complete age related standards for Year 8 ◆ Extend new assessment model from year 10 to 11 for all subjects except product design. ◆ Effective use of data management systems/packages – monitor and track attainment and progress. ◆ Extend reporting new reporting systems to years 8 and 11.
Priority 3 Reading	<ul style="list-style-type: none"> ◆ Accelerated Reader. Develop the usage of STAR reader and increase the number of quizzes taken by students. ◆ Investigate alternative MIS for the library. ◆ Increase capacity to monitor and support whole school reading ◆ Develop intervention and support programmes around whole school reading. ◆ Improve reading data collecting, benchmarking and communication
Priority 4 STEM	<ul style="list-style-type: none"> ◆ Extend the range of opportunities offered to students through STEM subjects. ◆ Improve recording systems for student involvement in STEM activities. ◆ Succession plan for strategic leadership of STEM within the school.
Priority 5 Student Support	<ul style="list-style-type: none"> ◆ Behaviour management ◆ Supporting / promoting positive mental Health
Priority 6 Central Shropshire Academy Trust	<ul style="list-style-type: none"> ◆ Academy application submitted for DfE / RSC approval ◆ Articles of association agreed and asset transfer ◆ Academy Conversion – estimate January 2018 ◆ Write and implement MAT development plan.
Priority 7 Raising attainment, improving progress and closing gaps.	<ul style="list-style-type: none"> ◆ To be drafted after the 2017 examination results are received. ◆ Key areas identified <ul style="list-style-type: none"> ◇ French ◇ Food technology ◇ Current FSM



Location:

As a relatively small community secondary school of over 600 students, staff and governors, we feel that the school has a number of distinctive features that makes it a little bit special. We aim to provide an environment in which each and every student can develop and flourish, and where the pursuit of excellence, in terms of personal development and academic achievement, is the aspiration of all. In recent years our personalised learning department has played an increasing and central role in realising this aspiration. Relatively small class sizes, especially in core subjects, ensure that every student receives personal attention.



Mary Webb School and Science College is located in the attractive village of Pontesbury. The school serves a very large catchment area that lies between the Long Mynd and Welsh border. The village of Pontesbury, with a population of over 3,000 people, lies in the Shropshire Hills Area of Outstanding Natural Beauty, but is within 10 miles of the centre of Shrewsbury. Pontesbury and local villages, are thriving communities with a wide range of education, medical, sports and leisure facilities. There are many societies and activities and the school supports the community in many projects, most recently raising money for the local library and the purchase of Pontesford Hill which is a local landmark and important nature reserve.



Location:

The county town of Shrewsbury mixes ancient and modern; it has a largely unspoilt medieval street plan with numerous listed buildings, including several examples from the 15th and 16th centuries. The river Severn provides a natural loop for the modern town and Shrewsbury Castle, which dominates the skyline. The town is proud of being the birthplace of Charles Darwin and of Percy Thrower who secured its more recent place in horticultural history.

Modern Shrewsbury serves as the commercial and retail centre for Shropshire and mid-Wales. There are large shopping centres with national chain stores complemented by a wide range of independent shops and several markets. In the daytime café culture is thriving with numerous restaurants and bars offering a choice of venues in the evening. Theatre Severn attracts comedy, dance, live music, theatre, pantomime and family shows and the town hosts numerous other cultural events, including a sell-out annual Folk Festival and the world's oldest and ever popular Flower Show. In the last few years a valuable addition to the life of the town has been the development of the University Centre, Shrewsbury. Currently the centre is part of the University of Chester, but the long-term ambition is for it to become a university in its own right. In addition to the hugely successful Shrewsbury Town football club the town supports several sports centres, gyms and facilities for football, rugby, tennis and swimming; walking, cycling and running. The natural landscape of the county provides a vast arena for just about every outdoor activity that doesn't require the sea. Shropshire is the largest inland county in England, bordered by Worcestershire, Herefordshire, Telford and Wrekin, the West Midlands, Staffordshire and Cheshire. It is an interesting county with landscapes that vary from sparsely populated agricultural areas to urban centres such as Shrewsbury and Telford. It offers a wide range of places in which to live and work. There is easy road access to the rest of England, Scotland and Wales via the, A49, A5, M54 and M6; five railway lines meet at Shrewsbury railway station with direct routes to London, Cardiff, Birmingham and Manchester.

