Oldfield
School Spotlight Report
Key facts

- Gender: Mixed
- Age range: 11-18
- Number on roll (as at the Autumn 2012 school census): 756
- Planned admissions number 2013/14: 192
- Type of school: Secondary Academy
- Religious character: None
- Specialist type: Arts, Sports, Science

Profile

_The text here is from the school's website (February 2013):_

Oldfield School is a caring and vibrant school community. As a school graded ‘Outstanding’ by Ofsted we converted to academy status in 2011. We are an 11-18 school with a comprehensive intake; we will admit boys into Year 7 from September 2012. We are justly proud of the high quality education which we provide. We insist on high standards: we expect students to work to the best of their ability, to behave in a way which shows courtesy to those around them and to wear their uniform smartly. We know that if we have high expectations of our students there is no limit to what they can achieve, the sky’s the limit!

We are extremely proud that Ofsted graded us “Outstanding” in their most recent inspection. In 2004 the DCSF designated us a High Performing Specialist School, one of the first seventy schools nationally to be given this accolade. We have Arts – with English as the lead subject as our main specialism, and Science and Sport as our additional specialisms. The specialisms are important because they bring in additional funding which we use to raise standards across the whole school. Since 2008 I have become a National Leader of Education, and Oldfield School a National Support School, helping other schools to improve.

Oldfield School is a high achieving and successful school, but we are not complacent, there are always things we can improve on.

_A Distinctive Ethos_

Our mission is to be a school which celebrates the achievements of each and every individual.
At Oldfield School we help students to:

- Develop lively, enquiring minds
- Acquire understanding, knowledge and skills to equip them for adult life
- Build up self esteem, respect for and tolerance of others
- Foster sporting, aesthetic and cultural achievement
- Realise their full potential

It is important that all students feel that they can achieve. We provide a safe and orderly environment where students can learn. We expect learning to be enjoyable so that students want to come to school.

We have high expectations which permeate all aspects of school life – such as behaviour, attendance, uniform, and homework. Our Behaviour Code is based on the principle of respect. Students like to know that boundaries are set, we do not shy away from excluding students whose behaviour prevents the learning of others.

Our school uniform is designed to be inclusive and practical, it is one of the ways in which students are encouraged to feel part of the school community.

We set homework. Students need to develop the skills to work independently and to practice and extend skills learnt in school. Our new Learning Resource Centre, fully equipped with books and computers, is open to allow students to study at school after the normal school day.

We are extremely proud of our students. Visitors frequently comment that students are confident, thoughtful and articulate young people; they also remark on how proud they are of the school.

**Inspirational Teaching and Learning**

At Oldfield School we are fortunate to have experienced and highly qualified staff.

As a High Performing Specialist School, graded “Outstanding” by Ofsted, we have no problems recruiting the very best teachers in all subjects across the curriculum. Students are taught by teachers who are qualified specialists in their subjects. Teachers are attracted to our school because they know that they can teach and students want to learn. Oldfield teachers are enthusiastic and extremely passionate about their subjects, they spend time planning interesting lessons so that their love of their subject is passed on to students. Students are fully involved in the learning process, they are expected to assess their own progress in each subject and they help to evaluate subject programmes of study and off timetable activities. They are part of the interviewing process for new staff, they act as ‘young leaders’ in a range of subjects and they discuss important issues in School Council.

We appreciate that our partnership with parents is vital. We provide our students with a contact book so that they can record homework and parents and teachers can communicate with each other. We have two formal Parents’ Evenings during the year when parents and students can discuss progress with teachers. Parents also receive two written reports each year.

**Outstanding Achievement**

At Oldfield School students achieve highly, we always achieve above the national average.

It is simple! At Oldfield we expect students to do their best, teachers are committed to providing the very best lessons, the result is that students are successful in their endeavours. When students start at Oldfield we tell them that they will be successful.
We recognise that students have many different strengths but we are determined to find, and allow them to exploit, their talents whether they are in the classroom, in sports, music, dance or drama. Each student is supported by a tutor who has time allocated to meet with him/her one to one, to discuss targets, celebrate achievements and raise any concerns.

Our curriculum was described by Ofsted as “Excellent”. At Key Stage 3 students follow a broad and balanced curriculum of the National Curriculum subjects as well as Dance and Drama. Teachers deliver a creative curriculum in which many aspects of learning are linked.

At Key Stage 4 all students study the core subjects of English, Mathematics, Science and ICT but flexible pathways allow students to choose option subjects which best suit their needs.

We stretch our Gifted and Talented students in a variety of ways, eg optional extended projects, special one-off challenges, off-site courses and taking examinations early. We are equally proud of the success of students for whom learning is more challenging. They are supported with specially designed courses and qualifications, specialised intervention programmes and additional literacy and numeracy.

Post 16 students choose from a range of subjects and courses reflecting their interests. A full Sixth Form prospectus is available separately.

**Extra Curricular Provision**

At Oldfield School we recognise that students thrive when offered additional experiences outside the classroom.

As a school with a Sports specialism we have school teams in sports such as football, netball and athletics and a variety of extra curricular activities such as rowing, fencing, judo, table tennis and trampolining.

Outdoor activities are promoted. Students can go canoeing, sailing, potholing, climbing, walking and orienteering. Huge numbers of students get involved in the Duke of Edinburgh Awards.

With a state of the art Dance Studio, dance plays a major part in our extra curricular provision. Students can do street or jazz dance, they can work with professional choreographers, take the Junior Dance Leaders’ Award and participate in public performances.

With Arts as our lead specialism, and the holder of Artsmark Gold, we have a national reputation for our Arts provision. Art, music, drama and media activities flourish and students regularly host public speaking competitions. Our Annual Arts Event is an arts-led extravaganza which brings together all subjects in an evening event.

We promote opportunities for students to develop as active citizens. Students are encouraged to join in with local charity and volunteering activities as well as leading charity fund raising events at school.

Important residential opportunities are provided for our students. All Year 7 students go on a residential to Oxenwood, in Year 8 they can go to the Outward Bound centre at Aberdovey, in Years 9 and 10 they can go on a World Challenge Expedition to Morocco or Croatia, and in Years 11 -13 they can go further afield with a World Challenge Expedition to Costa Rica or Venezuela.
Students in Key Stage 3 have a unique off timetable week called Cross Curricular Week. The aim of this week is to get students to learn new skills. It allows students to work with others in different year groups on activities (cultural, environmental, craft or sports based) of their choice.

**Inspection ratings**

For local authority maintained schools Spotlight Reports contain ratings from and links to the most recent inspection reports for the school on the Ofsted website. For academies this information is not yet available on the Ofsted website.

The following Ofsted inspection report from November 2007 is available on Oldfield School’s own website: www.oldfieldschool.com/pdf_files/publications/ofsted/ofsted_inspection_report.pdf

Scores relating to the following are as follows:

- Overall effectiveness: 1
- Capacity to improve: 1
- Outcomes / achievement: 1
- Leadership and management: 1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, 4 is inadequate.

**Attainment at Key Stage 4**

Key Stage 4 covers two years of education, Year 10 and Year 11, when pupils are aged between 14 and 16.
Percentage achieving the English Baccalaureate

The English Baccalaureate indicator shows the percentage of pupils at the end of Key Stage 4 achieving GCSEs/iGCSEs at grades A*-C in English, mathematics, sciences, a language and a humanities subject. Results for periods prior to 2010 have not been published.

Data sources and further notes can be found in the last section below.
Attainment at ‘A’ level and equivalent

Data sources and further notes can be found in the last section below.
Progress made from Key Stage 2 to Key Stage 4 (“value added”) 
This measures progress made between pupils’ attainment at the end of Key Stage 2 (Year 6, when pupils are 11) and the end of Key Stage 4 (Year 11, when pupils are aged 16).

Percentage making the nationally expected 3 levels progress

Data sources and further notes can be found in the last section below.
## Attendance and absence

### Overall attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>Oldfield School</th>
<th>B&amp;NES average</th>
<th>England average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>93.1</td>
<td>93.3</td>
<td>93.48</td>
</tr>
<tr>
<td>2011</td>
<td>93.32</td>
<td>93.31</td>
<td>93.39</td>
</tr>
<tr>
<td>2012</td>
<td>94.4</td>
<td>94.6</td>
<td>94.3</td>
</tr>
</tbody>
</table>

**The B&NES 2011 figure is not published, so this has been calculated by averaging the individual schools overall attendance figure**

### Persistent absence

Persistent absence is the percentage of pupil enrolments equalling or exceeding the threshold number of half-day absences (set to equal 20% of the national average number of possible half-day sessions) over the Autumn and Spring terms combined. The persistent absence threshold for Autumn and Spring 2008/09 was 52 or more half-day sessions.

<table>
<thead>
<tr>
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<th>B&amp;NES average</th>
<th>England average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>4.4</td>
<td>4.6</td>
<td>4.8</td>
</tr>
<tr>
<td>2011</td>
<td>4.8</td>
<td>5.0</td>
<td>5.1</td>
</tr>
<tr>
<td>2012</td>
<td>6.2</td>
<td>6.1</td>
<td>6.8</td>
</tr>
</tbody>
</table>

**The B&NES 2011 figure is not published, so this has been calculated by averaging the individual schools persistent absence figure**
School contact details

Head teacher: Mrs Kim Sparling
Chair of Governors: Mrs Julie Cope

Oldfield School
Kelston Road
Bath, BA1 9AB

Telephone: 01225 423582
Fax: 01225 464986

Email: headteacher@oldfieldschool.com
Website: www.oldfieldschool.com

Sources and notes

Because each year group is made up of different pupils, with different prior attainment and other characteristics, results may fluctuate from year to year for reasons to do with the pupils rather than the school. Small fluctuations from year to year are unlikely to be significant, particularly if the school’s year group is small.

Notes on Key facts

The planned admissions number 2013/14 comes from the school admissions booklet for 2013/14, which can be found at the following link:

Other data in this section is sourced from the Ofsted website, Autumn 2012 school census and from Edubase2: http://www.education.gov.uk/edubase/

Notes on Attainment at Key Stage 4 for all pupils

Source: Department for Education – School and college performance tables http://www.education.gov.uk/schools/performance/

England averages are for local authority maintained schools only.

Notes on attainment at ‘A’ level and equivalent

Average points per entry and average points per pupil are taken from the Department for Education - School and college performance tables.

Local authority averages are the averages for local authority maintained schools. There are different figures published nationally, which can include other schools and colleges.

England average figures are taken from the School and college performance tables. These figures exclude independent schools except for in 2007 when the figure is just listed as "England Average".
Notes on percentage making the expected progress between Key Stage 2 and Key Stage 4

Source: Department for Education – School and college performance tables
http://www.education.gov.uk/schools/performance/
Local authority average figures are not provided in the performance tables so are calculated as the average of the figures for the local authority’s schools.
National figures are not provided.

Notes on attendance

The percentage attendance figures are based on the overall absence figures published in the Department for Education – School and college performance tables. Taking 100% as the starting point and subtracting the overall absence.

The overall absence is calculated as the percentage of possible half-days absent.

The England figures are those listed as follows:
2012 - secondary state-funded
2011 - secondary state-funded
2010 – state funded schools
2009 – maintained schools only
2008 – listed as “England average”

Notes on persistent absence

Source: Department for Education – School and college performance tables.
Maintained mainstream schools only.
http://www.education.gov.uk/schools/performance/