



# William Brookes School

*A Coubertin School with specialisms in  
Performing Arts, Maths & Computing*



## General Information for Applicants

We are a mixed comprehensive school with some 940 **students on roll**, of whom **117 are in the Sixth Form**. As a **High Performing Specialist School**, now in our ninth year as a **Performing Arts College** we are also in our fourth year as a **Maths & Computing College** - the school always has an exciting feel to it, with a lot going on – and now we have moved into our brand new school, the first phase of which was handed over to us in August 2010! The final phase (the external areas that include the car park and floodlit MUGA) was completed around Easter 2011. We were officially opened by The Duke of Gloucester in December 2011.

Although situated in beautiful surroundings on the edge of the small rural town of **Much Wenlock**, we are far from being a sleepy rural school. We have **eight partner primary schools**, with whom we work very closely, but we draw from a much broader spectrum of some 25 or more primary schools, including some in Telford, Bridgnorth and Shrewsbury, as well as the **wide rural area of South East Shropshire**.

We are a **comprehensive** school in every sense of the word. Our **ability spread is wide and also well balanced**. We have many students who will leave us with excellent A levels and will take up university places, including at Oxbridge; we currently have 28 students with Statements of Special Educational Need and a further 144 or so on our SEN list; and we have the **full range of abilities** represented within our student body. The socio-economic background of our students is equally mixed: we enjoy the same levels of support from parents from all sectors. Some children have moved to us from the independent sector, some students live in isolated communities and many live in our surrounding villages and towns, with some 25% coming from the immediate town of Much Wenlock and surrounding area, approximately 31% of our students from Broseley, which lies to the south of Ironbridge and 17% coming from the neighbouring areas of Telford & Wrekin.



This mix of backgrounds, abilities and interests is drawn together in what *Ofsted* described in December 2009

**“a good school, where students from a range of backgrounds achieve well.** Since the last inspection, students' attainment has risen and is now consistently high in all but 2010. The 2011 results were the best in the school's history, so far! This represents a considerable achievement given that, for most of the year, the school had to manage the change into a new school with building work going on around us. These factors, together with the school's excellent ethos and philosophy, good processes for self-evaluation and action planning, demonstrate its good capacity to improve.”

As in our previous report, there are many positive statements about the students themselves. Many of them met the inspectors, who concluded that: **“Students enjoy attending this school and they are proud to do so. Their good behaviour and positive attitudes towards each other and their work create a positive climate for learning.....Students' achievement is the result of good teaching and excellent care, guidance and support.”**

As well as being judged “outstanding” in terms of student attainment, the school gained “outstanding” grades for a number of other aspects, including the extent to which students feel safe, adopt healthy lifestyles and contribute to the school and wider community. The effectiveness of care, guidance and support, safeguarding, equality of opportunity and partnerships for promoting learning and well-being also gained top grades. The Governing Body was praised for its excellent role in supporting and challenging the school's leaders.

The school's dual specialist status as a performing arts and mathematics and computing college is judged to have contributed extremely well to its success through enabling it to offer an excellent range of cultural opportunities for students to participate in school and also to enable them to make an outstanding contribution to the wider community.

The Sixth Form came in for particular praise, as well, with its “lively and purposeful environment”, in which “students develop good social and personal skills and become confident and articulate young people” who are “extremely positive about the education they receive”. The report refers to effective teaching and excellent leadership and management which enable sixth formers to make good progress, with above average attainment.

The report endorses the school's current focus on learning and teaching and on how assessment and tracking information is used to support students' understanding of what they need to do to improve their work still further. It describes the plans for improving learning in the new school as “impressive”.

As in our May 2007 report, the recent report also emphasises the importance of our performing arts status to the life of the school. It draws attention to the important contribution it makes to the local community as well as contributing greatly to students' cultural development and their social, organisational and teamwork skills.

Our proximity to Telford is particularly helpful for business links (e.g. our tradition of successful Sixth Form Engineering Education Scheme partnerships) and work experience placements, but we also look out in other directions, with the immediate local community of Much Wenlock providing excellent support for us in a number of ways.

We work hard to ensure ambitions are high enough to dispel complacency and to reduce still further the difference in attainment between boys and girls. Overall though our results are very good and students of all abilities achieve well.

#### **General and Applied A/AS or Equivalent Achievement**

Number at end of A/AS or equivalent study	49
Average point score per student	922.5
Average point score per examination entry	216.9
% of students achieving 3 or more A levels or the equivalent	96%
% of students achieving 2 or more A levels or the equivalent	100%
% of students achieving at least 1 level 3 qualification	100%
<b>Year on year comparison</b>	
Average point score per student - 2008	855.6
Average point score per student - 2009	850.5
Average point score per student - 2010	880.0
Average point score per examination entry - 2008	199.9
Average point score per examination entry - 2009	200.5
Average point score per examination entry - 2010	203.1

## GCSE and equivalent achievements of pupils at the end of Key Stage 4

% achieving 5+ GCSEs at grade A* - C (or equivalent) including English & Maths GCSEs	66%
% achieving A*-C GCSE in English and maths	66%
Average total point score per pupil (best eight qualifications ) with equivalences	347.0
Average total point score per pupil (best eight qualifications ) without equivalences	310.7
<b>Expected Progress from Key Stage 2 to 4</b>	
% of pupils at the end of Key Stage 4 achieving the expected level of progress in English	66%
% of pupils at the end of Key Stage 4 achieving the expected level of progress in Maths	75%
<b>Year on year comparison</b>	
% of pupils achieving 5 A*-C GCSEs (or equivalent) including English and maths - 2008	63%
% of pupils 5 A*-C GCSEs (or equivalent) including English and maths - 2009	59%
% of pupils achieving 5 A*-C GCSEs (or equivalent) including English and maths - 2010	48%

Curriculum provision at KS4 has changed significantly over recent years, with 5 pathways currently on offer. Our **KS4 curriculum** has been largely GCSE based but OCR programmes in Business and ICT, along with college based NVQ courses, are now a strong feature, with good provision for those who require additional support through our Study Support Groups. 14-19 partnership work with the South East Learning Forum (SELF) has enabled us to strengthen a new vocational pathway for a number of students and forms the basis of our preparation for the introduction of Diplomas from September 2010. Our **post-16 curriculum** has been mainly Level 3, with 23 subjects offered at AS/A2. We make increasing use of the Shropshire Learning Gateway and are working to increase its resource level quickly as a central part of our new school.

## Learning Zones

In order to strengthen our key focus on learning and teaching, the whole school has been designed around four Learning Zones, reflecting common learning environment priorities, each providing the base for one of the school's four Houses (Athens, Beijing, London and Sydney – the host cities of the first four Olympic Games of the 21<sup>st</sup> Century):

1. **Enterprise & Technology:** Maths, Business Studies, Design & Technology, ICT
2. **People:** English, Art, History, Psychology, RE
3. **Global:** Science, Geography, Government & Politics, Law, PSHE
4. **Performance:** Dance, Drama, Film Studies, Modern Foreign Languages, Music, PE

The '**Heart**' also houses the **Student Support Centre** (incorporating Inclusion, Learning Support, Behaviour Support and Student Services), the Library, the Sixth Form (study centre and social base), Restaurant 1850 (the main catering outlet for students) and the administrative and clerical services.

There are long established Leadership Team liaison and line management structures. PSHE is taught separately by a specialist team of teachers, with short and full course GCSE certification in Citizenship currently. Most teaching staff are Tutors, working with vertical tutor groups of approximately 20 students plus "associate tutors" from the Sixth Form. There are 10 tutor groups in each House. They deliver a strong tutorial programme, which this year has an increasing focus on academic monitoring and target setting. Currently there are 59 teaching staff (including 15 part time) with 52 support staff.

**Sports, the Arts and extracurricular activities** are all features of William Brookes. Our letterhead is indicative of the wide range of success and achievement including the renewal of our Sportsmark Silver accreditation and Artsmark Gold. There is a **joint use Leisure Centre** on the site. As the only "**Coubertin School**" in Britain we enjoy not only a rich cultural tradition that is derived from the life and work of our namesake, Dr William Penny Brookes, but also unique opportunities for Sixth Form students to undertake activities with partner schools from across Europe and beyond. Younger students are participating in student voice and leadership activities related to the Olympics and Olympic values. Our **Arts Centre, "The Edge"**, is located at the heart of our new school and it enhances our Music, Dance and Drama facilities as well as benefiting the wider community of this part of Shropshire and reflecting our great strengths in the performing arts.

Students and other members of the local community stay on at, or return to, the school out of hours on a regular basis and the school is an important **focus for the local community**. We work with the Bridgnorth District Rural Transport Partnership to provide after-school transport arrangements that help address some of the disadvantages associated with a sparsely populated rural area, with few or no local public transport systems available. We are a local centre for evening classes and activities. We are an extended school, with very active partnerships with a wide range of local agencies and organisations.

Visitors to the school continue to comment very positively on the “**good feel**” and respond very enthusiastically to the new school buildings and facilities. Relationships are good and most people - staff and students - are happy here. We pride ourselves on providing a **secure environment within which individuals can flourish** and the **Every Child Matters** agenda is prominent. Values are generally traditional, as are standards of discipline - behaviour is generally good. Our work on **student retention and inclusion** is a strength, in partnership with the LA Children & Young People’s Services and our multi-agency team.

Total **numbers on roll have increased steadily** over the last 16 years or so and we were therefore delighted to be selected as Shropshire’s One school Pathfinder when the BSF programme was still in place. Our move to a brand new school building in September 2010, including fantastic new community facilities for the arts and sports, in good time for the return of the Olympics to Britain in 2012 was a fitting tribute to our namesake, Dr William Penny Brookes, who at long last is achieving wider recognition as a key influence on the rebirth of the modern Olympic Games. The new school has been an incredibly exciting project! It is the catalyst for a wide range of new developments, targeted at moving us from a “good school with many outstanding features” to “an outstanding school”.

We consider ourselves fortunate to be working in a good school in a beautiful location, with wonderful scenery and facilities all around us and wonderful new school accommodation for our future. We hope you will want to join us and help shape this exciting future.

**Geoff Renwick (Head)**

**January 2012**

## Our School aims

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### Our curriculum should enable all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

### We aim:

1. To create a stimulating, active and effective learning environment that encourages initiative, independence, self-confident tolerance and a sense of responsibility in all its members.
2. To give every student the opportunity to develop to their full potential.
3. To be responsive to the requirements of students, parents, teachers governors, the local community, the DCFS and the LSC, make working links with our partner primary schools. as well as with local colleges, industrial and commercial enterprises and community groups and to consult widely with all groups who are involved in the life and activities of the school.
4. To encourage all members of the school to feel a respect for and a sense of identity with its aims and values.
5. To offer a relevant, broad and balanced range of learning activities that provide a wide variety of challenging experiences carefully matched to the needs of individuals within the framework of the national curriculum.
6. To create a happy, supportive atmosphere in which there is a firm commitment to a policy of equal opportunities for regardless of race, creed, gender or ability.
7. To help equip our students to participate effectively in and enjoy fully their personal lives, their family lives, their working lives and their role in a democratic society.

## Performing Arts College aims

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1. To raise standards of achievement in each performing arts subject, through the increased quality of teaching and learning.
2. To extend curriculum opportunities in the performing arts subjects including cultural, creative expressive a technological enrichment.
3. To increase take-up of and interest in the performing arts subject courses, particularly post 16.

## Maths & Computing College aims

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1. To create a visible mathematics and computing/ICT ethos that inspires and motivates, raises attainment and improves post-16 participation in the specialist subjects.
2. To develop a mathematically and computing/ICT rich curriculum.
3. To address the needs of future citizens, as well as those of future mathematics and computing/ICT specialists.
4. To develop a rich repertoire of teaching and learning strategies to enrich provision for our own students and those in our partner schools.
5. To develop and disseminate resources and good practice to be shared with other schools and the wider community.
6. To work with relevant businesses and industries to establish high status vocational courses and work-related opportunities, to ensure that all students have access to appropriate pathways.

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## OUR ONE SCHOOL PATHFINDER PROJECT

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**5 TRANSFORMATIONAL THEMES** are woven through the body of the educational principles that inform the vision for our pathfinder school:

1. **OLYMPISM:** Grounded in the historic legacy of William Penny Brookes and the founding work of Coubertin, Olympism draws on the pursuit of personal excellence.
2. **INNOVATIVE TEACHING, PERSONALISED LEARNING AND ACHIEVEMENT:** A sustained focus on innovative teaching and learning, harnessing the benefits of the new technologies, developing the practice of the school workforce and providing opportunities via learning pathways, for all to progress and achieve in an outstanding school.
3. **SOCIAL AND EMOTIONAL HEALTH AND WELL-BEING:** Active pursuit of the 5 outcomes of 'Every Child Matters', allied to the fundamental principles enshrined in the Olympian ideal of a 'healthy mind in a healthy body'.
4. **COMMUNICATIONS:** At the heart of the everyday practice, to meet the needs of students and the community, to provide breadth of access to the curriculum and to exploit the benefits of e learning, thereby encouraging the further development of citizenship and personal development.
5. **EXTENDED COMMUNITY PARTNERSHIPS:** An extension of the foundation of success, partnership working will strengthen relationships with and between all the communities served by the school, through opportunities in learning, sport, arts and culture.

### 10 KEY PRINCIPLES

1. An outstanding school which maximises the potential of all learners to achieve, and which respects its Olympian heritage
  2. A sustainable landmark building in harmony with the environment
  3. Access to innovative, personalised learning to include and value all learners
  4. Active, creative social spaces that promote learning and physical and emotional health and well being
  5. A balance between flexible, multi-functional, adaptable and specialist spaces for learning
  6. A welcoming school with high value on independent learning, student care, guidance, leadership and personal development
  7. Accessible, appropriate, adaptable ICT to meet the needs of all learners served by the school
  8. An extended campus for learning with appropriate access for all the communities served by the school
  9. Learning enriched by partnerships which facilitate transition and progression
  10. Access to high quality sports, arts and cultural opportunities in partnership with all the communities served by the school.
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