

# The Gilbert School Profile

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Brinkley Lane, Highwoods  
Colchester, Essex, CO4 9PU  
Telephone: 01206 842211  
<http://www.gilberd.com>

Local Authority:	Essex
Age range:	11-16
Number of pupils:	1230
Head teacher:	Mrs V Cresswell
Chair of governors:	Mr N Hildreth

## **What have been our successes this year?**

- We remain oversubscribed with many parents wanting their children to be educated at the Gilbert School, but unable to gain places;
- Our 2006 Year 11 achieved the school's best ever GCSE results with 70% achieving 5 or more A\*-Cs and 58% achieving 5 or more A\*-Cs including English and Maths. The overall KS2-4 Contextual Value Added (CVA) score of 1010.2 placed us in the top 27% of schools nationally;
- Our 2006 Key Stage 3 results were again above the targets set. The overall KS2-3 CVA score of 100.9 placed us in the top 15% of schools nationally;
- We have increased the capacity of the school with a new teaching block containing classrooms and laboratories, as well as building new administration and staffroom facilities;
- An inspection of staff development by HMI described Continuing Professional Development at the Gilbert as 'outstanding';
- During 2006 the school was designated a high achieving Specialist College by the DfES and was invited to take on a second specialism.

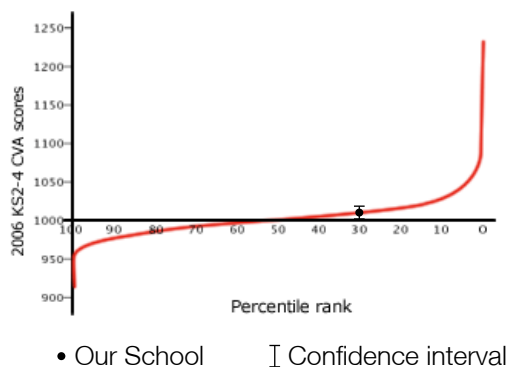
## What are we trying to improve?

Priorities for 2005-6 included:

- Developing Assessment for Learning and Differentiation within all curriculum areas;
- Personalising the curriculum at Key Stages 3 and 4;
- Raising the standards of teaching, initially by carrying out a comprehensive programme of consistent observation. This was followed up by training and continued observation;
- Creating a new curriculum area of Vocational and Alternative Education;
- Improving ICT and learning resources;
- Developing effective self-evaluation strategies;
- Working to improve our attendance figures;
- A major building programme to improve the learning environment;
- Preparing for Specialist School re-designation, Autumn 2006.

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## How much progress do pupils make between 11 and 16?



The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

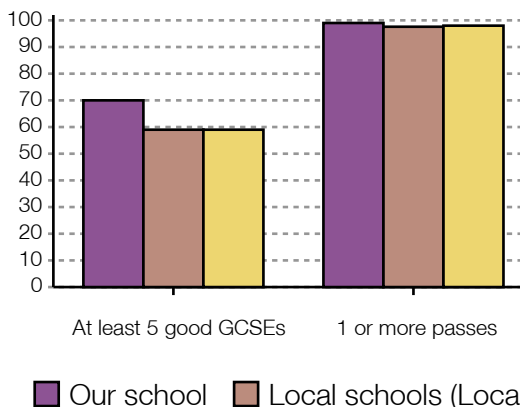
The CVA score of 1010.2 places us in the top 27% of schools nationally.

In English, the CVA score of 1003.3 place us in the top 4% of schools nationally.

In maths, the CVA score of 1001.3, places us in the top 27% of schools nationally.

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## How well do our pupils achieve in year 11?

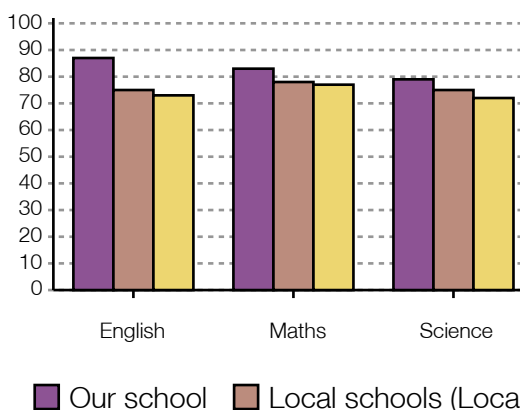


This shows the percentage of pupils (who were 16 years old at the end of the year) who in 2006 achieved 5 or more GCSEs at grades A\*-C (or GNVQ equivalent), and one or more GCSEs at grades A\*-G (or GNVQ equivalent).

In 2006 the number of our Y11 students achieving at least 5 good GCSEs was more than 10 percentage points higher than local schools and all schools.

Nearly all our students achieved at least one pass at GCSE.

## How well do our pupils achieve at age 14?



This shows Key Stage 3 results for 2006. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.

At Key Stage 3 the percentage of our students achieving level 5 or above was greater than in Essex schools and in all schools nationally.

The Contextual Value Added (CVA) scores showed that our students made significantly better progress than students nationally. In individual subjects the CVA scores were:

English: 101.9, which placed us in the top 7% of school nationally

Maths: 100.6 which placed us in the top 27% of schools nationally and

Science: 100.0 which placed us in the top 51% of schools nationally.

## How have our results changed over time?

Our results have generally remained steady or improved over the past few years.

The 2005 GCSE results were not as good as in the previous two years. The 2006 results were better than any previous results;

Key stage 3 Summary (2004/2005/2006);

Average Point score: 35.8/36.2/36.2

% Level 5+ English: 85/85/87

% Level 5+ Mathematics: 85/86/83

% Level 5+ Science: 76/83/79

Contextual Value Added (KS2-3): 100.9/100.6/100.5

Key Stage 4 Summary (2004/2005/2006):

Capped Point Score: 320/307/322

% 5+ A\*-C inc. Eng and Maths: 50/47/58

% 5+ A\*-C: 64/58/70

% 5+ A\*-G: 98/95/95

Contextual Value Added (KS2-4): 1034.4/1008.1/1001.7

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## How are we making sure that every child gets teaching to meet their individual needs?

- The vast majority of subjects 'set' students accordingly to their ability. These sets are regularly reviewed;
  - Students who have been identified with special educational needs have individual education plans that set out personalised targets that are regularly reviewed;
  - Teachers are observed regularly and students' outcomes and progress are monitored;
  - Students work is monitored and feedback is given to help raise standards;
  - Greater flexibility in Key Stage 4 courses with work-related learning, vocational options and Key Skills;
  - The school offers Gifted and Talented activities and Aim Higher experiences;
  - Assessment data is logged and available to teachers to help their planning.
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## How do we make sure our pupils are healthy, safe and well-supported?

- Major changes have been made to the kitchen menus provided by the catering company;
- Vending machines have been withdrawn;
- Students are encouraged to participate in extra-curricular activities;
- A wide range of extra-curricular activities are offered to students before school, lunchtime and after-school;
- Staff patrol the site before school, break-time, lunch-time and after-school;
- Student planners includes guidance on what to do if ...
- Tutor training reinforced the importance of the tutor's role in supporting teaching and learning;
- A stringent Child Protection Policy is in place;
- Internet safety measures have been developed to filter, monitor and record email and internet access.

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## How are we working with parents and the community?

- There is a high turn-out at parents' evenings and school events;
- Most subject areas have visits, visitors and trips into the local community;
- The school is a member of community groups such as United Solutions and Healthy Highwoods;
- Community projects are encouraged within the school such as the Entrepreneur Masterclass, Leading Edge projects and JSLA awards etc;
- The school offers a range of parenting and adult evening classes, some run by the school, others by Greyfriars Adult Education Centre;
- We are an approved centre for training and testing ICT skills eg. Microsoft Academy;
- Our annual Careers Convention attracts many local businesses and employment providers and has the reputation of being one of the best in the area;
- Many local business people attend our mock interview day giving our students valuable practice at employment skills;
- Regular charity events raise money for national and local groups.

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## **What activities are available to pupils?**

There is an extensive range of inclusive extra-curricular activities some before school, at lunch times and after school. These include: fitness clubs, sports clubs and fixtures, drama and dance clubs and productions, music tuition and rehearsals, science clubs, homework and coursework clubs, arts clubs, language clubs, etc. etc.

Students could spend every lunchtime and every night after school doing something different!

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## **What have pupils told us about the school, and what have we done as a result?**

The School Council, re-established in 2004, was very active and action was taken in relation to many issues identified by the student body. These included;

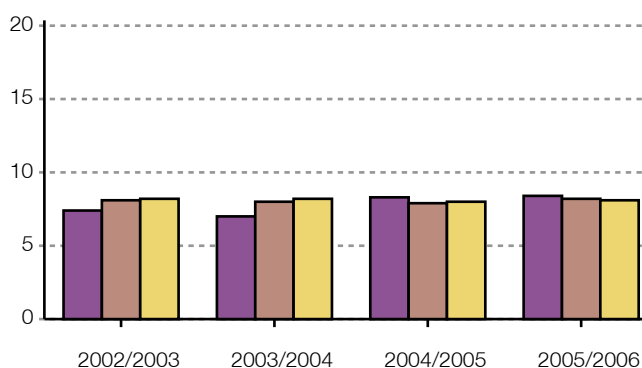
- Various campaigns have been initiated and run with students e.g. Litter Awareness Week;
  - Students are involved in decision making within the school e.g. most interviews for teaching staff involve a student panel. Students visited other schools during canteen company tenders;
  - Many events and activities are evaluated to inform future planning. eg. Activities Week;
  - A survey of rewards was conducted and fed into the review of rewards and sanctions;
  - Some staff actively seek students views on their learning and this helps develop future programmes of study and teaching strategies.
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## **How do we make sure all pupils attend their lessons and behave well?**

- Teaching staff mark registers every lesson and refer problems to tutors and subject leaders;
- Report cards are often used to monitor students who are causing concern. Parents are informed early of problems linked to attendance at lessons. Senior staff patrol the school regularly and challenge any students out of lessons;
  - The school operates a first day contact policy, advertised through the Gilbert newsletter and website;
  - Attendance is closely monitored and the school has regular contact with parents and the Educational Welfare Officer;
  - Rewards are used regularly to reinforce good behaviour. This includes merits and credits, awards, letters home etc.

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## How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

Our absence rates are broadly in line with other schools, although they have gone up slightly in recent years and we are working hard to improve the attendance of a minority of students whose absence is higher than we would like it to be.

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## What do our pupils do after year 11?

2006 Activity survey results from Connexions

- 83% remaining in full-time education
- 9% full-time employment
- 2% work-based training
- 5% not in employment, education or training
- 1% unknown

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## What have we done in response to Ofsted?

See School Development Plan. The OFSTED Action Points are included.

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## More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01206 842211

Our website <http://www.gilberd.com>