

THERFIELD SCHOOL

ANNUAL REPORT TO PARENTS 2004

Would parents kindly note that questions and discussion must only relate to the past academic year (the subject of this report).

Matters raised should be of general interest. We are unable to discuss individual students or parental concerns that are not of a general interest.

Governors and senior staff are on hand to confidentially talk about individual concerns, which can be followed up with a private meeting if required.

THE EIGHTEENTH ANNUAL GOVERNORS' MEETING FOR THE PARENTS OF STUDENTS OF THERFIELD SCHOOL WILL BE HELD ON WEDNESDAY 6TH OCTOBER 2004 AT 8.15 PM IN THE NEW DINING HALL IMMEDIATELY FOLLOWING THE ANNUAL GENERAL MEETING OF THE FRIENDS OF THERFIELD.

This meeting is organised to allow Governors to report directly to parents about the activities of the Governing Body for the preceding year. It is therefore part of the important process of increased accountability. It is also a chance for you, the parents, to express opinions about school policy and for you to hear the views of other parents and your Governors on issues that concern you.

Dear Parents,

It is with great pride and pleasure that the Governors make their Annual Report to Parents. The highlight of the year has been the Ofsted Report (our last Ofsted Inspection was in September 1998) which, in summary, said that "Therfield is a very good School which gives very good value for money". This outcome reflects the vision, dedication, skill and professionalism that has been put into the leadership, management and, of course, classroom teaching at Therfield over the years by our Head Teacher and his staff. It also reflects the responsive learning of our students and the support of parents.

In aiming to meet our vision of being "the best for all" the School does not just concentrate on academic achievement, important though that is, the high standard of extra curricular activities and the encouragement to students to acquire wider skills were praised in the Ofsted Report. It was particularly good to hear students themselves at the June presentation evening speak informatively on the wide range of activities going on at Therfield.

We extend our best wishes and thanks to those staff that left Therfield at the end of last term, many of whom have obtained well deserved promotions. Despite our budgetary difficulties we have not cut back on staff and I am pleased to report a full complement of staff for the new academic year. The fact that good quality teachers want to come to Therfield is a compliment to the School which again has achieved high ratings in this summer's public examination tables of the best non-selected comprehensive schools.

Particular thanks are due to those governors who are coming to the end of their term of office and we look forward to welcoming new governors to the governing board in October; there are vacancies for five parent governors.

There are many challenges for the School and the governors for the year ahead. We will be implementing and monitoring our Post Ofsted Action Plan of which all parents will have received a copy in July. We will have to run with a very tight budget and there may be further difficult choices to make because of financial constraints. We would want to give a heartfelt thanks to the Friends of Therfield for their tremendous efforts and to all those who have supported Friends' Events and to those who have supported the Trust Fund. The monies raised and contributed by parents are becoming increasingly important to the School. We hope to get the green light for the long awaited new building project which will greatly improve our accommodation and facilities. We will be proceeding with the application for Specialist School Status and there is a need to raise more funds to proceed but the rewards far outweigh this initial investment. There is also the challenge to see more collaboration between schools in our area which is very much part of the Government strategy.

Details of the work of our committees are given in the reports which follow. There is the opportunity for you to hear more at the Governor Parent AGM on Wednesday 6th October and we hope that as many as possible can be there.

David Crutchley
Chair of Governors

AGENDA:

- 1. Report from the Chair**
- 2. Reports from sub-committee Chairs**
- 3. Open discussion.**

Please note that we will only be able to discuss matters of general interest to parents. We cannot deal with individual parent or pupil issues. It may also be helpful if you give advance notice of questions to the Clerk of the Governors.

- 4. Resolutions.**

These may be passed by a simple majority, providing parents of at least 20% of the registered Therfield students are present. However, even in the event of too few parents being present, the Governors will consider carefully all the views expressed at the meeting.

- 5. Any other business**

If you have a written question for the Governors' AGM, please complete the slip below and return to Mrs Dawn Dodd, Clerk to the Governors Therfield School, Dilston Road, Leatherhead, Surrey, KT22 7NZ by Tuesday, 28th September 2004.

Written Question:

(For the attn. of Mrs Dawn Dodd - Clerk to the Governors, Therfield School)

QUESTION.....

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.....

Parent's Name.....

Student's Name.....

**THERFIELD SCHOOL GOVERNING BODY
2003/2004**

**GOVERNORS APPOINTED BY
SURREY COUNTY COUNCIL**

	<u>Retirement or Resignation date</u>
Mr Peter Bingham	09/05/2005
Mrs Shirley Lyon	31/08/2005
Mrs Pat Williams	07/11/2004
Mr Tim Reeder	07/12/2005
Mrs Yvonne Marshall retired during the year	

PARENT GOVERNORS

Mr John Gough	16/12/2006
Mrs Lynn Pendlebury	16/10/2004
Mrs Debra Beer	16/10/2004
Mr David Christie	16/10/2004
Mrs Sheena Reeves	16/10/2004
Mrs Sandra Wake	24/09/2006

TEACHER GOVERNORS

Miss R Allen	01/10/2006
Mr L Horder	01/10/2006

NON-TEACHING STAFF GOVERNOR

Mrs C. Harvey

SPONSOR GOVERNOR

Vacancy**

CO-OPTED GOVERNORS

Mr David Crutchley	28/01/2005
Mr Eric Skyte	14/05/2005
Mrs Paula Scriven	03/09/2006
Mr David Steel	06/07/2007
Vacancy	

HEADTEACHER GOVERNOR

Mr Graham Tuck – Therfield School

CLERK TO THE GOVERNORS

Mrs Dawn Dodd - Therfield School

Both the Chair of governors and Clerk can be contacted via the school.

*The governing body will reconstitute on 16th October 2004 when it will change its composition to 22 governors consisting of 5 community, 4 staff, 7 parents, 4 LEA and 2 Sponsor governors.



Ofsted

The school underwent an Ofsted inspection in March of this year. The overall evaluation of the school was that "Therfield school is a very good school, which gives very good value for money. The Head teacher and leadership team have been successful in maintaining and building on an ethos of very high standards, very good teaching and learning, very good attitudes and good attendance. The school's partnerships with parents, other schools and the local community are very good".

The school's main strengths and weaknesses are:

- Standards which are well above the national average in national tests and external examinations
- Very good teaching and learning
- Very good leadership
- Very good personal development of the pupils
- The inconsistency in the setting of quality homework and the planning for different abilities in classes
- The impact of the accommodation in some subjects is unsatisfactory
- No meeting all of the statutory requirements

Nearly all areas within the school were rated either good or very good and an example of very good was the Language Unit. The report highlighted the importance of the unit's role, "It supports very well the school's aims of valuing all pupils equally". The success of the unit is partly down to the strong relationships which have been built up with parents and also the staff and leadership of the unit who work to a clear vision of what they want to achieve.

In the Ofsted report it was said that "There is a very good partnership with the governing body. They play a good role in shaping the direction of the school and they have a very good knowledge and understanding of the weaknesses of the school. They act well as a 'critical friend' to the school, providing good support and challenge to school leaders as appropriate. They have contributed well to the school's good improvement since the last inspection but there are still a couple of statutory requirements not met" (see below for more detail).

In the area of Special Educational Needs "The governor with responsibility for Special Educational Needs is well informed and effective".

With regard to the Sixth form "Governors have a clear vision for the sixth form at Therfield but the statutory requirement in respect of collective worship is not being met" (again see below).

A full copy of the report can be viewed on the Therfield website on www.therfield.surrey.sch.uk.

Post Ofsted Action Plan

In the Ofsted report the following issues were raised of

- Accommodation in several areas of the curriculum including music, art and design, PE, ICT and private study in the sixth form. In response the school will make full and effective use of delegated school resources, LEA additional funding and private funding initiatives.
- Planning for different abilities in classes including assessment of pupil's work and guidance given on how to improve. The school has put together a very comprehensive plan to ensure that all pupils abilities are catered for.
- Greater consistency in the setting of homework which extends pupil learning. The school has identified areas of good practice, clarification of homework policy and procedures with parents. The identification of homework tasks through schemes of work and further ways of monitoring greater consistency of homework setting.

- Governors not meeting statutory requirements in the daily act of collective worship for all including the six form. The school is awaiting further guidelines from the Department of Education and Skills and Ofsted before definite plans for collective worship are put in place. With regard to provision for 3D work in art and design this will be incorporated into planning and schemes of work from September.
- The behaviour and attitudes of a small group of pupils. The school is aware of the effect disaffected students can have in lessons and although the school has a very good system in place to reduce disruption and increase learning, will introduce further innovations to reduce poor behaviour such as a mentoring and support scheme, more utilisation of support staff and changes to the pastoral system to support disaffected students.
- Raising attainment in Art and design, RE and music at KS3 and KS4 and graphics in the 6th form and further develop ICT opportunities in the curriculum. Plans have been produced following discussion by faculties and are being implemented.

REPORT OF TEACHING AND LEARNING SUB COMMITTEE 2003/2004

The responsibilities of this group include assisting the Headteacher in ensuring effective delivery of the National Curriculum and related policies within a whole school context, as well as monitoring and reviewing all areas covered by the curriculum. Monitoring of the implementation of the Behaviour Policy within the school and the consideration of formal complaints by parents are also part of this group's remit. This committee, whose members met formally four times last year, aims to be pro-active in its approach and any changes to the curriculum are often implemented in the next or subsequent academic year.

We were pleased to herald the first term's outstanding Advanced Level results. 75% of grades were at the all-important A – C level, and we had a record-breaking return of 56% at grades A and B. The overall A – E pass rate was 98% - an increase of 4% on the previous year. Boys and girls at Therfield had very similar success, which pleased us immensely.

A/S results proved to be somewhat disappointing and provided a warning, which would be used to try to improve results at A2 level.

Our GCSE results continued to exceed national and county levels, with 65% of students gaining five A* - C grades, boys and girls having had similar attainments.

Good news came with the publication of last year's National Curriculum Test results. Students in Year 9 were to be congratulated, for over 80% achieved Level 5 or above in Maths, Science and English. All three core subjects exceeded their targets, which was a marvellous outcome.

Targets compared to results 2001-2005

This figure now relates to 5A-G including Maths and English, as we are no longer required to set 1A*-G target

KS3	Target	Result	Target	Result	Target	Result	Target	Target
Level 5+	2001	2001	2002	2002	2003	2003	2004	2005
Eng	82	75	81	83	81	88	84	84
Maths	76	80	77	85	77	82	84	82
Science	/	85	/	83	77	84	86	84
ICT	/	88	/	67	/	89	72	80

GCSE	Target	Result	Target	Result	Target	Result	Target	Target
	2001	2001	2002	2002	2003	2003	2004	2005
5A*-C	70	68	68	73	67	64	70	70
1A*-G	97	98	95	96	95*	95	96*	/
Average point score	48	48	45	49	47	46	48	47

Over the past year the committee has welcomed the introduction of a Visiting Policy which sets out guidelines for governors linked to faculty areas as covered by the Leadership Team and facilitates beneficial visits into the school. A new Assessment Policy, which supports the school's aims, has been created through working groups. Self-evaluation of students is inherent in this policy which forms the basis for targets (generic and subject specific), future marking and acts a basis for tutors at Academic Tutoring. In conjunction with this, the Targeter computer system is now accessible to all teachers and shows results and predictions for all students.

As usual the Annual Curriculum Review took place, with the following changes worthy of mention:

Re-introduction of Electronics GCSE in Year 10, double periods for Drama at GCSE, A/S Level Media Studies course to be piloted by the English Department and more time allowance for General Studies A2 course. During the next academic year Skills will be taught in tutor time rather than a one-hour lesson per fortnight. This will affect the length of the school day at times, as reported in the Headteacher's newsletter to parents.

During our meetings we aim to invite members of staff to talk on various subject areas. We have benefited from presentations on the Sixth Form and its extensive review and on Gamma and the Gifted and Talented at Therfield.

The Teaching and Learning Committee has congratulated the staff on an excellent Ofsted. Therfield is considered to be a very good school, with very good teaching and learning. The impact of unsatisfactory accommodation in some subjects was noted. In this regard the school intends to make full and effective use of delegated resources for capital works, seek LEA additional funding for capital projects and pursue private funding initiatives. We also intend to look for opportunities through our Sports College bid to improve accommodation in PE. The school intends to address points raised concerning Teaching and Learning by Ofsted inspectors through an action plan to target any apparent inconsistencies in the setting of quality homework and the planning for different abilities in classes. The inspection found evidence of much good homework, however, and also of some very good planning to meet the differing needs of pupils within individual classes. There was also evidence of much good marking. We must now make sure that these very good practices are consistent through all lessons and governors will continue to monitor staff strategies. Provision of the Daily Act of Collective Worship will be reviewed pending guidelines from the DFES and any improvements to school accommodation, and 3D art-work will be incorporated, where practical, into curriculum planning and schemes of work from September 2004. These will be developed further once improvements to the art accommodation have taken place.

Over the year governors have also discussed topics such as Dealing with Drugs Related Incidents, Behaviour and Discipline, an Anti-Bullying Policy, one for Responding to Students' Work and another dealing with Parental Concerns. These will also be discussion items next year.

Lynn Pendlebury
Chair – Teaching and Learning

REPORT OF THE FACILITIES DEVELOPMENT COMMITTEE 2003/2004

This sub-committee continues to take responsibility for monitoring matters relating to buildings and site maintenance and management, energy usage and effective control of energy costs, the asset management plan for the school, implementation of related matters contained in the School Development Plan and new legislation. The sub-committee has met once each term and has again organised governor teams to undertake health and safety inspections, which, over the course of the year, ensure that all areas, are inspected. Each inspection results in a report being submitted to the Premises Manager who arranges for the appropriate action to be taken on a timely basis.

Twelve months ago, we were dealing with the recruitment of a Premises Manager to replace Tony Cattle who, sadly, passed away in July 2003. I am pleased to report that Bill Williams was appointed on 1 December. Bill has immense experience in the public sector and is utilising his considerable skills to make a most positive and visible contribution in the areas for which he is responsible. I must again pay tribute to Mal Jones, the school's caretaker, who admirably covered the vacant position prior to Bill Williams' appointment.

At last, I am also able to report some encouraging developments on accommodation matters (one of the very few areas of criticism in the otherwise excellent 2004 OfSTED report). Following almost eighteen months of discussions with senior officers at Surrey County Council (SCC), as recently as early July, we received notification that the LEA is prepared to commit £1.8million to a capital project. This will, as a minimum, enable the rapidly deteriorating mobiles (which attract an ever increasing routine maintenance cost) to be replaced. There is a possibility that even more meaningful financial support will be made available if SCC can negotiate a satisfactory capital receipt with a commercial developer for land which

has been surplus to the school's requirement for some considerable time. We do not expect further information on this particular element until the Autumn term, but remain optimistic that a significant amount will materialise.

A key influence on the general work which has been undertaken this year, has been the continuing pressure on the school budget. Quite correctly, the emphasis on expenditure has been the essential support of teaching and learning leading to the cancellation or deferral of some non essential buildings related projects where attendant costs are viewed as discretionary. Nevertheless, new emergency lighting has been installed, the motors driving the sewage pumping system have been renewed, the fire alarm panels have been reconfigured and a limited redecoration programme was completed during the summer vacation. The need to improve and widen the provision of chilled water drinking fountains has been recognised and more robust alternatives are under trial. Work required to repair roof copings was the subject of a Surrey County Council survey undertaken during July. This matter has now become a priority one Health & Safety matter and pressure is being applied to SCC and consultants to proceed with the more pressing elements of this work.

The largest, most necessary and seriously overdue project is a total refurbishment of the school kitchen which commenced towards the end of the summer term and was completed 5th September.

The quality of cleaning and the provisions of the corresponding contract have been the subject of intense monitoring and scrutiny, with noticeable improvements (and some small financial benefits). During the summer vacation, a major deep clean of all areas has been undertaken.

In response to legislation, various requirements arise out of the Disability Discrimination Act including the provision of a ground floor disabled toilet and suitable access to the main building. Plans are being prepared accordingly. A rota for fixed electrical equipment inspections has been completed and full compliance with Asbestos Regulations has been confirmed.

Security of site, staff and students always features high on the premises agenda. A study into a more effective CCTV system will be completed shortly and a new type of pass for visitors and contractors has been introduced.

Tree surgery has become a routine requirement with an inspection and maintenance visit scheduled for August. A diseased tree has been identified adjacent to the sewage pump house (not in the close proximity of the main school buildings) and was the subject of "major surgery".

The school's indoor and outdoor facilities have again been well utilised, out of normal school hours, by external adult and sporting groups. This provides a small but valuable revenue stream. There is still plenty of time available to offer to potential user groups.

Plans for 2004/05 naturally embrace the new building project described above. In addition, the provision of a private study area for the sixth form and access to ICT facilities are required in response to issues raised in the OfSTED report. Additional security features are also included in the School Development Plan. Improved lunchtime and break time facilities for students will also continue to be developed.

I would like to take this opportunity to formally record my thanks to the members of this sub-committee particularly, and other governors and staff generally, for their support during my tenure as Chair. We are also indebted to Bill Williams, Mal Jones and the caretaker team for their contribution to all matters relating to the premises. I believe that between us all, we have made steady progress to ensure that the school remains a safe environment for staff and students and to enable them to proceed effectively with the essential elements of teaching and learning.

David Christie
Chairman – Facilities Development Committee

REPORT OF THE FINANCE SUB-COMMITTEE 2003/2004

In danger of being accused of crying, "Wolf!" I start this report with the same opening as last year.

Financially this will be the most difficult 12 months that Therfield has ever known.

Throughout the first part of the year we were met with counter proposals: "Schools will have sufficient money." alongside, "Budgets will be tighter than ever." Somehow reality is both of these.

The increased overhead staffing costs from last year's changes continue to compound problems for Surrey Schools (with 23/56 Surrey Secondary schools in deficit). To ensure that matters deteriorated no further Paul Gray (Executive Director for Children and Young People) said that regardless of any existing deficits all schools must balance the current this year's budget.

After great difficulty in analysing all the figures that we were sent we started this year with a carry forward of £20K. Consequently we have produced a viable budget from the money that we have been allocated. Like many Surrey schools we have had to reduce levels of staffing and introduce a modified Friday timetable, as a way to reduce costs, and ensure that this is possible. Fortunately we have not needed to make any compulsory redundancies this year.

At a time where Therfield's numbers are consistent and we are looking to provide the widest and best curriculum for all, staffing reductions run counter to the aims that we all have for the school. As last year about 85% of Therfield expenditure is staffing. Collectively this is teachers, support staff, office staff, caretaking, cleaning and canteen staff, who are all essential to keep Therfield operating efficiently. Our employees are all vital to the well being of the school and its pupils.

Whilst we are operating at a level where we can financially survive this year we have no financial slack to enable Therfield to improve and enhance its environment in the way that it deserves. Yet again, despite promises from the Government, this year for a future 3 year spending programme I am not confident about the future levels of funding that we can expect. We should not be reliant on the possibility of 'an election year boost' to give us the level of funding that Therfield both deserves and requires to produce the 'Best for All' for which we strive.

In the future Sports Specialist Status will enhance our funding. However prior to that, Therfield must raise £50K to ensure that we are able to access to this money. This money must be separate to our allocated funding. Any help or advice from our parents will be greatly appreciated.

As a result of our financial constraints and need for additional funding I again commend to you The Friends of Therfield, and the work that they do to raise money and support the school, and The Trust Fund. Both of these are essential to ensure that our students, your children, receive the best that Therfield can offer. Please support these worthy supporters of Therfield School as best you can.

Mr Eric Skyte
Chair - Finance Committee

REPORT OF THE STAFFING SUB-COMMITTEE 2003/2004

The Staffing sub-committee met on 3 occasions during this academic year.

During the year, administrative and support staff roles were reviewed, and new job roles created to achieve best value for money and provide appropriate skills. Although budgetary constraints have been an issue, steady progress is being made in response to the Government's workforce remodelling policy, which will progressively ensure that teaching staff are freed from administrative tasks in order to concentrate on the teaching and learning agenda.

As always, continuing professional development was an important issue. The Mole Valley Consortium, established as part of the delivery of Therfield's role as a Beacon school, provided training sessions for newly qualified teachers in all Mole Valley schools, and this work enabled more experienced staff to extend and practise their skills as mentors. A number of members of the teaching staff have undertaken development work through the National Professional Qualification for Headship scheme, with Mrs Willman, Mrs Carriett and Mr Morley Davies completing the qualification. Still more staff have been involved in middle leadership initiatives including the National College's "Leading from the Middle" programme.

Surrey Local Education Authority undertook a county-wide consultation on proposed new admission arrangements this year. Governors attended a discussion meeting and subsequently submitted a response on behalf of the Governing Body, in addition to the response submitted by the school. It is understood that following the consultation, the LEA has decided to retain the existing system.

The Staffing sub-committee also reviewed a number of statutory policies during the year. For example, the retirement age policy was reviewed, taking account of the forthcoming legislation on age discrimination; model policies on grievance, discipline and capability procedures in respect of all staff were adopted; and a new model pay policy for the whole school, incorporating the performance management scheme, will be administered by a new Pay Committee reporting to the full governing body from the new academic year.

Staff turnover during the year has been manageable, and it is anticipated that a full complement of teaching staff will be available for September 2004. The role of Finance Manager is being redefined, and the post will be advertised in the autumn term.

Mrs Pat Williams
Chair – Staffing Committee

ACTIONS TAKEN TO STRENGTHEN LINKS WITH THE COMMUNITY

The School encourages the support of charities through the year system and specific events, and raises considerable sums to this end.

The extensive work experience programme for all 16 year olds continues and many in the Sixth Form develop links with local employers. Especially close links have been developed with Halliburton KBR and Esso. Representatives of local companies serve as Governors of the School.

Therfield seeks to work closely with local primary and special schools. Many local primary students visit to make use of the extensive Information Technology facilities and Science Laboratories. We meet regularly with colleagues from other local schools particularly to help and support students in their learning and as they move schools. We are developing links with local primary schools for video conferencing in Modern Foreign Languages. Our government sponsored Beacon programme enables us to work and share best practice with many schools in the area.

The Astroturf enables many local sports groups to use the floodlit facilities. The school facilities are used regularly through the Adult Education programme and certain facilities are available for lettings by appropriate organisations.

STAFF DEVELOPMENT

The staff development programme at Therfield plays a key role in the professional development of individual staff and in furthering the main objectives in the school development plan. Funds are made available for staff to access training outside the school; however there is also a considerable amount of staff development, which happens as a result of resources or expertise from within the school.

Staff development can take a variety of forms. Staff may attend courses and then feedback to other staff; speakers or trainers provide training on site; staff visit other schools or work with teachers from other schools.

The In Service Educational Training (INSET) days for the school year 2003-2004 year have been used for training in the following areas:

- Faculty/Department developments
- OFSTED preparation and then action planning
- Teaching and Learning Styles
- Development Planning
- GCSE moderation

Over 150 courses have been attended by staff covering a wide range of topics, such as new curriculum specifications; courses for newly qualified teachers; raising levels of student attainment; assessment for learning.

Individual staff have been involved in a number of initiatives to develop and share professional knowledge and expertise. Four heads of Faculty completed the National College of School Leadership "Leading from the Middle" programme. Three members of the Leadership Team have been successful in gaining the National Professional Qualification for Headteachers. The Headteacher, Mr Tuck has been accepted as a Consultant Headteacher by the National College of School Leadership. Several members of staff in their 4th and 5th years of teaching were awarded bursary payments which were used to attend courses or buy resources to help develop teaching skills and subject knowledge

We also continued this year a programme of twilight INSET which offered training, delivered mainly by Therfield staff, in a number of areas, for example Data Analysis, ICT, Special Needs, Behaviour Management, Leadership Styles, Interviewing Techniques.

The INSET evaluation forms, which Heads of Faculty have completed, reflect a very positive response to the INSET, which has taken place. Staff have been very appreciative of the in-house training provided by colleagues and also value highly the opportunities they have had to discuss teaching and learning with other colleagues and reflect on their own practice. Good progress has been made in a number of areas of the school development plan as a direct result of specific training in areas such as curriculum development, learning styles, introducing improved monitoring and assessment procedures

SCHOOL SECURITY

School security is constantly under review by the Premises Manager in consultation with the County Council Risk Assessment Office.

CCTV has been installed with funding from County. Palisade fencing has been installed to the car park and extension of the fencing to the playing field undertaken. The front of school is staffed by an adult receptionist.

FACILITIES PROVIDED FOR ACCESS FOR DISABLED

A ramp for disabled access is available via the New Dining Hall, which then gives access to ground floor levels. Further access and a disabled toilet have been provided for the Maths, Art and Design and Technology areas of the school. A disabled toilet is now available on the same level as the main hall

ARRANGEMENTS FOR THE ADMISSION OF DISABLED STUDENTS

The LEA seeks to make provision for children with disabilities in their local maintained mainstream schools as far as possible. Where, in the words of the Education Act, a child 'has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided' in schools in the area, support will be made available via a statement of Special Educational Needs. This support will usually enable the child to attend his or her local mainstream school, but where the disability is particularly severe, and requires a level of expertise not readily available locally, a place in a Special Needs Support Unit attached to a mainstream School may be allocated. The LEA has Support Units strategically placed in the County, for visually impaired, hearing impaired, physically disabled and language impaired children. A number of 'clusters' are also provided, which enable five secondary schools to meet the needs of children with severe specific learning difficulties/dyslexia.

For a very small minority of children, usually those with multiple or complex disabilities, or where the child has, in addition, a learning difficulty, a placement in a special school may be necessary.

STEPS TAKEN TO PREVENT DISABLED STUDENTS FROM BEING TREATED LESS FAVOURABLY THAN OTHER STUDENTS

Staff are made aware of students' disabilities and are given advice, as appropriate, as to how each student should be treated. It is central to the aims and ethos of the School that all students are valued and treated as individuals. To give some specific examples, students with diabetes are brought to the attention of all staff and are permitted to eat as required, students with ME have followed restricted timetables and provision is made for students who require medication to take it, discreetly, in School.

At present it is not possible, due to the structure of the School, to fully cater for students with some physical handicaps and wheelchair users within the School due to the number of stairs.

RATES OF AUTHORISED AND UNAUTHORISED ABSENCE 2003/04

Students are registered formally at the beginning of the morning and afternoon sessions by their tutors. Additionally, teaching staff take a register in lessons.

Total number of students on roll of compulsory school age	1208
Percentage of pupil sessions (half days) missed through authorised absence (e.g. illness)	6.4%
Percentage of pupil sessions (half days) missed through unauthorised absence	0.4%

CHANGES TO THE SCHOOL PROSPECTUS SINCE IT WAS LAST PUBLISHED.

The Prospectus has been updated to take account of exam results and destination of Leavers.

REPORT FROM THE LANGUAGE UNIT

The Language Unit has places for 22 children (four spaces for each year). Pupils are selected at a meeting convened by County in the autumn term and have a Statement of Special Education Needs for language difficulties. All are of average or above intelligence non-verbally, but can have problems with vocabulary, speech, reading, spelling, comprehension, sequencing, memory and social skills.

Being part of the unit ensures children have access to the full curriculum, encourages them to become more independent in their studies and helps integration into school life. The staff are able to offer:

- Support in a majority of lessons depending on the needs of the individual
- Advice to teachers on strategies for coping with the needs of the children in the unit
- Weekly withdrawal lessons for one-to-one tuition to tackle specific problem areas
- Speech and language therapy
- Extensive resources, including the latest computer software to help with specific learning problems
- Optional homework club at lunchtimes to ensure they do not have to struggle with the workload

The recent Ofsted report highlighted the importance of the unit's role; "it supports very well the school's aims of valuing all pupils equally." The success of the unit is partly down to the strong relationships which have been built up with parents - regular contact helps problems and concerns to be tackled quickly.

IMPLEMENTATION OF THE SPECIAL EDUCATIONAL NEEDS POLICY IN THE LAST YEAR.

Our arrangements for identifying and assessing students has led to 57 students being withdrawn from some lessons and therefore provided for with weekly help with literacy skills, 14 of these students are Statemented and the others are on School Action, or School Action Plus of the Code of Practice.

The department has successfully included five very challenging students in year 7; four have Asperger's and one EBD. A severely dyslexic statemented student is now successfully studying for 'A' levels

In line with all Surrey schools, we test all Year 7 students on entry, and then students with any low scores in either reading or spelling are grouped with other students with a similar profile and suitable provision allocated. This has involved teaching by Tricia Benson, Diana Symes and Debbie Kirton. 24 Year 7s have been withdrawn this year.

Withdrawn students in Years 8 and 9 are either carried forward from previous years or are assessed as a result of a referral from parents, teachers or as new entrants. 23 students from Year 8 and Year 9 have been withdrawn this year, where the needs of the individual are met.

All assessments of withdrawn students have been carried out termly, results collated, published and distributed to relevant adults by the department. The 3 teachers in the Department have discussed progress of these students, and decided upon groups for 2004-05, with all test results kept on file in M8.

All Individual Education Plans for withdrawn students on the Code of Practice have been written and reviewed by the teachers concerned on the two Academic Tutoring days, and copies distributed by the department to Parents, Tutors, Heads of Years and any relevant teacher.

The teaching department are also responsible for helping any teacher in the school with the writing of IEPs and the setting of 'SMART' targets and the sharing of expertise on students with learning difficulties.

The Learning Support Dept has worked with 20 students in Year 7 on the more able Reading Programme. This is a special initiative for students who show up on entry with high Midyis (IQ) scores but lower than expected reading quotients. The students read for approximately 20 minutes twice a week for six weeks.

The Learning Support Dept has provided **435** periods a week of in-class support by **14** Learning Support Assistants plus 5 lunchtime Homework Clubs each week. The subjects supported are across the curriculum, across both key stages and have benefited students on all stages of the Code of Practice. This has been funded from both level 2 and level 3 (ISPB) funding.

The department now also provides a 'safe haven' for Statemented Asperger's students in the LS area during every break time.

The Learning Support teachers are regularly asked to provide advice and teaching strategies for the less able and for specific help on reaching the hard to teach.

The department has been involved with reading and invigilating for 'extra time' students or those using word processors for Year 10 and 11 modular exams, GCSE, GNVQ, 'A' level and Key Stage Three external examinations. This has mostly been taken from time available during May and June from Year 11 classes. This facility has assisted approximately 39 students. One of the part time teachers provided much curriculum support to Year 11 students which impacted on their results, particularly an EAL student who got the highest oral mark in his Rainforest presentations. All statemented students this year achieved GCSE grades.

The department has coordinated visits from the following external agencies, the Educational Psychologist, Physical and Sensory Support Service (Hearing and Physical), and the EAL Service. One of the part time teachers has completed the 'Cert of Professional Practice in teaching students with Specific Learning Difficulties' and one LSA has now completed a course run by The Dyslexia Institute, on 'Helping with Dyslexia'.

All staff have been well informed of the needs of SEN students with Student Profiles for Statemented students and the SEN Lists on the incoming Year 7s, the Year 8-11 SEN List and any relevant information from external agencies.

The Learning Support Coordinator, Mrs Kirton, has provided INSET on Asperger's Syndrome, Dyslexia and Behaviour Management strategies, both as twilight sessions for all interested teaching staff and also to the Learning Support Assistant Team. She has also provided INSET on all SEN provision in the school for all new teachers and PGCE students at Therfield. She has also provided a session on 'The Role of the SENCO in supporting the teaching of Literacy' on the 4S course, 'The Certificate of Professional Practice in Teaching Students with Specific Learning Difficulties.'

The Learning Support Assistants have attended INSET on a variety of topics, both in-house and at venues across Surrey. They have also accompanied students on school trips to High Ashurst and a Science Club trip to the London Aquarium.

Students with SEN have taken part in extra-curricular activities, including Africa Evening and the French and German exchanges. Others have also been chosen to represent their tutor groups as Form Representatives and many have received prizes at presentation evenings.

The department received an excellent OFSTED Report, including special mention of the good progress of EAL students and including very good leadership and management.

The department now has a 'Lead' LSA, which has helped with covering classes for absent colleagues and also with the smooth day-to-day running of the dept so that students with statements are always supported.

Debbie Kirton
Learning Support Coordinator

PE DEPARTMENT REPORT

As usual we have offered a wide variety of sports and run a number of lunchtime and after school clubs. The excellent provision was highlighted in the visit to the Oxford v Cambridge rugby match at Twickenham in November, and the Girls Department took a group of students to watch England play Netball at Wembley Arena.

Rugby has continued to develop within the school and the new year 7s have made an excellent start, they reached the semi final of the County Development tournament, eventually losing to Gordon's School. Once again we have had over sixty boys training on a Thursday night and we have been very lucky to have Mr Butcher and Mr Chandler assist with taking sides on a Thursday and Saturday mornings. The highlight of the year was the Year 9 victory at Howard. Liam Narye in Year 9 has been playing in the Surrey Development squad for most of the season and Nick Butcher along with Bill Knight have made it through to the final stages of the county trials for year 8 students. Anthony Penny in Year 12 has continued to coach school teams and we funded a coaching course, which has motivated him to continue outside of school. As a reward for his commitment to coaching rugby in Surrey he was invited to meet Tony Blair.

Once again we have had an extensive Football fixture list with all year groups playing regular midweek and Saturday fixtures. In total we have played over 80 fixtures with victories in over half of these. The main successes were from the Year 11s who made the quarter finals of the County Cup and the First XI who made the third round of the National Championships. Daryl Cooper-Smith in Year 9 was also selected to represent Surrey.

In Basketball we had a successful year and with all year groups competing in the District Competitions, the Year 8s finished as runners up in the tournament. The Year 10s came a very close second in the overall standings for the season, losing out to Howard on point's difference. We do offer extra coaching and this clearly shows in our results.

Several students were selected to run the County Championships at Cross Country and Sarah Pemberton went on to run for Surrey. We organised the first round of the English Schools Cross Country Cup in November, with schools competing from all over the South of England, sadly our teams were unable to make it through to the second round. As a result of the successful day we have been invited to organise the Regional round for next year's event. In Athletics we regained the U17 boy's title from our great rivals, Epsom College. The U15 boys took second place; we had 8 athletes selected for the County Championships.

Sports Day this year saw a record number of participants because we allowed both A and B string competitors to take part, over six hundred students completed overall. There were records broken by Amie Turner, Katrina Fidler, Lucy Staunton, Lucy Smith, Vicky Richmond, Rhys Courtney and Tony Evans.

Inter-form Tennis competitions have proved popular and drawn a good entry – the Year 7 boys attracted 14 pairs. All year groups had a singles competition which took place throughout the term. We also hosted the District tournaments this year, but sadly were unable to win on home soil.

Thanks to some kinder weather this season, we have fulfilled a number of Cricket fixtures, both friendly and league. The Year 9 Boys have been particularly successful, reaching the final of the Callingham Crane Cup. We have had one of our most successful seasons in the County Cup, with all teams reaching the second round.

Gymnastics has proved extremely popular this year, especially with year seven. Participation levels remained consistent throughout the year, which meant the number of students performing in the annual gym and dance display increased. The display was a complete sell out, proceeds from ticket sales and refreshments have allowed the department to buy 10 new and much needed leotards. The evening was a huge success, with the cheerleading squad performing for the first time, a boy's trampete piece and KS4 trampolining. Students from year 7 and 8 were selected to compete in the Surrey Schools Tumbling competition earlier in the year and the floor and vault in which the girls performed to a good standard. Lisa Marie Winteridge was selected for the international gymnastic squad this year and is currently competing in the Nationals.

Dance club for Year 8 and 9 has remained consistent with students from the previous year remaining committed to the club aiding the development of performance and choreography with dance and performed two dances for the gym and dance display. GCSE dancers performed the set study, an assessment piece and two dances choreographed by the students. Year 7 dance was again extremely popular and two year 12 students, Alison Glass and Laura Burgess assisted with the club. The Year 7 really enjoyed the interaction they had with the members of the upper school, Laura and Alison prepared the Year 7's for the gym and dance display, it was evident the dancers enjoyed the complete experience. A highly trained choreograph from Rambert Dance Company came into Therfield to run a workshop for two hours, which focused upon movement technique and phrases from Ramberts choreography such as "Living Toys". This was beneficial to all Year 9 and 10's involved. GCSE dancers were taken to Sadlers Wells in London to see Rambert perform, the main choreographer gave a talk to the students on choreography technique.

The Year 7 – 10 netball squad trained together during the week allowing the students to prepare thoroughly for their district matches and tournaments. The competition is fierce and the standard high but with further development and more time the teams may begin to experience more success throughout next year. Year's 8 – 11 netballers were taken to Wembley arena to watch the international netball test series, England vs. Australia the third and final test. The girls were in awe at the standard observed during the match and Linford Christie was there to present the award to the winning team, a trip that will definitely be organised for next year. Miss Nicholls and myself are now considering taking the girls on a netball tour to Europe to play tournaments against other British and European teams. Roula Katoudi, Lucy Smith and Gemma Barker played county netball this year and will hopefully maintain this next year.

Rounders has got off to a flying start this year with boys and girls however the weather meant cancelling numerous fixtures. The Year 9 performed well in the district tournament and the Year 7 got through to the semi-finals, which was an excellent result.

Girl's football had varied participation levels for many reasons, the girls worked well and aimed to develop a range of skills in preparation for competitive games. Participation levels will hopefully increase next year with a push from the department and possible links with Chelsea football club will mean some professional coaching will be available.

Participation in girl's hockey has remained consistent this year with weekly fixtures for Year 7 - 11 and sixth form where goal scoring has become compulsory for all games. Many of the senior girls now play for local clubs. Boy's hockey has gone from strength to strength this year with over 60 boys attending training. Well done to those playing in local men's teams and Tim Everard (Year 8) and Lewis Higgs (Year 10) for successful county trials.

For its first season girls' cricket has become well established with around 20 girls attending training. The girls participated in an inter-cricket tournament, two teams were entered consisting of Year 7 – 9 and the girls performed well, putting all they had learnt into practice.

The department recognises that without the support of other member of staff and the willing help of many parents it would not be possible to run so many teams, clubs and activities and we are very grateful for all the extra support we receive. However, it is becoming increasingly difficult to staff fixtures, especially on Saturday mornings and the facilities are continuing to falter with both the cricket nets and one set of tennis courts being out of use following failed safety inspections.

Keith Batchelor Head of PE

