

Additional Information  
and  
Examination Results  
for 2009



The John Roan  
**SCHOOL**



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Note: All school policies are available upon request.



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# Mission Statement

*Learning together, achieving together, creating our future together*

## *AIMS*

The John Roan School aims to ensure that all students achieve their personal best in their learning, develop as individuals, become responsible members of the community and take full advantage of the opportunities, experiences and challenges that they meet now and in the future.

We provide a wide range of exciting curricular and extra curricular opportunities to help students become independent learners, achieve academic success, maximize their potential and achieve economic well-being in their future lives

We provide a safe, secure and harmonious learning environment where each individual becomes emotionally and physically healthy; develops personal, social, moral and spiritual values and is enabled to make a positive contribution to society

We value, respect and celebrate the diversity of our school community and promote equality of opportunity.

# Governing Body



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HEADTEACHER	Mr D Malone
CHAIR	Mr D Gardner (LEA Governor)
CLERK	Ms L Callaghan
LEA GOVERNORS	Mr P Wheeler
FOUNDATION GOVERNORS	Mr V Lawrence Ms P Maras Ms L Nelson Mr N Ballantyne Ms S Newmark
STAFF GOVERNORS	Ms R Choudhury Ms C Smith Mr F Thomas
PARENT GOVERNORS	Ms C Boyle (Vice Chair) Ms E Gardiner Mr M Armson Ms K Spurgin Ms S Spong Ms M Cohen Mr B Dhesi
COMMUNITY GOVERNORS	Ms J Bloch Mr C Parsons
ASSOCIATE GOVERNORS	Mr T Jeffrey Mr J Galloway

## *AIMS OF THE GOVERNING BODY*

The Governors of the school are people drawn from the local community and others interested in the well being of the school.

The Head directs the running of the school and the Governing Body is responsible for strategic direction and monitoring the school's progress. The Governors receive termly reports from the Headteacher on the school and its activities, and consider information from the London Borough of Greenwich Education Authority on policy matters, the school resources and changes to premises.

The Governors are involved in appointing staff and act as an appeal body in cases when children have to be excluded. Governors take an active part in the school through curriculum visits and attendance at events and performances.

The composition of the school's Governing Body differs from county schools because The John Roan School is voluntary controlled. Foundation Trustees manage The John Roan Foundation legacy funds and property. The school's annual budget is funded by the London Borough of Greenwich Education Authority.



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# Organisation Of The School

The school has a Headteacher, three Deputy Headteachers and four Assistant Headteachers. The Deputy Headteachers' responsibilities include teaching and learning, supporting students' learning and staff recruitment and retention. Teachers are organised into departments and there are 85 teaching staff.

We celebrate the different cultural backgrounds of our students, their needs and their aspirations. We seek to form a caring, supportive and collaborative partnership of students, staff, parents and the wider community, working to create an ethos which promotes equality of opportunity regardless of disability, race, gender, class, culture and sexual orientation. The school makes provision to enable every child to develop as fully as possible relevant skills, abilities, interests and attitudes appropriate to his or her individual needs.

Academic achievement remains central to our philosophy and we encourage each student to achieve his/her best at all times and to prepare for their life after leaving The John Roan School.

The student population is organised into year groups, with 210 students in Year 7-11. The Post 16 G+ Centre accommodates approximately 200 students and is currently based on the Maze Hill site. The roll at enumeration was 1,198 students in September 2009.

The school is situated on two sites with one half of key stage 3 and 4 students in each building. Each year group is lead by a Guidance and Achievement Leader, with an Assistant Guidance and Achievement Leader and a team of 8 Academic Tutors. The Guidance and Achievement Leaders are responsible to the Deputy Headteachers in charge of the site on which they are based, for the care, support and guidance of all students in their Year group through the leadership and coordination of the tutor team. The Guidance and Achievement Leaders and their Assistants coordinate and monitor all aspects of the students' school life and communication of information regarding their progress to parents/carers, teaching staff, support agencies and students themselves. Currently, at the end of Year 9, the year group join together for their key stage 4 and continue on one site until the end of Year 11.

September 2009/2010 Year 11 – Westcombe Park site

September 2009/2010 Year 10 – Maze Hill site.

However, this will be reviewed during 2009/2010 as part of the on-going review of the care, guidance and support structure for students throughout the school.

# The School Day

The school operates a two week timetable with 25 one hour teaching periods each week.

Registration	08.30 - 08.50 a.m.
Lesson 1	08.50 – 09.50 a.m.
Lesson 2	09.50 – 10.50 a.m.
Break	10.50 - 11.10 a.m.
Lesson 3	11.10 - 12.10 p.m.
Lesson 4	12.10 - 1.10 p.m.
Lunch	1.10 - 1.55 p.m.
Lesson 5	1.55 - 2.55 p.m.



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## Holiday Dates 2009/2010

Holiday dates are arranged by the local authority in liaison with Greenwich schools to minimise disruption. The dates for the next academic year are:-

### *Autumn Term 2009*

Friday 4 September 2009: Year 7 and Post 16 Students only

Monday 7 September 2009: All students in school

### *Half Term 2009*

Monday 26 October – Friday 30 October 2009

Friday 18 December 2009: Last day of term

### *Spring Term 2010*

Monday 4 January 2010: All students in school

### *Half Term 2010*

Monday 15 February 2010 – Friday 19 February 2010

Thursday 1 April 2010: Last day of term

### *Summer Term 2010*

Monday 19 April 2010: All students in school

May Day Bank Holiday: Monday 3 May 2010

### *Half Term 2010*

Monday 31 May 2010 – Friday 4 June 2010

Monday 19 July 2010: Last day of term

### *Inset Days*

3 September 2009: Inset Day

20 July 2009: Inset Day



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# The Curriculum

The John Roan School offers a broad, balanced and relevant programme of academic and vocational courses. These encompass the requirements of the National Curriculum and will meet the needs of our students in the 21st Century.

All subjects provide a range of differentiated tasks which are suited to the students' needs and abilities. Students are encouraged to be actively involved in lessons and are given responsibility for their own learning through the process of regular target setting and review of attainment. Within the school there are resources for learning in relation to the real world. The school has been awarded the Business Education Work Related Learning Quality (Silver) Award. It has also been awarded the Recognition of Quality Award for Work Experience.

## *THE KEY STAGE 3 CURRICULUM (YEARS 7, 8 & 9)*

In Years 7-9 students all study the National Curriculum subjects: English, Mathematics, Science, Technology, French, History, Geography, ICT, Religious Education, Physical Education, Art, Music, Drama and PSHE (including Citizenship).

Students are placed into groups according to ability for English, Mathematics, Science, Modern Foreign Language and some additional foundation subjects. Students who start KS3 with SATs levels below 4 in English and Mathematics are given additional support with literacy and numeracy in place of French.

In order to get the best from our students we use a wide variety of approaches including practical activities, group work, discussions, ICT, independent learning and whole class teaching.

## *THE KEY STAGE 4 CURRICULUM (YEARS 10 & 11)*

In preparation for GCSE examinations, all students continue to follow core course in English, Mathematics, Science (in ability groups) ICT, RE and Personal, Citizenship & Health Education. In addition, following a programme of career and guided option choices in Year 9, students can personalise the remainder of their subject choices by selecting from the full range areas in ICT, Humanities, Arts, Technologies, Sciences and Languages. These include traditional academic GCSE's or vocational BTEC, City & Guilds and National Diplomas courses, some of which are taught at local off-site providers.

## *THE KEY STAGE 5 CURRICULUM (YEARS 12, 13 & 14)*

At 16+ students can progress and continue to personalise their studies by choosing courses from a wide range of traditional academic and vocational pathways from GCE Advanced Subsidiary, Advanced Level or BTEC, City & Guilds, National Diploma Level 2 and 3 courses or a combination of these where appropriate. There is also an opportunity to re-sit GCSE Maths and English.

Guidance towards Post 16 course choices is given in Year 11 and there is an ongoing comprehensive programme of Careers and University applications advice to help each young person make the right decisions about their future.



# Gifted and Talented

Gifted and Talented Students with special abilities or talents are identified from the point of entry to the school. This list is reviewed regularly and pupils may be invited to become part of the gifted and talented programme at any point during their time in school. Every subject is asked to identify students in the top 5% - 10% ability band for that subject to be considered as gifted or talented. Special provision is then made for these students primarily through differentiated learning in class and extra-curricular enrichment as well as through visits and other opportunities. Gifted and Talented students are also considered for acceptance on The National Academy for Gifted and Talented Youth (NAGTY) programme.

Examples of some extra-curricular activities undertaken by gifted and talented students recently include: 'Speak Up, Speak Out' public speaking programme for Years 8 and 10; weekend master classes in Science and Maths for Year 9; entry to an extra-curricular 1 year GCSE Astronomy for Year 10; a design challenge day at the London Design Museum for Year 9; attending a Christmas lecture on 'the future of robotics' at London's Imperial college; trip to Kings College Cambridge for Year 10; Medical enquiry visit to Kings College London for Year 10; Creekside Ecology project; Year 12 Paris trip; Happy Puzzle Company workshop for all Gifted and Talented students aimed at improving problem solving skills, cooperation and self esteem; nominating excellent teaching/teachers; Latin for beginners for years 7, 8 and 9; Student Leadership Programme for Year 9; 'Billy Elliot' theatre trip for Years 8 and 10; Mentoring and 'buddy' training to support younger Gifted and Talented students within the school; students are also encouraged to attend the many after school enrichment activities.

For 16+ students there were regular opportunities to visit and work with university academics to support both the learning and the university applications process.

## Aim Higher

The Greenwich Aim Higher Project motivates students to aspire to University. We organise an enrichment programme for students offering them the opportunity to visit a number of Higher Education establishments and University Summer schools.

Students of average to strong ability are identified and targeted for support, extra-curricular activities, relevant trips and mentoring opportunities. If at any point during a student's time at The John Roan s/he faces significant difficulties which impact negatively upon her/his learning, the Aim Higher programme is designed to offer targeted support.



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# Homework

Good, well managed homework is important as it gives pupils the opportunity to practice at home the tasks covered in class, develop the independent learning skills and attitudes that they will need for lifelong learning and the opportunity to build on and extend their existing knowledge and understanding. It also gives parents an opportunity to take part in their children's learning.

Homework is set according to the Homework Policy and Year 7 pupils should expect about an hour of homework per night, rising to one and a half hours per night in year 9 and one and a half to two hours per night in Key Stage 4.

In Years 12&13 the amount of independent work required outside lessons will depend upon the students' individual programmes.

Students are responsible for recording their homework, ensuring their understanding of the homework tasks and demonstrate a commitment to spending the allocated time set doing the tasks set and handing the work in on time.

Parents and carers will encourage and monitor homework as described in the home school agreement informing the school, following the communication procedures, if an issue arises.

# Enrichment Activities

Extra curricular school activities offer students supplementary and additional learning experiences, these enrich knowledge, improve skills and build self esteem. We encourage students to participate in a wide selection of enrichment activities alongside the national curriculum.

We offer over forty different enrichment activities ranging from basketball and photography, to Spanish and science. Some activities are open to all and some target particular groups, e.g., the boys' reading group. There are also coursework and revision programmes on offer which help prepare students for the end of key stage 3 SAT's, GCSE exams, BTEC assessments etc.

Our activities programme encourages students to make independent choices about learning fostering the belief in lifelong learning. New activities and experiences can be explored enhancing their school experience and preparing them for future success.



# ICT

The ICT Department at The John Roan undertakes to prepare students for the exciting world of the future, both by teaching them the skills they will need to use with the technology that already exists in almost every aspect of life today, and by encouraging them to learn how to use the technology creatively, in preparation for applications and jobs that will exist in the future.

Therefore the courses that have been chosen by the school progressively prepare all students in years 7, 8 and 9 for the work that they will do in years 10 and 11 for their GCSE coursework. This learning centres around today's core applications, such as word processing, spreadsheets, and databases, but also includes presentation and publishing software, and later design and multimedia skills. For their GCSE work students complete projects which apply all these skills, enabling them to achieve excellent results at this level. Those that decide to continue ICT studies at A level are prepared for further studies in Higher Education, or for employment, equipped with skills and qualifications accepted by universities or employers alike.

The school has recently considerably expanded and upgraded its IT resources, and now (2009) has 7 complete ICT suites which are used by all departments in the school. More will be added soon. In addition, all classrooms are equipped with teachers' computers and Smart boards with access to the internet, for use in all lessons. We have this year introduced Fronter, a VLE (virtual learning environment) which is a web-based system and can therefore be accessed both at school and at home, so that teachers and students will have access to the school's resources at any time. In the near future, it will be possible for parents to have access to their child's work and results, too, using this system.

In today's changing world, the use of ICT is becoming more and more important in all walks of life. The John Roan prepares its students not only with the skills that are needed in today's world, but encourages them to think creatively about what the world will be like in the future, preparing themselves for opportunities in education and the world of work that do not even yet exist. Skills in ICT will be the tools that enable them to do that.



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# Music

All students have one Music lesson every week in Years 7 to 9, learning about a variety of styles of music. Activities include singing, playing percussion instruments and keyboards, listening to music and composing. At KS4, students can opt for GCSE Music or BTECH Music.

The department has a large team of visiting instrumental teachers and as far as possible, every pupil who shows an interest has a choice of individual lessons from a wide range of instruments including strings, brass, percussion, keyboard and voice. Over 250 students benefit from this programme and participate in one of the many music groups which range from the full orchestra to smaller ensembles and choirs. The school has recently been donated a full set of Steel Pans and lessons on these instruments will be on offer from September 2009.

The Music Department believes that students must be given every opportunity to show their talents outside the classroom, and therefore we try to offer many opportunities for this to happen. The Department is well known in Greenwich and has links with Trinity College of Music, the London Marathon and other community groups; the Orchestra, Choir and smaller ensembles including a jazz band perform for us at numerous functions. We hope to extend links and external opportunities further in the coming year.

# Modern Foreign Languages

Students learn French in KS3 (Years 7-9) and many opt to take the subject at GCSE and A Level. Spanish is being introduced for Years 8 and 9 from 2009 and will give students the possibility of studying French and/or Spanish at GCSE and A Level.

Each year there is a popular residential trip to Paris for Yr 9 students of French. Those studying Spanish will also be given the opportunity to visit Spain.

Students are encouraged to gain qualifications in their community language by taking GCSE or A Level examinations in the wide range of languages available. We offer extra curricular tuition in Panjabi, Somali, Vietnamese and Latin.

# Sport



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The school offers a variety of extra curricular physical activities, many of which involve competition with other local schools. There are also numerous inter-College competitions throughout the year which encourage mass participation from students. Links continue to be forged with the Old Roan Association, with many past and present students playing a variety of sports. Each year the boys enter the Blackheath Cup and the Inner-London Cup football competitions and have had many successes with teams reaching the finals. Through this competition we now have several boys who represent the Blackheath District. Girls' football is at present the fastest growing sport. Two ex-students now play for both Fulham, Charlton Athletic Ladies and have also represented England. A number of other girls compete at a high standard of women's football in leagues across London. Some students, both boys and girls, attend local schools of excellence for football.

The school cricket team won the London ESCA County Cup in July 2007 and came second in the other London Cup (the FjP Ingham Trophy) beating schools such as Alleyns, Dulwich and Westminster. Two pupils were in the victorious Blackheath Cricket Club side who won the U/15 National Club Championship. Cup stacking Greenwich Champions; Sixth Form football champions. One of our girl students plays for the Kent Cricket Team.

The school continues to enter Netball tournaments and is steadily seeing an improvement in participation and results.

Cricket has increased in popularity with the school playing at a competitive level against other schools within the London Cup and Kent Schools Cup competitions. The school has two attached qualified cricket coaches who work with the students in the summer term.

Rugby has increased its profile in the school at all levels, with our under 16s progressing well and representing the school in the finals of the Kent Emerging Schools Cup. Each season is ended with a team building rugby tour to the Isle of Wight.

Cross country continues to flourish in the Greenwich Schools Cross Country Championships with great success.

Students participate in the Greenwich Schools Athletics Trials with some students then representing Greenwich in the London Schools Championships, as well as progressing to wear a London Athletics vest in the English Schools. We compete in other tournaments such as rowing, tug of war, basketball and rounders.

The department aims to develop a broad and balanced programme of Physical Education and continues to raise its profile by helping students develop their physical skills and achieve their best.

The school offers examinations in Physical Education at GCSE, BTEC First Diploma and AS and A2 levels.



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# Support for Individual Students

## *INCLUSION DEPARTMENT:*

The John Roan School ensures that students receive the necessary support to enable them to achieve their full academic potential. The Inclusion department comprises three teams of professionals who work with students to improve behaviour, attendance and academic progress. The Inclusion Policy is available via the school website. The inclusion department works with a range of statutory, voluntary and community groups to ensure that students have access to appropriate resources.

## *SPECIAL EDUCATIONAL NEEDS TEAM (SEN)*

Students who have special educational needs receive in class support and have access to the Inclusion or Student learning centre. SEN teachers provide support for literacy and dyslexia. We also have a large number of teaching assistants who provide support in-class and during morning registration. Students who have a statement of educational need are taught according to the terms of their statement. The policy of integration for students with physical disabilities enriches the school and has a positive affect on members of the school community.

## *BEHAVIOUR SUPPORT TEAM*

The Behaviour Support team works to remove barriers to learning for those students experiencing difficulties. The team comprises of a school based counsellor, home-school liaison worker, learning mentor and transition workers. The Inclusion and Behaviour Learning Centres provides the opportunity for some students to have additional literacy and numeracy support as well as providing group work to help students to develop their social and communication skills.



## *ETHNIC MINORITY ACHIEVEMENT GRANT (EMAG) TEAM*

Students who have learnt English as a second language receive support in class or in small groups. They are assessed regularly in order to ensure they have the correct amount of support to enable them to achieve. The EMAG Team run after-school clubs and work with community groups to support parents and students.

## *SEX & RELATIONSHIP EDUCATION*

It is the policy of the Governors that there should be Sex Education in The John Roan School. Sex Education is primarily a component of the Science and Personal Citizenship and Health Education courses which are both part of the National Curriculum.

Sex and Relationships Education in Personal, Citizenship Education aims to enable students to have the knowledge and skills necessary for making informed decisions regarding relationships. In Years 7-11 students follow a core curriculum which covers PCHE and RE and is taught by a team of specialists. The school has an integral role to play in terms of education and advice to students in all health matters and works closely with the schools medical service and the school nurse attached to the school. The school has the Healthy Schools Award.

## *CITIZENSHIP*

The school has an active and vibrant Citizenship department and all students receive one hour a week of Citizenship education (from Years 7-13). We prepare students for the responsibilities of adult life through work on work related learning (Citizenship and Personal, Social and Health Education). All students take a GCSE in Citizenship in Key Stage 4 taught by a specialist team of teachers. We believe learning should take place both inside and outside the classroom and we have a programme of visits and community engagement programmes. The school is working towards achieving the London Citizen Schools Award.



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# Community Cohesion

The school engages with the local community in a range of activities. The John Roan School has always encouraged involvement with the local community and groups of students work with a variety of statutory, community and voluntary agencies including The Forum at Greenwich, The John Roan Association, St Johns Church, The Children's Society and Mary Dolly Foundation. We are represented in local Safer Neighbourhood Panels and in the Greenwich Safer Parks Panel. We have forged links with faith groups and have links with National and local community and voluntary groups. We run a good Extended Schools service, offering a range of after-school clubs and holiday activities including, community learning opportunities. We work closely with our main feeder primary schools to ensure smooth transition for year 7 students. Students from the school also take part in promoting Fair Trade and are active in our "Make a Difference" club. We work closely with our main feeder primary schools to ensure smooth transition for year 7 students. Students actively make a difference in our Community by consulting with local councillors, our local Member of Parliament and even the Prime Minister. They undertake projects that enhance their participation and communication skills. We are able to use our strong links to local business to organise work experience placements for our year 10 students. We have established links to alternative education provisions such as colleges, independent schools and training centres which enable us to offer a variety of vocational courses and qualifications in addition to the traditional GCSE route.

The school also has links with the international community through the Holocaust Educational Trust who have provided teacher training opportunities through Summer Residentials in Israel and Poland. The school is presently working towards the London Citizen Award.

# Religious Education

Religious Education is part of the core curriculum at Key Stages 3 and 4. The school teaches Religious Education according to the locally agreed syllabus which reflects the multi-faith nature of our community. Parents who wish to exercise the right to withdraw their child from Religious Education programmes are invited to discuss the matter fully and agree appropriate alternative provision.

# Collective Worship

Assemblies are organised on a Year basis with one assembly each week. Social, moral and spiritual values are emphasised together with the importance of working together as a community of learners.



# Admissions

The governing body gives the responsibility for managing admissions and the subsequent appeals over to the Local Authority. Greenwich aims to make sure that each of its secondary schools has an intake of students which is broadly balanced in terms of ability and is as far as possible a truly comprehensive school. In this respect, The John Roan School is no exception.

Greenwich Local Authority also manage the admission of children with special educational needs including those with a disability. The school sites are fully accessible for disabled people.

The school is over subscribed in all three ability bands.

# Equal Opportunities

The school has well developed policy and practice in this area including: Disability Equality Scheme; Disability Equality Policy; Gender Equality; Race Equality; and Equal Opportunities Policy, which are available on request.

# Student Destinations

The end of the academic year 2008 saw the following progression routes for Year 11 students of The John Roan School. Source: Prospects. (Information about Year 11 students from the academic year ending 2009 will be available later in the year).

## Year 11 Destinations 2008

Full time further education	88%
Training/modern apprenticeships/NVQ	2%
Voluntary Work	0%
Not in education, employment or training	6%
Unknown/moved area	1%
Employment	3%



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# Charging Policy

The governing body has agreed a policy which reflects the terms of Sections 449 – 462 of the Education Act 1996

## *Voluntary Contributions*

Any activity that takes place during school hours  
School equipment  
School funds generally

The students of parents who are unable or unwilling to contribute will not be discriminated against or excluded from any activity; however, where there are not enough voluntary contributions to make an activity possible, and there is no way to make up the shortfall then the activity will be cancelled.

## *Residential Trips*

Charges will be made for the cost of board and lodging during residential school trips.

Where the trip takes place wholly or mainly during school hours, students whose parents are in receipt of the following support payments will, in addition to having a free school meal entitlement, also be entitled to the remission of these charges:

## *Income support*

Income – based Job Seekers Allowance  
Support under part VI of the Immigration and asylum Act 1999  
Child Tax Credit, provided the parent is not entitled to Working Tax Credit and their annual income does not exceed £16,040

A similar entitlement applies where the trip takes place outside school hours but is necessary as part of the National Curriculum, or forms part of the syllabus for a prescribed examination that the school is preparing the student to sit, or the syllabus for religious education.

Charges will be made for the following:

The cost of scrutinising the results of public examinations if the request is made by parents

The full cost of entry to public examinations where a student fails without good reason to complete the requirements of any public examination

Full cost or contributions towards damage which result from acts of vandalism

Full details of the Charging Policy is available on request.

(Please note this policy is currently under review).

# School Security

The school monitors and reviews security through the recently revised Health and Safety Policy.

Safety and Security is the responsibility of all those associated with the school and extreme vigilance is expected of both staff and students alike. Strangers, dangerous situations and visible hazards are identified immediately and dealt with in an appropriate manner by senior members of staff.

Premises and senior management staff are co-ordinated through a two-way radio system which facilitates effective communication at times of emergency. Electronic locks are fitted to all external doors and gates, while a newly installed digital CCTV System enables staff to have clear vision of both the internal and external areas of the school sites.



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# Personal Development and Well Being Academic Guidance and Support

A team of personal academic tutors work with the Head of Year to provide a programme of work for morning tutor periods. Academic tutors monitor progress through the tutor mentoring programme to ensure students attain targets set at the beginning of term. Academic Review Days at the beginning of each term. Each student is issued with a planner for the year to record homework, rewards and ensure there is a good communication between school and home. This is designed to ensure that all students are able to benefit fully from the range of learning opportunities in a mixed comprehensive school.

The Personal Citizenship & Health Education (PCHE) programme includes study skills, decision making, self-assessment, citizenship, health and careers education. Students are given opportunities to experience responsibility and help to overcome any difficulties. They contribute to planning and decision making in the school through the tutor group, year and school councils. Teamwork and the ability to take on changes confidently are fostered.

The school has a strong policy on anti-bullying and a programme of peer mentoring is established where older students are trained to support and care for younger students. A prefect system is in place which gives students the opportunity to take on responsibilities in the school in a number of areas.



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# Classroom and Community Expectations - Behaviour

The School operates a Positive Behaviour Framework which has a clearly structured list of expectations and consequences - these expectations are designed to ensure that students can learn in a safe and secure environment and achieve their potential. The school's home/school agreement establishes the expectations from parents, students and teachers. The school has a strong rewards policy which has engaged students and encourages hard work and good behaviour.

The school has implemented a successful Anti-Bullying Policy and works hard to ensure that students thrive and achieve their potential. The school's Anti-Bullying Policy is available upon request.

## Primary/Secondary Transition

We aim to make the change from primary to secondary school a positive experience.

At The John Roan School new students are quickly made to feel at home. They feel confident and able to make good progress in a challenging yet secure atmosphere.

We plan the induction of new students carefully; through visits to primary schools, individual interviews with parents and students, an introduction day in the Summer Term prior to transfer and a parents' evening for new parents. We look for each child's strengths and achievements. Our aim is to support, encourage and develop potential through close monitoring, assessment and target setting so that good progress continues. Students who are Gifted and Talented or who have Special Educational Needs are identified early on and appropriate academic programmes put in place.



# Attendance

The school has a rigorous policy on attendance and punctuality. As part of this policy, and in line with legislation, patterns of attendance are closely monitored. Failure to bring a note from a parent/guardian is regarded as an unexplained or unauthorised absence. The school works closely with Greenwich Attendance Advisory Service. Parents/Carers are contacted if a student does not attend school if we do not have the reason for absence.

The following information gives a breakdown of attendance and unauthorised or unexplained absence for students in Years 7-11 of compulsory school age for the academic year 2008-2009:

Overall attendance years 7-11	93.1%
Number of unauthorised absences (unexplained absences which are not approved by the school including absences where no note has been received from parents).	2.7%

# Home School Liaison

The school has appointed a home links attendance officer who monitors attendance and liaises with school staff and parents. If a child is absent and we do not know the reason the parent is called to find out the reason as soon as an absence occurs. The school has a dedicated absence line for parents to use to contact the school and inform them of any absence. The school's attendance figures are making steady improvement over recent years and our target for 2009/10 is 93.5% attendance or above.



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# Best Results Ever

The John Roan School are celebrating their best ever GCSE results, with sixty three percent of the students achieving the Government target of 5 A\*- C grade GCSEs. This is an increase of thirteen percent on last year's results and a continuation of the school's improving performance over the last three years.

Key Stage 4 results	Achieved 2009	Target	2008	2007
Students achieving at least 5A*-C grades	63	60	49	46
Students achieving at least 5A*-C grades including Maths and English	40	47	34	34
Students achieving at least 5A*-G grades including Maths and English	90	92	89	86.4
Students achieving at least 1 qualification	99.5	100	100	96
A*/A Grades	12.9	11	10	10

There were some outstanding individual performances including Eleanor Law who achieved an incredible 12 GCSEs with 10 A\*s and 2 A grades. Tunrayo Larodo also had fantastic results obtaining 7 A\*s, 5 As.

Chris Abraham, now in the sixth form studying Maths, Physics, Chemistry and Psychology said, "I am delighted with the GCSE results and obviously I want to say thank you to the teachers for putting in so much hard work, they really supported us."

The school also had outstanding 'A' Level results achieving a 96% pass rate. Top performer Jo Ann Galloway achieved A grades in English, History and French as well as an A\* in the newly introduced Extended Project Qualification. Jo Ann's results have secured her a place at Keble College, Oxford to read History.

Sharan Sanghara, Head of the Sixth Form said, "I am extremely proud of this year's 'A' level results, it's a great achievement for our students. They've worked extremely hard throughout the year and were very pleasant to work with"

Additionally, in year 12 James Kenny achieved A Grades in Biology, Chemistry, Maths and Physics which was matched by Jacob Conalty with grade As in Biology, Chemistry, Government and Politics and History.

Headteacher Mr Malone said, "I am immensely proud of the achievement of our pupils aged 16 and 18. The vast improvements that we have made are due to the hard work of pupils, exceptional professionalism of our staff and the support from our parents and governors. I am confident that we will build on this year's thirteen percent increase on last year's GCSE results to hit seventy percent next year."

# Key Stage 4 Results by Subject



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Subject	Grade	A*	A	B	C	D	E	F	G	Entries	%A*-C
English Lan	Number	5	10	34	52	37	20	12	9	185	
	%	2.7	5.4	18.4	28.1	20.0	10.8	6.5	4.9	100.0	54.6
Maths	Number	13	13	13	50	33	21	21	13	185	
	%	7.0	7.0	7.0	27.0	17.8	11.4	11.4	7.0	100.0	48.1
Art	Number	3	8	8	16	10	16	5	3	74	
	%	4.1	10.8	10.8	21.6	13.5	21.6	6.8	4.1	100.0	47.3
Biology	Number	4	8	11	23	6	1	0	0	53	
	%	7.5	15.1	20.8	43.4	11.3	1.9	0.0	0.0	100.0	86.8
Chemistry	Number	6	9	12	17	9	0	0	0	53	
	%	11.3	17.0	22.6	32.1	17.0	0.0	0.0	0.0	100.0	83.0
D&T Food	Number	0	1	4	10	7	6	2	4	36	
	%	0.0	2.8	11.1	27.8	19.4	16.7	5.6	11.1	100.0	41.7
Graphics	Number	0	0	1	3	6	5	0	0	16	
	%	0.0	0.0	6.3	18.8	37.5	31.3	0.0	0.0	100.0	25.0
D&T Res Mat	Number	2	1	2	5	4	1	0	0	19	
	%	10.5	5.3	10.5	26.3	21.1	5.3	0.0	0.0	100.0	52.6
BTEC Art & Design	Number	2	8	14	40	0	0	0	0	64	
	%	3.13	12.5	21.9	62.5	0	0	0	0	100	100.0
Drama	Number	0	1	5	12	13	9	3	1	46	
	%	0	2.17	10.9	26.1	28.3	19.6	6.52	2.17	100	39.1
English Lit	Number	6	12	40	47	34	15	2	7	173	
	%	3.47	6.94	23.1	27.2	19.7	8.67	1.16	4.05	100	60.7
Geography	Number	1	4	6	9	9	6	4	1	42	
	%	2.38	9.52	14.3	21.4	21.4	14.3	9.52	2.38	100	47.6

*Key Stage 4 Results by Subject - Continued*

Subject	Grade	A*	A	B	C	D	E	F	G	Entries	%A*-C
Health & Social Care	Number	0	3	20	21	7	8	10	3	74	
	%	0	4.05	27	28.4	9.46	10.8	13.5	4.05	100	59.5
History	Number	5	9	18	9	9	8	2	1	62	
	%	8.06	14.5	29	14.5	14.5	12.9	3.23	1.61	100	66.1
ICT	Number	2	15	35	18	0	1	0	0	71	
	%	2.6	19.5	45.5	23.4	0	1.3	0	0	92.208	90.9
MFL	Number	2	9	5	4	4	10	5	2	42	
	%	4.76	21.4	11.9	9.52	9.52	23.8	11.9	4.76	100	47.6
Music	Number	0	3	3	8	2	0	0	0	16	
	%	0	18.8	18.8	50	12.5	0	0	0	100	87.5
Sport/PE	Number	0	3	14	19	13	2	0	0	51	
	%	0	5.88	27.5	37.3	25.5	3.92	0	0	100	70.6
Physics	Number	6	7	12	17	9	2	0	0	53	
	%	11.3	13.2	22.6	32.1	17	3.77	0	0	100	79.2
Science	Number	4	4	19	79	55	38	26	27	258	
	%	1.55	1.55	7.36	30.6	21.3	14.7	10.1	10.5	100	41.1
Astronomy	Number	0	1	2	2	1	1	0	0	9	
	%	0	11.1	22.2	22.2	11.1	11.1	0	0	100	55.6
Heritage language	Number	3	5	0	5	0	0	0	0	14	
	%	21.4	35.7	0	35.7	0	0	0	0	100	92.9
Statistics	Number	3	3	2	66	34	17	22	7	154	
	%	1.95	1.95	1.3	42.9	22.1	11	14.3	4.55	100	48.1
citizenship	Number	2	18	29	55	28	14	11	6	178	
	%	1.12	10.1	16.3	30.9	15.7	7.87	6.18	3.37	100	58.4
RE	Number	7	19	33	38	24	11	18	6	174	
	%	4.02	10.9	19	21.8	13.8	6.32	10.3	3.45	100	55.7
<i>School</i>		<i>76</i>	<i>174</i>	<i>342</i>	<i>625</i>	<i>354</i>	<i>212</i>	<i>143</i>	<i>90</i>	<i>2102</i>	
		<i>3.62</i>	<i>8.28</i>	<i>16.3</i>	<i>29.7</i>	<i>16.8</i>	<i>10.1</i>	<i>6.8</i>	<i>4.28</i>	<i>100</i>	

# Post 16: A2 Grades by Subject



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All results A2&AS	All students	Entered for 2 or more (includes AS as half entries)
Number	46	41
Entries	129	122.5
Average entries	2.8	2.99
Total points	9530	9210
Average points per student	207.2	224.6
Average points per entry	73.9	75.2

Subject	A	B	C	D	E
Art	1	0	2	2	2
Biology	1	0	0	5	2
Business	2	1	6	2	0
Chemistry	0	1	0	1	1
Chinese	0	0	1	0	0
DT Product Design	0	0	1	0	0
English	1	0	3	1	2
Film studies	0	1	6	2	1
French	1	0	0	0	0
Geography	0	1	0	0	0
Health & Social Care	0	2	2	4	3
History	1	1	2	0	0
ICT	0	0	0	0	1
Maths	1	3	1	0	2
Media studies	0	4	3	3	4
Physics	1			2	1
Psychology	2		3	1	2
Sociology	2		2	3	1
Sport	1		4		1

(Figures are actual numbers)



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# Key Stage 3 Results

Subject/ Level	8	7	6	5	4	3	2	D/A	5+	6+
English	na	6.5	26.5	39	19.5	3	0.5	5	72	33
Maths	2	23	21	26	15	5.5	1.5	6	72	46
Science	na	8	21	31.5	19	15.5	2.5	2.5	60.5	28

(All figures are percentages of the cohort)

## TARGETS:

Subject/ Level	5+	6+
English	74	28
Maths	74	50
Science	70	33

(All figures are percentages of the cohort)

# Ofsted Inspection 2009

Our latest Ofsted Inspection Report dated March 2009 is available at:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk).



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