



# Barnwell School

**PROSPECTUS**

2018/2019



## **Welcome to Barnwell School**

### **Achieving excellence together**

*Our vision is to create and deliver an outstanding educational experience for every student at Barnwell school. We will achieve this through:*

*Valuing every student as an individual, ensuring they realise their potential by providing an aspirational and engaging curriculum*

*Delivering the highest standards of teaching and learning to ensure excellent progress and achievement that inspires all our students*

*Ensuring no matter what the starting point, outstanding progress is achievable by all*

*Supporting student growth and development through our close caring community ethos of respect and tolerance for others and building a sense of belonging*

*Providing a learning environment which is both stimulating, supportive; fosters excellence and independence*

*Inspiring a culture and thirst for lifelong learning based on motivation, challenge, praise and reward to enable students to achieve their goals in life*

*Building positive partnerships with parents and the local community to widen opportunities and secure high quality outcomes for all of our students*

*By setting high expectations, we expect all students to progress and maximise their potential by seizing the opportunities provided and valuing their education in order to meet the challenges of our rapidly changing world*

## SCHOOL DETAILS

Barnwell is a mixed comprehensive school for students aged 11 to 18 years, situated on two campuses:

Middle school	Barnwell Middle School	Tel: 01438 222500
Years 7,8,9	Shephall Green Stevenage Herts SG2 9XT	Fax: 01438 761448
Upper School	Barnwell Upper School	Tel: 01438 222500
Years 10,11,12,13	Barnwell Stevenage Herts SG2 9SW	Fax: 01438222501

Email: [communication@barnwell.herts.sch.uk](mailto:communication@barnwell.herts.sch.uk)

Website: [www.barnwellschool.co.uk](http://www.barnwellschool.co.uk)

Executive Headteacher: Mr A Fitzpatrick, MA

Head of School: Mr M Roberts, MEd

## **TRANSITION FROM PRIMARY**

At Barnwell we understand that the move to secondary school can be stressful for parents and students alike so we do all we can to reassure and support students, whilst helping them to understand and respond to new challenges and opportunities on offer.

Barnwell works very closely with our primary feeder schools. Our transition lead teacher and student ambassadors visit all schools in the summer term. Our new intake evening allows parents and students to be introduced to key members of staff. Year 6 students also spend a day with us so that they can explore the school, meet relevant teaching and support staff and enjoy a day of activities. When students arrive in September they are placed into one of three colleges.

In the autumn term parents are invited to attend an information evening where they have the opportunity to find out about ways to effectively support their children in the core subjects of English, Mathematics and Science. Subsequently, parents are invited to many other evenings such as literacy and numeracy workshops to help support their children with their learning.

## **SPACE FOR ACHIEVING**

Barnwell is set on two campuses known as Barnwell Middle School and Barnwell Upper School. Students enjoy the benefits of outdoor resources, large sport fields, access to leisure centre, tennis courts and an outdoor swimming pool. Both schools allow easy movement between lessons and the buildings continue to undergo developments and refurbishment. The Middle and Upper school offer all students the same facilities and opportunities.

Staff have their own teaching rooms where work is displayed to give students a sense of pride in their progress and achievements. Classrooms have digital projectors and associated whiteboard equipment linked to a state of the art school network which provides students with safe access to a wireless network and a range of software as well as specialist teaching software.

The learning resource centres on both schools are open throughout the day, including lunchtime and after school for homework club. It offers computer facilities and a comfortable place where students can learn and study independently.

## **TEACHING AND LEARNING**

All students at Barnwell have access to a broad, balanced and relevant range of subjects, covering new opportunities with traditional subjects.

In English and Mathematics additional support is given by our stretch and challenge team to ensure that every student has plenty of individual attention. Students with special educational needs will have specialist teachers in our learning support department but also share in the full curriculum offered in ways that match their individual needs and development. A dedicated team of teachers and teaching assistants provide expert tuition and help the students concerned integrate into mainstream lessons.

Our curriculum ensures that we seek to educate students academically and also in practical ways. It is appropriate to all students' needs with teaching styles that develop positive attitudes to learning, understanding of concepts and ensures students acquire knowledge and skills. We realise that students need an education that will help them to develop and achieve their goals for their future careers.

Throughout the school, teachers work hard to provide students, whatever their starting point or aptitude with appropriate learning experiences to achieve their ultimate aspirations.

### **ASSESSMENT, RECORDING AND REPORTING**

Communication of student progress is essential in the teaching and learning process. Student progress is continually assessed in lessons and teacher planning for progression is structured accordingly. All students and parents receive progress reports after data track points throughout the year. These track progress towards end of year and end of key stage targets, set at the beginning of Year 7, Year 10 and Post 16.

We have developed a new key stage 3 assessment system to replace the old 'levels' system. It is based on the GCSE qualification so students in Year 7 embark on a five-year journey of GCSE based assessment.

### **HOMEWORK**

Our aim is to focus on raising achievement for all students. In order to do this, we aim to develop tasks which students complete at home, by helping them to acquire and develop independent learning skills.

We see this as an opportunity to forge strong home – school partnerships, giving parents/carers the opportunity to take an active part in their child's education. The school uses 'Show my Homework', an online homework planner which ensures homework is set effectively across the school. Students have easy access through computers, tablets or smart phones, enabling them to see, prioritise their workload using their personalised calendar and have access to resources and links to helpful websites. Parents/carers also have access to their own 'show my homework' account, allowing them to play a more active role in home learning.

### **THE CURRICULUM**

Our curriculum is designed to meet the needs of individual students. We regularly review our curriculum to ensure it meets the requirements of providing all students with an accessible curriculum that is broad and balanced. We value all subjects equally and ensure that we provide the widest possible range of opportunity for students to experience all foundation subjects.

### **KEY STAGE 3**

Students follow a core curriculum including Art, Dance, Drama, English, French, German, Geography, History, IT/Computing, Mathematics, Music, PE, Pride (PSHCE and Ethics), Science, Spanish and Technology. There is also a structured pastoral curriculum that supports student wellbeing.

During Year 7 students are taught in ability groups for core subjects of English, Mathematics and Science. Students are tested or assessed for progress half termly and students' progress is reported to parents three times a year.

We have recognised that by Year 9 students are beginning to consider their option choices for Key Stage 4 (Year 10). To aid this process, we have modified the traditional Key Stage 3 curriculum to allow students to focus on fewer subjects for longer periods of time during Year 9. Year 9 students opt to study in greater depth two Creative Learning subjects, one Expressive/Performing Arts and one Modern Foreign Language. Students also choose to study an additional Expressive/Performing Art subject, or a second language, or IT/Computer Science. This increased time allows students to begin to study GCSE content in many subjects. More curriculum time is given to Science, Geography and History.

In the autumn of Year 9 students begin to consider their option choices for Key stage 4. Excellent information, advice and guidance is provided for both students and parents to ensure that they make the best possible choices.

#### **KEY STAGE 4**

At Key stage 4 (Years 10 – 11) we offer a range of “pathways”; traditional, applied and accelerated, to meet the individual needs of our students.

A core curriculum of English, Mathematics and Science is supplemented by an exciting and wide range of option subjects. The English Baccalaureate, introduced by the government in 2010, is also available within our Key Stage 4 curriculum. Throughout both the academic and pastoral systems, students will be fully prepared for external exams and mentored through the transition to Post 16.

#### **KEY STAGE 4 PATHWAYS**

Traditional Pathway:	Double Science Humanities/ Language or Computer Science Plus 3 further GCSE/ BTEC options
Traditional Science Pathway:	Triple Science Plus 3 further GCSE/BTEC options
Applied Pathway:	Double Science BTEC option Plus 2 further GCSE/BTEC options Work experience



## **KEY STAGE 4 SUBJECTS**

GCSE: Art, Computer Science, Catering, Drama, Textiles, Geography, French, German, History, Media studies, Business studies, Product design, Music, Dance, Art photography, Sociology, Religious Studies

BTEC/OCR Health and Social care, Construction, Sport, IT

## **SIXTH FORM**

Working in partnership across Stevenage, students are able to choose from a wide range of Level 3 A-levels and vocational courses. We also offer a strong provision for students progressing from Level 1 to Level 2 courses. Our 'pathways' scheme allows students with a particular aptitude in a subject or with high GCSE grades to work in groups of similarly talented students. Our range of options is second to none.

## **SIXTH FORM SUBJECTS**

A Level: Art and design, English language, Mathematics, Art photography, French, Media studies, Biology, Further mathematics, Physics, Chemistry, Geography, Psychology, Drama, Sociology, German, History, Product design, English literature, IT, Law, Economics, Government & Politics

BTEC/OCR: Health and Social Care, Applied Science, Law, Forensic Science, Performing Arts, Business Studies, Sport, Dance Medical science

## **EXTRA – CURRICULAR ACTIVITIES**

Students are given a variety of opportunities to develop as individuals within the school. Students can take part in many educational activities that are not part of the curriculum. The Middle and Upper schools offer a range of exciting and stimulating clubs and events to cater for every student no matter what their ability. These include, amongst others, a comprehensive range of sporting opportunities, performing arts and music, computing, science, eco, karting and language clubs. Students have access to a fully equipped leisure centre, football and rugby pitches, gyms, dance studios and tennis courts. Students are actively encouraged to use these facilities, not only during lessons, but also during extensive extra – curriculum activities. We even have an allotment for the keen gardeners amongst our students that is also regularly supported by parents and donations from local garden centres and seed companies.

## **PERFORMING ARTS**

Drama, Dance, Art and Music lessons are timetabled for all students throughout the Middle school and together with media studies and performing arts are options at Key stage 4. The school also offers peripatetic music lessons for all interested students and many after school musical activities.

In addition to formal lessons leading to a range of qualifications, there are several major shows and concerts each year including an annual entry into the National Rock Challenge competition where everyone can be involved whether on stage or behind the scenes.

### **SPORTING SUCCESS**

Our sports teams regularly compete at local, regional and national level. The school runs extremely successful teams in football, rugby, netball, athletics, rounders and cricket. We regularly have students who compete at county and National level in a variety of sports. The sporting opportunities in school cover the full range of the National Curriculum and are also complemented by a programme of sports days, fun run, community days and Duke of Edinburgh awards at bronze, silver and gold level.

The PE department currently offers BTEC qualifications for Key Stage 4 and Key Stage 5 students to build on and develop knowledge and have consistently achieved outstanding results across the board in these courses.

### **WORKING TOGETHER**

Working in partnership with parents is an essential part of Barnwell. Parents are encouraged to contact the school at any time to discuss their child's progress and we feel it is important that we provide opportunities for parents to be involved in their child's education. Such contacts will normally be with the form tutor. Regular, daily contact with parents by Form tutors in key stage 3 is via the planner. We view this planner as an important book to help students organise themselves. It has space allocated for parents to communicate with form tutors when necessary.

There are many other forms of parental contact. These can be divided into the following sections:

- Contact with subject areas – with Heads of Faculty and teaching staff
- Heads of College/Year and Form Tutor contact
- Parents evening – Information evenings and Consultation evenings

It is important that form tutors are kept fully informed of all important issues relating to students in their form and form tutors are the focal point for all communication with parents.

### **ASPIRATION AND CHALLENGE**

Our school is a place of learning and inspiration for students, providing opportunities and challenge. We encourage all our students to have high aspirations and to challenge themselves to achieve highly within their academic studies and other aspects of school life. We support and challenge everyone to reach their full potential. We have a 'no excuses' philosophy ensuring barriers to learning are challenged, differentiated and overcome with well planned, varied and stimulating teaching.



Students are also encouraged to believe in themselves to achieve their academic and social potential enabling them to succeed in securing their future in further education, training or the workplace.

Our curriculum is designed to challenge and engage students, offering them the very best preparation for exam success and the skills and confidence required to make full use of their qualifications.

Extra – curricular activities offer further opportunities for students to develop the skills and understanding needed to aspire and succeed whilst challenging them to do their best.

Barnwell school is committed to providing challenge and aspiration for all members of its community. We want students and staff to aspire to be the best they possibly can by challenging themselves on a daily basis. The school will provide both staff and students personal development opportunities ensuring everyone has the chance to become more confident and competent.

## **THE SCHOOL YEAR**

Term dates for 2018 – 2019

TERM	DATES
Autumn term:	Monday 3 <sup>rd</sup> September 2018 to Friday 21 <sup>st</sup> December 2018
Half term:	Monday 29 <sup>th</sup> October 2018 to Friday 2 <sup>nd</sup> November 2018
Spring term:	Monday 7 <sup>th</sup> January 2019 to Friday 5 <sup>th</sup> April 2019
Half term:	Monday 18 <sup>th</sup> February 2019 to Friday 22 <sup>nd</sup> February 2019
Summer term:	Tuesday 23 <sup>rd</sup> April 2019 to Wednesday 24 <sup>th</sup> July 2019
Half term:	Monday 27 <sup>th</sup> May 2019 to Friday 31 <sup>st</sup> May 2019

The following days are for staff training, students will not be expected to attend school on these days:

Monday 3<sup>rd</sup> September 2018, Tuesday 4<sup>th</sup> September 2018, Friday 21<sup>st</sup> September 2018, Monday 7<sup>th</sup> January 2019, Monday 22<sup>nd</sup> July 2019, Tuesday 23<sup>rd</sup> July 2019, Wednesday 24<sup>th</sup> July 2019.

### **TIMES OF THE DAY**

The school day begins for students at 8.35 am with Period 1 and ends at 3.00 pm. The school day is divided into 6 x 50 minute lessons.

8.35 am – 9.25 am	Period 1
9.25 am – 10.15 am	Period 2
10.15 am – 10.30 am	Tutor time
10.30 am – 10.50 am	Break
10.50 am – 11.40 am	Period 3
11.40 am – 12.30 am	Period 4
12.30pm – 1.20 pm	Lunch
1.20 pm – 2.10 pm	Period 5
2.10 pm – 3.00 pm	Period 6
3.00 pm – 4.00pm	Period 7 (additional in school support and extra – curricular activities)

### **LUNCH ARRANGEMENTS**

Students in Years 7 – 11 are required to remain at school to buy a meal from the canteen or bring a packed lunch. No student is allowed out of school at lunch time.

The school has a kitchen on each campus where catering staff provide a speedy service at break time and lunchtimes. It serves hot food and healthy options whilst also providing hot drinks and snacks. Both facilities have benefitted from the installation of a biometric finger recognition system which is a totally cashless system for students; however, students in the Upper School can still use cash to purchase items.

### **UNIFORM**

Compulsory items of uniform which must be worn / brought to school every day.

- A blazer (compulsory in Years 7 & 8)
- A college tie
- Navy blue jumper with the school logo (Years 9/10/11)
- Standard white shirt

- Black Trousers or black fully pleated skirt to the knee (No skinny trousers or hipsters)
- Black shoes

#### **Additional items:**

Outdoor coats should be plain black, navy or dark brown. No leather or denim style coats and jackets. Students are not permitted to wear hooded tops or bring them to school

Hats, scarves and gloves for cold weather should be plain and of dark colour. They may be worn the outside school buildings

Hair styles should be appropriate for school with no exaggerated cuts or styles and natural colours only. Shaved hair no shorter than a No.2 cut

Hairbands should be plain and of dark colour. No decorative bands or clips

Make-up should be discreet and kept to a minimum no false eyelashes, coloured nail varnish or false nails

Jewellery, no facial and visible body piercings allowed. Students will be expected to remove their piercings, it is permissible to wear the following:

- One earring in each ear – a small single stud
- One watch (not a smart watch)

#### **PE KIT**

For PE students should have a complete change of clothing and may wish to bring a towel for showering. Girls and boys PE kit:

Red/Black Barnwell Polo Shirt

Barnwell Logoed Hooded Jumper

Black Shorts (with red stripe or Skorts, tracksuit bottoms or Sport leggings)

Red Socks

Appropriate Footwear such as sports trainers (no plimsols or canvas trainers are allowed, due to safety reasons)

Shin pads for both girls and boys

Under armour/skins can be worn under the Barnwell Sport top but must be black

No additional items can be worn

The school will not be held responsible for any loss or damage to any items

Uniform can be ordered via the school uniform provider kids connection. This is easy to use system allows parents and carers the choice of ordering uniform via the telephone 01992 587466, online at [www.kidsconnection.co.uk](http://www.kidsconnection.co.uk) or visiting the shop at 14 Market Place, Hertford

Items can be delivered direct to your home or collected from Barnwell School (during term time only). Please see their website for further information

### **MOBILE PHONES**

Barnwell School operates a 'not seen not heard' policy. We appreciate that parents may wish for their son / daughter to have a mobile phone, when travelling to and from school. Once at school mobile phones should be turned off and put into the student's bag. Mobile phones are not allowed to be out at any time in school. If students are seen with a mobile phone it will be confiscated. If it is the first time that the student's mobile phone has been confiscated they will be given permission to collect it at the end of the day. Where a student has previously had their phone confiscated it will only be returned to a parent/carer and they will be contacted and asked to collect from the school.

### **SCHOOL TRANSPORT**

The majority of students walk, cycle or travel by bus to school. Where appropriate transport is provided by the local authority.

### **ATTENDANCE**

Punctuality and good attendance are a key to success and certificates are awarded for high attendance levels. Students must attend every day and in the event of absence through illness, parents should telephone the school the first day of absence on the following telephone number: 01438 761400

#### **Authorised absence**

These include half days on which students are not on school premises due to school trips or work experience, as well as the more usual reason, which is illness.

#### **Unauthorised absence**

The number of unauthorised absences is low, as we urge parents to co – operate with us to ensure that absence is kept to a minimum. We request that parents do not take holidays in term time as it seriously disrupts students' education. The government has amended key legislation relating specifically to the authorisation of leave in term time. The amendments came into force on 1 September 2013. From 1 September 2013, Headteachers in any school are not able to grant any leave 'Exceptional circumstances' might include such circumstances as the funeral or wedding of a close relative or representing school at county or national level. Taking students out of school for the purpose of holidays will no longer be acceptable and will not be authorised.

Medical appointments, where possible, should be made at the end of the school day. Where this is not possible there is an expectation that students should attend school before / after the appointment.

## **REWARD SYSTEM**

Barnwell has an extensive system of rewards which aims to motivate and encourage our students. This is a vital aspect of the ethos of the school in that the achievements and success of students are acknowledged and rewarded. This helps to build upon individual self – confidence and self – esteem, leading to further personal development throughout a young person's journey through school.

We appreciate that our students thrive on praise, the thrill of success and the glow of recognition, therefore we aim to implement a rewards / sanctions ratio of at least 5:1 reflecting an effective policy that is applied fairly and consistently. Therefore, students across each key stage are rewarded in a number of ways.

Across the school

- Students compete for the prestigious 'college cup' each year
- Barnwell offers extensive leadership opportunities such as the Student Ambassador programme, Subject Ambassadors, KS3 Head boy and girl and the post 16 Student Leadership Team.
- Our school magazine 'Campus Times'; published each term focuses on celebrating student achievement across all three key stages and is mainly written and edited by the students
- A variety of trips and visits are arranged throughout the year in recognition of those students who have made outstanding progress and have exhibited a first class attitude to their learning both in and out of lessons.
- Key stage 3 and key stage 4 awards evening for ambassadors and PRIDE winners

## **PRIDE AND OUR PRIDE JOURNEY**

Barnwell School prides itself on providing all students with the opportunity to achieve personal academic success. We have recognised that students who realise and surpass their individual academic targets have some key character traits that have facilitated their outstanding learning journey. These traits all revolve around the acronym PRIDE.

We therefore have a culture and expectation that all Barnwell students are given the opportunity to be Passionate, Resilient, Innovative, Determined and Empathetic learners – PRIDE. Students are given regular guidance on how to show PRIDE in their learning, through Barnwell Pride Lessons and the pastoral curriculum, leading to them exhibiting a positive attitude to learning where they are highly motivated. Students are responsible for their learning and encouraged to work beyond the limits of their ability, behaving in a manner that ensures that outstanding progress takes place.

**PRIDE** stands for:

- PASSIONATE** Having a drive and thirst for learning which is relentless throughout your learning journey
- RESILIENT** Having the ability to recover quickly and overcome difficult tasks and situations
- INNOVATIVE** Having the courage to think creatively when looking for new methods to lead you to success
- DETERMINED** Having an unwavering desire to succeed regardless of the barriers
- EMPATHETIC** Having the ability to understand the feelings and circumstances of others

## **SCHOOL STRUCTURE**

The school is based on two adjacent campuses, the Middle school campus is home to key stage 3 students (Years 7, 8 and 9). At the end of Year 9 students transfer to the Upper school campus for key stage 4 (Years 10 and 11) and sixth form (Years 12 and 13).

On starting school in Year 7 students join one of three colleges (Ennis, Hoy and Redgrave). Having three colleges allows for a very individual personalised learning experience, there are a relatively small number of students in each college, this raises the profile of bespoke learning and develops a culture of progress.

Each college also has a Head of college who together with form tutors provides excellent pastoral care. There is a very healthy competition between the colleges with the college cup being fiercely contended each year.

Key stage 3 is led by a director of learning who is responsible for tracking students' progress across subjects and ensuring they are making good progress. When they identify early signs of students underachieving they are able to quickly put targeted intervention into place to ensure that the students close their skills gaps. All students have a clear awareness of their progress goals and what they need to do to achieve them.

When students move to the Upper school for their key stage 4 education they still continue to keep their college identity but are combined into year groups. Again their progress is carefully tracked by the key stage 4 director of learning and each year group receives excellent pastoral care via their Head of Year and form tutors.

Our sixth form is a thriving part of our school community. In partnership with the Thomas Alleyne Academy we offer a very wide range of subjects at Level 2 and Level 3. If a student wishes to study a course or combination that we are unable to offer, we provide maximum opportunities for our students through our sixth form consortium, which allows the students to study one of their subjects at another centre in Stevenage.

The school is organised, academically, into curriculum facilities, each of which has a Head of faculty who is responsible for the quality of provision and student progress.

## **ADMISSIONS POLICY**

The entry of children to schools is controlled and administered by Herts County Council 'admissions team'. Each school has an area that it serves – its catchment area. Most parents choose to send their children to their 'local' schools within the catchment area. However, they have the right to state a preference for their children to attend any school. Barnwell primarily serves the areas of south Stevenage and the surrounding villages. However, students do, increasingly, attend Barnwell from all over the county. The authority and each school governing body must comply with any parental preference that is expressed, providing that there is room within the school. For more information regarding places at our school for September intake at year 7 refer to the 'Moving on' booklet. For in-year admissions where we have places we welcome new students. Further information is on our website; for all admission applications please contact the Admissions team at County Hall.

For students entering the school in September 2019, the school has an admission limit of 270.

## **ANTI – BULLYING POLICY**

Barnwell's definition of bullying is as follows:

"Bullying involves repeated acts of aggression over time: an isolated aggressive act, like a fight, is not bullying"

- Bullying in any form is not acceptable
- Everyone must help to stop bullying
- If you are bullied you should tell someone – a teacher, student or someone you feel safe with. It is right to be worried because it is an unpleasant thing to happen. Whatever you do, do not suffer in silence.
- If you see bullying going on, you should tell someone. If you do not, you are part of the problem, because you are helping the bully
- If you are bullying someone you should stop. If you do not know how to stop, ask someone to help you, you will not get into trouble for that

## **CLIMATE FOR LEARNING POLICY**

Barnwell has a climate for learning policy which issues a clear set of guidelines in order to achieve a high standard of behaviour and appropriate consequences of these standards are not met.

## **CHARGING AND REMISSIONS POLICY**

In principle, all education is provided freely to all students. Any charges made by the school must meet the requirements of the most recent Education reform act. The school's activities, charging and remissions policy is available at the school. The school is conscious of the fact that it can be difficult for parents to make voluntary contributions for their children to take part in activities and where this is the case, this should not disadvantage a student and we make every effort to ensure that all students can participate.



## **SANCTIONS**

We want the best for each student and we work hard to promote personal responsibility for behaviour, high quality work and successful personal development.

We do not tolerate negative behaviour and students are dealt with using a series of strategies and sanctions that escalate in seriousness over a period of time. We work closely with parents to modify and improve student's behaviour.

## **INFORMATION, ADVICE AND CAREERS**

Barnwell School strongly believes in the benefits of Information, Advice and Guidance (IAG) and Careers Education and Guidance (CEG) for all of our students. A young person's career is their pathway through learning into work. We provide all students with a planned programme of activities to help them make informed 14 – 19 choices that are right for them and to be able to manage their careers and become successful citizens.

In line with recent changes to the statutory guidance, Barnwell has a team of impartial and externally sourced Personal Advisors (PA's) from connexions that provide face to face careers guidance. Face to face guidance with a qualified careers adviser will enable students to review their circumstances, abilities, interests and aspirations as they make decisions about future education, training and work options. This support is available for all student's from Year 7 – 13.

## **CHILD PROTECTION POLICY**

All schools have a clear responsibility placed upon them by the Education Act 2002 and by guidance from the department for education to safeguard the welfare of all of their students. In doing so, schools are expected to consult with Children's Services if they believe there is a possibility that a child may be suffering from abuse or neglect. A referral to Children's Services is not intended to be an accusation of any particular action or against any particular person. It is the report of any concern which have come to the school's attention. This is in accordance with Hertfordshire child protection procedures. Barnwell School has a child protection policy and a copy of Hertfordshire child protection procedures, both of which are available for parents/carers to see.

The designated teacher for child protection is Mrs Latta. She will be happy to discuss any questions or concerns parents/carers may have about child protection.

## **EQUAL OPPORTUNITIES**

Each student is considered to be an individual with unique needs and the issues of equality are central to the education provision at Barnwell. Support through pastoral system and ethics programme assists students in establishing themselves as valued individuals in our society. Support for learning opportunities is provided throughout the school and we constantly refine our curriculum in order to maximise the opportunities for each student. The full policy can be obtained from reception or on the website.

### **SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION (SMSC)**

The school provides a programme of ethics lessons with a strong SMSC focus aimed at broadening student's understanding of the world we live in. students gain a better understanding of the world we live in. students gain a better understanding of other cultures and develop an improved tolerance and appreciation for different values and morals. Topics covered across the curriculum include health education, community issues, sex education and cultural diversity.

### **RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP**

Religious Education is available to all students and school assemblies meet the statutory requirements for collective worship and student reflection. Students are encouraged to play an active part in school assemblies. Parent and carers have the right to withdraw their children wholly or in part from the religious education and collective worship within the school and alternative provision can be made.

### **SPECIAL EDUCATION NEEDS**

Students with special needs are assessed prior to entry, in conjunction with their primary schools and parents for necessary arrangements to be in place for a successful transfer. The SENCO heads a team of experienced teaching assistants many of whom have specific specialist training and who support students in mainstream and small learning support groups.

### **FREEDOM OF INFORMATION ACT 2004**

Under the Freedom of Information act 2004, the following school policies are available

- Home of school agreements
- School complaints procedures
- Climate for learning policy
- Religious education and worship
- Health & Safety at work
- Child protection
- Equal opportunities

### **EXAMINATION ENTRY POLICY**

All students are entered for examinations appropriate to their ability levels, in order to maximise their potential for positive outcomes. Although we have an open policy for examination entries, students are only entered if they are deemed to be ready to sit their examinations. Attendance, work rate, coursework completion and preparation are all factors in these decisions.

## PUPIL PREMIUM

Part of the school's funding is now dedicated as 'pupil premium' whose purpose is to address specifically the needs of the most disadvantaged students. Further information on funding is available on the school website.

In the last academic year, the school used its 'pupil premium' funding in a number of key areas including 1:1 and small group numeracy and literacy intervention, tutoring, universal monitoring, resources for the students and the accelerated reader programme.

## EXAMINATION RESULTS 2018

### SUMMARY INFORMATION

#### Year 11 GCSE

	2017	2018
Percentage achieving English language/literature 9-4	67%	71%
Percentage achieving mathematics 9-4	64%	67%
Percentage achieving English and mathematics 9-4	53%	64%
Percentage achieving Grade 9 (national 3%)	3%	4%
Percentage achieving 1 or more A Grades	35%	40%

#### Year 13 Level 3 A Level/BTEC/CTEC

Qualification Name	2017	2018
	A*-E	A*-E
Art	100%	80%
Dance	100%	100%
Drama	100%	100%
English Language/Literature	100%	100%
English Literature	100%	100%
French	100%	100%
Further Maths	100%	100%
Geography	100%	100%
History	88%	100%

Qualification Name	2017	2018
	A*-E	A*-E
Law	100%	100%
Maths	85%	75%
Media	100%	100%
Music	100%	100%
Photography	100%	100%
Product Design	100%	100%
Psychology	91%	100%
Science	71%	75%
Sociology	100%	100%

Qualification Name	2017	2018
	Merit-Dist*	Merit-Dist*
BTEC Business	95%	95%
BTEC Health & SC Single	100%	80%
BTEC Health & SC Double	100%	90%
BTEC ICT	100%	100%
BTEC Law	100%	100%
BTEC Music	100%	100%
CTEC Sport Single	100%	100%
CTEC Sport Double	100%	100%
CTEC Sport Triple	100%	100%

