



**Beacon Academy Trust**

A COMPELLING VISION FOR SUCCESS

# BEAL HIGH SCHOOL EDUCATION BRIEF

## 2021-2022



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## 1. MAINTAIN AND IMPROVE THE 'QUALITY OF EDUCATION' THROUGH CLEAR INTENT AND MEASURABLE IMPACT

Beal High School is an outstanding school driven by our high expectations inclusive culture and strong sense of mutual respect. Our students experience a rich, varied curriculum within a diverse, vibrant school community which unlocks their potential, ensuring outstanding outcomes and confident progression for all.

We want our students to be:

- Successful learners who enjoy learning, make progress and achieve their full potential
- Confident individuals who are able to lead safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

We are proud to be leading Beal High School working alongside colleagues, parents and carers to ensure that our students benefit from a breadth of curriculum opportunities to learn and thrive as members of both our campus and local communities. We engender a positive learning culture where young people can aspire, be challenged and excel in an atmosphere of safety and purpose.

## 2. VISION AND AIMS

1. To maintain and improve the 'Quality of Education' through clear intent and measurable impact
2. To offer all learners access to a rigorous, broad and varied curriculum
3. To improve the life chances and social capital of all learners, particularly the disadvantaged, through an inclusive approach to the curriculum, teaching and learning
4. To develop engaged and resilient young people who positively contribute to their communities and who understand their responsibilities as citizens
5. To create opportunities for students to develop leadership skills through engagement with higher education and the professional workplace. Students will be self-regulating in overcoming challenge and negotiating solutions
6. To widen participation and robustly support social mobility through ensuring that high numbers of students move on to destinations within universities and HEIs or onto further training through high-quality careers and progression guidance
7. To offer career progression opportunities for staff and facilitate collaboration and integrated approaches to teaching and learning



### 3. KEY PERFORMANCE INDICATORS 2021-22

Quality of Education	Personal Development
Outcomes	Leadership & Management
Progression	Exclusions
Attendance	Safeguarding
Behaviour	Financial Sustainability

## SCHOOL IMPROVEMENT PRIORITIES AND KPIs

Use outcomes data to evaluate the effectiveness of our improvement actions in tackling the priorities listed in its previous years' self-evaluation; and identify the key priorities for improvement that will update the current plan and focus improvement planning for the following year.

- How far does the plan tackle each key priority set out in the self-evaluation of the Beal High School?
- Do the actions address fully all the factors causing the weaknesses inherent in each priority?
- Is the costing of the actions realistic? Will Beal/BMAT have the resources necessary to implement the suggested action?
- Will the success criteria enable the SLT to judge the impact of actions on provision and outcomes?
- Does the plan make clear how and when reviews will take place to ensure that actions are kept on track and adjusted where they are not working well enough?
- Does the plan make clear what all partners need to do to contribute to improvement?
- Is the plan easy to follow? Are there any factual inaccuracies?

## THE IMPROVEMENT PLAN WILL TAKE FULL ACCOUNT OF THREE LEVELS OF PLANNING

- 2020-21 COVID impact
- 2020-23 Three year school improvement cycle
- 2021- 22 School improvement plan with key priorities arising from annual self-evaluation
- Action planning for any actions in the annual improvement plan that need to be broken down into an additional sequence of activities

## BHS SCHOOL IMPROVEMENT PRIORITIES 2021-22 (Year 2 of 3 Year school improvement cycle)

[illegible]

		<p>and staff wellbeing. Incorporating raising staff and student <b>'beyond referral'</b> awareness through training and programmes addressing unacceptable behaviour and attitudes.</p> <ul style="list-style-type: none"> <li>• <b>Remote Learning strategy in place to meet the needs of individual students isolated and</b> whole school implementation should we enter a school/local (or national) lockdown</li> <li>• <b>COVID19 Risk Assessment</b> implemented.</li> <li>• <b>Exams Strategy</b> incorporating summer season 2022, internal progress/CATs tests and recalibration of flightpaths for all year groups</li> </ul>	<p>T&amp;L team</p> <p>BY</p> <p>SLT</p>		<ul style="list-style-type: none"> <li>• ToT data indicates 100% good or better teaching</li> <li>• Engagement strategy targets met or exceeded</li> <li>• Evaluation of PHSE/RSE programme indicates impact and engagement across all year groups – student and staff voice.</li> <li>• <b>All staff and students feel and are safe</b> – feedback from school forums and Student Voice.</li> <li>• <b>Remote learning</b> strategy in place which ensures 100% student engagement.</li> <li>• <b>Risk assessment 100% compliant with DfE guidance.</b></li> </ul>
<p><b>Quality of Education</b></p> <p>SO1 Further improve outcomes for children and young people</p> <p>SO2 Ensuring a financially viable and sustainable school</p>	<p><b>CURRICULUM REVIEW 2021-22</b></p> <p>Review of our CALIBRE curriculum considering proposed vocational qualification reform, DfE white paper and emerging social flashpoints.</p> <p>Embed <b>high quality teaching, learning and assessment</b> across all subject areas.</p> <p><b>Embed high quality assessment</b> and feedback that supports the development of knowledge and skills, outcomes, progress and progression</p> <p><b>Maintain and improve high standards of achievement and progress for all</b> – mitigating any</p>	<ul style="list-style-type: none"> <li>• <b>Embed Teaching, Learning and Assessment Strategy</b> with a focus on: social and emotional learning, self-regulation and metacognition</li> <li>• <b>Embed accurate assessment</b> based on grade descriptors and CAG capture</li> <li>• Embed high quality <b>summative and formative assessment</b></li> <li>• Ensure clear <b>baseline assessment for all KS3 students</b> that allows accurate tracking of progress – CATs and Progress Tests</li> <li>• <b>Strategic use of catch up funding</b> to mitigate COVID-19</li> <li>• <b>Additional staff in the core to team teach</b> and mitigate the impact of COVID-19 for identified students within cohorts</li> <li>• <b>Implementation of BMAT tutoring, catch up and revision programme</b> –</li> </ul>	<p>T&amp;L team</p> <p>SLT</p> <p>T&amp;L team</p> <p>CC</p> <p>ML/LR/ AN</p>	Review Feb 2022	<ul style="list-style-type: none"> <li>• <b>2021/2022 attainment and progress data above our previous 3 year average</b> including for cohorts within cohorts</li> <li>• <b>KS3 average target: 80% on or above target grade</b></li> <li>• <b>KS4 Attainment 4+ in English/maths 82%</b> (2019/2020 = 83.4%)</li> <li>• KS4 internal P8 0.5 (2019/2020 = provisional 0.76)</li> <li>• <b>KS4 Minimum ALPS 4</b></li> <li>• <b>KS5 Minimum ALPS 4</b></li> <li>• <b>100% teaching good or better.</b> All teaching meets the Teachers' Standards with significant impact</li> <li>• <b>CAG captures</b> and predicted grades consistent with outcomes</li> <li>• <b>High correlation between all Key Stages predicted versus actual grades</b> with the vast majority of subjects predicted ALPS equal to actual with no</li> </ul>

	<p>gaps in learning and structured socialisation</p> <p><b>Sustain curriculum efficiency</b> whilst ensuring the quality of education and breadth of curriculum</p> <p>Delivery of a <b>high quality PSHE/RSE</b> curriculum</p> <p>Ensuring a curriculum framework that drives intellectual curiosity: The curriculum <b>extends beyond the academic</b>, vocational or technical and provides for pupils broader development and life-long learning</p> <p><b>Extra-curricular and structured social activities</b> to mitigate the impact of the pandemic.</p> <p>Build confidence, character and resilience through arts and cultural education.</p>	<p>impact evaluated by progress and outcomes in all department areas by all cohorts within cohorts</p> <ul style="list-style-type: none"> <li>• Introduction of <b>Association of Accountancy Technicians (AAT) course</b> in BSF 3 year pathway, GCSE community languages in the KS4 curriculum</li> <li>• <b>Ensure the quality of provision in MFL</b> to support meeting and exceeding EBACC targets</li> <li>• <b>Review departments</b> as exceeding/meeting/in line with/below SI priorities and outcomes data</li> <li>• <b>Curriculum Review:</b> Introduce AAT course in KS5 3 year pathway; Evaluate future of BTEC L3; Consider introduction of T levels; curriculum review of MFL, Introduce community languages programme as part of EBACC priority</li> <li>• <b>Delivery of high quality PSHE/RSE curriculum</b> supported by CPD and external providers</li> <li>• <b>Review of our CALIBRE curriculum</b> and embed within our extra-curricular provision (Pastoral/Assembly programme)</li> <li>• Embed creativity across the whole curriculum using the Artmark framework</li> <li>• Embed relationships and opportunities for <b>collaboration with local partnerships</b> including Redbridge Music Service, partner schools and the community.</li> <li>• Provide opportunities to promote and develop <b>creative expression</b> across subject disciplines.</li> </ul>	<p>ML/LR</p> <p>BSF SLT/LR</p> <p>ML/LR</p> <p>AN/WJ</p> <p>TU/ML/LR/CC/SP</p> <p>T&amp;L team</p>	<p>department more than one grade above or below predicted</p> <ul style="list-style-type: none"> <li>• <b>2022-23 curriculum</b> model that is financially viable and sustainable and meets the needs and interests of all students</li> <li>• <b>Staff % cost</b> of income below 74%</li> <li>• <b>70% + of current year 9 students</b> take subjects that enable them to qualify for the EBACC</li> <li>• <b>100% students</b> follow a curriculum that is appropriate for their ability, skills and facilitates progression</li> <li>• <b>Student engagement measures:</b> - Sports days for all year groups, music concert/Musical, Wise up for all students regardless of background.</li> <li>• 100% of students in Year 10 access Geography field trip</li> <li>• Everybody reading something (ERS) as evidenced in Unifrog</li> <li>• Established <b>reading and research portals</b> for: Students at all key stages, teachers and ITT students</li> <li>• Increased pupil and community engagement in Artsmark activities evidenced through Artsmark evaluation of impact</li> <li>• Achieve Artsmark Gold by 2023</li> </ul>
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<p><b>Student Engagement</b> SO1 Further improve outcomes for children and young people</p> <p>SO4 School improvement and effectiveness strategies in place</p>	<p><b>Flexible whole school systems</b> and engagement to support: progress, progression and outcomes and positive behaviour</p> <p>Promote <b>positive behaviour</b> and attitudes to learning</p> <p>Ensure the curriculum drives <b>intellectual curiosity</b> and develops and drives deep questioning.</p> <p>Ensuring the <b>school is a safe environment</b> which students and staff are encouraged to take intellectual risks, make mistakes, challenge and improve.</p> <p><b>Students embrace the modern world</b> in which they live, dealing intelligently with social flashpoints and prepares them for the unpredictability of the future</p> <p><b>Student forum</b> incorporated to increase student voice opportunities to inform, deepen understanding of social flashpoints and ideologies to embed respect and tolerance at all key stages</p> <p><b>Extra-curricular and structured social activities</b> to mitigate the impact of the pandemic for students and staff</p>	<ul style="list-style-type: none"> <li><b>Engagement Strategy</b> Provide a broad and balanced extra-curricular provision that develops social interaction and enhances the development of leadership skills</li> <li>Ensure <b>student engagement</b> and campus expectations</li> <li>Implementation of <b>social &amp; emotional learning strategy</b></li> <li>Embed 'Character Award' incorporating 'Aptitudes to Learning' across all Key stages</li> <li>Implement a <b>golden thread of careers and progression</b> advice and guidance for all students, incorporated into our use of Unifrog (KS3 – KS5)</li> <li>Promote self-directed study skills and a passion for reading and curiosity via the e-platform and Unifrog</li> <li>Implementation of a staff and student Alumni Network (highlighted on the school website)</li> <li>Delivery of <b>tutoring programme</b>, catch up and revision – impact evaluated by progress and outcomes in line or exceeding predictions and targets</li> <li>Ensure clear <b>safeguarding/pastoral procedures</b> which provide holistic emotional support for children</li> <li><b>Attendance</b> procedures implemented to ensure above the local and national average.</li> </ul>	<p>TU</p> <p>ML/LR/CC/SP</p> <p>SP/SSU/SDA</p> <p>ML/SDA</p> <p>AN/HOS</p> <p>AN/HOS</p>	<p>Review Feb 2022</p>	<ul style="list-style-type: none"> <li>Reduction of <b>On Call</b> use (for behavioural issues) termly, establishing baseline data in year combined with termly reports.</li> <li><b>Extra-curricular engagement</b> tracked using Evolve and Unifrog. <b>100% attendance</b> in an extra-curricular activity in or out of school.</li> <li>Internal R&amp;R data half-termly. % internal exclusion below 2020/2021 by term/year group</li> <li>Fixed term exclusions below 2020/2021 as well as external benchmarks</li> <li>Attendance above and persistent absence below national benchmarks</li> <li>Impact of <b>BMAT tutoring/catch up</b> programmes evidenced at individual and departmental level reflected in whole school targets</li> <li>SIMs behaviour module analysis and data</li> <li><b>Attendance</b> above local and national average</li> <li><b>100% students</b> access educational visits</li> <li><b>Musical/concert participation</b>, recorded using Evolve</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Engagement Strategy</b> Provides a broad and balanced extra-curricular provision that develops social interaction and enhances the development of leadership skills</li> <li>• Ensure <b>student engagement</b> and campus expectations are followed thereby ensuring all students feel safe</li> <li>• Ensure <b>parent engagement</b> opportunities throughout the year and for all year groups.</li> </ul>	LR  TU  SLT		<ul style="list-style-type: none"> <li>• <b>100% Everybody Reading Something (ERS)</b> – tracked via Unifrog</li> <li>• <b>Parental engagement</b> – 100% engagement face to face or remotely</li> </ul>
<p><b>Personal Development</b> SO1 Further improve outcomes for children and young people</p> <p>SO4 School improvement and effectiveness strategies in place</p>	<p>Ensure our curriculum reflects life in modern Britain and instils the values of: <b>Democracy, Rule of Law, Respect and Tolerance, Individual Liberty</b></p> <p>Ensure <b>PSHE/RSE curriculum</b> meets statutory requirements as well as responding to the new and emerging needs of our students</p> <p>Develop <b>self-regulated and emotionally resilient</b> students mitigating the impact of the pandemic on student wellbeing</p> <p><b>Extra-curricular and structured social activities</b> to mitigate the impact of the pandemic. For staff and students</p> <p>Develop <b>confident individuals and responsible citizens</b> who make a positive contribution to society through an holistic whole school approach that prepares them for the unpredictability of the future.</p>	<ul style="list-style-type: none"> <li>• Delivery of <b>PSHE RSE curriculum</b></li> <li>• Embed and quality assure <b>personal development programmes</b>, effective tutoring, essential development, character award, careers and PSHE/RSE</li> <li>• Further develop <b>mental health strategy</b> to ensure children have access to specialist advice and guidance.</li> <li>• Curriculum in <b>PSHE and the pastoral programme</b> to incorporate focus on mental health and wellbeing</li> <li>• <b>Embed the Beal Character</b> award that develops 21<sup>st</sup> century work related skills for all pupils across every key stage, heightening academic progression, employability and career prospects.</li> <li>• Embed whole school <b>Careers strategy</b> to ensure <b>successful progression for all</b></li> <li>• <b>Implement a tutoring programme in KS3 and continue to embed in KS4 and KS5</b> - that focuses on academic progress, wellbeing and UCAS/progression support</li> </ul>	AN/WJ HOS  AN/HR  AN/WJ  HOS/SDA  SP/SSU  CC/LR/ML	Feb 2022	<p><b>PSHE/RSE programmes</b> implemented and incorporated into timetable with learning walks, lesson observations and student walks indicating positive outcomes <b>100% engagement with lessons.</b></p> <p><b>Gatsby Benchmarks 4</b> (Linking curriculum learning to careers) to be met by <b>100% of departments.</b> Increase Benchmark 5 (Encounters with employers &amp; employees pupil) implementation to 50%.</p> <p><b>Counselling:</b> Improved KPIs for each individual referred to counselling. 0% of students are re-referred unless with CAMHS.</p> <p>Character Award implemented <b>100% of students to have achieved competences in Year 7/8</b></p> <p><b>100% Progression at KS4 and KS5:</b> 1 in 4 taking places at Russell Group universities. % MDV – to maintain and improve 2020 and 2021 numbers (8+) % Oxbridge – to maintain and improve 2020 and 2021 numbers (4+) <b>Maintain and improve Staff recruitment and retention</b> well above national average</p>

## ROLES AND RESPONSIBILITIES – BEAL HIGH SCHOOL 2021-22

Role	Role description (Beal High School)	Responsible for	Overarching whole school responsibility	COVID Responsibility (Reviewed half termly)	Line Management
Executive Principal – Kathryn	<b>Beal KPIs: Intent, implementation and Impact</b> Quality of Education Outcomes Progression Attendance Behaviour Personal Development Leadership and Management Exclusions Safeguarding Financial viability	<b>Curriculum efficiency and staffing</b>	QUALITY OF EDUCATION Leadership & Management Outcomes	School day Risk assessment COVID cover BMAT catch up	Yvonne, Phil, Ed + Deep for school based H&S  <b>Performance Management</b> Yvonne Phil Ed
Co-Head - Yvonne	<b>Impact:</b> Curriculum Outcomes Pastoral Expectations: Personal development Leadership and management Safeguarding	<b>Cohorts within cohorts progress</b> Progress & Assessment Behaviour/exclusions/attendance Pupil wellbeing/Mental Health/ SEND/Progression/SMSC	QUALITY OF EDUCATION Leadership & Management Outcomes SEND DSL	School day Risk assessment COVID cover BMAT catch up	<b>Performance Management</b> VPs: Cecilia, Martyn Safeguarding & Wellbeing DDSL SENDCOs PSHE
Co-Head - Phil	<b>Intent:</b> Curriculum Implementation Attitudes to learning Personal development Leadership and management Staff & Leadership development	<b>Teaching, Learning &amp; Assessment</b> CPD & Leadership development Workload and staff well-being Performance management Professional Expectations Staff Risk assessments	QUALITY OF EDUCATION Leadership & Management Outcomes Quality of Teaching, Learning & Assessment	School day Risk assessment COVID cover BMAT catch up	<b>Performance Management</b> VPs: Cecilia, Martyn Teaching over Time team Art and Photography Media Studies
VP - TU	<b>Systems &amp; Engagement</b> Curriculum Efficiency Timetable BHS Exams Progress, Assessment & Inclusive practice implementation and schedule	<b>Implementation &amp; Impact of behaviour strategy</b> by key stage Character Award Staff absence management Cover analysis and evaluation On call analysis	SLT SYSTEMS & ENGAGEMENT/PERSONAL DEVELOPMENT LEAD Impact of systems & Engagement Assessment Implementation – assessment cycle	COVID timetables and duty rotas, internal/external exam timetables and SLT supervision Staffing	<b>Performance Management</b> Nimi Science English Maths Medical/Reception

	School operational Health & Safety Medical/Reception Outcomes KS3 AWLs KS4 Target setting	Academic calendar & Assessment calendar COSMOS Systems & Engagement School health & Safety including staff and student medical Audit, analysis, evaluation and reporting: Premises, Evacuation and PEEPs Student Risk assessments Serious incidents: evacuation & Lock down protocols Business Continuity plan	Assemblies Health & Safety		<b>Seminar Group 1 (with AN)</b> Nimi Geography Computer Science PSHE  <b>Seminar Group 3 (with BY)</b> Nimi/Catherine RS DT Media Studies BCS
VP - CC	<b>Leadership of KS3 provision</b>	<b>Effective tutoring/PSHE</b> <b>KS3 AWLs/CAGs/Ranking &amp; Progress</b> Student voice & Engagement Transition <b>Progression</b> IAGs Safeguarding FAP lead (alongside LR) Events Character Award	SLT TEACHING, LEARNING & ASSESSMENT LEAD	KS3 COVID continuity of learning and progression  Internal assessment flight path recalibration	<b>Performance Management</b> Catherine KS3 HOYS History/Law/Politics Business/Economics  <b>Seminar Group 4 (with AN)</b> Catherine English PE Drama  <b>Seminar Group 6 (with BY)</b> Rashida Art EAL Sociology History
VP – EM	<b>Leadership of sixth form provision</b>	<b>BSF - Effective tutoring/PSHE</b> <b>KS5 Target setting/CAGs/Ranking &amp; Progress</b> Student voice & Engagement <b>Progression</b> IAGs Safeguarding Events Character Award	LEADERSHIP OF SIXTH FORM PROVISION  SLT PROGRESSION LEAD	BSF COVID continuity of learning and progression Sixth form catch up and tutoring programme	<b>Performance Management</b> Rob Jag Psychology BSF HOYS BSF AP (TFA)  <b>Seminar Group 2 (with BY)</b> Jag Maths

					Business/Economics Music  <b>Seminar Group 5 (with AN)</b> Rob Science MFL Food Tech Psychology
AP – KS4 LR	<b>Leadership of KS4 Provision</b>	Effective tutoring KS4 Target setting/CAGs/Ranking & Progress Student voice & Engagement <b>Progression</b> IAGs Safeguarding FAP lead (alongside CC) Events Character Award	ATTENDANCE	KS4 COVID continuity of learning and progression COVID attendance strategy - monitoring and reporting	<b>Performance Management</b> MFL EAL KS4 HOYs
AP - JS	<b>Leadership of Sixth Form Provision</b>	Effective tutoring KS4 Target setting/CAGs/Ranking & Progress Student voice & Engagement <b>Progression</b> IAGs Safeguarding FAP lead (alongside CC) Events Character Award	CAREERS/GATSBY BENCHMARKS	BSF COVID continuity of learning and progression Sixth form catch up and tutoring programme	<b>Performance Management</b> Sociology Food Tech PT
AP - Nimi	<b>Teaching, Learning &amp; Assessment</b>	<b>Teaching, Learning &amp; Assessment</b> CPD & Leadership development Performance management QA cycle implementation Targets/CAGs/Ranking & Progress Lower site Support	QUALITY OF TEACHING, LEARNING & ASSESSMENT CPD & Leadership development QA Cycle implementation	COVID Remote Learning Strategy Internal assessment flight path recalibration	<b>Performance Management</b> Geography DT Computing BCS (alongside BL) R&R
AP - Catherine	<b>Teaching, Learning &amp; Assessment</b>	<b>Teaching, Learning &amp; Assessment</b> CPD & Leadership development Performance management QA cycle implementation	QUALITY OF TEACHING, LEARNING & ASSESSMENT CPD & Leadership development	COVID Remote Learning Strategy	<b>Performance Management</b> PE Drama BCS (alongside MT)

		Targets/CAHs/Ranking & Progress Upper site Support	QA cycle implementation	Internal assessment flight path recalibration	NELTA
AAP - Rashida	<b>NELTA – Teaching, Learning &amp; Assessment</b>	<b>Teaching, Learning &amp; Assessment</b> CPD & Leadership development Performance management	QUALITY OF TEACHING, LEARNING & ASSESSMENT CPD & Leadership development	COVID Remote Learning Strategy for trainees	<b>Performance Management</b> Music Library

#### 4. CURRICULUM STRATEGY – these are the principles upon which the curriculum is based

At Beal High School, students will be exposed to a wide range of learning experiences. The ‘CALIBRE curriculum’ that they experience will be carefully planned, and will be driven by the following key principles:

**Cultural Capital and local Context** – *learning experiences that develop essential cultural capital and a curriculum that is tailored to the needs of the students in our particular community*

**Ambitious** – *providing suitable challenge, pushing all students to excel and achieve to the best of their abilities*

**Logically Sequenced** – *structured in a way which supports development of conceptual understanding, with careful consideration of prior knowledge and next steps in the learning journey*

**Intelligent assessment** – *using carefully planned, reliable assessment to support student progress, and to identify how teaching and/or the curriculum need to be refined*

**Breadth and Depth** – *providing a broad range of experiences to allow students to identify their talents, and building a thorough rather than superficial level of understanding*

**Retention** – *making use of recent research on memory and learning to support long term retention of the necessary knowledge, skills and understanding*

**Equality** – *a curriculum that provides parity for all groups of students, supporting equality of opportunity for **all** students*

**= CALIBRE** – *developing the knowledge, skills and aptitudes that will be necessary for the next stage of the learning journey. The planned learning experiences within the curriculum at Beal High School will allow our students to have the highest aspirations and to be of the highest calibre.*

‘The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and understanding to be gained at each key stage (**intent**); for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**) and for **evaluating** what **knowledge and skills** pupils have gained against expectations (**impact/achievement**).’ *Ofsted working definition of a curriculum*

**INTENT** – our curriculum is intended to support and challenge learners to be

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives; by cementing their sense of identity, this in turn enables them engage in positive relationships and nurture their own talents.
- responsible citizens who make a positive contribution to society, and show respect and tolerance to others

**IMPLEMENTATION** – our curriculum has an emphasis on

- balance,
- focus on disciplines,
- increasing autonomy,
- development of interests and skills,
- independence,
- entitlement to a broad curriculum offer and,
- a curriculum continuum

**CURRICULUM CORE VALUES** – we want to instil in our students the skill set for high levels of

- Analysis
- Evaluation
- Synthesis
- Metacognition

**THE ‘NON-NEGOTIABLE’ ELEMENTS OF OUR CURRICULUM OFFER ARE**

- Breadth and balance
- Equality of opportunity
- Learners leave with desirable skills for their future
  - Creativity,
  - Problem solving skills,
  - Teamwork skills,
  - Good communication,
  - Resilience,
  - Effective time management



## BEAL HIGH SCHOOL CURRICULUM VISION 2021-22<sup>1</sup>

BHS CORE VALUES What are the non-negotiables for our curriculum?		Broad      Balanced      Inclusive      Knowledge-rich      Ambitious      Coherent      Cumulative      Challenging      Efficient										
1  INTENT  What are we trying to achieve?	The curriculum aims to enable all learners to become:											
	Curriculum Aims	<u>successful learners</u> who enjoy learning, make progress & achieve				<u>confident individuals</u> who lead safe, healthy, fulfilling lives			<u>responsible citizens</u> who make a positive contribution to society			
	Every Child Succeeds	Be healthy	Be safe	Enjoy & achieve	Make a positive contribution	Have positive relationships	Nurture talents	Show respect	Be tolerant	Achieve economic well-being		
	Focus for learning	<b>Attitudes</b> determination, flexibility, resilience, confidence, enterprise. Independence, aspirational				<b>Skills</b> literacy, numeracy, ICT skills, critical thinking, problem solving, communication			<b>Knowledge &amp; Understanding</b> ideas that shape the world; local & global perspectives			
2  IMPLEMENTATION  How do we organise learning?	A planned learning experience; common values & principles											
	Components	Environment   Events   Co-curricular   Lessons   Locations   Routines   Out of school										
	Over-arching dimensions	identity   cultural diversity   SMSC   healthy lifestyles   community & global dimensions   technology & media   creativity   teamwork   critical thinking										
	Disciplines	Communication: language & literature   Creative development   Knowledge & understanding of the world   PSHE   Physical development   Problem solving & reasoning   Numeracy										
	Subject specific	En, Ma, Sc, MFL, Gg, Hi, Ar, Dr, Dt, Ft, It, Mu, Social Sc, Pt, Ga										
3  IMPACT  How well are we achieving our aims?	Teaching and learning is effective; learners understand quality & how to improve											
	Evaluating	Progress & Achievement   Identification of Trends   Use of "critical" friends   Qualitative & Quantitative measures   Continuous Improvement cycle   Assessment fit for purpose   Involve all stakeholders   Celebrate success										
	Accountability measures	In order to secure Attainment measures   Progress measures   Behaviour & attendance data   Civic participation   Healthy lifestyle choices   Further education, employment/training data										

<sup>1</sup> HoDs/HoYs Curriculum documentation on staff portal

## 5. SAFEGUARDING

*Beal High School is committed to a whole school safeguarding culture – ‘Safeguarding is everyone’s responsibility: we all keep children safe.’*

### INTENT

Beal High School is committed to a ‘whole school safeguarding culture’, through effective strategy and leadership. Beal is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers must share this commitment.

### OUR WHOLE SCHOOL SAFEGUARDING CULTURE

**Strategy:** Our Safeguarding audit informs our action plan and strategy for the year ahead. This sets our direction and priorities for the year and will ensure all staff receive the appropriate contextual training. The strategy will reflect on contextual safeguarding issues, features of the student group such as age, development and culture and safeguarding concerns that may be specific to each cohort.

**Structure:** Beal High School has a safeguarding structure which is reflected in our Safeguarding and Senior Leader poster below. All staff are aware of their responsibilities as listed below and outlined in our Child protection policy. This includes the role and responsibilities of Governors/Trustees and the Senior Leadership team. Pastoral/SEND staff who work more directly with students whose safety and welfare is at risk are supervised regularly via our SEND meetings and can also seek advice and support from the DSL/DDSL. The DSL/DDSL receive supervision and support from the BMAT Safeguarding group who meet at least once a half term or following a serious safeguarding concern. They will also seek support/advice from external agencies e.g. the MASH team or Early Intervention.

**Systems:** We ensure that our child protection policy is up to date and all staff know what to do should they have any concerns about a child. The Safeguarding team has access to up to date guidance on assessing the level of risk and the best response to a variety of safeguarding concerns which are continually updated. The DSL is on the Redbridge Local Safeguarding Children Board (LSCB) and will update key staff with up to date and contextually specific safeguarding resources. These also inform our PSHE/Tutor time/Assembly curriculum.

Pastoral teams will carry out risk assessments for children at risk and will also ensure Systems such as [MyConcern](#) are regularly updated. Our reporting and analysis functions to improve safeguarding across the whole school. Ensuring that all safeguarding concerns/incidents of peer-on-peer abuse are recorded on My Concern and SIMS should serve to improve pastoral and whole school analysis as well as ensure that the data acts as a prompt that supports safe practice.

**Style:** All leaders in the school understand their responsibility towards creating a culture of vigilance around safeguarding. They understand that safeguarding is part of everyday life in the school. Leaders are always reflective and will listen to staff and student views.

**Staff:** We have a team around the child approach at Beal, with specialist trained staff within the school that are there to support the welfare of our students. We have strong Pastoral, SEND and Wellbeing teams that are there to support the needs of our most vulnerable students. Where we do not have the expertise within the school, we work closely with external agencies thereby ensuring positive student welfare.

**Skills:** All staff including Governors/Trustees receive statutory safeguarding and Prevent training every year. The DSL/DDSL receive higher level safeguarding training every two years and the DSL/DDSL will attend training sessions delivered by Redbridge or other external agencies in order to ensure they are kept up to date on all contextual safeguarding issues. The DDSL provides regular updates to all staff via our Safeguarding bulletin.

The School aims to:

- Provide staff with a framework to promote and safeguard the wellbeing of children and young people and ensure that they comply with their statutory responsibilities.
- Ensure consistent practice across the school.
- Provide a caring, positive, safe and stimulating environment that promotes social, physical and moral development.
- Identify concerns swiftly and prevent them from escalating.
- Ensure that children who have unmet needs are supported appropriately by the Student Services and Pastoral teams.
- Raise student awareness of child protection issues and equip pupils with the skills they need to remain safe.
- Provide an environment in which pupils feel safe, and in which sexual violence/harassment, bullying, discrimination and peer-on-peer abuse – online or offline– are not accepted and are dealt with quickly.
- Ensure that abuse is never tolerated or passed off as “banter” or “part of growing up”.

We have policies and procedures in place that contribute to our safeguarding commitment, including our Safeguarding and Child Protection Policy. The Safeguarding and Child Protection policy is available on the BMAT website [here](#):

## IMPLEMENTATION

### ALL STAFF RESPONSIBILITIES

All Staff are expected to

- Comply with the Safeguarding and Child Protection [policy](#) and the Employee Code of Conduct [policy](#).
- Familiarise themselves with the Student Code of Conduct and Student Behaviour [Policy](#), and the safeguarding response to children missing any education and Peer-on-peer abuse.
- Read at least Part One of ‘Keeping Children Safe in Education’ (2021) and all other relevant policies as indicated in our Safeguarding and Child Protection Policy.
- Familiarise themselves with the Safeguarding Teams, including the role and identity of the Designated Safeguarding Leads and Deputy Designated Safeguarding & Wellbeing Lead.
- Refer safeguarding and child protection issues to the appropriate member(s) of the Safeguarding Team in a timely manner.
- To follow up on any form of peer-on-peer abuse and ensure it is recorded in a timely manner on SIMS. It is a minimum expectation that staff will not ignore peer on peer abuse as outlined in the BMAT Employee Code of Conduct.
- Monitor vulnerable students and promote early identification and assessment by recording information and sharing it swiftly Heads of Year, SLT and the Safeguarding Team.
- Record all safeguarding related concerns in a timely manner on My Concern Safeguarding software as well as record follow up actions.
- Challenge those who do not appear to be taking action.
- Employ their training to distinguish between an ‘early-help concern’ and an immediate danger or risk of harm.
- If unsure, staff are expected to seek advice from a member of the Safeguarding Team.
- Never allow professional relationships to interfere with their duty of care towards students.

### RECORD KEEPING PROCEDURE

- Any member of staff who has concerns about the welfare of a young person will share this information, without delay with the DDSL/Wellbeing Lead or a member of the Safeguarding team.
- Staff should make a brief accurate record of these concerns using the agreed pro forma which is available to all staff in the Safeguarding folder in repository, recording any allegations that the young person makes in the young person’s own words if possible and should refrain from asking leading questions at this time.

- The safeguarding disclosure form is available in all department wellbeing handbooks and in the staffroom for staff to access. This is also available electronically on the Staff Portal and in Staff Resources/SAFEGUARDING folder.
- Staff in pastoral teams and Student Services must follow the flow of command in relation to safeguarding incidents and record information on the designated forms. All Pastoral/SEND and Wellbeing staff must update safeguarding incidents onto our electronic Safeguarding system – My Concern
- Any conversations with external agencies must be documented on the designated forms and on My Concern.
- These records must be stored securely with the DDSL/Wellbeing lead in the Student Services Centre and the information shared with staff only on a “need to know” basis.
- The school will also update records on Sims **My Concern**
- The Child Protection record will be transferred to the Safeguarding Lead of the admitting school should the young person change schools

*Please note: Any disclosures or safeguarding concerns should NOT be e-mailed and should be recorded on the DISCLOSURE FORM and handed directly and without delay to the appropriate member of the Safeguarding team (this includes any member of SLT as indicated on our Safeguarding poster if the DSL/DDSL is not available).*

## A MULTI AGENCY APPROACH

The school is proactive in its work with outside agencies to safeguard children and young people. We may need to share information with other agencies when there are concerns about a child’s welfare. The school works with external organisations to promote safeguarding themes within the school. These themes are also promoted through the curriculum, pastoral systems and assemblies. We place a high emphasis on developing behaviour that is good or outstanding which contributes to learners feeling safe.

Beal High School are dedicated to ensuring that children and young people are valued, respected, listened to and taken seriously especially with regard to their safety and wellbeing. The school encourage young people to report concerns and we endeavour to provide support while encouraging individuals to adopt safe and responsible practices. Beal Sixth form students will be required to follow the dress code. It is an essential safeguarding requirement for all sixth form students to wear their student ID lanyard as part of this dress code.

The school has a Deputy Designated Safeguarding and Wellbeing Lead who has undertaken appropriate safeguarding training along with members of the senior management team and middle leadership team. The DDSL/Wellbeing lead is managed by the DSL (Co-Headteacher – Y Andress). All staff receive regular safeguarding training and have read and understood part one of Keeping Children Safe in Education 2021 as well as our Safeguarding and Child Protection Policy.

# SAFEGUARDING & SENIOR LEADER TEAM



## KS3 (Lower site)

Assistant Principal



Ms Matharu

BHS Vice Principal



Ms Chantaduc

BHS Co-Head teacher

Safeguarding  
Officer (DSL)



Ms Andress

Safeguarding Officer (DDSL)  
Upper Site



Ms Hooker

## Upper site KS4

BHS Vice Principal



Mr Tubb

Assistant Principal



Mr Laird

Assistant Principal



Ms Burrard-Lucas

## BCS

Head of Department



Ms Clifton-Jones

Interim Head of Department



Ms Morgan

BHS Co-Head teacher  
Upper site



Mr Bray

Executive Principal, CEO  
Upper site



Ms Burns



## Sixth form (KS5)

BHS Vice Principal



Mr Macleod

BSF Assistant Principal



Mr Singh

## NELTA

AAP- NELTA



Ms Morisiya

Redbridge Local Authority Designated Prevent Coordinator:  
Faye Hussain  
Telephone 020 8708 5971

Redbridge Local Authority Designated Child Protection Officer  
(LADO): Helen Curtis  
Telephone 020 8708 5350

## 6. STAFF FORUM

### INTENT

The Staff Forum exists to build community cohesion across BMAT Schools. The forum gives the opportunity for staff to discuss ideas, emerging issues and creative solutions across the school with each other, and feed in to the decision making processes in BMAT Schools.

The Staff Forum will be used as an opportunity to share suggestions and plans for BMAT schools and seek feedback from across the staff body.

The staff forum aims to ensure excellent relations and unity across their schools and the Trust to ensure staff feel involved in the future direct of BMAT Schools.

### IMPLEMENTATION

- The Staff Forum will meet 6 times per year, once per half term, for one hour on a mutually agreeable date and time.
- All staff will be made aware of the members of the forum, so that they know who to contact should they wish to raise a question or an item for the agenda
- The Agenda for the staff forum will be set and agreed in advance and shared with members. Members of the forum will have the opportunity to suggest items for the agenda.
- The Agenda will include items relevant to the stage of the year, but will include: - Staff cohesion, unity and events - Staff wellbeing and workload - Student voice and wellbeing - Vision and School Improvement Planning - Trust and school strategic plans

### IMPACT

- All staff across BMAT schools will have a forum for raising points and questions with Principals/Co-Headteachers related to the school and their role
- All staff will feel a sense of belonging/community and will feel engaged with the decision making processes in BMAT schools
- All staff will have an opportunity to ensure every student voice is heard individually and collectively to improve and support the quality of education
- All staff will feed-in to decision making processes and school improvement priorities
- All staff will have an opportunity to influence and inform school and Trust strategic plans.

## 7. TEACHING, LEARNING AND ASSESSMENT FOR LEARNING

### INTENT

Exceptional learning is at the core of our vision for teaching, learning and assessment at Beal High School. To ensure personal success for all our students, we must provide a learning environment that challenges, supports and inspires; all students are entitled to consistent, high-quality learning experiences. To be true to this vision, we are committed to maximising progress and achievement through exceptional teaching and learning in a culture of respect and independence. All members of the Beal community are learners, including the staff.

The school seeks to implement these aims, within the framework of the following guiding principles:

- a. There is no ceiling to achievement and progress for our students
- b. Fully inclusive teaching approaches in every classroom
- c. Consistency of routines and approaches across the school;
- d. All staff must have high expectations of behaviour: promoting tolerance and respect and instilling positive attitudes to learning
- e. All students must know the areas of strength and challenge in their performance and must know what they need to do in order to continue to make progress;
- f. All teachers are teachers of literacy, oracy and numeracy

Personalising learning is at the core of our vision for teaching and learning. To ensure personal success for all the students we must provide a learning environment that challenges, supports and inspires; all students are entitled to consistent, high quality learning experiences. To be true to this vision, we are committed to maximising achievement through personalised learning in a culture of respect and independence.

### IMPLEMENTATION

1. We aim to achieve our aims by:
  - a. **Maximising learning and progression** through curriculum innovation and quality;
  - b. **Maximising support** to remove barriers to learning and increasing opportunities for all students within a calm environment of mutual respect and responsibility;
  - c. **Maximising achievement** for all.

### THE APPROACH

2. Our approach to teaching and learning is embedded within the criteria based on the Teachers' Standards. Our expectation is that all teachers will meet the Teachers' Standards beyond the minimum level. In accordance with the principles and aims of our policy, our continuing professional development, support and performance management is intended to maximise the opportunity for 'Exceptional' learning to take place.
3. Exceptional learning frequently develops well beyond the broad outline provided by the Teachers' Standards

### SUPPORTING RESOURCES & ACTIVITIES

4. **The Teachers' Standards are a framework for good practice with which all teachers, as a minimum, are expected to comply.** School leaders at all levels will promote the development of practice to allow all teachers to be creative and inspirational in their own practice.



## EXCEPTIONAL TEACHING AND LEARNING

5. Teachers will demonstrate a wide range of classroom methods and examples of good practice. Staff will be encouraged to explore fresh and exciting ideas and methods to promote exceptional learning.
6. Teaching and learning techniques change, improve and develop. We encourage a learning community where all such ideas are actively shared amongst colleagues. All teachers are encouraged to experiment with methods which do not presently form part of their practice.

## LEARNING OBJECTIVES AND SUCCESS CRITERIA

7. We want students take responsibility for their own learning. This is essential if we are going to meaningfully personalise the learning experience of all students. In order to achieve this aim, **teachers are expected to explicitly share the objective of the learning experience and what success will look like with students at some point in the lesson, or sequence of lessons**, normally at the beginning of each lesson, although it may sometimes be more appropriate to start the lesson with a challenging engagement activity before going on to share the success criteria. These may be communicated on the board; orally; or presented in a differentiated form (i.e. Good if, Great if, Excellent if, X, Y and Z). Success criteria should then be reviewed throughout the lesson to monitor the progress that students have made and to evaluate the effectiveness of the learning experience. For vocational and portfolio type courses it may be useful for the learner to understand the success criteria for the whole unit which should be shared or available for reference.

## STRUCTURE

8. In accordance with the lesson planning forms for Beal High School, or sequence of lessons, must have:
  - i. an engaging and clear start;
  - ii. a creative middle; and
  - iii. a confident end.
9. This is not intended as a rigid obligation. We recognise teachers as professionals who will ultimately determine their own lesson planning, procedures and structure. Some applied learning courses require a more flexible and student-led approach. A 'creative middle' might be broken down into several stages in some instances. A consistent approach to introducing and concluding lessons enhances students' ability to adapt to new, creative tasks and promotes a calm and purposeful learning atmosphere.

## ACHIEVEMENT AND CELEBRATING SUCCESS

10. We promote the celebration of student learning and achievement at all levels. **Teachers are encouraged to ensure that achievements and successes gain recognition.** This motivates young people to aim higher. We encourage teachers to use school procedures to celebrate success.

## EXTRA-CURRICULAR AND OUT OF LESSON INDEPENDENT LEARNING

11. There are two aspects to extra learning: the first is out of lesson independent learning (any learning which takes place outside of the classroom); the second is extra-curricular activities within a specific subject/phase area. Teachers must set homework and plan other out-of-class activities to consolidate and extend knowledge and understanding.

## EXTERNAL ASSESSMENT

12. **Students are entitled to understand how they are going to be externally assessed** and where appropriate should undertake formative assessment throughout the year which simulates final examination/assessment conditions and marking criteria. Although education is about more than just preparation for examination/assessment success we



recognise that this success is fundamental to progression and the life chances for the students we teach. Exceptional learning will, however, nearly always require personalised learning beyond the framework of assessment or examination criteria.

## ICT IN THE CLASSROOM

13. The BMAT community fully embraces the role and purpose of ICT in enhancing outstanding teaching and learning. ICT is an important tool for learning which, in particular, enables teachers to facilitate independent learning activities for their students. Teachers are regularly encouraged to develop ICT opportunities within their planning and delivery of lessons.

Teachers must actively promote the safe use of ICT and give students the skills to be able to critically evaluate the quality of information they gather.

## ASSESSMENT FOR LEARNING (AfL)

14. We actively promote the use of AfL consistently in all lessons. AfL is an integral part of many of the Teachers' Standards and evidence based research identifies effective feedback as having one of the largest 'impact sizes' of all teaching and learning interventions. Exceptional learning can only occur if teachers are aware of what students have understood from their lessons, so that future planning appropriately targets development and progression. AfL is expected to be in evidence in all lesson observations of teachers.
15. AfL is an ongoing professional process for all teachers. It may be incorporated into a lesson in a number of different forms. Teachers are encouraged to experiment, evaluate and then share their experiences from a lesson to allow colleagues to learn and develop in concert.
16. Some of the ways that teachers may wish to carry out in-class AfL are:
  - Self-assessment with a clear focus on corrections
  - End of lesson check – books left open at a particular page for a quick scan at the end of the lesson
  - Questioning – ensuring that a wide variety of students are asked for contributions
  - Carefully designing multiple choice questions to explicitly check for misconceptions – then ask for visual displays of answers

## FEEDBACK

17. **In order for students to take responsibility for their learning students must know what progress they have made, what they are doing well and what they need to do make further progress.** Teachers are expected to communicate this with students regularly. This communication may sometimes be verbal, through learning conversations, or it may be through written dialogue. Most feedback will occur within the lesson or learning period as feedback is most effective when it is immediate and students can respond to it straight away.
18. Regular written feedback is also important because it enables students and teachers to track progress and reflect on prior learning and future targets. Teachers are required to provide regular written feedback and provide students with the opportunity to improve the marked work. The format of marking will vary across our schools as the nature of programmes of learning, course and assessment criteria varies.
19. Beal High School observes some general principles regarding written feedback in order to ensure consistency of experience for all learners. These are as follows:
  - i. Written feedback should be related to the success criteria for a particular task/ piece
  - ii. The written feedback must support the learner to see what they have done well

- iii. The written feedback must set the learner specific targets for improvement that are also related to the success criteria for the piece
- iv. For written feedback to be useful students must be given an opportunity to improve their work (impact) which may result in pieces of work being remarked.
- v. The frequency of written feedback must be such so that there is evidence of the impact of written feedback on student progress over time.

## IMPACT

## ASSESSMENT, TRACKING AND REPORTING

- 20. We encourage and promote the maintenance of a continuous dialogue between teachers and students about their progress. **All classes are entitled to reviews of progress and learning conversations throughout the year.** Periods for reviews are set and teachers must engage in progress tracking systems used. Teachers are expected to record evidence of students' work and the results of in class, test and assignment based assessments and to keep evidence of the impact of their teaching on student progress.
- 21. Students who are identified as being at risk of underachieving may need targeted interventions from the teacher, other staff or organisations in order to progress towards meeting their targets.
- 22. The purpose of holding regular learning conversations with each individual student and to track their progress is to ensure that all students learn to the best of their ability and to assess learning and the impact of teaching and to make judgements about a student's progress so that teaching can be adapted to respond to the strengths and needs of all students.

## MONITORING THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

- One annual formal lesson observation
- 'Teaching over Time' evidence-gathering (senior and middle leaders conduct work scrutiny, student voice activities and/or learning walks on a termly basis) through the QA cycle
- Student outcomes: KS3 progress, KS2-4 progress and KS4-KS5 progress (ALPS).

BHS has adapted its monitoring of the quality of teaching and learning to now judge the impact teachers have over time, rather than grading individual lessons. The quality of teaching and learning is evaluated using a range of evidence in order to arrive at a "best fit" judgment.

In essence, the school aims to

- Evaluate how well teaching promotes the learning, progress and enjoyment of all students
- Consider relevant strengths and areas for development in teaching and their impact on learning and progress.
- Judge the quality of teaching by its impact on students' learning and progress over time

There is no expectation that in any single observation or learning walk an observer will demonstrate each sub-section of the Teachers' Standards. Instead, over the year, HoDs and lead teachers support teachers in collecting and monitoring evidence of the quality of their teaching using the teaching over time cycle.

The teaching over time cycle at BHS is designed to support middle leaders by enabling them to develop a deep understanding, grounded in evidence, of the current learning experience of students and the effectiveness of teaching practice, internal assessments and data. This knowledge can then inform changes to pedagogy and practice and ensure that every student at BHS is in receipt high-quality learning experiences.

HODs will periodically conduct learning walks, student voice forums, assessment reviews etc., to secure a deeper understanding of effective pedagogy and practice and areas for improvement. 'ToT' cycles can also include an evaluation of how effective new assessments are in practice as HODs are expected to lead regular standardisation activities with their teams. When looking at workbooks and folders, HoD will identify ways in which students are recording and recycling learning over time and explore ways to help students improve their study skills and the retention and application of learning over time.

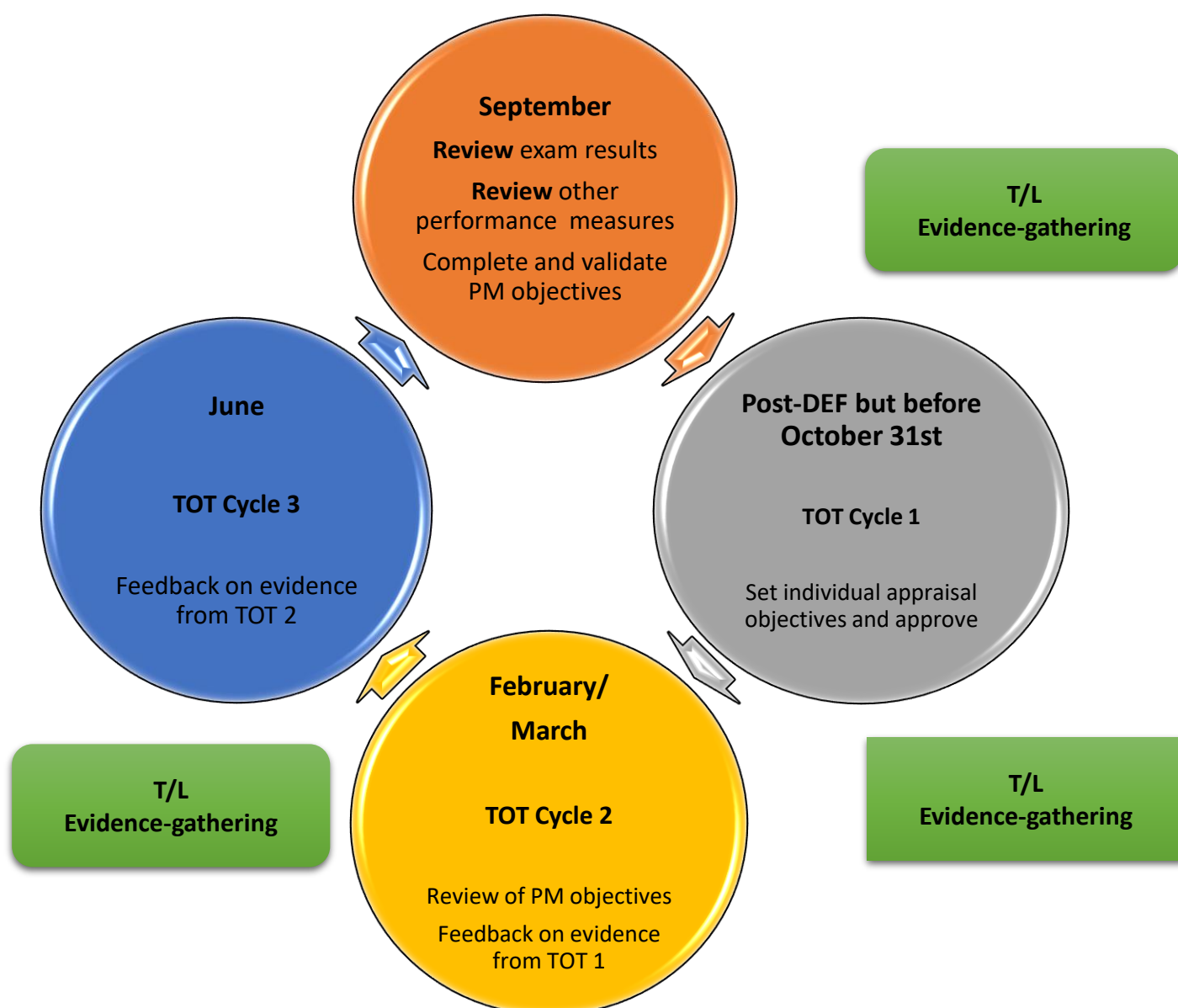
At the end of a cycle HoDs must provide opportunities for their teams to respond to the findings and enact purposeful change. It is also important that relevant evidence gathered over the cycle is recorded on BlueSky by line managers in order to support the school's responsibility in making reliable judgements about the quality of teaching and learning.

- **Stage 1: Agreeing on a focus for the ToT cycle investigation** - In seminar group meetings HODs and HOYs will agree on a focus for the cycle. HODs and HOYs are encouraged to identify a micro-population of pupils, a key strand of knowledge or a subject-specific skills-set required to secure excellent learning and progress. This will form the basis for the ToT investigation.
- **Stage 2: The ToT investigation** - HODs and or HOYs will conduct learning walks, student voice forums, assessment reviews etc., ideally over a set two-week period.
- **Stage 3: Sharing good practice and taking action** - Depending on the findings of the ToT activities, HODs and HOYs will share these and provide opportunities for their teams to respond to the findings and if necessary, enact change.
- **Stage 4: SEF cycle review meeting with SLT** - At the end of each element of the process HODs will discuss findings in seminar group meetings. The ToT team will draw together common pedagogical areas of strength, development or challenge across all departments and use this information to inform training and collaboration opportunities across the school.

## HODs ARE RESPONSIBLE FOR

- Monitoring the quality of learning and teaching provision in their teams in order to address the key learning and teaching priorities identified at whole school and department level.
- Having a thorough understanding of the strengths and areas for development within their areas and regularly gather evidence about the quality of teaching and learning to qualify their judgements.
- Keeping up-to-date with current pedagogy and create opportunities for colleagues to develop their own practice in light of this
- Encouraging critical and professional dialogue which leads to purposeful reflections.

## 'TEACHING OVER TIME' CYCLE



## EVIDENCE GATHERING ACTIVITIES MAY INCLUDE

- Formal lesson observations (one per year per teacher)\*
- Learning walks (focus to be determined by HoD/HoY/SIP/DIP)
- Student voice/focus groups (focus to be determined by HoD/HoY/DIP/SIP)
- Student workbooks/folders/assessment scrutiny (focus to be determined by HoD/HoY/DIP/SIP)

*\*compulsory*

## INCLUSIVE TEACHING AND LEARNING

### DIFFERENTIATION

23. **All teachers have a responsibility to ensure their lessons are accessible to all.** This invariably means lessons should be fully differentiated to personalise learning. Differentiation is required to take account of:
- Special Educational Needs and Disability (SEND), whether learning needs or accessibility owing to impairments in sight, mobility, dexterity, hearing and/or general health;
  - Language barriers (including English as an additional language);
  - Ability and pace of learning;
  - Those students who are more able;
  - Learning preferences; and
  - Cultural differences.
24. Outstanding learning is facilitated by differentiated techniques which support the learner's understanding, accessibility to and quality of the learning experience. We recognise that differentiation does not necessarily mean 'different worksheets' or 'different tasks'. In some cases, such differentiation is inadequate to personalise learning for a student with additional needs.
25. A student's minimum entitlement includes properly differentiated teaching and learning. This includes, but is not at all restricted to:
- Suitable learning challenges which meet the needs of all;
  - Stepped success criteria which take account of the differing pace of learning within the classroom;
  - Responding to the diverse needs of students within a classroom – perhaps dealt with by the pairing, grouping and organisation of the seating plan; understanding specific learning strategies to overcome barriers to learning or by effective deployment of Teaching Assistants (TAs) or other additional adults in the teaching environment
  - Working in partnership with TAs and/or other support staff in the planning and preparation of lesson plans and materials in order to maximise impact on learning;
  - Using effective AfL and questioning techniques to draw more and less able students into a debate, discussion or learning experience;
  - Setting appropriate 'out of lesson learning' which is accessible to all students; and
  - Setting parameters to ensure students feel safe and valued in their environment whether pastorally or academically, inside or outside of the classroom.
26. Teachers are required to organise their own provision for extending learning for these students. All teachers should be able to stretch those who are not only identified as able, but also any student who requires further challenge beyond the learning activities which have been prepared for the whole class.

## REMOTE LEARNING

As per current DfE guidance (August 2021) we will continue to support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. We will maintain our capacity to deliver high quality remote education for the 2021/2022 academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad. Beal High School is committed to providing access to high quality remote learning for students who are unable to attend school.

We want the experience of remote learning to demonstrate the same factors that make classroom teaching highly effective. For example:

- Ensuring pupils receive clear explanations
- Supporting growth in confidence with new material through practice
- Application of new knowledge and skills
- Enabling pupils to receive feedback on how to progress

These characteristics are more important than the medium of delivery.

Beal High School will use a single interactive platform, Show My Homework, for remote education provision. Every student and teacher has access to this platform through their school email account. This should be the 'one stop shop' for all students and parents of students who are self-isolating.

All remote learning will be created and uploaded to this platform and may be enhanced by links to other applications such as Microsoft Teams, Moodle, MyMaths, Kerboodle or Oak Academy for example. When uploading work teachers should clearly label work as remote learning and the lesson/lessons the work reflects and ensure that they have provided students will clear instructions as to what is expected of them.

The platforms and applications used will allow for work to be 'handed in' and it will be marked if the work would have been assessed had the student been in the classroom.

The normal full planned curriculum will be accessible to students and be available from the first day of any absence.

Students will be asked to follow their normal timetable when learning at home. For example, if they have Science period 1 on a Monday they should complete the Science work set for this lesson in that time slot (lessons will be numbered sequentially). This will ensure that students follow the routine of a normal school day and we would ask that parents and carers support with this as much as possible. It is our view that this will be a far more successful approach than e.g. lengthy projects linked to, but not directly following, the planned curriculum.

It is important that we monitor engagement in remote learning regularly through a process of tracking and reporting. Year Teams and Heads of Department will check the quality of work set, class teachers will monitor engagement, assess the work and feedback as appropriate, ensuring the work is completed by the submission deadline and form tutors will ensure that students are provided with the full range of remote learning as well as monitoring the well-being of students.

In some subjects, remote education will be more challenging to deliver than others. Music, PE and technology teachers have been given guidance on how to deliver lessons remotely. In PE, for example, some aspects may be able to be delivered using video demonstrations, but this should take account of any restrictions in force and pupils' age and living circumstances. Pupils should be encouraged to take regular physical exercise to maintain fitness.

## QUALITY ASSURANCE OF REMOTE LEARNING PROVISION



## 7. ASSESSMENT

### INTENT

The aim of the KS3-4 assessment model at BHS and TFA is to:

- Ensure consistency of practice between both schools in order to foster closer links and collaboration which lead to improved progress and attainment for pupils.
- Ensure that all stakeholders are provided with valid and accurate information about the attainment and progress of pupils at both schools.

### IMPLEMENTATION

#### i. SETTING A BASELINE

KS2 SATs scores are used as a baseline to set end of KS4 targets.

The expected standard for pupil performance in the KS2 tests is a scaled score of **100**. The lowest scaled score which can be awarded on a key stage 2 test is 80. The highest score is 120.

The *national average* scaled score attainment in 2019 was:

Reading: **104**

Maths: **105**

GPS: **106**

In 2019, a scaled score between **110 and 120** was indicative of a pupil performing to a *higher standard* within the KS2 tests.

The school uses the average scaled score across Reading, GPS and Maths, as baseline assessment for each student. Flightpath numbers are then allocated for each student, based on this baseline data.

Where there is no KS2 data available, students complete CATs tests (Cognitive Ability) and PT (Progress Tests) assessments, allowing us to allocate flightpaths.

#### ii. FLIGHTPATHS FOR ALL PUPILS PROJECTING PROGRESS OVER 5 YEARS

Students are then allocated a personalised learning journey, a flightpath. Based on the flightpath allocated, students are expected to reach certain progress increments at the end of Year 7, 8, 9, 10 and ultimately Year 11. These increments form a 'flightpath' against which pupil progress is measured.

There are currently no equivalent estimated Attainment 8 scores for scaled score data. As a result, BHS and TFA have set summative KS4 targets which incorporate:

- Any previous baseline trends which exist in each school's data
- A target-setting model based on a five-year learning journey

Flightpath	Baseline conversion	Year 7a	End of Year 7	Year 8a	End of Year 8	Year 9a	End of Year 9	Year 10a	End of Year 10	Year 11a	End of Year 11
5	3.3	3.3	4.3	4.8	5.3	5.8	6.3	6.8	7.3	7.8	8.3



Flightpath	Baseline conversion	Year 7 a	End of Year 7	Year 8 a	End of Year 8	Year 9 a	End of Year 9	Year 10 a	End of Year 10	Year 11 a	End of Year 11
4	2.8	2.8	3.3	3.8	4.3	4.3	4.8	5.3	5.8	6.3	6.8

Flightpath	Baseline conversion	Year 7 a	End of Year 7	Year 8 a	End of Year 8	Year 9 a	End of Year 9	Year 10 a	End of Year 10	Year 11 a	End of Year 11
3	2.3	2.8	3.3	3.3	3.8	3.8	4.3	4.3	4.8	5.3	5.8

Flightpath	Baseline conversion	Year 7 a	End of Year 7	Year 8 a	End of Year 8	Year 9 a	End of Year 9	Year 10 a	End of Year 10	Year 11 a	End of Year 11
2	1.8	1.8	2.3	2.3	2.8	2.8	3.3	3.3	3.8	4.3	4.8

Flightpath	Baseline conversion	Year 7 a	End of Year 7	Year 8 a	End of Year 8	Year 9 a	End of Year 9	Year 10 a	End of Year 10	Year 11 a	End of Year 11
1	WT1	WT1	WT1	WT1	1	1	1.8	1.8	2.3	2.3	2.8

8.3 - Most subjects 8, 2 subjects 9

6.8 - Most subjects 7, 2 subjects 6

5.8 - Most subjects 6, 2 subjects 5

4.3 - Most subjects 4, 2 subjects 5

2.8 - Most subjects 3, 2 subjects 2

The following scaled score intervals are currently used across the Trust when creating flightpath baselines for pupils on entry. Due to the discrepancies between the KS2 results of the Y11 cohort and the other cohorts, the boundaries are slightly different for certain year groups.

#### FLIGHTPATHS BOUNDARIES FOR Y9/10/11 (2021-22)

KS2 PERFORMANCE Average scaled score - across Reading, GPS and Maths	Flightpath	End of Y11 target grade
115+	5	8.3
110 to 114	4	6.8
104 to 109	3	5.8
96 to 103	2	4.8
84 to 95	1	2.8

## FLIGHTPATHS BOUNDARIES FOR Y8 (2021-22)

KS2 PERFORMANCE Average scaled score - across Reading, GPS and Maths	Flightpath	End of Y11 target grade
113+	5	8.3
109 to 112	4	6.8
104 to 108	3	5.8
97 to 103	2	4.8
86 to 96	1	2.8

Without any KS2 data for the whole of the Y7 cohort, CATs tests were carried out in order to baseline the new students. Flightpath boundaries were adjusted in order to reflect the proportions and trends in other year groups. Further data was used, including the Autumn Term PT tests (English, Maths and Science), the January hard data capture and the Summer Term PT tests (English and Maths only), in order to finalise these flightpaths.

The same process will take place to baseline the new Year 7 in the Autumn Term.

### iii. Reporting

*Our beliefs about our academic ability are often so tightly intertwined with our sense of self that we must take care in how we talk about it. It is only with a clear mental model of how feedback might alter a parent or student's beliefs and goals that we can understand how to manage risks and enhance potential gains involved in communicating attainment.*

Becky Allen – 'Writing the rules of the grading game'

Each year the students have a personalised end of year target on Sims. Staff assess the students in relation to these end of year targets. This allows improved tracking of students' performance during their learning journey at Beal.

Students are assessed as being:

- Above track
- On track
- Below track

Such assessments are made in relation to the students' personalised end of year target.

### iv. ASSESSMENT DATA CAPTURE

It is important to ensure that progress and attainment data collected throughout the year is indicative of desired student outcomes. As such, as well as submitting 'soft data' based on students' aptitudes to learning, departments are required to submit centre assessed grades (CAGs) for students across the year. During each CAG capture period, HoDs are required to robustly quality assure internal data, as part of the quality assurance process. Once collated, data will be scrutinised by senior leaders to ensure that department outcomes are realistic, accurate and in line with historical data and national trends in each subject.

The data captures for pupils at both schools will take place at specific times over the academic year:

1. **Soft Data Capture in the Autumn Term** – This focuses solely on effort and aptitudes to learning. Trends from data collected will be used to inform appropriate interventions and curriculum reforms by the year and department teams.
2. **Hard Data Captures (CAG captures in the Spring and Summer Terms)** - These CAG captures will be focused on academic attainment, benchmarked against pupil projections for the end of year. Teachers will assess whether pupils are:

### AT KEY STAGE 3

- Above track
- On track
- Below track

### AT KEY STAGE 4

- Working at a grade between 9 and 1, with .3 and .8 increments

### AT KEY STAGE 5

- Working at a fine KS5 grade, i.e. C2, A3

Common colour codes are used across both schools at KS3 and KS4:

Above Track
On Track
Below Track

Trends from data collected will be used to report to parents, inform appropriate interventions and curriculum reform by the year and department teams.

CAG judgements should be based on most likely end of KS4 performance; they must be reliable and informed by historic data sets. A rigorous quality assurance process of the CAGs and ranking will take place after each data capture.

Over the course of the year, parents/carers receive 3 reports.

### IMPACT

- Robust and reliable End of KS4 predictions
- Curriculum content reviewed for all subjects, ensuring additional stretch and challenge is included
- KS3 assessments have clear links to GCSE skills and terminology
- Updated KS3 assessment, ensuring students are afforded opportunities to demonstrate the skills necessary to achieve the highest grades possible for each flightpath
- Creation of pupils' portfolios for accurate standardisation and benchmarking

## 8. QUALITY ASSURANCE

The quality assurance process is continuous; the activities outlined in the schedule will enable us to identify risks and areas for improvement throughout the year, allowing us to implement improvements and/or interventions in place as the year progresses. There will also be an opportunity for mid-year and end of year monitoring, evaluation and action planning

### SELF-EVALUATION AND ACCOUNTABILITY

Strategic responsibility for quality assurance is led by the Executive Principal and Co-Headteachers reporting to the board. They will moderate quality assurance procedures and judgements at senior and middle leader levels to pursue our vision for excellence which is focused on high-quality provision and outcomes for students.

Quality will be assured through internal (SLT and ML line management cycle) and external (Co-Headteachers and Executive Principal) monitoring to ensure continuous improvement and consistently high quality provision. This will be through the QA schedule below and performance management.

Throughout the year there are designated review points (on the assessment calendar). At these times the SLT and middle leaders will collate the hard and soft data identified in the QA schedule. This will be collated into half termly evaluation reports that will inform school improvement priorities at whole school, year group and departmental levels. This process will enable us to shape the curriculum, target support and interventions throughout the academic year for cohorts within cohorts and individuals.

SLT will review twice a year to support the action planning and the improvement cycle. They will use outcomes data to evaluate the effectiveness of improvement actions in tackling the priorities listed in its previous years' self-evaluation; and identify the key priorities for improvement which will update the current plan and focus improvement planning for the following year.

## QUALITY ASSURANCE CYCLE 2021-22

Autumn Half Term 1	Autumn Half Term 2
<p><b>a. Analysis of exam performance</b></p> <p><b>b. School, departmental and pastoral evaluations</b></p> <p><b>c. School Improvement priorities set and shared</b></p> <p><b>d. Departmental and Pastoral improvement priorities set and shared</b></p> <p><b>e. Performance Management targets review and setting for current cycle</b></p> <p><b>f. Teaching over Time Cycle 1:</b></p> <ul style="list-style-type: none"> <li>Lesson observations – ECTs (within first month) – SLT observation including ECT Folder QA by SLT</li> </ul> <p>New staff and salaried trainees (by Oct half-term)</p> <p>SLT and Middle Leaders</p> <p>Staff meeting the Teachers' Standards to the minimum standard</p> <ul style="list-style-type: none"> <li>Student voice activities</li> <li>Department learning walks (Years 7, 10 and 12)</li> </ul> <p><b>g. Data Review</b></p> <ul style="list-style-type: none"> <li>CAG capture 1 (Year 11)</li> <li>SLT QA of accuracy of assessment</li> <li>Interventions planned and implemented</li> </ul>	<p><b>a. Teaching over Time Cycle 2:</b></p> <ul style="list-style-type: none"> <li>Year 7 and 10 work scrutiny</li> <li>Pastoral learning walk</li> <li>Lesson observations – SLT and Middle leader observations to take place if not carried out in half-term 1</li> </ul> <p>50% of lesson observations for departments to be completed by end of this term</p> <ul style="list-style-type: none"> <li>Staff with no recent recorded observations (one year +)</li> </ul> <p><b>b. Data Review</b></p> <ul style="list-style-type: none"> <li>Year 7, 8, 9, 10 and 12 soft data capture – attitudes to learning</li> <li>CAG capture 1 (Year 13)</li> <li>SLT QA of accuracy of assessment</li> <li>Interventions planned and implemented</li> </ul> <p><b>c. Review of progress towards improvement priorities</b></p> <p><b>d. Termly SLT summary</b></p> <p><b>e. Data report for Trustees/Standards and Effectiveness</b></p> <p><b>f. CEO report</b></p>
Spring Half Term 1	Spring Half Term 2
<p><b>a. Teaching over Time Cycle 3:</b></p> <ul style="list-style-type: none"> <li>Lesson observations</li> <li>SLT observations of ECTs including ECT Folder QA by SLT</li> <li>Student voice activities</li> <li>Department learning walks (Years 11 and 13)</li> </ul> <p><b>b. Data Review</b></p> <ul style="list-style-type: none"> <li>CAG capture 1 (Years 7/8/9/10/12)</li> <li>CAG capture 2 (Year 11 and 13)</li> </ul> <p><b>c. Review of progress towards improvement priorities</b></p> <p><b>d. Performance Management targets reviewed</b></p>	<p><b>a. Teaching over Time Cycle 4:</b></p> <ul style="list-style-type: none"> <li>Year 11 and 12 work scrutiny</li> <li>Lesson observations</li> <li>Pastoral learning walk</li> </ul> <p><b>b. Termly SLT summary</b></p> <p><b>c. Data report for Trustees/Standards and Effectiveness</b></p> <p><b>d. CEO report</b></p>
Summer Half Term 1	Summer Half Term 2
<p><b>a. Teaching over Time Cycle 5:</b></p> <ul style="list-style-type: none"> <li>Lesson observations</li> <li>SLT observations of ECTs including ECT Folder QA by SLT</li> <li>Department learning walks (Years 8 and 9)</li> </ul> <p><b>b. Data Review</b></p> <ul style="list-style-type: none"> <li>CAG capture 3 (Year 11 and 13). Progress to target analysis, by department and student micro-population</li> <li>CAG capture 2 (Year 12)</li> <li>SLT QA of accuracy of assessment</li> </ul> <p><b>c. Review of progress towards improvement priorities</b></p> <p><b>d. Data report for Trustees/Standards and Effectiveness</b></p>	<p><b>Evaluation and planning period</b></p> <p><b>a. Data Review</b></p> <ul style="list-style-type: none"> <li>CAG capture 2 (Years 7/8/9/10). Progress to target analysis, by department and student micro-population</li> <li>SLT QA of accuracy of assessment</li> </ul> <p><b>b. Teaching over Time Cycle 6:</b></p> <ul style="list-style-type: none"> <li>Year 8 and 9 work scrutiny</li> </ul> <p><b>c. Evaluation of progress towards improvement priorities</b></p> <p><b>d. Termly SLT summary</b></p> <p><b>e. Performance Management targets reviewed</b></p> <p><b>f. CEO report</b></p>

## 9. ONE SIXTH FORM, TWO SCHOOLS, THREE PATHWAYS

Beal Sixth Form (BSF) has built on the strengths of the Beacon Family of Schools and continues to deliver an outstanding learning experience for post-16 learners leading to excellent progress and excellent outcomes. The merged sixth forms of Beal High School and The Forest Academy<sup>2</sup> maintain a rich and varied post-16 curriculum offer and provide students with access to specialist subjects.

The sixth form continues to develop the highest aspirations in the young people who attend because we believe this enables them to lead successful, happy and fulfilled lives and make positive contributions to their own community and to wider British society.

Outstanding progress and outcomes are expected and these outcomes will build on the strong performance of 2020-21, which witnessed:

- An ALPS rating of 1 (top 5% of sixth forms in the country for value added)
- Overall across all qualifications: Average Point Score Per Entry: 36.94; Average Point Score Per Pupil: 110.33

### A Level outcomes:

A\* grades: 10%  
A\*-A grades: 30%  
A\*-B grades: 57%  
A\*-C grades: 81%  
Pass rate: 100%

**Exceptional student performance: 61 students achieved straight A\*/A grades**

### Vocational outcomes

Double BTECs:  
Distinction\* in vocational studies: 14%  
Distinction\*-Distinction: 54%  
Distinction\*-Merit: 86%  
Pass rate: 99%

Single BTECs:  
Distinction\* in vocational studies: 49%  
Distinction\*-Distinction: 72%  
Distinction\*-Merit: 90%  
Pass rate: 100%

**Exceptional student performance: 16 students gained straight Distinction\*s and 41 students straight Distinctions or higher**

### Destinations:

#### Progression: 100%

Six students at Medical School  
27% take up places at elite Russell Group universities  
Eight students secure places on prestigious apprenticeships in digital/creative/finance industries

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<sup>2</sup> Amalgamated September 2018

77% take up first choice university choices

Very notably, there was no significant variance in outcomes across sites, despite varying attainment starting points.

Our sixth form students combined have 100% progression into employment, education or training.

**Retention is exceptional: 85% from year 11 to year 12 and 95% from year 12 to year 13**

## **VISION AND AIMS – Excellence, Equal Opportunity and Entitlement**

- To maintain the success of BSF and ensure that numbers on roll are maintained alongside meeting the needs of the increased cohort sizes at Beal High School
- To ensure progression, outcomes and destinations remain outstanding with no student becoming NEET
- To provide post-16 learners with access to a rigorous, broad and ambitious curriculum, both academic and in terms of personal development with excellent teaching and assessment
- To widen participation and robustly support social mobility through ensuring that high numbers of students move on to destinations within universities and HEIs or onto further training through high-quality careers and progression guidance
- To offer career progression opportunities for staff and facilitate collaboration and integrated approaches to teaching and learning
- To improve the life chances and social capital of all learners, but particularly the disadvantaged, through an inclusive approach to the curriculum, teaching and learning
- To develop engaged and resilient young people who positively contribute to their communities and who understand their responsibilities as citizens
- To create opportunities for students to develop leadership skills through engagement with higher education and the professional workplace. Students will be self-regulating in overcoming challenge and negotiating solutions

## **KEY PERFORMANCE INDICATORS 2021-22**

- Consistent ethos, values and practice on both sites, led by the Vice Principal and Directors of BSF
- Centralised and accurate data and information systems
- Accurate and informative quality assurance and accountability cycles
- Outcomes – Rates of progress consistent with the pre-merged provisions, placing BSF students above national expectations
- 100% of all grades awarded at A\*-E.
- Outstanding value added for A level and BTEC
- Overall attendance of 95%+
- Overall punctuality of 95%+

- Very strong retention at all levels: year 11-12 85%+, 12-13 and 13-destination 95%+
- A third of students who apply to university to gain a place at a Higher Tariff institution.
- 100% of students to progress onto HE, work or apprenticeship.

Teaching, Learning and Assessment - To deliver an outstanding academic and vocational teaching experience for students enrolled at BSF.

- No cross-site variation in the quality of teaching, learning and assessment
- The 'teaching over time' cycle to be fully embedded on both sites
- Swift and effective intervention in place to support underperforming departments
- Clear structures and processes for the sharing of good practice
- 100% pass rate for all BTEC qualifications on both sites overseen by one quality nominee
- Delivery of Oxbridge/MDV masterclasses and EPQ programme using e-platforms as well as weekly bulletin for enrichment, ERS and cultural capital

Personal development, behaviour and well-being - to develop and create an aspirational ethos amongst students at BSF based on community, integration and support; learning for all and learning from all.

- No cross-site variation in the quality of progression and pastoral care
- Reduced cross-site variation in attendance and punctuality
- Integrated delivery of the PSHE/RSE curriculum and personal development award
- Swift and efficient safeguarding procedures on both sites
- Full engagement in personal development award, weekly bulletin and tutor time programme



## 10. PASTORAL STRUCTURE AND SYSTEM<sup>3</sup>

### INTENT

Beal High School is dedicated to the pursuit of excellence in a caring environment of mutual respect so as to foster the full potential of its students and staff. Pastoral practice should take into account all other school policies: Safeguarding and Child Protection, Anti –Bullying, Student Behaviour and RSE policies.

Pastoral Care is a core dimension of the life of the school. It is defined as the system of roles, resources, structures, policies, programmes and processes employed to support the development of young adults. Pastoral Care is an integral part of our approach to a holistic education, which puts the educational, emotional and social development of the student at the centre of its learning values.

The pastoral care of students at Beal High School is fully integrated throughout the teaching, learning, and structural organisation of the school to effectively meet the personal, social (wellbeing) and academic needs of students. For BSF Pastoral provision, the Progression Lead will coordinate equality of provision on both the BHS and TFA sites.

Pastoral care focuses on the whole student (personal, social, and academic) and engages all members of the school community as providers of pastoral care. Beal High School aims to assist students in developing positive self-esteem, healthy risk taking, goal setting and resilience as well as developing a sense of social cohesion that together can improve their overall health and wellbeing.

### AIMS OF PASTORAL CARE STRUCTURE

- To promote an environment that meets the needs of each student.
- To nurture teaching and learning relationships.
- To recognise talents and abilities
- To monitor progress at every level for the student.
- To act as an early warning system for the early identification of “at risk” students.
- To help the young person to make their own decisions through greater self-awareness and independence.
- To promote the values of the school

### IMPLEMENTATION

#### ROLES & RESPONSIBILITIES

**Heads of School** (with Key Stage responsibility) will have line management responsibilities for Heads of Year in their key stage. Heads of School will articulate clear values and a compelling vision for students, staff, parents and carers, and the wider school community.

This work involves

- Developing an integrated and inclusive ethos which enables all stakeholders to work collaboratively.
- Ensuring a whole school Safeguarding Culture is adhered to.
- Ensuring that Schools’ systems, organisation, and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity, and probity.
- Instilling a robust accountability framework for the Heads of Year for the impact of their work on student outcomes; addressing underperformance and supporting staff to improve and value excellent practice.
- Produce and monitor the progress of challenging, yet realistic evidence-based improvement plans and policies.

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<sup>3</sup> Appendix 5 Pastoral team

- Empowering students to become active citizens who inspire and influence our community - within and beyond the school.
- Maintaining ambitious standards for all students; advancing equality and overcoming disadvantage.
- Leading with an emphasis on effective teaching and fostering a love of learning, leading to excellent progress and achievement for all.
- Developing relationships with parents and carers, and value their contributions.
- Developing effective relationships with other services to improve academic and social outcomes for all students.
- Leading by example with integrity, creativity, resilience, and clarity; modelling positive relationships and attitudes for our students and staff.
- Actively promoting the interests of Beal High School in the context of agreed KPIs; translating opportunities arising from local and national policy into the school's context.
- Ensuring that Beal High School is outward facing; seeking and developing partnerships for mutual benefit including links to alternative provision, business and exposure to inspiring career possibilities and progression routes for all students.

## HEAD OF YEAR/DEPUTY HEAD OF YEAR

Each year group will have assigned one Head of Year and one Deputy Head of Year. Heads of Year will:

- Be responsible for maximising achievement, support and respect for students; providing confident leadership and management that develops and maintains effective pastoral care.
- Leading effective transition for students in enrolment and induction.
- Rigorously tracking and monitoring; identifying underperformance and developing strategies to enable students to make progress and meet and exceed targets.
- Supporting and challenging colleagues using assessment data to promote student progress and set ambitious targets within and beyond subject areas.
- Actively monitoring attendance, punctuality and exclusion rates providing data and analysis for SIP evaluation; develop and implement strategies where there is cause for concern.
- Providing strategic oversight for the use of student data to plan targeted intervention around attendance, punctuality and behaviour and attitudes to learning.
- Developing activities to promote student leadership, self-esteem and self-confidence.
- Ensuring high-quality support for vulnerable groups working closely with the Student Services, SEND team and external agencies.
- Ensuring a whole school safeguarding culture.
- Providing opportunities for students to build on their interest and abilities outside of the taught curriculum.
- Be responsible for maintaining ambitious standards for all students; advancing equality and overcoming disadvantage.
- Lead by example with integrity, creativity, resilience, and clarity; modelling positive relationships and attitudes for our students and staff.

## SEND DEPUTY HEAD OF YEAR

Each year group will have a SEND Deputy Head of Year who will overview provision for SEND students and those students with medical needs in their year groups and deliver interventions for their year groups.

## FORM TUTOR

The tutor, through meeting students on a regular basis, will identify any challenging areas for the students in their group and liaise with Heads of Year as necessary. The tutor will support the work of the Heads of Year and teachers in supervising, overseeing and monitoring student progress, behaviour and attendance and will encourage attendance to extra-curricular activities and promote 'Character Education' in the school. The Effective tutoring programme will ensure that all tutors provide effective pastoral support for all students.

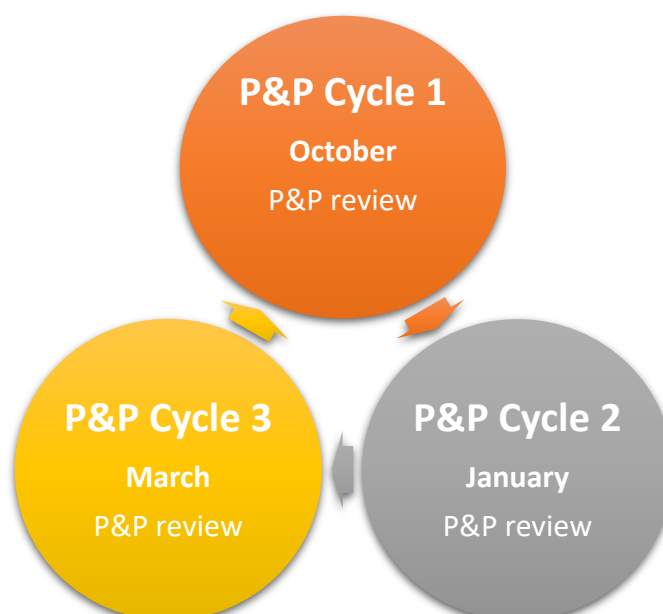
Pastoral systems will be quality assured and reviewed by Heads of School (responsible for Key Stages), Heads of Year and SLT

**Stage 1: Agreeing on a focus for the P&P cycle:**

**Stage 2: The P&P investigation:** HOYs and APs will conduct tutorial walks, student voice forums etc. These will be carried out over a two-week period.

**Stage 3: Sharing good practice and taking action:** Depending on the outcomes of the investigation, outcomes will be shared, and opportunities for year teams to work together to improve practice will be developed.

**Stage 4: QA cycle review meeting with Co-Headteachers:** Outcomes of the cycle will be discussed with the Co-headteachers and priorities for the next term agreed alongside training and collaboration opportunities across the school



## 11. ENGAGEMENT STRATEGY

### INTENT

#### a. Aims of the Engagement Strategy

This strategy aims to

- Provide a consistent approach to behaviour management
- Promote a high standard of behaviour
- Define what we consider to be unacceptable behaviour
- Develop self-discipline, respect and acceptance of responsibility for actions
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school with regards to behaviour management
- Outline our Code of Conduct and system of rewards and sanctions

#### b. Our overarching statement of intent

Beal High School is a diverse, vibrant community with a strong sense of mutual respect and a high expectations inclusive culture. We want our students to learn in a positive learning environment where young people can aspire, be challenged and excel in an atmosphere of safety and purpose. We also wish to provide all members of staff with an environment in which they can undertake their core purpose of teaching and pursue fulfilling, rewarding and enjoyable careers.

We want our students to be

- Successful learners who enjoy learning, make progress and achieve their full potential.
- Confident individuals who are able to lead safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

#### c. Principles – the key values upon which the strategy will be based

Beal High School is a safe learning environment in which teachers can teach and children can learn. Beal High School is committed to outstanding learning; and to instilling values of mutual respect, ambition and responsibility throughout the student and broader Beal High School community. Positive contributions to the School community are rewarded. Poor behaviour is rigorously and consistently challenged. Our emphasis will be on recognising and celebrating effort and success where pupils are enabled to achieve their full potential. We want everybody to feel valued and respected, and that each person is treated fairly and well.

Students have clarity of expectation when they choose to behave positively or poorly. Promoting positive behaviour for learning is the responsibility of the entire School community, including parents and carers. We will teach students to take responsibility for their own actions, have proper regard for authority and to accept the consequences of their choices. The School expects parents to encourage their children to show that respect and support the school's authority to discipline its pupils. We will adopt a zero tolerance approach to bullying and crime, and any such incidents will be dealt with promptly and firmly.

The student code of conduct (Appendix 13) states the school's expectations of the students' behaviour. The BMAT Home School agreement states the responsibilities of staff, students and Parents/carers for learning. Teachers should ensure that students are aware of these, and take action, in some form, if it is infringed. The majority of incidents will occur within the school grounds. We as a school will use our professional discretion as to when and how to deal with outside incidents such

as school trips and journeys to and from school. This decision will usually take into account the effect the incident may have on students attending the school, the effect on the reputation of the school, etc.

## **SUMMARY – PROMOTING A POSITIVE ENVIRONMENT FOR LEARNING**

- Good behaviour needs to be taught just as carefully as the academic material. We expect teachers to establish a safe and stimulating environment for students rooted in mutual respect and to manage behaviour effectively in accordance with each school's behaviour policies.
- Teachers are expected to manage behaviour well and we emphasise the importance of consequences, certainty and consistency when re-shaping behaviour.
- We expect teachers to promote and maintain good professional relationships with students and to have clear rules and routines to promote good and courteous behaviour. It is the teacher's responsibility to model the behaviour they want to see in their students.

## **IMPLEMENTATION**

### **OUR RULES**

Our rules are based on the principles of:

- a) Everyone has the right to learn to the best of their ability
- b) Everyone has the right to feel emotionally and physically safe at school
- c) Everyone has the right to work in a safe and pleasant environment

All members of the school should show:

- a) Respect for ourselves
- b) Respect for other people
- c) Respect for our environment
- d) Respect for Diversity

Beal High School rules and expectations apply on the journey to the School, within the School premises, on School trips and visits and on the journey home from the School.

## **BEAL HIGH SCHOOL CODE OF CONDUCT**

All Students are expected to:

1. Listen when a teacher or student is talking
2. Follow instructions straight away
3. Arrive on time, in uniform and fully equipped for lessons
4. Keep hands, objects and unhelpful comments to yourself
5. Keep the classroom/school clean and tidy

## REWARDS AND SANCTIONS

Positive behaviour will be rewarded with (this list is not exhaustive):

- Praise
- Achievement points
- Letters or phone calls home to parents
- Certificates to recognise outstanding behaviour/attendance/progress/attitude
- Student of the week award
- Recognition in assemblies and form time for good action (part of Character Award Programme)
- Special responsibilities/privileges - Leadership Opportunities

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and warning
- Second warning and relocation within the class
- Sending a student out of the classroom for a cooling off period of no longer than 5 minutes
- Send the pupil to another class within the department (department referral)
- School based community service –such as litter picking or helping to clear up the dining room
- Detention at break or lunchtime, or after school with teacher, Head of Department, Head of Year, School
- Use of On call to be removed from the classroom and referred to a senior member of staff
- Placed on a behaviour monitoring report
- Letters or phone calls home to parents
- Meetings with parents and pupils. Agreeing a behaviour contract
- Putting a pupil 'on report'
- Internal Exclusion—which may include internal exclusion/respite at another school
- In more extreme cases fixed term exclusion or permanent exclusion—this includes the possession of offensive weapons/drugs and other banned items.

## CLASSROOM MANAGEMENT MINIMUM EXPECTATIONS

The requirements set out below are intended to summarise what is generally recognised to be good practice. By ensuring that these standards are applied in every lesson we will help each other to provide the best possible learning for the students and also to reduce the stress that is caused by lack of consistency. All Behaviours must be recorded on SIMS behaviour manager system for action to be taken.

### ALL STAFF WILL

- Not tolerate any form of peer on peer abuse/bullying as 'banter' or 'part of growing up' and victims of peer abuse will be supported.
- Minimise the risk of peer-on-peer abuse/bullying by challenging any form of derogatory or sexualised language or behaviour as well as being vigilant to issues that particularly affect different genders – for example, upskirting, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys;
- Ensure they have read and understand all relevant policies, including our Safeguarding and Child Protection Policy and our approach to dealing with allegations of peer-on-peer abuse.
- Meet, Greet and Scan: Stand at the door of their classroom, at the beginning of the lesson to welcome students. Know the students by name.
- Organise both the classroom and the lesson to keep students interested and minimise disruption
- Ensure that coats and belongings are placed away on entry into class and that all students are in full school uniform.

- Ensure that they are in control of the seating arrangement and who sits with whom – friendship, single sex, non-friendship, and mixed gender. (Change this frequently and appropriately.)
- Have a starter ready on the board for a calm, orderly and purposeful start
- Take the register within 10 minutes of the start while students are completing the starter
- Dismiss students in a calm, orderly manner and in the correct uniform
- Supervise corridor behaviour at change of lesson - Stand at the door to ensure there is calm, orderly movement in the corridor outside the classroom
- Give clear instructions and ensure that the students are on task and that the sound level is appropriate
- Continually observe or scan the behaviour and learning of the class. Circulate amongst the learners. Do not sit behind a desk at the front of the class for any length of time.
- Be aware of and control their own behaviour, e.g. Stance, tone of voice
- Model the standards of courtesy they expect from students and praise their peers
- Emphasise the positive, including praise for good behaviour as well as good work
- Make rules for classroom behaviour clear to students. Praise desired behaviour and work. Aim for four times as much praise as censure.
- Make sparing but consistent use of reprimands – being firm rather than aggressive, targeting the right student, criticising the behaviour not the person, focus on the primary behaviour rather than the secondary, use private rather than public reprimands wherever possible, being fair and consistent and avoiding sarcasm or idle threats
- Use a hierarchy of sanctions for undesired behaviour, e.g.
  - a. warning;
  - b. relocation;
  - c. short time out of class
  - d. talk with the pupil after class
  - e. Short teacher detention
  - f. removal from lesson to subject referral room
  - g. On call for removal of the class
- Behaviour incidents must be logged onto SIMS. Entries should be reasonable, non-emotive and not include petty/minor incidents that could be dealt with through effective classroom management.
- Lower level incidents should be dealt with by the teacher that notices the incident in the first instance.
- If a serious incident happens in a classroom, the teacher should notify colleagues immediately. This can be done by sending a reliable student with a message to reception and request on call.
- Avoid sending students out of a classroom for any length of time. If a student needs to be removed use the departmental referral timetable.
- Make sparing but consistent use of punishments. Certainty of sanction is more powerful than severity. Avoid whole group punishments which students see as unfair. Avoid punishments, which humiliate students. This breeds resentment.
- Students should not leave a lesson without a very good reason; in such a case, a permission note inside their planner should be given. It is a good general rule that if no planner then no exit from class.

## MAINTAINING GOOD CONDUCT IN SCHOOL

The behaviour of students around the school can be very different from their behaviour when closely supervised in lessons. Such times include change of lessons, break and lunch times. **In addition to the duty staff, designated to specific areas at particular times, all members of staff have an important part to play in the maintenance of good conduct by students.** To facilitate movement in corridors and for reasons of safety, students are expected to behave sensibly and show consideration to others (e.g. no running, pushing, dawdling, shouting). Students and staff are asked to keep to the left and move in single file, particularly down our narrow staircases. Generally around the school, in corridors and classrooms, all staff are asked to reprimand students seen:

- Being involved in any form of peer on peer abuse/bullying. To minimise the risk of peer-on-peer abuse/bullying, staff will challenge any form of derogatory or sexualised language or behaviour as well as being vigilant to issues

that particularly affect different genders – for example, upskirting, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys;

- Using inappropriate language towards each other. This is unacceptable and must not be passed off as “banter”
- Wearing incorrect uniform. For BSF students, those not wearing lanyards or appropriate work wear dress
- Wearing headphones or using mobile phones in corridors, lessons and generally around the school.
- If students refuse to follow staff instructions, items must be confiscated.
- If items are confiscated they should be labelled and handed into the school office where they can be placed in the school safe. The school will not accept responsibility for items lost by individual staff if this procedure has not been followed.
- Refusing to follow instructions is a serious breach of the student code of conduct and must be recorded on Sims so that this behaviour can be followed by Heads of Year/Senior leadership team.

## ALL BEAL HIGH SCHOOL STUDENTS ARE EXPECTED TO<sup>4</sup>

Work effectively by:

- Listening to each other;
- Working exceptionally hard without disrupting other students learning;
- Follow instructions without question or argument
- Working with others sensibly;
- Never distracting others; and
- Being silent when asked.

Support each other by:

- Being considerate to everyone;
- Being ready to help;
- Being polite, even if angry;
- Understanding each other’s views; and
- Praising each other’s work.

Be Responsible by:

- Wearing the correct uniform;
- Being on time;
- Bringing all equipment;
- Writing down homework;
- Doing homework;
- Telling the truth;
- Be a role model for other students in the school
- Helping others when possible; and
- Speaking to a teacher if something is wrong.

Care for their environment by:

- Only eating or drinking in designated areas;
- Not chewing gum in school;
- Looking after displays and decorations;
- Putting litter in bins;
- Leaving classrooms tidy; and
- Never damaging school property or the property of others.

Stay safe by:

- Moving quietly around the school;
- Respecting other students personal space – keep arms and unhelpful comments to yourself
- Walking on the left;
- Avoiding arguments;

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<sup>4</sup> To be reviewed by the Student Forum in Autumn Term 2021



- Keeping calm; and
- Talking to teachers about any problems.

## PARENTS ARE EXPECTED TO

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher /Head of Department/Head of Year promptly

## SUPPORTING LEARNING

### DISCIPLINE – PROMOTING A POSITIVE ENVIRONMENT FOR LEARNING

- We expect teachers to establish a safe and stimulating environment for students rooted in mutual respect and to manage behaviour effectively in accordance with each school's behaviour policies.
- Teachers are expected to manage behaviour well and we emphasise the importance of consequences, certainty and consistency when re-shaping behaviour.
- We expect teachers to promote and maintain good professional relationships with students and to have clear rules and routines to promote good and courteous behaviour. It is the teacher's responsibility to model the behaviour they want to see in their students.

## 12. SEND STRATEGY<sup>5</sup>

### INTENT

- SEND is a whole school responsibility and is included in all SLT strategy and action plans
- The SEND strategy is of early intervention, support is higher in year 7 and needs to decrease over time
- Support/impact is reviewed termly – following APDR
- A broad and balanced curriculum is available for SEND students with the vast majority accessing the mainstream options
- High expectations and aspirations for students with SEND are maintained
- Students admitted to the Beacon Communication School (BCS - our on-site Autistic provision) will be those whose needs are not being met or cannot be met solely within their local mainstream school, but have the potential to access a significant number of mainstream lessons (90% mainstream access) and achieve at the level appropriate for their age.
- Ensuring a whole school responsibility for SEND: Assistant Principals with a Key Stage responsibility hold responsibility for the progress of SEND students; Individual student briefings and promotion of Inclusive practices through the SEND Teaching and Learning bulletin
- The Student Services team hold meetings in each year group once every two weeks. These are chaired by the DDSL/Wellbeing lead and provide a forum for discussing SEND and Vulnerable students, identifying needs and providing HOYs, SENDCOs, Wellbeing team with a support network and ensure early identification.
- Some members of the SEND team are also trained ELSAs (Emotional Literacy Support Assistants) and mental health first aiders that students can be referred to for support from staff within the school.

### IMPLEMENTATION

Approximately 8% of students at Beal High School are identified as SEN Support (K). Where possible, withdrawal from mainstream lessons is avoided. High quality inclusive teaching is supported by the teaching and learning and SEND teams which includes the SENDCOs and SEND DHOYs/TAs. To offer staff advice and support in teaching pupils with SEN, the SEND team share a SEND Teaching and Learning Bulletin every month. This covers a variety of SEN needs. The SENDCOs hold SEN briefings every two weeks with the teaching assistants and SEND DHOYs to share information and strategies. SENDCOs also attend pastoral meetings every two weeks for year groups. SENDCOs and SEND DHOYs use student passports to communicate student strengths, needs and strategies to teachers, and contact teachers directly to discuss any concerns.

Access of SEND Support (K) students to mainstream lessons is monitored through individual departments and the SEND Quality Assurance framework procedures. The SENDCOs overview provision for EHCP students (each SENDCO is attached to a different Year group/Key Stage). SEND DHOYs overview provision for K students in their year groups and deliver interventions for their year groups, progress and inclusion in interventions.

One of our SEND DHOYs have also received ELSA training (Emotional Literacy) delivered by the Redbridge Educational and Wellbeing team and can also support those students with Mental health difficulties. Our aim is for all our SEND DHOYs to receive this training in 2021-22.

SENDCOs use registration periods to meet mainstream teaching staff regarding EHCP students and some K students for student briefings.

In addition to high quality mainstream lessons that are accessible to all students, both K and EHCP students where necessary will be withdrawn for specific, targeted work. Teachers, instructors, teaching assistants and SEND DHOYs deliver the intervention lessons.

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<sup>5</sup> SEND strategy on staff portal

## IDENTIFICATION OF CHILDREN'S ADDITIONAL NEEDS

Beal High School identifies students who have additional educational needs in a number of ways and at a number of different times during the school year. The principle of Quality First teaching coupled with early intervention underpins the graduated approach taken at Beal High School. All teachers and support staff play a part in identification and support of students who may need additional support. Progress of students is assessed through monitoring of academic levels, reading ages, friendship groups, behaviour in class and behaviour around the school site. All of these things are indicators that can prompt a member of staff to begin further investigation or prompt them to discuss a child with colleagues.

Termly reports for students are shared with parents. Heads of Year (HOYs) and the pastoral team may also contact parents with regard to additional needs. Each of the HOYs in years 7-13 work with a member of support staff (SEND Deputy Head of Year) who will liaise with parents of students with additional needs.

## TRANSITION

SEND staff work with primary colleagues to ensure a positive transition and to ensure that the provision for students on arrival is in place and effective.

- **Primary to Secondary Transition** - At the beginning of Year 7 all students are assessed in a number of ways in order to provide a secure baseline throughout the curriculum. These assessments allow staff to identify which students may be in need of additional support and how best to support the student.
- **Transition to GCSEs** - Students are identified for additional support in exams, known as Access Arrangements at the start of their GCSEs, these are typically students who have required additional support during years 7-9.
- **Post 16** - Connexions advisors and Beal High School staff support SEND students in making the right choice at the end of year 11. Many of our students choose to stay on at Beal High School and enter the 6th form. Wherever students apply staff support with the application process, arrange visits and ensure that students are well informed so they can make the right choice. Parents are involved throughout the process.
- **Termly reviews** - Heads of Year (HOYs) meet with the Special Educational Needs Coordinator (SENDCO) attached to their Key Stage once every fortnight to monitor both the wellbeing and learning of the children who have either been highlighted by colleagues as having a need or who are on the SEND List. Progress of all students is reviewed and evaluated termly and students are identified for additional support based on the academic progress they are making and how well included they are in the school community.
- **Communication with Parents/Carers** - The special needs team knows that parental support and involvement in their children's learning is important therefore communication and partnership with parents is conducted through our system where the SEND Deputy HOY will regularly contact home regarding the progress and wellbeing of the child. This establishes positive home school links.
- Where staff have concerns regarding the progress (academic or social) of students they contact the Head of Year who liaises with the SENDCO.

## ADDITIONAL SUPPORT

If students have been identified as in need of additional support or in need of further assessment, parents are informed in writing and the opportunity to discuss the nature of the support in detail is offered.

## FURTHER ASSESSMENT

Where the school want the needs of a student clarified or if there is a complexity in the assessment of the student's need, the school will request an assessment by the school's Educational Psychologist (EP). In this case written consent is required from parents. Reports from the EP are sent to parents and the way forward is discussed with parents.

## EDUCATION AND HEALTH CARE PLAN (EHCP)

If the school feel that an ECHP may be required they will begin the process with an assessment by the school's Educational Psychologist. Parents are invited to meet with the EP and SENDCo to discuss the process and their part in the process.

## THE APPROACH TO TEACHING CHILDREN AND YOUNG PEOPLE WITH SEND

Beal High School strives to ensure that all students are fully included in school life and at the end of their experience at Beal High School, students have the skills and qualifications that will allow them to progress and fulfil their ambitions. Helping students to overcome the barriers that may stand in the way is approached in a number of different ways, these include

- In-class support
- Through a differentiated curriculum
- Withdrawal from mainstream lessons for group or individual support
- Mentoring
- After school support

A number of different factors are considered when the nature of the support is being decided including

- The nature of the need
- The impact of withdrawal from mainstream lessons
- Support from parents
- Advice from other professionals
- The ability of a student to access lessons independently
- The number of hours of support that are likely to be needed

The principle of early intervention when removing barriers to learning is followed and as a result the majority of intervention takes place during year 7. Where this is successful and the need for support has been reduced, the level of intervention typically reduces further up the school. Beal High School recognises that students can become reliant on support as a habit rather than out of need and that as part of a student's development they must be challenged not just academically but also with regard to their approach to learning. It is of utmost importance that we are preparing students to make the next step by equipping them with the right skills and not just academic achievements. Where staff feel that in-class support is not in the best interest of a student and that the student needs to move towards becoming more independent, it will be withdrawn.

## DEPLOYMENT OF TEACHING ASSISTANTS

- Teaching Assistants will work across the whole school – BCS and BHS
- ALL Teaching Assistants to be experts in Autism and the following relevant training is provided:
  - Positive Handling
  - Selective Mutism
  - Delivering Communication activities remotely
  - Word Aware
  - Attention Autism
  - The 5P approach – supporting students to regular their behaviour
  - SEMH
- All CPD for SEND support staff is tracked and located in our SEND CPD tracker 2021-22

## SUPPORT AVAILABLE TO CHILDREN WITH SEND

- Support for students whose behaviour is challenging – SEND DHOY (Behaviour) in partnership with New Rush Hall
- Specified individual support
- Support for health needs – SEND DHOY
- Grouping of pupils
- Specialist teaching groups
- Social and emotional support (individual and group) and support during unstructured time
- Support for students with social communication difficulties
- Mentoring
- Counselling
- Individual and group support for students with literacy difficulties
- Individual and group support for students with numeracy difficulties
- Curriculum differentiation
- Support is personalised; where groups of students have similar needs they may receive support as part of a group.
- Teaching staff are aware of the need to adapt the curriculum and differentiate schemes of work, lessons and tasks depending on the students they teach.

During break and lunch time, support is provided to not only to help students with academic work but also to help students with feeling settled in school. Support is given to them in managing any concerns that may be barriers to them enjoying and achieving during their school day.

## WORKING WITH ORGANISATIONS AND PROFESSIONALS OUTSIDE SCHOOL

Beal High School works with health and social care organisations including voluntary organisations to access services that we know benefit our students.

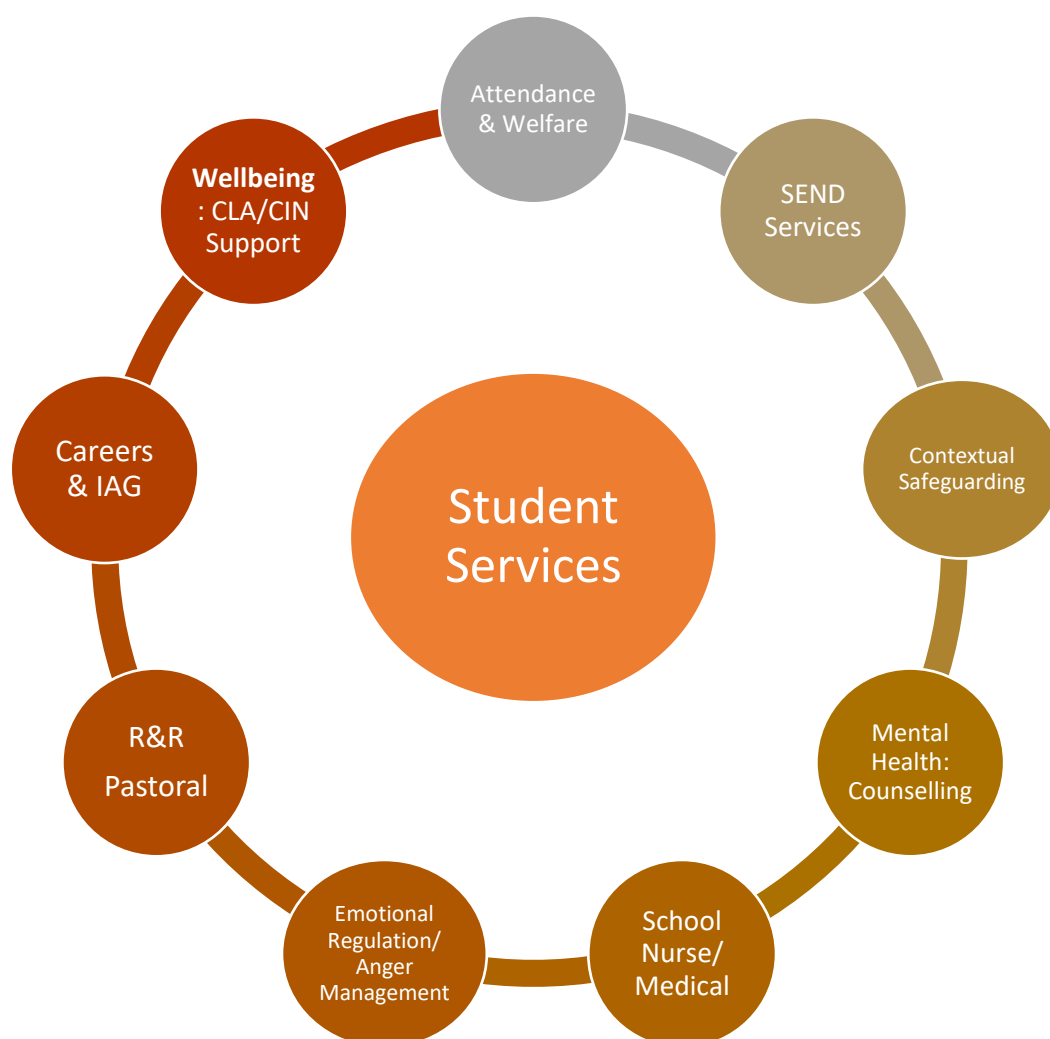
In line with the graduated approach, where support from the school's own staff has not had sufficient impact to make good or better progress, a referral to an external specialist teacher may be made. The school works with the following organisations

- Specialist Education and Training Support Service (S.E.a.T.S.S.) – 1 day per week
- Local Authority Educational Psychologist – 42 hours per year
- Speech and Language Therapist – 1 to 2 days per term (3 days a week in BCS), with both to be increased in September 2021.

## BCS@BHS SPECIALIST PROVISION FOR STUDENTS WITH ASD

50 EHCP students are supported at all times, this is either shared support or 1:1. Students in KS3/KS4 are taught in BCS class bases and access a range of different subjects in mainstream. Our aim is for students to attend 90% of mainstream lessons by KS4. All students in KS3 access mainstream PE, Food Technology and Drama. Some students also access IT and Maths/English. Students in KS4 may access GCSE's and/or level 1 courses. For those students not accessing level 2/3 courses in mainstream, KS4 and 5 students work towards Functional Skills in English, Maths and ICT at levels ranging from Entry 1 to Level 1, depending on diagnostic assessment results. Another aim of BCS 6th form provision is to support students to prepare for adult life, make a successful transition into college. Approximately 30% of the curriculum focuses on accreditation and 70% on competencies and skills, work experience and travel training essential for the young person to be independent in adult life.

## 13. STUDENT SUPPORT SERVICES



### INTENT

Beal is a school where, in addition to its strong academic outcomes, the school structures, environment, ethos and culture is one that supports positive mental health and wellbeing. The wellbeing of our students at Beal High School is highly valued and the heart of our vision and ethos. Pastoral Care is an integral part of our approach to a holistic education, which puts the educational, emotional and social development of the student at the centre of its learning values.

Beal is a place where pupils are not only encouraged to flourish academically but are also supported throughout all of the challenges they may face in their lives. For pupils with additional needs, those going through some sort of distress or those where there are attendance or behaviour issues, the academy provides intensive support to make sure they get the help and support they need to succeed in their learning and their future lives.

### Principles – the key values upon which the strategy will be based:

- All pupils make expected or better progress in their chosen pathway across all subjects
- The specific personal, social and academic needs of pupils are properly identified and met to help them overcome barriers to attainment
- Preventative Practice: Improved pupil motivation and self-confidence, attendance and engagement with education
- Clearly defined objectives, such as reintegration into mainstream education, further education, training or employment

- Partnership with families to support their child's education and future success
- Effective mastery of social and emotional skills supports the achievement of positive life outcomes, including good health and social wellbeing, educational attainment and employment and the avoidance of behavioural and social difficulties.

## IMPLEMENTATION

Student Support Services enables students who have medical, individual learning or emotional and social needs to participate fully in the various academic and related social programs of the school.

Our Student Services Team offers our students a diverse range of both internal and external services in the form of specialist SEND support, counselling, mentoring, contextual Safeguarding Education, school nurse appointments and pupil and teacher led support groups. It is a vital part of our school and a safe space for all pupils no matter what challenges they are facing.

Pupils have access to support from a range of external partnerships and services as outlined in the Schools SEND and Mental Health Strategy.

## SEND & ACADEMIC LEARNING SUPPORT

The School has three SENCOs, including two trainee SENCOs and two SEND Administrator (one for mainstream and one for BCS). The mainstream SEND Administrator is based in the Student Services Area, the BCS SEND Administrator is based in BCS and SENCOs are based in Beacon Communication School (BCS). The principle of Quality First teaching coupled with early intervention underpins the graduated approach taken at Beal High School. Whilst the aim is for inclusion within the classroom, some students may be withdrawn from mainstream lessons for individual or group interventions. See our SEND strategy for specific interventions and work with outside agencies.

## COUNSELLING<sup>6</sup> AND MENTAL HEALTH SUPPORT

For those students whose mental health and wellbeing needs cannot be met by the pastoral teams, the Student Services Team can provide more specialist support. The Student Counselling & Mental Health Service is comprised of two teams (one internal and one external) offering confidential psychological and practical support. SEND DHOYs and Parent Support Advisors (home – student- teacher link) can provide for those students who require targeted and tailored support. The Counselling Service is provided by London Youth Counselling 5 days a week. It is a service that provides accessible, flexible, confidential and professional therapeutic support for vulnerable pupils who are experiencing a range of social, emotional and behavioural difficulties affecting their mental health.

## CHILDREN IN CARE/CHILD IN NEED/CHILD PROTECTION

We aim to make a real difference in helping to provide the best possible education for looked after children as much as any other. We are fully inclusive and seek to give our young people in care professional help, encouragement and support, so they find our school a welcoming place. We offer support to and work with their foster carers on how to assist the young

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<sup>6</sup> Counselling evaluation 2020-21 on staff portal

person's learning and enhance educational opportunities. We are highly ambitious for these young people, knowing that securing the best possible progress for them will greatly enhance their life chances.

**The DDSL (line managed by the Co-Headteacher/DSL) is also the designated lead teacher for looked after children** and is the central point of contact at this school for all professionals and agencies working with and supporting the individual looked after children we have on roll. They will:

- Ensure that the CLA or Post-CLA has access to quality first teaching
- Track the progress of CLA and Post-CLA across the curriculum using data, teacher reports and book scrutinies
- With the guidance of the Co-Headteacher (DSL), ensuring that the PP+ is used effectively and efficiently
- Work with the virtual school head and the child's social worker to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan and to ensure their safety and security.
- Perform a coordinating role with school staff and outside agencies
- Ensure effective communication with the school's assigned Education Adviser from the Virtual School
- Develop expertise in the field of CLA
- Take the lead role in the professional assessment and preparation of the educational targets and subsequent reviews to be recorded into the relevant sections of the child's Personal Education Plan
- Ensure the transfer of records if a looked after child moves school
- Promote a school culture which is supportive and has high expectations for CLA
- Report termly to the Trust Executive on the attainment of CLA and school resource and staff training needs for working with this group
- Prioritise CLA for school-based additional support

Where a child who is looked after also has special educational needs and/ or disabilities, our SENDCO will be closely involved with the provision for this group.

**The Parent Support Advisors (PSAs) for mainstream students are line managed by the DDSL and the PSA for BCS is line managed by one of our SENCOs. They will provide**

- Support and advice to help settle a looked after child into the school, and at other times; ensure the looked after child feels safe, knows who to trust and who to go to if they feel the need for support;
- Provide written information to assist planning, reviews and reporting as required;
- Seek and prioritise meetings with and referrals to appropriate external agencies in situations that require external support
- Ensure that carers and care staff are engaged with the targets outlined in the PEP
- Support and advice for families in need
- Where there is a concern about attendance or punctuality the school attendance officer, the carer, social worker and other professionals including the Virtual School, as an early intervention, as outlined in the attendance policy



## MEDICAL SERVICE

Managed by the Senior School Administrator: Medical. Supervised by the Student Services team.

Students that are on crutches and not able to access all lessons, will be supervised by the Student Services team. Where lessons take place on the lower site, they will be taken to their lessons in the lift.

## MEDICAL PROCEDURES & RISK ASSESSMENTS

Students feeling unwell should be sent or taken to Reception. On arrival there they will be assessed, and appropriate action taken, which will usually be as follows:

- sitting student in medical room for a short period of recovery before sending back to class;
- record date, form and nature of illness;
- sitting student in medical room and contacting parent or other responsible adult to collect him/her to take home or for medical attention;
- in the case of accident/illness needing hospital attention, contacting parent/other responsible adult to take him/her to hospital;
- in the case of serious accident, calling an ambulance.

In the case of a student suffering a serious injury, i.e. damage to back, etc. or having an epileptic fit, etc., do not attempt to move him/her, but call for a first aider from Reception to attend the scene. (*See also Health and Safety Policy.*)

## FIRST AID AND COMMUNICABLE DISEASES

We have a legal duty towards children ‘*in loco parentis*’. Members of the teaching staff are reminded that the courts have laid down that the duty of a teacher to his/her students is to exercise that standard of care which a reasonable and prudent parent would exercise towards their child, taking into account their age and medical condition.

However, under no circumstances should a member of staff administer any form of first aid unless they are qualified to do so.

All cases, however minor they seem, must be referred to the Medical Room at Reception or, if a first aider is close at hand, they can administer first aid using a first aid box (you should know the location of the first aid box nearest to the classroom in which you regularly teach. Details regarding the location of first aid boxes are set out below.)

Cases which require removal to the first aid room where a trained first aider can attend:

- Students may be sent on their own to the medical room if appropriate or they can be accompanied if necessary. The first aider will assess the situation and take appropriate action;
- Students that are feeling unwell and are not able to remain in their lesson should be sent to the medical room, where the situation will be assessed.

Under no circumstances should a sick/injured student be sent home without parents/guardians being contacted.

- Serious incidents where the casualty or sick student cannot be removed. A first aider must be called to assess the situation and call an ambulance, if necessary. Keep the casualty safe and protected from the elements. The school office must be notified (ring extensions 142, 112, 524, 522) or send another student or member of staff, in order that other actions can be immediately initiated.

- Very serious incidents, where an ambulance is called immediately. Keep the casualty safe and protected from the elements. A trained first aider should be contacted to administer help whilst awaiting the emergency service. The school office must be notified (ring extensions 142, 112, 522, or 524) or send another student or member of staff, in order that other actions can be immediately initiated.

In all cases judgement is required. If you are in doubt treat the situation as serious and ensure the casualty is seen by a trained first aider.

Any casualty sent to hospital should be accompanied by an adult. When an ambulance is called, in the absence of a parent, a member of staff, with details of the incident, will accompany the casualty to hospital. Remember to check which hospital is being used (i.e. King George's or Whipps Cross). Parents/Guardians or next of kin must be notified when a casualty is sent to hospital. This is usually done by the office staff.

## FIRST AID BOXES

LOCATION
Medical Room Lower Site
Medical Room Upper Site
Food Tech
Science Prep Rooms
Library
Boys' PE
Girls' PE
Minibus'
DT
Art Dept
School Office
Kitchen
Cleaning Cupboard
BCS

Each box should be clearly marked 'FIRST AID' with a white cross on a green background.

ITEM	QUANTITY
First Aid Guidance Leaflet	1
Contents List	1
Medium Dressing (12cm x 12cm) (Sterile)	4
Large Dressing (18cm x 18cm) (Sterile)	1
Triangular Bandage (Single use) (90cm x 127cm)	2
Safety Pin (Assorted) (minimum length 2.5cm)	6
Eye Pad Dressing with Bandage (Sterile)	2
Wash proof Assorted Plasters	40
Moist Cleaning Wipes	20
Microporous Tape (2.5cm x 5m or 3m for Travel Kit)	1

Nitrile Gloves (1 pair)	6
Finger Dressing with Adhesive fixing (3.5cm)	2
Mouth to Mouth Resuscitation Device with Valve	1
Foil Blanket (130cm x 210cm)	1
Eye Wash (250ml)	0
Burn Relief Dressing (10cm x 10cm)	1
Universal Shears (suitable for cutting clothes)	1
Conforming Bandage (7.5cm x 4m) ( <i>Goes on top of burns dressing</i> )	

Defibrillators are located in both medical rooms.

## ACCIDENT REPORTING AND RECORDING INJURY TO STUDENTS

All accidents involving injury to students must be reported to the School Office where a member of the Administration Staff, in liaison with a trained first aider, will decide the appropriate course of action for recording medical room logs. Office staff will make any telephone calls necessary under the procedure and issue the appropriate accident report form. Any incident requiring medical attention MUST be recorded in the appropriate electronic system (Evolve) in addition to the completion of the relevant Accident and Injury Form held at reception.

## SUPPORTING STUDENTS WITH ALLERGIES

All members of the community may suffer from potentially life-threatening allergies or intolerances to certain foods. The school cannot guarantee a completely allergen free environment, but it does aim to minimise the risk of exposure by hazard identification, instruction and information, and encourages self-responsibility to all those with known allergens to make informed decisions on food choices.

The school has robust plans for an effective response to possible emergencies. This policy has been created to ensure compliance with the Food Standards Agency and 'Natasha's Law', October 2021 (see section VI of the BMAT Supporting Students with medical needs policy)

## INJURY TO STAFF

All accidents involving injury to staff must be reported to the School Office where a member of the Administration Staff, in liaison with a trained first aider, will decide the appropriate course of action for recording the incident using the Blue Dot Wall Chart 'Reporting Injuries and Dangerous Occurrences'. The appropriate Accident and Injury Form MUST be completed.

Accident Report Forms MUST be completed, recording all details regarding accident. If the accident needs to be investigated, this must be done by the line manager and/or the Health and Safety Coordinator, and that part of the form must be completed by them. An investigation cannot be conducted by the person who had responsibility for the child at the time of the incident. All accident forms must be checked and signed by the Health and Safety Coordinator and reviewed by the Principal.

## **DANGEROUS OCCURRENCES**

If an incident occurs which could result in a dangerous accident, please refer to the procedures for Reporting Injuries and Dangerous Occurrences. These procedures cover specified major injuries, any other injuries, personal safety of staff and dangerous occurrences.

## **EQUIPMENT FAILURE CAUSING INJURY**

If any serious incident is due to a failure at the site e.g. a machine or piece of equipment is involved, or can in any way be identified as contributory to an accident, it must not be moved, dismantled or interfered with until permission is given by the Health and Safety Unit, for this to be done.

## **MONITORING**

Accident Forms for both Staff and Students should be passed to the Health and Safety Coordinator who will decide if any action is required to prevent further occurrences.

## **MEDICAL CONDITIONS REGISTER**

The school maintains a record of students with specific medical conditions. Although parents/guardians supply this information when students enter the school in Year 7 – this register is updated on an ongoing basis as and when students develop medical conditions. Heads of Year/Form Tutors should inform the Office Manager if any of their students develop a new medical condition. This will subsequently be recorded on their personal information on SIMS and on the Medical Register.

Students with severe conditions will be identified and any special arrangements required for their medical care will be agreed with parents and the school nurse and set out in a Care Plan. Care Plans are held on SIMS.

Students will be encouraged to administer their own medication subject to detailed requirements in the protocol. Medicine should be taken under the supervision of a member of staff in the Medical Room.

Parents are responsible for supplying medicine and any information about the medicine that their child needs to take at school. Parents should also notify the school about changes to the medication or the support needed.

No student, who has been involved in an accident or appears to be ill, may be sent home until parents have been contacted.

## **SERIOUS ACCIDENT INVOLVING A MEMBER OF STAFF**

In the event of a serious accident involving a member of staff, the above procedure should be followed. If it is decided that the person should be taken to hospital, transport should be arranged appropriate to the nature of the injury (car or ambulance). A relative or friend must be contacted.

Procedure for students on Crutches/with medical condition who need to work from the Lower Site Resource Centre:

- Parent must meet formally with SEND DHOY and attendance officer if their child is on crutches or unable to move to lessons.
- Parents cannot drop students off in reception and leave. The above meeting must be arranged.
- Risk assessment completed by SEND DHOY, in order to assess how long they will be out of circulation for.

- Copy of risk assessment sent to relevant HOY, Pastoral administrator and AP/VP in Key stage and Attendance officer
- HOY contacts teachers to let them know and request work to be provided
- Resource Centre Manager to inform Attendance Officer during am registration whether students has arrived to ensure registered are taken accurately
- Resource Centre Manager to take students to and from lessons on the lower site using the lift when they have lessons on the middle and upper floors in the lower site
- Student ambassadors collect work each day from upper site lessons and brings to student in the Resource centre
- SEND DHOY to contact parent after 1 week to assess any further medical issues
- If medical issues are ongoing, then meeting held with parent, SEND DHOY and Attendance officer to ascertain any amendments to risk assessment and strategies to ensure integration back into lessons.
- All notes and actions to be shared with relevant HOY, AP and VP.

## RESPITE & REINTEGRATION

*Managed by our SEND DHOY (behaviour specialist) in close partnership with Pastoral Teams.*

Our aims are

- To secure a successful future for our students who may as a result of behaviour issues or difficulties require a short period of time away from the mainstream environment
- To ensure the specific personal, social and academic needs of pupils are properly identified and met to help them overcome barriers to attainment
- To improve pupil motivation and self-confidence, attendance and engagement with education
- To hold clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment

The R&R Manager will in collaboration with the Pastoral team:

- Accurately assess the current learning or social & emotional needs of the students being referred
- Identify a daily individual learning pathway for each student that is connected with the behaviour leading to the referral
- Organise a careers advice and guidance session with our Careers advisor<sup>7</sup> who will provide our students with the most up to date information, advice and guidance on opportunities that they will have after leaving. The Careers advisor will write a report for the relevant Head of Year.
- Secure re-integration back into mainstream lessons without a need for re-referral
- Provide follow-up guidance and on-going support to students who have been referred
- Offer a personalised approach to each student referred: daily individual learning pathway to include a tailored curriculum from VP or AP/HOY/DHOY/relevant SEND DHOY/Wellbeing team/SEND team/ trained Sixth Form mentor
- Review resources for the curriculum pathway with consideration of online resources, for example on the topics of anti-bullying, equality and diversity etc.
- Share enrichment activities the student can get involved in to maximise engagement during unstructured time.
- For students that are re-referred, Pastoral teams will implement alternative Pastoral strategies to meet the students' needs – SEND/Wellbeing/BIP/PSP

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<sup>7</sup> PHSE, RSE & Careers Strategy on staff portal

- Support students to make expected progress across all subjects
- Support referred students to develop into learners that are confident and able to secure and sustain positive, meaningful post 16 destinations.
- Hold a wellbeing check with externally excluded pupils to monitor strategies

## IMPACT

- d. Evidence and outcomes - hard and soft data capture linked to KPIs

The following measures can be used to measure the impact of Student Services. The direct impact of Student Services is difficult to establish as the impact will be due to more than one intervention, for example the implementation of Quality first teaching, the Behaviour Strategy, effective tutoring, PSHE etc.

- Term 1 soft data capture – **attitudes to learning**
- SIMS **achievement** and **behaviour points** analysis
- **Exclusion data**
- **Attendance and punctuality** data
- **On-call analysis**
- Numbers of pupils '**on report**', or Behaviour Improvement Plans/Pastoral Support Programmes
- **Self-efficacy** questionnaire
- **Case studies**

## 14. MENTAL HEALTH STRATEGY<sup>8</sup>

### INTENT

Beal is an inclusive school where, in addition to its strong academic outcomes, there is a culture of enrichment for every child in the school. The school structures, environment, ethos and culture is one that supports positive mental health and wellbeing.

The wellbeing of our students at Beal High School is highly valued and the heart of our vision and ethos. This is exemplified through our achievement of the Carnegie Centre of Excellence for Mental Health in Schools School Mental Health Award at Gold standard.

### OUR AIMS

Prevention —→ Early Intervention & Identification —→ Access to specialist support

### We do this through

- **Developing whole school thinking:** Embedding good mental health/social and emotional wellbeing/resilience across the curriculum – through our PSHE programme/Effective Tutoring and Essential Development programme
- **Development and training** of staff including early identification of needs
- Greater **partnership**/collaboration with external partners in health and social care
- More **robust impact measures** of targeted interventions
- **Supervision** of staff identifying/supporting young people with mental health difficulties

As children and young people's emotional wellbeing and mental health affects all aspects of their lives, no one service alone will be able to meet all their needs. A key ingredient of our success in supporting students' mental health is to develop collaborative arrangements with external partners.

### IMPLEMENTATION

#### Identifying concerns

Beal High School currently has 78 (including BSF students at TFA) students that are high priority and need to be monitored closely by the Wellbeing team. Of these, 59 have mental health concerns.

Following two periods of school closure, our priority in 2020/21 was to focus on our Rebuild, Prepare and Progression Strategy. The need to prioritise safeguarding and take a coordinated approach to mental health and wellbeing in our schools that improves student emotional health and ultimately ensure a readiness to learning will continue to be a priority for 2021-22. The impact of losing social interaction and daily structure on children's mental health as well as meeting the needs of those students that may have been more personally affected by Covid-19 will continue in the coming year.

A key strand of our mental health strategy is our counselling provision. We know that the range of issues young people bring to counselling sessions can be wide-ranging. One of the benefits of school-based counselling is that students do not need a clinical diagnosis to access it. Presenting emotional or behavioural concerns, identified at an early stage, can be reasons to access counselling. This prevents problems escalating over time. We also know that mental health services are and will continue to be stretched over the coming year as the impact of the pandemic surfaces. We know for example that the current waiting list for CAMHS is approximately 18 months.

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<sup>8</sup> Mental Health Strategy on staff portal

Another key strand of our Mental Health Strategy is our approach in supporting the wellbeing of our staff. A staff forum has been set up and staff wellbeing and workload is a standing item on the agenda. There are a lot of resources available for promoting staff wellbeing and a Staff Wellbeing Signposting Document is available on the staff portal. This document aims to signpost and provide quick links to some of the support that is available for our staff. The list is not exhaustive, and many other useful organisations and services exist, but it is hoped that the links provided in this document will help to navigate staff to key resources. We do also encourage our staff to speak to their line manager, a member of the safeguarding team, staff forum or HR if they do need any advice.

## Students are identified in the following ways

- Through school's MARF referrals
- Through the SEND Meetings – held once every two weeks. DSL, SENDCO, SEND DHOY, HOY attend.

## The provision for students with mental health issues at Beal High School includes

- Developing high social and emotional capital through early intervention by the Pastoral team (Tutors and HOYs/DHOYs). This is through an effective tutoring programme as well as partnership with parents/carers
- SEND DHOYs and Parent Support Advisors (home – student- teacher link) for those students who require targeted and tailored support
- Teaching Assistants who support a small number of students with a variety of needs including social and emotional needs.
- The Wellbeing team – support for CIN/CP/CLA students as well as those who are on the verge of poor mental health, a range of intervention strategies are employed. The school has three Parent Support Advisors who are part of our Student Services Team. Two are our mainstream PSAs and one is our BCS PSA.
- Students are referred to SEaTTS in Redbridge /CAMHS/Wellbeing team via SEND meetings (DDSL, SENDCO, HOY, SEND DHOY present)
- One SEND DHOY has received ELSA training – Emotional Literacy Support Assistants. More SEND DHOYs will receive this training from September 2021. The following skills are used to support students with their emotional regulation: Social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focused and friendship.
- **Counselling Service:** Provided by [London Young Counselling](#) 5 days a week. The aim of the counselling service is to provide accessible, flexible, confidential and professional therapeutic support for vulnerable pupils who are experiencing a range of social, emotional and behavioural difficulties affecting their mental health (*Counselling Service strategy and implementation can be found below*)

## HOW SEND DHOYS ARE DEPLOYED

- SEND DHOYs are currently monitoring approx. 15 students each that are SEN. Their case load will increase via SEND meetings
- Students are identified in SEND meetings.
- For these SEN students the SEND DHOY must use the APDR approach
- High needs EHCP students in each year will be monitored by the SENDCOs
- Not all SEND Support (K) students will be monitored by SEND DHOYs, but where they are making good progress will be monitored by the year team (DHOY/Tutors)
- For any additional students that require support from the SEND DHOY, these must be referred by the HOY via SEND meetings.
- SEND meetings are the most appropriate forum to ascertain the kind of support the student requires from Student Services - could be SEND DHOY/monitored by DHOY/NRH/CAMHS/Wellbeing Team
- One SEND DHOY manages our Respite and Reintegration (R&R) provision and will work closely with NRH and monitor those students with high behavioural needs. Most students receive support for 6 weeks and then are



supported by pastoral team. This SEND DHOY also provides Positive Thought Process (PTP) support to enable students that have been internally excluded to think through their behaviour. This is proving to be highly effective with no students being re-referred to the R&R for poor behaviour choices.

## MEASURING THE IMPACT OF SEND DHOYS

- All SEND DHOYS use a SEMH questionnaire with the students they are working with regardless of whether the referral to work with them is for a specific difficulty or not, this acts as a SEMH screener and is used to assess impact also.
- SEND DHOY use the Assess, Plan, Do, Review model for all their work, the SEND meetings (Team meetings with SEND DHOY, HOY, DDSL, SENDCO) decide on the actions for each student.
- SEND DHOYS have been trained in using basic cognition and Learning screeners including reading age (ability & comprehension), short term auditory memory, speed of functioning (rapid naming test), Emotional Literacy. In addition a dyslexia screener programme is available to use also.
- Progress is then measured through retesting after the agreed period of time have been completed, this will include the SEMH questionnaire and other specific tests (depending on the nature of the barrier students are experiencing).

## EXTERNAL PARTNERSHIP AND SERVICES

Students with high level of mental health needs are referred to external services such as The Redbridge Emotional Well Being and Mental Health Service (EWMHS), formally known as Redbridge CAMHS.

- Where a child's mental health needs cannot be met by the school, the school will raise a Common Assessment Framework (CAF) for early intervention and refer to the MASH team (if a safeguarding concern) as well as the Wellbeing Hub if a mental health concern. The Wellbeing Hub identifies support for children and young people with emotional and psychological difficulties or disorders by providing assessment and direct support as well as accessing support from a network of NHS, social care, education and community and voluntary sector services, to support early intervention and increased resilience.
- The Wellbeing Hub can also refer to targeted services such as youth offending teams, primary mental health workers and educational psychologists. The Wellbeing Hub will also access specialised services such as specialist CAMHS intervention pathways, inpatient services and specialist crisis support, as required, with a focus on providing early intervention and minimising the need for inpatient care.
- Where parents require support to ensure the child is looked after or if a child is at risk of exploitation, the school refers to the Family Intervention Team (FIT) team via the Multi Agency Safeguarding Hub.
- Partnership with the Redbridge Educational Wellbeing Team (REWT) team to provide the school with support through evidence based training packages (e.g. ELSA training), through signposting and by delivering targeted interventions.
- ELSA trained staff will continue to receive support and supervision. REWT will also provide consultation services and supervision using a reflective teams approach within their LAC team.
- Those students that are already or have been victims of exploitation are referred to David Westlund (Family Intervention: Gangs) and a MARF referral made for this kind of intervention. The school has previously referred to St Giles Trust who work with students at risk of CCE (Child Criminal Exploitation).
- We have established a partnership with various mentor schemes to ensure we are providing early Intervention for students that show signs of being at risk and might need a little more support. We currently work with the following organisations which are being accessed by all year groups. Students are referred by their pastoral teams to the DDSL/Wellbeing lead:

- Lifeline SW!TCH lives programme - LifeLine is always relevant within the current climate, and provides programmes that morph to bring solutions according to need. The SW!TCH programmes bring solutions to some of our young people that are in danger of becoming involved in serious youth violence or have poor mental health.
- Boost mentoring – is a GLA ESF funded programme aimed at 15-19 year olds at risk of NEET. Focused support is provided to our identified Year 10 and 12 students at key points of transition to enable them to make successful transitions into further learning
- West Ham mentoring – delivery of mental health workshops to all Key Stage 3 students as well as 1:1 Mentoring provided to a small number of students. Mentoring will focus on lack of motivation/engagement with schoolwork or education more broadly, challenging circumstances away from school and ongoing issues at school such as behaviour.

## STUDENT LEADERSHIP

Pupils have been recognised for their leadership, support of one another and supporting others in the charity work and awareness they raise on issues affecting our community and others such as supporting those who were affected by the Grenfell Tower disaster, shoebox appeals, supporting sickle cell charities and other events that recognise events and conditions that directly affect students within the school.

We teach our students how to maintain their mental health and wellbeing but are also aware of the need to maintain the school as a mentally healthy environment.

All year groups have elected a Student Leadership body, from Years 7 to Year 13 where a Head Boy, Head Girl and Senior Prefect team are elected by the year group.

Deputy HOYs and HOYs will lead the student leadership body on Year Group priorities and charity events.

From September 2021 we will also set up a Student Forum which is there to give the opportunity for students to discuss ideas, emerging issues and creative solutions across the school with each other, and feed in to the decision making processes in BMAT Schools. Student Forums will take place once every half term and will be led by the Heads of School.

## 15. COUNSELLING<sup>9</sup>

### INTENT

The aim of the counselling service is to provide accessible, flexible, confidential and professional therapeutic support for vulnerable pupils who are experiencing a range of social, emotional and behavioural difficulties affecting their mental health.

*‘Good mental and emotional wellbeing is an integral part of children and young people’s holistic development. When this development is inhibited, counselling can be an effective and important resource. The aims of counselling are to assist the child or young person to achieve a greater understanding of themselves and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals’ DfE*

It also helps ensure they are in a far stronger position to concentrate in class, engage with learning and achieve their full academic potential.

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<sup>9</sup> BMAT Counselling Review 2020-21 available on the Staff Portal for a more detailed analysis

## IMPLEMENTATION

### SERVICE TO BE PROVIDED BY LONDON YOUNG COUNSELLING FROM SEPTEMBER 2021

- 8:30 – 3:30, 5 sessions a day, 5 days a week
- Counsellors are in the last stages of training and need to complete additional hours to achieve their BACP accreditation. They work on a voluntary basis
- Staff supervision is provided by telephone.
- The service also includes regular face to face supervision (twice a month)
- Entrust would also be willing to provide staff training.

### MANAGEMENT OF COUNSELLING PROVISION AT BEAL HIGH SCHOOL

- Referrals are made by Pastoral teams, some have been made by the DDSL following receipt of a safeguarding disclosure form.
- The DDSL will pass on to the Counsellor for initial supervision meeting which will decide whether student is to be seen immediately or remain on the waiting list
- Counsellors are managed by DDSL and the Wellbeing Administrator will support in getting students if they do not arrive
- 5 students are seen a day and in some cases where the student cannot cope with an hour, then the counsellor will see two students in an hour
- There is integration with other mental health and wellbeing support, within the school and beyond it, allowing for improved assessment and referral. This includes the SEND DHOYs/Pastoral teams/ Wellbeing team
- Integration with local specialist child and adolescent mental health services (CAMHS/REWT) also key

# MENTAL HEALTH STRATEGY:

## DEVELOPING HIGH SOCIAL & ECONOMIC CAPITAL

- Speech & Language
- NRH
- Educational Psychologist
- Little Heath
- KOOTH
- Place to BE
- Triage +
- Box up
- Early Interventions
- Gangs Exit
- BBIH

## EXTERNAL PARTNERSHIPS & SERVICES

## DEVELOPING HIGH EMOTIONAL CAPITAL: Targeted and Tailored support

- CN/CLA/PG/Safeguarding
- Mentoring
- DSL
- PSAs
- SEND/DHOYs
- Tutors

## Wellbeing Team

## SEND Strategic Plan

## DEVELOPING HIGH SOCIAL CAPITAL

- Plan, Do, Review – A Graduated response
- Inclusive T & L
- Social Skills
- Literacy/Numeracy support
- SENDCOs
- BCS social/communication

## PASTORAL: INTERNAL PARTNERSHIPS + SERVICES

## DEVELOPING HIGH SOCIAL CAPITAL & ENABLING EARLY INTERVENTION

- Creating a Pyramid of Need
- Safeguarding & Attendance
- Tutors
- HOYs/DHOYs
- SEND DHOYs
- Parent Engagement
- Anti-Bullying
- Re-integration and Respite (R&R)
- Health & Wellbeing
- School Nurse
- Pupil Premium

## Curriculum: Teaching & Learning

## EQUIPPING OUR YOUNG PEOPLE FOR THE FUTURE

- Safeguarding
- Tutor time & Assemblies
- T o T
- Inclusive T & L
- REAL engagement & Attitudes to Learning
- A whole student approach
- BE A Leader
- Professional Development
- PHSE
- Health & Wellbeing

## 16. ATTENDANCE

At Beal High School we are highly focused on the pursuit of excellent student attendance and punctuality. We know that it is vitally important for the attainment, life chances and employment prospects of our students.

For a child to reach their full educational achievement a high level of school attendance is essential. We will consistently work towards a goal of 100% attendance for all children.

### INTENT

1. To improve the overall percentage attendance of students at school to above 96%
2. To make attendance and punctuality a priority for those associated with the school including students, parents, teachers and governors
3. To provide support, advice and guidance to parents and students
4. To develop a systematic approach to collating and analysing attendance related data to ensure:
  - Swift follow up of unauthorised absence, patterns of absence and parent-condones absence with effective monitoring and intervention.
5. To further develop positive communication between home and school

Attendance expectations and the link between attendance and attainment and progress will be publicised to parents via newsletters, parents' evenings, reports and the website. Parents will also be provided with attendance and punctuality data at every data capture period and more often if deemed necessary.

Where concerns arise, parents will be contacted swiftly and meetings will be arranged to put in place arrangements to improve students' attendance and punctuality.

### TARGET – ATTENDANCE 96%+ IN 2021

- To ensure that all staff take responsibility for student attendance.
- To achieve a whole school average attendance rate of 96% and over
- To reduce the number of PA (persistently absent) students
- To ensure that data is available and used effectively by staff
- To keep parents, carers and governors informed of policy and practice

### STUDENTS' RESPONSIBILITIES

#### Students

- Should attend school and all of their lessons on time, equipped and ready to learn
- Must ask parent to email or phone on each day of absence to the number or email
- Bring a note from parent to explain their absence on the day of their return
- Must follow correct procedures and sign in when arriving late to school after the close of registers
- Must sign out when leaving the school premises
- Should discuss any problems concerning attendance with their tutor or their Head of Year

## PARENTAL RESPONSIBILITIES

### Parents

- Should work closely with the school to resolve any problems which may impede their child's attendance
- Are primarily responsible for ensuring that children attend and stay at school
- Should ensure that their children arrive at school on time
- Should avoid making non-emergency medical/dental appointments for their child during school hours
- Should email or phone the school to inform of their child's absence on the first day, then for long term absence, regularly update and follow this up by writing a letter to the form tutor explaining why and when their child needs to be/has been absent
- Should take family holidays during school holiday periods and be aware that requests for holidays during term time will be refused except in special/exceptional circumstances.

## STAFF RESPONSIBILITIES

### Staff

- Will ensure that they accurately mark their registers using SIMS for each tutor time and lesson
- Will ensure that they follow the school's attendance and lateness procedures
- Can ask the Attendance Officer to call home during a lesson if a student has been present for a previous lesson
- Can ask the Attendance Officer to call home if there are concerns over attendance and/or punctuality
- Can ask the Attendance Officer to write letters home regarding concerns over attendance and punctuality
- Will be proactive in providing a positive ethos which places a high value on attendance and punctuality

## SCHOOL RESPONSIBILITIES

### The school will

- Endeavour to provide an environment that is conducive to educating every student
- Fulfil its statutory obligation to record and monitor the punctuality and attendance of students for both morning and afternoon sessions
- Give high priority to punctuality and attendance
- Develop procedures that enable the school to identify, follow up and record unauthorised absence, patterns of absence and parent condoned absence with effective monitoring and intervention
- Use a variety of strategies to promote good attendance and punctuality among parents and carers
- Develop a range of strategies to follow up intermittent and long term absenteeism and promote good attendance
- Encourage open communication channels between home and the school
- Promote good attendance through a range of rewards.

## COVID-19 specific attendance procedures

The attendance and COVID tracking team will develop procedures that enable the school to identify, record and follow up COVID related absence with effective intervention by

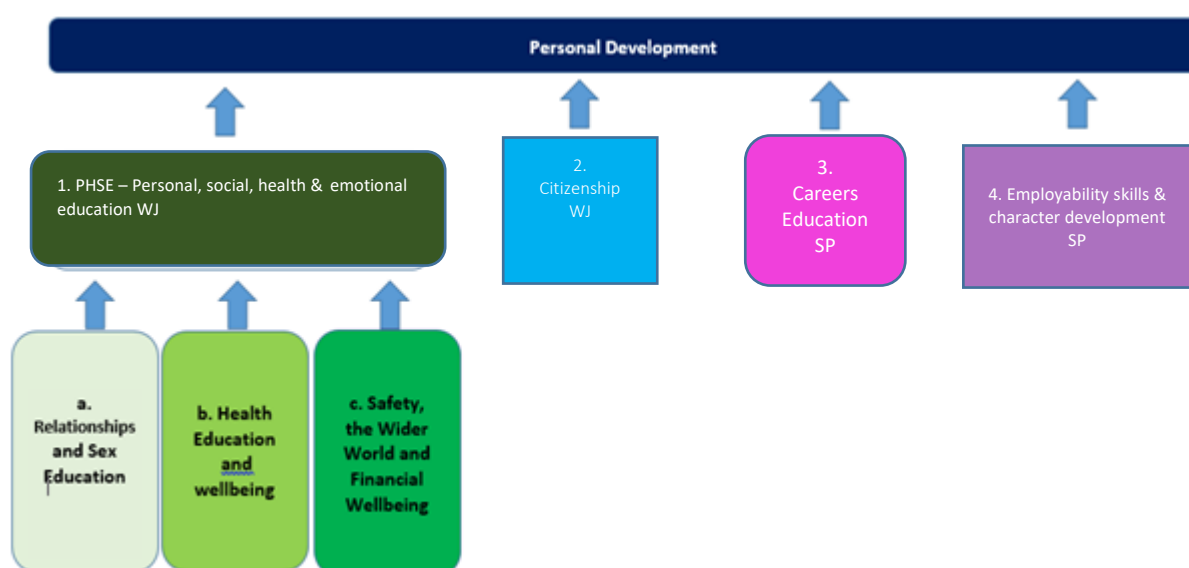
- Monitoring daily COVID related pupil absence using SIMS and the COVID tracking spreadsheet to facilitate the identification of emerging patterns for each year group
- Developing a range of strategies to follow up intermittent and long term COVID related absenteeism and promote good attendance. This should be in conjunction with the Educational Welfare Service and DfE attendance advisors/ React team as appropriate.
- Report daily/ weekly attendance data to the DfE in accordance to national guidance

## 17. PHSE,<sup>10</sup>RSE, SMSC AND CAREERS STRATEGY<sup>11</sup>

### INTENT

At Beal High School, personal, social and health education (PSHE), Relationships and Sex Education (RSE) and Careers education enables our pupils to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of becoming young adults. We provide our pupils with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our pupils are encouraged to develop their sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community. The RSE and Careers programmes were implemented one year ahead of statutory requirements, providing opportunities for reflection, evaluation and amendments ahead of schedule ensuring a confident and educated start for September 2021.

The different strands of Personal Development at Beal High School are shown in the diagram below. Each strand is delivered through a range of experiences, ranging from areas of the taught curriculum, to extracurricular opportunities and trips. The different strands, which should be further supported by our routines and displays, share areas of overlap and interplay. The division into strands serves the main purpose of supporting the mapping and evaluation of the current provision, and it is recognised that some activities or experiences may contribute to some or even all of the strands.



### AIMS OF THE PSHE, RSE, SMSC AND CAREERS STRATEGY

This strategy aims to:

- To provide a broad and balanced PSHE curriculum that is accessible to all pupils and that covers the statutory requirements.
- To broaden pupils' horizons through a range of personal, social, health, economic, relationships and sex education and cultural opportunities.

<sup>10</sup> PHSE, RSE and Careers Strategy on staff portal

<sup>11</sup> Appendix 3- Gatsby benchmark tracker and action plan 2018-19

- To provide an appropriate range of opportunities and experiences to allow pupils to succeed in the next stage in their education, training or employment.
- To develop a strength of character, and resilience that will help pupils to overcome the challenges they are likely to encounter in adult life.
- To ensure that all pupils understand how to stay safe.
- To ensure that all pupils are able to thrive and develop as healthy individuals.
- To provide opportunities for all pupils to develop a high level of oracy that support success in adult life.

## IMPLEMENTATION

The PSHE, RSE and Careers programme of study is designed to provide pupils with ongoing education and substantive opportunities to experience and develop leadership skills to consolidate and further develop the competencies gained for a successful future in education, training or employment.

- Department SOW
- PSHE and RSE SOW
- Careers Education SOW
- Effective Tutoring Programme
- Assemblies Programme
- Character Award
- British Values
- Well-Being Policy
- Mobile Phone and E-safety Policy

At Beal High School, we encourage students to: -

- Be reflective about beliefs, values and other aspects of human experience to enable them to use their imagination and creativity and develop curiosity in their learning.
- Develop and apply an understanding of right and wrong in and out of their school life and accept responsibility for their behaviour.
- Develop an awareness of and respect towards diversity in relation to gender, race, religion and belief, culture, sexual orientation and disability.
- Gain a well-informed understanding of how to keep themselves safe in an ever challenging world. As well as develop an understanding of the options and challenges facing them as they move through the school and on to the next stage of their education.
- Develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain.
- Understand and appreciate the range of different cultures within the school and further afield as an essential element of their preparation for life.

## SMSC AND THE WIDER CURRICULUM

- Provide a coherent PSHE and Philosophy programme which enables all four aspects to be delivered at different and appropriate times. (See PSHE curriculum by Key Stage on the website for more details).
- Partnership with Schools officers, who will support in assemblies/PSHE to promote the rule of law and keeping children safe in education.
- Have a national and internationally recognised RE department – visitors from schools in the UK and academics from abroad have come to see our RE.



- We teach our students about 21st century and local area risks and can take place through lessons, dedicated events and projects or assemblies.
- The Philosophy and Theology Curriculum covers the following units: “The UK as a Multi Faith society” which promotes the ideals of tolerance and respect.
- As part of the Year 11 GCSE RE course, there is a theme entitled, “Religion, Human Rights and Social Justice” which looks at prejudice/discrimination on the grounds of gender, sexuality, race etc.
- The RE Curriculum in KS3 promotes tolerance and respect as all of the six main religions are covered over the course of the three years as well as Humanism and Atheism.
- Visit Volda University in Norway to see how RE is taught there and share how RE is taught at Beal. This has been a continuation of a relationship between our institutions where we share good practice, which will benefit the pupils.
- Have previously worked alongside the Redbridge RE borough consultant to ensure the promotion and practice of SMSC and British Values throughout the Philosophy curriculum.
- Provide an assembly programme (Whole school and Year group), which focus on SMSC topics.
- Multiple and varied extracurricular activities - The school’s published extracurricular programme and programme of educational visits are directly linked to SMSC development.
- Established a well-run, mixed-gender prayer room, supervised by members of staff in a safe and appropriate environment.
- Promote student voice, corporate skills (KS5) and student leadership opportunities.
- Ensure a Character Education to all students within the Effective tutoring programme.
- Ensure that all pupils within the school have a voice e.g. our School Council and student directors, ambassadors, Prefects and Peer mentors.
- Whole school involvement in Make your mark - UK youth parliament's annual ballot – teaching students how democracy works in Britain.
- At pastoral level, the Pastoral Team and groups of tutors will regularly discuss SMSC issues and appropriate tutor time curriculum in place to promote our vision and values.
- Strategies used by pastoral teams regularly promote values of democracy and the rule of law e.g. Restorative work essential when dealing with incidents of bullying.
- As a result of our Behaviour Strategy, effective learning takes place in a classes where there is tolerance and mutual respect. All staff follow our code of conduct which requires all students to behave with tolerance and mutual respect of others. By maintaining these standards of behaviour in class teachers will be promoting British Values.
- NELTA team alongside the Principal will ensure that whole staff SMSC needs are met in CPD/training programmes.
- Arts Mark gold award.
- Carnegie Mental Health Gold award.
- Promotion of Cultural opportunities and activities – school play, musical, music concerts, Shakespeare schools festival.
- Provision of student support services e.g. SEND DHOYs, Mentoring, R&R, School nurse, counselling team, Fusion, Student Services safe space.
- Challenging Extremism: All students are encouraged to think critically, to consider whether the evidence they have is accurate and full and to consider alternative interpretations and views.

## HOW THE CURRICULUM CONTRIBUTES TO SMSC AND BRITISH VALUES

The school offers a broad and balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

For example:

English:

- Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.

Science:

- Awareness of the ways that Science and Technology can affect society and the environment
- Showing respect for ethical dilemmas in scientific enquiry

History:

- Opportunities to discuss democracy or a lack of democracy through the topics covered.
- To find opportunities to discuss democracy this may be back exploring the lack of democracy e.g. under the Tudors or Nazi Germany or steps towards the development of democracy in the UK.
- Provide opportunities to explore issues around the rule of law or the lack of rule of law in the UK, other countries or internationally
- Opportunities to explore the concept of individual freedom and limitations on freedom.

ICT:

- Preparing pupils for the challenges and risks of living and learning in a technologically enriched world

Drama:

- An opportunity to work together and to negotiate and co-operate with each other
- A cultural experience to enrich understanding of the performing arts in all its different forms

## IMPACT

- 75% of pupils will achieve expectations or above at KS3 and positive P8 score at KS4 and increasing Attainment at KS4.
- Pupil retention to reflect all those wanting to stay at Beal Sixth Form from Y11 to Y12.
- 0% NEET Y13.
- Pupil achievement – All pupils to achieve more than one skill within the Beal Character Award; Listening, speaking, problem solving, creativity, resilience, aiming high, leadership and teamwork.
- Pupils will demonstrate a healthy outlook towards school – attendance will be above 96%.
- Improving active behaviour tracking and actions using SIMS by middle leaders.
- Decreasing Internal and External exclusions.
- Pupils will develop positive and healthy relationship with their peers both now and in the future.
- Pupils will understand the physical aspects involved in RSE at an age appropriate level.
- Pupils will have positive body images.

- Pupils will demonstrate and apply the British Values of democracy, tolerance, mutual respect, rule of law and liberty- decrease in number of bullying incidents.

## 18. COVID-19 2021-22

SEE CURRENT COVID RISK ASSESSMENT – <https://www.bealhighschool.co.uk/>

## APPENDICES

1. [BMAT School days](#)
2. [Curriculum Leadership](#)
3. [Year Teams](#)
4. [BHS Pastoral Leadership Structure](#)
5. [BHS Administrative Support Staff Structure](#)
  - BHS Student Support Staff Structure
  - Attendance/Safeguarding/SEND
6. [BSF Leadership & Support Staff Structure](#)
7. [Performance Management Structure 2021-22](#)
8. [CPD Schedule – 2021-22](#)
9. [Beal High School assessment calendar](#)
10. [Beal High School meetings calendar](#)
11. [Assembly schedule 2021-22](#)
12. [Duty Protocol](#)
13. [Student Code of Conduct](#)
14. [SEND Action Plan 2020-21 \(2021-22 to be updated in light of Department and Pastoral Evaluations\)](#)
15. [Readiness for OFSTED](#)
16. [Seminar Groups 2021-22](#)

## SUPPORTING DOCUMENTS ON STAFF PORTAL

17. BSF Education Brief 2021-22
18. Engagement Strategy
19. SEND Strategy
20. PSHE, RSE and Careers Strategy 2021-2022
21. Mental Health Strategy
22. Counselling evaluation 2021-22
23. Attendance protocol and procedures
24. Assessment HoDs/HoYs Documents
25. Curriculum HoDs/HoYs Documents
26. Assessment flightpaths and reporting exemplars
27. Duty Systems & Protocol 2021-22
28. Duty Rota 2021-22
29. On Call Rota 2021-22
30. Assembly programme and content 2021-22 (NA during COVID 19)
31. BHS Staff list/roles/phone numbers 2021-22
32. Teaching and learning documents can be found in the Quality Assurance 2021-22 folder
33. BMAT Staff Forum Terms of Reference

## APPENDIX 1

### THE SCHOOL DAY AT BEAL HIGH SCHOOL

Session Time	Time
Registration/Assembly	08.30 – 08.55
P1	09.00 – 10.00
P2	10.05 – 11.05
Break	11.05 – 11.25
P3	11.25 – 12.25
P4	12.30 – 13.30
Lunch	13.30 – 14.10
P5	14.10 – 15.10

### THE SCHOOL DAY AT FOREST ACADEMY

Session	Time
Registration/Assembly	08:35 – 09:00
P1	09:00 – 10:00
P2	10:00 – 11:00
Break	11:00 – 11:30
P3	11:30 – 12:30
P4	12:30 – 13:30
Lunch	13:30 – 14:00
P5	14:00 – 15:00

### THE SCHOOL DAY AT BEACON BUSINESS INNOVATION HUB

Session	Time
P1	9.00 – 10.00
P2	10.00 – 11.00
Break	11.00 – 11.20
P3	11.20 – 12.20
P4	12.20 – 13.20
Lunch/PM Reg	13.20 – 13:40
Registration	13:40 – 13:55
P5	14.00 – 15.00

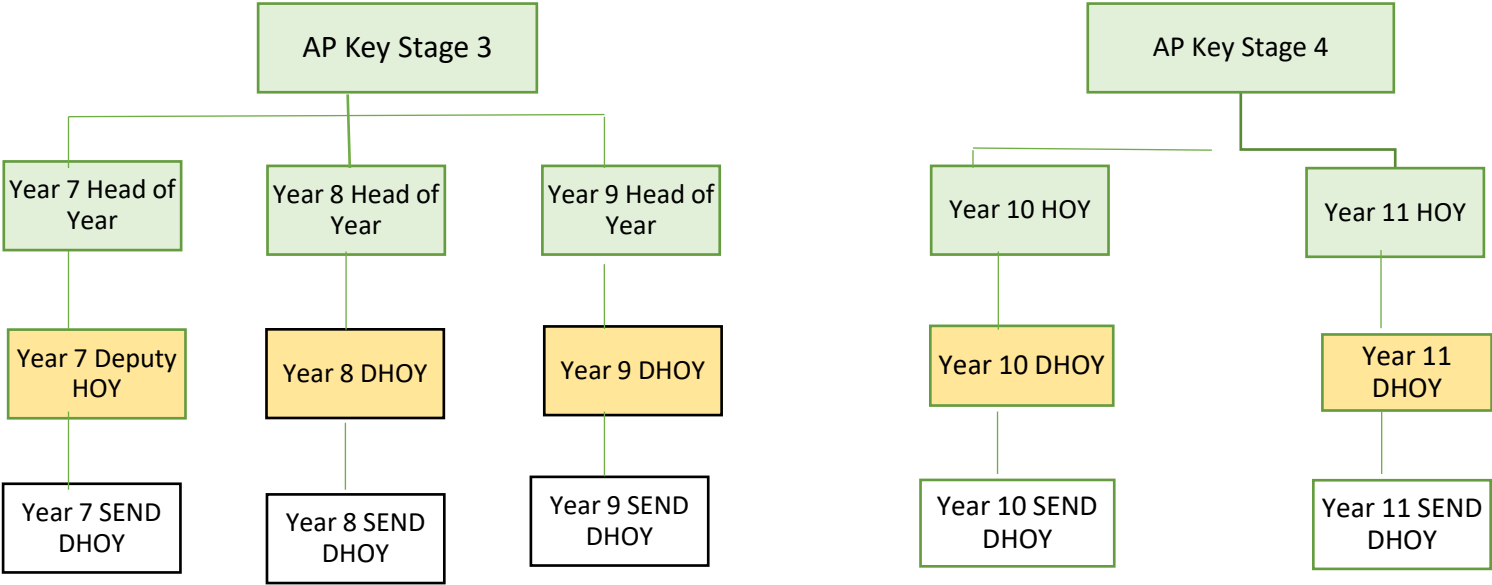
## APPENDIX 2 - BHS CURRICULUM LEADERSHIP 2021-2022

Science	Director + Phys	Gurpreet Grewal					Psychology and ITT	HoD	Nesrine Chenouf	
	Co-Director Chem	Asma Begum / Yogini Bhome					Business & Economics	HoD	Frema Annan Jaimin Patel	
	Biology Curriculum Lead Team	Salma Begum						Co-ordinator		
	Co-ordinators	Akkesha Felix-LaGuerre / Farzana Bhatti / Moriam Khanom								
BTEC Co-ord	Sarah Augustin									
Maths	Director	Ahsun Raja					Music	HoD	James Leggett	
	Co-Director	Urooj Saeed						Co-ordinator		
	Co-ordinators	Narbin Khan / Narinder Singh / Mohammed Kamran								
English	Director	Yasmin Bhamji					Media	HoD	Natasha Jaber Jack Rosenthal	
	Co-Director	Tasvir Kular						Co-ordinator		
	Co-ordinators	Abdul Hannan / Mustafa Ibrahim / Shabana Hussain								
History/Law/Politics	HoF	Mohammed Saakir Uddin					IT	HoD	John Jackson Kusum Shingari	
	Co-ordinators	Zubeida Hassan / Forida Khanom						Co-ordinator		
Geography	HoD	Harry Williamson					Art & Photo	HoD	Hannah Shapley Marianne Carlton / Sophie Mayor	
	Co-ordinators	Taslima Khanam / Rahul Tailor						Co-ordinators		
P & T	HoD	Ebrahim Nadat					DT	HoD	Stella Kasperkowicz Mohammed Razik Choudhary	
	Co-ordinators							Co-ordinator		
MFL	HoD	Steve Davies					Food Tech	HoD	Diana D'Silva	
	Co-ordinators	Jean Gilbert / Aman Atwal						Co-ord Childcare		
PE	HoD	Keith Bennett					Drama	HoD	Kirsty Wood	
	Co-ordinators	Cathy McGowan / Jagdeep Panesar						Co-ordinator		
Progression	BTEC QN	Jack Rosenthal					Sociology	HoD	Stuart Cleland	
	BTEC QN	Sarah Augustin								
Year teams 7-11	HOY	7 Vinay Vaghela	8 Rebecca Willis	9 Jake Herga	10 Michael Rigby	11 Sean Goss	BCS	HoD	Amanda Clifton-Jones / Angela Horgan / Julia Morgan Sharon Yates / Paul Watson / Emma Oliva	
	DHOY	Elecia Williams	Kerry Hehir	Pritpal Walia	Charlotte Green/Jagdeep F	Hollie Todd		KS Co-ordinators		
	SEND DHOY	Eileen Tyler	Jon Sydney-Smith	Adele Mulcare	Laura Tobin	Alise Lewis	SENCo	Julia Morgan		
	BSF Year teams	HOY	12 Aaron O'Connell	13 Thomas Mooney					PSHE	HOD
DHOY		Shakirah Seargeant	Dionne Pryce							
SEND DHOY		Sue Colliss	Sonia Tardetti					EAL	HOD	Korab Nerguti
BSF Leadership	Ed MacLeod (VP)	Jagjeet Singh (AP) / Maryam Mayet (AP)								
	Deputy Director (Curriculum/C	Amber Amin								
	Progression Co-ordinator	Cynthia Olufade								

## APPENDIX 3 - Pastoral Structure 2021-22

KS3 – VP Cecilia Chantaduc	Year 7	Head of Year	Vinay Vaghela	DT
		Deputy Head of Year	Elecia Williams	Art
		SEN Deputy Head of Year	Eileen Tyler	
	Year 8	Head of Year	Rebecca Wills	MFL
		Deputy Head of Year	Kerry Hehir	DT/PE
		SEN Deputy Head of Year	Jon Sydney-Smith	
	Year 9	Head of Year	Jake Herga	History
		Deputy Head of Year	Pritpal Walia	Science
		SEN Deputy Head of Year	Adele Mulcare	
KS4 – AP Rob Laird	Year 10	Head of Year	Michael Rigby	History
		Deputy Head of Year	Charlotte Green/ Jagdeep Panesar	PE
		SEN Deputy Head of Year	Laura Tobin	
	Year 11	Head of Year	Sean Goss	PE
		Deputy Head of Year	Hollie Todd	Art/Photography
		SEN Deputy Head of Year	Alise Lewis	
KS5 – VP Ed McLeod	Year 12	Head of Year	Aaron O'Connell	Geography
		Deputy Head of Year	Shakirah Sergeant	Psychology/Geography
		SEN Deputy Head of Year	Sue Collis	
	Year 13	Head of Year	Thomas Mooney	Drama
		Deputy Head of Year	Dionne Pryce	Drama
		SEN Deputy Head of Year	Sonia Tardetti	

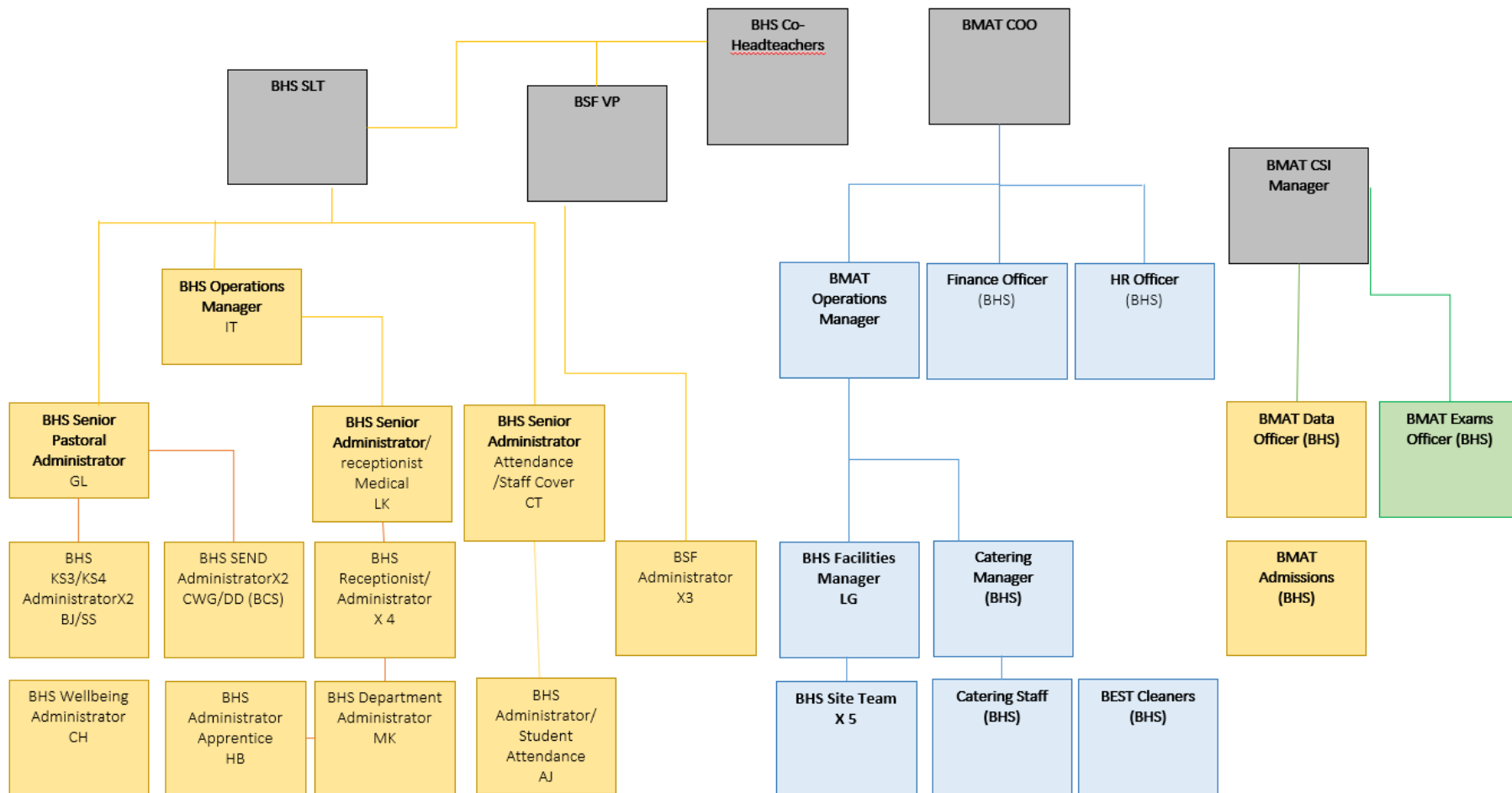
APPENDIX 4 - BHS Pastoral Leadership Structure (Years 7-11)



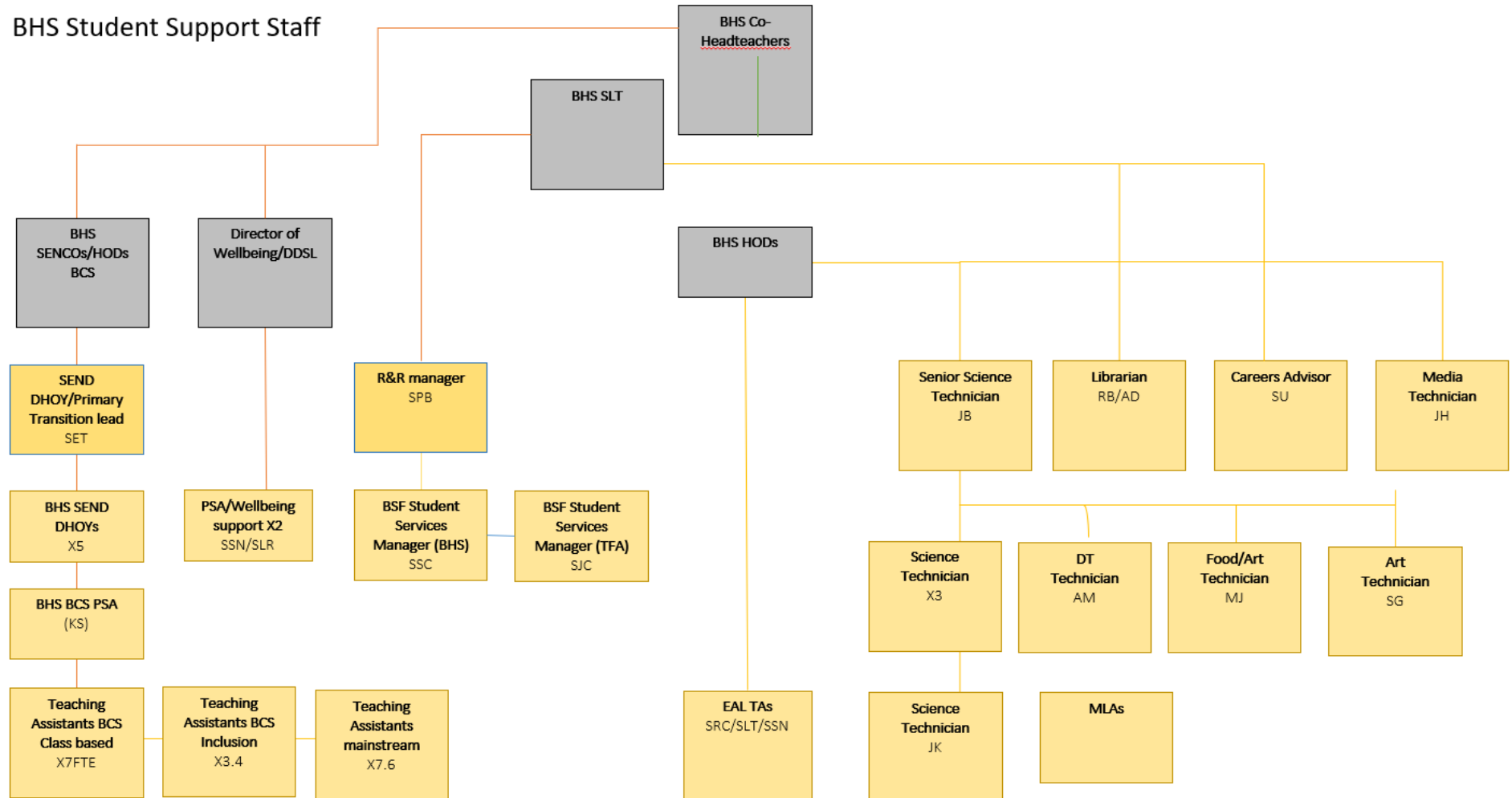


## APPENDIX 5 – BHS SUPPORT STAFF STRUCTURE

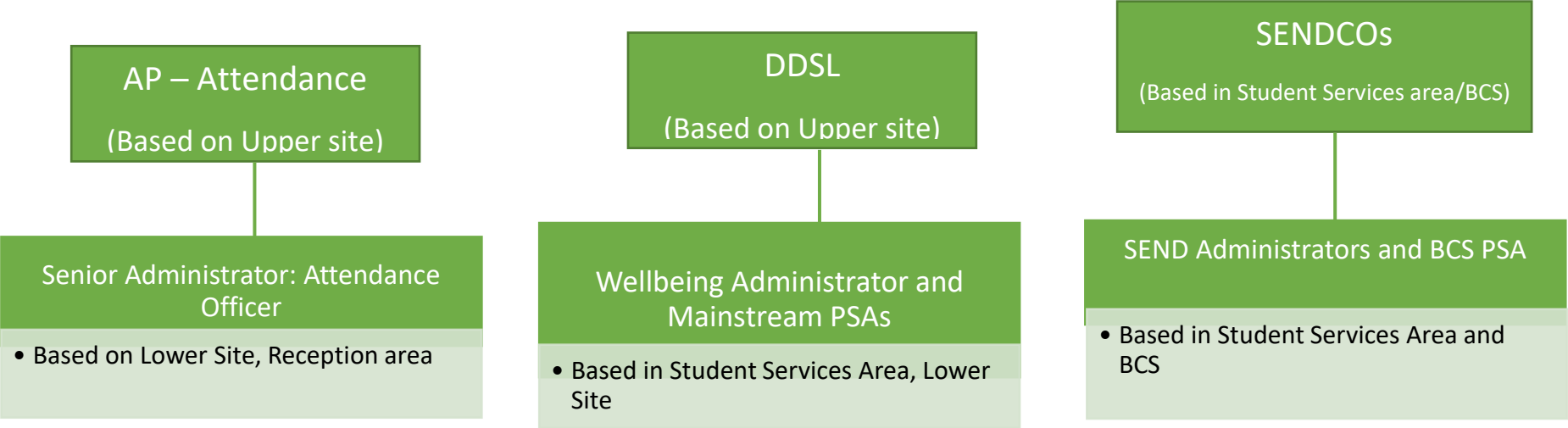
### BHS Support Staff



## BHS STUDENT SUPPORT STAFF STRUCTURE 2021-22:



SUPPORT STAFF STRUCTURE 2021-22  
ATTENDANCE, SAFEGUARDING & SEND<sup>12</sup>



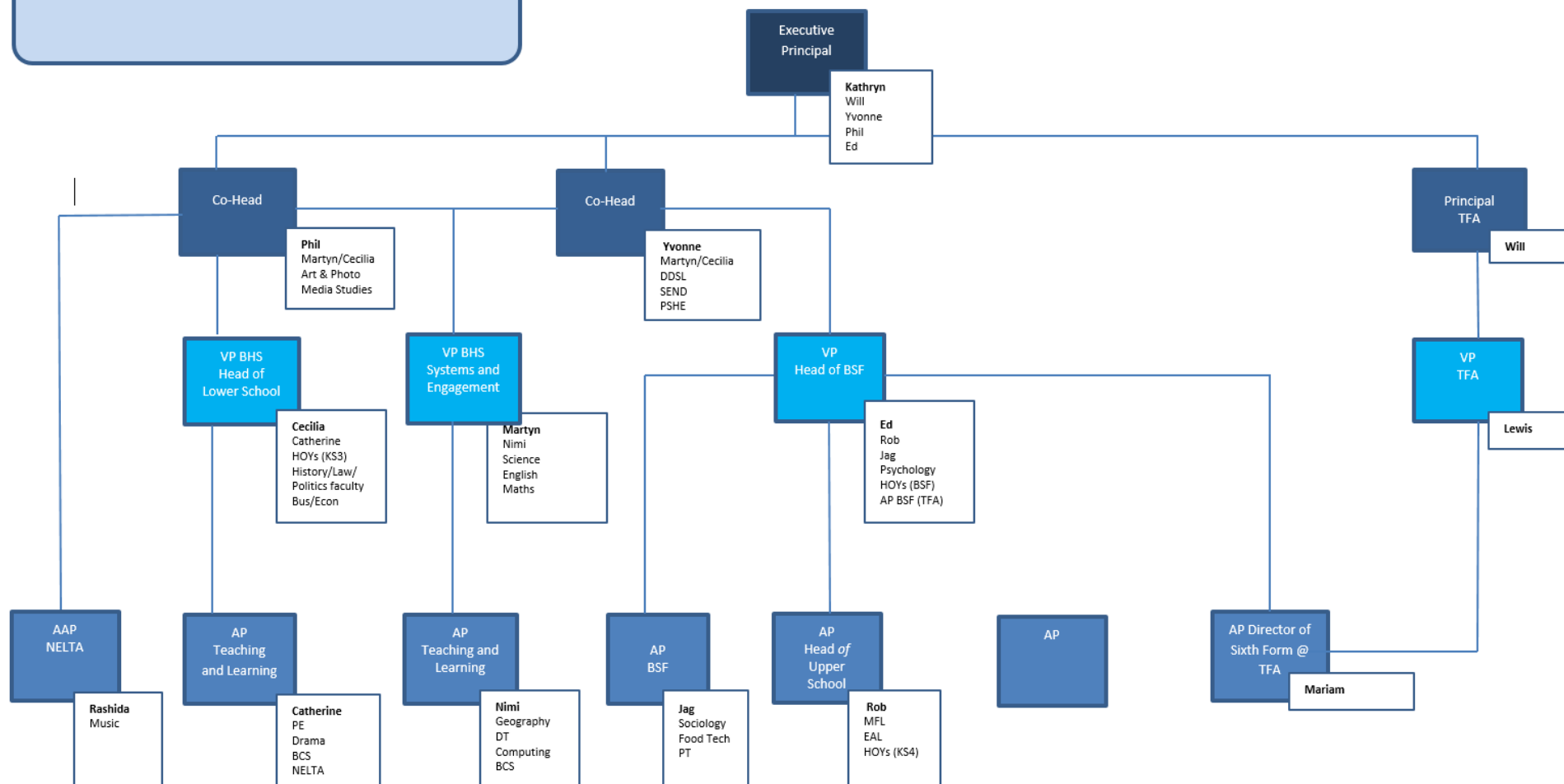
<sup>12</sup> See BSF Support staff structure

## APPENDIX 6 - BSF LEADERSHIP STRUCTURE AND SUPPORT STAFF STRUCTURE 2021-22

	<u>Beal campus</u>	<u>TFA campus</u>
<b>Executive Principal</b>	Kathryn Burns	
<b>Co-headteachers / Principals</b>	Yvonne Andress and Phil Bray	Will Mackintosh
<b>Vice Principal</b>	Ed MacLeod	
<b>Assistant Principals</b>	Jag Singh	Mariam Mayet and Verjeet Matharu (AAP)
<b>Heads of Year</b>	Thomas Mooney (yr 13) and Aaron O'Connell (yr 12)	Francis Nortey (L3) and Charlotta Moseley (L2)
<b>Deputy Heads of Year</b>	Dionne Pryce (yr 13) and Shakirah Sergeant (yr 12)	
<b>BTEC Quality Nominee</b>	Jack Rosenthal (Sarah Augustin from Jan 2022)	
<b>Student Services Manager</b>	NA	Jenni Cook
<b>SEND Deputy Heads of Year</b>	Sonia Tardetti (yr 13) and Sue Collis (yr 12)	NA
<b>Sixth Form Administrators</b>	Viv Goldreich and Davinder Saund	Jo Bowman (works across both sites)
<b>UCAS co-ordinator</b>	Cynthia Olufade	
<b>Oxbridge/MDV co-ordinators</b>	Mohammad Kamran and Fiaz Ahmad	
<b>EPQ co-ordinator</b>	Harry Williamson	

## APPENDIX 7

### Performance Management 2021/2022



## APPENDIX 8 CPD 2021-22

CPD for 2020/2021 will be driven by the Education Brief and priorities identified in the School Improvement Plans and leadership action plans.

LETS train days	LETS train Twilight or Additional training* (3.20 start)
2 <sup>nd</sup> September 2021	*9 <sup>th</sup> September 2021
3 <sup>rd</sup> September 2021	14 <sup>th</sup> October 2021
29 <sup>th</sup> November 2021	24 <sup>th</sup> February 2022
28 <sup>th</sup> January 2022	31 <sup>st</sup> March 2022
	26 <sup>th</sup> May 2022
	30 <sup>th</sup> June 2022

\*Hour of whole-staff training

### Additional CPD opportunities

HODs/HOYs meetings  
Departmental and Pastoral team meetings  
External courses (e.g. NPQs)  
Invite Governors/Trustees as appropriate

### Focus areas for 2021/2022

- Safeguarding: Peer-on-peer abuse
- Metacognition and self-regulation
- Challenge, assessment and feedback
- Readiness for Ofsted
- Delivery of high quality PSHE and RSE

### Safeguarding and Systems

- Safeguarding: PREVENT etc.
- First Aid and medical protocols
- Staff induction and probation procedures
- Staff absence management
- Attendance
- Blue Sky – recording of lesson observations
- ALPS connect (KS5 especially) and SISRA – new post-holders
- Unifrog
- Evolve

### Supporting Documentation

Education Brief /Behaviour Strategy/Self-regulation and metacognition / Social and emotional learning strategy / Effective tutoring/personal development /PSHE, RSE and Careers strategy/Student Services/SEND strategy/Mental Health Strategy

DRAFT SCHEDULE:

<b>LETS train days</b>	<b>LETS train Twilight or Additional training* (3.20 start)</b>
<b>2<sup>nd</sup> September 2021</b> Teambuilding activity Outcomes SEND (relevant staff) Use of SIMS (relevant staff) PPA	<b>*9<sup>th</sup> September 2021</b> E-safety
<b>3<sup>rd</sup> September 2021</b> Safeguarding L1 and peer-on-peer abuse Department Year Team New Staff Induction Challenging Conversations/Data Protection (relevant staff) Reception Protocols (relevant staff) Medical Protocols (relevant staff) ECT Mentor Training (relevant staff) PPA	<b>14<sup>th</sup> October 2021</b> TBC
<b>29<sup>th</sup> November 2021</b> TBC	<b>24<sup>th</sup> February 2022</b> TBC
<b>28<sup>th</sup> January 2022</b> TBC	<b>31<sup>st</sup> March 2022</b> TBC
	<b>26<sup>th</sup> May 2022</b> TBC
	<b>30<sup>th</sup> June 2022</b> TBC

\*Hour of whole-staff training

## APPENDIX 9 – ASSESSMENT CALENDAR 2021-2022

	Data Capture	Parents' Evenings	QA Cycle	Exams	IGAs
02-Sep					
06-Sep					
13-Sep		Year 10 & 12 Partnership Evening - Year 10 (Tues 14th) & Year 12 (Mon 13th)			
20-Sep		Year 6 Open Evening (Tues 21st)	Department learning walk (years 7, 10 and 12)	Y11 Progression Exams/Y7 CATs tests	
27-Sep		Year 7 Partnership Evening (Tues 28th)		Y11 Progression Exams/Y7 CATs tests	
04-Oct					
11-Oct	Yr 11 CAG capture 1	Yr 13 Parents' Evening (Tues 12th)	Student voice		
18-Oct				PT tests Y7, Y9 and 10	
25-Oct					
01-Nov	Soft data Y7,8, 9, 10 and 12		Pastoral learning walk		
08-Nov					
15-Nov		Year 12 Parents' Evening (Tues 16th)			
22-Nov	Yr 13 CAG capture 1		Year 7 & 10 work scrutiny (to take place in department meeting)		Yr 13 IGAs
29-Nov				Y7, 8 and 9 testing period (optional)	Yr 13 IGAs
06-Dec		Post-16 Taster Day - Tues 7th Dec/Year 11 Progression Eve - Tues 7th Dec	Termly SLT summary	Y7, 8 and 9 testing period (optional)	Yr 13 IGAs
13-Dec				Y7, 8 and 9 testing period (optional)	Yr 13 IGAs
20-Dec					
27-Dec					
04-Jan				Yr 13 mock exams	
10-Jan				Yr 13 mock exams	
17-Jan	CAG capture 1 for Y7,8, 9, 10 and 12			Yr 11 mock exams	
24-Jan		Y9 Parents' Evening (Tues 25th)	Student voice	Yr 11 mock exams	
31-Jan					Yr 9 IGAs
07-Feb	Yr 11 & 13 CAG capture 2	Year 9 Progression Evening (Tues 8th)	Department learning walk (years 11 and 13)		Yr 9 IGAs
14-Feb					
21-Feb		Year 11 Parents' Evening (Tues 22nd)	Pastoral learning walk		Yr 11 IGAs/Yr 9 IGAs
28-Feb					Yr 11 IGAs/Yr 9 IGAs
07-Mar			Year 11 & 12 work scrutiny (to take place in department meeting)		Yr 11 IGAs/Yr 9 IGAs
14-Mar		Year 7 Parents' Evening (Tues 15th)			Yr 11 IGAs/Yr 9 IGAs
21-Mar			Termly SLT summary		Yr 11 IGAs
28-Mar					Yr 11 IGAs
04-Apr					
11-Apr					
19-Apr	Year 11 and 13 CAG capture 3			Yr 12 Progression Exams	Yr 11 IGAs
25-Apr		Year 10 Parents' Evening (Tues 26th)	Department learning walk (years 8 and 9)	Yr 12 Progression Exams	Yr 11 IGAs
03-May				PT tests Y7 and Y8	Yr 11 IGAs
09-May					Yr 11 IGAs
16-May		Year 8 Parents' Evening (Tues 17th)			Yr 11 IGAs
23-May	CAG capture 2 for Y12				Yr 11 IGAs
30-May					
06-Jun				Y7, 8, 9 & 10 testing period (optional)	
13-Jun			Year 8 & 9 work scrutiny (to take place in department meeting)	Y7, 8, 9 & 10 testing period (optional)	Yr 12 IGAs
20-Jun				Y7, 8, 9 & 10 testing period (optional)	Yr 12 IGAs
27-Jun	CAG capture 2 for Y7,8,9 and 10	Yr 12 Progression Evening (Tues 28th)			Yr 12 Prog Week
04-Jul					
11-Jul			Termly SLT summary		
18-Jul					
25-Jul					



## APPENDIX 10 MEETINGS CALENDAR 2021-22

Meetings	Date	Time
LETS Train Days 1 & 2	2-3 Sep	08:30 - 15:10
Whole Staff Meeting	09-Sep	15:20 - 16:20
Systems training (new post-holders only)	14-Sep	15:20 - 16:20
HODS/HOYS	23-Sep	15:20 - 16:50
Departmental	28-Sep	15:20 - 16:20
Year Teams	05-Oct	15:20 - 16:20
LETS Train Twilight 1	14-Oct	15:20 - 16:20
Departmental	19-Oct	15:20-16:20
HODS/HOYS	02-Nov	15:20 - 16:20
Year Teams	09-Nov	15:20 - 16:20
Departmental	23-Nov	15:20-16:20
Day off in lieu of 5 twilight training sessions	26-Nov	
LETS Train Day 3	29-Nov	08:30 - 15:10
Whole Staff Meeting	14-Dec	15:20 - 16:20
Departmental	04-Jan	15:20-16:20
HODS/HOYS	11-Jan	15:20 - 16:20
Year Teams	18-Jan	15:20 - 16:20
LETS Train Day 4	28-Jan	08:30 - 15:10
Departmental	01-Feb	15:20 - 16:20
LETS TrainTwilight 2	24-Feb	15:20 - 16:20
Year Teams	01-Mar	15:20 - 16:20
Departmental	08-Mar	15:20-16:20
HODS/HOYS	22-Mar	15:20 - 16:20
Whole Staff Meeting	29-Mar	15:20 - 16:20
LETS TrainTwilight 3	31-Mar	15:20 - 16:20
Year Teams	19-Apr	15:20 - 16:20
HODS/HOYS	03-May	15:20 - 16:20
Departmental	10-May	15:20 - 16:20
LETS TrainTwilight 4	26-May	15:20 - 16:20
HODS/HOYS	07-Jun	15:20 - 16:20
Departmental	21-Jun	15:20-16:20
Year Teams	14-Jun	15:20 - 16:20
LETS TrainTwilight 5	30-Jun	15:20 - 16:20
HODS/HOYS	05-Jul	15:20 - 16:20
Whole Staff Meeting	12-Jul	15:20 - 16:20
Year Teams - new groups for 2023	18/7 - 22/7	15:20 - 16:20

# APPENDIX 11 ASSEMBLY SCHEDULE (2021-22)

		Lower site hall	Upper site hall	Vlth form PSHE slots
<b>week 1</b>	Monday			
	Tuesday	Year 7 - Whole school theme assembly	Year 12 - YT assembly	
	Wednesday		Year 11 - YT assembly	Year 12 - period 5
	Thursday	Year 8 - Whole school theme assembly	Year 10 - YT assembly	
	Friday	Year 9 - Whole school theme assembly	Year 13 - YT assembly	Year 13 - period 1
<b>week 2</b>	Monday			
	Tuesday	Year 7 - YT assembly	Year 12 - Whole school theme assembly	
	Wednesday		Year 11 - Whole school theme assembly	Year 12 - period 5
	Thursday	Year 8 - YT assembly	Year 10 - Whole school theme assembly	
	Friday	Year 9 - YT assembly	Year 13 - Whole school theme assembly	Year 13 - period 1

## APPENDIX 12 DUTY SYSTEMS & PROTOCOL<sup>13</sup>

Beal High School is a calm and friendly school. The duty system is designed to ensure that this is maintained.

- All staff across the campus will undertake a break duty each week
- All staff (teaching & support) across the campus will be entitled to volunteer for lunchtime duties, for which they will be paid and receive a free lunch
- The campus is divided into zones
- Duty responsibilities will be made explicit and staff on duty should follow these protocols
- Duties are less passive and static; the focus is more on an active patrol-based approach covering the zones to promote good conduct around the campus.
- Members of SLT will lead and monitor their duty teams on each day

### Before school

- The requirement to manage the school gates from 8:05am until 8:30 is:

		Number of staff needed	Totals Daily	Totals Weekly
Before School	Upper	1	2	10
	Lower	1		

This duty is currently undertaken by support staff

### Break time supervision

- All staff will have a break time duty to undertake, each week, in line with teachers' STPCD; certain staff e.g. SLT may have more than one duty per week.
- The duty will take place in a designated post or zone as determined by the duty rota
- Each duty post/zone will have a clear set of guidelines and protocols which the duty member of staff must ensure are followed.
- Students will be made aware of these expectations through consistent staff supervision.
- The table below details the number of staff required to maintain this level of supervision:

	Number of staff needed per break	Totals weekly
Upper	13	65
Lower	12	60
Sixth form	1	5

All duty zones, posts and protocols will be monitored and evaluated on a regular basis and re-defined if deemed necessary.

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<sup>13</sup> Duty Systems & Protocol on staff portal

## After school

- The requirement to manage the school gates from 15:10 – 15:25 for an orderly dismissal is:

		Number of staff needed	Totals Daily	Totals Weekly
After School	Upper	6	9 - 10	45 - 50
	Lower	3/4		

- This will continue to be covered as it is now and will largely fall under the remit for staff who have leadership responsibilities across the whole school including, but not exclusively, SLT, HODs, HOYs and middle leaders.

## Duties Protocols 2020 - 2021

### PRE SCHOOL 08:05 – 08:30

Morning gate duty protocol:

1. Always be on duty as soon as possible.
2. Greet students and remind them to use the paths
3. Ensure cyclists dismount
4. Ensure students are aware and safe from any vehicles coming on site
5. Encourage students not to loiter and make their way directly to lesson one

Remind students of basic expectations:

1. Uniform being worn correctly, except when a student is engaged in sporting activity.
2. Ensure that all students are meeting the campus expectations, demonstrating a sensible and mature attitude to social time.

### BREAK 11:05 - 11:25

All staff are expected to follow the following protocols:

1. Always be on duty as soon as possible after the bell goes.
2. Be pro-active and focus on students' behaviour.
3. Ensure you have read the instructions for supervision of your designated area.
4. Enforce the one-way systems in place; re-direct students as necessary
5. Circulate and be a visible presence in the surrounding area
6. Monitor litter
7. Challenge students wearing incorrect uniform
8. Support colleagues as and when required

All staff are expected to challenge students over the following basic expectations:

1. Uniform being worn correctly, except when a student is engaged in sporting activity. Please ask for uniform cards and sign the cards of those students who are failing to follow the school dress code.
2. Ensure that all students are behaving and meeting the campus expectations, demonstrating a sensible and mature attitude to social time.
3. There should be NO eating or drinking on any corridors.

4. Staff should not eat, drink, or use their phones whilst on duty.

## **AFTER SCHOOL 15:10 – 15:25**

After school duty protocols:

1. Always be on duty as near to the end of school as possible.
2. Ensure students are aware and safe from any vehicles coming on or leaving the site
3. Remind students not to hang around in big groups
4. Encourage students to go straight home
5. Encourage students not to hang around the car park areas
6. Remind cyclists to not ride their bicycles on site.

## **IMPACT**

**These systems will help promote an atmosphere in which ALL Beal High School Students can continue to demonstrate their ability, beyond the classroom, to:**

Work effectively by:

- Follow instructions without question or argument
- Working with others sensibly;

Support each other by:

- Being considerate to everyone;
- Being ready to help;
- Being polite, even if angry;

Be Responsible by:

- Wearing the correct uniform;
- Being on time;
- Telling the truth;
- Be a role model for other students in the school
- Helping others when possible; and
- Speaking to a teacher if something is wrong.

Take care for their environment by:

- Only eating or drinking in designated areas;
- Not chewing gum in school;
- Looking after displays and decorations;
- Putting litter in bins;
- Leaving the campus tidy; and
- Never damaging school property or the property of others.

Stay safe by:

- Moving quietly around the school;
- Respect other students personal space – keep arms and unhelpful comments to yourself
- Walking on the right; using the one-way systems
- Avoiding arguments;
- Keeping calm; and
- Taking to teachers about any problems.

## APPENDIX 13: STUDENT CODE OF CONDUCT

<b>Beal Campus Expectations</b>	
<b>We have the right to feel safe and learn to the best of our ability</b>	
<b>Show Respect for yourself and others:</b>	
<ol style="list-style-type: none"><li>1. Listen when a teacher or student is talking, and use only positive language</li><li>2. Follow instructions straight away</li></ol>	
<b>Be organised:</b>	
<ol style="list-style-type: none"><li>3. Arrive on time, in uniform and fully equipped for lessons</li></ol>	
<b>Build Positive Relationships with students and staff:</b>	
<ol style="list-style-type: none"><li>4. Keep hands, objects and unhelpful comments to yourself</li><li>5. Contribute positively to the Beal Community and keep your school/classroom clean and tidy.</li></ol>	
<b>Positive Consequences</b>	<b>Negative Consequences</b>
<ul style="list-style-type: none"><li>• Verbal Praise</li><li>• Achievement Points</li><li>• Letter Home</li><li>• Phone-call Home</li><li>• Praise postcard</li><li>• Display good work</li><li>• Leadership Opportunity</li><li>• Classroom responsibility</li><li>• Achievement certificate</li><li>• Recognition in assembly</li><li>• End of Year awards</li></ul>	<ol style="list-style-type: none"><li>1. First Warning</li><li>2. 2<sup>nd</sup> Warning/Relocation within the class</li><li>3. Short Time out &amp; Talk</li><li>4. Relocation to another class with work and detention</li></ol> <p><b>Severe clause:</b></p> <ol style="list-style-type: none"><li>5. On call – removal from class by Senior Teacher/contact home/detention</li></ol> <p><b>Sanctions</b></p> <p>Behaviour Points Detention Phone- call/letter home Excluded from class/school</p>

## APPENDIX 14: SEND ACTION PLAN 2020-21 –

(to be updated and RAG rated in light of emerging Department and Pastoral SEND priorities) SEND Action Plan

Name: Yvonne Andress/SENCOs

Role	Role description (Beal High School)	Responsible for	Overarching whole school responsibility	Line management	Supporting documentation
Co-Headteacher/SENCOs	<b>Impact:</b> Curriculum Outcomes Pastoral Expectations: Personal development Leadership and management Safeguarding	Cohorts within cohorts Progress Progress & Assessment Behaviour/exclusions/attendance Pupil wellbeing/Mental Health/ SEND/Progression	QUALITY OF EDUCATION Leadership & Management Outcomes SEND	SENCOs BCS Staff TAs SEND DHOYS	COVID short term SIP QA Cycle SEND provision statement & Policy (on website) SEND Strategy (Education Brief) TA Deployment strategy SEND Review
Leadership and management priority	Actions		By whom	When	Success criteria (RAG rate termly to show progress)
Outcomes for pupils with SEND – 5 year impact	<ul style="list-style-type: none"> <li><b>Analysis and evaluation of SEND outcomes and progress</b> at all key stages – five year impact/in school variance at whole school &amp; departmental level</li> <li>APDR approach used effectively by SEND DHOYS. CPD to ensure this.</li> <li>Exam access arrangements identified early and in place</li> <li>KS3 baselining – implementation of CATS tests + identification of SEND needs</li> <li>Analysis and evaluation of SEND interventions: literacy, numeracy, SEND specific</li> <li>Strategic use of <b>Catch up funding</b> to narrow gaps in learning: <b>SEND</b> <ul style="list-style-type: none"> <li>Year 11 &amp; 13 targeted intervention and catch up</li> </ul> </li> </ul>		Heads of School/HODS  SENCOs  MT/CC SENCOs  AN/Heads of school	Sept2020-July 2021       Sept-Nov	Progress for pupils with SEND, across year groups, in a wide range of subjects is consistently strong.  Year 7 baseline assessment completed and flight paths adjusted and SoW and assessment adapted at departmental level to address individual gaps in learning.  Pupils with SEND develop and apply a wide range of skills, in reading, writing, communication and mathematics effectively.  Catch up funding used successfully to ensure on flightpath track (Year 7/11/13)

	- Year 7 Literacy and numeracy			
Leadership of SEND	<ul style="list-style-type: none"> <li>SEND action plan and priorities identified for term 1</li> <li>BMAT SEND Review (November 2020)</li> <li>BMAT SEND Policy and information report updated</li> <li>Implement BMAT SEND Forum</li> <li>SEND Strategy updated and in light of COVID</li> <li>Year 7 transition of pupils with SEND: successful integration of pupils with SEND</li> <li>EHCP Consultations: appropriate student intake</li> <li>SLT responsibilities to support the core work of whole school SEND provision</li> <li>Effective deployment of additional adults across the school (TA and SEND DHOY deployment strategy)</li> <li>Teaching assistants/SEND DHOYs receive high quality and relevant training and Performance management</li> <li><b>Provision map</b> in place: Interventions are evidence informed and coordinated effectively with a cycle of review in place to measure impact</li> <li>CPD (virtual/in person) to ensure that all teachers are aware of their responsibilities to pupils with additional needs.</li> <li>IAG of SEND students in Year 9/11 and 13</li> <li>Delivery of statutory obligations (ie AR process)</li> </ul>	AN/SENCOs  Trust SENCOs SENCO/CC/HOY7  SLT  SENCOs  AN/SENCOs/T&L team Heads of school/SENCO/HOY	Nov 2020  Sep2020-July 2021  Sep2020-July2021	A SEND action plan with clear aims and objectives is in place. As a result, key priorities are identified correctly.  BMAT SEND Review completed and priorities identified (December) BMAT SEND Policy that meets the legal requirements and is published on website.  Student's needs are met in the school and expected progress made.  Additional adults and interventions have impact on student progress.  2020/21 attainment and progress above the national average for SEND students when compared to similar cohorts nationally  100% progression (0% NEET)
The quality of teaching and learning for pupils with SEND	<ul style="list-style-type: none"> <li>Quality <b>assure teaching, learning &amp; assessment</b> through collaboration at leadership and departmental levels</li> <li>Drive high quality, inclusive teaching, learning and assessment within and across all subject areas.</li> </ul>	T&L team/SENCOs	Sep2020-July2021	Delivering effective practice for children with SEND  100% teaching meets/exceeds Teachers' Standards, with significant impact.



	<ul style="list-style-type: none"> <li>• Staff set remote learning that is matched to pupils' individual needs.</li> <li>• Quality assure remote learning meets the needs of all learners.</li> <li>• Provision of PSHE and recovery curriculum meets the needs of SEND learners</li> <li>• The individual needs of pupils are communicated effectively to all staff.</li> <li>• SENCOs provide high-quality advice and training to support teachers and other staff to develop their practice.</li> <li>• Delivery of interventions including SALT programs, literacy, social skills</li> <li>• TA timetabling to ensure appropriate support</li> </ul>	SLT/HODs  PT/VR/SENCOs  SENCOs	Sep2020-July2021	100% lesson observations logged onto Blue Sky for 2020-21.  2020-21 attainment and progress in line with or exceeding the national average, including cohorts within cohorts.  Interventions (including TA deployment) implemented have impact on student progress
<b>Assessment and identification</b>	<ul style="list-style-type: none"> <li>• Teachers use assessment information to plan and differentiate lessons effectively.</li> <li>• Scrutiny of behaviour, exclusion and attendance data to ensure additional learning needs are not missed.</li> <li>• The SEND register is accurate and reviewed at least termly.</li> <li>• Parents and carers are fully involved in discussions with the school on identification and assessment.</li> <li>• Continual Assessment of needs to ensure early application of EHCP if necessary</li> </ul>	CC/MT/HODs  TU/VR/LR  AN/SENCOs  Heads of school/SENCOs	Sep2020-July2021	Effective tracking of student progress at all key stages.  2020-21 attainment and progress in line with or exceeding the national average, including cohorts within cohorts.  Attendance above the NA, PA below the NA.  Rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are not disproportionate. There are no informal or unofficial exclusions.

## APPENDIX 15: READINESS FOR OFSTED

### Readiness for Ofsted



#### Ofsted checklist

Last updated on 18<sup>th</sup> June 2021

The suggested sequence is: (i) Agree current status (some of these are only applicable on receipt of the call); (ii) Agree who is responsible for each; (iii) Agree deadline for completion; (iv) Finally sign off readiness. The plan can then be checked and adapted on receipt of the call.

	Actions	Who resp.	Deadline	Complete and ready	Where stored/held
<b>1. Actions to be taken when the inspection support administrator phones the school between 10.30am and 2pm for an inspection on the following school day</b>					
<p>Executive Principal    Kathryn Burns x413</p> <p>Co-Headteacher    Yvonne Andress x550 or x179</p> <p>Co-Headteacher    Phil Bray x134</p> <p>During the initial notification phone call, the inspection support administrator will check:</p> <ul style="list-style-type: none"> <li>• Number of students on roll</li> <li>• Governance arrangements</li> <li>• Whether the school has any SEND, nursery provision for two – and three-year-olds or additional resource provision</li> </ul>	Take preparatory phone call with lead inspector (see note 2 below for content)	KB/AN/BY	n/a		
Notify Chair of Trustees                      Dr Liz Sidwell OBE	Phone call/email	KB	n/a		
Notify BMAT Trust Executive and TFA BSF team	Phone call/email	KB/AN/BY	n/a		
Notify Trust and Communications Manager Ouma Soobadoo x425	Phone call/find	KB/AN/BY	n/a		
Notify Operations Manager                      Ingrid Tully x191	Phone call/find	KB/AN/BY	n/a		
Notify Trust Clerk                                      Natalie Fuller x537	Phone call/find	KB/AN/BY	n/a		

	Actions	Who resp.	Deadline	Complete and ready	Where stored/held
Notify Beacon Campus LGB Anna Graham	Phone call/email	Natalie	n/a		
Notify VPs and APs	Phone call/email	AN/BY	n/a		
Notify DSL/DDSL Yvonne Andress/Jo Hooker x148	Phone call/email	AN	n/a		
Notify NELTA Director Rashida Morisiya x414	Phone call/email	BY	n/a		
Notify Senior Pastoral Administrator Gina Larkin x 521	Phone call/find	AN	n/a		
Notify HR	Phone call/find	BY	n/a		
Notify Data Manager/DPO Melanie Fernando x 526	Phone call	TU	n/a		
Notify Intersys Network Office 189/194/538	Phone call - any IT issues to be reported e.g. classes without computer/whiteboard	Ouma	n/a		
Notify HODs/HOYs including BCS	email	BY/AN	n/a		
Notify all staff	email to be pre- prepared <ul style="list-style-type: none"> <li>include information and presentation to be shared with students during Period 5 on day of notification of inspection</li> <li>include 'script' for teachers – 'questions Ofsted may ask' – esp. safeguarding, values, curriculum intent and implementation</li> <li>remind all staff of responsibilities e.g. duties, assemblies and tutor time for</li> </ul>	BY/AN	complete	Yes	Ofsted folder

	Actions	Who resp.	Deadline	Complete and ready	Where stored/held
	the two days/uniform/phones and lanyards				
Notify all students	See section 6	Ouma Gina	n/a		
Notify parents/carers	See section 6	Ouma Gina	n/a		
<p><b>2. Once the school has been informed of the inspection, the lead inspector will then telephone and ask to speak to the Headteacher. The preparatory phone call will have two elements and will last up to 90 minutes</b></p> <p>■ A reflective educationally focused conversation about the school's progress since the last inspection.</p> <p>a) the school's context, and the progress it has made since the previous inspection, including any specific progress made on areas for improvement identified at previous inspections that remain relevant under the current inspection framework</p> <p>b) the headteacher's assessment of the school's current strengths and weaknesses, particularly in relation to: the curriculum, the way teaching supports pupils to learn the curriculum, the standards pupils achieve, pupils' behaviour and attitudes, and the personal development of pupils</p>	<p>Context briefing document including: Pupil profile Teacher profile (ToT profile/ECTs/instructors etc.) Response to previous Ofsted inspection Ofsted complaints – last three years – how dealt with</p> <p>Briefing document: Standards and Effectiveness Education Brief: curriculum, teaching, learning and assessment</p>	<p>KB/AN/BY/TU</p> <p>KB/AN/BY</p>	<p>01/09/21</p> <p>complete</p>	<p>No</p> <p>Yes</p>	<p>Ofsted folder</p> <p>Ofsted folder</p>

	Actions	Who resp.	Deadline	Complete and ready	Where stored/held
<p>c) the specific areas of the school (for example, subjects, year groups, aspects of provision) that should be focused on during inspection.</p> <p>■ A shorter inspection-planning conversation that focuses on practical and logistical issues.</p> <p>a) make the school aware of its statutory duty to inform parents of the inspection and that Ofsted's Parent View tool is the main method for gathering the views of parents at the point of inspection; inspectors will remind the school that our letter to parents containing the link to Ofsted Parent View may be sent electronically, or as a paper copy via pupils</p> <p>b) discuss the nature of the SEND resource base, if applicable</p> <p>c) discuss any nursery provision, before- and/or after-school care or holiday clubs led and managed directly by the school, particularly if these take two- to eight-year-olds</p> <p>d) invite the headteacher, curriculum leaders and other leaders to take part in joint visits to lessons and to observe the main inspection team meetings</p> <p>e) make arrangements for meetings with relevant staff</p>	<p>Behaviour Strategy &amp; impact Personal development: PSHE, effective tutoring, social and emotional learning etc.</p> <p>These will probably be driven by the lines of enquiry established by a) and b) above and prior preparation carried out by Ofsted using IDRS/complaints/website/information from DfE, RSC etc.</p> <p>See 1 above</p> <p>n/a n/a</p> <p>TU to timetable joint observations</p>	<p>KB/AN/BY</p> <p>KB/AN/BY</p> <p>KB/AN/BY/</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p>		

	Actions	Who resp.	Deadline	Complete and ready	Where stored/held
<p>f) provide an opportunity for the school to ask any questions or to raise any concerns, such as perceived conflicts of interest.</p> <p>g) The lead inspector will also use the discussion to establish whether the school has any pupils who attend off-site alternative provision, either full time or part time, run either by the school or in partnership with other schools. Where the school uses off-site alternative provision the lead inspector will request further details about this</p> <p><b>3. The lead inspector will also request that the school provides certain information as early as possible to aid preparation. This will include:</b></p> <ul style="list-style-type: none"> <li>■ a copy of the school timetable</li> <li>■ details of any relevant staff absence</li> <li>■ whether any teachers cannot be observed for any reason (for example, if they are subject to capability procedures)</li> <li>■ whether there is anyone working on site who is normally employed elsewhere in the MAT (if relevant)</li> </ul>	<p>KB/AN/BY to identify Ouma to schedule</p> <p>Identify pupils attending off-site provision</p> <p>Selection timetable Collate staff absence Collate as required</p> <p>Collate as required</p>	<p>TU</p> <p>KB/Ouma</p> <p>AN/BY/LR/CC/ML</p> <p>TU Catherine T KB/AN/BY</p> <p>KB/AN/BY</p>	<p>n/a</p> <p>01/09/21</p> <p>upon call upon call upon call</p> <p>upon call</p>	<p>No</p>	<p>Ofsted folder/LR</p>
<p><b>4. Governance: The lead inspector will also:</b></p> <ul style="list-style-type: none"> <li>■ establish what the governance structure of the school or academy is, with reference to the range of functions delegated to local governing bodies or other committees</li> </ul>	<p>Produce and maintain governance structure diagram</p>	<p>KB</p>	<p>complete</p>	<p>Yes</p>	<p>Ofsted folder</p>

	Actions	Who resp.	Deadline	Complete and ready	Where stored/held
<ul style="list-style-type: none"> <li>confirm arrangements for meetings with the school and, if appropriate, MAT executive leaders, as well as representatives of those responsible for the governance of the school and anyone else they think relevant. The lead inspector should be guided by the school here as to who they need to meet in the structure of a MAT</li> <li>make arrangements for a meeting with the chair of the governing body or, if appropriate, the chair of the board of trustees and as many governors/trustees as possible. Inspectors will also ask the school to invite as many governors/trustees as possible to attend the final feedback meeting</li> <li>request either a face-to-face meeting or a telephone call with a representative from the local authority, diocese, sponsor or other relevant responsible body as appropriate</li> <li>request that a representative from the local authority, diocese, MAT, sponsor or other relevant responsible body is present at the final inspection feedback meeting as appropriate.</li> </ul>	Select identified staff Compile: Minutes of governors meetings, visits and training attended	KB/Ouma/ Natalie	upon call		
	KB to identify / Natalie to set up	KB Natalie	upon call		
	n/a	n/a	n/a		
	n/a	n/a	n/a		
<p><b>5. The inspection support administrator will also send the school a note requesting that the following information is available to inspectors by 8am the next day, at the formal start of the inspection:</b></p> <ul style="list-style-type: none"> <li>the school timetable, current staff list (indicating NQTs, any trainees on placement including those on School Direct or School Direct (salaried) training routes) and times for the school day – include subject and pastoral leadership structures</li> </ul>	Selection timetable created on receipt of phone call. Staff list to be obtained from HR and checked with BY (include staff codes) Leadership structure diagrams updated	TU  Human Resources/ BY  BY/AN	upon call  01/09/21  01/09/21	No  No	Ofsted folder  Ofsted folder

	Actions	Who resp.	Deadline	Complete and ready	Where stored/held
<ul style="list-style-type: none"> <li>any information about previously planned interruptions to normal school routines during the inspection</li> <li>records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation</li> <li>the single central record for the school</li> <li>records and analysis of sexual harassment or sexual violence</li> <li>records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents</li> </ul>	Interruptions to be identified	KB/AN/BY/ Catherine T/Ingrid T	upon call		
	Produce and maintain: Exclusions log external Exclusions log internal (R&R)	CC/Gina CC/Gina	On-going 01/09/21	No No	Ofsted Folder (AP) + HOYs folder (Exclusions) Location?
	Leavers log/managed moves etc.	AN/Heads of School – Gina/Sairah	01/09/21	?	
	SIMS behaviour management log - termly				
	MyConcern safeguarding report/log	TU DSL/DDSL	01/09/21	? ?	Location? Location?
	Maintain 100% accuracy				
	Produce and maintain log	BY	On-going	Yes	System
	Produce and maintain log	AN AN/TU HOYS	01/09/21 01/09/21	Yes Yes	Safeguarding folder - MARFS Incidents of Bullying in Safeguarding folder – Ofsted readiness. Other records = Sims report



	Actions	Who resp.	Deadline	Complete and ready	Where stored/held
<ul style="list-style-type: none"> <li>■ a list of referrals made to the designated person for safeguarding in the school and those who were subsequently referred to the local authority, along with brief details of the resolution</li> <li>■ a list of all pupils who have open cases with children's services/social care and for whom there is a multi-agency plan</li> <li>■ up-to-date attendance analysis for all groups of pupils – include information and provision for students with long-term medical needs or in hospital</li> <li>■ documented evidence of the work of those responsible for governance and their priorities, including any written scheme of delegation for an academy in a MAT</li> <li>■ a summary of any school self-evaluation or equivalent</li> <li>■ the current school improvement plan or equivalent, including any planning that sets out the longer-term vision for the school, such as the school or the trust's strategy</li> <li>■ any reports from external evaluation of the school</li> <li>■ maps and other practical information</li> </ul>	Maintain log of referrals	AN	01/09/21	Yes	Safeguarding folder + My Concern
	Produce and maintain list	AN	01/09/21	Yes	Safeguarding folder
	Updated half-termly report (S&E report)	LR/TU	On-going	No	Ofsted folder + Sims
	Scheme of delegation	KB Natalie	Complete	Yes	Natalie
	Maintain up to date SEF	KB/AN/BY	20/21 done	Yes	Ofsted folder
	Maintain up to date RAG rated SIP/Action Plan	KB/AN/BY	20/21 done	Yes	Ofsted folder
	Maintain up to date Education Brief			Yes	
	Folder containing external evaluations to be produced and maintained	KB	n/a	None	Ofsted folder
	Folder for Ofsted containing: <ul style="list-style-type: none"> <li>• Location with parking/public</li> </ul>	TU	Complete	Yes	Ofsted folder

	Actions	Who resp.	Deadline	Complete and ready	Where stored/held
<p>■ access to Wi Fi, if it exists, so that inspectors can connect to the internet.</p>	<p>transport instructions</p> <ul style="list-style-type: none"> <li>Map of the school</li> </ul> <p>Intersys to support with access to Wi-Fi at start of inspection</p>	Intersys	upon call		
<b>6. More actions to be taken upon notification of inspection</b>					
Notify all staff and students of request to complete on-line questionnaires – to be completed by 3pm on first day of inspection	Email to all staff/students with link to on-line questionnaire	Ouma Gina	upon call	Yes	Email in Ofsted folder
Notice to parents/carers	Notify all parents/carers and include the letter in the email from Ofsted that formally notifies parents (this includes explanation of how to use Parent View).	Ouma Gina	upon call	Yes	Email in Ofsted folder
Plan whole staff meeting @3.45 on day of notification	Content to be finalised	KB/AN/BY	To update?	Yes?	PPT in Ofsted folder
SLT to meet to discuss key messages / lines of enquiry and responses	Meeting to be arranged post all-staff meeting	SLT	upon call	N/A	Potential lines of enquiry to be identified with responses in Ofsted folder
Reception	Remind all reception staff of protocol – check Ofsted ID and sign in (no DBS info required)	Ingrid	upon call		

	Actions	Who resp.	Deadline	Complete and ready	Where stored/held
Duties	Check Duty Staff coverage against absence and reinforce as needed. Request extra presence in corridors at lesson changeover and unstructured time	TU	upon call		
Focus groups	Identify groups of students for interview  Identify ECTs/trainees for interview  Identify Middle Leaders for interview  Identify class teachers for interview	CC/LR/ML  NELTA  SLT  SLT		Ofsted will identify No	Ofsted Folder
Supply staff	SLT to audit supply teachers and support / direct HODs to support as appropriate	SLT HODs	upon call		
Are all things in public domain (Website, Profile etc.) up to date? Ensure website is compliant  Website notification of inspection	Check website is compliant  Pop up message for school website with link to OFSTED Parent View and 'School inspections a guide for parents' (January 2018)	Ouma  Ouma	01/09/21  upon call		
Admin support	Plan for an admin person who can if needed stay late	Ouma	upon call		

	Actions	Who resp.	Deadline	Complete and ready	Where stored/held
	from receipt of phone call to end of inspection				
Arrangements for inspectors' base and parking for two days are in place	Visitors bays to be coned off	Ouma Ingrid	upon call		
Notice in entrances to school regarding dates of inspection	Notices displayed in all entrances	Ingrid	upon call		
Catering	Liaise with Denise regarding catering for inspection team and staff during inspection. Order pizza for staff staying late.	Ingrid	upon call		
Support for lesson preparation/Ofsted conversations in place for teachers / NQTs/ trainees	<p>Inspectors will meet ECTs where possible and may wish to observe lessons given by ECTs.</p> <p>Inspectors will meet any trainees employed by the school on the School Direct (salaried) route to assess their support, mentoring and induction. Inspectors will <b>not</b> observe lessons given by trainees. (Ofsted School Inspection Handbook December 2021)</p> <p>NELTA will arrange brief meetings with all trainees and NQTs to discuss the inspection and how best to prepare for it. There will be</p>	NELTA	upon call		

	Actions	Who resp.	Deadline	Complete and ready	Where stored/held
	<p>a separate meeting for these two groups.</p> <p>ECTs will be briefed on the kinds of questions that might be asked, in particular the support provided, quality of mentoring etc.</p> <p>NELTA will make itself available for support with lesson planning before and throughout the inspection.</p>				
Daily Cover	<p>Cover of known absent staff</p> <p>Any staff medical appointments –can they be re-arranged? Lesson plans ready for the next 2 days in classes with planned cover</p>	Catherine T HODs	upon call		
Classes with long-term cover	<p>HODs to speak to any classes with long-term cover – remind them of how they have been supported. Be prepared to discuss with Ofsted how students and teacher have been supported – specialist cover supervisor etc.</p>	Catherine T HODs	upon call		
Contractors	<p>Postpone any contractors / window cleaners / gardeners etc. who may create noise</p>	Les Gilbert	upon call		

	Actions	Who resp.	Deadline	Complete and ready	Where stored/held
Form tutors	email form tutors to remind them of suitable activities for structured tutor time	CC/LR/ML	upon call	Yes	Email in Ofsted folder
Special events: INSET activities – internal and external School trips – check risk assessments are available Visitors – check visitors forms/SCR Work experience Exams/Tests Religious celebrations Performances and rehearsals Sports fixtures Primary school visits Consultant visits Awards evenings/open days/parents’ evenings etc. Students extracted from lessons (e.g. peripatetic music/SEN support)	Consider adjustments to any special events scheduled for the two days of the inspection	KB/AN/BY	upon call		
Are all the items for lead inspector and team in one place/folder for easy access?	All items secured and backed up	KB/AN/BY Ouma	01/09/21	No	Ofsted folder
<b>7. Documents and Actions that need to be in place and reviewed half-termly and finally checked on the afternoon prior to inspection</b>  <b>(to include list of documents highlighted in section 5 above)</b>	Ofsted shared folder to be set up Key documents to be kept on pen-drive in safe including items Ofsted will request (highlighted yellow above)	Ouma Intersys KB/AN/BY	01/09/21	Yes	Ofsted folder
SCR and personnel files	Maintain 100% accuracy	BY/Human Resources	Ongoing	Yes	Repository
Record of all safeguarding/safer recruitment training in current academic year	Produce and update	AN/BY/ NELTA	Ongoing	No	Ofsted folder

	Actions	Who resp.	Deadline	Complete and ready	Where stored/held
Safeguarding audit	Identify action points and update as required	AN	In progress	?	Ofsted folder
Care Plans	Maintain log of care plans	Lei	01/09/21	No	Ofsted folder
Record of H&S, first aid training in current academic year	Maintain log of all H&S and first aid training	NELTA/Lei	01/09/21	No	Ofsted folder
Accident book / risk assessments	Maintain log of all accidents/ risk assessments carried out in current academic year	Ingrid HR	01/09/21	Risk assessments  Medical room visits  Accident Book	Medical Folder  SIMS  Reception
Record of incidents of bullying and how dealt with	Maintain log extracted from SIMS	TU	01/09/21	No	Ofsted folder + Sims
Record of incidents of racism and how dealt with	Maintain log extracted from SIMS	TU	01/09/21	No	Ofsted folder
Record of incidents of homophobic bullying and how dealt with	Maintain log extracted from SIMS	TU	01/09/21	No	Ofsted folder
Record of online safety incidents and how dealt with (Impero)	Maintain log of Impero alerts and how dealt with	AN/HR	01/09/21	?	Safeguarding folder
SIMS 'My concern'	Maintain log of My Concern incidents	TU	01/09/21	?	Sims My Concern
Mental Health Strategy	Update as appropriate with impact evaluation	AN	01/09/21	?	Ofsted folder
Record of positive handling training -BCS	Training recorded / Incidents where used recorded	CAH	01/09/21	?	N/A

	Actions	Who resp.	Deadline	Complete and ready	Where stored/held
Behaviour Strategy	Update as appropriate and impact to be assessed	AN TU	01/09/21	?	Ofsted folder
Records of the monitoring of the quality of teaching	ToT reviews	BY	01/09/21	No	Ofsted folder
List of staff on misconduct / capability procedures and support provided	List to be kept current	Human Resources BY	01/09/21	One (18/06/21)	HR
Governors' meetings, visits and training records	Natalie to collate and update	Natalie	01/09/21	No	Natalie
KS3/KS4 Attainment and Progress data	Extract from Standards and Effectiveness reports	CC/LR	Ongoing	Yes	Ofsted folder
BSF Attainment and Progress data	Extract from Standards and Effectiveness reports	Ed	Ongoing	Yes	Ofsted folder
Pupil Premium Strategy / impact	Updated on website	Ouma	01/09/21	Yes	Website
LAC – progress and PEPs	Stored securely in Wellbeing – summarise for Ofsted folder	AN/HR	01/09/21	Yes	Student Services/Safeguarding efolder
SEN provision map	Produce provision map	SENCOs / Charmaine	01/09/21	No	SEND Provision folder + in Ofsted folder
Details about the school's use of alternative provision	Produce log of AP use	Heads of School	01/09/21	No	Ofsted folder
Education Brief	Update as appropriate	KB/AN/BY	01/09/21	Yes	Ofsted folder
Current curriculum structure diagram	TU to produce	TU	01/09/21	No	Ofsted folder
CPD Strategy	Produce and update	BL/MT	01/09/21	No	Ofsted folder
Assembly rota	Assembly rota for academic year to be pre-populated following identified themes	TU	01/09/21	No	Ofsted folder
Literacy/Reading strategy	Produce strategy and subsequent evidence of impact	WI	Complete	BHS Teaching and learning	Ofsted folder



	Actions	Who resp.	Deadline	Complete and ready	Where stored/held
				g Policy	
Character Award / Student leadership	Produce and update	VR	01/09/19	Yes	Ofsted folder
Record of student engagement / extra-curricular	Produce and update	TU	01/09/21	No	Ofsted folder
Record of use and impact of Gatsby benchmarks to develop and improve careers provision	Produce Careers Brief	SP/Suman Uddin	01/09/21	Yes	Ofsted folder
PSHE/RSE curriculum provision	Produce PSHE/RSE Brief	WJ	01/09/19	Yes	Ofsted folder
Survey of parent's views carried out in last 24 months	Produce and update	CC/ML/LR	01/09/21	No	Ofsted folder
Response of leadership to the Workload Review	Produce and share Workload Review report	BY	Complete	Yes	Ofsted folder
Record of support for staff well-being issues	Produce record of: Occupational Health referrals (anonymised) Reasonable adjustments made Referrals to EAP	HR	01/09/21	No	Ofsted folder
<b>8. Premise/Rooms are ready e.g.</b>					
<ul style="list-style-type: none"> <li>All areas and rooms clean, accessible, well labelled</li> </ul>	Maintain high standards of daily housekeeping	Deep Ouma Viorica	upon call		
<ul style="list-style-type: none"> <li>Displays</li> </ul>	Improve and maintain classroom and corridor displays Replace damaged or unused displays with pictures	HODs Teachers	Ongoing		

	Actions	Who resp.	Deadline	Complete and ready	Where stored/held
<b>9. Rehearsals for interviews /discussions.</b>					
<b>For each of these have you prompt sheets/lists of example questions?</b>					
• SLT	Prepare briefing sheet	KB/AN/BY	01/09/19	Yes	Ofsted folder
• Middle Leaders	Prepare briefing sheet	KB/AN/BY	01/09/19	Yes	Ofsted folder
• Teachers	Prepare briefing sheet	KB/AN/BY	01/09/19	Yes	Ofsted folder
• NQTs	Prepare briefing sheet	KB/AN/BY	01/09/19	Yes	Ofsted folder
• Trainees	Prepare briefing sheet	KB/AN/BY	01/09/19	Yes	Ofsted folder
• Students	Select groups in advance Practice/discuss Ofsted questionnaire Prepare briefing sheet	KB/AN/BY HOYs	01/09/19	Yes	Ofsted folder
• Trustees/Governors	Prepare briefing sheet	KB/AN/BY	01/09/19	Yes	Ofsted folder
<b>10. Capacity to improve</b>					
• Impact of actions you have taken	RAG rated action plan with impact statements CEO reports Standards and Effectiveness reports	KB/AN/BY	Ongoing	Yes	Ofsted folder
• Quality and impact of leaders at all levels	See above	KB/AN/BY	Ongoing	Yes	Ofsted folder
• Quality and impact of systems (Tracking, PM, self-evaluation)	SLT half termly reviews Pastoral review of Behaviour Strategy Standards and Effectiveness reports	KB/AN/BY	Ongoing	Yes	Ofsted folder
• Accuracy of self-evaluation and identification of current high impact actions to drive improvement and their incorporation in a high quality plan	CEO report BMAT Strategic Plan	KB Trustees	Ongoing	Yes	Ofsted folder

	Actions	Who resp.	Deadline	Complete and ready	Where stored/held
Other things relevant to context					

## APPENDIX 16: Seminar Groups 2021-22

LM Seminar Group 1	LM Seminar Group 2	LM Seminar Group 3	LM Seminar Group 4	LM Seminar Group 5	LM Seminar Group 6
AN	BY	BY	AN	AN	BY
TU	ML	TU	CC	ML	CC
MT	SP	MT/BL	BL	LR	MY
Gg - WO	Ma - RA	Rs - NT	En - BA	Sc - GW	Ar - SY
It - JJ	Bs/Ec - AA	Dt - KZ	Pe - BN	MFL - DS	EAL - NI
PSHE - WJ	Mu - LE	Mt - JR	Dr- WD	Ft - DL	So - CL
		BCS		Psy - CF	Hi - UI
2Thurs5	1Thurs3	1Tues2	2Tues4	2Tues1	1Tues5