



Achieving Excellence Together

Welcome to Barnwell School

Achieving Excellence Together

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

- *Valuing every student as an individual, ensuring they realise their potential by providing an aspirational and engaging curriculum*
- *Delivering the highest standards of teaching and learning to ensure excellent progress and achievement that inspires all our students*
- *Ensuring no matter what the starting point, outstanding progress is achievable by all*
- *Supporting student growth and development through our close caring community ethos of respect and tolerance for others and building a sense of belonging*
- *Providing a learning environment which is both stimulating, supportive; fosters excellence and independence*
- *Inspiring a culture and thirst for lifelong learning based on motivation, challenge, praise and reward to enable students to achieve their goals in life*
- *Building positive partnerships with parents and the local community to widen opportunities and secure high quality outcomes for all of our students*

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

BARNWELL SCHOOL MIDDLE & UPPER



SCHOOL DETAILS

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

Middle School Barnwell Middle School Tel: 01438 222500
Yrs. 7, 8 and 9 Shephall Green Fax: 01438 761448
Stevenage
Herts
SG2 9XT
Head of Middle School Mr P Barnett

Upper School Barnwell Upper School Tel: 01438 222500
Yrs. 10, 11, 12 & 13 Barnwell Fax: 01438 222501
Stevenage
Herts
SG2 9SW
Head of Upper School Mr M Roberts

Email: communication@barnwell.herts.sch.uk
Website: www.barnwellschool.co.uk
Number of Students: 1212
Headteacher: Mr A Fitzpatrick, MA

TRANSITION FROM PRIMARY

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

Barnwell School works very closely with our Primary feeder schools. Our transition lead teacher along with Directors of Learning and Student Ambassadors visit all schools in the summer term. Our New Intake Evening allows parents and students to be introduced to key members of staff. Year 6 students also spend a day with us so that they can explore the school, meet the relevant teaching and support staff and enjoy a day of activities. When students arrive in September they are placed into one of three Colleges and it becomes the responsibility of a Director of Learning and their dedicated team to ensure that their transition is both enjoyable and productive.

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

SPACE FOR ACHIEVING

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

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

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

TEACHING AND LEARNING

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

In English and maths additional support is given by our specialist intervention Teaching Assistants to ensure that every student has plenty of individual attention. Students with Special Educational Needs will have specialist teachers in our Learning Support Department but also share in the full curriculum offered in ways that match their individual needs and development. The school also has a Visually Impaired Base and a Specific Learning Difficulties Base. A dedicated team of teachers and Teaching Assistants provide expert tuition and help the students concerned integrate into mainstream lessons.

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

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

ASSESSMENT, RECORDING AND REPORTING

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

We have developed a new Key Stage 3 assessment system to replace the old 'levels' system that has been removed by the Government. This system will be rolled out in its entirety through the Autumn term. More details can be found on our website.

THE CURRICULUM

The curriculum is a key strength of the school, being recognised as good in every Ofsted Inspection.



KEY STAGE 3

All students follow a core curriculum including Art, Dance, Drama, English, French, German, Geography, History, ICT, Mathematics, Music, PE, Ethics, Science, Technology and Business and Enterprise (Year 9). There is also a structured pastoral curriculum that develops student wellbeing.

In Year 7 students are mostly taught in mixed ability groups (with setting in maths & English) and there is more setting in Years 8 and 9. This allows students to be taught in groups where they can best succeed. For example, a student may be with more able groups in one subject but not in others.

Students are tested or assessed for progress half termly and student progress is reported to parents three times a year.

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

KEY STAGE 4

At Key Stage 4 (Years 10-11) we offer a range of "pathways"; Traditional, Applied and Accelerated, to meet the individual needs of our students.

A core curriculum of English, Mathematics and Science is supplemented by an exciting and wide range of option subjects. The English Baccalaureate, introduced by the Government in 2010, is also available within our Key Stage 4 curriculum.

Through both the academic and pastoral systems, students will be fully prepared for external exams and mentored through the transition to Post 16.

KEY STAGE 4 PATHWAYS

Traditional Pathway	Double Science Humanity / Language or Computer Science Plus 3 further Options
Traditional Science Pathway	Triple Science Plus 3 further Options
Applied Pathway	Double Science Humanity / Language or Computer Science BTEC Option Plus 2 further Options
Accelerated Pathway	Core Science BTEC Option Plus 2 further Options Work Experience
Year 10 and 11: BTEC Options	BTEC Health and Social Care BTEC Construction BTEC Sport OCR ICT

Year 10 and 11: GCSE Options

Art	Computer Science	Catering
Drama	Textiles	Geography
French	German	History
Graphic Products	Business Studies	Resistant Materials
Music	Dance	Art Photography
Sociology	Religious Studies	

POST 16

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

Year 12 and 13: AS/A Level Options

Art and Design	English Language	Mathematics
Art Photography	French	Media Studies
Biology	Further Mathematics	Physics
Chemistry	Geography	Psychology
Drama	Sociology	German
History	Product Design	English Literature
ICT	Law	

Year 12 and 13: BTEC Options

Health & Social Care	Applied Science	Law
Forensic Science	Performing Arts	Business Studies
Sport	Dance	Medical Science

HOMEWORK

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

We see this as an opportunity to forge strong home-school partnerships, giving parents/carers the opportunity to take an active part in their child's education. Work completed for homework is a key to success and Key Stage 3 students are issued with planners which are used not only to record work which has been set, but enable them to plan their work and set themselves targets. The school also uses 'Show My Homework', an online homework planner which ensures homework is set effectively across the school. Students have easy access through computers, tablets or smart phones, enabling them to see, prioritise their workload using their personalised calendar and have access to resources and links to helpful websites. Parents/carers also have access to their own 'Show My Homework' account, allowing them to play a more active role in home learning.

A comprehensive timetable for homework is set at the beginning of the year.

Marking of work by staff plays an important part in ensuring that each student is making progress. The school has a unified Marking Policy across all subject areas, enabling both students and parents/carers to understand the system used. The marking of work ensures that effective dialogue between teacher/student and student/parents is enhanced.



OFSTED INSPECTION

Our last Ofsted inspection in December 2013, confirmed that we are an 'Improving School'. It highlighted many positive points about the school and confirmed our own self-evaluation. The school is currently graded as 'Requires Improvement', we are confident however that the school will be judged 'Good' on our next inspection. Our basis for this confidence is due to the number of validations we have received since the last inspection. In June 2014 our HMI Inspector confirmed that we were making rapid and sustained progress. In July 2014 we were randomly selected for a one day behaviour inspection which confirmed again that we were close to a 'Good' judgement.

In May 2015 we invited our HMI Inspector back into school to see the significant progress that we have made. He fully validated our belief that Barnwell School is a good school. We are looking forward to proving this at our next inspection.

Key findings of the report were:

- *The proportion of effective teaching is steadily increasing, with some good and outstanding teaching*
- *Standards, including in English and Mathematics, are improving across all year groups*
- *Senior Leaders have put the right things in place to raise standards in the school*
- *Students feel safe in school and their behaviour around the school is generally good*
- *The Sixth Form provision for vocational courses is effective*

The HMI Inspector visit in June 2014 concluded that the school continues to make rapid progress and works very closely with parents.

The summary of comments were:

- *Students are making more rapid progress in most subjects including English and Mathematics*
- *Senior Leaders communicate confidence about the school's potential and clarity about what must happen for it to be realised*
- *Leaders and teachers are using accurate information on students' progress to set more challenging targets*
- *Students are responding to feedback and as a result making faster progress*
- *Governors are working with Senior Leaders to monitor progress towards the school's ambitious improvement plans*

The comments from June 2015 include:

- *Leaders and managers are resolute in pursuit of improved teaching*
- *Since the school's behaviour inspection, leaders have re-framed the student behaviour policy so that this sets out the 'positives' that are expected, which are summarised by the PRIDE acronym. Students are aware of these, and appreciate the 'PRIDE' point rewards for positive behaviour. The incidence of disruptive behaviour continues to decline; monitoring data indicates a 67% decline in the incidence of low level disruption since December 2014. Students report that teachers' application of the sanctions within the behaviour policy is very consistent; they attribute this to the fact that*

the system is simple, and that there are few 'steps' or 'warnings' before the imposition of a sanction

- *During the visit, almost no low level disruption was seen; students reported that when it does occur it is rarely serious and is almost always dealt with promptly and effectively*
- *During this visit, students indicated that it is 'better everywhere'*
- *Students at all key stages indicate that the quality of teaching is particularly strong in Mathematics and in English*

EXTRA-CURRICULAR ACTIVITIES

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

The School runs theme days and a variety of spectacular musical and drama productions. Frequent visits are organised to theatres, museums, theme parks and other places of cultural interest. Students also have many opportunities to travel abroad to various countries in Europe practising language skills with an additional opportunity to go Skiing in America.

PERFORMING ARTS

Drama, Dance, Art and Music lessons are timetabled for all students throughout the Middle School and together with Media Studies and Performing Arts are options at Key Stage 4. The school also offers peripatetic Music lessons for all interested students and many after school musical activities.

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

SPORTING SUCCESSES

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

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

WORKING TOGETHER

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

There are many other forms of parental contact.

These can be divided into the following sections:

- *Contact with subject areas – with Heads of Faculty/Department and teaching staff*
- *Heads of College/Year and Form Tutor contact*
- *Parents' Evening – information evenings and consultation evenings*



It is important that Form Tutors are kept fully informed of all important issues relating to students in their form and Form Tutors are the focal point for all communication with parents. Parents can contact Form Tutors either by telephone or via email directly.

PUPIL PREMIUM FUNDING

Part of the school's funding is now dedicated as 'Pupil Premium' whose purpose is to address specifically the needs of the most disadvantaged students. The current year's 'Pupil Premium' is £355,785; last year we received £339,405.

In the last academic year, the school used its Pupil Premium funding in a number of key areas including 1:1 and small group numeracy and literacy intervention, tutoring, university mentoring, resources for students and the Accelerated Reader programme.

SPECIFIC LEARNING DIFFICULTIES BASE (SpLD)

At the school there is a Local Authority funded SpLD base. The purpose of the Barnwell SpLD Base is to provide high quality teaching and learning for students with specific learning difficulties (dyslexia).

We have places for 12 statemented students across Years 7-11. The SpLD Base team work closely with all curriculum and pastoral areas to enable students to become more independent and confident. We also aim to raise the class teachers' awareness of the needs of students with SpLD and the strategies to use with them. SpLD students are fully integrated into the school. Barnwell SpLD Base teachers are able to support our local secondary schools by offering an 'outreach' service to deliver training and advice to teachers and teaching assistants on the many and varied aspects of specific learning difficulties.

All teaching staff at Barnwell are highly trained in teaching Dyslexic students.

THE BASE FOR BLIND AND VISUALLY IMPAIRED STUDENTS

The School has the only Local Authority designated base for blind and visually impaired students in Hertfordshire. Students are taught in mainstream classes alongside their peers and are supported by class teachers, Specialist teachers and Teaching Assistants, according to individual need. They have access to the full National Curriculum which is differentiated in pace and content to meet their needs.

There is weekly tutorial time in the Base to give students extra time for completion of work and research tasks, as well as the development of additional skills including life skills. Students are encouraged to reach their potential educationally, emotionally and socially. Technological aids are available for students, including laptops, Kindles, low vision aids, subject specific equipment, computer-based magnification and speech software. Printed materials and diagrams are adapted and modified to the required print font and size, tactile media and Braille.

Access arrangements for exams include the provision of modified papers, extra time, rest breaks, individual supervision and use of a scribe as required. Mobility and orientation skills are given within the school site prior to entry to ensure our students are confident moving about the school site.

THE SCHOOL YEAR

Term Dates for 2015 – 2016

TERM	DATES
Autumn Term	Wednesday, 2 September 2015 to Friday, 18 December 2015.
<i>Half Term:</i>	Monday, 26 October 2015 to Friday, 30 October 2015.
Spring Term	Monday, 4 January 2016 to Friday, 1 April 2016.
<i>Half Term:</i>	Monday, 15 February 2016 to Friday, 19 February 2016.
Summer Term	Monday, 18 April 2016 to Monday, 25 July 2016.
<i>Half Term:</i>	Monday, 30 May 2016 to Friday, 3 June 2016.

Term Dates for 2016 – 2017

TERM	DATES
Autumn Term	Thursday, 1 September 2016 to Wednesday, 21 December 2016.
<i>Half Term:</i>	Monday, 24 October 2016 to Friday, 28 October 2016.
Spring Term	Thursday, 5 January 2017 to Friday, 31 March 2017.
<i>Half Term:</i>	Monday, 13 February 2017 to Friday, 17 February 2017.
Summer Term	Tuesday, 18 April 2017 to Monday, 24 July 2017.
<i>Half Term:</i>	Monday, 29 May 2017 to Friday, 2 June 2017.

Training Days – 2015/16

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

2 September 2015
23 October 2015
4 January 2016
21 July 2016
22 July 2016

Occasional Day

Monday, 25 July 2016

Times of the School Day

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

8.35 am – 9.25 am	Period 1
9.25 am – 10.15 am	Period 2
10.15 am – 10.30 am	Registration
10.50 am – 11.40 am	Period 3
11.40 am – 12.30 pm	Period 4
1.20 pm – 2.10 pm	Period 5
2.10 pm – 3.00 pm	Period 6
3.00 pm – 4.00 pm	Period 7

(Additional in school support and extra-curricular activities)

LUNCH ARRANGEMENTS

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

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

UNIFORM

Compulsory items of uniform which must be worn/brought to school every day all year round:

- A College tie.
- Navy blue sweater with the school logo.
- Standard white shirt.

With the option in the Upper School of:

- Navy blue cardigan with school logo.
- White blouse with school logo.

Trousers – plain, full length, black. No skinny trousers or hipsters.

Skirts – Black skirt – ‘A-line’ style – skirts should be no more than 3 inches above or below the knee.

Tube or bodycon style skirts will not be permitted.

Footwear – black closed leather shoes only.

No sandals, trainers, boots or plimsolls.

No denim or denim style is allowed.

Additional Items:

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

HATS/SCARVES - In cold weather, plain dark coloured hats, scarves or gloves may be worn outside school buildings.

HAIR - Hair style should be appropriate for school with no exaggerated cuts or styles and natural colours only. Shaved hair no shorter than a No2 cut.

HAIRBANDS – Plain and of dark colour. No decorative bands or clips.

MAKE-UP – Make-up should be discreet and kept to a minimum. No false eyelashes, coloured nail varnish or false nails.

JEWELLERY – No facial and visible body piercings allowed. Students will be expected to remove their piercings without exception.

It is permissible to wear the following:

- One ear-ring in each ear – a small single stud
- One watch

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

Barnwell School has changed the way uniform is provided by teaming up with Sportswear International to offer parents and carers a new way of ordering and receiving school uniform. The new ordering facility allows uniform to be delivered direct to the parents’ address or have the option of having the uniform delivered to school.

MOBILE PHONES

Barnwell School operates a 'not seen not heard' policy. We appreciate that parents may wish for their son/daughter to have a mobile phone when travelling to and from school. Once at school mobile phones should be turned off and put into the student's bag. Mobile phones are not allowed to be out at any time in school. If students are seen with a mobile phone it will be confiscated and parents will be contacted and asked to collect from the school.

SCHOOL TRANSPORT

The majority of students walk, cycle or travel by bus to school. Where appropriate, Transport is provided by the Local Authority.

ATTENDANCE

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

Middle School
Ennis College 01438 761410
Hoy College 01438 761420
Redgrave College 01438 761430

Upper School 01438 730876
Post 16 01438 744416

Authorised Absence

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

Unauthorised Absence

The number of unauthorised absences is low, as we urge parents to co-operate with us to ensure that absence is kept to a minimum. We request that parents do not take holidays in term time as it seriously disrupts students' education. The Government has amended key legislation relating specifically to the authorisation of leave in term time. The amendments came into force on 1 September 2013. From 1 September 2013, Headteachers in any school are not be able to grant any leave of absence during term time unless there are "exceptional circumstances" and this cannot be over 10 days.

"Exceptional circumstances" might include such circumstances as the funeral or wedding of a close relative or representing school at county or national level. Taking students out of school for the purpose of holidays will no longer be acceptable and will not be authorised.

Request forms for holidays are available from Reception and must be returned to the Headteacher for his consent but in general it is the school's policy not to authorise holidays in term time.

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



REWARD SYSTEM

Barnwell has an extensive system of rewards which aims to motivate and encourage our students.

This is a vital aspect of the ethos of the school in that the achievements and success of students are acknowledged and rewarded. This helps to build upon individual self-confidence and self-esteem, leading to further personal development throughout their journey through school.

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

Across the School:

- Students compete for the prestigious 'College Cup' each year.
- Barnwell offers extensive student leadership opportunities such as the Student Ambassador Programme, Subject Ambassadors and the Post 16 Student Leadership Team.
- Our School Magazine 'Campus Times', published each term focuses on celebrating student achievement across all three Key Stages and is mainly written and edited by the students.
- In January of each year we hold two prestigious Presentation Evenings. These celebrate students in the top 15% of their year groups in terms of their Behaviour for Learning score as well as students who have earned specific subject awards along with a variety of other special awards.
- A variety of trips and visits are arranged throughout the year in recognition of those students who have made outstanding progress and have exhibited a first class attitude to their learning both in and out of lessons.
- Key Stage 3 and Key Stage 4 Awards Evening for Ambassadors and PRIDE winners.
- KS3 Head boy and girl.

PRIDE

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

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

PRIDE stands for:

Passionate: Having a drive and thirst for learning which is relentless throughout your learning journey.

Resilient: Having the ability to recover quickly and overcome difficult tasks and situations.

Innovative: Having the courage to think creatively when looking for new methods to lead you to success.

Determined: Having an unwavering desire to succeed regardless of the barriers.

Empathetic: Having the ability to understand the feelings and circumstances of others.

SCHOOL STRUCTURE

The school is based on two adjacent campuses, the Middle School Campus is home to Key Stage 3 students (Years 7, 8 and 9). At the end of Year 9 students transfer to the Upper School Campus for Key Stage 4 (Years 10 and 11) and Sixth Form (Years 12 and 13).

On starting school in Year 7 students join one of three Colleges (Ennis, Hoy and Redgrave). Having three Colleges allows for a very individual personalised learning experience, there are a relatively small number of students in each College which raises the profile of bespoke learning and develops a culture of progress. Each College is led by a Director of Learning who is responsible for tracking students' progress across subjects and ensuring they are making good progress. When they identify early signs of students underachieving they are able to quickly put targeted intervention into place to ensure that the students close their skills gaps. All students have a clear awareness of their progress goals and what they need to do to achieve them.

Each college also has a Head of College who together with their Deputy Head of College and Form Tutors provides excellent pastoral care. There is a very healthy competition between the Colleges with the College cup being fiercely contended each year.

When students move to the Upper School for their Key Stage 4 education they still continue to keep their College identity but are combined into year groups. Again their progress is carefully tracked by the Key Stage 4 Progress Leader and each year group receives excellent pastoral care via their Head of Year and Assistants.

Our Sixth Form is a large and thriving part of our school community. We offer a very wide range of subjects at Level 2 and Level 3. If a student wishes to study a course or combination that we are unable to offer, we provide maximum opportunities for our students through our Sixth Form consortium, which allows the students to study one of their subjects at another centre within Stevenage.

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

ADMISSIONS POLICY

The entry of children to schools is controlled and administered by Herts County Council 'Admissions Team'. Each school has an area that it serves – its catchment area. Most parents choose to send their children to their 'local' schools within this catchment area; however, they have the right to state a preference for their children to attend any school. Barnwell primarily serves the areas of South Stevenage and the surrounding villages. However students do increasingly attend Barnwell from all over the County.

The Authority and each school's Governing Body must comply with any parental preference that is expressed, providing that there is room within the school. For more information regarding places at our school for September intake at Year 7 refer to the 'Moving On' booklet. For in-year admissions where we have places we welcome new students, further information is on our website, for all admission applications please contact the Admissions Team at County Hall.

Places Available

For students entering the school in September 2016, the school has an admission limit of 270.

ANTI-BULLYING POLICY

Barnwell's definition of bullying is as follows:

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

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

Climate for Learning Policy

Barnwell has a Climate for Learning Policy which issues a clear set of guidelines in order to achieve a high standard of behaviour and appropriate consequences if these standards are not met.

CHARGING AND REMISSIONS POLICY

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

SANCTIONS

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

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

INFORMATION, ADVICE AND CAREERS EDUCATION

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

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

CHILD PROTECTION POLICY

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

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

EQUAL OPPORTUNITIES

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

EXAMINATIONS ENTRY POLICY

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

SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION (SMSC)

The school provides a programme of Ethics lessons with a strong SMSC focus aimed at broadening students' understanding of the world we live in. Students gain a better understanding of other cultures and develop an improved tolerance and appreciation for different values and morals. Topics covered across the curriculum include Health Education, Community Issues, Sex Education and Cultural Diversity.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

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

SPECIAL EDUCATION NEEDS

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

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

- Home to School Agreements
- School Complaints Procedures
- Climate for Learning Policy
- Religious Education and Worship
- Health & Safety at Work
- Child Protection
- Equal Opportunities

Barnwell Examination Results 2015

SUMMARY INFORMATION – YEAR 11

GCSEs

	Girls	Boys	TOTALS
Numbers of students taking GCSE examinations	111	106	217
Comparisons 2014	104	114	218
Percentage achieving 5 A* –C inc. English & Mathematics	61%	43%	53%
Comparisons 2014	52%	40%	46%
Percentage achieving 5 subjects A* to G	91%	92%	92%
Comparisons 2014	92%	84%	88%
Percentage achieving 1 or more subjects grade A* to G	100%	99%	100%
Comparisons 2014	100%	100%	100%
Percentage achieving Mathematics A*-C	70%		
Comparison 2014	64%		
Percentage achieving English Language/Literature A*-C	65%		
Comparison 2014	55%		

SUMMARY INFORMATION – YEAR 13

A2

	Girls	Boys	TOTALS
Number of Candidates	46	54	100
Comparisons 2014	36	24	60
Average Point Score per Student	767.37	742.32	753.68
Comparisons 2014	708.35	664.29	692.13
Average Point Score per Entry	219.85	216.30	217.96
Comparisons 2014	208.45	209.14	208.78

A LEVEL RESULTS 2015 – YEAR 13

A* - A and equivalencies = 78%

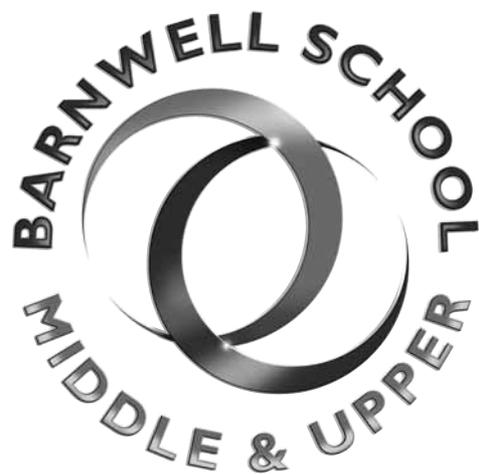
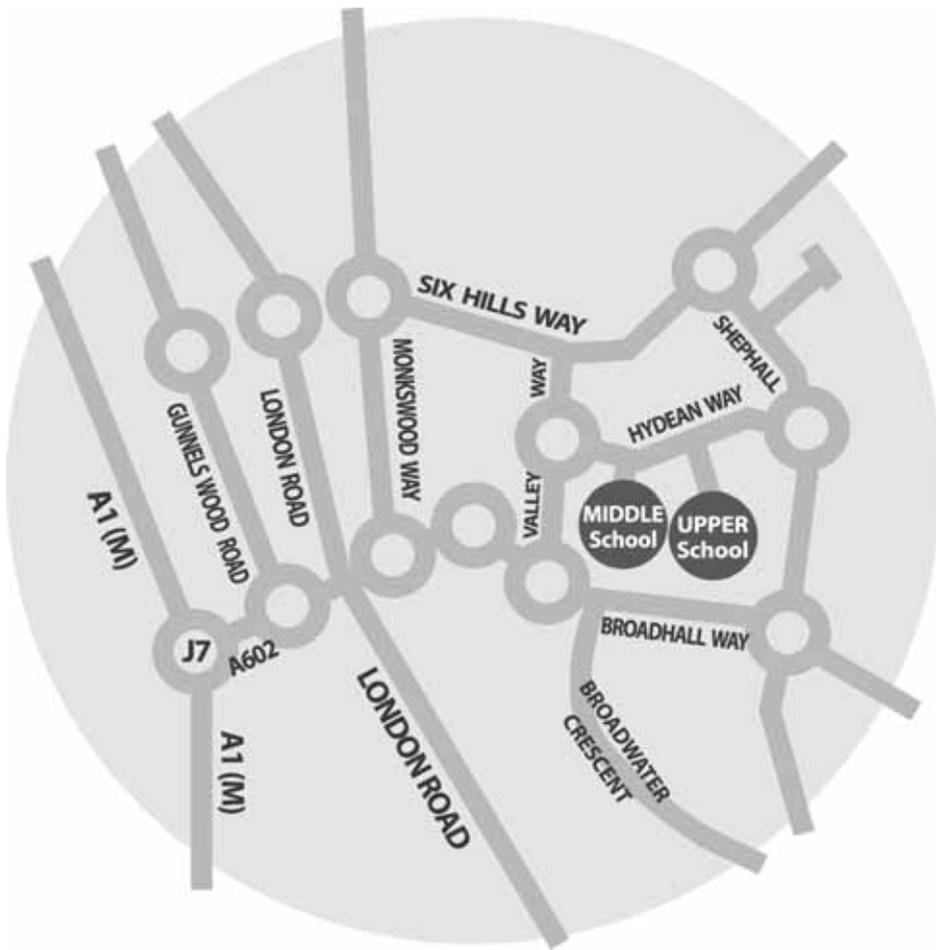
A* - C and equivalencies = 97%

A* - E and equivalencies = 99%





***Achieving
Excellence
Together***



Achieving Excellence Together

Headteacher: Mr A Fitzpatrick

Barnwell Middle School, Shephall Green, Stevenage, Hertfordshire, SG2 9XT.

Barnwell Upper School, Barnwell, Stevenage, Hertfordshire, SG2 9SW.

Telephone: 01438 222500 Fax: 01438 222501

E-mail: communication@barnwell.herts.sch.uk Website: www.barnwellschool.co.uk