



**THE
BEACONSFIELD
SCHOOL**
A SPECIALIST ARTS COLLEGE

OPEN EVENTS 2019

DISCOVERING THE POTENTIAL IN ALL

WELCOME TO THE BEACONSFIELD SCHOOL

A very warm welcome to The Beaconsfield School. We hope you enjoy your visit and see as many areas of the school as possible and get to talk to students, teachers and governors about our wonderful school.

You will be provided with a guide to help you find your way. The guides are Year 8 students so you will be able to learn from their experiences of a whole year with us. They will be able to discuss the transition process as well as what it is like to be a student at The Beaconsfield School.

On your tours please feel free to ask as many questions as you want of students and teachers alike. There will also be Governors available to ask questions around the school and in the Main Hall.

If you are visiting us on Open Evening, you will know that you are seeing the school on show rather than on its normal working day with lessons in progress. It will however give you an insight to the school buildings and the enthusiasm of students and staff alike at The Beaconsfield School. I am sure you will soon understand why it's such a great place to learn and work in. You will clearly see the excellent relationships that exist in our community.

If, at the end of your tour, you still have questions that need answering or you want to see the school in action you can phone the main switch board and book a tour on a later date for a Tuesday morning.

I am confident you will have a great time at our event.

Mr J Fletcher



Mr J Fletcher

Headteacher



Mrs A Harding
Deputy Head
Student Support



Mrs C Henly
Deputy Head
Curriculum Teaching & Learning



Mrs L Martin
Assistant Head
Data & Reporting



Mrs F Palmer-Garrett
Assistant Head
Staff Development



Mr M Brannon
Assistant Head



Mrs C Gianneri
Acting Business Manager

TRANSITION INTO YEAR 7

The move from primary school to secondary may seem a little daunting to students and parents alike, but at The Beaconsfield School we work very hard to ensure that we put minds at rest so it is seen as the exciting opportunity it is. We are very proud of our transition and believe it makes the move to us as easy possible.

Students who are joining us from smaller feeder schools are invited in for a 'tea party' where they can get to know other students who will be coming on their own from their primary school. We also run school visits for students who may be feeling anxious about the move. All students are invited in for a two day induction as well as given the opportunity to attend Summer School. By the time students join us in September they will be very familiar with the school site and would have made many new friends.

Parental involvement with the school is very important and we urge all parents to attend information evenings and meetings to help gain a real sense of The Beaconsfield School.

Finally, every student and their parents/carers are invited to an individual meeting with Mr Fletcher before they start at school.



PiXL Edge

All students in Year 7 will be expected to take part in the PiXL Edge programme. This will help them develop life attributes of leadership, organisation, resilience, initiative and communication. All of these will help them grow into young people who will be able to reach their full potential.



ADMISSION ARRANGEMENTS

Admission Arrangements

Admission Numbers

The planned admission number of students for each year between Year 7 (155) and Year 11 is 150.

Over-subscription Criteria

Where eligible applications for admission exceed the number of places available, the following criteria will be applied in the order set out below to decide which student/s to admit:

- a) Looked after children. A looked after child is a child who is either in the care of the local authority or being provided with accommodation by a local authority in the exercise of their social services functions, or was previously looked after but immediately after became the subject of an adoption, residence or special guardianship order.
- b) Children who have exceptional medical or social needs supported by written evidence from a doctor, social worker, educational welfare officer or other appropriate person.
- c) Children living within the catchment area of the school
- d) Siblings of children in Years 7 to 10 who are on the roll of the school at the time allocations are made and are expected to be on the school roll at the time of the proposed admission.
- e) Once the above rules have been applied then any further places will be offered in distance order; using the distance between the family's normal home address and the school's nearest open entrance gate offering the closest first. We use a straight-line distance.
- f) Where a school can take some, but not all, of the children who qualify under one of these rules, we will give priority to children by taking account of the next rule (or rules) in the numbered list to decide who has priority for places.
- g) If it is still not possible to decide between two applicants who are equidistant then a random allocation will be made to the final place. An explanation of the method of making random allocations is on Bucks County Council website

Students who qualify and who have EHCP of Special Educational Needs that name the school will be admitted prior to the application of the admission rules.

Admissions Procedure

All admissions to The Beaconsfield School are handled by Buckinghamshire County Council. Parents who wish to apply can view the Buckinghamshire County Council admissions webpage for information.

Forms should be returned to:

Admissions & Transport Team
Achievement & Learning
County Hall
Aylesbury
Buckinghamshire
HP20 1UZ
email: admissions@buckscc.gov.uk

BCC Contact form: www.buckscc.gov.uk/contactadmissions

Non-Buckinghamshire residents need to complete an application form from their home local authority who will pass details of their preferences to Buckinghamshire County Council Admissions if their preference includes a Buckinghamshire school.

THE BEACONSFIELD SCHOOL VISION



The
Beaconsfield
School
A Specialist Arts College



OUR VISION

To discover the potential in all.

OUR PURPOSE

To provide all students, no matter what their starting points, the opportunities to be successful.

OUR AIMS

To encourage a love of learning through an environment of high challenge and a deep and rich curriculum.

To develop values of respect, community, understanding and hard work.

To provide an extensive range of activities and extra-curricular clubs to broaden experiences.

To give students opportunities to broaden their horizons and experiences to become positive members of their local, national and international communities.

OUR VALUES

HARD WORK

RESPECT

RESPONSIBILITY

EMPATHY

COMMUNITY

YEAR 11 ACADEMIC PERFORMANCE DATA (Department for Education)

PERFORMANCE INDICATOR	2019 (provisional)	2018
Attainment 8	41.96	44.1
English 4+	66%	73%
English 5+	49%	66%
Maths 4+	63%	75%
Maths 5+	37%	46%
5 GCSEs E&M 4+	52%	62%
5 GCSEs E&M 5+	33%	40%

This data is unvalidated until performance tables are published. Data for the cohort excludes students taught at Aspire. English measures are the highest of Language and Literature unless otherwise stated.

OUTCOMES

GCSE

Performance Indicator	2017	2018	2019*
Maths and English 4+	53%	62%	56%
Maths and English 5+	25%	40%	31%
5 A* - C including Maths and English 4+	47%	63%	52%
5 A* - C including Maths and English 5+	25%	41%	31%
A* - B / 9-6	34%	45%	33%
Attainment 8	40.1	44.1	42.0
English 4+	73%	73%	66%
English 5+	51%	66%	49%
Maths 4+	61%	75%	63%
Maths 5+	35%	46%	37%

This data is unvalidated until performance tables are published. Data for the cohort excludes students taught at Aspire.
English measures are the highest of Language & Literature unless stated otherwise.

KS4 Destinations

	2017	2018	2019
% of students going on to KS5 or employment	97%	100%	99%

YEAR 7 PARENT QUOTES

We run a parent survey to ensure that we get constructive feedback from parents who have recently joined our school. Please find below some comments.

94% feel that their child is happy at The Beaconsfield School

97% would recommend The Beaconsfield School

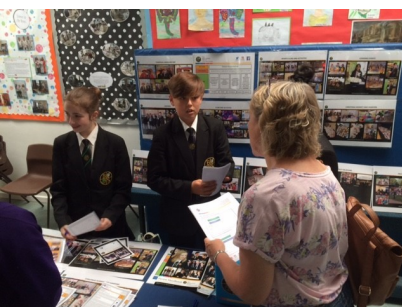


"I love the awards evenings and events like that, that praise the children for things they have achieved, and information about things happening at school are communicated well to us as parents."

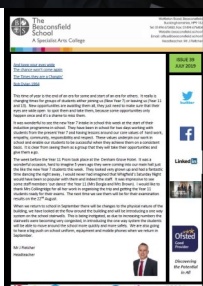
"I really feel that the enrichment days, regular awards for achievement in assembly and the current reward session for Year 7 are so valuable."



"I think it is wonderful how the school encourages the students to take part in all manner of activities and the recognition (letters home for good achievements etc.) the students get when they have done well is excellent."



"I am very pleased and impressed with the school's regular and very informative communication by email."



YEAR 7 STUDENT QUOTES

"Everyone here is really kind and helpful to you if you need a helping hand. The thing that worried me the most was getting lost and making new friends, there were people all around me offering help and I made plenty of friends. There is a range of clubs and activities to do so you will never get bored"



"The school is a positive place to be, it's a good place to learn and there are so many clubs to join"



"Before I came I was worried about remembering all the homework but it is always online to tell you what to do"



"All the teachers in my new classes welcomed me and made me feel comfortable, safe and happy"



"I love the variety of lessons and how helpful the teachers are"



"If you are upset with something or worried about something the teachers will always be there to help you with your problems"



"I was given a chance to enter a Science project called Crest, in which you work in teams to build a machine"



"We have fun in Science when we do experiments, it's nice when we can make things in Tech and take them home"

"You get to do new things like graphics, cooking, textiles and wood work"



SPORTS CLUBS AND ACTIVITIES



BADMINTON



RUGBY



NETBALL



CROSS COUNTRY



FOOTBALL



INDOOR CYCLING



DANCE



BEATZ



GYMNASTICS



BASKETBALL



DUKE OF EDINBURGH



GIRLS ACTIVE CLUB



CYCLING



ANNUAL FUN RUN

OTHER CLUBS AND TRIPS



CREST & STEM



MUSIC LESSONS



BUSINESS AND ENTERPRISE



DRAMA CLUB AND PERFORMANCES



SHAKESPEARE FOR SCHOOLS



THE BRILLIANT CLUB



FIELD TRIPS AND EXPEDITIONS



COLLEGE TRIPS AND TASTER DAYS

STUDENT RECOGNITION

Students are allocated a House group: Bussell, McCartney, Hockney, Mackintosh, Rowling. Students can gain achievement points for effort, progress and attainment. We run various House competitions whereby students can also gain House points.

In addition we reward students with positive notes, hold celebration assemblies, display rewards or achievements on our in-house screens and in fortnightly newsletters, and display students' work on our Wall of Excellence. We run celebration reward trips throughout the year, hold a Summer Awards Evening and a Sports Awards Evening.



SCHOOL FACILITIES



THE HUB

We offer a range of hot and cold food freshly cooked on-site



THE LIBRARY

The Library is open every evening for students to complete homework



LOCKERS

Lockers are prioritised for Year 7



MAIN HALL

The Main Hall is used for performances, assemblies and events



D2 - PHOTOGRAPHY SUITE

Newly re-furbished



SPORTS HALL

The Sports Hall is used for assemblies, P.E. and various events

SUBJECT INFORMATION

The following pages give you an overview of each of the main subjects taught at The Beaconsfield School. More information can be found on our website.

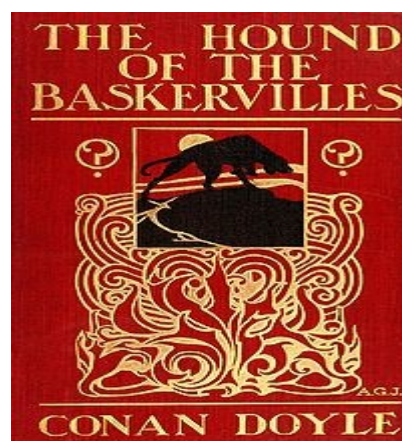
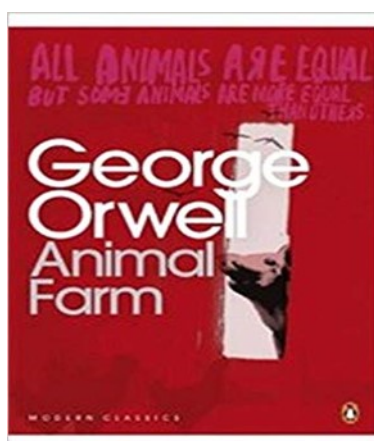
In English, we aim to teach and embed skills necessary for success at GCSE whilst encouraging a love of reading and ensuring students experience a wide range of texts from different genres and time periods. Students are assessed and graded according to the new 9-1 GCSE criteria from Year 7 onwards. The assessments will reflect the same format and mark schemes as those used for their GCSE. They will complete two English Language style assessments and two English Literature style assessments per year to reflect the equal importance attached to both subjects.

Reading widely is a vital part of success in English and we actively encourage students to read widely both at home and at school. Students will begin Year 7 with a 'Reading for pleasure' unit and a reading homework project. We also incorporate the reading of 19th Century texts for pleasure from Year 8 onwards.

In Year 7, students will follow schemes which introduce them to the key ideas and skills which will be needed for GCSE English Language and English Literature. This will include exploring different genres, looking at the importance of historical context, developing the skills needed for imaginative and non-fiction writing, introducing students to Shakespeare and looking at a 20th Century play. A variety of fiction and non-fiction texts will be studied, including: 'Journey's End' By R.C Sherriff, an introduction to Shakespeare incorporating Romeo and Juliet, Twelfth Night and The Merchant of Venice, and selected poetry.

In Year 8, students will continue to follow schemes which will further develop the skills needed for English Language and Literature. This will include looking at a range of fiction and non-fiction texts on a variety of themes including 'Monsters and Myths'. A variety of fiction and non-fiction texts will be studied, including: Macbeth and 'The Hound of the Baskervilles' by Arthur Conan Doyle before finishing the year with another look at a range of poems, this time from other cultures and traditions.

In Year 9, students will continue to develop the necessary skills for their GCSE exams before starting their GCSE syllabus after the Easter holidays. This will include a particular focus on the writing skills needed in their English Language exam. With increasing emphasis on accurate spelling, punctuation and grammar, we will focus on developing these skills within both imaginative and transactional writing units. They will also have an opportunity to practise the skills needed for their Speaking and Listening assessment in Year 10. We will also look at an important 20th Century novel when we study 'Animal Farm' by George Orwell. Their GCSE syllabus will begin with Romeo and Juliet.



Mathematics is a vital life skill, both to be financially numerate so that key decisions can be made from a position of knowledge, but also to develop the problem solving and logical skills that Mathematics fosters.

Through frequent formal assessment and constant informal monitoring, we seek to ensure that all students are placed in a set that provides them with the correct level of challenge appropriate to their current skill level and their potential for rapid progress.

In Years 7 & 8

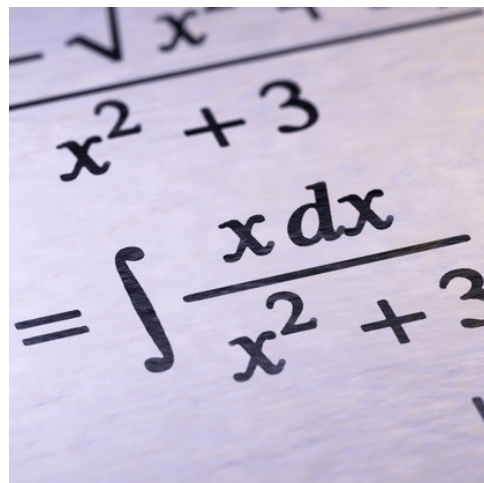
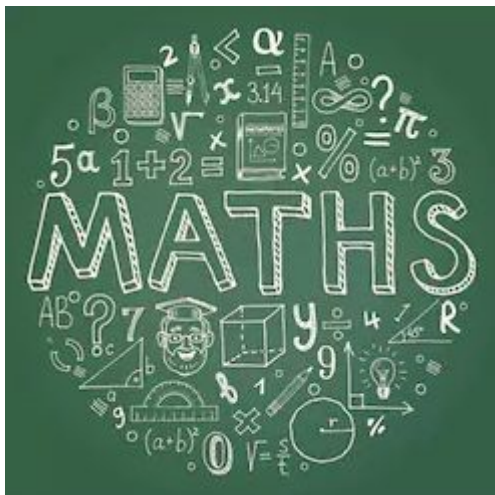
The syllabus in the first two years aims to consolidate and build on the student's ability to manipulate, and calculate with numbers in whatever format they appear, to introduce new techniques of data analysis and representation, and to build the vital algebraic skills required for the more stringent requirements of the new specification GCSE.

In Years 9 - 11

The expanded syllabus and greater challenge of the new specification GCSE qualification means we start to directly prepare for the exam in Year 9. Following the AQA syllabus at Higher (Grades 4-9) or Foundation (Grade 1-5) students will cover all aspects of the syllabus and have ample opportunities for exam practice, both during lessons and via formal PPEs (Pre Public Exams). Those students thinking of A Level Mathematics will also have the opportunity to study for the AQA Certificate in Further Mathematics.

In the Sixth Form

Post GCSE students can follow the A Level Mathematics qualification which focusses on Pure Mathematics and some applications to Statistics (particularly via a pre-released large data set) and Mechanics. The students will sit all exams at the end of Year 13.



SCIENCE

MR J RICKETTS

At Key Stage 3, the Science Department provides the foundations for understanding the world through the specific disciplines of Biology, Chemistry and Physics. Through building up a body of key foundational knowledge and concepts, our students learn to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. We encourage our students to understand how Science can be used to explain what is occurring, predict how things will behave and analyse causes.

Our students learn the Key Stage 3 Science curriculum during Years 7 and 8.

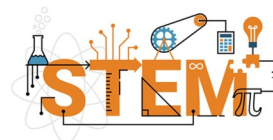
In Year 7, we follow the Kerboodle Activate 1 scheme of work.

In Year 8, we follow the Kerboodle Activate 2 and 3 schemes of work.

In Year 9, our students benefit from starting GCSE Science. We offer the single sciences: Biology, Chemistry and Physics to stretch the more able students in the top two sets. Other students are offered the challenge of the trilogy, combined science course. This is a dual award course where students achieve two GCSE qualifications in Science.

Students also have the opportunity to achieve the silver and bronze CREST award whereby students have the freedom to research and present any area of Science which particularly intrigues them.

The Science department works with our STEM Ambassadors to invite guest speakers into the school, organise STEM trips to industrial laboratories and competitive activities in school such as water rocket and egg dropping practical activities and debates.



GEOGRAPHY

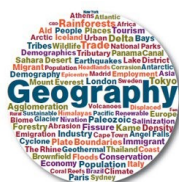
MR A WOODLEY

In Geography, our purpose is to enhance student knowledge and understanding of people and places around the world and to inspire them to find out more. We deliver a range of topics from the traditional (population, weather and climate, coasts) to newer themes that reflect the challenges and opportunities facing our planet (water conflict, energy security and the rise of new superpowers like India and China).

In Year 7 we help enhance key skills such as map reading and introduce key topical themes such as the growth of urban areas, the threats to tropical rainforests and the positive and negative impacts of tourism.

In Year 8 students will have further insight into topical themes such as weather and climate (including causes, impacts and responses to extreme events such as Hurricane Harvey), population growth, international migration and a look at the potential superpower of India as a country study.

In Year 9 we continue looking at themes that are to the fore in global issues by looking at the causes, impacts and responses to natural disasters such as earthquakes and volcanoes. We look at the processes, landforms and threats in coastal landscapes and we look at the impact of globalisation.



Extracurricular opportunities

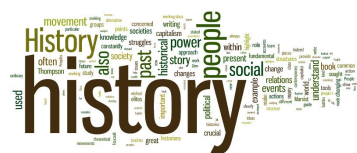
For Key Stage 3, last year we ran a day trip to Lulworth Cove in Dorset and we also try to carry out a local study during the school day. There are further trips in Key Stage 4 and Key Stage 5.

There is a Geography/environment club that meets once a week.

HISTORY

MISS V ELRICK

Why did King John have so many problems? What happened to the Princess in the Tower? How did World War One start? As Historians, we inspire enquiring minds! Students are encouraged to ask questions to develop an overview of both British and world history and to appreciate the lessons that are learnt as a result. We prepare students by developing their Historical skills from Year 7 onwards to successfully progress through to GCSE and A Level. Throughout Key Stage 3, we approach History through themes such as: democracy, empire, war, protest, and leadership. Students develop a range of skills such as analysis and evaluation through the study of key History concepts. The variety of tasks and topics provided engage all learners and their interests. Students are encouraged to not only make links with current affairs but to also accurately compare interpretations on screen and in writing. In Year 7, students tackle topics such as the Black Death, women's suffrage and investigate history mysteries. In Year 8, History students build on their source analysis skills through themes such as human rights, resistance and slavery. This covers time periods from Alexander the Great to King John and on to the British Empire. Following the English Civil War at the end of Year 8, Year 9 students get to grips with different aspects of warfare. They study war and the impact on citizens, technology, leadership in the 20th century and contrast dictatorship and democracy.



MODERN FOREIGN LANGUAGES

MRS H STRATTON

In the MFL department, we are passionate about providing our students with the necessary tools so that they can communicate with the 600 million people who speak French and Spanish around the world. The demand in the workplace to speak another language is growing year on year and we strive to give our students the advantage they need over other college and university students when pursuing their future careers. In addition to preparing students to converse well and travel using their language skills, we also embed the need for greater cultural awareness and tolerance of people from different backgrounds.



In Year 7 our students are introduced to their chosen language and we cover the essentials of maintaining a conversation in the target language and how to get to grips with the grammar needed in order to produce sentences and give a variety of opinions. Students will learn how to describe themselves, their family and their hobbies. In Year 8 we build on the reading, writing, listening and speaking skills learnt in Year 7 and the students are taught how to communicate in a wide range of settings when abroad in topics such as ordering food and drink and travelling abroad. In Year 9 our language learners are challenged to write and converse in a more mature range of topics and we prepare them for the challenges that lie ahead when beginning the GCSE course at Key Stage 4.

FILM

MR A CREFFIELD



Film is an important aspect to many people's lives. Students have the option to study Film at both GCSE and A Level. These courses aim to develop independent, critical thinkers, who can analyse choices made by filmmakers and use them to be inspired to create their own films.

Our department is fully equipped with professional equipment including green screens, DSLR cameras, lighting and high spec PCs with the latest Adobe editing software to ensure students can make highest quality films. Not only is it an exciting and challenging subject, the film industry in the UK is growing substantially allowing promising career prospects.

The department also runs a Film Club, that allows students to be immersed in the rich culture of film and have a chance to deepen their skills by creating films throughout the year.

RELIGIOUS EDUCATION

MISS V ELRICK

Religious Education is a diverse and multi-faceted subject.

Religions have always explored questions, such as:

What is the true meaning of life?

What happens to us after death?

How do we explain human suffering and injustices?

Most young people also seek answers to these questions, as they grow into independence and see how to live a good life.

Our aim is to deepen students' understanding of others and ourselves. We cover a range of religions. These include Christianity, Judaism, Islam, Hinduism and Buddhism.

We cover many themes such as truth, values, ethics and challenges. We also explore different aspects of life such as: politics, science, medicine, literature, art and law – which have been and continue to be shaped by religion.

RE lessons cultivate students' ability to understand and interpret other people's religious traditions through critical thinking and reasoning skills.



PHYSICAL EDUCATION

MR P MADDOCK

In Physical Education, students in Year 7 will study skills and tactics in a variety of the following activities: Rugby, Netball, Football, Tennis, Cricket, Athletics, Handball, Dance, Badminton, Basketball, Rounders, Gymnastics, Fitness, Table Tennis and more.

In Years 8 and 9 students will develop the above activities into strategic play in conditioned and full game situations. Lessons are taught in single sex groups and are streamed in ability. Students will learn to be an excellent communicator, recognise every opportunity to learn and give their best in every lesson. Students need to show a good level of sportsmanship and will learn to be an independent decision maker. There is an extensive extra-curricular programme offered to ALL students across the school. The department offers a full programme of inter-school sports and competes in National, District and local leagues.

The PE Department recognise the unique contribution that extra-curricular clubs can offer students at school and this is reflected in the wide range of competitive and non-competitive activities that are offered. The school House system is strong and the PE department support this fully with regular inter-house competitions in a full range of sports. Extra-curricular clubs are offered to students for enjoyment and fun, as well as to improve their individual performance and understanding of the importance of physical activity.

Each year the Department organises a Fun Run, Beatz, PE Awards Evening, Sports Day Enrichment sporting experiences to professional sports venues and Sports Tours to Holland and Spain.



MUSIC

MR A CREFFIELD

A decorative graphic featuring a large, stylized purple treble clef on the left. From the clef, several wavy lines in various colors (purple, blue, green, yellow, orange) extend across the page. Scattered along these lines are numerous musical notes and symbols, including eighth notes, quarter notes, and sharp symbols (#), in matching vibrant colors. The overall design is playful and artistic, set against a plain white background.

DRAMA

MR A CREFFIELD

DESIGN & TECHNOLOGY

MISS R GOHEL

In Design & Technology, we aim to create independent, logical learners who seek challenges and push the boundaries of creativity. Students achieve this through practical and academic challenges, which range from graphical skills to soldering circuits and cooking meals.

Students are taught about different materials, tools and processes through a range of technology areas, including the importance of health and safety in specialist areas.

Design & Technology consists of 4 specialised areas; Resistant Materials, Graphics, Textiles and Food Technology. Students will experience all aspects through a carousel time table in which students participate in 9 week projects within each area in Years 7 and 8. In Year 9 students focus on two specialist areas of Technology.

In Year 7, the projects are set to encourage and develop skills in designing and making, allowing students to express themselves creatively. The students initially create a small product where teachers can assess their making skills based on the Design and Technology criteria. In Year 8 the students follow the same design process but they design for a customer. This project again follows a set brief which includes the need for smart materials to be designed into their product.

In Year 9 students focus on two material areas of their choice, reinforcing skills learnt over the previous two years and introducing a wide range of new skills and processes including CAD/CAM and smart materials. Their skills are developed to be ready to take on the GCSE and are introduced through mini practical projects.

The department also runs extra-curricular clubs. These are aimed to deepen students' knowledge of the subject and expand their practical knowledge.



ICT/COMPUTING

MR P ROBINSON

The Computing and ICT department provides our students with a wide ranging and balanced ICT experience. This entitlement supports the students in gaining the ICT knowledge, skills and understanding required for examination success and life after school. The work of the department is intended to encourage the use of Information Technology in a variety of contexts: school, home, community, recreation, business and industry. In these contexts, pupils are given opportunities to acquire competence, capability and critical skills through the implementation, use and evaluation of a range of Information Technology methods.

Throughout Years 7 to 9 students are given the opportunity to study ICT every week. We use this year as an introduction to the courses that we offer later for GCSE and A Level (see below) as well as including many topics that are important to the growth and success of our students – such as e-safety and Office skills.

Our GCSE offering Creative iMedia is media sector-focused, including film, television, web development, gaming and animation, and has IT at its heart. It provides knowledge in a number of key areas in this field from pre-production skills to digital animation and has a motivating, hands-on approach to both teaching and learning.

At Key Stage 5 we have a tradition of achieving excellent results that are well above national average. This is a tradition that we are focused on continuing! Many students who study ICT with us in the Sixth Form go on to study ICT related degrees in university and work within the sector. The Beaconsfield School is an excellent place to develop these skills and be a great success. At Key Stage 5 we offer the IB Diploma 'Information Technology in a Global Society', a course which marries the technical IT skills that are needed in many a modern workplace with the social and ethical concerns surrounding ICT that is more and more relevant to us all.



BUSINESS STUDIES

MR P ROBINSON

The ever popular choice of studying Business Studies is something that we are passionate about and we know can assist students throughout life. Almost everyone will work for a business at some point in their lives, so the study of how they operate is always relevant. Many of our past students have gone on to set up their own businesses and have found the skills learnt in Business Studies lessons to be invaluable.



Students will learn how to be outward thinking when studying Business Studies. They will look closely at the wider world and learn to link their everyday decisions with those of people around the globe. They will also learn to analyse consumer choices and look in detail at how businesses have an affect on the majority of the actions that they take in life. Being able to understand one's decisions and communicate that information effectively to others is a key skill we look to develop. These analytical skills to always ask 'why' will allow students to be ahead of the curve when applying for jobs or university. The vast majority of our Year 13 Business Studies students go on to their first choices at university – this is testament to not only the terrific grades they achieve but also their ability to communicate effectively, both verbally and in writing.

We offer the 9-1 GCSE in Business Studies starting in Year 10. This course is very popular and develops students' skills in many of the areas discussed such as Marketing, Human Resources, Finance, and Operations.

In Key Stage 5 Business Studies is also a popular choice and students consistently learn to develop themselves and the way they look at the world. The results are very strong year on year, with well above national average attainment being the norm, not the exception. Many of the KS5 Business students go on to study Business related degree programs at university, including Russell Group institutions. We also have a great tradition of students following the degree level apprenticeship route after studying with us in KS5.

ART AND PHOTOGRAPHY

MISS R GOHEL

In the Art and Photography department students will have the opportunity to experiment with a wide variety of techniques and materials such as:-

- Drawing and Painting
- Printing
- Ceramics
- Sculpture
- Mixed Media
- Photography
- ICT



It is a chance for all students to express themselves through a creative approach to taking risks and operating outside their 'comfort zone'.

In Years 7, 8 and 9 students will try all of the above. In Year 10 and 11, they will have the opportunity to create their own themes. They will look at a range of artists, crafts persons and designers, both historical and contemporary.

There are many opportunities to do extra-curricular Art activities, including trips to art galleries and photography competitions. In addition, Key Stage 4 and 5 Art and Photography students will have their work celebrated with an 'End of Year Show'.

INTERNATIONAL BACCALAUREATE CAREER PROGRAMME

At The Beaconsfield School we are passionate about our students achieving and developing the best possible qualifications and skills to enable them to fulfil their career aspirations. It is imperative that we offer a curriculum at Key Stage 5 that prepares our students for the global economic challenges and competition that they will face throughout their working life. We are convinced that the IBCP can do just that and are pleased to be one of the first in the area to propose such a course to our students.

The International Baccalaureate Career Programme is more than just an education. The programme will provide a well-rounded education for post 16 students at The Beaconsfield School from September 2019. The programme is an internationally recognised course, followed by students around the world. It seeks to develop inquiring, knowledgeable and caring young adults who are prepared for the modern world. The programme leads to university and other higher education facilities, further education, apprenticeships or employment. We are delighted to present the programme on offer from September 2019.



For more information please refer to the IBCP website:

www.ibo.org or contact: Mrs F Palmer- Garrett fpalmergarrett@beaconsfield.school

SAFEGUARDING

At this school, the health, safety and well-being of every child is of paramount concern. We listen to our students and take seriously what they tell us. Our aim is that children will enjoy their time as students in this school. We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

To promote a safe environment for students, our selection and recruitment policy includes all checks on staff and regular volunteers' suitability, including Disclosure and Barring Service (DBS) checks, as recommended by Buckinghamshire County Council in accordance with current legislation.

In accordance with our responsibilities under Section 175 of the Education Act 2002, our Designated Person for Child Protection is Mrs Harding, Deputy Headteacher, who has received appropriate training for this role. It is her responsibility to ensure that all staff in contact with children receive child protection awareness training on a regular basis.

On rare occasions our concern about a child may mean that we have to consult other agencies. Unless it is not safe for a child, we would always aim to achieve this with a parent's consent. The procedures which we follow, have been laid down by the Local Safeguarding Children's Board, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures please contact Mrs Harding, Deputy Headteacher, Mrs. Cook, SENCO, or your child's Mentor.

The Child Protection Policy can be found on our website www.beaconsfield.school under About Us/School Policies.

September 2019

LEARNING SUPPORT POLICY

This policy has been written in accordance with the Department for Education's Code of Practice on Special Educational Needs and the Children's and Family Act 2014 and is in keeping with the school's aims, its teaching and learning policy and in supporting inclusion. It is set before the Governors for approval. This school believes that every student has an entitlement to develop their full potential and recognises a student's right to a broad, balanced, relevant and challenging curriculum appropriate to their individual abilities, talents and personal qualities. The school aims to:

- Help students develop their personalities, skills and abilities to their full potential.
- Provide appropriate teaching that makes learning challenging and enjoyable.
- Provide equality of educational opportunity.

SEN objectives

- Ensure implementation of government and LEA SEN recommendations.
- To support teachers' continuing professional development in SEN.
- Ensure all staff implement the school's Learning Support Policy consistently.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation and provide appropriately to meet diversity of need.
- Ensure all students have access to an appropriately differentiated curriculum.
- Recognise value and celebrate students' achievements, however small.
- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all school staff, Governors and parents in SEN issues.
- To meet the individual needs of all students irrespective of whether they have physical, sensory, emotional, specific or general learning needs.
- To involve the student in the process of identification, assessment and provision and to ensure that the student is aware that his/her wishes will be taken into account and of the shared responsibility in meeting his/her special educational needs.
- To involve parents to develop a home school partnership in working together for the student's progress.
- To raise reading standards in identified groups.

The school has on-site provision for SEN in the Learning Pod to accommodate students with identified SEN. The Leader for the Learning Support and specialist staff ensure that students have full access to the main-stream curriculum and are fully included within the life of the school.

Strong pastoral support is in place alongside SEN provision in this school.

The full policy may be downloaded from the school website www.beaconsfield.school under About Us/ School Policies or a printed copy will be made available on application to the Headteacher's PA.

ACCESSIBILITY POLICY

The Disability Discrimination Act (DDA) 1995 requires public bodies, including schools, to actively promote disability equality. The Beaconsfield School must have due regard for the need to eliminate unlawful discrimination and promote equal opportunity for disabled people.

The Beaconsfield School is acutely aware of its responsibility to promote the elimination of harassment of disabled people, promote positive attitudes and encourage the participation of disabled people in public life. This is reflected in our school vision that every member of our community achieves “success through learning” built on the foundation of a stimulating, exciting, challenging, enriching, and inclusive learning environment enabling all learners to reach and exceed their potential. This will be achieved by:

- Creating a solution based workforce that is self-driven by a desire for professional respect and standing.
- Establishing a culture of mutual trust and respect between all stakeholders.
- Creating a learning community that is professionally challenging.
- Creating a self-evaluative and self-reflective environment through the key principles of good manners and professional understanding.
- Building pride and passion for our work within a culturally diverse, aesthetic and creative climate.
- Building a community that respects the celebration of achievement.
- Behaving individually as ambassadors for our work, our achievements and our community within the local, national and international contexts.

The school site presents a number of difficulties for physical access as it is located over a number of levels. Enhanced physical access is facilitated by ramps, lifts, stair lifts and handrails where possible; however, there are still some areas of the site that cannot be reached. The school remains a less than optimum location for students, staff and visitors requiring full accessibility assistance. Nevertheless, substantial improvements can be considered, the aims of which can be summarised as:

- To improve the physical access for the students and adults with disabilities.
- To increase the extent to which students with disabilities can participate fully in the curriculum and additional activities.
- To address the diverse learning needs of students with respect to the learning environment and educational services.

The full policy may be downloaded from the school website www.beaconsfield.school under About Us/ School Policies or a printed copy will be made available on application to the Headteacher's PA.

Strong pastoral support is in place alongside SEN provision in this school.