



Barnwood Park

AMBITION | DETERMINATION | SUCCESS

STEPS TO SUCCESS





WELCOME



- This booklet sets out core principles, along with the crucial systems which underpin them. It is through these robust principles and processes that we will ensure Barnwood Park School provides a calm and purposeful environment that gives our students the chance to thrive.



It is an absolute privilege to be the Headteacher of Barnwood Park and I look forward to welcoming you to our school.

We are proud members of the Greenshaw Learning Trust and have a real focus on ensuring that our students are ambitious and successful learners, and that there is no ceiling on what they can achieve, regardless of circumstances or background.

-Mr Preston





SAFEGUARDING



“Effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children”.



Miss Young



Mrs Allen



Miss Moule

Next year, we will:

- Continue to strengthen online safety and digital wellbeing
- Review AI tools to help keep children safe in an ever-changing digital world
- Continue to educate and support students in recognising and protecting against harmful sexualised behaviours
- Continue to promote digital literacy so students think critically about the news and content they see online
- Continue to provide Early Help support through strong family partnerships





BEHAVIOUR



“Children in many secondary schools are losing the equivalent of an hour’s learning every day due to disruption”

“No student has the right to disrupt the learning of others. Barnwood Park School will have disruption-free classrooms in which staff can teach and students will have uninterrupted lessons in which they can learn”.

On a lesson-by-lesson basis, students will have one simple binary choice: to either be in class working hard and progressing with their learning or relocated to the Alternative Provision (AP) room from their peers for a period of one working day so that the learning of others is not disrupted.

Student Expectations
Arrive for lessons on time
Enter the classroom quietly when invited by the teacher
Listen when the member of staff leading the lesson speaks
Raise their hand to ask a question without calling out
Treat each other with respect at all times
Follow all instructions the first time asked
Work exceptionally hard to the best of their ability without disrupting any other students’ learning





BEHAVIOUR



“Students at Barnwood Park School will have access to a World Class curriculum; one which is broad, balanced, challenging and gives pupils a better chance of success than any other curriculum in the country. Every lesson will follow a clear structure and be underpinned by the following principles:

Principle of Better Practice	So that...
1: High behavioural expectations and routines	
a) Teachers employ effective techniques and embed routines which promote excellent behaviour	Classrooms are orderly, disruption free and learning time is maximised
b) Teachers apply the behaviour policy consistently	Student learning is not disturbed by others
c) Teachers effectively deescalate disruption without disturbing learning	Students comply as they are clear on expectations and routine
d) Teachers reinforce effort and provide recognition	Students understand the connection between effort and achievement
e) Teachers ensure a high level of student attention and effective participation	Students are attentive at all times and participate effectively
2: Quality of Instruction	
a) Teachers give highly effective explanations	Students grasp ideas quickly and accurately
b) Teachers provide clearly defined end points	Students have complete clarity about what they're learning and what success looks like
c) Teachers present new knowledge in small steps	Students can succeed in isolated skills and make connections to build fluency
d) Teachers model excellence and how to achieve it	Students know what excellence looks like and how to achieve it
e) Teachers use visuals and other resources to support explanations	Students can understand and remember key aspects of learning
3: Subject mastery	
a) Teachers demonstrate expertise in their subject curricula	Student learning is accurate and ambitious
b) Teachers plan for and address misconceptions	Common misconceptions are not embedded
c) Teacher coherently sequence and interleave content	Students use prerequisite knowledge to deepen their understanding
d) Teachers promote and uphold the highest standards of literacy and oracy	Students communicate clearly and accurately, using appropriate vocabulary
e) Teachers construct questions and provide opportunities for practice which are specific and accurate	Students produce high quality purposeful outcomes
4: Making it stick	
a) Teachers guide students to articulate their ideas verbally	Students articulate themselves effectively
b) Teachers guide students closely as they begin new learning	Students confidently grasp ideas
c) Teachers provide opportunities for independent practice	Students develop fluency and accuracy when applying their learning
d) Teachers ensure practice is appropriately challenging and extensive	Students demonstrate strong subject discipline and stamina, resulting in high-quality output
e) Teachers provide powerful opportunities for participation	Students build and connect ideas through effective listening, discussion and practice
5: Adaptive teaching	
a) Teachers provide scaffolds for demanding tasks	Students can access and achieve success in all tasks
b) Teachers pitch high every lesson	Students are challenged to achieve the highest possible outcome
c) Teachers adapt teaching as needs emerge	All students make exceptional progress
d) Teachers demonstrate a developed understanding of students with diverse needs	Students with specific needs are able to thrive
e) Teachers appropriately pitch and direct their questions	All students are challenged to think deeply
6: Assessment and feedback	
a) Teachers ask a high quantity of questions	All students are accountable and participate in assessment of learning
b) Teachers plan and ask questions which provide an accurate picture of student learning	Learning gaps are identified
c) Teachers give students high quality feedback	Student actions are refocused or redirected to achieve success
d) Teachers provide opportunities for students to act on feedback	Students can swiftly develop improved knowledge and skills
e) Teachers regularly provide effective opportunities for retrieval practice	Students can embed their learning into long-term memory





SEN SUPPORT



We will regularly review our SEN register and put clear systems in place, so that all teachers know who is on the SEN register and any key adaptations required.

Our approach to supporting students with SEND is rooted in all aspects of school life. Our focus is to give our students with SEND equitable access to an ambitious, broad and balanced curriculum alongside their peers. This is achieved by:

Strong universal provision: The teaching and learning principles promote high quality inclusive teaching. Every teacher is a teacher of all students.

Targeted support: Where students require additional support, students access evidence-based interventions. These are built into the school day so that they don't impact students' access to their core educational offer.

Specialist support: Where students require more specialist support, we work in partnership with specialist agencies to deliver interventions. Specialist support approaches are agreed in partnership with the student and their family together with agencies and their impact is regularly reviewed against individualised outcomes as well as their access and engagement in the curriculum.





STUDENT EXPERIENCE



At Barnwood Park School, success will not just be measured by academic achievement but by the character of an individual. Our aim is to make every child in our care the very best version of themselves through nurturing talent, channelling creativity, exposing ambition and competing for success.

Students at Barnwood Park School will experience a rich offer of opportunities that will shape choices, develop pride and confidence, as well as prepare students for their next steps in life.

We believe in Character Education because it enhances student experience in:

- Ambition - Academic, Personal or Extracurricular Ambition

“Ambition” can encourage students to set high goals, strive for excellence, and develop a growth mindset.

- Determination - Academic, Personal or Extracurricular Determination

“Determination” is crucial to reinforce the value of perseverance, resilience, and grit in the face of challenges.

- Success - Academic, Personal or Extracurricular Success

“Success” is to acknowledge achievement, motivate students, and foster a positive and aspirational school culture.

Students will experience:

- A broad extracurricular programme
- Rewards
- Trips, visits and guest speakers
- House competitions
- Fun Friday





HOMework



In KS3:

- Students are set online homework each week in English, Maths and Science.
- Students are very welcome to stay after school and complete their work in Homework Club.

RAISING STANDARDS OUTCOMES

Year 11:

- A Senior Leader will oversee raising standards
- Extended school day (period 6)
- Space for students to work before school, at lunchtime or afterschool (optional)
- regular assessments/coursework audits with plans to support students if needed
- Revision conferences offered (optional)
- Celebrate successes!





TUTOR TIME



READING PROGRAMME

Our GLT-wide Tutor Reading Programme runs daily for students in Years 7-10 at the start of the day. Students only miss this reading session if their year group has an assembly, or if they are in year 11 and have period 0 instead (extra English, Maths or Science).

All students have the same book as the teacher, and the teacher reads aloud from the front. All students follow along with the book on their desk, using a bookmark to track the text as the tutor reads aloud. The relevant Tutor Reading slide is displayed while the tutor reads, and the full session is dedicated to reading. Reading only ends when the bell sounds for the next lesson.



MORNING GREETING

Each morning, students will head to their designated areas where they will be greeted by their Tutors and Heads of Year. They will be given key messages and have their equipment and uniform checked before being taken to their tutor rooms for Tutor Time Reading.





UNIFORM



- The school blazer
- A plain white work-style shirt or blouse
- Either tailored grey trousers or the school kilt
- Formal and professional plain black shoes
- School tie

Students will be given a badge for their blazer to show which house they are in.





UNIFORM



The following expectations apply to all students:

- The only acceptable jewellery is a wrist watch and two pairs of small plain circular stud earrings (gold, silver or pearl).
- No facial piercings of any kind.

Hair:

- Hair is to be of a natural colour and only one colour.
- Students with long hair must tie it back for PE, technology and Science lessons.

Makeup:

- Any makeup should be natural.
- No false eyelashes.
- No nail varnish to be worn (including false nails).

Aerosols:

For health and safety reasons, aerosoles (including but not limited to deodorants, hairsprays, body sprays and aftershaves) are not to be used in school.





EQUIPMENT



Compulsory items:

(Provided in Year 7)

- Clear pencil case
- Ruler
- Pencil
- Black pens
- Green pen
- Rubber

Compulsory items you will need to bring:

- Scientific calculator
- Protractor

Optional:

- Colouring pencils
- Highlighters





TERM DATES

2025/26



Autumn Term 2025

Monday 1st September to Friday 19th December

INSET days: Monday 1st and Tuesday 2nd September

Year 7 and Year 11 students start on Wednesday 3rd September.

Year 8, 9 and 10 students start on Thursday 4th September.

October Half Term

Monday 27th October to Friday 31st October

INSET day: Monday 3rd November

Christmas Holiday

Monday 22nd December to Friday 2nd January

Spring Term 2026

Monday 5th January to Friday 27th April

INSET day: Monday 5th January

February Half Term

Monday 16th February to Friday 20th February

Easter Holiday

Monday 30th March to Friday 10th April

Summer Term 2026

Monday 13th April to Monday 20th July

INSET days: Friday 3rd July and Monday 20th July

May Half Term

Monday 25th May to Friday 29th May



WHAT YOU CAN EXPECT FROM US



- A belief in every student's ability to succeed
- A safe, secure, calm and caring environment in which your child can thrive
- High quality teaching and a challenging curriculum, so that all children make accelerated progress
- Improved facilities and growing character programme
- A willingness to listen and work with you
- A "better chance of success"



'We are all on the same mountain, just a different
journey to the top'



WHAT WE REQUEST FROM YOU

- Please make sure your child arrives on time for school every day
- Please make sure your child has the correct uniform and equipment
- Please support our policies, so that we can present a united front
- Please support us to ensure your child completes their homework
- If your child is in Year 11, please encourage them to grasp every opportunity to achieve their best grades in the summer
- Contact the school if you have any questions or concerns at any point so that we can resolve them together

