



Barnwood Park

RESPECT | 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.



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 W Meldrum

Our school is built on strong relationships, high expectations and a determination to help every young person succeed. We combine academic ambition with the robust support systems students need to reach it. We hold our students to high standards because we believe in their potential, walking alongside them to develop confidence, character, and resilience that they will need to thrive during their time at our school and also for the rest of their lives.





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



Miss Perry



Miss Moule



Mrs Blair

Next year, we will:

- Continue to strengthen online safety, digital wellbeing and mobile phone restrictions.
- Embed online safety into our whole-school approach, ensuring our environment operates as mobile phone-free by default across the entire school day, while conducting mandatory annual reviews of our filtering and monitoring systems.
- Proactively assess and mitigate risks from AI-generated content, focusing on protecting students from AI deepfakes, self-generated intimate imagery, and the risks of fake intimacy or harmful advice from AI chatbots.





SAFEGUARDING

- Continue to address the evolving safeguarding risks of Generative AI and deepfakes.
- Confront misogyny, pornography, and child-on-child abuse.
- Take a zero-tolerance approach to all child-on-child abuse (including harassment and violence). Our curriculum will actively counter misogynistic attitudes and address how online pornography distorts healthy relationship norms and normalises harassment.
- Promote advanced digital literacy and critical thinking.
- Equip students to critically evaluate new technologies, recognise online scams and sextortion, and understand how commercial platforms generate, collect, and share their personal data.
- Expand Early Help support and mental health intervention. We will work through strong family partnerships to identify early warning signs of harm, focusing on students with targeted vulnerabilities (such as those repeatedly removed from the classroom or on part-time timetables) and ensuring rapid, clear escalation pathways for mental health and self-harm concerns.



MEET THE HEADS OF YEAR



Year 7 - Ms Kirton

I am so excited about being Y7 Head of Year as it's a year of incredible growth and new discoveries. We have been so excited to meet you all and cannot wait to get to know you better over the next academic year!

Assistant Head of Y7 - Mr Bayliss



Year 8 - Mrs Biles

I'm Mrs. Biles, Head of Year 8. I currently teach PSHE, though I began my career as a PE teacher.

I went into teaching because my own teachers supported me and provided opportunities inside and outside the classroom—I wanted to do the same for future generations. For over 10 years, I've also served as a Head of Year. I love the pastoral side of this role, collaborating with parents and carers, and experiencing the privilege of watching our students grow in confidence and achieve.

Assistant Head of Y8 - Mr Backhouse



Year 9 - Mr Heppner

Hello. I am Mr Heppner and I am one the Heads of Year at Barnwood Park School.

I oversee all things to do with Y9. I have been with this year group since Y7 and my job involves supporting them, challenging them and ensuring that they are the best year group in the school!

Working with my Assistant Head of Year, Miss Wilson, we aim to ensure that all of our pupils are happy and content and that they enjoy their years at Barnwood Park School.

Assistant Head of Y9 - Miss Wilson



MEET THE HEADS OF YEAR



Year 10 - Mr Hall

My name is Mr Hall, and I am Head of Year 10 and HLTA. I am passionate about supporting every student to thrive both academically and personally. I believe in building positive relationships with students and families, ensuring every young person feels valued, supported and encouraged to achieve their full potential throughout their GCSE journey.

Assistant Head of Y10 - Mr Tomalin-Hayles



Year 11 - Mrs Foster

I have worked at Barnwood Park for 21 years, having had several roles including school librarian and a HLTA. Currently I am Assistant SENDCo and oversee our Learning Support Centre and Head of Year 11, having been with this cohort since year 7. As Head of Year I oversee all aspects including behaviour, well being and academic success for my year group to ensure they succeed to the best of their ability, feel safe and happy in school.

Assistant Head of Y11 - Mrs Dee

“Learning really does have the power to change lives for the better – the role of a pastoral leader/head of year is to clear the path for this to happen, to operate in the background, keeping the wheels turning as the driving force of changing lives”.



BEHAVIOUR



Mrs Blackwood



"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



TEACHING AND LEARNING



Mr Delahoy



“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 Teaching	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 ensure a high level of student attention	Students' cognitive load can be focused on learning
e) Teachers select effective tools to maximise the ratio of participation	Students participate effectively and think hard about the learning
2: All students belong and thrive	
a) Teachers show love for their subject	Students are motivated
b) Teachers pitch high every lesson and build an expectancy of success	Students are challenged to achieve the highest possible outcome
c) Teachers reinforce effort and provide recognition	Students understand the connection between effort and achievement
d) Teachers adapt teaching as needs emerge	All students make exceptional progress
e) Teachers guide students to articulate their ideas verbally and promote high standards of oracy	Students articulate themselves effectively
3: Proactive Planning	
a) Teachers demonstrate expertise in their subject curricula	Student learning is accurate and ambitious
b) Teachers plan and make clear defined end points	Students have complete clarity about what they're learning and what success looks like
c) Teachers plan for and address misconceptions and foundational knowledge	Common misconceptions are not embedded and prerequisite knowledge is secure
d) Teachers plan effective scaffolds	Students can access the learning and achieve success
e) Teachers demonstrate a developed understanding of students with diverse needs	Students with specific needs are able to thrive
4: Quality Instruction	
a) Teachers activate prior knowledge	Students can connect new learning to existing schema
b) Teachers present new knowledge in small steps	Students can succeed in isolated skills and make connections to build fluency
c) Teachers model excellence and how to achieve it	Students know what excellence looks like and how to achieve it
d) Teachers use visuals and other resources to support explanations	Students can understand and remember key aspects of learning
e) Teachers regularly ensure students are attentive to instructions	Students' working memory is focused and they listen effectively
5: Checking and Guiding	
a) Teachers plan and ask questions which provide an accurate picture of student learning	Learning gaps are identified
b) Teachers appropriately pitch and direct their questions	All students are challenged to think deeply
c) Teachers appropriately evaluate the outcomes of learning checks	Student actions are refocused or redirected to achieve success where necessary
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
6: Deliberate Practice and Participation	
a) Teachers provide regular opportunities for independent practice	Students develop fluency and accuracy when applying their learning
b) Teachers ensure practice has specific success criteria which meets the learning end point	Students produce high quality purposeful outcomes
c) Teachers ensure practice is appropriately challenging and extensive	Students demonstrate strong subject discipline and stamina
d) Teachers employ active observation during practice to monitor closely and provide live feedback	Students can maintain high standards and swiftly develop their outcomes
e) Teachers promote and uphold the highest standards of literacy	Students communicate clearly and accurately, using appropriate vocabulary

ATTENDANCE



Mrs Rainbow



Excellent attendance is vital for your child's academic success, progress, and personal wellbeing at Barnwood Park School. Research indicates that missing just one half-day a week can reduce achievement by at least a full GCSE grade across every subject. As proud members of the Greenshaw Learning Trust, we maintain an uncompromising standard for punctuality and attendance to ensure there is no ceiling on what our students can achieve.

Punctuality is equally important. Arriving on time helps students maximise learning time, participate fully from the start of lessons and develop the routines and habits that underpin belonging, success and high expectations.

 Understanding Attendance Levels and Their Impact	
EXCELLENT ATTENDANCE Very best chance of success ! Missed: 25 lessons per year	96-100%
GOOD ATTENDANCE Acceptable, but there's room for improvement. ! Missed: Approx. 50 lessons per year	93-95.9%
CONCERNING ATTENDANCE Attendance is affecting progress. Students are missing vital learning. ! Missed: 85 lessons per year	90-92.9%
POOR ATTENDANCE (Below 89%) Serious impact on life chances. Legal action may be taken. ! Missed: 100+ lessons per year	Below 89%

Rewards and Recognition: We recognise and celebrate students' success in a range of ways, including individual rewards alongside tutor group, house and year group recognition. Successes are celebrated daily through morning greeting, regularly within assemblies and through wider rewards opportunities that promote belonging, participation and pride in our school community.



ATTENDANCE



Every Minute Counts!



Minutes late to school	Days missed	Impact on your attendance in 1 year
5 minutes per day	3.5 days missed	98.4% attendance
10 minutes per day	6.9 days missed	97.6% attendance
15 minutes per day	10.3 days missed	94.6% attendance
20 minutes per day	13.8 days missed	92.9% attendance
30 minutes per day	20.7 days missed	89.2% attendance

How to Report an Absence

If your child is too unwell to attend school, you must notify our Attendance Manager by 08:30 am on each day of the absence.

When reporting an absence, you must provide your child's full name, tutor group, and a specific reason for their absence. You can contact the school using one of three methods:

- Phone: Call the dedicated attendance line on 01452 530389 (Select Option 1).
- App: Report directly using the My Child At School (MCAS) App.
- Email: Message the attendance team at attendance@barnwoodpark.co.uk.

Note: If we have not received an absence notification by 09:15 am, our Attendance team will contact you via text or phone call for safeguarding purposes



SEN SUPPORT



Mr Bacon



Miss Knight



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:

- **Respect** - Academic, Personal or Extracurricular Success

"Respect" is to embody a caring attitude towards each other and our school environment.

- **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.





STUDENT EXPERIENCE

Students will experience:

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



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.



HOMework



Mrs McNeill



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.

For more information on homework, see our website page:

<https://www.barnwoodpark.co.uk/homework>

RAISING STANDARDS OUTCOMES



Mrs Aboud

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



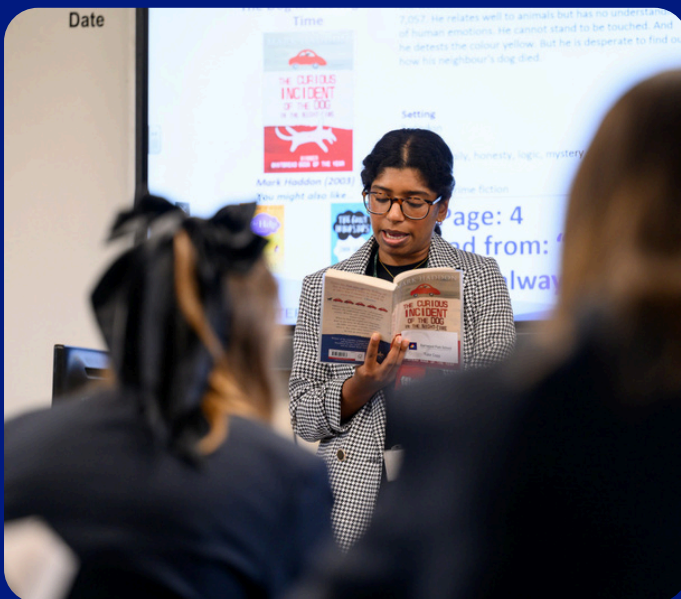
Miss Williams



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.





Miss Pearson



ALTERNATIVE PROVISION (AP)

The Alternative Provision (AP) unit is a calm, structured, and reflective environment designed to help students regulate their behaviour and understand the reasons behind their referral. Our primary goal is to support students to successfully reset their behaviour so they can return to their mainstream lessons.

The AP structure and academic expectations

Whilst in AP, students are expected to maintain their academic progress. The placement spans five periods (one full school day) and follows a strict timetable covering five essential lessons:

- Core Subjects: English, maths, and science
- Humanities: Two dedicated humanities periods

Students are required to work independently and silently, accessing their curriculum directly through the GLT learning website. To assist them, every student is welcomed and provided with a dedicated learning booklet upon arrival.

Behaviour and regulation Support

Because AP is a focused environment for reflection and learning, we maintain high standards of conduct:





ALTERNATIVE PROVISION (AP)

- The Warning System: If a student disrupts the working environment, our AP warning system is enforced.
- Regulation Time: We understand that students may need time to process and regulate their emotions. If a student is struggling, AP staff will intervene and, if necessary, contact a trusted adult or a member of the pastoral team for additional targeted support.

Facilities and Provisions

To ensure students can focus entirely on their reflection and work, the AP building is self-contained:

- Meals: Students will receive a snack at breaktime (provided by AP), and a sandwich, snack, and bottle of water at lunchtime (this will be charged to their account). Alternatively, students are welcome to bring their own break-time snacks and a cold lunch.
- Amenities: Dedicated toilet facilities are located directly within the AP building for student use.

Whilst AP serves as a serious disciplinary consequence for behaviour that falls outside our school community expectations, it is also a space for growth. We aim to partner with you to ensure your child uses this time productively to reflect, reset, and continue their education without disruption.



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.



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

For health and safety reasons, aerosols (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 26/27



Autumn Term 2026

Tuesday 1st September to Friday 18th December

INSET days: Tuesday 1st and Wednesday 2nd September

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

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

Academic Review Morning (school closed to students): Friday 18th December

October Half Term

Monday 26th October to Friday 30th October

INSET day: Monday 2nd November

Christmas Holiday

Monday 21st December to Friday 1st January

Spring Term 2027

Monday 4th January to Thursday 25th March

INSET day: Monday 4th January

Academic Review Morning (school closed to students): Thursday 25th March

February Half Term

Monday 15th February to Friday 19th February

Easter Holiday

Friday 26th March to Friday 9th April

Summer Term 2027

Monday 12th April to Wednesday 21st July

INSET day: Friday 2nd July

Academic Review Morning (school closed to students): Wednesday 21st July

May Half Term

Monday 31st May to Friday 4th June



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





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'

