

# Bishop Barrington School

## Prospectus



2017 - 2018



# Welcome

## Dear Parents, Carers, Students and Friends

Thank you for taking an interest in our school. We recognise that choosing a secondary school is one of the most important decisions parents, carers and children will ever take. Schools are in the privileged position of helping to shape young lives. At Bishop Barrington, we take this responsibility very seriously. We believe that a child only has one school life and, together, we must make it count.

Students at Bishop Barrington do well. They enjoy and achieve within a strong ethos of learning and support. Standards have risen year on year and our students leave us ready to take their place in society as confident, caring and responsible young adults.

Our school also prides itself on its strong partnership between home and school. Parents are an important part of our learning community and we value their contribution to school life.

We share the same aim – to get the best for our children.

All of the staff at Bishop Barrington work hard to ensure that students are happy, safe and cared for. We believe that teaching should inspire and enthuse so that children develop a life-long love of learning. We also believe that every child is entitled to a personalised, supported learning journey, which ends in success. Above all, we want to promote a springboard for a bright future for all children in our care.

I hope that you find this prospectus informative and interesting; it provides a flavour of life at Bishop Barrington School.

If you would like more information, or would like to visit the school, please do not hesitate to contact me.

Mike Bennett  
Acting Headteacher



# Priority School Building Programme Phase 2

We are thrilled to announce that as part of the Government's extensive programme of refurbishment to existing schools we were awarded a partial rebuild of Bishop Barrington School. The current school buildings are over 60 years old and unfortunately have come to the end of their natural life span.

<https://www.gov.uk/government/publications/priority-school-building-programme-2-list-of-successful-schools>

All of the school's existing teaching areas will be rebuilt and to all intents and purposes, in 2019/20, students will be moving to a new school on the current site.



*EFSA Statement: Under the second phase, PSBP2, individual blocks at 277 schools will be rebuilt and refurbished using capital grant. By focussing on individual school buildings rather than just whole schools, the government can maximise the impact of their investment, helping funding go further to help the schools in most need. The ESFA (Education and Skills Funding Agency) plans for all PSBP2 schools to open their new or refurbished buildings by the end of 2021.*

We have been working closely with both Durham local authority and architects from Kier Construction to design the new school. Construction of the new school will begin in February/March 2018.

I want to reassure parents/carers that there will be no disruption to pupils' learning or progress throughout the duration of the new build. The new school will be built on existing land, and when complete students will migrate to the new building. Once all teachers and students have moved to the new building the old buildings will be demolished, making way for improved parking facilities for staff and visitors and heavily landscaped gardens.

As you can imagine we are all very excited about the prospect of moving into a new school. I will ensure that all parents/carers and students are fully informed when the final designs are made available.

# Outstanding Quality of Teaching...

We know that parents consider a range of criteria before deciding on a secondary school for their children. However, one of the most important factors is the Quality of Teaching delivered by a school.

Bishop Barrington's Quality of Teaching was judged to be Outstanding during our last Ofsted Inspection. Ofsted judged that teaching in our school is of the highest calibre. Nationally, only a small minority of schools inspected under the new framework have achieved this judgement and we are proud that Bishop Barrington is one of them.

The Ofsted Report includes a wealth of accolades, for example:

“Teaching is impressive. Many lessons are outstanding, with real sparkle, and none are inadequate. Very effective teaching is the typical diet for students.”



“Teachers are highly skilled professionals. They plan diligently and are well informed about students. There is a deeply embedded culture of learning.”

“Students work with energy and independence. Across subjects, skills of reading, writing, speaking and numbers are developed with exceptional skill, care and persistence.”



“Written work is marked to a high standard, with clear advice about next steps to do better. Students act upon this advice.”

**AT BISHOP BARRINGTON**, all lessons are planned and delivered to ensure that every pupil experiences High Quality Learning in every classroom.

**WE AIM TO DELIVER** outstanding lessons, and in our drive to do so, we have identified key strategies and features which must be embedded in teaching and learning. These aspects of learning make up our High Quality Learning Experience and are:

- \* The pace and depth of learning.
- \* Pupil Independence and resilience.
- \* Appropriate challenge, including differentiation, extension and enrichment.
- \* Excellent feedback to pupils so that they can improve their work.
- \* Skilful Teaching which fosters a curiosity in, and love of, learning in pupils.
- \* Excellent, respectful teacher-pupil and pupil-pupil relationships.
- \* A strong focus on developing Literacy & Numeracy skills across the curriculum.
- \* Challenging homework.

**OUR TEACHING AND LEARNING MEETINGS** are exciting events which further staff development in effective, “Leading Edge” practice. We are particularly proud of our Teaching and Learning Research and Development Group, who regularly showcase their work.

Our students regularly attend these meetings, giving presentations and sharing their views on effective learning.

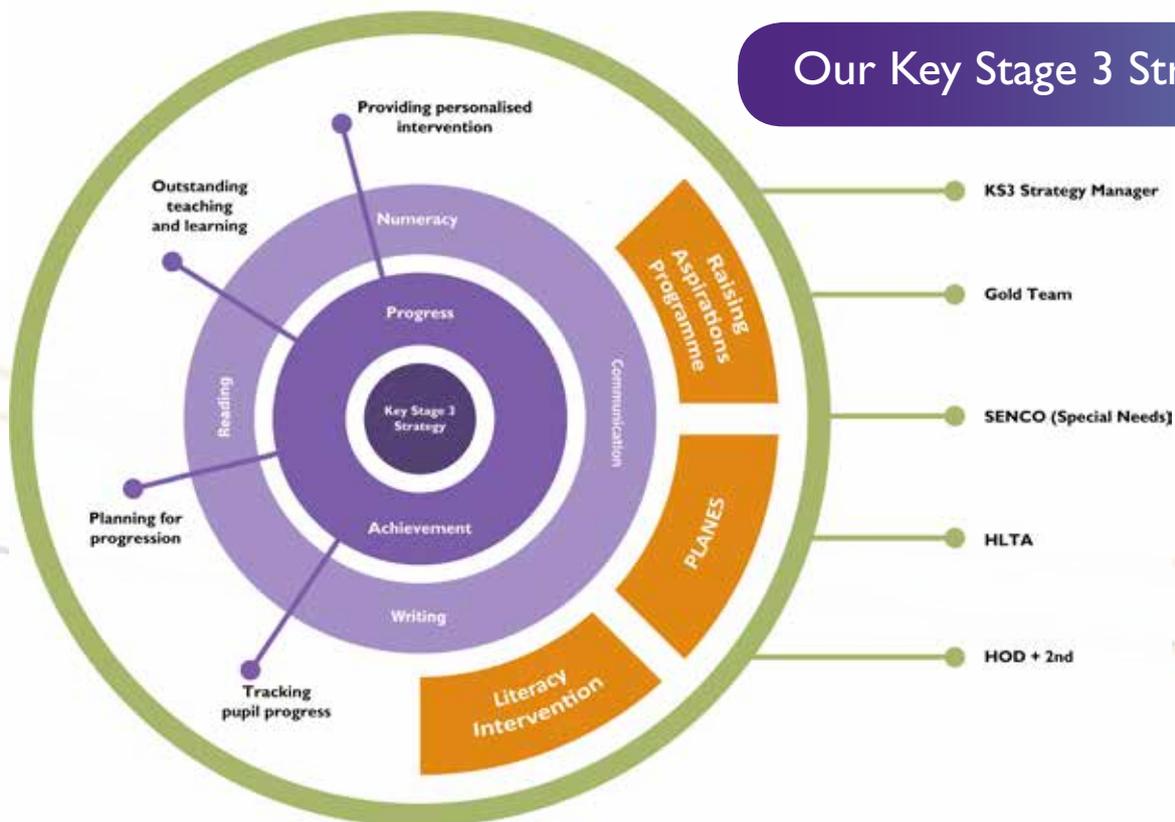
We monitor the consistency of our High Quality Learning Experience in a number of ways. We use lesson observations, talk to students and regularly look at work.

Much of this is conducted throughout Quality Assurance Weeks. Across the academic year, every subject area has a calendared Quality Assurance Week, during which our Teaching and Learning Team go in to each department to conduct lesson observations, pupil dialogue and work analysis.

At the end of the week, each subject is presented with a report, which clearly identifies strengths and any areas for development. We are delighted that outcomes continue to confirm that teaching, over time, is outstanding. This reflects our commitment to the highest possible standards in teaching and learning, and our aim to secure the best of outcomes for our pupils.



# Progress and Achievement...



## Our Promise to Parents

At Bishop Barrington, we believe that every child has the right to make good progress from the moment they enter our school. This is a passionate belief and staff do everything they can to fulfil this aim.

Ofsted also recognised this in their Inspection Report, when they stated:

“Leadership is Outstanding. The Head Teacher, with the Senior Team, has created a positive climate, shared aims and high expectations.”

“Senior Leaders have built a shared vision that every student can achieve, backed up by practical plans that have had a big impact.”

## Going For Gold

One example of our strategies leading to impact is our target setting system. At Bishop Barrington, our high expectations for pupil progress and achievement are reflected in our “Academic Olympics” targets for pupils.

The system generates targets based on the

Olympic system of awarding medals (or, in our case, achievement certificates). Each child is given two targets for each subject.

The Silver target is based on national expected progress from a child’s end of Key Stage 2 starting point.

However, the Gold target is much more aspirational, encouraging students to aim for progress and achievement well above national expectation.

Our Academic Olympics have captured the imagination of both students and staff. Our students love the challenge of “Going for Gold” and many have pushed the boundaries even further than achieving their Gold targets.

## Key Stage 3 Strategy

This focus on securing the best possible progress and achievement can also be seen in our Key Stage 3 Strategy.

This Strategy is led by our Key Stage 3 Strategy Lead, Nathan Powell, who is an Assistant Head Teacher. Progress and Achievement are at the core of this strategy and go hand in hand with our focus on Outstanding Quality of Teaching.

Of central importance is the tracking of pupil progress and ensuring that no child falls behind in terms of progress towards their targets. Teachers and departments assess the progress of each pupil regularly and analytically and provide quality feedback to pupils to give clear direction for ongoing improvement. It is the rigor and robust approach which received recognition regionally and nationally. In 2014 we were regional winners of the DFE's Pupil Premium Award.

Formal Key Stage 3 Strategy Meetings, to discuss the progress of all pupils in all subjects, also occur every half term.

These meetings involve a highly focused, specialist team. The team is led by our Key Stage 3 Strategic Lead, Nathan Powell. The team includes Heads and Deputies of Departments, Intervention Coordinators, the Head of Pupil Engagement and our Special Needs Coordinator.

This unique mix of specialists not only identifies where pupils are not progressing as expected, but also identifies any barriers to progress and strategies for intervention. Some of these strategies are classroom based but others include basic skills programmes, literacy intervention, PLANES and targeted support for number, algebra and geometry skills (NAGS).

This support is enhanced by Higher Level Teaching Assistants (HLTAs) and Literacy Intervention Tutors. There is also a constant focus on ensuring that behaviour and attitude to learning is excellent. We aim to provide a gold standard learning experience in all respects and to develop key skills in reading, writing and ICT, as well as developing Social, Moral, Spiritual and Cultural values, and embracing our 'RISE' and British Values.

Every year, a special Key Stage 3 event is held to celebrate the many successes of pupils who achieve outstanding progress from day one. Awards are presented for outstanding progress over the year and over the Key Stage, including special awards for achievement in reading.

The "Future Scholar Awards" are given in recognition of pupils in Key Stage 3 who have excelled beyond all expectations and beyond what his or her peers have achieved. Competition for these awards is fierce.

## Key Stage 4 Achievement

Bishop Barrington is also extremely proud of its track record and in the excellent results achieved by our Key Stage 4 pupils. Indeed, the rate of pupils' progress and Key Stage 4 outcomes were praised in our Ofsted Report. Inspectors stated that:

"Students achieve well; GCSE results have gone up steadily to above the national average."

"In English and Mathematics progress has got better year on year. Students make exceptionally good progress in key skills of reading, writing, speaking and number from Year 7 and as they move up the school."

Our relentless focus on securing the best possible progress for all of our pupils can, once again, be seen in the rigour of our tracking systems at classroom, department and whole school level. Regular Pupil Performance Review Meetings with each subject department ensure that the progress of each pupil is discussed and that any barriers to progress are quickly addressed. This rigorous, personalised approach, coupled with excellent curriculum provision, has led to an impressive track record in key performance measures. This includes the key indicator of % of students achieving both in English and Maths, and also in achieving excellent progress from KS2 – KS4. Indeed, the vast majority of pupils who enter our school with the average of Grade 4 at Key Stage 2 achieve at least Grade 4 (new grading system) in English and Maths in Year 11, with a significant number achieving well above this.

In 2017 we were justifiably proud of our students, who achieved high grades in the vast majority of subjects well above both the local authority and national averages.

# The School Curriculum

As you will be aware, the last two years have seen significant changes in terms of the Key Stage 3 and Key Stage 4 Curriculum and KS4 Examination Programme.

However, you can be assured that Bishop Barrington School will always rise to any new challenges in terms of provision and assessment and that outstanding teaching will underpin curriculum delivery.

As Inspectors stated in our most recent Ofsted Report:

Our teachers are highly skilled professionals. They plan diligently and are well informed about students. They are very good at improving literacy and numeracy, and at encouraging personal development in natural and unforced ways.

There is a deeply embedded culture of learning.

This section gives an outline of the key aims and principles of our current school curriculum.

## ENGLISH

English is about communication, and our courses develop skills of enquiry, which are essential for every school subject and career path. Through the development of reading, writing, speaking and listening, pupils make progress in these core skills. Analysing non-fiction texts enables pupils to form independent perspectives, and comment on these accordingly.

Through the study of literature, pupils are encouraged to explore and engage with a variety of fictional material, from plays and novels to poems. Our syllabus is diverse and thought-provoking and pupils achieve outstanding results. We aim to inspire all learners, foster their creativity and develop a life long love of reading.

## MATHEMATICS

Mathematics is a highly complex discipline involving the study of number, algebra, geometry and statistics. It involves solving problems, investigating, justifying and explaining. We make lessons as fun and exciting as possible. We aim to help students develop a secure framework of mathematical reasoning, which, in turn, will enhance their lives by enabling them to make sound economic, logical and balanced decisions in everyday life. We help students nurture a love of Mathematics which will enhance their future life options.

## SCIENCE

Science is an integral part of modern culture that stretches the imagination and creativity of young people. We enable our students to become familiar with a body of scientific knowledge, principles and vocabulary and to see science in the context of the everyday world around them.

Students develop an awareness of the implications of Science (past and present), for the individual, the community and the environment. We want them to develop informed opinions and to be able to support them by reasoned arguments. They work individually and as part of a team in a safe environment.

## PHYSICAL EDUCATION

Within PE, pupils develop competence and confidence through a range of physical activities. They will develop a wide range of skills, strategies, tactical awareness and compositional ideas to perform successfully. Pupils will also learn the value of leading a healthy, active lifestyle and increase their analysis and evaluation skills. At Key Stage 4, pupils have the option to follow a number of accredited courses, which encompass skills learnt within the Core programme, and enhance their knowledge of the theoretical side of PE and Sport.

# The School Curriculum



## GEOGRAPHY

Our courses allow pupils to find out about the challenges and opportunities offered in the world we live in. Students learn about connections between places, world climate, environment, tourism and natural disasters. They also develop skills of enquiry, research and presentation. This is a subject relevant to the world students live in and to their future.

## PERSONAL DEVELOPMENT

The Personal Development programme, ensures all pupils engage and learn about key topics and issues that are relevant to our students and the wider they live in today. This includes Citizenship; which includes topics on politics, rights and responsibilities, democracy, justice and the law. Through year 7 to 11 students follow a Careers programme that allows them to consider their own individual needs and career prospects so that they are able to go on to have a bright future. Personal Social Health and Economic Education, allows students to discuss and explore important topics such as risk taking, mental health and well being and also incorporates Relationship and Sex Education.

These three areas give pupils the knowledge, skills and understanding to play an effective role in today's society. All areas are focused to help each individual to become informed, thoughtful and responsible citizens who are aware of their duties and rights as part of the SMSC values.

## DANCE

At KS3, all pupils are taught dance through a range of styles, this leads into Y9 where students can opt to follow the dance pathway. This entails performing in contemporary, jazz and street dance styles. At KS4, pupils can study a Level 2 BTEC through dance and dance leadership level 1. Take up is always very popular and outcomes are high in this highly engaging course.

## COMPUTER STUDIES

Using computers is an integral part of everyday life in today's society. Our Computer Studies courses at both Key Stages prepare students to become independent and autonomous users of computers. They develop their capability, creativity & knowledge in Computer Science, Digital Literacy and Information Technology, our courses aim to be both enjoyable and interesting.

## RELIGIOUS EDUCATION

RE helps students to understand the world in which we live, and to develop a moral framework for life. Students are encouraged to reflect, critically assess and develop their own thoughts, questions and challenges about life.

The RE curriculum follows the Agreed Syllabus for Religious Education in Durham. It is an enquiry-based curriculum which focuses on the knowledge and understanding of religion; it also aims to develop critical thinking skills and personal reflection. Modules within the curriculum encourage the exploration of ideas through four key concepts: *Belief*, *Authority*, and the *Expression and Impact of Belief*.

## ART

The Art Department at Bishop Barrington provides pupils with another creative outlet in the curriculum. The rooms are exciting and inspiring, giving pupils space to explore their ideas and challenge their expectations. Our courses incorporate a wide variety of media and techniques. We are keen to develop pupils' knowledge of artists and art history. Because pupils draw, paint, sculpt, use textiles and work on graphic design, we can ensure a very rich Art curriculum. At KS4 students can specialise in either Art & Design, Graphics Communication or 3D Design and/or Photography..

# The School Curriculum



## MUSIC

The Music Department ensures that students learn the skills to create an excellent foundation for their future musicianship. Our key stage 3 Music lessons have music making at their heart, as we believe we should 'teach through music'. Our students are given a good theoretical knowledge but always with a focus on practical activities. During their time in KS3, pupils build up a good repertoire of songs and improve their vocal skills. They also learn basic keyboard skills and progress to playing hands together. A lot of our lessons are group based and pupils work with their peers to create arrangements of well-known songs. We do this through a wide variety of topics including Latin, African and Reggae music.

Many students choose to attend the lunch time extra-curricular clubs on offer.

## HISTORY

KS3 History takes pupils from the Roman invasion of Britain through to the 20th Century, studying dramatic figures and events along the way such as the Battle of Hastings, Henry VIII, Queen Elizabeth I and the First World War. Pupils investigate the past by using sources from the time, meaning pupils develop their skills of analysis and evaluation.

There are opportunities for pupils to develop their own arguments about what they believe, and also challenge and question the interpretations of other historians.

By the end of KS3 History, pupils have an overview of the history of Britain and are more critical of information they see around them.

## MODERN FOREIGN LANGUAGES

Modern Foreign Languages is an essential skill used in today's modern society. We offer an engaging French course which develops independent and creative language learners. We aim to improve students communication skills as well as helping them to broaden their horizons and have a greater understanding of cultural differences.

## GCSE DRAMA

GCSE Drama is an exciting, inspiring and practical course. It promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

Learners are given opportunities to participate in and interpret their own and others' drama. Learners have the option to work practically as performers and/or designers in Components 1 and 2.

Learners investigate a practitioner or genre of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to produce and realise a piece.



# The School Curriculum

## THE ENRICHED CURRICULUM

We pride ourselves in offering a wide variety of extra curricular activities. These include several music clubs, technology club and making maths fun through maths challenge competitions. There are very exciting Art and Craft clubs, history clubs and a homework club. We also have conversational lunches and support activities in the Achievement Centre.

We have a thriving Duke of Edinburgh award scheme, as well as a popular Technology club and very interesting Film and Book clubs.

There is an extensive range of PE and Sport Clubs available at Key Stage 3 and Key Stage 4. Pupils have the opportunity to represent the school in a number of sporting teams. Highlights of previous years are an exciting, annual Ski trip, visit to Wimbledon and outdoor adventure trips.

## CAREERS EDUCATION

Careers Education at Bishop Barrington is committed to providing students with opportunities to learn about their future and the world of work. All pupils from Year 7 to Year 11 participate in dedicated Careers lessons, which guide them through identifying skills and qualities to thinking about future career paths and learning opportunities.

All pupils in KS4 benefit from Careers interviews to help them choose the most appropriate educational route or course for them. Pupils also have the opportunities to speak to, and work with, local sixth forms and colleges to experience higher educational settings.

Pupils also have access to Level 6 Careers advisors in lunchtime drop-in sessions, who will assist in any careers related queries.

## PERSONAL DEVELOPMENT

This area of the curriculum includes Citizenship, PSHEE, careers and RSE (Relationships and Sex Education). It allows students to develop as responsible and mature young people. They learn about choices, decision-making and managing risk as well as developing financial, political and personal awareness.

Personal Development aims to ensure that each student who leaves our school in Year 11 feels fully equipped to successfully manage the transitions and opportunities that lie ahead of them. This is an important part of the school's curriculum.

## HOMEWORK

All subject teachers regularly set homework to maximise pupil progress. Homework tasks are designed to enhance subject knowledge and to provide challenge for all as well as consolidating pupils' progress

A Homework club is available after school between 2:45pm & 3:45pm.

# The School Curriculum

## Enhanced Mainstream Provision :ASD

Bishop Barrington School is an Enhanced Mainstream Provider for pupils who have Autism / Asperger's.

Our Enhanced Mainstream Provision Base is for the most vulnerable pupils who will have complex communication difficulties and Autistic Spectrum Disorder (ASD). The provision consists of a personalised and flexible programme of support, which can be updated regularly, and will vary from child to child according to their specific needs. Pupils can eventually be fully or partially integrated into the mainstream curriculum with tailored support.

Each pupil who accesses the enhanced provision will be provided with the core offer of Quality First Teaching, access to a broad and balanced curriculum, opportunities to develop social skills and self-esteem in the wider school context. Additionally, each pupil will access a tailored package of support from the resources outlined at the right and with the support of specialist trained staff depending upon individual need.

- \* Extended Transition Package
- \* Personalised Learning Plan
- \* Pupil Profiles
- \* High level of parent / carer liaison.
- \* Desensitisation programmes
- \* Close links with external partners e.g ASD Team  
CAMHS  
Speech & Language
- \* Social Skills Development Programme
- \* Open/flexible access to our Learning Support Unit
- \* Timeout cards
- \* Use of Social Stories, Comic Strips etc.
- \* Support with anxiety
- \* Regular whole staff training.
- \* Specialist trained Keyworkers
- \* Special Exam Arrangements.
- \* PE Nurture Group

We have a highly skilled and experienced team of professionals working to support our ASD pupils.

- \* HLTA ASD training delivered by special school staff.
- \* Whole school CPD on working with pupils with ASD delivered by ASD Specialist staff and in-house specialists.
- \* Additional in-house training for student teachers/cover supervisors and support staff delivered by SEN staff.
- \* LSU Co-ordinator fully trained - has completed Awareness and Understanding ASD Level 3.
- \* LSU Learning Mentor has completed Awareness and Understanding ASD Level 3.
- \* Social Inclusion Manager (AAHT), Learning Support Assistant and One to One Tutor trained in Understanding and Supporting Pupils on the Autism Spectrum: Theory & Interventions.
- \* All key support staff have additional training in identifying and working with girls with an ASD.

# The School Curriculum

## We are a Reading School

We have been designated as a 'Reading School' by the local authority - the first secondary school in the County to be so. We are proud of our Reading School status, which reflects our continued developments in ensuring excellence in communication across the curriculum, and in particular, the way we provide opportunities for pupils to develop knowledge about language and a love of reading.

All staff are responsible for leading communication development in Bishop Barrington School. Strategic leadership and monitoring is undertaken by the Senior Leadership team, supported by a subject expert.

Pupils view staff as their role models in the use of language – they receive praise for the correct use of English and are encouraged to make ambitious vocabulary choices. Pupils are involved in the development of policy and practice to support communication. The Year 11 Prefect team are trained and deliver a form tutor programme in reading, writing, speaking and listening, specifically designed to meet the needs of their learners.

The challenge for all other subject areas is to know and understand the levels of communication of individual pupils and provide appropriate opportunities to develop, apply and master these skills. Subjects across the curriculum use a range of bespoke resources unique to the school, designed to master a range of writing styles as well as choose texts that are challenging and offer a variety of teaching opportunities.

All of this is enhanced by a number of enrichment activities. Some of the activities and other enrichment opportunities this year include:

- \* Whole school celebration of World Book Day.
- \* Christmas book project.
- \* Free books for pupils (Book Buzz).
- \* Charity Read-a-thon event.
- \* Visiting authors to inspire.
- \* Termly head teacher writing challenge.
- \* Get caught reading campaign.
- \* National and local writing competitions.
- \* Reading and Writing House competitions.
- \* Daily "Drop Everything and Read," sessions after lunch.



# The School Curriculum

## SMSC, British Values and RISE.

The government set out their definition of British Values in 2011 Prevent Strategy and the DfE reinforced the need to **“create and enforce a clear and rigorous expectation that all schools promote the fundamental British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with different faiths and beliefs”**.

Schools are expected to focus on, and to be able to demonstrate, how our work with pupils is effective in embedding these fundamental British Values.

At Bishop Barrington, these values are promoted and reinforced regularly and are endorsed in the development of spiritual, moral, social and cultural understanding across the school. These values are driven by our RISE values.

The curriculum, pastoral and extra-curricular activities available for all the pupils to enjoy and participate in are mapped in detail across the whole school. As well as the promotion of British Values in assemblies and form tutor time, many other activities and approaches are encountered and experienced by all pupils within the school.

Through the Vivo Miles reward system, our pupils are also rewarded for demonstrating any of these RISE Values in school and community life.

## Reading School Status

We are proud of our Reading School status, awarded by our Local Authority. The status reflects our continued developments in ensuring excellence in Literacy across the curriculum, and in particular, the way we provide opportunities for pupils to develop knowledge about language.

The overarching aims of Bishop Barrington, as a Reading School, are encapsulated within 3 distinct waves.

### W1 – Reading and Literacy within the English Curriculum.

We are proud of our English curriculum. Our schemes of work are consistently reviewed to ensure they offer breadth, depth and challenge for all pupils. We aim to develop pupils’ skills of analysis and exploration ensuring sustained and rapid progress from day one. Above all, we want to develop a life long love of reading in all of our pupils. Pupils explore the craft of writing in depth and utilise this knowledge in their own work. The new curriculum gives even greater emphasis to Reading and Literacy and we are fully prepared to meet the challenge.

### W2 – Reading and Literacy across the Curriculum.

Our Reading School drive is recognised as an excellent model of practice by the Local Authority. Key strands of the drive are based on embracing a ‘love of literacy’; encouraging our young people to speak and write with confidence and ease about what they are reading, as well as encouraging them to read for pleasure.

### W3 Reading and Literacy support through Intervention and Enrichment.

We are immensely proud of our Renaissance Reading Initiative that we deliver to Year 7 and 8. We support reading and literacy through, PLANES, Literacy Intervention, conversational lunches, and a Literacy Leaders programme for Year 11 pupils supporting KS3 from groups. All of this is enhanced by writing competitions, Literacy Roadshows, KS3 celebration evenings with a focus on Reading and Literacy, Thought of the Week with Literacy Foci and other exciting opportunities such as workshops and discussions with well known authors.

# Personal Development...

We are also proud of the leadership qualities of our students and of their contribution to the strategic direction of the school. One key group is our School Forum Team. Its importance was recognised by Ofsted Inspectors, who commented that:

“Students can take the initiative for themselves. For instance, the School Council is taken seriously. School Council Representatives attend Senior Leadership Team Meetings and make constructive suggestions for improvement.”

We are also appreciative of what pupils tell us in our Departmental and Year Group Surveys and Interviews. Their opinions are valued and have helped to determine the school’s improvement planning.

We also have an excellent Prefect Team from which our Year 11 Leadership Team are selected after a rigorous interview process. This group of five form our Year 11 Leadership Team who work alongside members of staff in areas such as assisting Form Tutors or Sports Leaders, guiding younger students and within roles such as literacy and sports leaders.

As well as aiming for academic success for all of our students, Bishop Barrington strives to ensure that they leave our school as confident, caring and responsible young adults. The way that they develop during their time with us, and the contributions that they make to school life, is a matter of great pride to us all.

Indeed, our students were highly praised in our most recent Ofsted Report. Inspectors said that:

“Behaviour is very good. In lessons students apply themselves willingly. Around school they are mature and good humoured.”

“Older students give very good support to younger ones as mentors, prefects, literacy supporters and in sport.”

“Students’ behaviour is mature and courteous. The school is a pleasant place to be; students are proud of it, pride which spills over into positive attitudes to learning.”



# Personal Development...



## Support and Caring

We know how important your child's happiness and security is to you – because they are important to us too.

Our Form Tutors stay with their Tutor Group as they move through school so that they get to know each individual.

Our Pastoral Manager is always on hand to deal with any situation as and when it arises. She is complemented by our team of Learning Mentors, based in the Achievement Centre, who provide extra support and help to any student who needs it. In addition, we have an Anti-Bullying Worker, a buddy system and peer mentoring.

We also boast an Enhanced Mainstream Provision package for identified pupils with ASD. This intensive support pathway ensures that these pupils are able to enjoy school life and fulfil their potential.

All pupils joining our school are part of a Form Group supported by their Form Tutor. This

relationship is a very important aspect of school life at Bishop Barrington, since both pupils and teachers get to know each other on a pastoral as well as an academic level.

Form Tutors provide an important point of help and contact for both parents and pupils. We ensure all pupils have the best possible support through their Form Group as a consequence of our "Form Tutor Gold Standards".

In addition, all Year 11 pupils are allocated an Academic Mentor to guide and support them as they move through their important, final year at Bishop Barrington. An impressive number of staff volunteer for this important and rewarding role. This means that each Mentor is working with only a few students and, consequently, can offer a high level of support and guidance.

Bishop Barrington also offers out of hours intensive revision and booster classes to maximise examination success at the end of Key Stage 4.



## House System

Bishop Barrington has a thriving house system. It has captured the imagination of all staff and pupils and embraces our RISE values of Respect, Inspiration, Resilience and Excellence. Each student in school is allocated house. The four houses are named after local castles: Auckland, Witton, Raby and Barnard.

Activities throughout the year include inter-house sports competitions, as well as numerous competitions within subject areas. The House System competitions links with our Vivo Miles rewards system but we are well aware pupils will also embrace the house system because of its emphasis on team spirit, enjoy and competition.

## Rewarding Student Performance

Bishop Barrington runs an exciting system for boosting pupil achievement whilst developing good financial awareness and management. The “Vivo Miles” rewards system is an innovative, on-line rewards scheme. Similar to “Air Miles”, pupils are awarded a unique currency of “Vivos”. These Vivos can be rewarded for pupils demonstrating any of the schools’ Core Values including excellent classwork or attitude to learning, respect around school, excellent homework and having high levels of attendance and punctuality. Teachers can award Vivos quickly and easily and parents can also view their child’s on-line account.

Pupils can also receive Vivos for helping staff around the school, choosing healthy options for lunch and attending extra-curricular clubs. Each Vivo is equivalent to 1p and pupils can manage their account on line. They can also purchase goods from the online V shop and also donate to local and national charity events.

Certificates and prizes are awarded at our termly, whole school rewards assemblies. These celebrate excellent attendance, behaviour, attitude to learning and modelling our school’s core values.

We also run rewards trips each year, normally one at Christmas and one at the end of the summer term. These trips are always very popular and also help to celebrate and reward excellence in all aspects of school life.

# Partnership with Parents

Bishop Barrington believes that a partnership with parents is important in ensuring that all students achieve to their highest potential.

We regularly evaluate our work with parents, and welcome their feedback, as we want to achieve excellence in all we do.

Parents are provided with curriculum guides and assessment and reporting guides, which include important curriculum information, as well as policies and procedures. They also provide advice on how parents can support the school in getting the best for our students.

We also encourage parents to take part in special events, such as Academic Consultation Evenings, Key Stage 4 Option Evenings, Target Setting and Progress Days, Celebration of Achievement Evenings and Advice Sessions on supporting learning, exam preparation and academic mentoring.

Parents are expected to sign our Home/School Agreement, which clearly states our expectations as a learning community.

Parents are encouraged to contact the school to discuss any matter which may concern them. We listen to, and work with, parents to help ensure that every child is happy at school and they make maximum progress.

## Partnership and Community

As a school, we believe we have a central role to play in our local community. We have developed excellent links with business and community organisations. There is a Parents' Forum which meets regularly with senior staff to enable parents and carers to express their views and to help shape the future direction of the school.

## A Parent's View

Bishop Barrington is a caring school with staff that are passionate about enabling young people to be the best they can.

There is a strong partnership between school and parents which makes a real difference. We are so pleased we chose Bishop Barrington School for our daughter; it is one of the best decisions we have made.





One of the advantages of being an 11 – 16 school is the range and qualities of partnerships, which we have forged with post 16 providers. This greatly benefits our students since it provides limitless choice for post 16 studies and training. This enables our students to select the most appropriate courses and pathways for their next stage of education.

In addition, because of the high quality of our partnerships, students receive outstanding guidance and advice, as well as a wide range of opportunities to taste both experience both college life and to “taste” what courses are on offer.

Visits to Bishop Barrington School from Further Education and training providers are both frequent and high quality. Indeed our recent Ofsted report states:

“Students get clear and unbiased advice about education, work and training post 16. Careers information and preparation for later life is very good” (Outstanding Leadership and Management: Ofsted)

‘I enjoyed visiting the colleges because it gave me a taster of the subjects and what it will be like when I go to college. It gave me an idea of what courses

I would like to choose.

My favourite subject was Health and Social Care because that’s the area I want to work in. It was a good experience and very educational’.

**Shannon Knight**



# A Continued Journey

## Skye Barber

My college visits was a really useful experience. I had fun mixing with people I don't usually mix with. I had a good experience in the subjects I was placed in and liked all the teachers at the colleges. I really enjoyed the catering and beauty courses. It helped me to see what it is really like at College and gave me information about where to go next.

## Chloe Smith

Visiting the colleges was an interesting experience. It allowed me to see the options there was to help my future careers. After seeing the different options, I have been rather torn on which to pick as they were all so exciting with a judicious range of lessons. Following these visits, I am confident whatever college I pick, my education will be in good hands.

## Zoe Ahmed

I have a better idea of which college I want to attend after I leave school. I enjoyed walking around and trying some of the lessons they offered.

## Connor Simpson

I want to be a mechanic when I'm older. Going to the local Colleges and getting a look around helped me to decide which one I will go to do the course at. Having met the teachers, I won't be as nervous next year when I go there. They were able to answer all my questions about what I can do at the college and they treated me like an adult.

## Lesley Caulkin

I am really excited to go to College now. Getting a tour around the different colleges made it feel real. I'll be sad to leave school but having seen the colleges I have been able to decide what I want to do in the future and it has given me the chance to practice before it happens for real. The teachers at Bishop Barrington made sure I was happy and confident during the day and gave us ideas about what we can do after College too.

## One of Many Success Stories

### Beth Dixon

As a past student of Bishop Barrington School, it seemed as though it was fate that brought me back through the doors as one of their History teachers. I carried out my second placement of my teacher training at Bishop Barrington which was a great opportunity.



The staff and team are fantastic and very supportive at the school. Bishop Barrington has the most welcoming feel and an excellent team who supported me throughout my training here. I was lucky enough to be offered my first qualified post at the school. Returning to the school as a fully qualified teacher, the constant support has continued and I am thoroughly enjoying the start of my new career teaching in the same classroom that I once had my GCSE History classes in!

## Safeguarding

From the moment that students arrive at the school, we have senior staff and site staff to ensure a safe entrance into the premises. There are student only gates to enable pupils to access the yard area, which itself is protected by six foot tall metal fencing. This extends to all areas of the school.

Visitors can only enter the school via Reception, which has electronically controlled doors. When they arrive, they will be given a bar coded badge with their details on it. This has to be worn at all times. The visual check on visitors means that our students are totally protected in all of their activities.

## Total Care

After school classes and sporting activities also have strict methods of checking and protecting students while they are on the premises. Students can not leave the school site during break or lunchtime via reception.

No one delivering goods is allowed into the school. Major deliveries are handled by our Site Staff at a dedicated delivery entrance. Any contractors working in school will have to be DBS cleared and then sign up to our own comprehensive Contractors' Agreement.

We also engaged a professional Fire Safety Expert to completely review our fire safety precautions. Happily, he was very positive about our systems, and the few small recommendations that he made were implemented immediately.

## Online Safety

At Bishop Barrington, we pride ourselves on ensuring our students have the best education on Online Safety issues. We teach them the appropriate behaviours and critical thinking to enable them to remain both safe and within the law when using the internet and related technologies.

We have a very active Safeguarding Committee which includes the Head Teacher and a member of the Governing Body. Swift action can be taken on any issue which will help to improve our current high level of provision.



## Secure Climate

The school rightly feels extremely proud of the quality of the education which it offers to its students. Our exam results prove this. But we know that we are responsible for the “whole child”. This begins with them feeling safe in our school. Then we can begin to deliver high quality teaching to students who feel very secure in their learning environment.

We work with our student council, governors and safeguarding team to make sure that students feel safe moving around the school and that our procedures are regularly reviewed.

# Primary Transfer

The school enjoys very strong links with the Cluster of Primary Schools in the Bishop Auckland area. We are extremely proud of the new intake of pupils who, on arrival in September, are already familiar with the site, the teachers and support staff. The school follows a well established, planned programme of liaison activities in Year 5 and 6.



Throughout the year, Bishop Barrington works closely with local primary schools, delivering both teaching in our school and also in the primary schools themselves. This can range from delivery of Food Technology teaching in our specialist classrooms to “hands on” Science lessons where students actually perform experiments after careful preparation. We have also delivered specialist teaching in English, Maths, Technology, Art, Dance and a range of sporting activities.

Every year we host a Year 5 Curriculum Week, which offers pupils an opportunity to take part in taster lessons, as well as experiencing the differing routines of secondary school life. October’s Open Night provides a second opportunity for potential pupils and their parents to gain a feel for the whole school environment and to meet staff.

Prospective parents are welcome to visit and see the school at work before they make important decisions about their child’s academic future.

Towards the end of Year 6, our School Liaison Team also visits Primary Schools to meet new pupils and answer questions.

Just before the end of term, Year 6 pupils spend three days with us. They meet their Form Tutor and experience the Year 7 curriculum. Our Y6 Welcome Evening provides an opportunity to buy uniform, meet form tutors and discuss any issues with the liaison officer.

Our highly trained team of Transition Workers and Integration Staff run a very successful course for parents and carers called “Moving Up”.

Work is carried out with students in their primary schools and follow up sessions are held with parents to deal with any uncertainties which they may have about transition.

All parents can be assured that we do all we can to ensure that children begin Year 7 with a happy and confident approach.

**A unique sporting opportunity for young sportsmen and women to receive a bespoke programme of support from a range of excellent partners. For pupils in Years 5 to 11 who take part in sport outside of school to a reasonably high level (club or above) who require additional support and guidance.**

***Being part of the Academy will bring huge benefits to the young person including:***

- Bespoke programme of support for young athlete.
- Junior Athlete Education Programme Workshops (for young athlete and parents) delivered by Athlete mentors – YST. Junior Athlete Education Programme info
- Links with the Durham Institute of Sport
- Masterclasses delivered by Durham University
- Visits to Loughborough and Durham University
- Guest speakers – local coaches and world renowned motivational speakers.
- Links with Durham Institute of Sport
- Attendance as VIPs to National School Youth Games in Loughborough (1st - 4th Sept 2016)
- Free kit
- Links with the Youth Sport Trust and athlete mentors
- Home/school contact every term to advise on progress.

We have selected 37 pupils from a range of sports and schools to join the academy this year.

**Our ESA is undergoing a comprehensive review as the County Council would like us to share the idea County wide. Our 'new' ESA will launch in 2018.**

**For more info see our website**



**BISHOP  
BARRINGTON**  
**ELITE SPORTS ACADEMY**

# RESPECT

## RESPECT



These values are at the heart of our school, everything we do, everything we stand for.

They can be demonstrated in classrooms and around the school.

# INSPIRATION

## INSPIRATION



“At our school we promote **respect** and **resilience** to provide **inspirational** experiences.”

# RESILIENCE

## RESILIENCE



“This offers the opportunity to **RISE** and make **excellence** a reality”

# EXCELLENCE

## EXCELLENCE

To find out more about Bishop Barrington and all it has to offer, contact us via:

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