




BishopBarrington
— SCHOOL —

SPORTS WITH MATHEMATICS COLLEGE

School Prospectus

2011-2012



A purple-tinted photograph of a woman and two children looking at something together. The woman is on the right, and the children are on the left. The background is dark purple with some light purple curved lines.

“ We believe that every child matters. A child has only one school life and together, we must make it count.

”

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 make. 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.

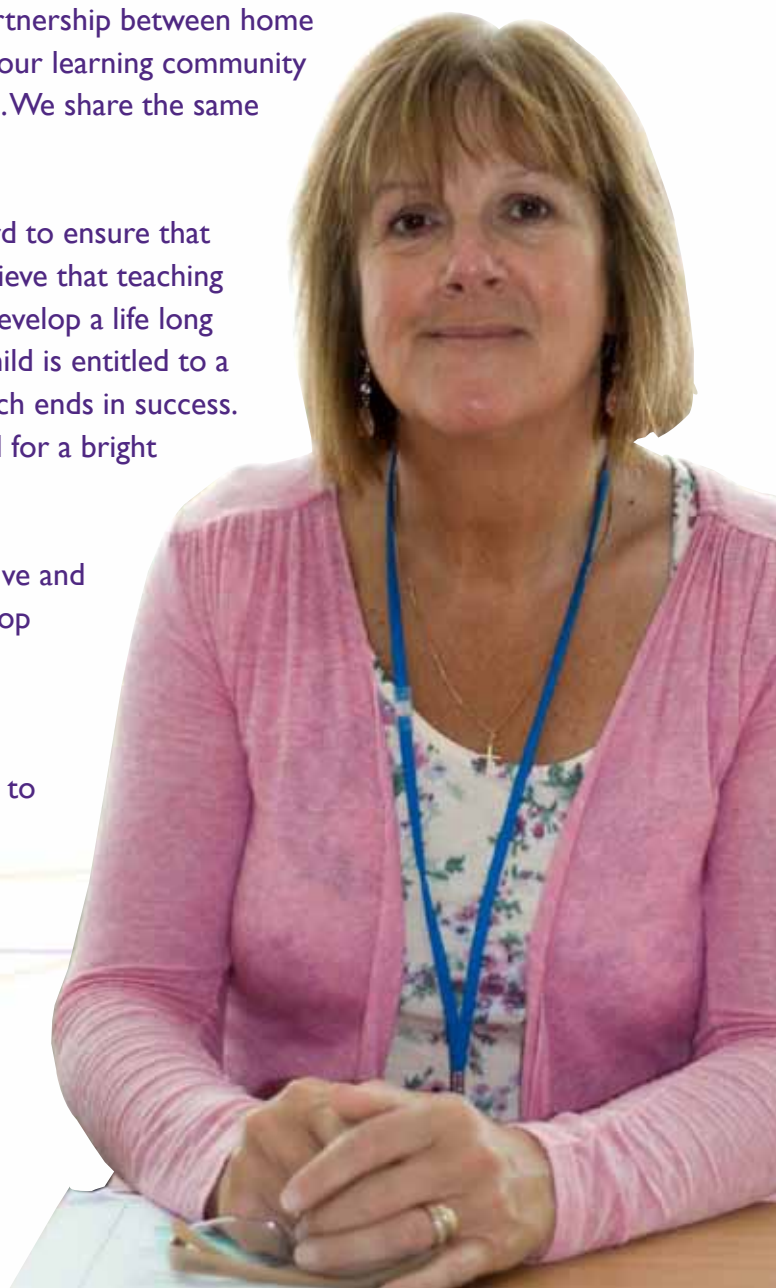
Our school also prides itself on its strong partnership between home and school. Parents are an important part of our learning community and we value their contribution to school life. We share the same aim – to get the best for our children.

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.

Jackie Gent



high quality learning experience

At Bishop Barrington, students experience a broad and balanced curriculum, appropriate to the needs, aptitudes and abilities of every student in the school.

On entry, all students are placed in mixed ability tutor groups. Later, data is used from the KS2 Tests, reports from primary schools and recent subject attainment to place students in groups appropriate to their ability in English, Maths, Science, Modern Foreign Languages, Technology and PE. We aim for students to make maximum progress with appropriate challenge, pace and support.

At KS4 all students study a core of subjects in addition to some guided choices. This means that students are able to follow one of three pathways, traditional, vocational and English Baccalaureate, which draws on students' strengths, aptitudes and future plans.

This curriculum model allows all students to follow their individual pathways to university, college or the world of work.

Academic Olympics

At Bishop Barrington School we have introduced an ambitious system of academic target-setting called the Academic Olympics.

Initially this system was designed for Key Stage 4 students leading up to their GCSE exams. This has been so successful it has also been applied to Key Stage 3.



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 has 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.

This has meant that their attainment has been reflected, especially at GCSE level, in magnificent results for the school, students and their families.

.... for all of our pupils

Young learners need both inspiration and guidance. We have an excellent team of specialist teachers and higher level teaching assistants who are at the leading edge of teaching and learning strategies.

At Bishop Barrington, all lessons are planned and delivered to ensure that every pupil experiences High Quality Learning in every classroom.

All of our teachers plan lessons using our "Effective Learning Framework." This is a four part lesson, including links to previous learning, opportunities to demonstrate and consolidate learning, and a time for reflection on how learning has taken place at the end of each lesson.



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:

- All aspects of Assessment for Learning, such as effective questioning, formative feedback, sharing of objectives and the "Big Picture."
- The pace of the lesson and the checking of activities.
- Appropriate challenges, including differentiation
- A purposeful climate for learning
- Pupils' engagement and enjoyment
- Excellent, respectful teacher-pupil and pupil-pupil relationships.

Our monthly 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, talking to students and regularly looking at their work.

Much of this is conducted through our 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 the department to conduct OFSTED graded observations, pupil interviews and work scrutiny.

Each subject is presented with a report at the end of the week which clearly identifies strengths and any areas for development. We are delighted that the number of lessons judged as "outstanding" is continuously increasing and this reflects our commitment to the highest possible standards in teaching and learning.



personalised learning

Personalised learning is about setting students on individual learning journeys. At Bishop Barrington it is our aim to remove barriers to learning in order that each one of our students achieves his or her potential. Personalised learning at our school is based on the following principles:

- Every student will experience success
- All students are engaged and excited by learning
- Every student will have aspirations for his or her work
- Students know that they are valued
- Parents also know that their child is valued

Important strategies in achieving these principles include listening to the “Student Voice”, mentoring and using data to track progress. When we have all of this information, we can view each child individually and plan a “learning route” for them. Our vision is for Bishop Barrington to be an outstanding “Learning School”, where our students become independent learners. Pupils know that they are valued and so they will achieve real success.

Recently we asked all our students what they thought of their school and all aspects of school life. Here are some of their comments from “Student Voice.”



Stacey “Gold and silver targets all seem a bit strange at first. You soon begin to try for the gold because you know that you will get a much better result. Teachers encourage you to really go for gold and make the most progress possible.”

James “Getting the best results possible in GCSEs means that you get more options in 6th Form. By aiming for my gold targets I hope that I can study my preferred “A” levels next year. Gold targets help you to achieve this and make you try.”



Sarah “When I first got my mentor, I was not sure how we would work together. But they have lots of ways to help you. They keep you on track with your deadlines. Most of all they are always there when you need extra help and advice.”

Ben “Mentors help you in so many ways. I meet with my mentor regularly but I know that if I needed urgent help then I can always turn to her. She meets with my teachers and together they keep me on track for my gold targets”



the school curriculum

English

Our English courses develop skills of enquiry and communication, which are essential for every school subject and chosen career path. We aim to inspire young learners, foster their creativity and to develop a love of literature.

Mathematics

Mathematics is about solving problems, investigating, explaining and justifying. It is about number, algebra, geometry and data. We try to make it exciting and fun. It enables students to build a secure framework of mathematical reasoning. This enhances their chances of making sound economic, logical and balanced risk decisions in everyday life.

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.

Modern Foreign Languages

When we welcome students in Year 7, we make MFL teaching and learning as interactive as possible. We aim to build students' confidence and skills in speaking, listening, reading and writing. Our students make good progress as they move through the Key Stages.

History

As well as learning about History, our courses improve pupils' skills in communication, working with others, problem solving and in performance and presentation. In studying history, pupils are encouraged to use logic, argument and evaluation. These are skills for life.

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 inquiry, research and presentation. This is a subject relevant to the world students live in and to their future.



“We aim for students to make maximum progress with appropriate challenge, pace and support.”

ICT

ICT is an integral part of everyday life in today's society. Our ICT courses at both Key Stages prepare students to become independent and autonomous users of ICT. They develop their skills, knowledge and understanding by using industry standard software programmes. Our ICT courses aim to be both enjoyable and interesting.

the school curriculum

Music

Our music courses allow pupils to develop skills in music notation and writing their own rhythmic compositions. Students also learn to work as a team. Pupils get the opportunity to perform in lessons, using a variety of the most up to date instruments, and in our many after school activities and events.

Religious Education

The RE curriculum follows the Durham County Agreed Syllabus. Students learn about beliefs and actions and how they affect people's way of life. RE helps develop students' skills in listening to others, as well as forming and expressing opinions. Our courses encourage debate, research and exploration of ideas.

PE

All of our courses and activities encourage students to link skills, to compose movements and to employ tactics. Skills are developed through games, gymnastics, dance, fitness activities, athletics and cross country. We offer state of the art facilities, first class teaching and coaching and exciting out of hours activities. Many of our pupils go on to achieve sporting success in their future lives.

Art

The Art Department at Bishop Barrington provides pupils with a 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.

Drama

At Key Stage 3, Drama is delivered in English lessons, while at Key Stage 4, pupils have the opportunity to choose Drama as a GCSE course. Drama inspires young people to learn through expressive arts and it develops self confidence. The school has produced some exciting and dynamic productions, such as "Cinderella" and "The Wedding Singer".

The Enriched Curriculum

We pride ourselves on offering a wide variety of extra curricular activities. These include several music clubs and making maths fun through maths challenge competitions. There are very exciting Art and Craft clubs.

The highlight of the academic year for the Modern Foreign Languages Department is our very popular study visit to Mondidier, Paris and Amiens. We have a thriving Duke of Edinburgh's award scheme operating, as well as a popular Technology club and very interesting Film and Book clubs.

There are an extensive number of sporting activities on offer, including an annual ski trip at Easter.



the school curriculum

Personal Development

This area of the curriculum includes Citizenship, PSHEE and SEAL (Social & Emotional Aspects of Learning). 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 manage the transitions and opportunities that lie ahead of them. This is an important part of the school's curriculum.

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 guides them through identifying skills and qualities to thinking about future career paths and learning opportunities. All pupils in KS4 benefit from a Careers interview 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.

Design and Technology

At Key Stage 3, students study Resistant Materials, Electronics and Food Technology. Resistant Materials involves working with plastics, metals and wood. Both traditional hand tools and computer-aided manufacture methods are used.



Food Technology involves learning about food hygiene, healthy eating and food safety. We want students in both areas to combine their design skills with knowledge and understanding to produce high quality products.

At Key Stage 4 students can specialise in Food Technology, Resistant Materials, Engineering and Child Development.

Homework

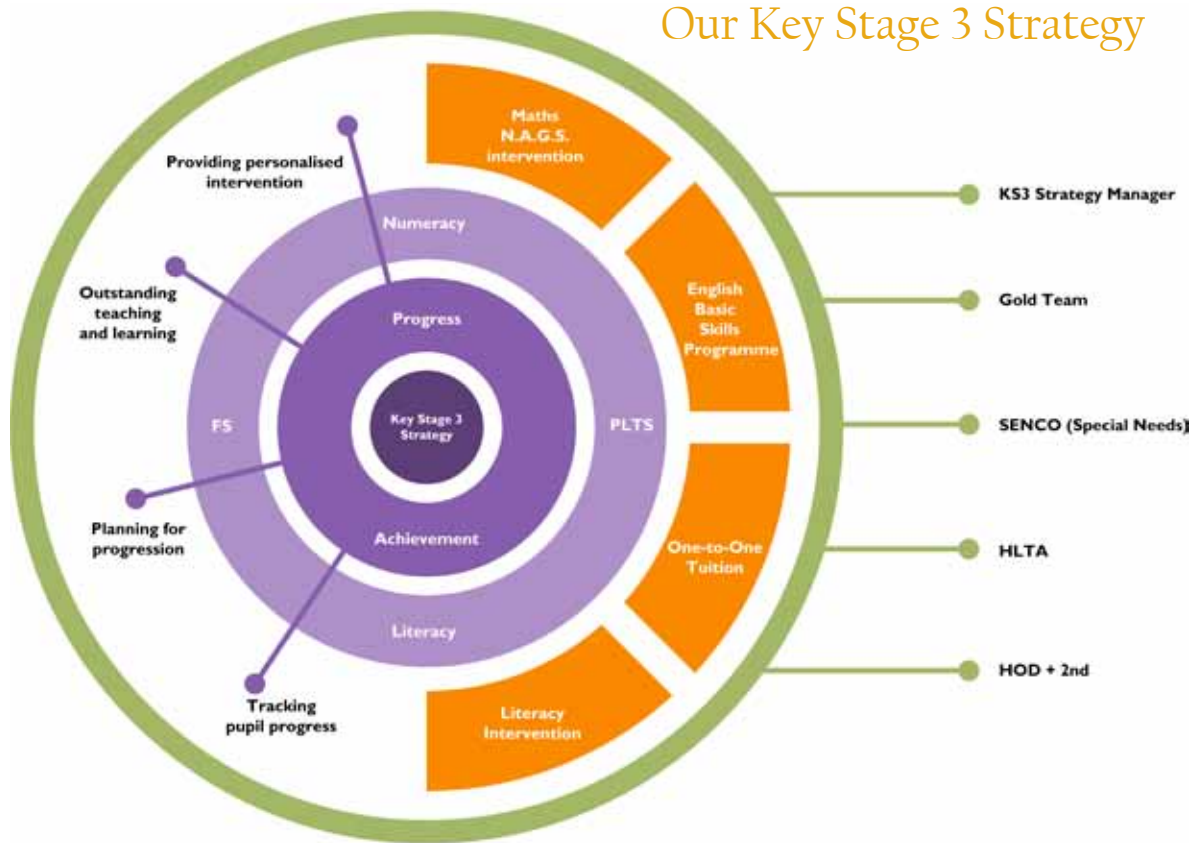
All subject teachers regularly set homework to maximise pupil progress. Pupils record the setting of homework in their planners. However, we also set homework for online completion using the school's virtual learning environment. Parents can access this to monitor their children's homework records.

A comprehensive handbook, explaining the curriculum for each Key Stage, and giving information on school systems, is available for parents and students. These are available on our website.



progress and achievement.....

Our Key Stage 3 Strategy



Key Stage 3 Strategy

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

Our Key Stage 3 strategy illustrates the way that we teach, develop and support in order that pupils achieve their potential.

The strategy is led by our Key Stage 3 strategy manager, Nathan Powell, who is an Assistant Head Teacher. Progress and achievement are at the core of the strategy.

The Key Stage 3 curriculum is not just about knowledge; there is a huge emphasis on building skills which underpin high quality learning and achievement for life. These are known as Functional Skills (FS) and they are taught along with Personal Learning and Thinking Skills (PLTS). As well as concentrating on literacy and numeracy, our

curriculum also develops higher order thinking skills so that pupils can function in a highly competent way as they progress through Key Stage 4, further and higher education and into the world of work.

High Quality Teaching

You can be assured that high quality teaching, and planning for progression, are central features of what we provide at Bishop Barrington. We assess, regularly and analytically, providing quality feedback to pupils, which gives clear direction for improvement.

Tracking pupil progress is of fundamental importance to our Key Stage 3 Strategy. Formal progress meetings occur every six weeks. These meetings involve a highly focussed specialist team.

The team is led by our Key Stage 3 Strategy Manager and a Senior Teacher, Dawn Speke. The team includes Heads and Deputies of Core Departments, Head of Pupil Engagement and our Special Needs Coordinator.

.....from day one

Unique Mix

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

The delivery of this support is enhanced by Higher Level Teaching Assistants (HLTA) and Literacy Intervention Tutors. As well as this, there is 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.

Superlative Results

Bishop Barrington is extremely proud of the superlative results that we deliver from our Key Stage 4 Curriculum. Its breadth, balance and progression was commended by Ofsted in 2007

“The curriculum provides good opportunities for all students to enjoy a curriculum relevant to their needs, helping them to make good progress and enjoy their education. The GCSE pathways provide a good choice of academic and vocational qualifications and lead to higher standards.”

Ofsted 2007

Since 2007 the quality and breadth of provision has been enriched and this is reflected in outstanding results achieved by students on each of our curriculum pathways.

English Baccalaureate

This pathway includes study of the five subjects within the new English Baccalaureate, i.e. English, Maths, Double or Triple Science, Modern Foreign Languages and History. Students are also able to choose a further GCSE or vocational subject, as well as gaining accreditation in ICT, RE and PE.

Traditional Pathway

This is a traditional route centred on GCSE success in which children can choose from a wide range of subjects, as well as studying English, Maths, Science, RE, ICT and PE. Pupils have excelled in many areas, for example, Humanities, and have gone on to stunning success at A levels and university.



“From day one at Bishop Barrington School personalised support is a key factor in success.”

Pathway 2

Students study a combination of traditional and vocational subjects.

Vocational qualifications are important. They offer students a highly rewarding course of study with industry recognised achievement standards.

Our vocational students excel year on year. Often such students studying pre-16 would expect to achieve a Level 1 standard by the end of Year 11. However, our students are fast tracked because of their progress so most achieve Level 2 qualifications, in subjects such as Catering, ICT and Engineering.

personal development

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 contribution that they make to school life, is a matter of great pride to us all.

Bishop Barrington has a thriving Student Council which is comprised of students who are elected from their tutor groups. They meet together regularly, as a democratic team.

The Councillors are involved in bringing forward ideas, discussing them and taking action. One of the ideas to come out of discussions between students and the school was the provision of school meals. As a result of this the school took complete control of school meal provision and tailors food precisely to meet student preference within nutritional guidelines.

The School Council regularly meets with the senior leadership team to discuss how we can jointly take the school forward. Their views are always taken seriously and have led to improvements in areas such as extra curricular activities, school refurbishment and innovations in teaching and learning.

We are also appreciative of what pupils tell us in our departmental and year group surveys. Their opinions are valued and have helped to determine the school's improvement planning.

We also have an excellent prefect team from which our Head Boy, Head Girl, Deputy Head Boy and Deputy Head Girl are selected after a rigorous interview process. This group of four form our Year 11 Leadership Team who work alongside members of staff in areas such as school strategy groups, assisting form tutors and guiding younger students.



Support and Caring

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

We were very glad to hear that the Ofsted Inspectors described our care and support for pupils as "Outstanding". We feel that this reflects the high priority we assign to looking after our students. (OFSTED 2007).

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

Our Pupil Liaison Officers are always on hand to deal with any situation as and when it arises. They are 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.

.... and well-being

All this support means that your child is given every opportunity 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'. Form Tutors are also involved in helping pupils overcome any barriers to progress in their curriculum, through dedicated 'form tutor progress meetings' which take place every term.

A Parent's View

Jackie is a member of our Parents' Forum and a parent of one of our Year 11 boys who left in Summer 2011. During our June Parents' Forum she paid a moving tribute to the work of the school, particularly in its preparation of students for GCSE exams.

She truly believes that Bishop Barrington's teaching, revision programmes and Year 11 mentoring are outstanding and in many ways unique to our school.

She told parents that, "Bishop Barrington staff have pulled out every stop and have given up so much time to ensure that Year 11 students get the best possible results and chances for the future."



House System

Bishop Barrington has just launched an exciting House System. It has captured the imagination of all staff and pupils and embraces the Olympic values of Courage, Determination, Inspiration and Equality.

This theme is important to us as we are a Sports college. We also want our pupils to strive to be successful in their own right but also to care and support others.

The four houses are Auckland, Witton, Raby and Barnard. Activities over the year include inter-house sports, as well as competitions within subject strands. The competitive element links with our Vivo miles rewards system but we know that pupils will also embrace it because of its emphasis on team spirit and sheer enjoyment.

Rewarding Student Performance

Our school runs a new and exciting system for boosting pupil achievement while developing financial awareness. The "Vivo Miles" scheme is a 21st century rewards scheme run entirely online. Similar to "Air Miles", pupils will be rewarded with Vivo Miles for producing excellent work as well as having high levels of attendance and punctuality. Teachers can award miles for achievement at the click of a mouse.

They can also get miles for helping around the school, choosing healthy options for lunch and attending extra curricular clubs. Each Vivo mile is equivalent to 1p and the pupils can manage their account online. They can even purchase goods from the online VShop.

Certificates and prizes are awarded at our termly, whole school assemblies. These celebrate attendance, good behaviour and excellence in academic work. We also run two reward trips each year, one at Christmas and one in the summer. These trips are very popular and help to celebrate attendance, good behaviour, as well as excellence in academic work and attitude to learning.

a continued journey



After such a secure foundation, our pupils go on to success in the wider world of either work or advanced study. While some students are very vocationally orientated most of them choose to further their academic studies.

As a result of this, we have very strong links with, and indeed are seen as partners of, Queen Elizabeth Sixth Form College in Darlington and Bishop Auckland College.

Partnership links with QE College begin as early as Year 9 with our students.

The college attend our "Option Evening" and all subsequent Parents' Evenings. Students also travel to QE for visits and taster days.

We are delighted that QE now provide a direct, low cost bus service from Bishop Auckland.

Over the years, our students have participated in a wide range of gifted and talented activities at QE. Many of them have visited the College every two weeks. One example was our "Maths in Year 11" group, with pupils engaging in exciting activities to help them achieve top GCSE grades.

Year 10 students have also been involved in "taster" sessions from Philosophy to Film Studies. They really enjoyed sampling life in College.



While these students were at College, they met with final year students who were preparing for University interviews in advance of their results.

Our students have received many accolades from QE College staff. The maths department at QE were very impressed with our students and a project leader said,

"I have thoroughly enjoyed teaching Bishop Barrington pupils and I am looking forward to seeing many of them on our AS maths course next year."

While law lecturers said, "We were very impressed with the enthusiasm and responsiveness shown by Bishop Barrington students."

Another very successful activity has been the QE's Career Workshop.

14 - 19 partnership

QE Careers Advisors have remarked on the maturity and interest shown by our school's pupils in relation to careers information given to them.

It is no surprise to us that many of our pupils go on to achieve excellent grades at QE in a wide range of subjects as diverse as Psychology, Statistics and Theatre Studies. University destinations are many and varied and include study in Law, Geology and Script Writing.



Tim Fisher, QE's Principal said,

"It is very clear that the growing partnership between QE and Bishop Barrington has been beneficial to both institutions. It is wonderful to see so many young people taking the opportunity to participate in these exciting activities. We look forward to continuing our close work with Bishop Barrington School in the future."

Recently, QE was judged as 'outstanding in all aspects of provision.' We are, therefore, very pleased that so many of our students opt for this college for sixth form courses of study.

We also give our KS4 pupils opportunities to "taste" University life. Visits to Oxford and Cambridge as well as Durham, Edinburgh and Liverpool Universities have been especially appreciated, as have summer schools at the Universities of Northumbria and Sunderland.



*Anne Isherwood,
Bishop Auckland College Principal*

This is the destination of some of our students who want to pursue vocational training. Again, pupils on our Vocational Pathway, begin visits, and courses, at BAC from Year 9 onwards. Notable successes have included pupils securing "Level 2" qualifications in areas such as Catering, for which we have won "Student of the Year" on a regular basis.

Bishop Auckland College has excellent partnership links with the school, providing a diverse range of vocational and professional courses including joinery, computer programming, car maintenance, health and social care, music, motor vehicle, childcare, beauty therapy and catering. Pupils can gain a qualification from college whilst still at school.

At post-16, full time courses vary from entry level to Advanced Level 3 BTEC National Diplomas (equivalent up to 3 A 'Levels'). The college is a strategic partner of the University of Sunderland.

information and communication technology

Bishop Barrington prides itself on its development of ICT across the school.

We now have a network of over 300 computers set in 6 dedicated ICT suites which provide access to the latest study facilities, from colour printing and scanning, to music and video production. We have made substantial investment in our ICT systems because we want your child to be provided with the best learning experiences that we can offer.

There are many new and exciting developments which involve ICT in our school. Some directly benefit parents, like our electronic registration, which allows us to confirm that your child has arrived safely at school. We will inform you if this is not the case. Our electronic assessment and report writing system lets us track your child's progress every step of the way through the school. This allows us to personalise the learning for each child in every subject.

Interactive white boards are viewed by some schools as an expensive and unnecessary extra. We have embraced the technology as providing an exciting and subject enhancing addition to learning. Every classroom has an interactive whiteboard for subject use.

When we talk about our ICT champions, what we mean is that the school has a dedicated team of teachers who provide you and your child with electronic teaching and learning resources which can be used in school or accessed at home. Thus the school has become a "Virtual Learning Environment".

In 2006, Bishop Barrington gained Microsoft Sponsored School Status. This has enabled us to provide all of our computer users with the latest versions of all Microsoft's software. This software can also be used by students in their homes.

Your child has access to our professional video conferencing suite and under the guidance of teachers some have spoken to experts around the world about their studies. We also liaise with local primary schools to share our expertise.

We know, and Government research confirms, that ICT, when used correctly, has a dramatically positive impact on a child's learning. We know that not everyone has access to a computer. So we will make you a promise. If your child does not have access to a computer, we will provide a new computer system for your family at a minimal cost to you. This is just one more example of how we care for your child and their educational future!



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 advise on important curriculum information, as well as on 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 coursework, 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 makes 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 discuss many areas of the school's operation where parents and carers would like to make their views felt.

We are also proud to have an active Parents, Teachers and Friends Association (PTFA), which supports the school at all major events. Our PTFA also raise valuable funds for those "extras" that add to the students' enjoyment of school. New members are made extremely welcome!

Student Support

Bishop Barrington aims to provide a high standard of education so that all students can achieve to their potential. We are a community which values learning and the achievement of personal goals.

The school provides excellent additional learning support for those students who need it. Learning mentors and the Literacy Intervention Tutors, for example, deliver focused support, either individually or in small groups, while a team of teaching assistants delivers support in mainstream lessons.

We also have an outstanding team of teaching mentors who are invaluable in providing additional academic support and guidance in Key Stage 4, as students move towards GCSE examinations.

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



safeguarding

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. This 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 our premises. Students can not leave the school site during break or lunchtime unless they are met at the gate by a parent or carer. We believe that they are safest being overseen by our vigilant staff.

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 CRB cleared and then sign up to our own comprehensive contractors' agreement.

We have recently 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 immediately implemented.

E-Safety

We recently ran an E Safety course delivered by two ex-senior police officers.

This was for parents and carers. The meeting was highly praised by those in attendance. Many issues were spelled out in detail with graphic examples. We were the first school in County Durham to run this course and it is now set to be an annual event.

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 CVA and GCSE 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.



primary transfer

Primary Transfer

The school enjoys 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.

We host a Year 5 Curriculum Week that 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 children's academic future.

Towards the end of Year 6, Transition Units in Literacy and Numeracy begin in the Primary School and are delivered in September by our English and Maths teachers.

The liaison team also visits Primary Schools to meet new pupils and answer questions. This team includes pupils from Year 7 who relate well and act as 'buddies' during the induction process.

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. We invite parents to attend an evening session to meet key staff and form tutors. This is an ideal time for bringing to our notice any relevant pupil issues.

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.

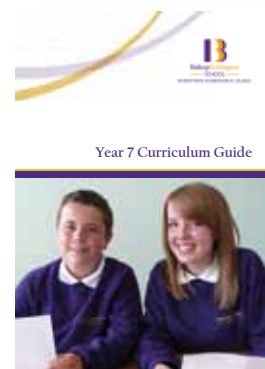
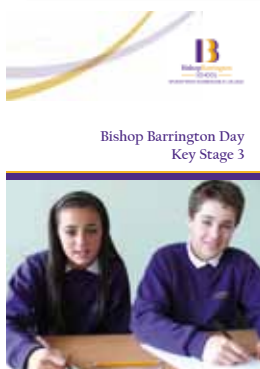
By September, the New Year 7 pupils are "enthusiastic, well settled and ready to learn" (OFSTED).

Xena said, "I think the teachers realised that the new children would all find it a bit difficult. They seem to know that we would need a bit more help and every one of them made sure we knew what we had to do."

Owen said, "Our school is different from primary school because you move about the building and see new teachers for each subject. This is good because you don't get bored and there's always something new to learn."



Other Bishop Barrington Publications



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