

Beechen Cliff Curriculum Intent, Implementation & Impact



Beechen Cliff provides a broad and balanced curriculum for all pupils with a particular focus on traditional academic subjects. The aim is that all pupils should flourish and develop the skills required for success both in school and in life beyond school. The school leadership sets the overall curriculum and then within this Heads of Faculty and Heads of Subject are responsible for the curriculum in their subject areas. The table below outlines the intent, implementation and impact of Beechen Cliff's curriculum. Individual subject curriculum rationale documents are also available along with other related documents.

Curriculum Area	Intent	Implementation	Impact on attainment/progress	Wider Impact																								
<p>KS3 Academic Curriculum <i>KS3 Programmes of Study</i></p>	<p>All pupils in Years 7-9 to complete a broad academic curriculum constituting all National Curriculum subjects. Pupils will enjoy the variety of courses and develop the knowledge and skills for further study at GCSE and beyond. To ensure breadth of study GCSE options choices are not made until half way through Year 9 and most GCSE courses begin in Year 10. Due to the size of the curriculum GCSE courses in Geography, History and Science begin after Easter in Year 9 to ensure sufficient time is given to complete the course. However, the topics are carefully selected to ensure the KS3 curriculum is covered in full.</p> <p>The curriculum should stretch and challenge pupils and enthuse them with a love of learning and an aspiration to achieve their full potential.</p>	<p>In Year 7 all pupils take courses in English, Maths, Science, History, Geography, RPE, French, Technology, Art, Music, PE, Games and PSHE. The breakdown of hours is illustrated in Appendix A.</p> <p>In Year 7 pupils are streamed in English and Maths based on the outcomes of their KS2 SATs and Cognitive Ability Tests. All other subjects are taught in one mixed ability group. One teaching group aids settling in to the school and streaming in English/Maths ensures stretch and challenge at all ability levels in subjects where we believe streaming is most effective. Technology classes are taught in smaller mixed ability groups. This is to allow a range of pupils to work together in this creative subject and allows small enough class sizes for the workshops.</p> <p>In Year 8 and 9 pupils are set on attainment in English, Maths, ICT/Computing and to some extent in Languages). All other subjects are taught in mixed ability groupings. Setting is used in English, Maths, Computing (and Languages) to ensure pupils are appropriately stretched/supported depending on their ability and we believe this can take place most effectively if pupils are set on ability. In other</p>	<p>Evidence from GL Assessment Progress in E&M Tests in 2017, 2018 and 2019 demonstrates good progress:</p> <table border="1" data-bbox="1496 659 1912 879"> <thead> <tr> <th>End of KS3</th> <th>Av Mean CAT Score</th> <th>Av PiM Score</th> <th>Av PiE Score</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>109.5</td> <td>114.4</td> <td>111.1</td> </tr> <tr> <td>2018</td> <td>110.3</td> <td>113.6</td> <td>111.6</td> </tr> <tr> <td>2019</td> <td>109.6</td> <td>115.5</td> <td>110.1</td> </tr> </tbody> </table> <p>(National Average 100)</p> <p>Attainment/Progress is almost in line with base bands based on FFT 20 estimates e.g.</p> <p>summer 2019 overall residual summary across all subjects:</p> <table border="1" data-bbox="1496 1246 1912 1326"> <thead> <tr> <th>Year</th> <th>7</th> <th>8</th> <th>9</th> </tr> </thead> <tbody> <tr> <td>Resid</td> <td>-0.06</td> <td>-0.01</td> <td>-0.09</td> </tr> </tbody> </table> <p>so is above national averages.</p>	End of KS3	Av Mean CAT Score	Av PiM Score	Av PiE Score	2017	109.5	114.4	111.1	2018	110.3	113.6	111.6	2019	109.6	115.5	110.1	Year	7	8	9	Resid	-0.06	-0.01	-0.09	<p>Feedback from parents is very positive e.g. Year 9 Parents (2019): 92% believe their son is well supported at school. 97% believe their son is making good progress. 97% would recommend Beechen Cliff to their friends. 88% believe their son has been offered a good range of choices for GCSE.</p> <p>The KS3 Curriculum effectively prepares for KS4 courses. This is partly evidenced by the strong outcomes achieved at GCSE.</p> <p>Exclusion rates low in comparison to national boys:</p>
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Pupils should have a strong recall of the skills and knowledge they have learnt.

Assessment should be an important part of teaching and learning and be used to refine the curriculum. Formal examination exposure in all year groups helps build confidence in how to prepare for and succeed in examinations.

subjects we believe mixed ability teaching is effective with differentiation ensuring stretch and challenge and a range of abilities boosting the aspiration of the less able without denting that of the most able.
Mixed ability groups also have a positive impact on group dynamics and give the flexibility to ensure this is maintained.
Staff training on differentiation and questioning (e.g. in September 2019) takes place to ensure effective teaching in mixed ability groups.

A mixture of spiral curricula and periods of more in depth study take place, as appropriate in different subjects to ensure knowledge is learnt. The vast majority of teaching is by subject specialists. We have an emphasis on homework from day one to develop recall and understanding.

Internal assessment is to inform teaching and learning, intervention where required and setting. Subjects have created schemes of work and assessment descriptors that enable pupils to develop the knowledge and skills required for GCSE courses.
Three formal assessments are required in each subject per year for intervention and tracking purposes. These allow the data to be used but also allow sufficient time in between for rich learning and skill development to take place. Formal Examination weeks take place in the summer term for all year groups. Assemblies, tutor time, PSHE sessions, collapsed timetable events in Year 11, online resources, parental engagement and lesson time are used to help pupils to prepare.

The strong outcomes at KS3 (above) and at GCSE below demonstrates that pupils are fluent learners, have developed knowledge, skills and vocabulary and are able to recall what they have learnt and link different aspects of their learning together.

KS3 Exclusions		
	PEx	FTE
2015/16	1	7
2016/17	0	15
2017/18	1	9
2018/19	1	11

(number of pupils)

National exclusion rates for boys:

2016/17 Rates		
Year	PEx	FTE
7	0.05	1.1
8	0.08	1.4
9	0.07	1.7

Pupil feedback on their teaching and learning from the Autumn 2018 Faculty Reviews is positive.

Positive learning attitudes and high quality work in pupils' books noticed in Faculty Reviews in Autumn 2018.

	Literacy is a focus across the curriculum to develop key vocabulary	Key words and wall displays are integrated into teaching across all subject areas. Whole school staff training (e.g. September 2019) helps develop this process.																																																		
<p>KS4 Academic Curriculum GCSE and other L2 courses Other courses – PE/Games etc.</p>	<p>In addition to completing a Core Curriculum pupils will study 4 option choices to ensure they continue a broad range of subjects. The majority of subjects offered are academic GCSEs though we also offer vocational equivalents.</p> <p>It is the intention that pupils are encouraged to have a healthy lifestyle and all pupils will take part in regular physical exercise.</p> <p>It is the aim that beyond the Core Curriculum pupils study subjects that they are good at, that they enjoy and that provide future opportunities in terms of further education, employment and training. Breadth of study continues at KS4.</p> <p>Around 60-70% of pupils each year have completed the EBacc. (70% in 2019)</p> <p>KS4 courses will be more examination focussed than KS3 (though not exclusively examination focussed). The aim is that pupils achieve high standards in attainment and progress in the subjects they study. A key aspect of that is successful preparation for GCSEs exams.</p>	<p>At KS4 all pupils study the Core Subjects of English Language, English Literature, Mathematics and Science.</p> <p>In these subjects pupils are set on attainment. There are some parallel groups within this structure.</p> <p>In addition all pupils have two sports lessons per week (PE and Games) and, in Year 10, one PSHE lesson per fortnight.</p> <p>There are two academic pathways: Academic (where pupils must choose a language and History or Geography) and Flexible (where pupils have all the academic pathway options and access to vocational equivalent courses. All pupils choose four options to maintain breadth of study. Option subjects are taught in mixed ability classes for timetabling reasons, except in languages <u>if</u> the timetable allows flexibility. Pupils from both pathways are taught together.</p> <p>The breakdown of hours is illustrated in Appendix A. Internal Summer Examinations in Year 10, Trial Examinations in Year 11.</p> <p>Revision Skills Programme delivered through assemblies and collapsed timetable sessions in Year 11.</p> <p>A range of programmes also take place to support pupils building up to exams: Prospective</p>	<p>Attainment and progress over the last 3 years has been strong (if iGCSEs are included)</p> <table border="1" data-bbox="1494 376 1906 815"> <thead> <tr> <th>Year</th> <th>% E&M (stand. pass)</th> <th>% EBacc (stand. pass)</th> <th>P8 Score</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>80%</td> <td>51%</td> <td>+0.19</td> </tr> <tr> <td>2017*</td> <td>85%</td> <td>51%</td> <td>+0.34</td> </tr> <tr> <td>2018*</td> <td>78%</td> <td>49%</td> <td>+0.22</td> </tr> <tr> <td>2019</td> <td>83%</td> <td>52%</td> <td>+0.10</td> </tr> </tbody> </table> <p>*iGCSE English included</p> <p>These figures are above national average and well above the average for national boys (-0.25 in 2018, -0.27 in 2019 for example)</p> <p>Progress against FFT 20 estimates is consistently strong. If iGCSEs are included progress was in the top 20% nationally on this measure in 2018 and only just outside (-0.03 residual) in 2019.</p> <p>The IDSR shows progress is in the top quintile from 2016-2018</p>	Year	% E&M (stand. pass)	% EBacc (stand. pass)	P8 Score	2016	80%	51%	+0.19	2017*	85%	51%	+0.34	2018*	78%	49%	+0.22	2019	83%	52%	+0.10	<p>Post 16 destination</p> <table border="1" data-bbox="1919 280 2213 552"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>SF</td> <td>77%</td> <td>69%</td> <td>71%</td> </tr> <tr> <td>Coll</td> <td>19%</td> <td>23%</td> <td>21%</td> </tr> <tr> <td>App</td> <td>3%</td> <td>2%</td> <td>2%</td> </tr> <tr> <td>Moved abroad</td> <td>0.5%</td> <td>2%</td> <td>0%</td> </tr> <tr> <td>Scholar-ship</td> <td>0%</td> <td>0%</td> <td>1%</td> </tr> <tr> <td>Un-known /TBC</td> <td>0.5%</td> <td>4%</td> <td>5%</td> </tr> </tbody> </table> <p>data is strong:</p> <p>Feedback from parents is very positive e.g. Year 10 Parents (2019): 97% believe there is a good range of option choices at GCSE 94% believe their son is making good progress. 91% would recommend Beechen Cliff to their friends.</p> <p>Year 11 Parents (2018): 88% believe pupils have had good exam preparation guidance prior to mock exams.</p> <p>Exclusion rates are low compared with</p>		2017	2018	2019	SF	77%	69%	71%	Coll	19%	23%	21%	App	3%	2%	2%	Moved abroad	0.5%	2%	0%	Scholar-ship	0%	0%	1%	Un-known /TBC	0.5%	4%	5%
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Pupils in Years 10 and 11 will benefit from the Sixth Form Super-curricular Programme as part of thinking about future options and drawing inspiration from experts in their field.

A small number of pupils struggling with some aspects of the curriculum in Year 10 will be offered alternative/additional curriculum support in Year 11.

Sixth Form programme, Prospective College programme, Intervention programmes and after-school revision sessions etc.

Pupils in Year 10/11 (and their parents) are invited to attend the Super-curricular lectures taking place.

Homework continues to play an important role in pupils learning at KS4. Teaching is from subject specialists in all areas.

Additional English and Maths classes are added to the curriculum in Year 11 in place of an option subject from September for some pupils and following Trial Examinations for others.

A small group of targeted pupils in Year 11 with a projected weaker set of outcomes at GCSE have been targeted to complete an additional Performance Technology course during Year 11 in 2019/20. This will run through collapsed timetable sessions and aims to increase engagement and to enable them to achieve an additional qualification to improve post 16 options

in Maths, Science, EBacc Subjects. (2019 data TBC)

English and Maths results are strong:

	En %9-4	En P8	Ma %9-4	Ma P8
2018*	86%	-0.13	84%	+0.59
2019	85%	-0.11	85%	+0.19

*2018 includes iGCSE English

National boys P8 in 2018:
En: -0.38 Ma: 0.03

Outcome not yet known

national rates for boys:

KS4 Exclusions		
	PEX	FTE
2015/16	0	8
2016/17	2	11
2017/18	0	21
2018/19	2	19

(number of pupils)

National exclusion rates for boys:

2016/17 Rates		
Year	PEX	FTE
10	0.07	2.1
11	0.2	5.4

Application rates for the Sixth Form are high.

Super-curricular lecture attendance is growing and once pupils attend for the first time they tend attend regularly.

<p>Careers Curriculum</p>	<p>The aim is to be meeting all the Gatsby Benchmarks by 2020. This ensures that pupil receive high quality careers guidance and experiences to ensure they embark on the correct programme of study or employment pathway for them.</p> <p>Pupils/students will have the right skills, advice and guidance to help them make good decisions about their future.</p>	<p>Careers is delivered through PSHE sessions and collapsed timetable days for each year group. A programme of study is followed based on Crimson Publishing Ltd's CEIAG scheme of work. The delivery is through teaching staff and visiting speakers.</p> <p>The Careers Policy and Scheme of work is currently under review following the appointment of a new Head of Careers in 2018/19. Progress towards the Gatsby Benchmarks is now at 70% and things are in place to ensure all are met by the end of 2020.</p> <p>Targeted groups receive additional support and guidance (PP pupils and those less likely to move on to the Sixth Form, rather college and apprenticeships.)</p> <p>Work experience takes place in Year 10 and this is prioritised for 'targeted' pupils (around 30 per year).</p> <p>All Year 11 pupils are interviewed by the Headmaster about future education options.</p> <p>The Sixth Form Future Horizons Programme is referred to below.</p>	<p>The impact of the careers curriculum can be seen to some extent in the progress pupils and students achieve at GCSE and A level (referred to above and below).</p>	<p>Post 16 and post KS5 destination data is strong as referred to above/below.</p> <p>Our Alumni network is now growing, through Linked In. We have more info than previously about our students a few years down the line.</p> <p>Only a small proportion of our pupils are now NEET (see destination figures).</p> <p>Pupils are well informed to make options choices for GCSE and to make choices post GCSE. Feedback from parents is very positive e.g. Year 11 Parents (2018): 83% believe their son has been provided with good guidance on next steps beyond Year 11 (14% not sure) and this was prior to the Headmaster's interviews beginning.</p>
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<p>SMSC (including the PSHE Curriculum)</p>	<p>The intent is that pupils' Spiritual, Moral, Social and Cultural development is delivered as an integral part of the curriculum and that all statutory areas are covered. PSHE plays an important role in this, though SMCS will be covered by all aspects of the curriculum. Intent: pupils... have healthy lifestyles, develop a sense of independence and self-awareness, stay safe (including online), understand rule of law, make a positive contribution to society, make informed decisions, look after their mental health, cope with exam stress, have an awareness and understanding of different cultures and beliefs, understand diversity and equality, have an understanding of the British Values: democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths or beliefs (including no faith)</p>	<p>SMSC is delivered through timetabled lessons, tutor time (theme of the week sessions), assemblies, and the PSHE curriculum.</p> <p>See Appendix C</p> <p>The PSHE curriculum is delivered through teaching staff and visiting speakers through a programme of timetabled lessons in years 7, 8 and 10, and through collapsed timetable events in years 9 and 11. Developing pupils' discussion skills and having the opportunity to give opinions is an important part of PSHE.</p> <p>Pupils and students have the opportunity to learn more about other cultures through the language exchanges and trips abroad referred to in the extra-curricular audit in Appendix B. Chinese students visit the school each year and study alongside Year 7 pupils in addition to language exchange pupil visits.</p> <p>The school has an active e-team.</p> <p>British Values are incorporated into assemblies, the tutor time experience, PSHE and other subject schemes of work whenever possible.</p> <p>See Appendix C.</p> <p>Beechen Cliff is a lead school in the Boys in Mind initiative.</p>	<p>Pupil Results in Geography and RPE at GCSE are strong showing pupils have good understanding of moral and ethical issues:</p> <table border="1" data-bbox="1496 300 1899 416"> <thead> <tr> <th>Subject</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Geog</td> <td>80%</td> <td>83%</td> <td>84%</td> </tr> <tr> <td>RPE</td> <td>89%</td> <td>76%</td> <td>83%</td> </tr> </tbody> </table> <p>(% 9-4 given)</p>	Subject	2017	2018	2019	Geog	80%	83%	84%	RPE	89%	76%	83%	<p>The number of pupils taking part in extra-curricular activities and sport is high (see Appendix B) indicating an understanding of healthy lifestyles.</p> <p>In addition absence rates are low suggesting healthy pupils.</p> <p>In 2016/17, the rate of total fixed term exclusions (2.01%) was below the national average for schools with a similar level of deprivation (2.71%).</p> <p>In 2016/17, the rate of repeat exclusions (0.46%) was below the national average for schools with a similar level of deprivation (0.95%). (Source: IDSR)</p> <p>Pupils/students make good decisions on their next steps post 16/post KS5 (see destination data)</p> <p>Low bullying rates as pupils/students</p>
Subject	2017	2018	2019													
Geog	80%	83%	84%													
RPE	89%	76%	83%													

				<p>understand prejudice and are taught how to be good citizens:</p> <p>Pupil survey May 2019 97% “no bullying”, 100% “If bullied was it dealt with? Yes” Ofsted (Jun, 2019) “increased focus on equality, tolerance and respect and on keeping each other safe.” Governor panel (Jul, 2019) “no bullying” reported by pupils.</p>
<p>SEND/Catch-up Curriculum <i>Adapted curriculum for SEND pupils/students</i></p>	<p>The vast majority of pupils and students on the SEN register will study the same curriculum as their peers. Where a student has significantly greater difficulty in learning then a modified curriculum may be put in place to help pupils to prepare for and succeed in their GCSEs by working on their literacy and numeracy skills. In addition to this students may receive a personalised Life Skills programme to support their independence into adulthood.</p> <p>Students on the SEND register will receive high quality, evidence based interventions from suitably qualified staff at a time that does not impact on their opportunity to access other learning opportunities.</p>	<p>A small number of pupils don't take a language at KS3 (8AY, 8xy, 9xy) and received additional numeracy and literacy lessons instead Pupils who have struggled with French in Year 7 and do not have the capacity to begin a second language take a Foreign Languages and Literacy course in Years 8/9 instead of a second language. The occasional pupil with significant needs can take 3 GCSE options and receive extra SEN support in the time when the 4th option takes place. This is organised on a case by case basis.</p> <p>Specific curriculum interventions, such as the Sulp course in Year 7, take place to enable pupils to improve their language for social communication and participation in lessons resulting in increased confidence academically and socially.</p> <p>Personalised interventions take place in the mornings and afternoons, outside of lesson</p>	<p>Pupils on the SEN register make good progress at GCSE compared with FFT 20 estimates. 2017: 0.0, 2018: +0.5, 2019: 0.0</p> <p>Progress for pupils on EHCPs remains an area of focus but the residual for the 3 pupils in 2019 was +0.3 compared with FFT 20.</p> <p>A number of students who have participated in Sulp have had reduced incidents of negative</p>	<p>Some pupils in these groups progress into the Sixth, a good example being Henry who became Head Boy.</p> <p>We are actively trying to reduce the size of our SEND register as these interventions are effective.</p> <p>The proportion of pupils entering the EBacc is increasing (70% in 2019, previously 60-65%)</p>

		times. These include: handwriting, spelling, reading, vocabulary numeracy, phonics and touch-typing	behaviour in the classroom or in unstructured times. Further support is required for those with more significant social communication difficulties.	Pupils who took part in 2018/19 have returned to lessons.															
Numeracy & Literacy	<p>We aim for pupils to have an enjoyment of reading and prepare pupils with the required vocabulary for GCSE courses.</p> <p>Development of vocabulary across all subject areas is a key intent.</p> <p>Every pupil should reach their potential in GCSE English and Maths as the qualifications are so important for future life chances.</p> <p>Pupils should have knowledge of numeracy skills for life such as tax, national insurance, mortgages etc.</p>	<p>The Accelerated Reader programme is run for pupils in Year 7 and Year 8. (Targeted pupils will take part in Year 9 too in 2019/20). The Bedrock Learning programme to develop and improve pupils' vocabulary was introduced for Year 7 and Year 10 in September 2018 through the English Faculty. Correcting grammar, punctuation and spelling is part of the school marking policy.</p> <p>A new Literacy Coordinator was appointed in January 2019. A proposal for Literacy was submitted and this began to be implemented from Term 4 2018/19. See the Literacy Proposal Document. A MAT Literacy Policy came into place recently. Development of vocabulary is a key aspect of this role. Staff CPD took place in September 2019. Literacy is being monitored as part of ongoing QA.</p> <p>Catch-up literacy and numeracy classes are already referred to above. In addition some pupils who are struggling to achieve a standard pass in English and Maths and who are struggling to achieve a pass in an option subject drop the option subject and take additional English and Maths classes in Year 11.</p> <p>Taught in the summer term of Year 10 in Maths lessons. A new development from 2019 onwards.</p>	<p>GCSE outcomes are strong in English and Maths:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% stand. Pass in Eng</th> <th>% stand. Pass in Ma</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>86%</td> <td>84%</td> </tr> <tr> <td>2017*</td> <td>91%</td> <td>90%</td> </tr> <tr> <td>2018*</td> <td>86%</td> <td>84%</td> </tr> <tr> <td>2019</td> <td>85%</td> <td>85%</td> </tr> </tbody> </table> <p>*includes iGCSE English</p> <p>34% of Year 7 pupils made improvements of greater than 9 months over the 9 month assessment period.</p>	Year	% stand. Pass in Eng	% stand. Pass in Ma	2016	86%	84%	2017*	91%	90%	2018*	86%	84%	2019	85%	85%	
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<p>KS5 Academic Curriculum <i>A level and other L3 programmes of study</i> <i>Study Skills</i> <i>KS5 Future Horizons and Super-Curricular Programme</i> <i>L6th Work Experience</i></p>	<p>At KS5 we offer a predominantly academic curriculum of A levels and the EPQ. 27 A level subjects are currently offered This breadth of choice allows students to specialise and focus their learning on three or four key areas of study and provides access to higher education, apprenticeships and straight-to-work options.</p> <p>In addition, we offer a Level 3 Cambridge Technical Extended Diploma in Sport. This qualification prepares students on our AASE Rugby programme for progression to higher study (often but not exclusively) in the sports field. For some this is alongside a professional sports contract.</p> <p>The intention is to provide students with the qualifications, skills and personal qualities to prepare for, and thrive in, the next steps in education and life. For the vast majority of students the next stage will be university; we also offer advice and guidance with apprenticeship and straight-to-work routes.</p> <p>Guiding principles include: High aspiration; Independent learning and thinking; Access to higher education, apprenticeships and employment; and Maximising opportunities for personal development.</p>	<p>The entrance criteria for the Sixth Form is set high (at 5 grade 6s) to ensure students are on the correct type of courses.</p> <p>We run courses with small numbers despite financial constraints as the breadth of opportunity is important. Examples include German, Italian and Music Technology. Students are encouraged to start 4 A Levels to ensure the correct choice of 3 is made by the end of September. At this juncture, our EPQ programme begins.</p> <p>All Lower Sixth students take part in a taught study skills programme until Christmas. Based on assessment data of application to learning and current/predicted value added scores, students 'graduate' from the programme during the L6. A small group remain on the programme in the Upper Sixth as a virtual tutor group and study skills groups alongside their regular tutor and academic provision.</p> <p>The Super Curricular and Inspiring Stories programmes enrich students' academic and personal experiences, developing and challenging their thinking, and inspiring them beyond the formal curriculum. The lecture series and bulletin are the primary vehicles for this, alongside reading lists provided by subject specialists.</p> <p>The Future Horizons programme inspires and educates students to be aspirational about their future, helps them understand their choices when they leave the Sixth Form and explains the steps they need to take to realise their aspirations. Employers, universities and individuals from over 50 organisations</p>	<p>Attainment at A level is strong: 56% of A level grades were A*-B in 2018 and 52% in 2019. 22% of students achieved AAB in 2018 and 19% in 2019, which is well above the national average of 13.7% for all state funded schools and colleges, and above the B&NES average of 18.8%</p> <p>Progress at A level was strong: in 2018 : +0.11, which was significant given the size of the cohort. In 2019 progress fell partly due to A level Maths results though we are still trying to identify exactly why (final score TBC). However destination data remains strong.</p> <p>A level disadvantaged student progress figures have been above the national average and above non-disadvantaged students for the last two years (+0.3 in 2018 and +0.1 in 2019)</p> <p>Progress and attainment both rose significantly in 2018 as a result of: cultural change over the last two years around academic aspiration; a data-driven intervention programme and effective advice and guidance on courses and destinations before and during the Sixth Form. These processes are still in place.</p>	<p>Destination data post KS5 is strong:</p> <table border="1" data-bbox="1928 181 2201 632"> <thead> <tr> <th>Dest (%)</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Medic</td> <td>1%</td> <td>2%</td> <td>3%</td> </tr> <tr> <td>Oxbr</td> <td>2%</td> <td>5%</td> <td>6%</td> </tr> <tr> <td>Russell group uni</td> <td>32%</td> <td>29%</td> <td>40%</td> </tr> <tr> <td>Prem Uni</td> <td>35%</td> <td>40%</td> <td>44%</td> </tr> <tr> <td>Other uni</td> <td>46%</td> <td>36%</td> <td>36%</td> </tr> <tr> <td>Employment</td> <td>7%</td> <td>15%</td> <td>8%</td> </tr> <tr> <td>Appre</td> <td>0%</td> <td>2%</td> <td>3%</td> </tr> <tr> <td>Gap yr</td> <td>8%</td> <td>9%</td> <td>9%</td> </tr> </tbody> </table> <p>39% of 2017 university places 40% of 2018 university places and 50% of 2019 university places were at Russell Group universities.</p> <p>Alumni networks are growing and used to benefit current pupils through Sixth Form programmes.</p> <p>Super-curricular lecture attendance is strong and growing with 20-130 people attending each of the lectures. Future Horizons events such as the careers</p>	Dest (%)	2017	2018	2019	Medic	1%	2%	3%	Oxbr	2%	5%	6%	Russell group uni	32%	29%	40%	Prem Uni	35%	40%	44%	Other uni	46%	36%	36%	Employment	7%	15%	8%	Appre	0%	2%	3%	Gap yr	8%	9%	9%
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	For students where these curriculum routes are not appropriate local providers offer vocational options and guidance on the appropriate pathway is given in careers education in KS4.	contribute to the programme. There is additional support for Oxbridge and Medicine applicants and disadvantaged students.	L3 Sport outcomes are good with all grades at Merit or Distinction and the majority at Distinction *. 83% A*-C equivalent in 2019.	showcase are well attended.																																																				
<p>Disadvantaged Curriculum <i>Opportunity, Aspiration, Support</i></p>	<p>Disadvantaged pupils and students have the same curriculum opportunities as all other pupils. The aim is that pupils from disadvantaged backgrounds make as much progress as their non-disadvantaged peers.</p> <p>Disadvantaged pupils and students should have the aspiration, tools and support to reach their full potential.</p>	<p>Disadvantaged pupils follow the same curriculum as their peers.</p> <p>PP pupils all receive targeted careers guidance in Years 7, 10 and 11.</p> <p>Setting arrangements hope to influence opportunity and aspiration – positive discrimination in Year 7 streaming and by faculties where pupils are borderline (and where setting occurs) in other years.</p> <p>Mentoring, personalised education plans etc. are in place to support Pupil Premium Pupils in all year groups. See the Pupil Premium Plan</p> <p>A small group of targeted pupils in Year 11 with a projected weaker set of outcomes at GCSE have been targeted to complete an additional Performance Technology course during Year 11 in 2019/20. This will run through collapsed timetable sessions and aims to increase engagement and to enable them to achieve an additional qualification to improve post 16 options</p>	<p>Pupils from disadvantaged backgrounds make less progress on average than their non-disadvantaged peers within the school. This is not a unique problem but a national issue. Over the last few years the majority of Beechen Cliff pupils from disadvantaged backgrounds made progress well above national disadvantaged boys.</p> <p>Progress 8 Scores (including iGCSE):</p> <table border="1" data-bbox="1496 794 1899 943"> <thead> <tr> <th>Year</th> <th colspan="2">P8 for disadv pupils</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>-0.31</td> <td>25/28 pupils</td> </tr> <tr> <td>2017</td> <td>0.29</td> <td>9/12 pupils</td> </tr> <tr> <td>2018</td> <td>-0.29</td> <td>16/20 pupils</td> </tr> </tbody> </table> <p>(National disadvantaged boys was -0.64 in 2017 and -0.7 in 2018 as provided by FFT)</p> <p>However, in 2019 a difficult cohort with many pupils with significant issues led to a score of -1.05. This becomes -0.66 (for 15/19 pupils when the 4 most extreme cases are removed). There is work to do here. However, we believe the new PP strategy begun in September 2018 needs time to have an impact. The outcome is</p>	Year	P8 for disadv pupils		2016	-0.31	25/28 pupils	2017	0.29	9/12 pupils	2018	-0.29	16/20 pupils	<p>KS4 destination data for disadvantaged pupils is mostly good:</p> <table border="1" data-bbox="1928 411 2197 703"> <tbody> <tr> <td></td> <td>20 17</td> <td>20 18</td> <td>20 19</td> </tr> <tr> <td>Sixth Form</td> <td>6</td> <td>7</td> <td>4</td> </tr> <tr> <td>College</td> <td>5</td> <td>9</td> <td>11</td> </tr> <tr> <td>Appr</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>Schol</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Not known</td> <td>1</td> <td>3</td> <td>5</td> </tr> <tr> <td>Total</td> <td>12</td> <td>20</td> <td>23</td> </tr> </tbody> </table> <p>MT from MNSP very positive about the developments in our work with PP pupils. PP pupil interviews gave positive feedback: well taught, supported, praise for FLA work (Reviews in Oct 18 and Mar 19)</p> <p>2018 and 2019 Leavers Destinations (disadvantaged students):</p> <table border="1" data-bbox="1928 1315 2197 1469"> <thead> <tr> <th></th> <th>'18</th> <th>'19</th> </tr> </thead> <tbody> <tr> <td>Russell group uni</td> <td>1</td> <td>2</td> </tr> <tr> <td>Premium uni</td> <td>1</td> <td>1</td> </tr> <tr> <td>Other uni</td> <td>4</td> <td>0</td> </tr> </tbody> </table>		20 17	20 18	20 19	Sixth Form	6	7	4	College	5	9	11	Appr	0	1	2	Schol	0	0	1	Not known	1	3	5	Total	12	20	23		'18	'19	Russell group uni	1	2	Premium uni	1	1	Other uni	4	0
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			<p>projected to improve significantly in 2020 (-0.3)</p> <p>A level disadvantaged student progress figures have been above the national average and above non-disadvantaged students for the last two years (+0.3 in 2018 and +0.1 in 2019)</p>	<table border="1"> <tr> <td>Employment/ Gap year</td> <td>1</td> <td>3</td> </tr> <tr> <td>Total</td> <td>7</td> <td>8</td> </tr> </table>	Employment/ Gap year	1	3	Total	7	8
Employment/ Gap year	1	3								
Total	7	8								
<p>Enrichment Curriculum <i>Charity work</i> <i>Extra-curricular sport, drama & music</i> <i>Outdoor education</i> <i>Curriculum enrichment trips</i> <i>Super-curricular programme</i> <i>Future Leaders Award</i></p>	<p>Many of the ‘softer skills’ pupils and students need for success in life are both in and beyond the classroom. We aim for an enrichment curriculum that is second to none and provides opportunities to develop: leadership, self-confidence, public speaking skills, communication skills, teamwork, presentation skills, organisation skills and resilience.</p> <p>We aim for pupils to have the skills for life in modern Britain and to prepare pupils and students well for the challenges of life beyond school.</p> <p>This includes experience beyond the curriculum and experience beyond Bath</p>	<p>The extra-curricular programme is a significant part of life at Beechen Cliff. Pupils and students are encouraged to get involved in activities beyond the classroom.</p> <p>It involves outdoor education, sport, music, drama, curriculum trips, extra-curricular trips, exchanges, the super-curricular lecture programme, the Future Leaders Award offered to pupils in Year 10, charity work and more.</p> <p>A full list of activities and a skills audit is available in the Extra – Curricular Provision Document (Appendix B)</p> <p>All Year 7 pupils visit Tir-y-Cwm (Near Brecon) on a three day visit as part of their induction in September. This includes outdoor activities and team building.</p>		<p>Uptake of and participation in extra-curricular activities is high giving significant opportunity for skill development. See Extra-Curricular Provision Document (Appendix B)</p> <p>Regularly money is raised for local, national and international charities.</p> <p>Parent feedback is positive: 99% of U6th parents (Dec 2018) said the school offers a good range of extra-curricular activities. 89% of Year 7 parents said their son is regularly taking part in extra-curricular activities and 72% said their son was</p>						

				taking part in new extra-curricular activities (Feb 19).																		
<p>Core Values <i>School Core Values and aims</i></p>	<p>All pupils should understand and embrace the school's Core Values of Aspiration, Balance, Compassion and Independence.</p>	<p>All areas of school life promote these values: timetabled lessons, collapsed timetable events, assemblies, the recently implemented rewards system (from January 2019), school publicity, charity work, governance and through the vast range of extra-curricular opportunities and school representation.</p> <p>Character development work beginning with Year 7 in September 2019 will reinforce pupils' understanding of these values along with integrity and respect. This will be rolled out to other year groups in the future.</p>		<p>Pupils and students are well aware of the school values and their meaning. Governors fully support the values of the school. Students and pupils are well prepared for life beyond school.</p> <p>Parents believe their sons display pride in their school. Recent surveys (in 2018/19):</p> <table border="1" data-bbox="1928 794 2201 1050"> <thead> <tr> <th>Year</th> <th>Agree</th> <th>Not sure</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>95%</td> <td>3%</td> </tr> <tr> <td>10</td> <td>78%</td> <td>20%</td> </tr> <tr> <td>9</td> <td>90%</td> <td>10%</td> </tr> <tr> <td>8</td> <td>95%</td> <td>5%</td> </tr> <tr> <td>7</td> <td>92%</td> <td>8%</td> </tr> </tbody> </table>	Year	Agree	Not sure	11	95%	3%	10	78%	20%	9	90%	10%	8	95%	5%	7	92%	8%
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Appendix A:

KS3 Curriculum Plan – Teaching hours

50 hours per fortnight

Subject	Year 7	Year 8	Year 9
English	8*	7	7
Maths	6	6	6
Science	6	6	6
History	3	3	3
Geography	3	3	3
French	6	4	4
Second Language (German/Italian/Spanish)	N/A	4	4
Technology	4	4	4
Religion, Philosophy & Ethics	2	2	2
Computing/ICT	2	2	2
Art	2	2	2
Music	2	2	2
Physical Education	2	2	2
Games	2	2	2
PSHE	2	1	1
Total	50	50	50

English has more hours than maths at KS3 due to the importance of vocabulary in accessing the curriculum. The additional two lessons are either reading lessons or focus on vocabulary and SPAG development. French has more hours in Year 7 than other foundation subjects due to the complexity of learning a new language.

A second language is only studied in Year 8 once pupils have had the opportunity to get to grips with French and have good experience of learning a modern foreign language.

Careers is run through PSHE and through collapsed timetable events.

KS4 Curriculum Plan – Teaching hours

50 hours per fortnight

Subject	Year 10	Year 11
English (Language & Literature)	8	8
Maths	7	8
Science	10	10
Option 1	5	5
Option 2	5	5
Option 3	5	5
Option 4*	5	5
Physical Education	2	2
Games	2	2
PSHE	1	0
Total	50	50

PSHE in Year 11 is taught through a series off collapsed timetable events.

Careers in Year 10-11 is taught through a series off collapsed timetable events.

The revision skills guidance programme in Year 11 is run through collapsed timetable events.

*Some pupils in Year 11 drop one option subject and complete extra English and Maths lessons during this time.

*A small targeted group of pupils in Year 11 are completing an additional Performance Technology qualification through collapsed timetable days.

KS5 Curriculum Plan – Teaching hours

Subject	Lower Sixth	Upper Sixth
Subject 1	8	8
Subject 2	8	8
Subject 3	8	8
Subject 4 (optional)	8	8
EPQ (optional)	1	
Study Skills	2	N/A
Games	2	

PSHE in the Sixth Form takes place through collapsed timetable sessions.

EPQ is taught through the L6th with each group having an hour of teaching per fortnight. The EPQ is certificated in November of the U6th.

Students 'graduate' from the Study Skills programme when ready.

The Sixth Form Future Horizons and Super Curricular Programmes run through after-school and weekend events, assemblies and collapsed timetable events.

Appendix B:

Extra-Curricular Activity Audit

Extra-Curricular Activity	Year groups	Number of Pupils/Students	Key skill sets developed/Experiences
Outdoor Education			
Duke of Edinburgh Award: Bronze, Silver & Gold	9-10 and Sixth Form	99/62/10	Leadership, organisation, resilience, confidence, communication, volunteering
Ten Tors	10 and Sixth Form	40	Leadership, organisation, resilience, confidence, communication, trust, helping others
Coast to Coast	10-11 and Sixth Form	26	Leadership, organisation, resilience, confidence, communication, trust, helping others
Year 7 Tir-y-Cwm visits	7	All Year 7 (approx. 170) plus approx. 20 L6th helpers	Leadership, organisation, resilience, confidence, communication, trust, helping others, listening, empathy
Climbing Club	all	10-15	Alps trip =15, N Wales = 20 – multiple skills developed
Shooting	7-11	Year 7 = 120, Years 8-11 = 105	Leadership, organisation, resilience, confidence, communication,
Centurion Challenge	7-11 and Sixth Form	140	Leadership, organisation, resilience, confidence, communication, trust, helping others, listening, empathy
Team Sports			
Rugby	See additional details for team sports below		Team work, representing school, organisation, leadership, communication, confidence
Football			
Hockey			
Cricket			
Tennis			
Basketball			
Rowing			
Athletics			
Arts/Music/Drama			
Carol Service	7-11 and Sixth Form	50	Confidence, public speaking, performing

School Concert	7-11 and Sixth Form	73	Confidence, performing
Piano concert	7-11 and Sixth Form	31	
Music in assemblies	7-11 and Sixth Form	25	
Theatre productions with Bath Theatre School	7-11 and Sixth Form	25 (plus some girls from Bath Theatre School)	Confidence, public speaking, performing
Choir	7-11 and Sixth Form	29	Confidence, performing
Small music groups: saxophone group, folk group, guitar ensemble, percussion ensemble, string ensemble, swing band, rock choir, chamber choir	7-11 and Sixth Form	45	Confidence, performing
Peripatetic Lessons	7-11 and Sixth Form	99	Confidence, performing
Bands Night	7-11 and Sixth Form	25 performers (100+ attend)	Aspiration, teamwork, confidence, team work, performing, organisation
Curriculum Trips			
Coasts - Lulworth Cove	8	100	Experiencing the curriculum beyond the classroom – curiosity, knowledge, inspiration.
Quantocks - Rivers	10	115	
Big Pit	8	90	
We the curious	7	150	
GCSE Science Live	10	30-60	
European Art Trip (eg Amsterdam, Dublin)	10	20	
Cern	13	25	
Iceland	Sixth Form	50	
3 Cliffs Bay	Lower Sixth	20	
South Devon	Lower Sixth	50	
Jet Nuclear	Lower Sixth	18	
Bristol Harbour	11	120	
Imperial War Museum	9	50	
Berlin	Lower Sixth	35	
Maths Inspiration Lectures	Sixth Form	20	
Languages Exchanges/Trips			
Annual Year 7 French/History: Normandy trip	7	70-80	

Biennial year 8-9 Spanish Trip: Barcelona	8-9	30	Cultural development, compassion, curiosity, aspiration, knowledge and understanding, tolerance, teamwork, trust
Biennial Year 8-9 German Trip : Cologne	8-9	50	
Biennial Year 8-9 joint Italian/football club trip to Milan	8-9	40	
Annual Italian and German exchanges	10-11	10- 15	
Annual French and Spanish Trips (joint trips with Hayesfield)	10-11	15-20 from Beechen Cliff	
Rhineland	7-9	40	
Sixth Form Exchanges: French: Montpellier 6th form language course: Spanish: Malaga 6th form language course: approx 10 students German and Italian: opportunity to take part in the KS4 exchange	Sixth Form	10	
Extra-Curricular Trips/Activities			
China	10-11 and Sixth Form	20	Cultural development, compassion, curiosity, aspiration, knowledge and understanding, tolerance, teamwork, trust
Wimbledon	10-11	10	Inspiration
Bovingdon Tank Museum	7	15	Curiosity, Knowledge, cultural experiences, Inspiration
MUN	12-13	15	
Shepton Mallet Prison	12-13	30	
Bristol Crown Court	12-13	30	
Surfing	9	16	
Catalonia	8-9	30	
Barcelona Music	8-13	35	
Bletchley Park	10	15	
Netcraft Cipher challenge	7-10	20	
Bath Uni Enrichment	10-12	20	
Clubs			
Warhammer	All	TBC	

Chess	All	3-5	Interest, curiosity, problem solving, knowledge, experiences beyond the classroom.
Debating	All		
Art Club	All	6-10	
Beekeeping	All	10-20	
Code breaking	All	15	
Computer Programming	All	20-30	
F1	All	TBC	
Food club	All	14	
French/Italian film club	All	10	
Philosophy Film Club	All	TBC	
Science Club	All	12-20	
Christian Union	All	TBC	
Charity Work/Projects/Leadership			
Future Leaders Award	10-11	24	Leadership, aspiration, independence
Romania Trip with People Against Poverty	Sixth Form	12	Leadership, balance, compassion
Tennis Leaders Award	Yr 8-11	10	Leadership, aspiration, independence
Tedex	Lower Sixth	50	Leadership, aspiration, independence, organisation, teamwork
Other charity events e.g. Great Walk	Whole school	1300	Leadership, aspiration, independence, organisation, teamwork, compassion

Note:

In the Sixth Form students keep a participation booklet which logs all the activities they participate in.

DS (Sept 2019)

Team Sports Audit - Completed March 2019

A huge number of sporting clubs and activities run and large numbers of pupils/students represent the school. Data is given below:

Sport	Year	No. of Students Represented BCS	No. of Students Training (approx)	No. of Fixtures
Rugby	Year 7	76	65	22
	Year 8	47	25	24
	Year 9	55	40	17
	Year 10	40	25	21
	Year 11	44	25	14
	6th Form	89	70	37

Total	351	250	135
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Sport	Year	No. of Students Represented BCS	No. of Students Training (approx)	No. of Fixtures
Hockey	Year 7	28	25	12
	Year 8	27	20	13
	Year 9	16	15	9
	Year 10	17	10	8
	Year 11	15	15	3
6th Form	Girls	13	10	5
	Boys	14	15	18

Total	130	110	68
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Sport	Year	No. of Students Represented BCS	No. of Students Training (approx)	No. of Fixtures
Football	Year 7	50	50	15
	Year 8	39	20	20
	Year 9	39	30	21
	Year 10	35	n/a	13
	Year 11	34	n/a	14
	6th Form	35	n/a	22

Total	232	100	105
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Sport	Year	No. of Students Represented BCS	No. of Students Training (approx)	No. of Fixtures
Badminton	Year 8/9/10/11	8	30	2
	6th Form	n/a	15	n/a

Total	8	45	2
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Sport	Year	No. of Students Represented BCS	No. of Students Training (approx)	No. of Fixtures
Athletics	Year 7/8/9/10	40	10	2
	6th Form	5	0	0

Total	45	10	2
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Sport	Year	No. of Students Represented BCS	No. of Students Training (approx)	No. of Fixtures
Cricket (2017/18)	Year 7	50	45	21
	Year 8	39	25	21
	Year 9	31	16	14
	Year 10	35	n/a	14
	Year 11	n/a	n/a	n/a
	6th Form	22	10	12

Total	177	96	82
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Sport	Year	No. of Students Represented BCS	No. of Students Training (approx)	No. of Fixtures
Tennis (2017/18)	Year 7/8	28	35	15
	Year 9/10	12	15	15
	Year 11/6th Form	12	n/a	9

Total	52	50	39
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Sport	Year	No. of Students Represented BCS	No. of Students Training (approx)	No. of Fixtures
Basketball	Year 7/8	n/a	n/a	n/a
	Year 9/10	12	15	1
	Year 11/6th Form	20	10	7

Total	32	25	8
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Sport	Year	No. of Students Represented BCS	No. of Students Training (approx)	No. of Fixtures
Netball	6th Form Girls	25	30	14

Total	25	30	14
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Sport	Year	No. of Students Represented BCS	No. of Students Training (approx)	No. of Fixtures
Rowing	Yr 10/11	n/a	15	n/a
	6th Form	n/a	30	n/a

Total	0	45	0
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Rowing has only started properly this academic year. We are looking to add fixtures to the programme in the future.

Year Group Breakdown:

Lower School (2018/19)

Year Group	No. of Students Represented BCS	% of Year Group to Represent BCS
Year 7	107	59%
Year 8	80	46%
Year 9	88	47%
Year 10	76	42%
Year 11	81	41%

Lower School (2017/18)

Year Group	No. of Students Represented BCS	% of Year Group to Represent BCS
Year 7	104	59%
Year 8	115	61%
Year 9	83	46%
Year 10	107	54%
Year 11	70	38%

Inter-House Sport 2018/19

Rugby	Year 7-6th form
Hockey	Year 7-11
Football	Year 7-11
Tennis	Year 7-10
Cricket	Year 7-8

In addition 24 Year 7 pupils represent the school on the South Devon football tour and another 24 Year 7 pupils represent the school on the South Devon cricket tour in 2018/19.

(MTW March 19)

Appendix C:

SMSC Audit Academic Curriculum:

	References in Subject Curriculum Rationale Documents	Social	Moral	Spiritual	Cultural	British Values
English	Understanding of other cultures via myths and legends. Learn about empathy and death in the Graveyard Book. Learn about right and wrong via A midsummer Night's Dream. Study of other faiths, questions of morality and cultural differences through studying The Holocaust in The Book Thief and war poetry. Focus on race, disability, gender and prejudices through Of Mice and Men. Love, morality, duty, honour, loyalty and family through reading Romeo and Juliet.	x	x	x	x	
Maths	Pupils set own targets based on understanding. Develop understanding of Maths role in development of human civilization. Develop confidence in financial matters.	x	x		x	
Science	Awareness of how Science is important in the global community and how it influences and is influenced by society and cultures. The role of Chemists in every branch of industry. How Science contributes to the success of the economy and society. Importance of ecosystems, genetics, disease and energy. Healthy living and lifestyle choices. Human activity and extinction.	x	x		x	
History	KS3 – Building appreciation of the fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. Enables students to take an active part in society, building language skills and social skills. Medieval Life, Tudors, Industrial Revolution, Empire and Slavery, Civil Rights, WW1, Nazism, Holocaust, WW2, war and terror. KS4 – Building confidence and skill, SMSC explored locally and internationally. Asia, America, Wealth and The Normans. KS5 – Embedding understanding and opinion on the impact of past events on the 'big picture' of human progress. The Tudors and The Cold War	x	x	x	x	x
Geography	Citizenship. Awareness of global issues, climate change, natural disasters, poverty, deprivation, global shifts in	x			x	x

	economic power and the challenge of sustainable resource use. Local and national issues. Understanding UK heritage and diversity. Assessing ethical issues. Impact of migration.					
RPE	Curriculum at KS3 designed to build deep understanding and appreciate spiritual, moral, cultural and social issues, as well as enabling students to understand British Values. From Yr7 – Christianity, Hinduism, Philosophy. Yr 8 – Sikhism, Islam to Yr 9 – Ethics, Punishment and conflict. KS4 and 5 develop the understanding and challenge students to question meanings, purpose and truth.	x	x	x	x	x
Languages	Culture – trips to France, Spain, Germany, Italy. Reference to: French/Spanish/German speaking countries; dietary restrictions in certain religions	x			x	
Technology	KS3 – Developing passion and creativity. Diet, Nutrition, Design and working with a range of media. Working with peers, self-reflection and expression. KS4 – Hands on industry experience, focused knowledge of materials and processes. Importance of nutrition and healthy eating. Health and Safety throughout.	x				
Art/Photography	CULTURAL PROJECTS YR7 – YR 9 Aboriginal Art (Australia), Russian Dolls (Russia), Day of The Dead (Mexico), Surrealism - Dali (Spain) Students exploring ideas and concepts from Art around the world. GCSE and A level influences through Art History, as part of their own personal projects. Peer feedback and evaluation used throughout.	x		x	x	
Computing/ICT	Ethics of technology in the modern world; online safety; dangers of cyber bullying.	x	x			
Physical Education/Games	Focusing on Team work, communication, creativity and promoting lifelong fitness.	x	x			
Politics	Uk Politics, US Politics, Liberalism, Conservatism, Socialism and anarchism. Developing contemporary and historical context throughout Yr 12 and 13. Students engage in the world around them and aware of rights and responsibilities.	x	x	x	x	

Economics	Key government objectives and policies, UK Economy and markets linking to global economy and international markets.	x	x		x	
Law	English and Welsh legal systems. Criminal Law, Court structures, society, morality and justice. Human Rights and European Convention	x	x		x	x
Business Studies	Substantial amount of numerical concepts, techniques, context of business transferable to personal lives and the future. Budget, cash flow, tax and exchange rates.	x	x		x	
PSHE	See PSHE audit below:					

Faculties to do some more work on referencing SMSC, British Values and Careers in the near future.

PSHE Provision SMSC Audit 2018/19

TERM ONE		Social	Moral	Spiritual	Cultural	British Values
TOTW	Personal Targets LGBT+ - India Youth Council International Day of Peace Black History Month World Mental Health Day Show Racism The Red Card QualityTime	x	x	x	x	x
ASSEMBLIES	E-Team wk 17 th September Mental Health 6 th Form wk 24 th September	x	x	x		
GUEST SPEAKERS	AA – 23 rd Oct YR 10	x	x			
PSHE LESSONS	Yr 7 – Getting to Know me, Road and Internet Safety Yr 8 – Body Image, Healthy Lifestyle Yr 10 – Drugs and Alcohol	x	x		x	x
Collapsed TIMETABLE MORNINGS						
OTHER	6 th Form Girls Lunch x Meeting with SARI and Black Families Diana Award – Hayesfield – Eteam ETeam weekly meetings	x	x	x	x	x

	PSHE leads meeting SRE. 19 th Oct.					
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TERM TWO		Social	Moral	Spiritual	Cultural	British Values
TOTW	Make Your Mark Results Transgender Awareness World Aids Day Iceland Advert Mental Health Survey Christmas	x	x	x	x	x
ASSEMBLIES						
GUEST SPEAKERS	Teenage Cancer Trust – 9 th Nov YR 9 Natural Theatre Company – 29 th Nov – YR 11	x	x		x	x
PSHE LESSONS	Yr 7 – Friendships and Bullying Yr 8 – Respect and Gender Yr 10 – Respect - Equality	x	x	x	x	x
Collapsed TIMETABLE MORNINGS	Contraception – Sex and The Law – 28 th Nov YR 9 Testicular Cancer – 5 th Dec YR 11		x		x	
OTHER	ETeam weekly meetings Black Families meeting Eteam. 6 th Dec.	x		x	x	x

TERM THREE		Social	Moral	Spiritual	Cultural	British Values
TOTW	New Years Resolutions Healthy Living Martin Luther King Day LGBT History Month Time To Talk – Mental Health Safer Internet Day	x	x		x	x
ASSEMBLIES	Mental Health					
GUEST SPEAKERS						
PSHE LESSONS	Yr 7 – SRE – Puberty Yr 8 – SRE – Relationships Yr 10 – SRE – Sexuality, Pornography, Consent.	x	x		x	
Collapsed TIMETABLE MORNINGS	Yr 9 Mental Health Focus.	x	x			
OTHER	ETeam weekly meetings Boys in Mind. Mindfulness Training. ALW. 6 th Feb	x		x		

TERM FOUR		Social	Moral	Spiritual	Cultural	British Values
TOTW	<p>Womans History Month</p> <p>Mental Health</p> <p>Crossing Divides – BBC</p> <p>Recycling</p> <p>Climate Change</p> <p>Childline</p> <p>Easter – Personal Time</p>	x	x		x	x
ASSEMBLIES	<p>Mental Health</p> <p>Equality</p> <p>British Values</p>					
GUEST SPEAKERS						
PSHE LESSONS	<p>Yr 7 – SRE – Healthy Living</p> <p>Yr 8 – SRE – British Values</p> <p>Yr 10 – SRE – Personal Wellbeing</p>	x	x		x	
Collapsed TIMETABLE MORNINGS	Yr 11 – Stress and Mental Health	X	x		X	
OTHER	<p>ETeam weekly meetings</p> <p>SHEU</p> <p>Theraplay Training. ALW. 7th March.</p> <p>Mental Health Training. PEN & ALW. 22nd March</p>	x	x	x	x	x

	Safeguarding Training. PEN & ALW. 25 th March					
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TERM FIVE		Social	Moral	Spiritual	Cultural	British Values
TOTW	Personal Wellbeing Stephen Lawrence IDAHOBIT Mental Health Awareness Week Mindfulness	x	x	x		x
ASSEMBLIES	Yr 11 – Summer Safety	x	x		x	
GUEST SPEAKERS						
PSHE LESSONS	Yr 7 – Revision, Exams and stress Yr 8 – Mental Health and Depression Yr 10 – Mindfulness	x	x	x		
Collapsed TIMETABLE MORNINGS						
OTHER	ETeam weekly meetings Mental Health Ribbons Eteam Equality Trip. 2 nd May	x	x			

TERM SIX		Social	Moral	Spiritual	Cultural	British Values
TOTW	Eteam Charter My Money Week Sun Safety Pride Water Safety Schools Diversity Week	x	x	x	x	x
ASSEMBLIES						
GUEST SPEAKERS	Stonewall Yr 10 and 12. 3 rd June.		x		x	
PSHE LESSONS	Yr 7 – Smoking and Money Management Yr 8 – Gambling and Internet Safety Yr 10 – Exams and Finance	x	x		x	
Collapsed TIMETABLE MORNINGS						
OTHER	ETeam weekly meetings Pride Ribbons and laces PSHE Leads Meeting. Mental Health PEN. 19 th June	x	x	x	x	

(ALW July 19)

SMSC beyond the academic curriculum

Tutor time experience	Theme of the week – details above in PSHE provision audit. Weekly Quiz					
Assemblies	Provision Audit 2019/20					
	Term/Assembly Content	Social	Moral	Spiritual	Cultural	British Values
	Term 1 <ul style="list-style-type: none"> • Teaching and Learning • Core Values • Online Safety • Character Development - values • Safeguarding (peer abuse) • Mental Health • Theatre • Languages • Music 	x x x x x x	x x x x x 	x x x x x x	 x x x x x	x x x
	Term 2 <ul style="list-style-type: none"> • Environmental • Safeguarding (transgender) • Teaching and Learning • Core Values • Pledge of Respect • British Values • Charity (Romania) • Music 	 x x x	x x x x x x	x x x x x x	 x x x x	 x x x

