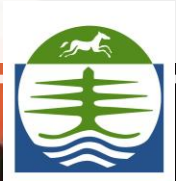




Year 7 Parent Information Evening



Aims of this evening



- To welcome parents to the school
- To disseminate information on four key areas:
 - Key staff and contacts
 - Curriculum
 - Support
 - Expectations



Challenge Aspiration Respect and Resilience Excellence

Headteacher – Mrs Haines

Leadership Team :

Deputy Headteacher: Ms Wilkinson

Assistant Headteacher (Year 7 and transition) Ms Maposa

Assistant Headteacher Mr Heathcote

Assistant Headteacher Mr Kershaw

Assistant Headteacher Mr Clarke

Year 7 Team

Mrs Wiltshire (Head of Year 7 and transition)

Mrs Harris (Student Support Advisor)

Ms Paisey and Ms Hazell (SENDCOs)

Year 7 tutor team



Challenge Aspiration Respect and Resilience Excellence

The Athelstan Trust Mission Statement

We respect and value the individual nature and ethos of our schools while believing we are more effective when we work together and support each other. We believe that successful schools are rooted in their local community. We aim to celebrate spiritual and creative diversity, success, and lifelong learning. We are inclusive and collaborative and promote a culture of openness and integrity.



Challenge Aspiration Respect and Resilience Excellence



We challenge ourselves to be an aspirational and respectful community that benefits from an excellent education and a wide range of opportunities

CARE runs through everything that we do - Challenge, Aspiration, Respect and Excellence



Inspection of Bradon Forest School

The Peak, Purton, Swindon, Wiltshire SN5 4AT

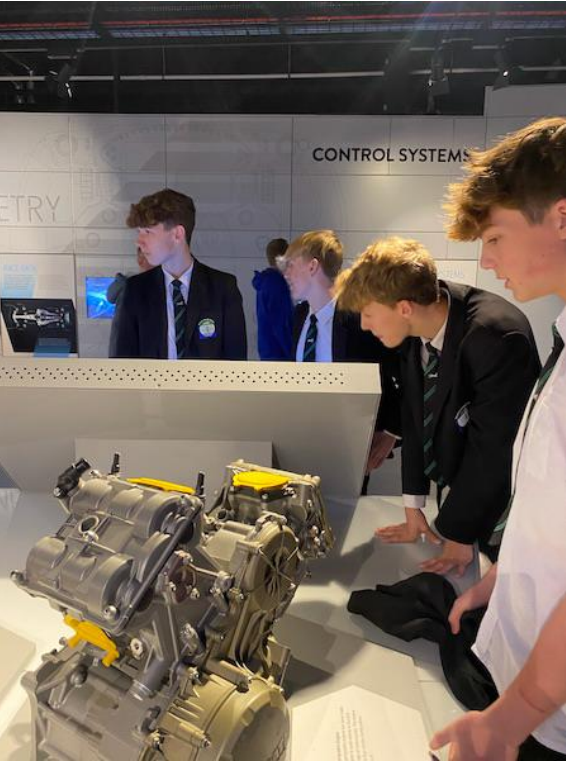
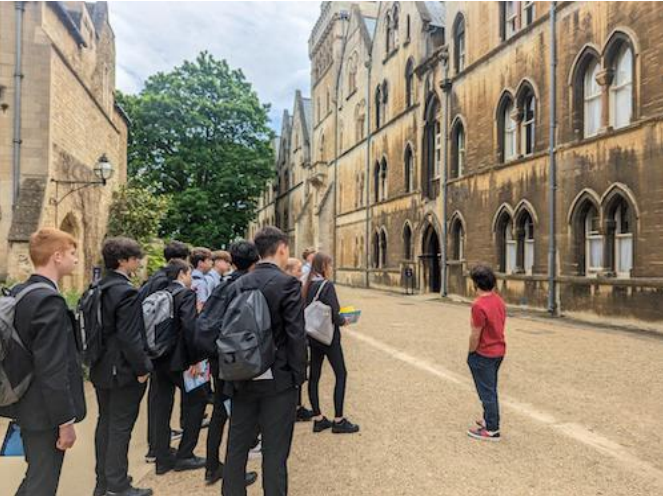
Inspection dates: 28 February and 1 March, and 29 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Good

OFSTED 2023

Pupils are safe at Bradon Forest. Teachers care about pupils. There is a calm atmosphere around the school and most pupils behave well in class. Parents agree with this

The school's work to promote pupils' personal development is good. Pupils appreciate the wide range of extra-curricular activities on offer





Pupils are taught to be tolerant of others. Leaders have prioritised this



Pupils behave well and calmly before school and at social times. They greet staff and other pupils pleasantly and respectfully.

Pupils at Bradon Forest benefit from a good quality of education



Leaders work in the best interests of the pupils. They work with families to support pupils with complex needs.



Staff at the school enjoy working there



2023 GCSE Results “Every student matters, every moment counts”	BRADON FOREST SCHOOL	Wiltshire Average (including selective grammar schools)	Position in Wiltshire out of the 26 non- selective mainstream secondary schools
English and Maths – both at Grade 4+	76%	67.7%	Joint 5 th
English and Maths – both at Grade 5+	53%	45.8%	5 th
EBACC success rate for Grade 4+ in English, Maths, Sciences , History or Geography and a language	32.8%	22.1	2 nd
EBACC success rate for Grade 5+	22%	15.7%	3 rd
English Grade 4+	85.3%	77.9%	Joint 4 th
English Grade 5+	75%	62.6%	2 nd
Maths Grade 4+	79.4%	73%	Joint 6 th
Maths Grade 5+	55%	51.6%	7 th

Mr. Heathcote



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ClassCharts

What we will be using ClassCharts for:

Seating plans

Setting homework

Logging positive and negative behaviours

Managing detentions

Tracking behaviour

Wellbeing

SEN information – pupil passports

Parent logins were issued last week





Challenge Aspiration Respect and Resilience Excellence

Reporting



When- Bi-annual (24th Jan + 15th May)

What is reported?

- Attendance (95+) 
- Behaviour and House Points 
- Subject Specific
 - Attitude to Learning (Most Important)
 - Quality of Classwork
 - Assessment/Attainment Score
 - Attainment Band for latest assessment



BRADON FOREST
SCHOOL

The Peak
Purton
Swindon
Wiltshire
SN5 4AT

Headteacher: Mrs Sarah Haines

Dear Parent/Carer,

Please find below a summary of your child's latest assessment data. Your child's data for each subject is accompanied by a categorisation based on their current progress within each subject. For your convenience you will also find a table containing short explanations for each category. If you have any questions, please do not hesitate to get into contact with either myself or the individual subject teacher.

Yours Sincerely,

Joshua Kershaw – Assistant Headteacher

Attendance: 98% Behaviour Points: 0 House Points: 48

Subject	Attitude to Learning	Quality of Classwork	Assessment Score %	Progress Band
Maths	C	C	50	Secure
English	C	C	63	Secure
Science	B	B	78	Confident
History	C	C	58	Secure
Geography	B	C	58	Secure
Religious Studies	A	B	90	Excelling
Design and Technology	A	A	92	Excelling
P.E	D	D	23	Emerging
German/French	E	D	14	Emerging

Band Name	Description
Excelling	Excelling students have achieved in the top 10% in assessed material . They have an excellent understanding of the content covered.
Confident	Confident students have achieved in the top 30% in assessed material . They have a very good understanding of the content covered.
Secure	Secure students are performing in the top 70% in assessed material . They generally have a good understanding of the content covered.
Developing	Developing students have achieved in the bottom 30% in assessed material . Students in this band understand the core concepts being covered in the subject area but struggle with the more complex content.
Emerging	Emerging students have achieved in the bottom 10% of assessed material . Emerging students will not yet have a full understanding of the content covered for this assessment.



BRADON FOREST SCHOOL
T: 01793 770570 F: 01793 771063
enquiry@bradonforest.wilts.sch.uk www.bradonforest.org.uk

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Reporting Attainment



Attendance: 98%	Behaviour Points: 0	House Points: 48
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Bands are specific to the assessment recently sat, bands can therefore change throughout the year



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Curriculum



Our curriculum ensures all our students receive a rich, broad and balanced education. We promote their spiritual, cultural, mental and physical development, preparing them for the responsibilities and experiences of adult life.

Our 2021 Ofsted inspection praised our curriculum, stating that **“leaders have thought carefully about what they want pupils to learn and when.”**




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Curriculum



- **Curriculum overviews** can be found on the website and 'What we are Learning Now' information is sent to you - also on the website.
- **Homework** – set regular by each faculty
 - Curriculum linked
 - Classcharts



Curriculum Overview

Subject: English **Year:** 7

Intent: Our curriculum has been designed to broaden the horizons of our KS3 students – it gives all students, regardless of ability, a strong foundation of knowledge and skills that will enable them to be successful in the future.

Units of Work	
1 - 2	'Harry Potter and the Philosopher's Stone' by J K Rowling.
3 - 4	'Henry V' by William Shakespeare.
5 - 6	'Boy' and 'Going Solo' by Roald Dahl.

Curriculum enrichment:
Harry Potter 'Surprise Me' competition.
Workshop and theatre trip to see 'A Comedy of Errors' by William Shakespeare.
Winter Poetry Competition.

Key Knowledge:

- Introduction to Shakespeare's life and times.
- WW1 Poetry and its context.
- Linguistic and literary terminology.
- Rhetorical devices.
- Effects of setting, character and plot.
- Format of a leaflet.
- Format of a newspaper article.
- Format of a formal and informal letter.
- Format of a speech.
- Conventions of writing to explain.
- Conventions of writing to describe.
- Conventions of writing to persuade.
- Conventions of writing to argue.
- Conventions of writing to advise.

SMSC/British Values/Careers:
Literary and non-literary texts have been chosen to prompt discussion surrounding British values and other cultures.

Key Skills development:

- Decoding texts.
- Retrieve information from a text.
- Begin to summarise ideas and information from a single text.
- Begin to identify relevant quotations.
- Begin to use quotations correctly within writing.
- Begin to make inferences.
- Begin to write analytically.
- Begin to make connections between texts and the contexts in which they were written.
- Begin to compare two or more texts.
- Begin to use linguistic and literary terminology accurately.
- Begin to recognise different forms of poetry.
- Begin to select vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context.

Assessment:
All students will complete a baseline test in September.
For each unit of study, students will complete a reading and a writing assessment. Students will also complete a SPAG test each term.
During Term 6, students will sit an end of year test.

Literacy/Numeracy:
Academic vocabulary (tier 2 words).
Subject specific words (tier 3 words)
Writing Challenge (extended writing) every two weeks.



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Ms Wilkinson



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Attendance

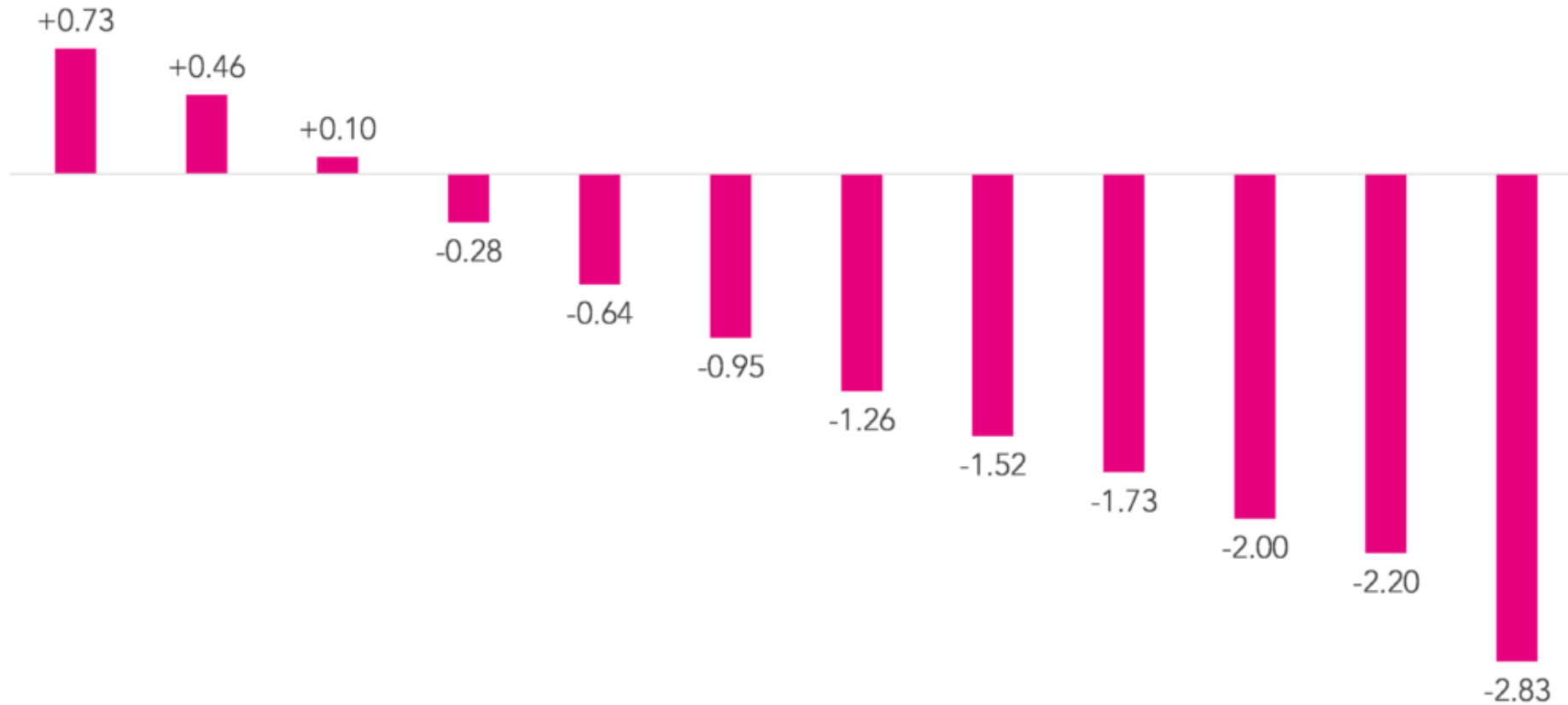


Percentage attendance	Description of attendance	Actual attendance	Learning hours lost per year	Whole days absent per year	Weeks lost per year
100%	Outstanding	190 days	0	0	0
99%	Very good – best chance of success	188 days	10	2	0.4
98%		186 days	20	4	0.8
97%		184 days	30	6	1.2
96%	Good – although room for improvement	182.5 days	37.5	7.5	1.5
95%		180.5 days	47.5	9.5	1.9
90%	Poor – there is less chance of success and it makes it harder for your child to achieve	171 days	95	19	3.8
89%		169 days	105	21	4.2
88%		167 days	115	25	5
87%		165 days	125	27	5.4
85%	Very poor – attendance is a serious concern and there will be a huge effect of your child's education and learning	161.5 days	142.5	28.5	5.7
80%		152 days	190	38	7.6
75%		143 days	235	47	9.4
70%		133 days	285	57	11.4





Average Progress 8 score by % absence in Year 10 and 11
Pupils in 2022 Key Stage 4 performance tables



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Attendance



Regular attendance in school is essential for student attainment.

Schools have experienced subject specialists and facilities that will allow your child to succeed academically.

Regular attendance is essential for the physical, mental and social wellbeing of children.

Routines, regular exercise, and forming friendships are essential for the development of young people.

Regular attendance is important for the safety of young people.

Students are surrounded by pastoral specialists in school who can recognise and deal with problems quickly. We also have access to a wide range of external specialist.



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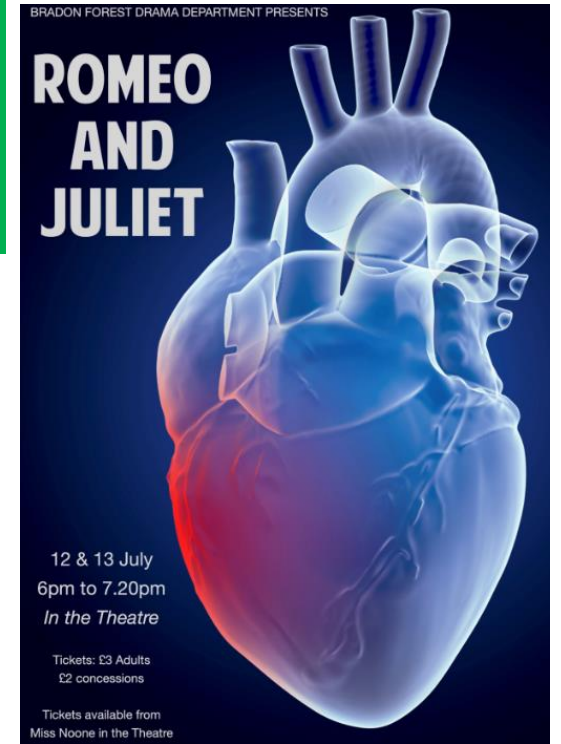
Ms. Maposa



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Enrichment

- **WHOOSH** programme
- **Free buses** for after school clubs (Tuesday-Thursday)
- **Lunchtime** activities –Sporting and Academic
- Wider opportunities **across the trust**– Maths Challenge
- Exceptional@Bradon



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SEND support



- Ms Paisey (SENDCo)
 - Ms Hazell (Deputy SENDCo) and Learning Support Team
- send@bradonforest.wilts.sch.uk



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SEND support



How will teachers help my child to learn?

- Teachers have high expectations for all children.
- Resources are adapted for your child.
- Progress will be checked regularly during the year.
- Your child may be involved in an intervention group.



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The Hub at social times



We provide support to students before school and at social times:

- Homework club
- Games club
- Quiet room



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SEND support



What should I do if I think my child has additional needs or has already been identified as having additional needs?

Please talk to us. We have your child's best interest at heart and we want them to succeed. Working in partnership and building strong relationships with our pupils and their parents, allows us to better support their needs.

We can be contacted at send@bradonforest.wilts.sch.uk



Challenge Aspiration Respect and Resilience Excellence

SEND Support: Important dates



- Tuesday 26th September: SEND Consultation (4-8pm).
- Wednesday 18th October: SEND Coffee Morning

Every Tuesday afternoon parents can make appointments to speak with our Year 7 SENDCo. Please email Ms Hazell to schedule an appointment:
khazell@bradonforest.wilts.sch.uk



Challenge Aspiration Respect and Resilience Excellence

Further support



In addition to the **tutor, Mrs Harris, Mrs Wiltshire and Ms Maposa** we have a range of additional staff to support students.

- **The Parent Support Advisor** (Carrie-Ann Alexander)
- **Attendance Support** – (Sarah Chandler and Trina Smith)



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Wellbeing



- Each member of staff looks out for student wellbeing
- **Safeguarding and pastoral team**
- **Peer mentors** with each tutor group
- **Wellbeing** section and **e-safety** on website
- **Personal Development** lessons and assemblies
- External agencies and **counselling team**



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Mental Health Advice and Help for Students
Useful Helplines

There are a variety of helplines/support services you can access to help support you.

<p>MOODZONE Tips for coping with stress, anxiety or depression, or the emotional ups & downs of life. 01452 400000 0300 0123 3393 moodzone.org.uk</p>	<p>ChildLine 0800 1111 Advice and support for Children and Young People 0800 1111 childline.org.uk</p>	<p>Child Bereavement UK Supports families when a child is facing bereavement 0800 02 688 40 childbereavementuk.org</p>	<p>FRANK Advice about drug and alcohol misuse 0300 123 6900 talkfrank.com</p>
<p>Mind Advice and support for anyone experiencing a mental health problem 0300 123 3393 mind.org.uk</p>	<p>On Trak Youth Counselling Referral service for 14-18 year olds 01793 654662 Email: ontrak@winchester.ac.uk</p>	<p>ACTION FOR HAPPINESS A movement of people committed to building a happier and more caring society actionforhappiness.org</p>	<p>Self Injury Support Support and knowledge regarding Self Injury 0808 800 9088 selfinjurysupport.co.uk</p>
<p>SAMARITANS Whatever you're going through, call us free any time, from any phone on 116 123</p>	<p>Rethink Mental Illness Support for anyone suffering from mental illness rethink.org</p>	<p>HEADS Support for mental wellbeing heads4together.org.uk</p>	<p>AnxietyUK Support for Anxiety conditions 03444 775 774 anxietyuk.org.uk</p>
<p>Charlie Walker Memorial Trust Support for mental wellbeing cwmf.org.uk</p>	<p>Kooth Free, safe and anonymous online support for young people kooth.com</p>	<p>THE MI Advice for Under 25s on any challenges you are facing 0808 808 4994 themik.org.uk</p>	<p>WINSTON'S WISH WW Support for bereaved children and their families 0808 000 021 winstonswish.org</p>
<p>Adfam Support for families affected by drug or alcohol abuse</p>	<p>Switchboard LGBT+ Helpline LGBT Helpline 0300 330 0630</p>	<p>OCD UK Advice and support for those affected by OCD 03332 127 850</p>	<p>VS Support for those affected by crime or traumatic events 0800 1089 111</p>

Celebrating Success



“We report and celebrate success”

- Regular communication with parents
- Headteacher Awards
- Achievement evenings
- Rewards Assemblies
- Reward Trips and visits



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Behavioural Expectations



- Outlined in our **behaviour policy**
- **Respect** and **positivity** shown for all environments
- Full **effort** and **engagement** with learning
- Consequence system in place
- Warning, C1, C2, C3
- Reflection room
- Lunchtime detentions
- Thursday after school detentions

“Pupils behave well and calmly before school and at social times. They greet staff and other pupils pleasantly and respectfully” OFSTED 2023



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House System



- Each student assigned a house.
- Assembly with other year groups twice a term.
- Tutor group indicates this i.e. *R = Ringsbury*.
- House Points given out in lessons and for competitions.
- Range of competitions.
- House Challenge Day in July.



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— Year 7 Grandparent's Coffee Morning Friday 13th October at 8.40am

- Please look out for an invitation to your child's grandparents/other significant relatives to join our Celebration Assembly at the end of this term. Your child will be able to take their relative(s) on a tour of the school after the assembly, before joining key staff in the hall for a cup of tea and a slice of cake.