



Barnhill

COMMUNITY HIGH SCHOOL

Respect | Wisdom | Aspiration | Community

Year 10 Parents' Information Evening

5th October 2023

Year 10 Team

**Associate
Headteacher
Curriculum
Impact KS4 & 5
Ms Qureshi**

**Assistant
Headteacher
KS4 Impact and
Standards and
PP
Mr Mashida**

**Head of
Year 10
Mr Watton**

**Pastoral
Support
Ms Dixon**

**KS4 Raising
Achievement
and Transition
Leader
Mr Macauley**

**Raising
Achievement
Leader Applied
(KS4 & 5) &
Exams
Miss J Jacobs**

**Raising
Achievement
Leader KS4
Mr Watts**

Tqureshi@barnhill.school

Amashida@barnhill.school

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Ldixon@barnhill.school

Lmacauley@barnhill.school

Jjacobs@barnhill.school

Bwatts@barnhill.school

Core Subject Leaders

Head of English
Ms S Sriram


Ssriram@barnhill.school

Head of Maths
Mr M Sangha

Msangha@barnhill.school

Head of Science
Mrs I Ponnuraj

Iponnuraj@barnhill.school

A background image showing a group of students in a classroom. In the foreground, a young woman wearing a black hijab and glasses is looking towards the camera. To her right, a young man is partially visible, looking slightly away. In the background, another student is blurred. The overall scene is a typical classroom environment.

“PUPILS TREAT EACH OTHER WITH
RESPECT AND VIEW THE DIVERSITY
WITHIN THE SCHOOL AS PART OF
WHAT MAKES THE SCHOOL SPECIAL
TO THEM.”

- OFSTED 2016

6

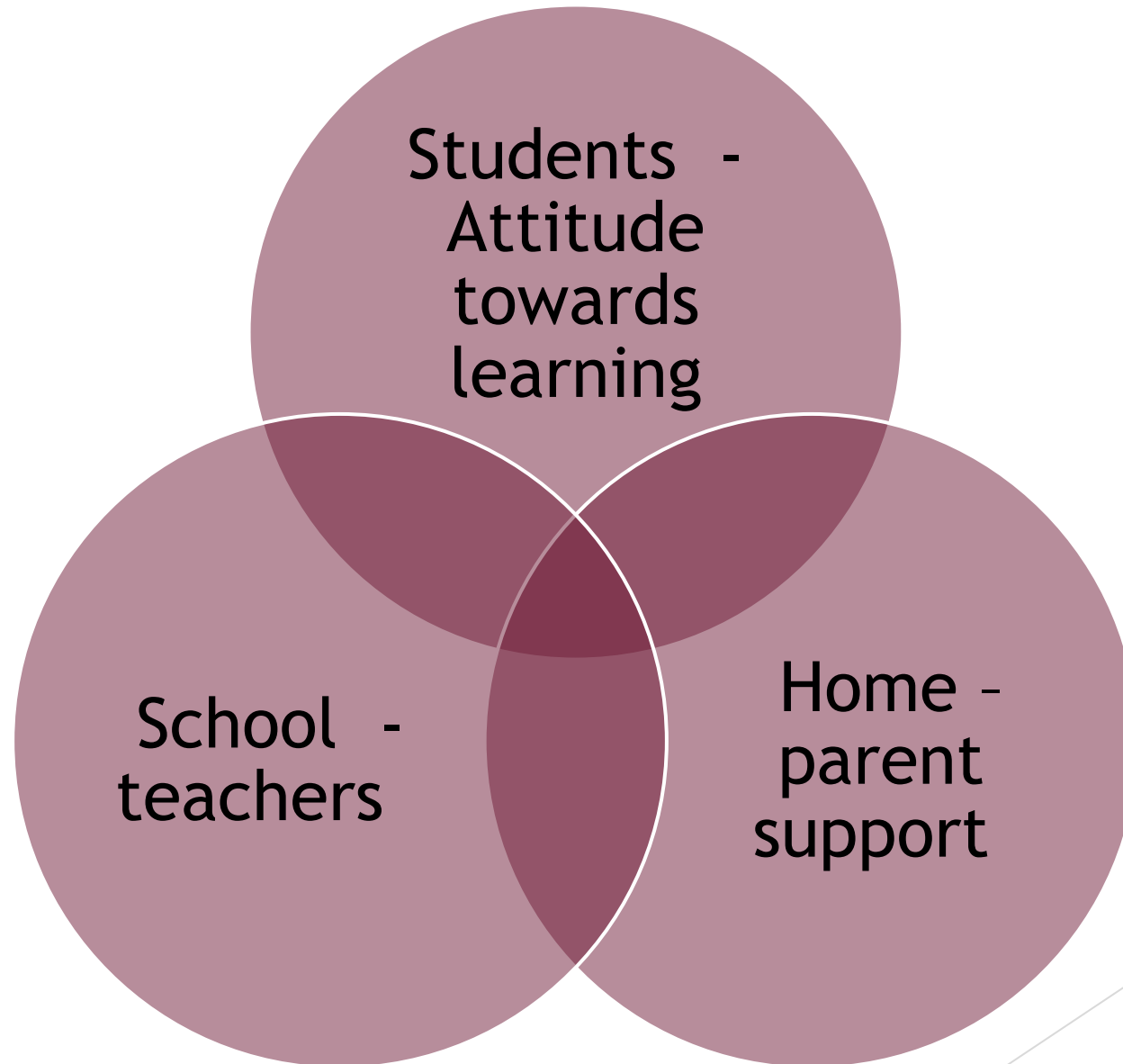
'Teachers give pupils individual help to improve
their work. Pupils value this and respond well'.
Ofsted 2022

"BARNHILL IS A TRULY INCLUSIVE
SCHOOL THAT HAS MADE A HUGE
DIFFERENCE TO THE LIVES OF ITS
STUDENTS" - CP 2019



Pupils here show respect for all.
They are polite, friendly and
confident in expressing their views.'
Ofsted 2022

The most important collaborative partnership



Our Maths GCSE grades
were in the top 3% of
schools in England

71% of our students
achieved a grade 9-
5 (A*-C) in English
GCSE

Over 60% of grades in
Triple Science GCSE
were
9-6 (A*-B)

**'Pupils celebrate diversity
and equality.' Ofsted 2022**

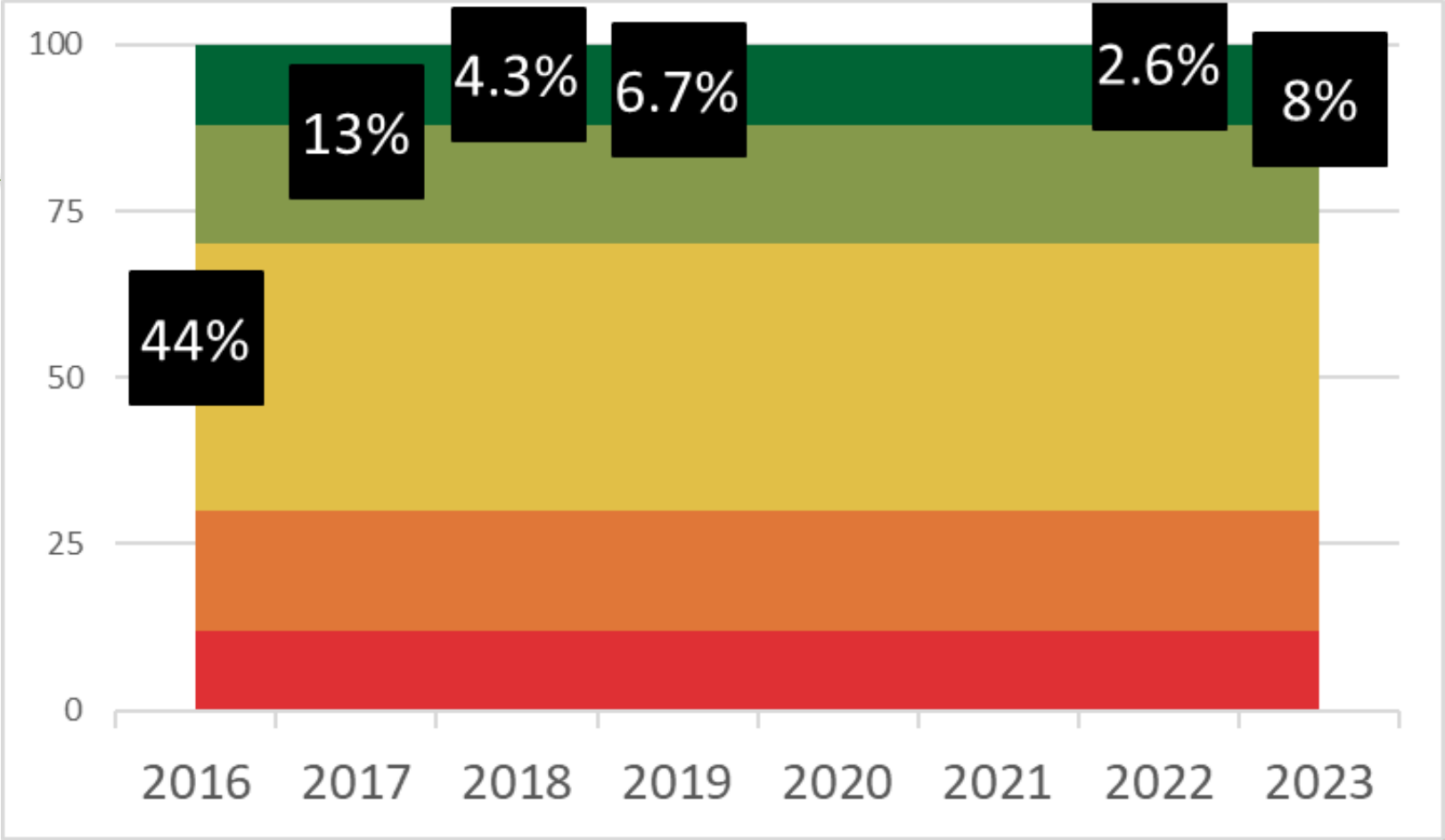
The 1-9 System

Old grades	New grades
A*	9
A	8
	7
B	6
C	5 Strong Pass 4 Standard Pass
D	3
E	2
F	1
G	
U	U

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KS4 Outcomes 2016 – 2023

National Ranking



Top Schools in the country

Well Above Average	0 - 12%
Above average	12 - 30%
Average	30 - 70%
Below Average	70 - 88%
Well Below Average	88 - 100%

2023 Year 11 Results

Progress 8

+0.53

28% of students with
five 9-7 Grades or more.

79% students returning to
Barnhill Sixth Form

5+ in English
and Maths

Barnhill

61%

National

52%

4+ in English
and Maths

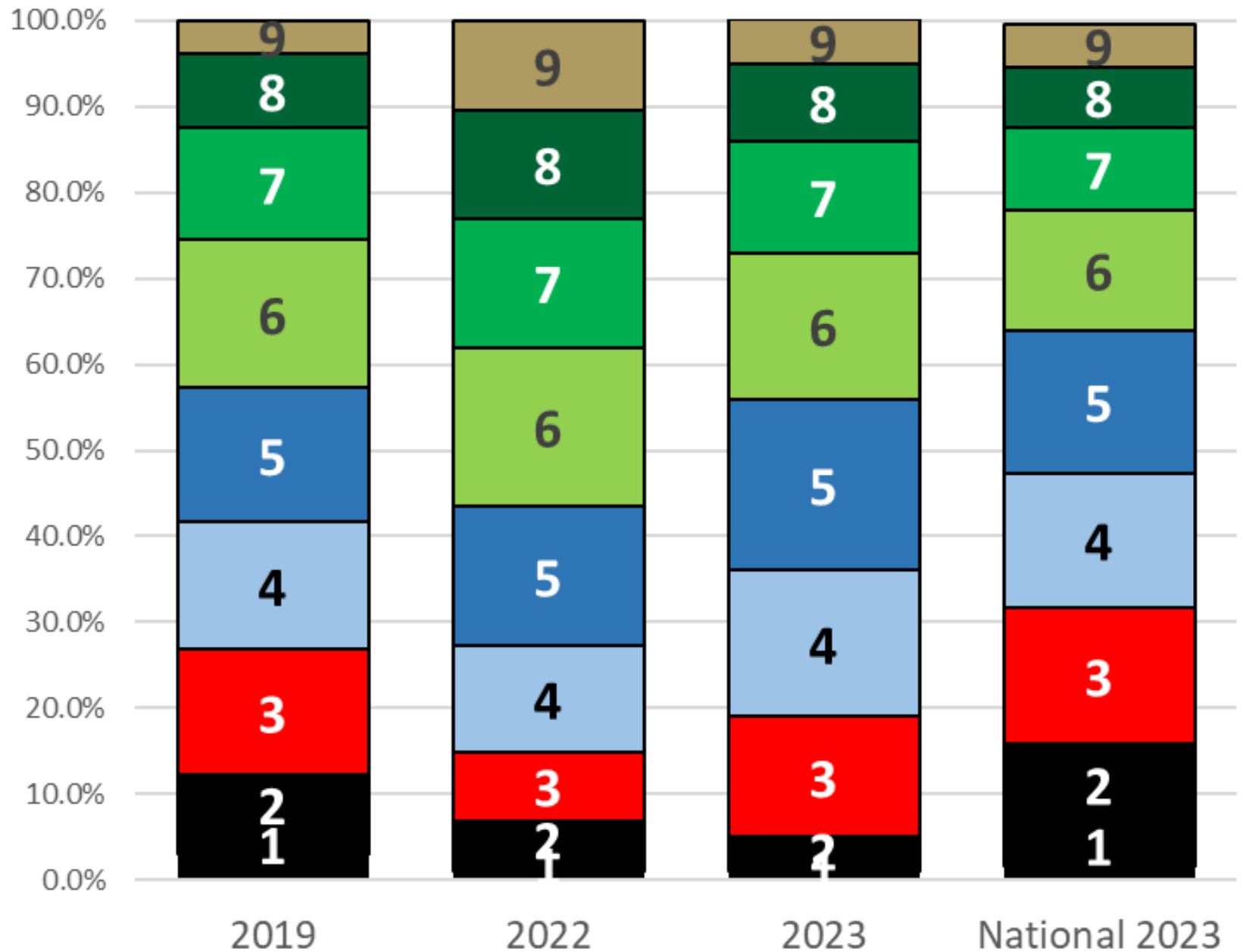
Barnhill

79%

National

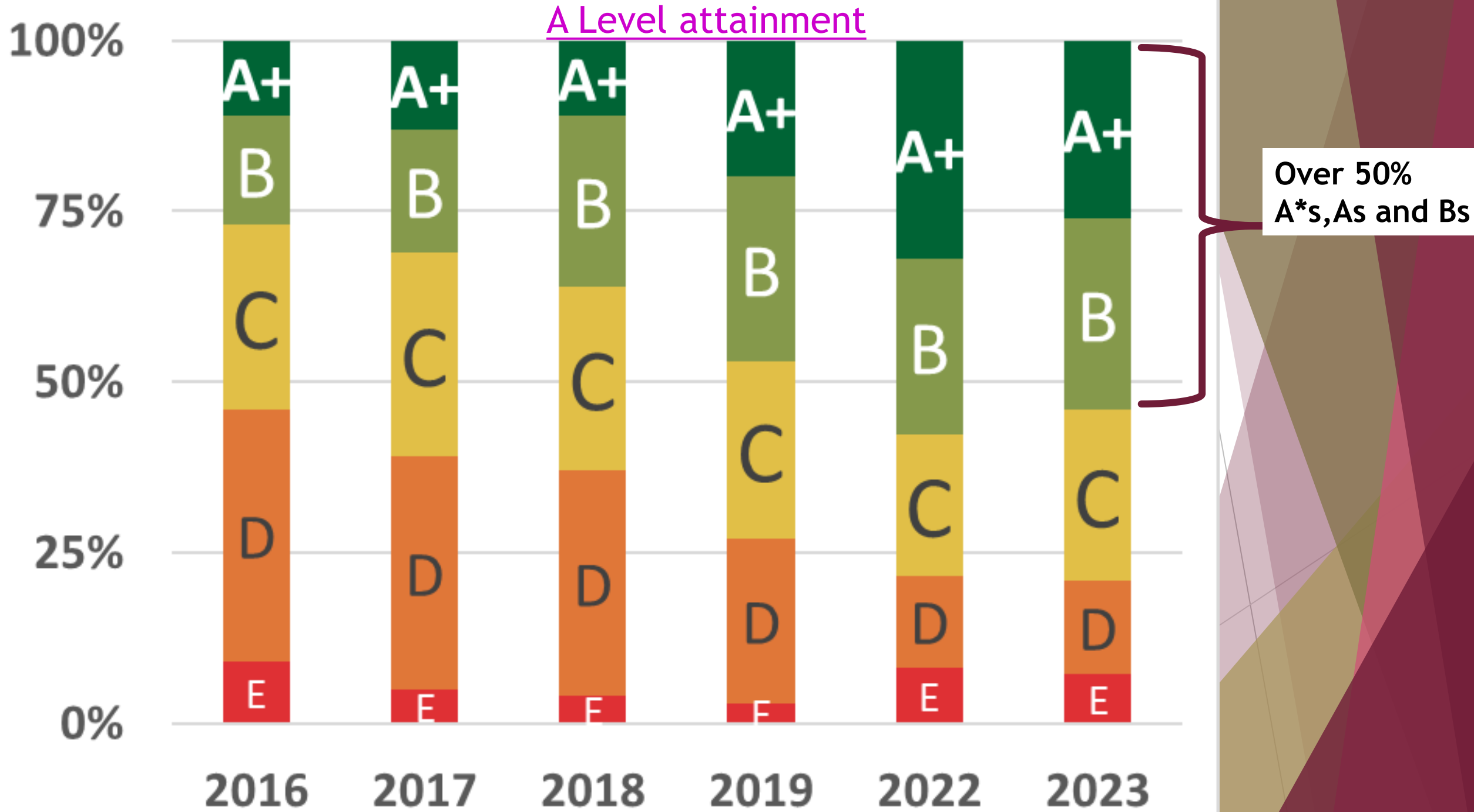
73%

65% of all grades are
higher than Grade 5.



	National Rank	Progress 8	Attainment 8	Basics 5+	Basics 4+	English Baccalaureate	Destinations
National Averages	50%	+0.03	48.8	50%	67%	4.04	94%
2023 Results	<i>tbc</i>	+0.51	53.0	61%	79%	4.89	<i>tbc</i>
2022	2.7%	+0.79	55.6	65%	84%	4.95	N/A
2021*		+0.88*	55.2	58%	74%	4.98	N/A
2020*		+0.96*	53.9	59%	79%	4.70	97%
2019	5%	+0.57	49.1	52%	70%	4.44	94%
2018	4.3%	+0.68	47	52%	65%	4.25	91%
2017	13.3%	+0.42	46.3	44%	60%		92%

9s	8s	7s
9	0	0
7	2	0
5	3	0
4	2	2
4	1	3
4	3	2
4	2	2
4	0	4
4	3	1
3	1	1
3	4	2
3	1	3
3	3	1
3	3	0



A*A*A*	Gap Year (will apply in 2024)
A*A*A*	Gap Year (will apply in 2024)
A*A*A*	St George's, University of London - Paramedic Science BSc
A*A*A	LSE - Law (Bachelor of Laws) - Accounting & Finance
A*A*A	King's College London, University of London - Midwifery with Registration as a Midwife
A*A*A*	Criminology & Sociology - Royal Holloway, University of London
A*A*A	Gap Year (will apply in 2024)
A*A*A	LSE - Law (Bachelor of Laws)
A*A*AA	King's College London, University of London - Enhanced Support Dentistry Programme
A*AAA	Imperial College London - Mechanical Engineering
A*AAA	UCL (University College London) - Civil Engineering
A*A*AA:	Dentistry - Kings College London

A*AA UCL (University College London) - Physics

A*AA Gap Year (will apply in 2024)

A*AB University of Leeds - International History and Politics

A*AB King's College London, University of London - Philosophy

D*AB Loughborough University - Politics, Philosophy and Economics (with placement year)

AAA Queen Mary University of London - Computer Science and Mathematics

AAA City, University of London - Diagnostic Radiography

AAB UCL (University College London) - Infection and Immunity

AAB Oxford Brookes University - Midwifery

AAB Imperial College London - Medical Biosciences with Management

Opportunities for students not to waste

Preparing for your GCSE

Balance revision with activities that make you feel happy and calm.

Make a plan and stick to it.

GCSE covers a range of subjects

GCSEs will be the first big exams you or your child will take and can have a big influence on your future educational path and career.

Year 10 Achievement

Mr L Macauley - Raising Achievement Leader for KS4

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Year 10 Achievement

Mr L Macauley - Raising Achievement Leader for KS4

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Curriculum and Assessments

9 GCSEs Total	
English	x2
Maths	
Science	x2
Option A	
Option B	
Option C	
Option D	

Throughout the year Class assessments	Half or full topics
--	---------------------

Student reflection in class.

17th June - 28th June Pre-Public Exams (PPE)	Half of entire GCSE content in 2 weeks
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Student reflection and
target setting
for ALL Subject
(May)

Progress Summary					Passing Core Subjects?	
Overall P8	En P8	Ma P8	P8 Ebac	P8 Open	English	Mathematics
✓ 2.33	✓ 1.78	✓ 2.47	✓ 3.27	✓ 1.67	5	5
					CORE NEEDs	
					Pass Grades Met	

Attendance Summary	
Attendance	Target
89.36	95%

Attitude to Learning Summary				Total	Curriculum	Total
Average A2L	Commendation	CONCERN	Main Concern	Negatives	Referrals	Positives
3.90	4	1	Independent	2	0	3

Progress by Subject						
Subject	Class	Target	PPE Grade	PG	ATL	Concern or Commendation
English Literature	11V/En2 [AMi]	5-	3	6+	4	COMMENDATION Work Ethic
English Language	11V/En2 [AMi]	5-	5-	6+	4	COMMENDATION Work Ethic
Mathematics	11V/Ma3 [PPO]	5-	5+	6	3	CONCERN Independent learning
Geography	11A/Gg1 [JPA]	5-	7-	8-	4	
French	11B/Fr1 [ZKH]	5-	4+	4+	4	
Sociology	11C/So1 [LCL]	5-	3+	4+	4	
Health & SC	11D/Hs1 [SGA]	M2	M2	D2	4	
Science	11V/Sc3 [AMU]	4-4	6-5	6-6	4	COMMENDATION Work Ethic

My Reflection Questions	
What are you most proud of and why?	
From the data above, what do I need to improve? (Select 2 targets)	
1	What will I need to do to achieve these targets in the next 3 months? (Be specific - do not write something vague, like "Revise more". See statement bank to help you)
2	

Reports and Reflection

Progress Summary				
Overall P8	En P8	Ma P8	P8 Ebac	P8 Open
✓ 2.33	✓ 1.78	✓ 2.47	✓ 3.27	✓ 1.67

Passing Core Subjects?	
English	Mathematics
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1	
2	

Reports and Reflection

Across your top 8 subjects, what is your mean progress? This means how far above or below your targets you are on average?

Are you above your targets? GREEN

Are you just one grade below them? YELLOW

Or are you still far below your targets? RED

For each subject you have:

A PPE Grade (Your most recent exam grade)

And a PG (Predicted grade) - This is based on your previous assessments and your teachers' projection of your progress based on your work and effort.

Progress Summary				
Overall P8	En P8	Ma P8	P8 Ebac	P8 Open
✓ 2.33	✓ 1.78	✓ 2.47	✓ 3.27	✓ 1.67

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Science	11Y/Sc3 [AMU]	4-4	6-5	6-6	4	COMMENDATION Work Ethic

Passing Core Subjects?	
English	Mathematics
5	5
CORE NEEDs	
Pass Grades Met	

Have you reached a good pass in English and Maths.

Without these, your options are limited.

This row of information is all about your attitude to learning and behaviour in school.

Is your behaviour affecting your learning?

Attitude to Learning
4 is expected.
3 is 'coasting'. --> Bare minimum, lack of effort. Must work harder.
2s and 1s - Very worrying. Behaviour and attitude must improve.

Report Reflection

Failures are only temporary if worked on. If you ignore them, they become permanent. How will you succeed?

My Reflection Questions	
<u>What are you most proud of and why?</u> 	
<u>From the data above, what do I need to improve?</u> (Select 2 targets)	<u>What will I need to do to achieve these targets in the next 3 months?</u> (Be specific - do not write something vague, like "Revise more". See statement bank to help you)
1	
2	



How to set your targets

Example targets

Effective revision

- To give my phone to my parents at 6pm so that I can focus on my revision and don't stay up late on my phone.
- To complete one past paper a week for English and mark it on a Wednesday.
- 5 at 5 - To complete 5 minutes of flashcards every single day at 5pm.
- To create and stick to a revision timetable.
- To revise in the kitchen so my parents can help me focus / revise at the library

Organisation and preparedness

- To set an alarm for every homework and interventions.
- To fill my pencil case this weekend so that I am prepared for every lesson.
- To check my timetable at 8pm the night before and pack my bag for the next day.
- To be on time to each lesson by checking my timetable and moving quickly from break.

Homework and Independent Study

Homework is set once a week per subject. Students **MUST** record this in their planners. Total = 8 hours a week

Independent study = 8 hours per week

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8am	School						
9am							
10am							
11am							Maths 2
12pm							Chemistry
1pm							English 2
2pm							Physics
3pm						An exam paper + <u>self marking</u>	An exam paper + marking
4pm	Period 6 lessons	Period 6 lessons	Period 6 lessons	Homework	Homework		
5pm				Option Subj 3	Flashcard Day	Maths 1	Homework
6pm	Homework	Homework		Option Subj 4	Reading	English 1	
7pm		Option subj 2				Biology	
8pm	Option subj 1	Reading				Homework	
9pm							



Parental Support

TIM FOOT
STUDY SKILLS

9 Top Tips For GCSE Parents

Supporting Your Child Through GCSE Revision

1. Give Plenty Of Support
2. Discuss Things Early
3. Take A Real Interest
4. Make Yourself Available To Talk To
5. Provide A Suitable Place To Study
6. Get Them To Plan
7. Encourage Active Revision
8. Help Them Think About The Future
9. Keep Things In Perspective

1. Give Plenty Of Support

This is a stressful and emotionally charged period for you, your child and your family. One of your most important roles is to **make home life as calm and supportive as possible**. Support the school by having a positive relationship with teachers as they, like you, only want the best for your child.

2. Discuss Things Early On

Make a point of discussing with your child what will be involved in the revision period and what your role could be. It's probably **best to do this early** on before routines and habits are formed!

3. Take A Real Interest

Perhaps the most important thing you can do to help your child to stay motivated during the revision period is to **express an interest in what they're doing**.

4. Make Yourself Available To Talk To

Your child needs to feel you are supportive of their efforts regardless of the results they achieve and from time to time they will need to be reassured of this support. **Make sure you are available to listen to your child**, although they may not want to talk directly about exams.

TIM FOOT
STUDY SKILLS

5. Provide A Suitable Place To Study

Ideally, when they are studying at home, they need a **permanent, quiet, well-lit place to study with very few interruptions or distractions**. The best set up is probably to have a flat surface such a desk or table in their bedroom, although the kitchen table may suit them best. The school library is a good alternative place for them to revise.

6. Get Them To Plan

Revision planning, when done realistically, helps to ensure that the necessary hours of revision actually take place. Making a revision timetable is useful for helping your child to get a good balance between revision and leisure time. **It's very important that they take time off from their studies to relax**, so don't expect them to study all the time or every day of the week.

7. Encourage Active Revision

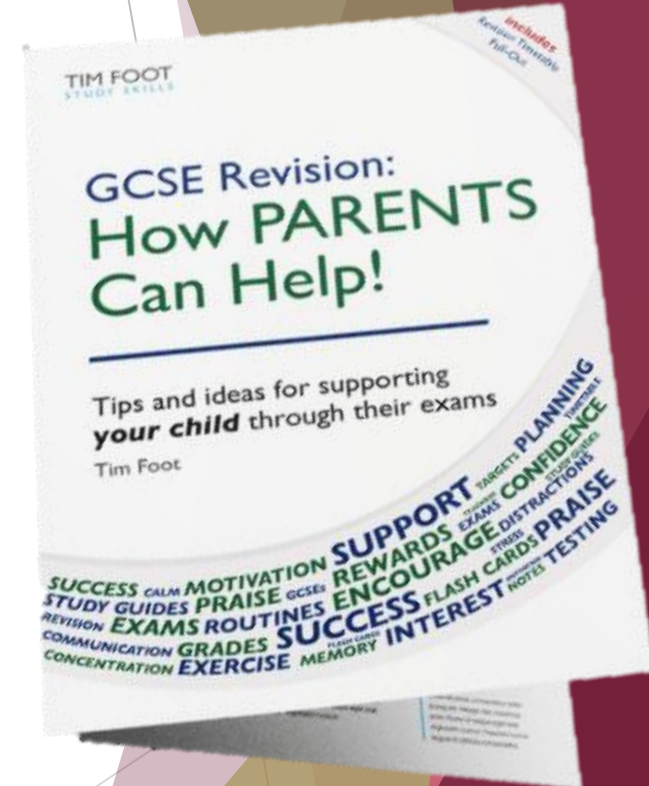
Passively reading through class notes or textbooks is a very poor method of revision. Effective revision means doing something active, such as making flashcards, putting sticky notes around their bedroom, testing and tackling past exam papers. **Testing them is a great way for you to help** and is best done in short bursts with gaps in between or get them to 'teach' you a topic.

8. Help Them Think About The Future

It's a great advantage if your child is **clear about their reasons for doing well** in their GCSEs. Their reasons might include short term goals, such as getting into the Sixth Form or College or longer-term goals such as going to university, doing an apprenticeship, a future career or satisfying job.

9. Keep Things In Perspective

Whilst GCSE exams are undoubtedly important, if for some reason your child doesn't get the grades they'd hoped for it's not the end of the world. They may have to rethink their immediate plans for what to do in Sixth Form or College but a **huge variety of opportunities will still be open to them**.



Vocational and BTEC Awards

Key dates

Internal assessments (controlled)

- ▶ Food technology coursework deadline end of September 2024
- ▶ All BTEC Tech Awards Spring term
- ▶ Sport science Cambridge national is in the Spring term

Interventions

Various Vocational and BTEC interventions throughout Spring

External exams

- ▶ January 2025 for all BTEC and Cambridge Nationals

Please collect a booklet about how vocational and BTEC awards work

GCSE English

Ms S Sriram - Curriculum Leader

GCSE English - Ms Sriram - The course requirements

	Literature Qualification	Language Qualification	Students should have...
Paper 1	Macbeth A Christmas Carol 64 marks	Fiction (Reading and writing) 80 marks	1. A copy of <i>Macbeth</i> . 2. A CGP study guide for <i>Macbeth</i> .
Paper 2	An Inspector Calls Power and Conflict Poetry Anthology (15 poems) Unseen Poetry 96 marks	Non-fiction (Reading and writing) 80 marks	

Assessment Objectives			
AO1	AO2	AO3	AO4
<ul style="list-style-type: none"> • Show that you understand the text and how characters/settings are used to present the writer's ideas. • Use evidence from the text to present and support your interpretations. 	<ul style="list-style-type: none"> • Explain and analyse how writers use suggestive language or how they structure information to present meaning and impact readers' thoughts or feelings about characters/settings. • Use relevant subject terminology. 	Show that you understand what the plot, characters or settings reveal about the time the text was written.	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
Themes, characterisation, writers' intentions, evidence	Language and structural features	Social and historical context	SPaG
15%	15%	7.5%	2.5%

Misconception: Progress in English is linear.

- Range of texts (including extracts) with varying complexities (vocabulary and ideas)
- Timing
- Knowledge of the whole text captured in a snapshot.

How can you help?

- Check that they have copies of the set texts.
- Check that they have copies of the revision guides.
- Talk about wider issues.

GCSE Mathematics

Mr M Sangha- Curriculum Leader

- ▶ Year 10 content revisits, and builds upon, content covered in previous years
- ▶ There is a greater emphasis on multi-step problems to prepare students for their GCSE's
- ▶ A bigger emphasis on showing your method to earn marks

Topic area
Number
Algebra
Ratio, Proportion and Rates of change
Geometry and Measures
Statistics & Probability

How will students be assessed in year 10?

- The pupils will have 3 departmental exams this year:
 1. 4th October (two 25 mark papers, 30 mins each)
 2. 8th January (two 25 mark papers, 30 hour each)
 3. EOY 10 exam week 17th - 28th June (two 80 mark papers, 1 hour 30 mins each)
- Topic lists will be provided in advance
- Following each examination, analysis is completed so pupils and teachers have a detailed list of strengths and weaknesses to help support progress

[illegible]

How we help the students outside the classroom

- All students have access to Microsoft Teams
 - ▶ This will contain:
 - Topic lists for assessments
 - Questions by topic (with worked solutions)
 - Practice papers will be added in March to help them prepare for their end of year 10 exams

Activity

Chat

Calendar

Assignme...

Teams

...

Apps

Help

< All teams

MY

Mathematics Year 11 2023 BCHS

Home page

Class Notebook

Classwork

Assignments

Grades

Reflect

Insights

Channels

General

Search

SM

General

Posts


Files

+


Meet

...

Choose where you want to start



Upload Class Materials



Set up Class Notebook

SM

Sangha M Mr

Wednesday 21:19

Edited

Dear year 11,

All the resources for the year will be available by clicking on the 'files' link at the top and clicking 'classroom materials'

1) GCSE Practice Papers and Past papers

2) Extra resources to help you practice more questions (e.g. past exam questions split up by topic)

Regards,

Mr Sangha

[See less](#)

1

Reply

New conversation

How can students revise?

- ▶ Speak to their teacher! Their teacher is best placed to give them advice on what topics to look at. Teachers can also give practice material/revision resources to students
- ▶ Use Sparx! This is what we use for our homework but students can also use the 'Independent Learning' section to search for topics. (It is important to note that this is, on the whole, a skills-based website.)

Compulsory
None available

XP Boost
None available

Target
None available

Sparx Practice

Independent
Learning

Practice homework is designed to help you learn how to use Sparx. Completing this does not count towards the weekly homework set by your teacher.

▶ Sparx practice homework

New

What can you do to help?

- ▶ Ensure students are practicing often. Start small and build it up.
- ▶ Encourage regular use of Sparx.
- ▶ Ensure students are regularly engaging with exam questions. Exam papers and GCSE papers split by topic are available on Microsoft teams.
- ▶ Encourage students to start revising now
- ▶ Encourage students to read questions carefully and show their method!

Who to contact

- ▶ Please do not hesitate to contact your child's teacher if you have any concerns or queries
- ▶ You can also contact

Mr Sangha - Curriculum Leader

Mr Chentouf - Senior Deputy Curriculum Leader

GCSE Science

Ms I Ponnuraj - Curriculum Leader

	Biology	Chemistry	Physics
Paper 1	<ul style="list-style-type: none">• Cell biology• Organisation• Infection and response• Bioenergetics.	<ul style="list-style-type: none">• Atomic Structure and the periodic table• Structure and bonding• Quantitative Chemistry• Chemical Changes and Energy changes	<ul style="list-style-type: none">• Energy• Electricity• Particles• Atomic Structure

The examinations:

Three papers in total: Biology, Chemistry and Physics

Trilogy Combined: 1 hour 15 minutes

Separate Science: 1 hour 45 minutes

Required practical - Year 10

Several required practical experiments to be completed for both options

	Combined Science	Triple
Biology	2	4
Chemistry	3	3
Physics	4	5
Total	9	12

- ▶ These are completed in school however there is opportunity for students to revise them through virtual experiments online
 - ▶ www.kerboodle.com
 - ▶ www.focuslearning.co.uk

GCSE Science - Ms. Ponnuraj

How can you help?

- ▶ Encourage them to use the resources outlined in the Curriculum Handbook
- ▶ It is important they are completing **exam questions** as this is best practice for them.
- ▶ School is committed to supporting students in achieving the top grades, and we have committed funding towards specific online resources for students:

Paid Resources (obtain login from class teacher)	Free online resources
Kerboodle	Cognito
Educake	Physics and Maths tutor
Carousel	Teams

Physics and Maths tutor – Free for all

- ▶ Support them to learn the physics equations for the examinations – they do not get them in the exam anymore!

Revision Success



1. An organised revision space
2. Revision timetable
3. Smart use of Learning Checklists
4. Ask students what they've learned today (in revision)
5. Exam practice - Timed and corrected

Revision Success



1. An organised revision
2. Revision timetable
3. Smart use of Learn
4. Ask students what (in revision)
5. Exam practice - Tir

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B1 Cell Biology

Learning Tracker

Can you...?	L	R
B1.1 Cell Structure		
Name the main organelles of plant and animal cells (eukaryotic cells)		
Recall the relative size of bacterial cells (prokaryotic cells)		
Describe the difference in how the genetic material is found within eukaryotic and prokaryotic cells.		
Explain how the main sub-cellular structures, including the nucleus, cell membranes, mitochondria, cell wall and chloroplasts in plant cells and plasmids in bacterial cells are related to their functions		
Explain how the structure of different types of cell relate to their function in a tissue, an organ or organ system, or the whole organism. Including sperm cells, nerve cells and muscle cells in animals and root hair cells, xylem and phloem cells in plants.		
Describe cell differentiation		
Describe the differences in magnification and resolution between electron and light microscopes		
Define binary fission (biology only)		
Explain how to prepare an uncontaminated culture (biology only)		
B1.2 Cell division		
Recall that the nucleus of a cell contains chromosomes made of DNA molecules. Each chromosome carries a large number of genes. In body cells the chromosomes are normally found in pairs		
Give an overview of mitosis		
Understand that Cell division by mitosis is important in the growth and development of multicellular organisms		
Recognise and describe situations where mitosis is occurring.		
Define a stem cell		
Recall that stem cells from human embryos and adult bone marrow can be cloned and made to differentiate into many different types of human cells		
Name some conditions which may be helped by treatment with stem cells		
Discuss the ethical or religious objections and potential risk of stem cell use		
Recall that stem cells from meristems in plants can be used to produce clones of plants quickly and economically and describe possible uses		
B1.3 Transport in cells		
Explain how substances may move into and out of cells across the cell membranes via diffusion		
Describe diffusion		
Recall that some of the substances transported in and out of cells by diffusion are oxygen and carbon dioxide in gas exchange, and of the waste product urea from cells into the blood plasma for excretion in the kidney		
Describe factors that affect the rate of diffusion		
Recall that a single-celled organism has a relatively large surface area to volume ratio to allow sufficient transport of molecules into and out of the cell		
Explain how the small intestine and lungs in mammals, gills in fish, and the roots and leaves in plants, are adapted for exchanging materials		
List factors that increase the effectiveness of an exchange surface		
Describe osmosis		
Recall that active transport moves substances from a more dilute solution to a more concentrated solution (against a concentration gradient). This requires energy from respiration.		
Link the structure of a root hair cell to its function.		
Describe a use for active transport in both plants and animals.		
Explain the difference between diffusion, osmosis and active transport		

Revision Success



1. An organised revision space
2. Revision timetable
3. Smart use of Learning Checklists
4. Ask students what they've learned today (in revision)
5. Exam practice - Timed and corrected

Pastoral Support and Behaviour

Mr. Watton - Head of Year 10

Expectations are Paramount!

Attendance Expectations

All at Barnhill **EXPECT** high standards of students at all times

- ▶ Being on time to school/form time 8:20 start time
 - ▶ Being on time to lessons
 - ▶ Attending school every day
 - ▶ Having all appropriate equipment
-
- ▶ If you do not come to school on time, how do you expect to manage in the real world?

Expectations are Paramount!

Classroom Expectations

All at Barnhill **EXPECT** high standards of students at all times

- ▶ Being equip for learning- Bags, pencil case, books, **Suitable School Bag**, School Planner, Exercise books, Pencil case, Blue or Black Pens, Green Pen, Pencil, Ruler, Rubber, Pencil Sharpener
- ▶ Scientific Calculator
- ▶ Contribute in lessons
- ▶ Try your best!

Have you used **THUDS** before starting your work?

T = Title

H = Handwriting

U = Underline (question & date)

D = Date

S = Smartest work?

Banned items

- ▶ Hoodies are not allowed onsite. This includes any time from the moment you enter the school gates.
- ▶ Use of phones/headphones on school premises - These will be confiscated.
- ▶ Chewing gum
- ▶ Aerosol sprays - These can cause harm to other students
- ▶ Fizzy drinks



Dressing for Success, 2023-2024

Clothing to, from and in school:

- **Blazers and ties must be worn in the school building at all times, except blazers during very warm weather.**
- **Black jumpers are no longer for sale and from September 2024 will not be permitted to be worn at all.**
- **Trousers must be tailored, not tight-fitting of any kind.**
- **Skirts must be knee length and not tight-fitting. Only kilts will be permitted from September 2024.**



Barnhill

COMMUNITY HIGH SCHOOL

Respect | Wisdom | Aspiration | Community

Dressing for Success, 2023-2024

Footwear:

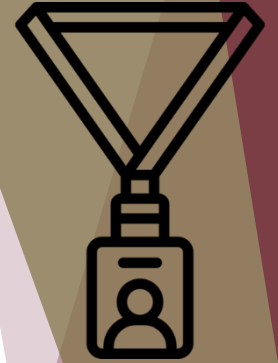
- All shoes must be black leather-look dress shoes.
- Shoes must not be branded with sports logos of a kind or colour.
- No shoes with white or trainer soles.
- Do not be guided by what the supermarkets are selling in the 'Back to School' section.



Dressing for Success, 2023-2024

Lanyards, Jewellery, Hair & Make-up:

- Lanyard and ID card holders will be reissued in September.
- One pair of stud earrings and a watch only; no nose studs of any kind.
- No rings or bangles whatsoever, including material bracelets.
- Religious artefacts are permitted but must be minimal e.g. the Sikh kara. (Permission will be approved by a letter to the headteacher)
- Hair must be a single, natural colour. No two-tone hair colour allowed.
- Hair extensions are not permitted and could easily cause a safety issue in PE, Dance or Drama.
- No fake nails, extensions or nail varnish of any colour.
- No eyelash extensions



Year 10 Team

**Associate
Headteacher
Curriculum
Impact KS4 & 5
Ms Qureshi**

**Assistant
Headteacher
KS4 Impact and
Standards and
PP
Mr Mashida**

**Head of
Year 10
Mr**

**Pastoral
Support
Ms Dixon**

**KS4 Raising
Achievement
and Transition
Leader
Mr Macauley**

**Raising
Achievement
Leader Applied
(KS4 & 5) &
Exams
Miss J Jacobs**

**Raising
Achievement
Leader KS4
Mr Watts**

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