

Welcome Year 10 Partnership Evening

Mr Vaghela – Head of Year 10

Ms Chantaduc – Vice Principal & Head of Upper School

Ms Burrard-Lucas – Assistant Principal

Mr Raja – Assistant Principal



The Team

Mr Vaghela - Head of Year

Ms Wallace - Deputy Head of Year

Ms Koide - SEND Deputy Head of Year

Ms Chantaduc – Vice Principal

Ms Burrard-Lucas – Assistant Principal

Mr Raja – Assistant Principal

Ms Todd – SENCO

Ms Hussain & Ms Bhundia – Co-heads of BCD



Meet the Year 10 Form Tutors

OA – Ms Olulana

KI – Mr I. Khan

GW – Mr Grewal

IO – Mr Ihozo

BI – Ms Bhome

KN – Ms Khanam

BN – Mr Bennett

KX – Ms Kibriah

BX – Ms Barnes

NA – Ms Nova

ZA – Mr Zacharia

SF – Mr Suf

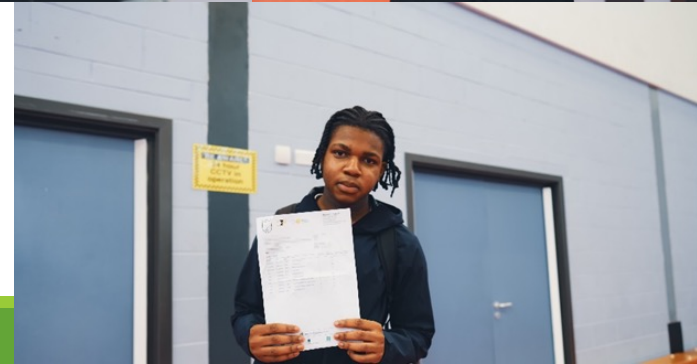
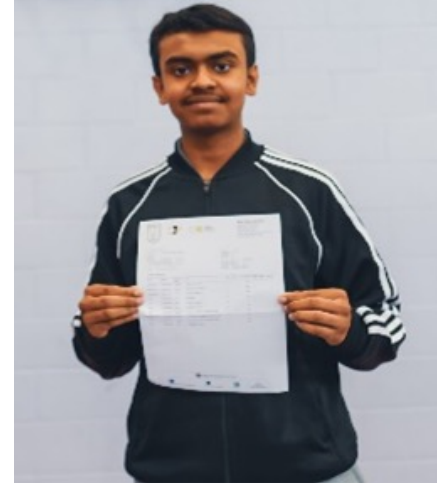


Beal Values – We want our students to be:

- Successful learners who enjoy learning, make progress and achieve their full potential.
- Confident individuals who are able to lead safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.



We are celebrating our GCSE results

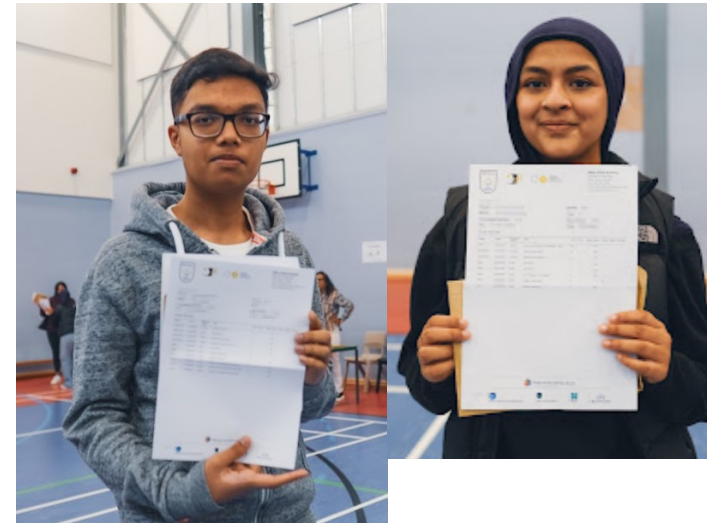
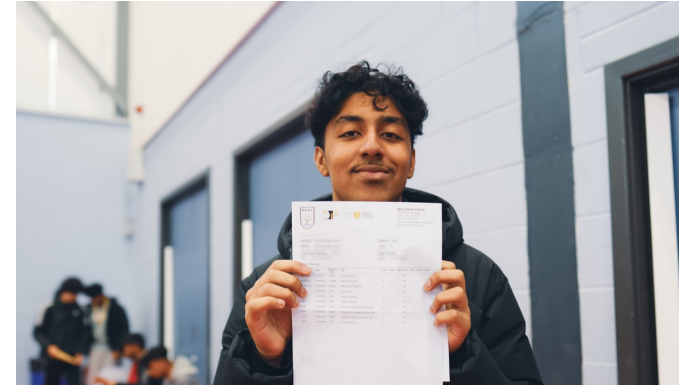


Ilford Recorder

The highlights for the school includes:

- 100% of students are expected to have secured progression routes into post 16 study
- 86% of our year 11s are expected to continue their studies at the Beal Sixth Form across the two campuses
- 82% of students have achieved at least a 4+ in English and Maths
- A quarter of students have achieved a 7 to 9 in both English and Maths GCSE

Hamna Shahzad and Tasrif Khan achieved ten grade 9 GCSEs. Seven other students achieved 7 or more grade 9s.



Attainment 8 Score 55.00

Attainment 8 Estimate 50.78

Added Value of +4.22



	4+	5+	7+
English	87.7%	79.3%	38.8%
Maths	84.9%	72.6%	41.1%
English and Maths	80.4% (15.3% above NA - 2023)	67.3% (22% above NA - 2023)	26.0% (15% above NA - 2019)

	Beal APS	National APS 2023
Science	5.44	4.47
Humanities	5.03	3.72
MFL	3.26	2.21
Open	5.15	5.00

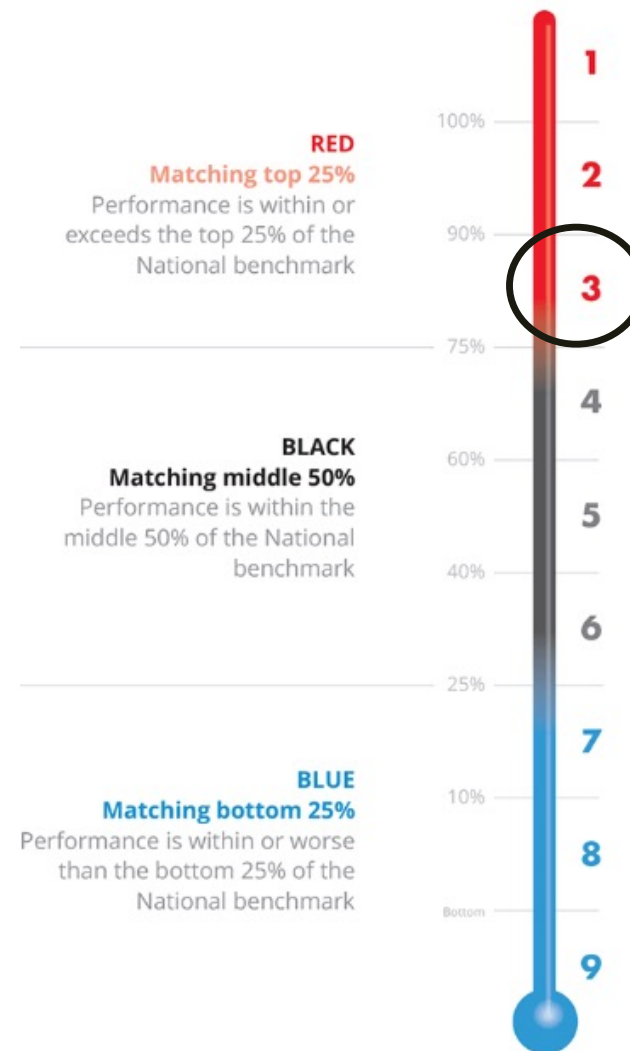
	Beal 2024 (2023)	Beal 2023	National Average 2023
Students Entered For the EBACC	90.2%	69%	39.3%
Students Achieving EBACC 4+	38.8%	35%	24.2%
Students Achieving EBACC 5+	21.9%	20%	17.0%
Students' Positive progress Score	70.6%	65.5	53.2%

Student Data For Disadvantaged Students


Attainment 8	48.37
Attainment 8 Estimate	46.37
% of Students with a positive P8 Score	57.4
Added Value	+2.0

What about Progress? ALPs

The provisional ALPs score for
KS4 is a grade 3 (same as 2023)



100% Progression (Destination)

- **86%** of Beal Yr 11 students have enrolled for Beal Sixth Form
 - **100%** of students have applied/ enrolled for courses in the Beal Sixth Form or at an alternative school/ college
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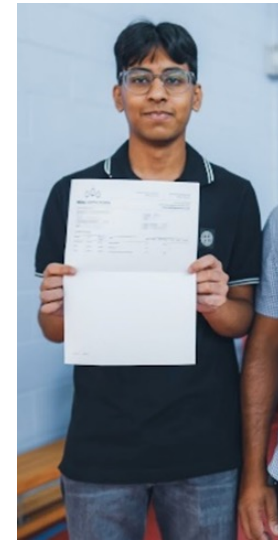
KS5 Exceptional outcomes

29 students with straight A*/A grades

55 students achieved AAB or above

42 students (13%) achieved AAB or higher in at least two or more facilitating subjects

12 students achieved straight Distinction*/ Distinction for BTEC



A* A* A*




A* A* A*




A* A A A

KS5 Destinations

- 394 applications through UCAS
 - 319 (81%) have accepted final places at one of their preferred choices
 - 67 different universities
 - 17/24 Russell Group universities (29% v. 21% in 2023)
 - 73% London universities
 - 6 medicine and 1 dentistry (UCL, Kings College, Queen Mary, Bristol, Kent, Southampton, Newcastle)
 - 13 higher/degree apprenticeships (PWC, KPMG, Deloitte, Vodaphone, Barclays)
- 

Why are our students successful?

- A broad curriculum
 - A team of outstanding tutors
 - Experienced year team support progression
 - Regular Progress Reviews in all subjects
 - Lots of leadership opportunities – BE A Leader
 - 100% success for all students - we care about every child
- 

Level 2 Qualifications – GCSEs/BTECs

Are demanding

Linear, so students will take all their exams at the end of the two year course

Non-exam assessment has been removed in the majority of GCSEs

Higher and foundation tier papers are sat in Maths, Sciences and Languages

A GCSE grade 5 is more achievable on the foundation tier



Progression

The importance of English GCSE - the ability to be able to communicate in English is an essential skill

Most A Level courses require a student to have achieved a GCSE grade 5 in English



	Sector	Type	Eng Lit or Lan GCSE min grade	Ma GCSE min grade	Subject Specific min grade	
English Literature	Core	Facilitating	6	4	English	6 6
Mathematics	Core	Facilitating	4	7	Maths	7
Further Mathematics	Core	Facilitating	4	8	Maths	8 + APS 7.5+
Biology	Core/Science	Facilitating	5	5	Science	6 6*
Chemistry	Core/Science	Facilitating	5	5	Science	6 6*
Physics	Core/Science	Facilitating	5	5	Science	6 6*
Geography	Humanity	Facilitating	5	4	Geography	5
History	Humanity	Facilitating	5	4	History	5
French	MFL	Facilitating	4	4	French	6
Spanish	MFL	Facilitating	4	4	Spanish	6
German	MFL	Facilitating	4	4	German	6
Psychology	Science	Specialist	5	5	Science	5 6**

*	GCSE Triple Science	Combined Science
1 A Level in Science	66 inc 6 in the relevant Science	Minimum 6 6
2 A Levels in Science	7 in the two relevant Sciences	Minimum 7 7
3 A Levels in Science	7 in all three Sciences	Minimum 7 7
** Students choosing to study A Level Psychology need a 65 in GCSE Combined Science or a grade 6 in Biology if they studied GCSE Triple Science		

Business Studies	Humanity	Specialist	5	4	BS, Economics or Humanity	4
Economics	Humanity	Specialist	5	5	BS, Economics, Humanity	4
Media Studies	Creative	Specialist	5	4	Media, Humanity	4
Music	Creative	Specialist	5	4	Music	5
Politics	Humanity	Specialist	5	4	Humanity	4
Religious Studies	Humanity	Specialist	5	4	RS (or Humanity)	4
Sociology	Humanity	Specialist	5	4	Sociology (or Humanity)	4
Computer Science	Tech	Specialist	4	6	Computing, BTEC IT	6/Mt.
Art	Creative	Specialist	4	4	Art (or Photography)	4
3D Design	Creative/Tech	Specialist	4	4	CDT, DT, Art, Photography or Construction	4
Photography	Creative	Specialist	4	4	Photography, Art	4
BTEC Business (single or double)	Humanity	Vocational	4	4	Not applicable	
BTEC Applied Science (double)	Science	Vocational	4	4	Merit in BTEC Science (inc. Merit in exam unit) or 4 4 in GCSE Science	

Reviewing Progress in Year 10

Autumn Term Review – *November 2024*

Spring Term Grade Review – *January 2025*

Parents' Evening – *20th May 2025*

Summer Term Grade Review – *June 2025*



Reports

3 reports will be sent home this year.

- 1) Autumn Progress Report (Nov) - 'Attitude to learning'
 - 2) Spring Progress Report (Jan) – Progress against end of year target
 - 3) Summer Progress Report (June) - Progress against end of year target
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Autumn Term Attitude to Learning Report

Student name	Reg Group
Year 7 - Autumn Term Report - October 2023	



Form tutor comments

Your form tutor says:

- Student consistently displays high standards of behaviour
- Student is always in correct uniform
- Student is a valuable member of the form, who fully takes part in activities
- Student is always polite and kind

Comments from form tutor

Achievement Points

You have received 4 achievement points since the start of the academic year.

Attendance

Student's attendance is at 100.00% for the academic year so far.

Your form tutor says:
This is outstanding!

Punctuality

Student was late for 0 session(s) this academic year so far.

Your form tutor says:
This is excellent

Comments on attendance and punctuality

Subject effort

English	Maths	Science	Art
Design Tech	Drama	Food Tech	French
Geography	German	History	Information Tech
Music	Philosophy	Physical Education	Spanish

Staff comment on subject effort using 'Great', 'Good', 'Satisfactory' or 'Poor effort'

Effort Indicator	
Great Effort	
Good Effort	
Satisfactory	
Poor Effort	
Subject not studied/assessed	



Academic Progress Report – January and June

Year 10 Summer Term Progress Report



Name	Student	Form	Reg
Attendance	Student has attended school for 99.1% of the possible sessions this academic year so far. Student was late for 1 session(s) this academic year so far.		

End of KS4 Target	
GCSE 9-1	6.3
BTEC	Merit

Progress Indicator (PI)	
Above Track	
On Track	
Below Track	

Subject	End of KS4 Spring Prediction	End of KS4 Summer Prediction	Target for Improvement
English Language	6.8	6.8	Focus on the structure of your creative writing to ensure it is engaging/interesting to the reader
English Literature	6.8	7.3	Ensure you use clear, focused topic sentences to begin your paragraphs and outline your argument
Maths	6.3	6.8	Practice higher level questions. Use your GAP analysis to identify which topics to focus on
Art	7.8	7.8	Continue to refine drawing skills in your own time by drawing from life
Business Studies	6.3	6.8	Include balanced evaluation which assess the effects/outcomes of an option before making a decision
Drama	6.8	6.8	Ensure you sustain the character throughout the performance
French	6.3	6.3	Regularly revise previous topics to ensure you stay on target as it is easy to forget languages
History	6.3	6.8	Consistently use a clear structure in your answer. Use support sheet sentence starters to help you
Physics	6.8	6.8	Practice exam questions regularly under timed conditions using the OCR website and/or others
Religious Studies	6.8	6.8	Include both sides of the argument in your written work

Each student is given End of KS4 target(s).

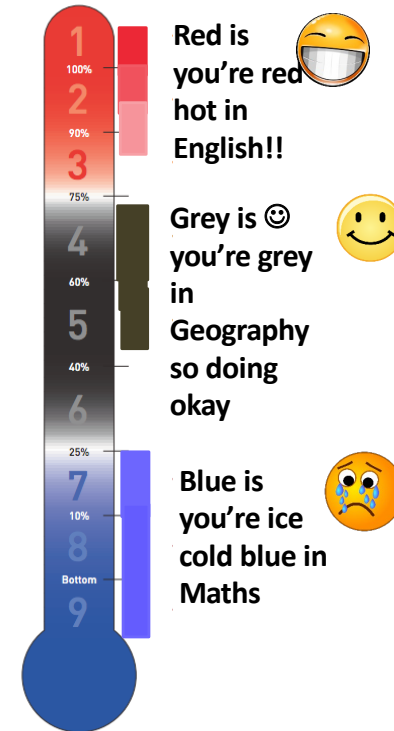
Students are given a fine grade (i.e .3 or .8) in each subject. This grade reflects what the teacher thinks the student will achieve in this subject at the end of KS4.

The Progress Indicator colour coding system shows whether the grade entered means that a student is working above, on or below target based on their personal End of KS4 target grade.

Students are given a target in each subject, explaining how they can improve their performance.

Progress reports

Below Track B	On track O	Above Track A



Changing Options


A small number of students may have made a GCSE option choice which they wish to change. For the vast majority no change will be needed.

Changes will only be considered **from Thursday 19th September** (unless a subject has been allocated in error and then sooner)

Students request a change by emailing canichangemyoptions@bealhighschool.co.uk from **their school email address**. Parents/guardians must be involved in this decision and students must **CC parents/guardians** into the email.

Changes will be made **from 19th September**. We will not accept any requests to change options made **after 26th September**. We aim to make the changes before the **3rd October**

Changes will be allocated on a first come first served basis – and can only be made if there is space available.



Supporting students to achieve their full potential

Student well-being

Planning for future pathways

Challenging subject target grades

Progress Reviews + Target setting

Mock exams

Parents' evening

Supporting pupils with revision techniques / strategies at home



Supporting students to achieve their full potential

Academic Mentoring

Pastoral Mentoring

Targeted Private Study

The correct Curriculum

Support for Progression – IAGs

Independent Careers advice



Independent Revision

Independent study 40 hours

This should be used by the student to record a minimum requirement of 40 additional hours of study.

This should be completed by:

Study session	Time dedicated to which subject?	Date completed
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Study session	Time dedicated to which subject?	Date completed
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		
31.		
32.		
33.		
34.		
35.		
36.		
37.		
38.		
39.		
40.		

WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
5PM	MATHS	ENGLISH	SCIENCE	MATHS	ENGLISH			
Rest								
6.15 PM	OPTION 1	OPTION 2	OPTION 3	OPTION 4	PRIORITY			
7.15 PM	PERSONAL TIME							

EXAMPLE

Year 10 Form Time

Day	Activity
MONDAY	Weekly Bulletin – Emailed out by DHOY.
TUESDAY	YTM and Whole school Assembly KS4 HALL
WEDNESDAY	SILENT READING or Independent Study
THURSDAY	Unifrog (2 forms a week) / Career exploration
FRIDAY	Friday Quiz

Additional support will be provided on a case by case basis for pupils to boost their literacy skills and social skills. We will also be advertising for a new KS4 prefect team who will be provided with further responsibilities within our school community.

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

What is the possible impact of poor attendance?

Research suggests that **17 missed school days** a year

=

A GCSE grade **DROP** in achievement

The greater the attendance, the greater the attainment and progress.

Attendance and Punctuality

Every day your child is absent is a lost opportunity at school.

- 100% - Outstanding
- 99.9% to 97% - Good
- 96.9% - 93% - Requires improvement
- 92.9% - 90% - Unsatisfactory
- If attendance falls below 90% a classification of a persistent absence is applied.



Students are considered present and on time for the morning session if they are sat at their desk and ready for school by **8.30am**.

For the afternoon session students should be ready for period 4 by **12.30pm**.

The above thresholds are used to judge attendance and will be used on **all references**.



Please pass this form onto the person at your school or college who will write your reference.

Wanstead High School Sixth Form Reference Request

Name of Applicant: _____ UPN No: _____

Please select by putting a cross next to the description which most closely fits the student's suitability for the course he/she is interested in:

Strong candidate

Suitable candidate

Weak candidate

Unrealistic

Examinations

List the examinations the student is entered for or has taken, together with predicted or actual grades.

Subject	Level	Predicted grade	Actual grade if taken	Subject	Level	Predicted grade	Actual grade if taken

Mark the appropriate boxes with a cross.

	Excellent	Good	Average	Below average	Poor
Attendance					
Punctuality					
Motivation					
Attitude					
Attitude to students					
Self-discipline					
Initiative					

Has this student been excluded from school for any reason? Give details _____

Does this student have any special needs? Give details _____

If English is not the first language, please give an indication of the level of competence in English

Would you offer this student a place at your Sixth Form?

School Stamp

--

Upper School Expectations

Beal Campus Expectations



Learn Progress Lead

We have the right to learn to the best of our ability

Show Respect for yourself and others:

1. Listen when a teacher or student is talking
2. Follow instructions straight away

Be organised:

3. Arrive on time fully equipped for lessons

Build Positive Relationships with students and staff:

4. Keep hands, objects and unhelpful comments to yourself
5. Contribute positively to the Beal Community and keep your school/classroom clean and tidy.

Positive Consequences

- Verbal Praise
- Achievement Points
- Letter Home
- Phone-call Home
- Display good work
- Leadership Opportunity
- Classroom responsibility
- Achievement certificate
- Recognition in assembly
- End of Year awards

Negative Consequences

1. First Warning
2. 2nd Warning/Relocation within the class
3. Short Time out & Talk
4. Relocation to another class with work and detention

Severe clause:

5. On call – removal from class by Senior Teacher/contact home/detention



BEAL HIGH SCHOOL – UNIFORM REMINDERS

Lanyards and ID cards must be worn at all times by students and must worn around the neck so visible.



Blazers **must be worn at all times**



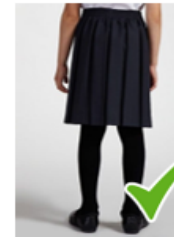
Ties should be worn by all students (unless wearing an abaya with Beal Badge)



Black jumpers must be plain black ~~v-neck~~ with Beal badge



Hoodies/tracksuit tops and coats should not be under or over blazers.



Skirts should be plain black knee length or full length (with Beal badge)



If an abaya is worn, it must be the school abaya with a Beal badge



Trousers must be smart, plain black, loose, straight cut



Leggings and skinny trousers are not allowed



Shirts should be white, button through with collar, and tucked in at all times



Shoes should be plain, flat black. Trainers with sports logos are not allowed.

UNIFORM DRIVE 2024 -25

Ensuring a strong, safe school community identity

Beal High School aims to project a positive, professional image both within the school and wider local community through the implementation of our school uniform policy. We are very proud of our school and uniform in that it provides a strong, safe school community identity.

We expect all of our students to have very high professional standards and uniform is no exception to this, please see our uniform expectations below.

We require all Beal High School students to adhere to the guidelines set out on the following pages to ensure a strong, safe school community and know that we will have your support in ensuring that your child has their full uniform ready for their start at Beal High School.

BEAL HIGH SCHOOL

uniform
policy

Beal High School Uniform 2024-25

All students should wear the following items every day:

- A Beal tie
- A white shirt
- A Beal Blazer (with BHS school badge)
- If wearing an Abaya/Hijab, these must have a Beal High School badge and purchased from Price & Buckland
- If wearing a black jumper, this must have a BHS badge and be V-neck so we can see shirt and tie.
- Black trousers/skirt (**No leggings**)
- Black shoes / plain black trainers without any logos
- Students must wear a lanyard at ALL times when on the campus, both in and out of the classroom. These must be worn around the neck and not kept in pockets.



Mobile Phones In School

During Lessons:

Students are permitted to use their phones or earphones in lessons if they have been given permission by the class teacher for an educational activity

Lesson Changeover:

Students are not permitted to use their phones or earphones during lesson changeover.

Break and Lunch Time:

Students are permitted to use their phone or earphones if they are seated in communal spaces (form rooms, outdoor benches, field etc) They are not permitted to use them in the canteen.


Confiscated Phones:

Confiscated phones or earphones will be stored securely in the reception with a clear indication of when the phone can be returned.

What can you do at home?




Recipe for success

- Growth mind set – I can't do it...yet!
 - Challenge is good
 - Show them you're interested
 - Encourage participation
 - Help with homework , but don't do it for them
 - Get to know the Year 10 topics for each subject and enjoy the REAL family activities.
 - Start talking about careers and what they enjoy
 - Support them with distractions; mobiles, game consoles, media
 - Manage devices / phones / social media / gaming devices
 - Don't forget to say well done!
- 

What can you do at home?

Challenge students to go beyond classroom

- Show My Homework
 - Microsoft Teams
 - MyMaths
 - Kerboodle
 - Year 10 page on the school website
 - Year 10 Revision timetable / Study hours sheet
- 

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- 