

Welcome Year 10 Partnership Evening

Mr Round — Head of Year 10

Ms Chantaduc— Vice Principal & Head of Upper School

Mr Clift-Matthews — Assistant Principal

Mr Raja — Assistant Principal



The Team

Mr Round - Head of Year

Ms Pryce - Deputy Head of Year

Ms Edgar - SEND Deputy Head of Year

Ms Chantaduc – Vice Principal

Mr Clift-Matthews – Assistant Principal

Mr Raja – Assistant Principal

Ms Todd – SENCO

Ms Hussain – Head of BCD



Meet the Year 10 Form Tutors

AA – Ms Annan

KJ- Ms Khan

AX- Mr Ali

KZ- Ms Kasperkowicz

CL- Mr Cleland

PJ- Mr Panesar

DR- Ms Dileepkumar

PM- Ms Param

FGE- Ms George-Francis

RF- Ms Raouf

FT- Ms Fairweather

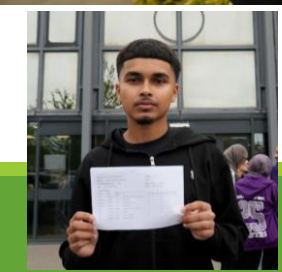
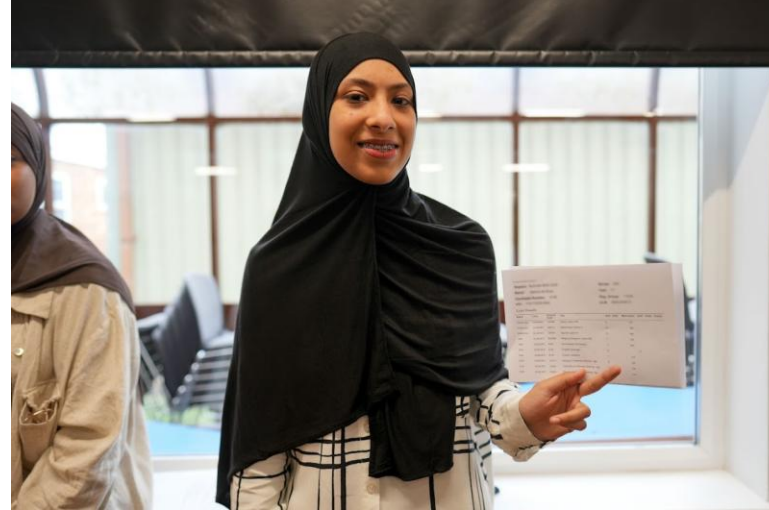
TT- Ms Trott



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 head girl 'ecstatic' with GCSE grades

Year 11 head girl at Beal High School Zaina Zamurrud achieved eight grade 9s, one grade 8 and one Distinction* in her GCSEs.

She told the *Recorder*: "I'm so happy with my results.

"I was terrified but now I'm ecstatic.

"Beal has helped me so much and I couldn't have done it without the help of my teachers.

"I want to thank all of them for their hard work and always believing in me!"



Head girl Zaina celebrating with her family (Image: Beacon Academy Trust)

Year 11 Headlines

All headline figures are significantly above national figures

73.6% pass rate for English and Maths 4+

57.7% pass rate English and Maths 5+

15.5% pass rate English and Maths 7+

Average Total Attainment 8 score of 51.22

The EBACC 4+ and 5+ % scores have increased compared to last year.

100% progression

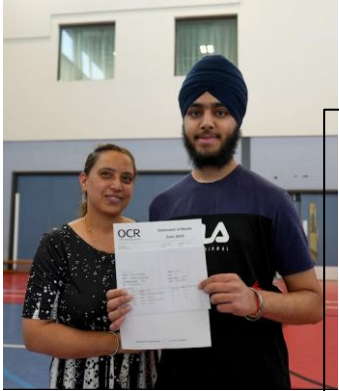


100% Progression (Destination)

- **78%** of Beal Y11 students have enrolled for Beal Sixth Form including the new BSF Maths School pathway
- 100% of students have applied/ enrolled for courses in the Beal Sixth Form or at an alternative school/ college



KS5 Exceptional outcomes



Prabhmeet Johal

A* Maths
A* Further Maths
A* Computing
A* Physics

Physics - Imperial



Saaliha Iqbal

A Psychology
A Sociology
A Biology

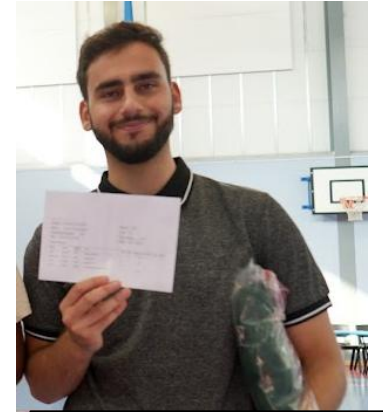
**Psychology with
Education - UCL**



Numa Naser

A* Maths
A Further Maths
A Economics

**Economics, Finance & Data Science
- Imperial**



Adam Abdelmeguid

A* Maths
A* Computer Science
A Chemistry

Artificial Intelligence – Kings



Harvinder Dhaliwal

A* Maths
A* Further Maths
A Economics
B History

Economics - Kings



Eesa Chohan

A* Maths
A Further Maths
A Physics
B Chemistry

Aerospace Engineering - Sheffield

Destinations

- 100% of students have secured progression routes.
- Highest number ever to go to university – a total of 383 students applied through UCAS and are in the process of finalising places.
- 291 (76%) students secured first choice destination
- 45 (12%) students secured insurance choice destination
- 25% of students have so far accepted places are at elite Russell Group universities
- 75% London universities





- QMUL (35)
- King's College London (17)
- UCL (8)
- University of Nottingham (8)
- University of Warwick (5)
- University of Southampton (4)
- Imperial College London (2)
- Bristol (1)
- Cardiff University (1)
- University of Manchester (1)
- University of Sheffield (1)



- City St George's (61)
- University of Westminster, London (45)
- University of Greenwich (18)
- SOAS University of London (16)
- London South Bank University (13)
- University of East London (13)
- Anglia Ruskin University (7)
- Kingston University (6)
- Goldsmiths, University of London (6)
- University of Kent (5)

Higher/degree apprenticeships



Why are our Students successful?

- A broad curriculum
- Robust data tracking throughout the year and the key stage
- Experienced year team support progression
- A golden thread of careers and progression advice and guidance for all students
- Leadership opportunities

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 sitting 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

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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 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 5 in English

KS5 Subject	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 5
Mathematics	Core	Facilitating	5	7	Maths	7
Biology	Core/Science	Facilitating	5	5	Science	6 6*
Chemistry	Core/Science	Facilitating	5	6	Science	6 6*
Physics	Core/Science	Facilitating	5	6	Science (should take with Maths)	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
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 6 5 in GCSE Combined Science or a Grade 6 in Biology if they studied GCSE Triple Science with 5 in another Science.		For the purposes of subject specific entry requirements, Humanities includes History, Geography or RS.

Business Studies	Humanity	Specialist	5	4	BS, Economics or Humanity	4
Economics	Humanity	Specialist	5	5	BS, Economics or Humanity	5
Media Studies	Creative	Specialist	5	4	Media, Humanity	4
Music	Creative	Specialist	5	4	Music	5
Politics	Humanity	Specialist	5	4	Humanity	5
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 6 or BTEC IT Merit If no computing Maths + Science 6	6
Art	Creative	Specialist	4	4	Art or Photography	4
Photography	Creative	Specialist	4	4	Photography or Art	4
3D Design	Creative/Tech	Specialist	4	4	CDT, DT, Art or Photography	4
BTEC Business (single)	Humanity	Vocational	4	4	N/A	
BTEC Digital Music Production (single)	Creative	Vocational	4	4	BTEC Music Practice Pass	
BTEC IT (single)	Tech	Vocational	4	4	BTEC IT Pass or Computing 4	
BTEC Media Studies (single)	Creative	Vocational	4	4	N/A	
BTEC Business (double)	Humanity	Vocational	4	4	N/A	
BTEC Applied Science (double)	Science	Vocational	4	4	BTEC Science Merit (including exam unit) or Science 4 4	



Entry Requirements

All students need an 8+ in GCSE Maths, along with 5+ in English and the following for the 3rd subject they wish to study:

Physics = GCSE Physics (7+) or Combined Science (77+)

Computer Science = GCSE Computing (7+)

Economics = GCSE Business, Economics or Humanity (7+)

Students with a GCSE APS of 7.5+ can elect to study four A-Levels including Maths and Further Maths.

Reviewing Progress in Year 10

Autumn Term Report – *December 2025*

Spring Term Report – *February 2026*

Parents' Evening – *6th January 2026*

Summer Term Grade Report – *July 2026 (post mocks)*

Assessment and reports

Over the course of the year, parents/carers will receive **3 reports**:

- 1) Autumn Progress Report - **academic progress in each subject against end of year target**
- 2) Spring Progress Report – **academic progress in each subject against end of year target**
- 3) Summer Progress Report – **academic progress in each subject against end of year target**

Always discuss progress reports with your child.

Please contact your child's form tutor if you have any questions.



Attendance and Achievement/Behaviour Points

All reports will give you information about your child's attendance as a percentage and the number of achievement and behaviour points your child has received.

Year 7 Autumn Term Progress Report



Name	A Student	Form	Reg
Attendance	A Student has attended school for 98.00% of the possible sessions this academic year so far.		
Achievement Points	100	Behaviour Points	0

Please note that if a report is generated early in the academic year, i.e. the Autumn Term Progress Report, a few absences will have a big impact on overall attendance.



Academic progress reports

At KS4 and KS5 students are assessed in relation to their personalised end of year target.

KS4 - If a student studies both BTEC and GCSE subjects, they will have a separate target for both qualifications. A .3 target e.g. 6.3 indicates that a student is on their way to achieving the lower end of this grade, whereas a .8 target indicates that a student is on their way to achieving the higher end of this grade.

Students will also be given a target for improvement for each subject they study.



Academic progress reports

At all key stages academic progress reports are colour coded to show your child's progress as well as their attainment.

KS4 – whether the student is on track to meet their End of KS4 Target

Progress Indicator (PI)	
Above track	Red
On track	Grey
Below track	Blue



Red demonstrates that a student is making progress on or 'above' their expected target

Grey demonstrates that a student is 'making progress slightly below their expected target

Blue demonstrates that a student is making progress significantly 'below' their expected target

Example of a KS4 Academic Progress Report

Each student is given an End of KS4 target(s). These are calculated based on KS2 data, or where this is not available, using CATS test data. If a student studies both BTEC and GCSE subjects, they will have a separate target for both qualifications. A .3 target e.g. 6.3 indicates that a student is aiming for the lower end of this grade, whereas a .8 target indicates that the student should be aiming for the higher end of this grade.

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. It is a prediction. 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.

If a student has recently completed formal mock exams (June of Yr 10 and January of Yr 11) these grades will also be reported.

Year 10 Summer Term Progress Report



Name	A Student		Form	Reg
Attendance	A Student has attended school for 95.4% of the possible sessions this academic year so far.			
Achievement Points	7	Behaviour Points	2	

As with all reports there is a comment on the student's attendance and behaviour/achievement points.

End of KS4 Target	
GCSE 9-1	6.3

Progress Indicator	(PI)
Above Track	Red
On Track	Grey
Below Track	Blue

The Progress Indicator key explains the progress colour coding system. Red indicates that a student is working above target in a subject, grey that they are on target and blue that they are working below target.

Subject	End of KS4 Summer Prediction	Mock Exam Result	Target for Improvement
English Language	7.3	6	Explore and evaluate a range of meanings and interpretations
English Literature	7.3	6	
Maths	7.3	7	Using the GAP analysis, identify your strengths and weaknesses & address misconceptions
Science	7.8	7	Practise exam questions regularly under timed conditions using the OCR website and MS teams
Economics	5.8	5	Develop analysis by comparing issues/solutions/diagrams and extract/s
Geography	6.8	6	Show a clear and logical structure when answering long-answer exam questions
Religious Studies	7.3	6	Add quotes or the views of scholars in your evaluation
Spanish	6.3	5	Redraft your work to improve quality, spelling and accuracy by checking the grammar rules

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

GCSE Options Changes

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

Students **cannot** change options within the **first two weeks back**

Changes will only be considered **from Thursday 18th September**

The only way to request a change is for a student to email canichangemyoptions@bealhighschool.co.uk from **their school email address**. Parents/carers must be involved in this decision, so students must **CC their parents/carers** into the email.

No requests to change options will be accepted **after Thursday 25th September**

NOTE:

- 1) We will only make changes if students remain doing the required Ebacc subjects e.g. swapping Geography for History
- 2) There are some combinations of subjects students cannot do e.g. Business and Economics OR Sociology and RS
- 3) We can only make changes if there is space in the class you want to move into
- 4) Requests will be dealt with in **date order of when they were received** from Thursday 18th September

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 study 40 hours

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.		

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	The Bulletin followed by (if time) a student book review
TUESDAY	Assembly
WEDNESDAY	Progress Check: Achievement Points, Behaviour Points and Lates
THURSDAY	PSHE
FRIDAY	Interform

Additional support will be provided on a case by case basis for pupils to boost their literacy skills and social skills.

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 2025 -26

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 2025-26



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

- Satchel:One
- Microsoft Teams
- MyMaths
- Kerboodle
- Year 10 page on the school website
- Year 10 Revision timetable / Study hours sheet

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- Responsible citizens who make a positive contribution to society.