



Beacon Business Innovation Hub

Key Stage 3 Prospectus



Ofsted Report
December 2019

**Leaders create a calm place
of safety where students,
previously 'switched off' from
education, are now learning**



Beacon Academy Trust

Welcome

Our vision, put simply, is ‘...a coherent approach that aligns education, training, skills and employment services’, that will enable our students to ‘develop the skills, qualifications, and experience they need to succeed in their careers and to make a positive contribution to our society and economy’. We are expanding our provision from September 2021 to include a Key Stage 3 provision for students in Year 8 and 9. Our goal will be supporting students to successfully reintegrate back into mainstream education at the start of Key Stage 4.

This is embodied by our Trust’s approach to raising standards in education for all, as we believe every young person deserves to have the best education possible. The Trust vision was born out of the need for this type of alternative, high quality, human scale provision. Our students come from a variety of school experiences – with the common characteristic that mainstream provision is not meeting their needs or enabling them to realise their full potential. We provide that rigorous, alternative progression route.

The Key Stage 3 provision at Beacon Business Innovation Hub (BBIH) offers a curriculum that fills this gap with an occupational, business driven curriculum that links with their ‘real lives’ and aspirations; rather than the disconnect students may experience with current traditional academic routes or low level vocational pathways.

Our curriculum vision is not about equivalence, but a different type of success underpinned by a mentoring programme that puts young people at the heart of their future and their future success. This, in turn, is supplemented by creative opportunities that extend beyond the core curriculum. The vision is built on a foundation of strong parental links and involvement coupled with the belief that all students, irrespective of race, faith, gender or background are entitled to consistent, high-quality learning experiences. This will, in turn, lead to successful outcomes and futures and guarantee that our young people are equipped with the independence, resilience and social capital required in the 21st Century world.

I hope you enjoy reading about our Key Stage 3 provision.

Regards,



Trevor Button
Principal
Beacon Business Innovation Hub

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Our mission

To develop engaged and resilient young people who positively contribute to their communities and who understand their responsibilities as citizens

BBIH is a diverse, vibrant community with a strong sense of mutual respect and a high expectations inclusive culture. Our students experience a rich, varied curriculum which unlocks their potential, ensuring outstanding outcomes and confident progression for all.

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.
- Ready to reintegrate back into mainstream education by the start of Key Stage 4.

We work alongside other professionals, parents and carers to ensure that our students benefit from a breadth of curriculum opportunities to learn and thrive as members of both our campus and local communities. We engender a positive learning culture where young people can aspire, be challenged and excel in an atmosphere of safety and purpose.



Our vision and values

-  To develop engaged and resilient young people who positively contribute to their communities and who understand their responsibilities as citizens
-  To maintain and improve the 'Quality of Education' through clear intent and measurable impact
-  To provide our students with access to a rigorous, broad and varied curriculum which will ensure they can return to mainstream education and be successful
-  To improve the life chances and social capital of students, particularly the disadvantaged, through an inclusive approach to the curriculum, teaching and learning
-  To create opportunities for students to develop leadership skills through engagement with higher education and the professional workplace.
-  Students will be self-regulating in overcoming challenge and negotiating solutions
-  To widen participation and robustly support social mobility through ensuring that high numbers of students move on to destinations within universities and HEIs or onto further training through high-quality careers and progression guidance

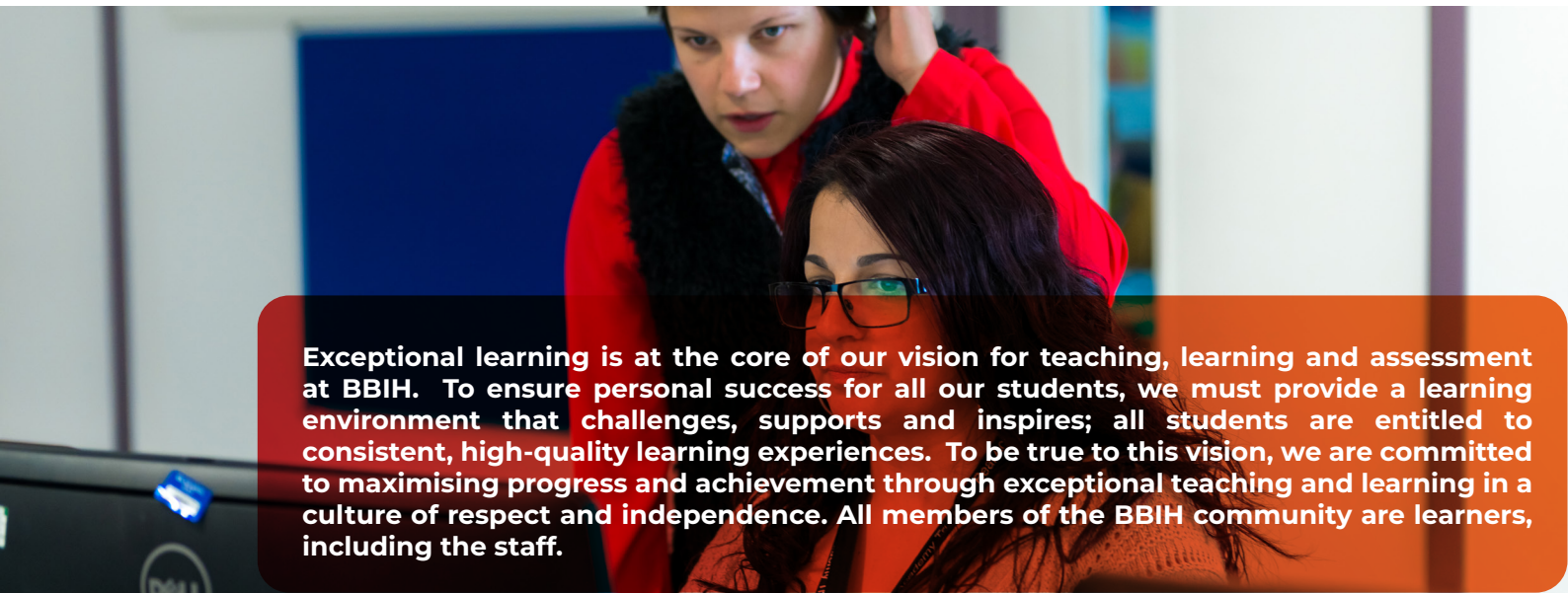


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Leaders make sure that students are well prepared for the next stage of their education.



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Leaders give students an education that captures their interests and helps them to plan for the future.

Our teachers



Exceptional learning is at the core of our vision for teaching, learning and assessment at BBIH. To ensure personal success for all our students, we must provide a learning environment that challenges, supports and inspires; all students are entitled to consistent, high-quality learning experiences. To be true to this vision, we are committed to maximising progress and achievement through exceptional teaching and learning in a culture of respect and independence. All members of the BBIH community are learners, including the staff.

The school seeks to implement these aims, within the framework of the following guiding principles:

- There is no ceiling to achievement and progress for our students
- Fully inclusive teaching approaches in every classroom
- Consistency of routines and approaches across the school
- All staff must have high expectations of behaviour; promoting tolerance and respect and instilling positive attitudes to learning
- All students must know the areas of strength and challenge in their performance and must know what they need to do in order to continue to make progress
- All teachers are teachers of literacy, oracy and numeracy

Personalising learning is at the core of our vision for teaching and learning. To ensure personal success for all the students we must provide a learning environment that challenges, supports and inspires; all students are entitled to consistent, high quality learning experiences. To be true to this vision, we are committed to maximising achievement through personalised learning in a culture of respect and independence.



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Teachers' knowledge and experience shine through.

Our curriculum

At BBIH, students will be exposed to a wide range of learning experiences. The 'CALIBRE curriculum' that they experience will be carefully planned, and will be driven by the following key principles:

- Cultural Capital and local Context – learning experiences that develop essential cultural capital and a curriculum that is tailored to the needs of the students in our particular community
- Ambitious – providing suitable challenge, pushing all students to excel and achieve to the best of their abilities
- Logically Sequenced – structured in a way which supports development of conceptual understanding, with careful consideration of prior knowledge and next steps in the learning journey
- Intelligent assessment – using carefully planned, reliable assessment to support student progress, and to identify how teaching and/or the curriculum need to be refined
- Breadth and Depth – providing a broad range of experiences to allow students to identify their talents, and building a thorough rather than superficial level of understanding
- Retention – making use of recent research on memory and learning to support long term retention of the necessary knowledge, skills and understanding
- Equality – a curriculum that provides parity for all groups of students, supporting equality of opportunity for all students

The CALIBRE curriculum: developing the knowledge, skills and aptitudes that will be necessary for the next stage of the learning journey. The planned learning experiences within the curriculum at BBIH will allow our students to have the highest aspirations and to be of the highest calibre.



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The curriculum is broad, interesting and varied

Our offer

INTENT

The aim of the BBIH Key Stage 3 provision will be reintegration into mainstream education at, or before, the start of Key Stage 4. We will do this in three ways:

Our intent, much like the intention in the Key Stage 4/5 provision, is student progression. We want our students to make a positive contribution to society. At Key Stage 3 this means reintegration, and attainment, in mainstream education.



Working with the student (and stakeholders) to identify existing barriers to learning in a mainstream environment



Providing the appropriate support to remove those barriers



Teaching a curriculum which enables successful reintegration

IMPLEMENTATION

In many ways our curriculum will mirror a mainstream setting. We will offer EBacc subjects such as Maths, English, Science, IT, MFL History and Geography. Students will also take part in weekly PE and PHSE sessions. They will also be able to take a vocational subject such as Animal Care, Catering, Health and Social Care or Art.

The key difference in our approach will be the size of our classes (a maximum of 12 students per class) and the support we offer. We will have one member of staff for every 5 students. As a result we will be able to offer a tailored approach to in-class support and working effectively with outside agencies.

In our current provision we have developed a vibrant community with a strong sense of mutual respect and a high expectations inclusive culture. Our students experience a rich, varied curriculum which unlocks their potential, ensuring outstanding outcomes and confident progression for all. We work with parents and carers to ensure students benefit from a breadth of curriculum opportunities to learn and thrive as members of our local community. We provide a positive learning culture where young people can aspire, be challenged and excel in an atmosphere of safety and purpose. We will replicate this approach in our Key Stage 3 provision.

IMPACT

We will measure our impact through the attainment of students who reintegrate back into mainstream education. We have a proven track record of ensuring students, who are at risk of disconnecting with education, make exceptional progress. In our current provision we have 3 years of 100% progression and attendance which exceeds the mainstream school national average. Every year student progress into University, Employment, Training or post-16 provision with nationally recognised qualifications and a clear plan for success.

Our impact will be 100% of students successfully reintegrating a mainstream education and achieving outcomes and which enable progression into education or employment.

OUR STUDENT SUPPORT

BBIH is dedicated to the pursuit of excellence in a caring environment of mutual respect so as to foster the full potential of our students. Pastoral Care is a core aspect of the school life, it is an integral part of our approach to a holistic education, which puts the educational, emotional and social development of the student at the centre of its learning values.

The pastoral care of students at BBIH is fully integrated throughout the teaching, learning, and structural organisation of the school to effectively meet the personal, social (wellbeing) and academic needs of our students.

Pastoral care focuses on the whole student (personal, social, and academic) and engages all members of the school community as providers of pastoral care. We aim to assist students in developing positive self-esteem, healthy risk taking, goal setting and resilience as well as developing a sense of social cohesion that together can improve their overall health and wellbeing.

Aims of our support:

- To promote an environment that meets the needs of each student
- To nurture teaching and learning relationships
- To recognise talents and abilities
- To monitor progress at every level for the student
- To act as an early warning system for the early identification of “at risk” students
- To help the young person to make their own decisions through greater self-awareness and independence
- To promote the values of the school

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

Students with high level of mental health needs are referred to external services such as The Redbridge Emotional Well Being and Mental Health Service (EWMHS), formally known as Redbridge CAMHS.

Where a students mental health needs cannot be met by the school, we will refer them to the MASH team (if a safeguarding concern) as well as the Wellbeing Hub if a mental health concern. The Wellbeing Hub identifies support for children and young people with emotional and psychological difficulties or disorders by providing assessment

and direct support as well as accessing support from a network of NHS, social care, education and community and voluntary sector services, to support early intervention and increased resilience.

The wellbeing of our students at BBIH is highly valued and the heart of our vision and ethos. This is exemplified through our achievement of the Carnegie Centre of Excellence for Mental Health in Schools Award at Gold standard.

OUR AIMS

- Prevention
- Early Intervention and Identification
- Access to specialist support

We do this through:

- Embedding good mental health/social and emotional wellbeing/resilience across the curriculum
- Development and training of staff including early identification of needs
- Greater partnership/collaboration with external partners in health and social care
- More robust impact measures of targeted interventions
- Supervision of staff identifying/supporting young people with mental health difficulties

The provision for our students with mental health issues includes:

- Developing high social and emotional capital through early intervention by the Pastoral team. This is through an effective tutoring programme as well as partnership with parents/carers
- Teaching Assistants who support a small number of students with a variety of needs including social and emotional needs.
- The Wellbeing team – support for CIN/CP/CLA students as well as those who are on the verge of poor mental health, a range of intervention strategies are employed.
- Students are referred to New Rush Hall /CAMHS/Wellbeing team via SEND meetings (DDSL/SENDSCO)
- Two staff have received ELSA training – Emotional Literacy Support Assistants. The following skills are used to support students with their emotional regulation: Social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focused and friendship.
- Counselling Service: Provided by Entrust. The aim of the counselling service is to provide accessible, flexible, confidential and professional therapeutic support for vulnerable students who are experiencing a range of social, emotional and behavioural difficulties affecting their mental health.

Students behaviour



Good behaviour needs to be taught just as carefully as the academic material. We expect our teachers to establish a safe and stimulating environment for students rooted in mutual respect and to manage behaviour effectively in accordance with the school's behaviour policies

Teachers are expected to manage behaviour well and we emphasise the importance of consequences, certainty and consistency when re-shaping behaviour.

We expect teachers to promote and maintain good professional relationships with students and to have clear rules and routines to promote good and courteous behaviour. It is the teacher's responsibility to model the behaviour they want to see in their students.

Our rules are based on the principles of:

- Everyone has the right to learn to the best of their ability
- Everyone has the right to feel emotionally and physically safe at school
- Everyone has the right to work in a safe and pleasant environment

Our rules are based on the principles of:

- Respect for ourselves
- Respect for other people
- Respect for our environment
- Respect for diversity



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Teachers adapt their lessons to support students with special educational needs and/or disabilities (SEND). They are particularly skilled at supporting students with social, emotional and mental health difficulties (SEMH).



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Students show kindness and respect towards one another and adults.

Students attendance



At BBIH we are highly focused on the pursuit of excellent student attendance and punctuality. We know that it is vitally important for the attainment, life chances and employment prospects of our students.

For a student to reach their full educational potential a high level of school attendance is essential. We will consistently work towards a goal of 100% attendance for all students.

- To improve the overall percentage attendance of students at school
- To make attendance and punctuality a priority for those associated with the school including students, parents, teachers and governors
- To provide support, advice and guidance to parents and students
- To develop a systematic approach to collating and analysing attendance related data to ensure:
 - Swift follow up of unauthorised absence, patterns of absence and parent-condones absence with effective monitoring and intervention.
 - To further develop positive communication between home and school

Attendance expectations and the link between attendance and attainment and progress will be publicised to parents via newsletters, parents’ evenings, reports and the website. Parents will also be provided with attendance and punctuality data at every data capture period and more often if deemed necessary.

Where concerns arise, parents will be contacted swiftly and meetings will be arranged to put in place arrangements to improve students’ attendance and punctuality.



Our careers programme

At BBIH, personal, social and health education (PSHE), Relationships and Sex Education (RSE) and Careers education enables our students to become healthy, independent and responsible members of a society. We aim to help them understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of becoming young adults. We provide

our students with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our students are encouraged to develop their sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community.

Aims

- To provide a broad and balanced PSHE curriculum that is accessible to all students and that covers the statutory requirements
- To provide opportunities for all students to develop a high level of oracy that support success in adult life
- To broaden students horizons through a range of personal, social, health, economic, relationships and sex education and cultural opportunities
- To ensure that all students are able to thrive and develop as healthy individuals
- To ensure that all students understand how to stay safe
- To develop a strength of character, and resilience that will help students to overcome the challenges they are likely to encounter in adult life
- To provide an appropriate range of opportunities and experiences to allow students to succeed in the next stage in their education, training or employment

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.




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Staff provide many interesting opportunities for students to learn about different careers and the skills and qualifications needed.


Safeguarding our students


BBIH is committed to safeguarding and promoting the welfare of children and young people. We place high expectations on all staff and volunteers to share in this commitment.


The School aims to:


- 


Provide staff with a framework to promote and safeguard the wellbeing of children and young people and ensure that they comply with their statutory responsibilities
- 

Ensure that children who have unmet needs are supported appropriately by the Student Services and Pastoral teams
- 

Ensure consistent practice across the school
- 

Raise student awareness of child protection issues and equip students with the skills they need to remain safe
- 

Provide a caring, positive, safe and stimulating environment that promotes social, physical and moral development
- 

Provide an environment in which students feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline, are not accepted and are dealt with quickly
- 

Identify concerns swiftly and prevent them from escalating

We have policies and procedures in place that contribute to our safeguarding commitment, including our Child Protection Policy. The Safeguarding and Child Protection policy is available on the BMAT website.




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Staff are clear about their responsibility to keep students safe. They are conscientious and vigilant in their efforts.

Our admissions process

If you would like to enquire about a place at the school please contact us on:



Phone
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Beacon Business Innovation Hub



Beacon Academy Trust

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