

The Bishop of Hereford's Bluecoat School

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Always Faithful with Christ



Highlights from SIAMS Report: graded "Good"

- Pastoral care is exemplary in reflecting the school's vision and has benefited from the restructuring of roles and responsibilities
- The Christian ethos has been revitalised and is empowering staff and students to grow in their leadership roles through clear expectations and a culture of listening and attention to wellbeing
- Christian values are widely understood by new and established staff to be the basis of the supportive and caring relationships seen throughout the school community

BHBS Expectations

Be smart and on time

Have all the equipment you need

Be ready to learn

Show respect for everyone

SOME EARLY THOUGHTS ABOUT OUR PASTORAL STRUCTURE



At Bishop's we aim to enable students to flourish both academically and socially. Our central ethos of care, respect for the needs of others, courtesy and a warm community feel provides an atmosphere where our students can make the very best of their talents to achieve success and are inspired to chase their dreams. All our work is based on our values of Love, Trust etc.

We believe our school has

- a discernible energy and thirst for learning built on clear Christian values where everyone matters.
- a school where students are given every opportunity to succeed in the widest sense, achieving the best possible outcomes
- the whole school community: governors and staff, parents/carers and young people all working together; using expertise, experience and innovation
- students making a positive contribution to the communities in which they live.

Promoting Positive Behaviour has several key principles

- students have the right to expect a positive and orderly learning environment in which their efforts and achievements are recognised and rewarded
- staff have the right to expect appropriate student behaviour and to ask for assistance from parents/carers and senior colleagues
- inappropriate behaviour should not be tolerated and should be challenged
- our expectation is that students stay on task, are supportive and positive, achieve what is expected and take an active role in their learning
- students who exceed these expectations should be given recognition and rewards
- students who fail to meet the expectations of acceptable behaviour and who choose not to comply with the limits and rules set should face the consequence of their action

Student responsibilities in lessons

It is the responsibility of all students to

- arrive to the lesson on time
- enter the classroom quietly and remove coats
- adhere to the school uniform policy
- sit where the teacher has asked you to sit
- have the correct equipment and books, including planner, for that lesson
- follow classroom procedures
- follow the teacher's/support assistant instructions without questioning
- settle to learn quickly by listening to the teacher's explanation of what, how and why
- put your hand up and wait to be acknowledged when requiring help or the teacher's attention
- use appropriate language and volume
- listen to others' views and work co-operatively
- use any ICT/mobile technologies in accordance with the agreed school policies
- accept responsibility for your own behaviour
- take responsibility for any personal items brought onto the school site

Out of lessons

It is the responsibility of all students to:

- move around the school corridors and stairs by walking on the right
- put all litter in the bins provided
- be polite and courteous to others around the school site
- respect the facilities and resources around the school site
- eat all hot food bought from the canteen or deli in the appropriate room, seated at a table
- clear away their plates, cutlery and litter when finished
- follow the instructions of the duty and other supervisory staff
- move to the next lesson when the bell sounds



CARING FOR STUDENTS: THE HOUSE SYSTEM AND LEARNING MENTORS

- At the heart of any successful school are good relationships between students, staff and parents/carers. It is our aim to ensure that each student feels 'comfortable' at school, aware that he or she is known, respected and cared for as an individual.
- Whatever a student's strengths, weaknesses, experiences and potential, we do our utmost to create a stable, positive and caring environment. For many students all that is needed is a good atmosphere and ethos; for some students a little extra support may be helpful.
- When your son or daughter enters the school, he or she is placed in a form of between 25 and 30 students with a Form Tutor who will get to know members of the form very well. The Head of House takes a close interest in the welfare and progress of their students, and excellent relationships are built up over the five years. Often these relationships are formed with the whole family; sometimes younger siblings have met their House Leader well before they actually begin at the school.
- Communication between subject teachers and support staff and between teachers and parents/carers is seen as very important. Form Tutors and House Leaders are always ready to discuss any matter of concern over basic expectations.
- Each year group has a learning mentor who will provide front line support for students with a particular barrier to learning.
- Welfare concerns should be discussed with your son/daughter's tutor initially.
- Our House system contributes to the life of the school in various ways e.g. through sport and other competitive events, through fund-raising for charity and through the Prefect system. The principal focus for the life of the House, however, is the assembly and act of worship which takes place three times each week. It is here that a vital part of the school's ethos is created and sustained.
- We are a Church school. As such, we feel there is a particular responsibility to set high standards and do all we can to help the young people in our care to fulfill their potential - and to enjoy the experience.
- We offer full time first aid support, an in house Counsellor and speedy referrals to outside agencies should the need arise.
- We use a parent app to enable fast and efficient communication

THE PARENT, STAFF AND FRIENDS ASSOCIATION

The aim of the Association, of which all parents/carers and staff are members, is to foster good working relationships between all those involved in the school community. Its primary function is to stage social events for the school community and to raise money for the School, which is used to provide additional facilities, resources and equipment for students.

There are a variety of events during the year for parents/carers, staff and students – some social, some educational and others with a fund raising objective. We do hope that you will support these events. Letters of invitation will be circulated prior to each one and there will also be P.S.F.A. news in each half termly newsletter.

Committee meetings are held periodically and pre-notified via the 'texting' system as well as the school website and are **open to all parents/carers and staff**.

P.S.F.A. events are listed in the school calendar on the school website.

THE SCHOOL DAY

Y	Reg & P1	Early Break 1	P2	Late Break 1	P3	Early Break 2	P4	Late Break 2	Reg	P5
7	8.50-9.50	9.50-10.50		10.50-11.15	11.15-12.15	12.15-13.15		1.15-1.40	1.40-2.00	2.00-3.00
8	8.50-9.50	9.50-10.15	10.15-11.15	11.15-12.15	12.15-12.40	12.40-13.40		1.40-2.00	2.00-3.00	
9	8.50-9.50	9.50-10.50		10.50-11.15	11.15-12.15	12.15-13.15		1.15-1.40	1.40-2.00	2.00-3.00
10	8.50-9.50	9.50-10.15	10.15-11.15	11.15-12.15	12.15-12.40	12.40-13.40		1.40-2.00	2.00-3.00	
11	8.50-9.50	9.50-10.50		10.50-11.15	11.15-12.15	12.15-13.15		1.15-1.40	1.40-2.00	2.00-3.00

8.50	Lesson 1 and registration, including student bulletin/notices (all year groups)
9:50	Lesson 2 (years 7, 9 and 11) Early Break 1 (years 8 and 10)
10.15	Lesson 2 (years 8 and 10)
10:55	Early Break 2 (years 7, 9 and 11)
11:15	Lesson 3 (all year groups)
12.15	Lesson 4 (year 7, 9 and 11) Early Break 2 (years 8 and 10)
12.40	Lesson 4 (years 8 and 10)
1.15	Late Break 2 (years 7, 9 and 11)
1.40	Form Period and Registration (all year groups)
2.00	Lesson 5 (all year groups)
3.00	End of School Day

Dates of events, Consultation Evenings and activities throughout the year can be found on the School Calendar on the school website www.bhbs.hereford.sch.uk

MOBILE PHONES AND OTHER MEDIA DEVICES & INTERNET SECURITY

We allow (but do not encourage) mobile phones to be carried so that students involved in after school activities can contact parents/carers before and after school. They must be switched off and kept out of sight during the school day between 8.50 a.m. and 3.00 p.m. Phones and any other device that can take photos must not be taken into the changing rooms under any circumstances, even if they are switched off and hidden away. We also allow Year 10 and 11 students to use their phones in a lesson, at the discretion of the teacher, to aid teaching and learning activities

Any student seen with a mobile phone during the school day, other than Year 10 and 11 in a lesson where they have consent, will have the phone confiscated for a week (There are no exceptions to this rule – in exceptional circumstances the school may be able to provide a school phone). It must be stressed that responsibility for the security of the phone lies with the student.

If students need to contact parents or carers in an emergency, they can go to Student Services for help. If Student Services is unavailable, then reception is open until 4.30pm. A member of staff may also be able to help outside normal school hours because there are many phones around the school site that staff have access to.

Please remember that the school cannot take responsibility for any personal item that is brought into school. If you are concerned about the security of a specific item then the best advice is not to bring it to school in the first place or store it in your locker.

We recognise that young people often have access to the internet, please refer to our school website and the information section detailing internet safety for up to date guidance around protecting young people on the internet.

You will also find information on the government website: www.thinkuknow.co.uk

Students are not allowed to take photos or videos unless they are supervised by a member of staff.

SCHOOL UNIFORM



Please help us to ensure high standards of dress and appearance by providing full uniform for your son/daughter in accordance with our uniform code. When a student starts at Bishop's the parent/carer is given an up to date copy of the uniform code.

Please discourage your son/daughter from wearing a hoodie to school as a jumper or coat. If seen between 8:50a.m. and 3:00p.m. it will be confiscated. Coats may be worn to school and kept in lockers.

STOCKISTS:

School Shop

Some items (indicated on the list) are only available from the school shop. Due to Covid Restrictions, please contact school to discuss requirements and arrange collection. schoolshop@bhbs.hereford.sch.uk

Uniform Shop

St. Peters Street, Hereford.

The school badge is available from the Uniform Shop.

GENERAL UNIFORM

Blazer	Navy blue with badge.
Pullover	V-necked navy blue; pullovers with motifs should not be worn.
Blouse/Shirt	Pale blue, worn tucked in at the waist. The top button should be done up, so please make sure that the neck size is appropriate.
Tie	Maroon and gold striped. The knot should be pulled up to the top of the collar and 6 Maroon stripes must be shown.
Shoes	Black, smart and polishable to a shine, safe and sensible (with a heel not exceeding 2 inches). Trainers or canvas shoes should not be worn.
Hair	Hair should be neat and tidy and not be of an extreme fashion or style or colour. Students with long hair should tie it back for practical lessons and P.E. Only plain hairbands may be worn.
Jewellery	A small pair of gold or silver stud earrings can be worn in the lower lobe of each ear. Rings, bracelets, necklaces and any other facial piercings are not allowed.
Make-up	There should be no use of make-up.

GIRLS UNIFORM

Skirt/Trousers	Regulation navy blue knee length school skirt or trousers conforming to school design – any alternatives are not acceptable. (Regulation school skirts are available from the school shop). The skirt should have a single pleat at the back. Skirts should not be rolled up.
Socks/tights	Navy blue socks (ankle or knee length) or black tights.

There is no alternative summer uniform. Should the temperature rise sufficiently we will ask students to take off their ties and blazers. All students can drink water during the school day.

P.E.KIT

Polo shirt	Pale blue with BHBS logo (available from the school shop).
PE Shorts	Maroon with blue stripe (only available from the school shop).
Skorts	Maroon, gold and blue (available from the school shop).
Trainers	Non-marking shoes
Socks	Maroon
Extra's	Girls may wear navy tracksuit bottoms and/or a girls Rugby shirt (available from the school shop). Specialist kit such as leotards may also be worn.

BOYS UNIFORM

Trousers	Dark grey (smart, not casual – not jeans, cords or denims).
Socks	Dark socks.

P.E.KIT

Rugby Shirt	Maroon, gold and blue (only available from the school shop).
Shorts	Navy blue
Socks	Navy blue with maroon and gold stripe (available from the school shop).
Rugby Boots	With safety studs only
Indoor PE	White shorts, white t-shirt with school logo (available from the school shop) and white socks
Trainers	Non-marking shoes

EXTRA CURRICULAR ACTIVITIES AUTUMN 2021

Weekly programme

Please find below the weekly programme of extra curricular activities in the Autumn and Spring terms. Further details of specific events and matches appear in the termly diaries and fixture cards distributed to students. You will also receive notice and details of concerts and drama productions in letters distributed 2-3 weeks before each event and on the school website.

	BEFORE SCHOOL	BREAK TIME	LUNCH TIME	AFTER SCHOOL
MONDAY	<p>Touch and Pass – Year11 – Mr Preece (8.15-8.45)</p> <p>Y7-11 Clarinet Ensemble 8.20-8.50</p> <p>Y7-11 Sax Choir 8.20-8.50</p> <p>Y7-11 Library Open from 8.30</p>			<p>Year 8 Rugby – Mr Collingbourne 3-4.30</p> <p>Year 7 Rugby – Mr Horrocks 3-4.30</p> <p>Y7-11 Italian Club – Mr Pignatelli Rm 7 3.10-3.50pm</p> <p>K10 and 11 Design & Technology Catch-up Club R63, 64 and 66. 3-4pm</p> <p>Y10 /11 Food and Hospitality Catch-up Clubs R2 and 4, 3-4pm</p> <p>Y7 cooking club 3-4.45</p> <p>Year 11 English Revision Miss Davies Rm11 3.05-3.35 Mrs Grinnell Rm 12</p> <p>Y7-11 Library open – homework support/revision 3-4.30</p> <p>Year 7 Reading 3-4.30 library</p> <p>Y11 History Revision room 76 Mrs Robertson, 3-4pm</p> <p>All years Film Club 3pm-4pm Room 17</p> <p>All years Maths homework / help club 3-3.30pm Rm 23</p> <p>Y11 Art Catch up and support Rm 54/55 Mr Haylock/Mrs Gregory 3-4pm</p> <p>Y7-11 Languages film Club - first Monday of each month Rm 18 3-4.30</p> <p>Y10/11 RS Quiz Club rm 53 Mrs Barker 3-4pm</p> <p>Year 9 Netball – Mrs McLaren 3-4.30</p> <p>Year 7 Netball – Mrs Thomas 3-4.30</p>
TUESDAY	<p>Yr 7-11 Basketball – Mr Preece (8.15-8.45)</p> <p>Y7-11 Library Open from 8.30</p>			<p>Y7-11 Table Tennis – Steve Watkins 3-4.30</p> <p>Y7-11 Imedia/computing homework Rm 23 3.10-4.30</p>

				Year 11 Rugby – Mr Preece 3-4.30 Y7-11 Library open – homework support/revision 3-4.30 Y7-11 Fencing – Daniel Robinson 3-4.30 Year 8 Reading 3-4.30 library
WEDNESDAY	Touch and Pass – Year 11 – Mr Preece (8.15-8.45) Y7-11 Library Open from 8.30			Y7-11 Girls Football – Jamie Wright 3-4.30 Y7-11 Library open – homework support/revision 3-4.30 Year 10 Rugby – Mr Vaughan 3-4.30 Year 7-9 Basketball – Graham Biggs 3-4.30 Y7-11 Show Choir 3-4pm Y10/11 Design & Technology Catch-up Club R63, 64 and 66. 3-4 Y10/11 Food and Hospitality Catch-up Clubs R2 and 4, 3-4 Year 9 Reading 3-4.30 library Y11 History Revision rm 77 Mr Atkinson 3-4 Y7-9 Science Club Rm 42 3-4 Y10 Art Master classes Rm 54/44 Mrs Gregory/Mr Haylock 3-4pm Y8-9 Anti Bullying Ambassadors 3-3.30pm rm 53 Y11 GCSE Table Tennis – Mr Burgess 3-4.30
THURSDAY	Yr 7-11 Basketball - Mr Preece (8.15-8.45) Y7-11 Brass Ensemble 8.20-8.50 Y7-11 Library Open from 8.30	Break 2 10.50-11.15 Learn the Rubik's Cube y7 and 9 Rm13 Mrs Sheldon	Break 3 12.15-12.50 Y8 and 10 Environmental Awareness Group Rm 61 Mrs Hodgson	Year 9 Rugby – Mr Burgess 3-4.30 Y7-11 Cheerleading – Ruth Litchfield Jones 3-4.30 Year 10 General GCSE support library 3-4.30 Y7-11 Library open – homework support/revision 3-4.30 Y10/11 Design & Technology Catch-up Club R63, 64 and 66. 3-4 Y10/11 Food and Hospitality Catch-up Clubs R2 and 4, 3-4 Y11 History Revision rm 77 Mr Atkinson, 3-4 Y8 and 9 Girls cybersecurity club 3.10-4.30 Rm 23

				Y7-11 Badminton – Mr Horrocks 3-4.30 Y10 & 11 Netball – Miss Bright 3-4.30
FRIDAY	Year 10 and 11 Fitness and Weights – Mr Preece (8.15-8.45) Y7-11 Library Open from 8.30 Yr 7-11 Basketball skills and drills – Mr Martin (8.00-8.45)	Break 1 9.50-10.15 Learn the Rubik's Cube y8 Rm13 Mrs Sheldon Break 2 10.50-11.15 Y7,9,11 Languages homework support rm 7	Break 3 12.15-12.50 Y8 French spelling Bee Competition Rm 19 Mrs Metcalfe Break 3 12.15-12.50 Y8 and 10 Languages homework support rm 7	Y7-11 Weight Lifting – Charlie Stone 3-4.30 Y7-11 Library open – homework support/revision 3-4.30 Y10 & 11 Basketball – Graham Biggs & Mr Martin 3-4.30 Girls Basketball – Nick Ashton 3-4.30 Y11 GCSE support library 3-4pm

House Music Groups and Parent Teacher Choir for school Carol Service (details in school diary).

Learning Hub, Library and Computers

Open 8:30am – 4.30pm Monday – Friday

ENGLISH and ENGLISH LITERATURE



CURRICULUM

- Skills based course in Years 7 - 9 with a wide variety of language and literature work.
- Poetry and non-fiction texts also feature strongly in day-to-day teaching.
- A mixture of contemporary and pre-twentieth century Literature, including Shakespeare, studied from Year 7 to Year 11.
- Emphasis on developing verbal communication, as well as reading and writing skills.
- A focus on the creation of multi-media texts in Years 7, 8 and 9.
- Current Year 10 and 11 Students are assessed by a mixture of milestone assessments from the Language and Literature courses. Final examinations at GCSE in both subjects are worth 100% and the Language GCSE also includes an oral presentation to their peers.
- Targeted support and provision for students with Additional Educational Needs.

RESOURCES

- Seven rooms with access to smartboard/projector, DVD, visualisers and a large English-based media library.
- A team of very well qualified and experienced staff.
- Successful Year 6-7 Transition unit of work.
- A significant number of new and engaging novels used to stimulate, engage and challenge students.
- Well stocked resource library with contemporary and literary non-fiction resources.

EXTRA-CURRICULAR ACTIVITIES

- Theatre visits/KS4 Drama Workshops – relating to GCSE texts.
- Public speaking and debating teams.
- Entrants in nationwide competitions in Poetry, Writing, etc.
- Participation in the National Carnegie Shadowing Scheme.
- KS4 study support groups at lunchtime from Autumn term Yr11

ACHIEVEMENTS

A trend of outstanding public examination results, above the national average.



DRAMA



CURRICULUM

All students study Drama for one hour each week in Years 8 and 9.

- Year 8 - Spontaneous and polished improvisation; non-verbal communication; communication through movement. Modules include: 'Macbeth', Theatre Through The Ages, Comedy.
- Year 9 – Crafting and sustaining a role; engaging with issue-based theatre and a modern play. Modules include: The Mystery, Page to Stage, The Gothic. Pathway to design allows an opportunity to choose sound, lighting, costume or set design which can be continued at GCSE for interested students.
- Students can opt for the very popular GCSE Drama and Theatre Arts course consisting of scripted performance, devised performance and a written exam made up of Theatre Roles and Responsibilities, a set text and a live theatre study.

RESOURCES

- Hale Drama Studio offering dedicated space for improvisation and performances using lighting, sound and non-naturalistic elements.
- Stage offering facilities for Drama and performance using lighting, sound and multi-media.

EXTRA-CURRICULAR ACTIVITIES

- The aim is to promote theatre and to allow all students to have the opportunity to express themselves through the medium of Drama.

- Whole school productions using students from Key Stage 3 and Key Stage 4, with close collaboration with Music and Art.
- The opportunity to experience live theatre, with visits as well as professional companies visiting school, where possible.

ACHIEVEMENTS

- Participation in the School Shakespeare Festival - a national festival performed in a professional theatre.
- Well received productions including: 'Footloose', 'Romeo and Juliet', 'Billy Elliott' and many more. Future events planned including House competitions and Hereford Performing Arts Festival.
- Students have been chosen to perform with the National Youth Theatre.
- Former students have extended study of Drama at institutions including The Royal Academy, Central School of Speech and Drama and Guildhall School of Music and Drama before entering the professional theatre.

MATHEMATICS



MATHEMATICS

CURRICULUM

- All students study Mathematics from Year 7 to 11
- The KS3 course combines traditional Mathematics with a more functional type of Mathematics, dealing with real world problems and investigations.
- In KS4, students follow the Edexcel GCSE (9-1) course, with three examinations at the end of Year 11. This may be at the Higher tier (grades 9 to 4) or the Foundation tier (grades 5 to 1).
- All students have access to 'MyMaths' and 'Mathswatch' allowing them to access a vast amount of revision materials, mathematical games and online homework at home or school.

RESOURCES

- The Mathematics rooms are serviced by a department office and work room.
- The curriculum team makes intensive use of interactive whiteboards at both KS3 and KS4.
- Full use is made of available technology such as revision lessons that can be viewed at home and online homework providing instant feedback.
- A trolley of 16 laptops is available for use in lessons.
- A Higher Level Teaching Assistant is dedicated to the Mathematics team.

EXTRA-CURRICULAR ACTIVITIES

- Mathematics staff are always available to provide additional help outside lesson time if needed.
- Homework and help clubs are run every week.
- Revision classes are provided in the build up to key examinations.
- Gifted and talented Mathematicians are entered in the UK Intermediate and Junior Mathematics Challenges achieving excellent results. We also enter teams in competitions against other local schools.

ACHIEVEMENTS

- GCSE results are consistently well above the national average
- Top set students at GCSE also take the AQA Level 2 Certificate in Further Mathematics, excellent preparation for A level.
- Many students go on to study Mathematics to A Level and beyond.



COMPUTING



CURRICULUM

Students at KS3 receive 1 hour per week of lessons. We aim to prepare students for their use of computers and other technology in school and later life; covering such themes as e-safety and cyber security, as well as introducing them to programming.

At KS4 we offer GCSE Computer Science. This covers a wide range of topics such as logic, algorithms, programming and an understanding of the components that make up digital systems. Students can also opt to study Creative iMedia, which equips them with the wide range of knowledge and skills needed to work in the creative digital media sector.

RESOURCES

The school has 4 main teaching rooms, each equipped with 30 pcs; other departments also have dedicated suites or hubs of laptops and tablets.

EXTRA-CURRICULAR ACTIVITIES

There are a number of after-school activities offered, as well as support being provided in the build up to examinations.

ACHIEVEMENTS

We are an increasingly popular choice at KS4. Students have gone on to study Computing at A level and beyond with great success.

SCIENCE



CURRICULUM

At KS3, students follow our adapted version of the new KS3 Programme of study. This has the applications of science firmly embedded within it and provides students with plenty of practical opportunities and investigative work. Biology, Chemistry and Physics are taught as separate units, and the fundamental principles of 'Working Scientifically' are taught in each lesson. This enables students to develop important skills such as modelling, data analysis and scientific literacy whilst preparing them for the GCSE course.

At KS4, students will either follow the Edexcel Pearson Combined Science or Triple Science courses. Students following the Combined Science course will achieve two GCSE grades. Triple Science is an option subject and enables students to attain separate GCSE's in Biology, Chemistry and Physics.

RESOURCES

The Science Faculty is well equipped with nine laboratories. All have been refurbished and modernised to a high standard. We make extensive use of ICT and benefit from a lab equipped with PC's, in addition, we have two suites of laptops, data loggers and a class set of digital cameras.

A team of very experienced and dedicated teachers staffs the Science Faculty and we have an equal proportion of Physicists, Biologists and Chemists who are passionate about their subject and are continually involved in developing their professional practice.

EXTRA CURRICULAR ACTIVITIES

An enthusiastic, lively and well-attended science club provides opportunities for students to explore and discover science in a more informal manner. Activities have included the usual flashes and bangs, construction of loudspeakers and motors, candle making and many other experiences. We have close links with the STEM network and have a range of speakers coming in to school to vary students' experiences of science. We send off a group of students to the Salter's Chemistry Competition at Birmingham University each year and have hosted a mock murder crime scene where students develop their forensic science skills.

ACHIEVEMENTS

We are very proud of our excellent record of accomplishment in Science. Attainment continues to be high and we are proud of the large proportion of 8 and 9 grades achieved by our triple scientists.

The uptake of A Levels in Science by our students is high with many of them progressing to study science related courses at university.



HUMANITIES (*HISTORY, GEOGRAPHY*)



CURRICULUM

- All students are taught a broad and balanced curriculum in History and Geography, in Years 7 to 9, following National Curriculum programmes of study.
- Large numbers take History and Geography at GCSE, (consistently above the national average).
- Emphasis is placed on developing oral, practical research, thinking and writing skills in a lively approach to teaching and learning.
- Fieldwork and residential visits are an integral part of departmental schemes of work, as is the use of the school I.T. network.
- The faculty is abreast of the latest curriculum and subject innovations within each subject area.
- We include the National Literacy Scheme, the Secondary National Strategy and Citizenship in subject schemes of work.

RESOURCES

- A suite of six well-equipped designed specialist rooms including a purpose designed GIS lab/History research central resource area and study centre.
- A set of Android tablets
- Extensive use of video, DVD, ICT, interactive whiteboards and CD Rom resources in schemes of work.
- Regular use of the school's learning hub centre to develop independent learning.

EXTRA-CURRICULAR ACTIVITIES

- Regular KS3 visit opportunities.
- Emphasis on learning outside the classroom in Geography
- In addition to regular use of the local environment for fieldwork, the department also runs visits to the First World War battlefields in Northern France/Belgium, to Berlin and Krakow and Auschwitz in Year 9.

ACHIEVEMENTS

- Good GCSE results in both subjects are above the national average.
- KS3 results in History and Geography are well above the national average.
- Many students go on to study the subjects to 'A' level and beyond.
- Use of Instagram to celebrate and enhance learning.
- Our twitter account @bhbsgeog has been credited as a teacher twitter account to follow in the book '30 ways to get your 'A' level students working harder' by Matt Smith.
- Our WW1 remembrance work was covered in the local press.



RELIGIOUS STUDIES AND SKILLS FOR LIFE



All students are taught a broad and balanced curriculum in Religious Education and S4L. In Religious Studies we follow the Understanding Christianity programme and the Herefordshire Agreed Syllabus. Our lessons aim to create a safe space which stimulates debate and discussion. Our Teachers, who are experts in their field, will help students to develop their skills by challenging the variety of conceptions, preconceptions and misconceptions. Through the study of religion our students will consider the following fields:

- Theology (believing): exploring where beliefs come from - how they have transformed over time, how they are applied differently in different circumstances and how they relate to each other.
- Philosophy (thinking): exploring concepts like ethics, the nature of reality, thought, existence, time, morality, meaning and value.
- Social Sciences (living): exploring the varied ways in which people express their beliefs; engaging with the impact of beliefs on individuals, communities, and societies.

Religious Education is a compulsory subject through to 16 and all students follow the short course GCSE examination course with an option for students to take the Full Course GCSE.

All Students take a course in Personal, Social, Citizenship and Health Education in both Key Stages. This is called S4L (Skills for Life)

In RE and S4L, students develop skills in interpreting and evaluating information, communicating and applying knowledge, and in solving problems. They also have the opportunity to develop their debating skills.

In KS3 RE, students study nine units which include:

- God and creation
- The Fall and why people are good
- The people of God and wisdom
- Inspiration and action
- What is so radical about Jesus
- Salvation and enlightenment
- Life and death
- Living the Christian life
- Living the Muslim life

In KS4 RE students explore issues of Christian Belief and Muslim Belief and two themes: Relationships and Families, Religion Peace and Conflict. Students who opt to study the Full Course GCSE will also study Christian Practices, Muslim Practices and two further themes that include: Religion and Life, and Religion Crime and Punishment.

In S4L students look at how they develop as a person, physically and socially in order to help them to develop the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, S4L develops the qualities and attributes students need to thrive as individuals, family members and members of society.

RESOURCES

- There are four well equipped, specialist rooms with a central resource area.
- Regular use of technology to support learning and engage and challenge students.
- Up to date textbooks reflecting the modern issues faced in society.
- Religious artefacts are used to support teaching in KS3 and KS4

OUTSIDE LEARNING

- In RE there are opportunities for students to visit other places of worship. These visits support the teaching of several of the religions taught in KS3.
- In S4L there are opportunities for outside visits and visiting speakers taking sessions in both KS3 and KS4. These may include demonstrations from The Safer Roads Partnership, talks from local Police Education Officers and Magistrates.

ACHIEVEMENTS

- GCSE results have continued to improve.
- Many students go on to study Religious Studies to 'A' level and beyond.
- We encourage all our Students to enter the Spirited Arts competition every year with fabulous results.

LANGUAGES



CURRICULUM

- Students learn French in Year 7, which they continue into years 8 and 9.
- Those students who perform exceptionally well and show an aptitude in languages in Year 7 will be offered the opportunity to take Spanish as an additional language, alongside French, in Years 8 and 9.
- We adopt a lively, active and enjoyable approach to learning languages which covers all four skills of speaking, listening, reading and writing and develops intercultural awareness, as students learn about the world and where the languages they are learning are used and the customs and traditions of the people who speak those languages.
- Our teaching aims to foster good retrieval practice and to develop effective, confident learners who are able to independently manipulate and use the language they have learnt.
- A student's language learning journey begins with personal information and everyday life and then moves on so that students are able to take part in day-to-day interactions, cope in a target language country and discuss issues of wider concern, beyond their own lives.
- GCSEs are available in Spanish and French.

Students with skills in other languages which they speak/have learnt at home are encouraged to gain formal accreditation for these where this is available.

RESOURCES

- A suite of four attractive, recently refurbished and well-equipped specialist rooms.
- A team of well-qualified staff, each speaking at least two languages in addition to English.
- Effective use of technology to enhance teaching and learning, including the use of interactive screens.
- Recently updated text books and online resources to enable students to progress on to GCSE success.
- Technology used to enable students to present their spoken work, as well as to aid retrieval and practise vocabulary via online homework and learning tasks.

EXTRA-CURRICULAR ACTIVITIES

- During a student's time at Bishop's, there will be opportunities to enjoy international travel and experience the languages they are learning in real-life situations.
- Ongoing coaching and support for KS4 students to prepare them for GCSE success, with additional online resources.
- Cultural awareness enrichment events.
- Opportunities to be involved in outreach events to our local primary schools.
- Spelling Bee
- Language Ambassadors scheme, where students take on leadership roles and help to organise some of our outreach events, competitions and cultural events.

ACHIEVEMENTS

- Consistently successful GCSE results across the different languages.
- We have traditionally had students going on to study Languages at 'A' level and in Higher Education.
- Involvement in the training of ITT students.



PHYSICAL EDUCATION



CURRICULUM

- All students have the opportunity to take part in each of the six areas which make up the National Curriculum in Physical Education.
- These include: outwitting opponents, as in games activities; accurate replication of actions and sequences, as in gymnastics; exploring and communicating ideas, concepts and emotions, as in dance; performing at maximum levels, as in athletics; identifying and solving problems, as in swimming and outdoor activities; exercising safely and effectively, as in fitness activities.
- An approach which emphasises participation and enjoyment but also encourages students to strive for excellence.
- A specially adapted PE programme for students with a physical disability.
- The department also offers GCSE PE in the KS4 option programme: Paper 1 (90 marks), Paper 2 (70 marks), Coursework (20 marks) and Practical assessment in three activities (105 marks)

RESOURCES

- A well-equipped Sports Hall and Gymnasium.
- Large on-site playing fields with room for five rugby pitches, an athletics track, a grass cricket square, an all-weather cricket wicket, seven hard surface tennis courts and three netball courts. The hard surface area and one rugby pitch are floodlit for training purposes.
- A fitness room which includes a multi-gym, various fitness machines and a building for indoor and rugby training.
- A sports pavilion on the school field.

EXTRA-CURRICULAR ACTIVITIES

- We run extensive sporting fixtures all over the county in major team games and individual sports, such as rugby, netball, hockey, athletics, rounders, cricket, swimming, table tennis, tennis, cheerleading, fencing, basketball and running
- Opportunity to participate in badminton, rowing, cross-country, gymnastics, dance and fitness clubs.
- Year 8 students have the opportunity to attend a more advanced course of outdoor pursuits at Llanrug in North Wales.
- There is an annual ski trip.
- There is a strong tradition of Indoor Rowing.
- Very strong inter-house competitions in all the major games as well as athletics and table tennis.



ACHIEVEMENTS

- The school has an annual Whole School Sports Day.
- Girls U13 and U15 Country Cricket champions.
- Girls U13 and U15 represented Herefordshire at the Lady Taverners Regional finals at Stoke on Trent.
- Girls and boys at U13, U15 and U18 County Athletics representatives at Nunnery Wood County Athletics.
- Girls and boys at U13, U15 and U18 representatives at Athletics Midlands.
- Girls and Boys U12, U13, U14, U15 represented at Bromsgrove Swimming Gala winning Gold, Silver and Bronze medals.
- Fencing – National standard representation.
- Compete in the schools Winter Sports hall Athletics.
- U14 and U15 young leaders represented at the Winter/Summer Games.
- Golf representation by girls and boys.
- U12, U14 and U16 representation at Westside and County Netball.
- County Athletics and Cross County in regional completion in all ages, girls and boys.
- Extensive inter-house competitions held in all major sporting activities.
- Regular county representation in all major sports.
- Regular regional and international representation in netball, athletics, basketball, rugby, hockey, rounders, rowing, fencing and swimming.
- Participants in national swimming championships.
- One of the strongest comprehensive schools in the county for rugby running A, B, C, D teams in most age groups with a student being selected to represent England/Wales in 1998, 1999, 2000, 2006, 2007, 2008, 2012, 2015, 2017 and 2018.
- Bishop's runs a full Saturday morning school programme of extra curricular fixtures from U12 through to U16.
- Bishop's is a rugby refereeing school (trainers)

TECHNOLOGY



This is an exciting and dynamic area of the curriculum, incorporating Engineering, Food Preparation & Nutrition, Graphical Communication, Materials & Manufacturing and Product Design.

Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, students make a range of products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Students are encouraged to embrace failure and success equally, learn from each iteration of their product and challenge themselves with a 'can do' attitude. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science and. Students learn how to be creative, becoming resourceful, innovative and. Through the evaluation of past and present technology, they develop a critical understanding of its impact and are inspired to and manufacture solutions.

CURRICULUM

Key Stage 3 - Five courses

All students in Years 7 – 9 study Technology. The subject is all about learning to design and make, using a range of equipment and technological activities. In Years 7, 8 and 9 students visit five focus areas, which include food, construction in wood, engineering, electronics: systems & control and graphical communication. In these areas' students are taught how to design and make a variety of products, using a range of materials and equipment.

Currently, Years 7, 8 & 9 students 2 hours of technology per week.

Students will be working busily within their lessons, learning about materials and the safe use of equipment. They will also be taught to come up with their own design ideas and to produce finished products.

What do you need to be 'good' at Design and Technology?

Successful students will be alert and interested in their surroundings – looking at the design of items and being curious about what they are made from, and how they are made. They need to be good at listening to instructions and working to a time limit. They also need to be able to work positively and to be proud of the things that they produce.

RESOURCES

- Eight well equipped specialist rooms, including food areas, drawing studios, a technology area and workshops.
- Two rooms, each equipped with 20 computers for use with graphics, CAD/CAM and Systems and Control.
- Lap-top computers in food areas for nutritional analysis work, and workshops for design activities.
- Computer controlled machinery (CNC) - this is a major investment which gives students the opportunity to work with state of the art equipment for the experience of modern machining and production methods. We now have two laser cutters which broadens the scope of what students can produce in Design and Technology.
- Two state of the art 3D printers.

EXTRA-CURRICULAR ACTIVITIES

Use of facilities by students after school to continue project work. Also regular after-school workshop clubs.

Manufacturing Compact – where 15 Year 10 students learn about local manufacturing through planned visits and activities.



ACHIEVEMENTS

- Increasing numbers of students from Bishops following Technology based courses at post-16 courses, many students going on to degree courses across the country.
- Close links with Hereford Group Training has led to a massive increase in students going into engineering based apprenticeships.
- The department supports D & T throughout the county in both primary and Secondary schools, hosting training courses for staff, providing resources for other schools and regularly welcoming KS2 students into the workshops and food areas. The most recent project, 'Scrap Mechanic', has been delivered to Year 5 students across 6 local primary schools.
- Work with Oak Leaf Gates has led to annual Design & Technology Awards and two student apprenticeships.

- Participation in the Small Piece Trust Engineering Scheme.
- Strong local business links have helped to develop a number of STEM activities, especially with Balfour-Beatty, Forbes Group and Tudors.
- Hereford BID and Hereford Round Table 'Remembrance' event in November 2017.
- STEM project link up with Hereford College, allowing 18 students to attend after school classes in Technology based subject areas.
- Regular visits from the Herefordshire NMITE 'Imagination Laboratory', promoting STEM activities across KS3 and KS4, with a strong focus on developing more female engineers.

ART



All students study Art, Craft and Design in Years 7 to 9 with students experiencing a variety of disciplines including drawing, painting, printmaking, mixed media, ceramics and 3D modelling. About one third of each year group continues studying Art, Craft and Design to GCSE, following a varied course allowing students to experience all areas of study.

RESOURCES

- Two well-equipped busy studios, each catering for all areas of study, which provide pleasant and stimulating environments for students.
- Each art room benefits from ICT equipment including:
 - Interactive whiteboards
 - Computers
 - Digital cameras
 - Printer
- This is complemented with a wide range of visual stimulus, i.e. visuals, image database, books and a collection of natural and man-made materials.
- Two committed and hardworking staff who can offer a broad and excitingly rich experience of Art, Craft and Design. One member specializes in photography, graphic design and fine art, while the other member specializes in textiles, 3D design and ceramics.

EXTRA-CURRICULAR ACTIVITIES

- After-school master club are on offer to allow students develop more key skills in Ceramics, Textiles, Photography, Fine Art and Graphics during different points in the year. The department also offer KS4 catch up clubs and a more casual KS3 art club.
- The Department runs clubs lunch times clubs for students to continue or catch up on work from lessons.

- Year 10 students annually attend the three-day College of Art Summer School to enhance their GCSE studies and as a taster for further education in Art and Design.
- Students in Year 9 also have the opportunity to attend Spring School at HCA during the February half term.

ACHIEVEMENTS

- A major exhibition of the GCSE coursework of all students taking Art, Craft and Design is mounted each summer, to which parents and governors are invited.
- Increasing numbers of students go on to study Art, Craft and Design at the Sixth Form College or Herefordshire College of Arts.
- Art is an extremely popular option in the upper school with around 145 KS4 students currently taking GCSE.



MUSIC



CURRICULUM

- All students study Music in Years 7, 8 and 9. They are taught in mixed ability classes in Year 7 and grouped according to individual need in Years 8 and 9.
- Classroom activity involves listening, composing, performing and appraising music through practical activities, supported by an extensive Mac network.
- Schemes of work are creative, varied and innovative, using tried and tested methods of music teaching; combining traditional and modern approaches to music making. Pop, rock and a variety of world music is studied alongside classical music.
- Students in Years 10 and 11 may opt for GCSE Music.

RESOURCES

- Two main music teaching classrooms, five practice rooms and a small rehearsal room.
- Two iMac computer suites (using Sibelius, Garageband and Logic Pro X), multi-track equipment and a recording facility.
- In addition to two Music teachers who are full-time members of staff, the school also has the services of 11 specialists who provide tuition for instrumentalists and singers. They also lead instrumentalist groups according to their professional performing specialism.
- We put on four formal concerts a year, with an average of one hundred students performing.

EXTRA-CURRICULAR ACTIVITIES

We run a weekly programme of musical activities, which encourages those with musical interest and ability to reach high standards. This includes:

- Bishop's Show Choir
- Chamber Choir
- Ceilidh Band
- String Ensemble
- Brass Ensemble
- Rehearsal facilities for school rock bands
- Guitar Army
- Other groups: Clarinet Ensembles, Flute Choirs, Super Flutes, Bishop's Quartet (Intermediate & Senior),
- Sax Choir,

A wide range of opportunities for public performance for musicians of all standards, including:

- Annual Cathedral Carol Service
- Half-term concerts, House assemblies, mini-concerts and master classes.
- Students took part in the BBC's Songs of Praise at Hereford Cathedral
- Students perform annually at the Royal Albert Hall and have done so in the presence of HRH Prince Edward.

ACHIEVEMENTS

- A consistently high standard of public performance.
- Excellent GCSE results
- The school provides many instrumentalists for the County Orchestras.
- Former students have become members of the National Youth Orchestra, Royal Philharmonic Orchestra, Hallé Orchestra, National Youth Brass Band of Great Britain and the National Youth Choir of Great Britain.
- Students from Bishop's have been selected to continue their musical education at the Royal Northern School of Music, Chetham's School and the Purcell School in London, and some have gone on to perform in West End musicals as well as pursuing choral scholarships at Oxbridge.

ADDITIONAL EDUCATIONAL NEEDS

PRINCIPLES

The cornerstone of our policy and practice regarding students with Additional Educational Needs is the school's mission statement to provide a broad and balanced Christian education of the highest quality for all our students. In so doing we aim to provide access to a full range of curricular and wider educational experiences for all students founded on a Christian ethos that shapes our policies, practice and culture. These principles translate into, a non-negotiable commitment to achievement for **all** young people and an understanding that achievement is wider than National Curriculum levels or exam results.

Bishop's has a range of provision for young people with Additional Educational Needs (AEN), including physical adaptations across the school. We are also home to the Local Authority provision for young people with a diagnosis of Autism provided through 'The Bridge'.

Our philosophy of inclusion has at heart the principle that all students are individuals and as such require a personalised curriculum with appropriate support if they are to realise their full potential. We recognise that meeting our students' Additional Educational Needs is a shared responsibility, carried out in partnership with parents, carers, the Local Authority, Social Services, and other agencies including Health Care. We have a team of specialist staff and learning support assistants (LSA) who work with all teachers in the school to deliver the curriculum and remove barriers to learning.

The message is clear. Cooperation, collaboration and a willingness to respond to diverse needs, as demonstrated by the young people involved, has not only brought success in the competition but reinforced the commitment to a cohesive community established in school.

For more detail please look at our Local Offer (see school website).

SOME OTHER ASPECTS OF THE CURRICULUM: *THE LEARNING HUB*



The Learning Hub centre has a policy of open access for students of all year groups throughout the school day from 8.15 to 16.15 Monday to Thursday (16.00 on Fridays) for homework, catch up and revision groups. We aim to promote an enjoyment of reading and to develop our students' ability to use the library for independent learning and research. Key Stage 3 students use the library for reading and completing catch up work or homework. In Key Stage 3, the Accelerated Reader Programme is used to increase students' enjoyment of reading and comprehension as the books are organised in the library by reading age to support good book choice and progression with literacy. Key Stage 4 students use the library for revision groups or independent research tasks. Library use is built into the schemes of work in most curriculum areas. We have gradually extended the library to offer a wider range of learning resources. In addition to the large fiction and non-fiction sections, there are 14 computer work stations available and iPads, together with an audio library with listening and viewing facilities, as well as four smaller rooms for small group and one to one working. There is a lift to allow easy access to both floors by all students.