

GENERAL INFORMATION 2021/22



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Katharine Lady Berkeley's School – A Brief History

The School was founded by Katharine, wife of Thomas, Lord Berkeley in 1384 on October 20th. The Foundation Deed reads:-

"We the said Kitherina (Katharine), attentively considering that the purposes of man desiring to be informed in grammar which is the foundation of all liberal arts, is daily defeated and frustrated by poverty and want of means; therefore for the maintenance and exaltation of Holy Mother Church, and the increase of divine worship, and other liberal arts and sciences, out of the goods bestowed on us by God have procured the said Walter and Williams to acquire certain lands and tenements in fee, that they may build (re-build?) a school-house in Wotton for the habitation and likewise dispose of them for the maintenance of a master and 2 poor scholars of the art of grammar; which master and his successors shall govern and inform all scholars coming to the same house or school coming for instruction in this art without taking anything for his trouble from them or any of them."

The Deed was sealed with Katharine's personal seal which showed St John holding a lamb and has the Latin inscription "Sigilla domus scolari de Woton sub ege". (The seal of the School House of Wotton-under-Edge). This seal is stamped on our prizes and also in special badges which are worn by some members of the school. The crest on the blazers is the Berkeley coat-of-arms.

The old school buildings in School Lane, Wotton-under-Edge, were erected in 1726 to which there were various additions later. Shortly after the school had become co-educational, Church Mill was bought in 1908. After the World War of 1939 -1945, Carlton House was rented from the Post Office.

In 1961, the erection of a new building for 350 students in the Kingswood Road, was started, and in January 1963 the school vacated the premises in Wotton and moved into the new buildings.

The erection of the first phase of extensions to the Kingswood Road buildings began in March 1972, and were completed for the start of the Autumn Term 1973, when Katharine Lady Berkeley's re-opened as a comprehensive school for 830 students following the closure of Wotton Secondary School at the end of August 1973.

In July 1974, the second phase of extensions to the building were started and were completed by September 1975.

Since that time, there has been a range of new buildings and extensions in order to accommodate the increasing number of students which is now over 1,450 – very different from the school roll 630 years ago.

Since becoming a comprehensive school in 1973 there have been many curricular developments including becoming a specialist school for languages in 1996. Even though the additional funding provided for specialist schools has been withdrawn since 2010, we still have a rich languages provision which provides outstanding opportunities for our students to gain skills in foreign languages, to take part in visits overseas and to gain an appreciation of the cultures of other countries.

In 2011, the school converted to become an Academy. This means that the school continues to be state funded but it is independent from the local authority - the school is effectively a state funded independent school. This provides certain freedoms including, most importantly, the opportunity to purchase services which best match the needs of our particular students.

Almost all secondary schools in Gloucestershire have converted to Academy status but the relationship with the Local Authority and the sense of community and partnership between the schools, whether Academy or not, continues to be strong.

Statement of Vision and Aims

Ambition, Enjoyment, Success

Our vision

At Katharine Lady Berkeley's School, our vision is that:

- through excellent teaching, we will inspire all students to become ambitious, confident individuals who enjoy their learning and achieve the success, in and out of the classroom, they deserve.
- through fantastic opportunities for cultural and sporting enrichment, we will inspire all students to develop into young people who are fulfilled in their lives.
- through an ethos of care for all, students will develop into young people who communicate well, are confident in themselves, respectful of others and embrace difference.

In order to achieve the above, our aims are to:

1. Enable every child to make the best possible progress and enjoy multiple successes through great teaching and support of learning.
2. Maintain an ambitious, balanced and enjoyable curriculum with many opportunities for extra-curricular and enrichment activities.
3. Provide outstanding pastoral support, especially for those who need it most.
4. Enable every student to develop the personal qualities necessary to be a good citizen, make a positive contribution to society and enjoy a productive life
5. Ensure that all members of the school community are committed to the well-being of the students.
6. Value and support all staff, invest in their professional development and well-being and to develop ambition for themselves, colleagues and the students.
7. Link effectively with parents, carers, the local community, other schools, colleges, universities, employers and other partners.

Trustees

<u>Name</u>	<u>Category</u>
Mr A Covell - Chair	Foundation
Mrs M Clarke	Foundation
Dr J E Cordwell	Foundation
Mr C Jenner	Foundation
Mr S Weston	Foundation
Ms S Plant	Co-opted
Mr P Adams	Co-opted
Mr P Downs	Parent
Mr S Watson	Parent
Mrs Z Morwood	Parent
Mr T Rand	Ex officio
Mrs S Reynolds	Staff
Mr G Warnock	Staff
Mrs F MacMillan	Clerk to Governors

Teaching Staff

Leadership Team

Headteacher

Mr T Rand, BA Leeds

Deputy Headteachers

Miss H Khan, BSc Reading

Mr E Thomas BA Cambridge

Assistant Headteachers

Miss F Bailey, BA Gloucestershire

Miss K John, BA Cardiff

Mr J Dudbridge, BSc University of Gloucestershire

Mrs K van den Broek, BSc Swansea

English

Mr J Jones, MA Swansea, BA Bristol

Mrs K McAllister, BA Lancaster

Mrs N Gallivan, BA Glamorgan

Miss J Campion, BA Cambridge

Ms C Griffiths, BA University of the West of England

Mrs J Daniel, BA Cardiff

Mrs N Watson, MEd Birmingham, BA Cardiff

Mrs E Cornish, BA Sheffield

Mrs L Hanford, BA Plymouth

Mrs V King, BA Leeds Metropolitan

Mr A Morgan, BA Falmouth University

Mathematics

Mrs C Wells, BSc Warwick

Mrs V Beltrami, BSc Bristol

Mrs C Myers, BSc Bristol

Mrs L Gillespie, BSc Reading

Miss S Coughlan, BSc Bristol

Miss R Jones, BA Aberystwyth

Dr R Pinney, PhD, MSci Bristol

Mrs C Landeg, BSc University of Wales, Swansea

Mrs S Catmull, BA Hons South Glamorgan Institute of Higher Education

Mrs S Love, BSc Bath

Mr R McPherson, BA, Oxford

Mrs J Langdon, Bed Crewe & Alsager College of HE
Mr J Laderach, BA University of Applied Sciences and Arts Northwestern Switzerland

Design Technology

Mr P Hanney, BSc Loughborough
Mr C Thomson, BEng Southampton Institute
Mr M Gorton, MA University of the West of England, BEng Brunel
Mrs C Furse, BSc University of the West of England
Mrs S Dring, BEd London
Mrs A King, Bed DeMontfort University Bedford
Mr L Hopkins, BSc University of Western England

Music

Mrs D Dudbridge, BA Cardiff
Mr M Smith, MA, Royal Academy of Music, BMus Cardiff

Art and Design

Miss P Taylor, BA Birmingham City
Mr R Hall, BA Northbrook College
Miss C Hall, BA Kingston
Mrs K Mottram, BA Leeds
Miss U Dawson, BA Falmouth

Drama

Mr J Blake, BA Dartington
Miss S Hind, BA Manchester

Languages

Miss S Jones, BA Bristol
Mr D Thompson, MA Sheffield, BA Nottingham
Miss S O'Sullivan, BA University of the West of England
Mrs M Tate, MA Sheffield, BA Durham
Ms N de Silva, BA Liverpool John Moores
Mrs K E Caldwell, BA Birmingham
Mrs L Hale, BA Bristol
Mrs E Payne, BA Southampton
Mr S Popham, BA University of the West of England
Mrs S Bateman, BA Nottingham Trent
Mr V le Goasoz, MA, BA Université de Bretagne Occidentale
Mrs G Trefalt, MA Bath

Science

Mr R Shaw, BSc East Anglia
Mr T Verber, MSc Bristol
Miss V Allin, BSc Keele
Mr S McRitchie, BSc Durham
Ms J Temple, BSc Middlesex
Mr J Goode, BSc Southampton
Mr J Dexter, BSc Leicester
Mrs S Thurlow, BSc Reading
Miss F Jones, BSc Exeter
Mrs A Sissons, BSC Cardiff
Dr R Hewitt, PHD Belfast
Miss W Herrera, Major in Biochemistry University of Hong Kong

Sociology

Mr L Poole, BA Staffordshire

Miss R Fowles, BA University of the West of England

Religious Education

Mr A Jones, BA Bangor

Mrs K Williams, BA Bristol

Mrs L Watts, BA Bristol

Geography

Mr J Myers, BA Nottingham Trent

Mrs C Bull, BSc Plymouth

Mr T Andrews, MSci Bristol

Miss K Guthrie, BSc Bristol

Miss I Cairns, BSc Bath

History

Mrs K Medcroft, BA Swansea

Miss A Rawlinson, BA Sheffield

Miss R Dolan, BA Cardiff

Business and Economics

Mr S Pegg, BCom Birmingham

Physical Education

Mr R Daniel, BSc University of Wales Institute, Cardiff

Mrs L Wills, BSc Bath

Miss L Bell, BEd University College of St Mark and St John

Mrs C Rolleston, BEd Polytechnic of Wales

Mr J Dudbridge, BSc University of Gloucestershire

Mr R Meredith, BA Cardiff Metropolitan

Mr L Grenfell-Williams, BSc Exeter

Miss A Chinnick, BA Carmarthen

Mr B Capaldi, BA Bedfordshire

Mrs S Bates, BSc Birmingham

Information & Communications Technology

Mr J Cooper, BSC University of the West of England

Health and Social Care

Mrs S Nagra, BA Huddersfield

Psychology

Ms S Reynolds, BA University of West London

Learning Support and Literacy

Miss K John, BA Cardiff

Senior Associate Staff

Mrs D Pavey Headteacher's Secretary

Mrs L Price Examinations Officer

Mr A Farwell Facilities Manager

Mr M West Network Manager

Mrs D Sansum Catering Manager

Mr R Jackman

Mrs D Gardner

Mrs H Kitching

Mrs E Koroglu-Ward

Chief Finance Officer

Education Welfare Officer

Senior Science Technician

Librarian

Pastoral Structure

All students entering the school are placed in a tutor group which contains students of varying academic ability from a number of primary schools. Students normally remain with this group through to Year 11. Morning and afternoon registration is conducted in tutor groups.

The school believes that it is important for a tutor not simply to be a 'problem solver' but also to have a role in supporting the academic welfare of each child. It is intended that the tutor will move with the tutor group from year to year so that his or her tutor's knowledge of each can develop with the child.

Year 7 is supervised by a Head of Year (Mrs Landeg). Each group, with its tutor, will then move into Year 8 where responsibility for overseeing matters passes to another Head of Year who will then monitor development and progress through to the end of Year 11. The Sixth Form is managed by a team of tutors led by the Head of Sixth Form, Miss H Khan.

The Heads of Year for 2021/2022 are as follows:

Year group	Head of Year
7	Mrs C Landeg
8	Miss S Hind
9	Miss L Johnstone
10	Mr T Andrews
11	Miss R Fowles
12/13	Miss H Khan

During Key Stage 3, there is a programme of Personal, Social and Health Education. During Year 9, a key focus is to provide information, support and advice to assist students and their parents to make their subject choices for study at Key Stage 4.

At Key Stage 4, Careers Education and Guidance is further developed and a team of experienced staff support tutors with issues such as work experience placement, job application, further education opportunities, sixth form courses and higher education.

Curriculum Structure

Year 7 students are taught in mixed ability groups for all subjects in nine teaching groups:

A	B	C	D	E
F	G	H	J	

This enables us to gain a picture of the relative strengths of each student in order to achieve more accurate ability grouping than is possible by just using end of Key Stage 2 results.

Students are setted independently from the above in Year 7 for mathematics as from the start of October using the pattern shown below:

In Year 8 students are streamed and so take the following subjects in a consistent class: English, art, computing, drama, DT, geography, history, music, RE and science. Students are setted independently in maths, languages and games.

In Year 9 classes continue to be streamed in the above subjects other than in science that is now independently setted.

Curriculum for Years 7, 8 and 9

Year	Mathematics	English	Science	French	Second Language	Additional Literacy	Technology	Religious Education	Geography	History	Art and Design	Music	Drama	PSHEE	Computing	Physical Education
7A1-3, 7Z1-3	7	6	5	5	4	-	4	2	3	3	3	2	2	1	-	4
7A4, 7A5, 7Z4	7	6	5	5	-	4	4	2	3	3	3	2	2	1	-	4
8A1-3, 8Z1-3	6	5	6	4	4	-	4	2	3	3	2	2	2	1	2	4
8A4, 8A5, 8Z4	6	5	6	4	-	4	4	2	3	3	2	2	2	1	2	4
9A1-3, 9Z1-4	6	6	6	4	4	-	4	2	3	3	3	2	1	1	2	4
9A4, 9A5, 9Z4	6	6	6	4	-	4	4	2	3	3	3	2	1	1	2	4

Languages

In Year 7, all students take French as their 'first' language. All students in 7A1/2A/2B and 7Z1/2A/2B and some from 7A3A/3B and 7Z3 take a second language chosen from Spanish, Japanese or Chinese. (Chinese is only recommended for students with strong literacy and study skills.) There are short second language taster courses during the first term and then students are asked to choose which of these languages they will take for the remainder of Key Stage 3. Those who take one language study French in Years 7, 8 and 9.

Key Stage 4 Curriculum and Options (Year 10 as from 1 September 2021)

En	Ma	Sc	Options 1, 2 3 and 4		HWCE*	PE	Total
8	7	10	4 x 5		2	3	50
English + English Literature			Four subjects chosen from this list:				
			Resistant Materials Food and Nutrition Graphic Products History Geography Sociology Art Craft & Design Fine Art Graphic Art Drama Music Business Studies Enterprise (BTEC)	French Spanish Japanese Chinese Computing PE GCSE Health and Fitness (V CERT) Health and Social Care (BTEC) Certificate of Personal Effectiveness (COPE)			

*HWCE – Health, Wellbeing and Citizenship Education

Curriculum for Years 12 and 13

In the Sixth Form the majority of students study four subjects in Year 12, a few study three. In Year 13, most students continue with three subjects at A level. More information is available in the school's Sixth Form Prospectus. Subjects offered:

Mathematics	French	Geography	Fine Art
Further Mathematics	Spanish	History	Graphic Art
Biology	Japanese	Sociology	Photography
Chemistry	Chinese	Physical Education	Music
Physics	Economics	Product Design	Drama
English Literature	Business Studies		
Film Studies	Psychology		

Clubs and Extra-Curricular Activities

Extra-curricular activities are open to all students. Examples of activities that may be offered are:

Rugby	Orchestra	Environmental Club	Public Speaking
Soccer	Choir	Netball	Chess Club
Athletics	Windband	Debating Society	Manga club
Hockey	Samba Band	Computing Club	Archery
Cricket	Equestrian	Basketball	Green Power electric kart
Badminton	Drama	Library Club	Warhammer
DofE (all levels)	Jazz Band	Fame Lab	Ukelele club

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INCLUSION POLICY

Last update: March 2020

Our beliefs and values

Katharine Lady Berkeley's School values the contribution that every child and young person can make and welcomes the diversity of different intellectual specialisms, personal strengths, and learning styles. We believe that children who feel safe, and who are supported by outstanding teaching, will learn effectively. Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well and lead happy, healthy and fulfilled lives.

Introduction

The title of this policy uses the word inclusion to summarise the vision described above. Students with SEND will be provided with the support and additional resources to enable them to make the best possible progress and take a full part in the life of the school alongside those students who do not have identified needs. Much of the support offered will be in the classroom with other students while some is more effectively provided by withdrawing individual students or small groups to provide the required intervention.

Our aims

- The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all.
- To ensure that, with support, children with SEND are encouraged to have equally high aspirations for their future and experience an appropriate degree of challenge just as for non-SEND students.
- The school identifies and supports those students who have learning difficulties or disabilities so that they have the opportunity to achieve the best possible results of which they are each capable, and leave the school with the qualifications, personal and social skills which will enable them to continue their learning and be well equipped for the demands of adult life.
- To successfully support the child's transition:
 - to this school;
 - from this school to further/higher education and to the world or work.

Our objectives

1. To identify and provide for students who have additional needs including special educational needs and disability
2. To involve children in decision making and discussions about their support
3. To operate an approach which supports academic, social, behavioural and emotional development taking into account of the range of needs of the student
4. To provide a curriculum for each student that offers a level of challenge and content which is appropriate for their needs
5. To work in partnership with parents and other agencies
6. To provide support and advice for all staff working with special educational needs students
7. To work within the guidance provided in the SEND Code of Practice, 2014
8. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy
9. Make effective use of available resources

The identification of SEN

A child has SEND if he or she has a learning difficulty or disability which calls for an SEND provision to be made for him or her. A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Children with sensory impairments or long-term health conditions do not necessarily have SEND but, where they require SEND provision, they will also be covered by the SEND definition.”¹

The SEND Code of Practice identifies four broad areas of special educational need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. In practice, labelling individual children or young people becomes counterproductive as they often have needs that cut across all these areas and their needs may change over time. Many children will have special needs of some kind at some time during their education² and not all will benefit from being labeled. The KLB Local Offer and KLB Provision Map use the four categories of need to plan the school's support – see the SEND page of the school website. The school's provision has also been guided by Gloucestershire's Guidance Booklet.³

Katharine Lady Berkeley's School uses a range of indicators to identify a child's difficulty and plan provision. Before arriving at KLB

- When invited and whenever possible, the SENCO attends Year 5 and/or Year 6 Annual Review Meetings for students with EHC (Education Health Care) Plans
- Admissions information including CATs, routine reading and spelling assessments, KS2 test scores (where used) and Year 6 annual reviews are used to inform provision. Every effort will be made to collect this information before the end of Year 6 so that provision can be in place at the start of Year 7.
- The SENCO attends the school's Year 6 Open Evenings and SEND support staff assist in the activities on the Year 6 visiting days
- Additional visits in Year 6 term 5 or 6 Year 6 children who have identified SEND, with the help of their parents, are encouraged to complete a My Profile (available on the school website > PARENTS > SEND) and, where appropriate, contact the SENCO to discuss transition.
- When students with identified SEND transfer to this school from other secondary schools after the start of Year 7, the SENCO will discuss the needs of the student with the previous school so that suitable support arrangements are put in place.

KLB assesses each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

- Progress measures are used at the start of Year 7, at the end of each academic year and after any intervention programmes. Progress measure can be standardised reading comprehension and spelling scores, or other forms of assessment, such as the Boxall Profile or performance against SMART targets, as appropriate
- Students with SEND are assessed by a specialist teacher during Year 9, 10 or 11 to identify those who need access arrangements for external examinations. In KS3, exam access arrangements can be put in place where teachers and / or parents inform the SENCO of a need and where examination board criteria are met. An examination access arrangement in Year 6 does not automatically trigger the same provision in Year 7 as criteria differ.

1

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

² <http://www.nidirect.gov.uk/what-are-special-educational-needs>

³ <http://www.gloucestershire.gov.uk/schoolsnet/CHttpHandler.ashx?id=61267&p=0>

- Subject assessments, as part of whole school data monitoring and intervention procedures, take place throughout the academic year.
- On-going in-class classroom assessment by teachers and teaching assistants
- The concerns of parents and staff about a child's progress are investigated.
- Where appropriate, the advice from external agencies is sought (Educational Psychologist, Local Authority advisory services).

Other factors affecting students' progress

In assessing the needs of the child, the school takes a holistic approach. There may be other factors affecting a student's progress that would not constitute SEND but which will be taken into account in the school's provision such as:

- **Disability** (the SEND Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN⁴). If appropriate, the school is also guided by the Equality Act 2010⁵ and the DfE's "Support Pupil's at School with Medical Conditions"(2014)⁶ and the school's "Accessibility Plan" which is on the school's website. (March 2012)
- **Attendance and Punctuality**
- **Health and Welfare:** housing, family or other domestic circumstances may affect progress and a multi-agency approach, where the school works with health services and social care agencies, may be appropriate.
- **EAL (English as an Additional Language)**
- Being from a disadvantaged background which may mean that the child is in receipt of **Pupil Premium Grant**
- Being a child in the **care system**
- Being a child of **Service Personnel**

While the above factors do not constitute SEN, the school has a range of resources available to support students affected by one or more of the above.

A graduated approach

The Code of Practice states that teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. The provision for students with SEND may be considered in three 'waves'.

Wave 1 describes the offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour. At KLB, the quality of teaching and learning is primarily monitored through a programme of lesson observations by senior staff during the year and the collection of data which describes the progress that students are making. In addition, all teaching staff are given INSET training in supporting students with 'low level, high incidence' special educational needs.

Wave 2 SEND support takes the form of a cycle of assessment, planning, intervention and review through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. Wave 2 will often include targeted individual and small-group intervention for pupils who can be expected to catch up with their peers.

⁴[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

⁵<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

⁶<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Wave 2 intervention is designed for children for whom a well-structured short-term programme, possibly delivered by a teaching assistant working with a teacher, will enable them to make accelerated progress.

Wave 3 intervention includes additional support where that provided through waves 1 and 2 is not having the desired effect. Wave 3 will include targeted individualised support and will be different from and additional to the school's normal differentiated curriculum.

This graduated and integrated approach is shared by the relevant educational, health and social care services to ensure that the process of identification is robust and that the child and family is supported with appropriate after-care. A parent may choose to investigate their child's needs through a private assessment. The school will consider their recommendations in light of the school's own procedures and resources, taking into account the different nature of such assessment compared to that carried out by the school or an agency contracted by the school.

Assess

A referral can be made by a member of staff, a parent or a student may self-refer. At this stage the SENCO will carry out a clear analysis of a student's needs using teachers' assessment and experience of the student, their previous progress and attainment, effort and behaviour in their school reports. The views and targets of the parent and the student are also sought. For some types of SEN, the way in which a student responds to an intervention can be the most reliable method of developing a more accurate picture of need.

When a referral is made but the child is still making progress in curriculum areas that would be affected by the area of difficulty, the child's name may be added to a SEND monitoring list signifying that there has been a "cause for concern". Where progress is not being made, and where intervention and support is agreed, a plan is developed. A child needing an exam access arrangement will not necessarily be added to the SEND list and may not need a plan.

Plan

During the planning stage there is an emphasis on what we want to achieve rather than the provision that will be put in place. Outcomes are agreed, provision is guided by the Gloucestershire's Guidance Booklet, and people working with the child are informed. At this stage the child's name is added to the SEND list as receiving Wave 2: SEND Support. Plans seek to match the intervention to the needs of the classroom and parents can be requested to give practical support, assistance and encouragement. A review date is set.

If a child's outcomes are formalised in an EHC plan, relevant staff members are sent, and have access to, the student's KLB EHC plan to inform lesson planning and teaching. An Education Health Care Plan (EHC) is set up when the assessed Special Education Needs of the student cannot reasonably be met by the resources normally available to students in the school. An EHC takes into account the students' educational, health and social care needs and the views of the student, the students' parents/carers and other key workers who may be involved. If an EHC plan is set up, parents/carers have the option to have the funding for supporting the students through a personalised budget which enables the parents/carers to choose the support which is put into place.

Do

This stage should last the duration of a term (six to eight weeks), and more commonly two. Specialist staff and teaching assistants work closely with classroom teachers to link interventions and classroom teaching. KLB uses a range of evidence-based programmes to meet the identified outcomes of the child but also ensures that the intervention sessions prepare the student for the range of materials and skills required in the secondary school classroom. Teaching assistants who deliver interventions also provide in-class support so that they are well-informed about the demands of curriculum areas and so that they can aid the transference of skills back to the classroom. Where the intervention is literacy and numeracy based, specialist Teaching Assistants and those with additional training and experience deliver the programmes.

Review

The review date should be upheld. If the student has achieved the outcomes and the intervention has been successful, the child's name will be moved from the SEND register to the monitoring list. Where the intervention has not enabled the child to achieve the outcomes, the results of the intervention should feed back into the analysis of the student's needs and changes to the intervention or the outcomes should be discussed. At this point, the child may enter a successive cycle informed by the first. This should be documented as part of building a history and a better understanding of the child's difficulties. If a student with SEND continues to fall behind their peers academically and we are unable to provide further support within our provision and arrangements (see Provision Map) the SENCO may consider starting procedures for the application for an EHC plan. The first step in this process will be to action a 'My Plan +'

When a child has an EHC plan, the progress of the child will be reviewed three times per year; the student and their parents should be involved in the discussion and review of the targets. This could take the form of a formal review meeting, a telephone conversation or a parents' evening appointment.

Managing students' needs on the SEND register

Most students will be invited to a intervention programme with a small group of students with similar needs; students will share the outcomes of the group's plan.

Where appropriate, KLB's SENCO will use Gloucestershire's My Plan to document the outcomes and actions for an individual. The SENCO sends the plan to relevant teachers and TAs to inform planning and practice. As described in the "Cycle of Action", the plans can be reviewed after a term but, more commonly, after two.

The school's Local Offer, on the website, describes our provision although it is subject to change through the annual review of our provision. The school's costed-provision map and results, with the findings of the Education Endowment Fund's⁷ research, informs the effectiveness of the intervention programmes.

As part of the graduated approach, the school may employ the services of other agencies to advise on the support needs of a student after successive cycles of a My Plan have demonstrated that no progress has been made.

Students on the SEND register will receive information, advice and guidance to support them in making the next step after school.

Supporting students and families through associated policies and documents

The school SEND page signposts parents to a range of sources of support and advice. Please refer to the following documents and links

- KLB's local offer and provision map
- Gloucestershire's Local Offer
- KLB's Admission Policy
- Year 6 parents transition information
- Accessibility Plan
- Anti-bullying Policy

Monitoring and evaluation of the effectiveness of the SEND policy

- The Governing Body, receives a review of the effectiveness of the SEND policy once per year.
- The SENCO also meets with support staff in departmental meetings each term to discuss provision and the progress of children with EHC plans

⁷ <https://educationendowmentfoundation.org.uk/>

- The SENCO will meet with the SEND governor to review the implementation of the policy and practice.
- The school analyses student data to assess performance and identify areas of concern. Classroom practice is reviewed by departments and the Senior Management Team.
- The development plan for SEND is included as part of the school improvement plan the success of the policy is assessed through:
 - The examination success of students on the Code of Practice
 - The views of students and parents
 - Maintenance of records of assessments over time
 - Liaison between the SENCO, teaching and learning support staff
 - Regular monitoring by the governors
 - The destinations of students after they leave the school
 - Progress measures and case studies

Roles and Responsibilities

Provision for students with SEND is a matter for the school as a whole. All teachers have to take account of and make provision for the needs of students with SEND at various times.

The Headteacher

- Has overall responsibility for the provision for children with SEND
- Monitors the use of resources in delivering the SEND policy

Leadership Group

- The SENCO is a member of the Leadership Group
- All members of the Leadership Group will take into account the needs of students with SEND with respect to their areas of responsibility

Special Educational Needs Co-ordinator (SENCO)

The school's SEND provision is co-ordinated by the Special Educational Needs Co-ordinator (SENCO). The key responsibilities of the SENCO include:

- Overseeing the day to day operation of the school's SEND policy
- Informing governors of the progress of the implementation of the policy
- Liaising with and advising subject teachers
- Managing the SEND team of teaching assistants
- Co-ordinating provision for students with special educational needs
- Liaising with parents of students with SEND
- Contributing to in service training of staff
- Liaising with external agencies, including Local Authority (LA) support and educational psychology services, the Careers Service, health and social services and primary school staff, examination board access arrangement services (EAA)
- Ensuring staff are informed of students' needs and are given strategies to support high incidence SEND
- Ensuring that students who have SEND Support and those with an EHC plan have appropriate targets and outcomes

Teaching Assistants

The school employs a team of Teaching Assistants who will work with individual students, small groups and provide whole class support as appropriate. They will often have the best knowledge of the needs and progress of individual students and therefore have a key role in supporting those with SEN. They are expected to keep appropriate records, to work in cooperation with subject teachers and to provide feedback to the SENCO.

Heads of Year

- Liaise with SENCO over students with special educational needs including behavioural difficulties

Teachers and Tutors

Will be aware of students in their groups who are:

- on the SEND register
- on the examination access arrangements list
- receiving interventions

Storing and the Management of Information

- Please refer to the school's Freedom of Information Policy
- Student's SEND files are stored securely
- Teacher reference documents regarding a student's needs are on the school's network that can be accessed by staff, not students.

Dealing with Complaints

There is a number of ways in which a complaint may be pursued. For matters concerning Special Educational needs, the following would normally take place. The parent or carer makes direct contact with the Headteacher or SENCO who will investigate the complaint and communicate with parents/carers within seven working days of receiving the complaint. The parent or carer may wish to contact Parents in Partnership who will come and act as advisor and mediator in the event of disputes over provision.

The school also has a standard Complaints Procedure and a more specific Curriculum Complaints Procedure, either of which may be followed if appropriate. These are available on request from the school and on the school's website.

Associated policies

Curriculum Policy
Teaching and Learning Policy
Assessment Policy
Single Equality Scheme
Complaints Procedure
Curriculum Complaints Procedure
Pupil Premium Policy
Freedom of Information

Approved by Governors' Teaching and Learning Committee: 4 March 2020

Arrangements for Students with Disabilities

Overview

The school is committed to promoting equality for people with disabilities by:

- eliminating discrimination against people with disabilities
- eliminating harassment related to any disability
- promoting equality of opportunity between disabled people and other people
- promoting positive attitudes towards disabled people
- putting arrangements into place to take account of people's disabilities

Admission

The school will admit students with disabilities and take all reasonable steps to ensure that they can follow the full curriculum. The school will not discriminate against the admission of students with disabilities in any way including:

- in the arrangements made for determining the admission of students to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- in the terms on which the students are offered admission to the school
- by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

Ensuring that disabled students are not treated less favourably than other students

All reasonable steps will be made to ensure that students with disabilities are not treated less favourably than other students. For example, classes involving students who cannot climb stairs will be timetabled for ground floor rooms or those which have lift access. Students who are hearing or visually impaired will be accommodated with appropriate support and/or equipment.

An Equality Access audit is carried out every three years by an external consultancy. A copy of the latest audit is available on the school website.

Existing facilities for students with disabilities

All curriculum areas are accessible to students who cannot climb stairs. Where necessary, ramps or lifts have been installed over the last three years to supplement steps and staircases. Provision can be made for students who have motor difficulties which affect their writing to use a laptop computer.

Provision is made for students with medical conditions, e.g. diabetes or epilepsy, which includes support from the school nurse.

Where students have learning disabilities, support is provided by the school's Learning Support department. Where necessary, the curriculum is modified in order to take account of students with learning disabilities.

BEHAVIOUR AND DISCIPLINE POLICY

The underlying principle behind all aspects of the school's expectations for the conduct of students is that they will behave in a way which allows them and others to make the best possible progress in an environment where they are emotionally and physically secure. High standards of behaviour are essential for students to enjoy their time at school and for the achievement of results which reflect each student's ability.

Each student is expected to behave in a way which enables them to make the best possible academic and social progress. This requires the student to follow the school's code of conduct, to focus on their work in lessons, to endeavour to complete all work to the highest standards of which the student is capable, to complete all homework set and to respect and care for the wider school, in terms of the school community including all staff and other students, its buildings and resources.

Each student is expected to support the work of others by respecting their efforts, providing encouragement to other students and never seeking to put down the achievements of others through ridicule or other negative actions.

In and out of lessons, students are expected to behave in a polite and courteous way at all times. Students must respect the needs and sensitivities of other members of the school population and each must play their part in generating and maintaining a community which is safe and enjoyable for all.

This policy also applies to students on the way to and going home from school, at any time on the school premises or any incident related to the school. At these times, the safety and security of students must be maintained. Also, at these times, poor behaviour can have a negative impact on the reputation of the school which has an adverse effect on all members of the school community. However, it should be noted that the lack of direct supervision by the school means that the responsibility for the child's behaviour is shared, in varying proportions, between the school, parents and, where appropriate, the school bus companies and the police.

When students act in ways which are in conflict with the above, sanctions will be used together with relevant support. The intention at all times is to help the student to behave well so that they can benefit from their time at school and make good academic and social progress and therefore sanctions will generally be accompanied by support to help the student to improve their conduct.

Classroom Expectations

The school aims to have a consistent approach in terms of expectation and action. Students will be 'challenged' when they are not meeting the school's expectations but this will be done in a non-confrontational way. It is the school's responsibility to help students to avoid the escalation of issues and deal with concerns one-to-one, so that they do not feel humiliated or 'play to the crowd'. This approach reinforces our value of mutual respect.

- Students should be quiet and listen when the teacher/other students are talking
- Entry and exit should be orderly
- Students should treat the teacher and other students in the way that they expect to be treated
- Students should get ready to work as soon as they arrive in the classroom – this includes having books, equipment and journals out of bags
- Students should follow instructions without argument
- Students are expected to try their best with the work that they are given

Low Level Disruption

The list below shows the types of behaviour that cause low level disruption in the classroom and at tutor time.

- Questioning/challenging the teacher's instructions
- Talking over the teacher
- Inappropriate language
- Distracting other pupils from learning
- Low level chatter

Appendix 1 shows the stages that staff use within one lesson. This also shows how and when parents are informed about increasing concerns. Concerns about persistent low level disruption feed into the school's behaviour levels.

Dealing with serious incidents in the classroom:

The following types of behaviour will result in the immediate removal of the student from the classroom and are likely to lead to internal exclusion or a fixed term exclusion.

- Affecting other people's health and safety
- Out of care and control of the teacher
- Offensive language directed at a member of staff
- Abuse on the grounds of a protected characteristic (e.g. race)
- Inappropriate sexual behaviour
- Total defiance
- Dangerous behaviour
- Physical/threatening behaviour towards staff or students
- Severe damage to property

In most cases, longer fixed term exclusions (of 6 days or more) are used when the behaviour which resulted in shorter exclusions has continued. A long fixed term exclusion may be used as a first response to certain behaviours such as setting off the fire alarm or bringing alcohol or certain illegal substances to school. For exclusions totalling more than 15 days in one term, the Governors' Disciplinary Panel meet to consider the exclusions, in accordance with the DfE statutory guidance.

Intimidating and Aggressive Behaviour

This section should be read in conjunction with the school's policy to tackle bullying.

The bullying policy makes a number of references to the steps which will be taken by the school to ensure that all members of the school community understand that bullying is unacceptable. Many of these steps will also seek to ensure that any form of intimidating or aggressive behaviour is considered to be unacceptable whether covered by the broad definition of bullying or not.

Examples of the kinds of behaviour which are not necessarily bullying but are covered by this section include:

- Older students behaving in ways which are threatening to younger students – either intentionally or not;
- Students responding in a physically aggressive manner to unintentional physical contact;
- Excessively aggressive versions of games played at break and at lunchtime;
- Unacceptable behaviour when not directly supervised, for example on the way to and from school, threats via social networking

The school recognises that these and other forms of intimidating and aggressive behaviour take place and will seek, through the curriculum, across the curriculum through SEAL (Social and Emotional Aspects

of Learning) and through other activities, to prevent such behaviour and to help students to understand the effects that their actions have on others.

If this kind of behaviour does take place, the school's sanctions procedures will be used. These may be accompanied by appropriate support for students who have difficulties in avoiding or controlling aggressive responses.

As with bullying, students who are subjected to intimidating or aggressive behaviour must be encouraged to inform a member of staff so that appropriate action can be taken.

Cases of intimidating or aggressive behaviour are recorded in the school's behaviour log.

Items not permitted in school

The school has established certain guidance with regard to items not permitted in school. Where such items are brought in or are otherwise in the possession of a student, our policy is to confiscate them. Please see out confiscation policy for more details. The following gives some guidance as to which items which are not permitted in school:

- *Cigarettes, tobacco, cigarette papers, cigarette lighters, matches etc
- *Chewing gum, aerosol cans, energy drinks, fizzy or canned drinks etc
- *Vape pens (e-cigarettes), e-pipes, vape cartridges, atomisers and associated items
- ***Alcohol, illegal drugs and substances and associated paraphernalia**
- ***BB guns, knives, fireworks, catapults** etc
- ***Stolen items**
- *Pornographic images (paper copies or electronic held on phones/other devices)
- ***Any article that the member of staff reasonably suspects has been, or is likely to be, used to: commit an offence; cause personal injury; damage property.**

** Denotes items which will not be returned to students. Of these listed items, the ones in bold would not be returned to parents but disposed of by the school or handed to the police. Professional judgement will be used as to whether other items are returned.*

Possession of one or more of the items listed above is likely to result in a sanction up to and including permanent exclusion.

Permanent Exclusion

Permanent exclusion is used as a final step when other strategies have failed to result in acceptable behaviour by a student or in response to extreme behaviour or actions which puts the safety or effective operation of the whole school at risk. **The following list is not exhaustive, but the types of behaviour which are likely to result in permanent exclusion include:**

- Physical violence towards a member of staff;
- Repeated or extreme violence to another student;
- Possession of illegal drugs depending on the substance, quantity and circumstance.
- Repeat possession of illegal drugs
- The supply of illegal drugs to other students;
- Repeated incidents of theft;
- Refusal to cooperate with a senior member of staff such that the student is not under the school's care and control;
- The persistent disruption to the learning of other students;
- Bullying which has continued after other sanctions, including fixed term exclusion, have been used.
- Possession of a weapon with the real or perceived intention to use it to cause harm to another person.
- A significant threat, real or perceived, to the wellbeing of other members of the school community.

Support

When a student behaves poorly, they must be made aware of their behaviour and, in most cases, the reasons why the behaviour is unacceptable.

If the poor behaviour continues, consideration should be given to discussion with the student's parents. It is likely that this will be arranged by or in liaison with the student's teacher, the relevant Head of Department or Head of Year. The intention of this discussion would be to engage the support of the parents and help the child to understand that the school's view of their behaviour is shared by the parents.

The school's behaviour stages are used as shown in the flow chart in appendix 1.. If problems persist, sanctions will increase accordingly.

Similarly, a range of forms of support will be considered.

If the poor behaviour continues such that a student is spending increased time in internal isolation or has had a number of fixed term exclusions a Pastoral Support Plan (PSP) is likely to be put into place. This will generally be used when there is a risk that the child may be permanently excluded. A PSP is set up at a meeting which includes a member of SLT, the student's Head of Year, the student's parents and the student themselves. Other professionals working with the student may be invited. Clear targets are set. The plan will operate for a period of approximately 16 weeks. It is reviewed at this stage and may be ended, adjusted or continued according to the student's progress.

Monitoring

The Wellbeing committee will receive frequent reports about behaviour, including numbers of students on each of the behaviour stages; exclusion statistics and analysis of trends within this data.

Related policies, available from the school on request:

Policy to tackle Bullying

Drugs and Drug Management

Racial harassment

Confiscation Policy

Safeguarding

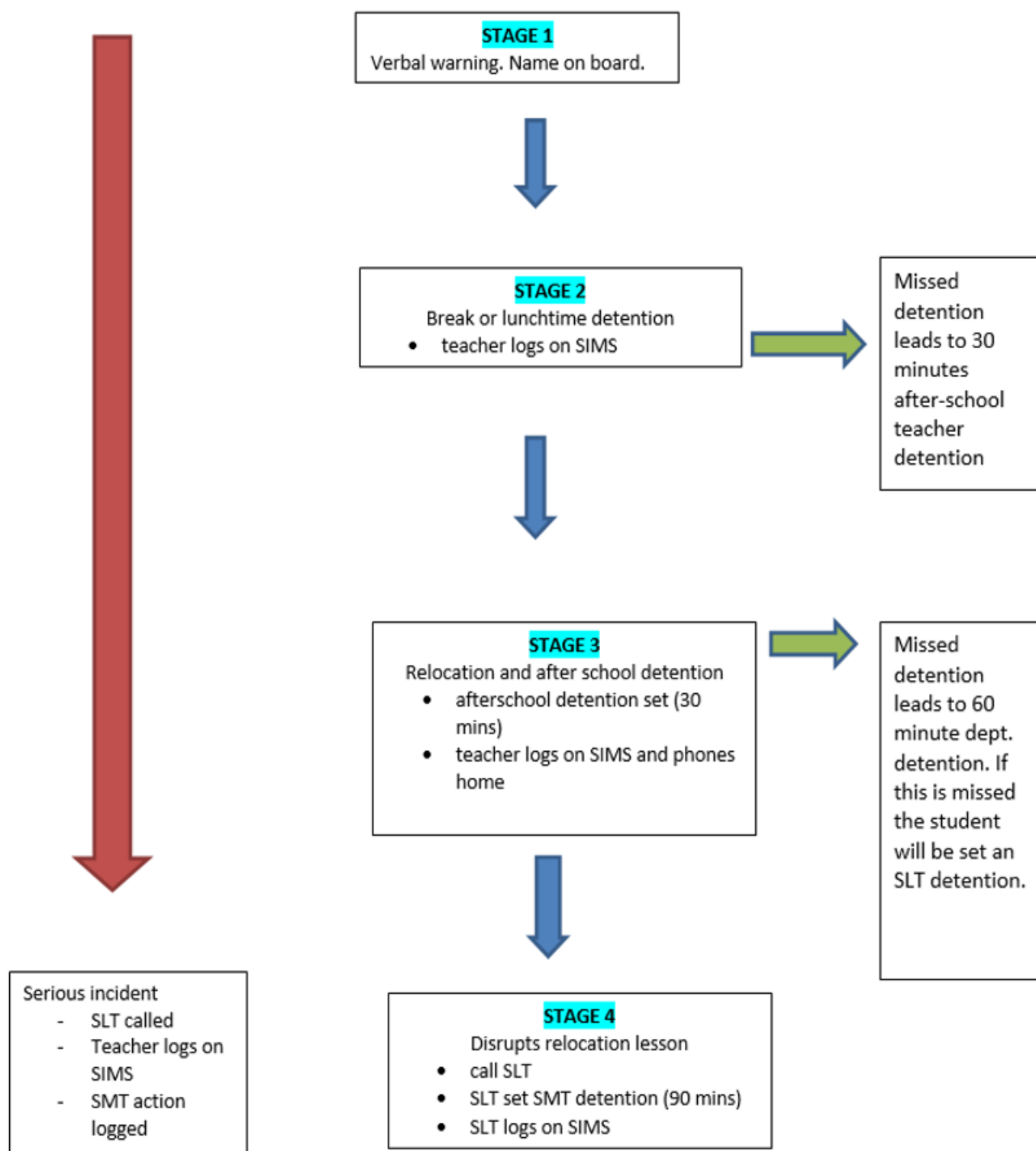
Discussed by Governors' Wellbeing committee: 2 October 2019

Approved by full Governors:

Next review: October 2021

Appendix 1:

Behaviour Flow Diagram



Policy to Tackle Bullying

The following is extracted from the school's policy. The full policy is available on request from the school or on the internet at <http://www.klbschool.org.uk>

Introduction

At Katharine Lady Berkeley's School, we place the highest priority on achieving an emotionally and physically safe environment for our students and staff. This is clearly stated in the aims of the school as it is an essential prerequisite for effective learning and a happy school life. We recognise that bullying sometimes takes place and consider it to be totally unacceptable and in conflict with the aims of the school. All members of the school community are expected to work towards the prevention of bullying.

Aims

- To educate students through the lesson based curriculum and in their wider school life that bullying is socially unacceptable
- To ensure that all members of the school community, staff, parents and students, are aware of the kinds of behaviour which form bullying
- To establish a culture in which all members of the school community consider bullying to be unacceptable and take responsibility for tackling it
- To ensure that those who consider themselves to be victims of bullying feel confident to tell someone about it without fear of making the problem worse. Victims should not 'suffer in silence'
- To ensure that the school's response to bullying will be considered and proportionate to the behaviour of the bully and the effects on the victim. The principal aim of the response will be to stop any further bullying

The school's response to bullying

The principal aim of the school's response is to make the bullying stop. The school operates a staged process to deal with bullying which includes sanctions ranging from detentions to exclusion from school and, in extreme cases, permanent exclusion. All actions by the school are recorded for future reference.

The following key principles inform the school's response:

- students should feel confident about their right to tell and be clear about to whom they should speak
- staff will respond quickly and consistently to reported incidents of bullying, demonstrating familiarity with the school's policy
- students who say they have been bullied will be listened to, taken seriously and helped to feel safe
- all reported incidents will be investigated fully as soon as possible after they are reported; the facts of each alleged incident must be established, not least because this may be useful in averting future incidents
- those students involved in bullying and any students who have colluded in some way, must understand fully the consequences of their behaviour; they should also be encouraged to consider how they can make amends and what may, in certain cases, be appropriate sanctions to be imposed; this also offers the opportunity for supportive work for the bully
- victims of bullying should understand that it is the bully who has behaved inappropriately. If there are aspects to the victim's conduct which may have stimulated the bullying, the victim must receive sensitive and effective support
- all incidents will be recorded and monitored
- parents will be kept fully informed

Katharine Lady Berkeley's Home-School Agreement

The School

The school will try to:

- ensure that your son/daughter can learn and develop in an emotionally and physically safe environment;
- ensure that your son/daughter makes the best possible progress throughout the school;
- ensure that your son/daughter enjoys their learning and wider school life;
- provide a balanced curriculum and meet the individual needs of your son/daughter;
- set, mark and monitor classwork, homework and coursework;
- keep you regularly informed and consulted about general school matters and about your son/daughter's progress in particular;
- offer a broad range of public examinations;
- invite your son/daughter to participate in a wide range of extra-curricular opportunities;
- work with you to solve any problems which could compromise your son/daughter's progress at school.

The Parents/Carers

I/we shall try to:

- see that my son/daughter goes to school regularly, on time, in uniform and properly equipped;
- keep the school informed of any concerns or problems which might affect my son/daughter's work or behaviour as they arise;
- support the school's policies and guidelines for behaviour which are published on the school website;
- support my son/daughter in homework and other opportunities for home learning;
- attend parents' evenings and discussions about my son/daughter in order to work with the school to ensure his or her progress. The dates of parents' evenings are published in the regular newsletters;
- actively give feedback and provide comments about my son/daughter's wider educational experience at the school.

The Student

I shall try to:

- attend school regularly, on time and in uniform which is worn correctly;
- bring all the equipment I need every day;
- do my classwork and homework as well as I can;
- follow the school's code of conduct;
- recognise and respect the rights of other people in the school.

Communication between School and Home

While some communication between home and school remains paper based, most communication is now electronic, using email and the school's web site. For this reason, we ask that all parents/carers inform us of their email address either through our data collection and checking processes or at other times.

1 Reports about Progress, Effort, Attainment and Behaviour

In each of Years 7 to 12, parents receive three progress reports on their children's school life. In Year 13, two reports are compiled. The reports in Years 7 to 11 include an assessment of each student's effort, behaviour and the quality of their homework. Each report, other than in Year 7, includes the target levels in most subjects and an indication of the student's progress towards these targets. Also included in each report is a progress comment that helps to identify an area in which the student can improve and thus make better progress. Reports are released electronically rather than in paper form.

2 Discussions between Parents and Teachers

Every year, each parent is invited to a discussion evening between teachers and parents - see the school newsletters or the website for dates. These evenings have now moved online for initially covid related reasons, and then an appreciation that this was a more efficient and effective way of conducting such evenings.

3 Individual Contacts between Parents and the School

When a parent wishes to communicate with the School in order to discuss a son or daughter's education, normally the first line of communication is between the parent and tutor. If the tutor is not available, parents should contact either the Head of Year or Assistant Head.

4 Newsletters from the School to Parents

A Newsletter giving information about events in the School is published towards the end of every month. An email is sent to all parents who have registered their email address with the link to the newsletter. If parents require a paper copy, this can be provided on request to the school.

5 Publications

This general Prospectus is supplemented by various documents:

- (a) 6th Form Prospectus
- (b) Options Guide for Year 9, which also gives details of GCSE courses
- (c) Year 7 transition and induction booklet

Uniform Policy

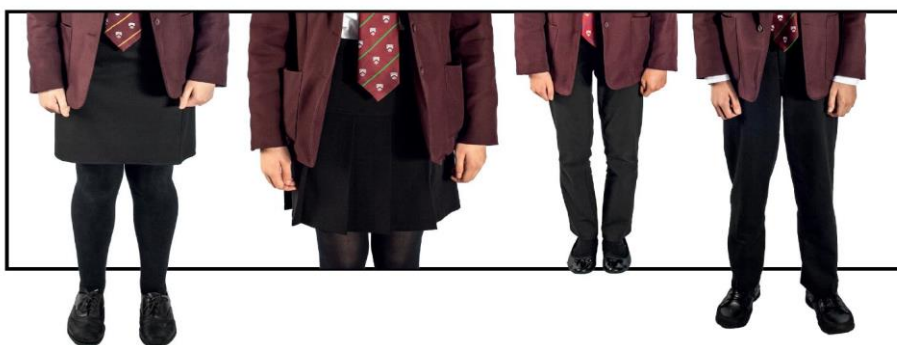
School uniform is not designed to be fashionable and cannot keep in step with the rapid changes in fashion each year. The aim is that students look neat and tidy and that all extremes are avoided.

General Rules

1. All items should be clearly labelled.
2. Blazers must be worn by all students in years 7 to 11
3. Only one stud per ear, in the ear lobe, can be worn. Stretchers should not be worn. Other forms of jewellery are not acceptable other than a watch.
4. Hairstyles should be tidy and inconspicuous. Extremes of fashion are not acceptable. No artificial hair colour, e.g. pink, blue streaks.
5. White T shirts and vests may be worn under shirts but should not be visible. Coloured T shirts or vests should not be worn.
6. Hoodies are not allowed.
7. Nail polish should not be noticeable. Nail extensions are not allowed.
8. Outdoor clothing: coats may be worn over blazers. Denim and leather are not allowed.

Students in years 7 to 11

1. School Blazer - maroon, with school badge.
2. White shirt or blouse with collar button which can be fastened. There should not be a gap between the bottom of the shirt and trousers/skirt.
3. Optional V-necked pullover in school maroon with embroidered logo (available from Monkhouse).
4. School tie with house colour stripe.
5. Trousers should be smart, black, full length and of reasonable width. They should not be jeans, chinos, leggings, jeggings or treggings. (Acceptable styles are shown below)
6. Skirts must be black in a simple style with plain weave material. Skirts must not be tight, stretchy or very short. (Acceptable styles are shown in appendix 1)
7. Shoes: black or brown, suitable for school. Shoes should be leather or leather look. They must be polishable. Logos or markings must be the same colour as the shoe. (Acceptable styles are shown below). Smart ankle boots are allowed.
8. Tights and ankle socks should be plain black.



Kit for Physical Education – Boys

	Essential Kit	Desirable/Optional Kit
Autumn Term		
PE	Navy shorts, white ankle socks White gym shoes, or trainers, Plain white T-shirt	
GAMES	Maroon and navy rugby shirt, navy shorts Navy football socks, Football boots (blades or moulded) Shin guards Gum shield Gym shoes/trainers suitable for cross-country running (astro trainers may be worn).	Plain navy tracksuit for cold weather Astro-turf trainers

Spring Term

PE	As for Autumn Term
GAMES	As for Autumn Term

Summer Term

PE	White polo shirt with school badge, navy shorts, white ankle socks, white gym shoes or trainers.	
GAMES	White polo shirt with school badge, white socks, white gym shoes/trainers, navy shorts.	White sweater, cricket boots or white trousers, protector (‘box’). Tracksuit bottoms.

Boys are recommended to take a shower after games lessons and therefore need to have a towel.

Students will be told by their teacher which kit to bring to the lesson.

The rugby shirt is essential. Other types of shirts are unsuitable for rugby because they are too easily torn.

All kit should be clearly marked with the owner’s name, and, if possible, with the tutor group to which the owner belongs.

Kit for Physical Education – Girls

Compulsory

White shirt – low necklines or vest tops are not acceptable (Years 8 to 11)
PE jersey, navy and maroon (Years 8 to 11)
KLB sports polo shirt (Year 7)
Base layer for warmth (Year 7)
Plain navy shorts
Navy and maroon skort
Short white socks
Navy hockey socks
Shin pads
Hockey/football boots
Trainers (Astro-turf trainers are recommended)

Optional

Plain navy tracksuits or sweatshirts
School tracksuit
Plain navy dance tights
Gum Shield
Astro-turf trainers

For trampolining, girls need to have either plain navy dance tights or plain navy tracksuit bottoms with elasticated ankles and without zips.

For all Games

A PE Bag

A polythene bag to wrap hockey/football boots inside the PE Bag

Girls are recommended to take a shower after games lessons and therefore need to have a towel

Letters from parents concerning participation in Physical Education

Students who need to be excused from PE (including games) lessons, or who cannot bring kit through no fault of their own, should bring a note of explanation from one of their parents. The note should be given to the PE or Games Teacher at the start of the lesson. Students not actually performing for 'kit' or medical reasons should bring suitable clothing, for watching or officiating, when the lesson is outdoors. The teacher may still require the student to take an active part in the lesson although it may be different from the activity undertaken by the rest of the class.

Sixth Form Dress Code (abbreviated version – the full version can be found on the website)

Boys

Dark suit, smart shirt, Sixth Form tie
Plain, dark, sweater
Dark shoes

Girls

Dark, smart trousers, dress or skirt (plain or pin-striped)
Matching/coordinated smart, fitted dark jacket
Smart top of any colour

Zip-up cardigans may be worn if they are smart (not long, high necked or hooded)

Footwear should be smart, dark shoes, boots or sandals (in summer)

School Times

Registration	8.25 – 8.45	
Period 1	8.45 – 9.45	
Period 2	9.45 – 10.45	
Break	10.45 – 11.05	
Period 3	11.05 – 12.05	
Period 4	12.05 – 13.05	
Lunch	13.05 – 13.45	
Period 5	13.45 – 14.45	(registration taken in P5)

Assemblies take place twice per week for each of Years 7 to 11 during morning registration (8.25-8.45am). All assemblies are currently conducted on-line, with a view to returning to physical assemblies once covid / risk assessments allow.

Academy Information

As an Academy, Katharine Lady Berkeley's School is incorporated as a private company limited by guarantee.

The company name is Katharine Lady Berkeley's School.

The company is registered in England and Wales: Company Number 7696921

The registered office is:

Katharine Lady Berkeley's School
Wotton-under-Edge
Gloucestershire
GL12 8RB

Examination Results

Examination results have not been published for the last two years due to them being awarded through the centre / teacher assessed grades process. Below you can find details of the 2019 grades, the last set of published results. The press release and photos for the 2021 results can be found on the KLB website or using this [link](#)

2019 A level Results

We celebrated another extremely successful year at A level. With almost a third of entries being graded at A* or A, students have enjoyed considerable success gaining many places on competitive courses at top universities. Others are excited about the opportunities which lie within a range of apprenticeships. Our sixth form is founded on the belief that a positive approach determines success so it's lovely for our students to see their hard work, determination and resilience well rewarded. These students have also given a great deal back to the school and local community.

2019 A level overall results

	2019	2018	2017
% entries resulting in grades A*/A	32	37	35
% entries resulting in grades A*/A/B	65	67	66
% entries resulting in grades A* to C	86	86	88
% entries resulting in grades A*-E	99.4	100	100

Subject	Entries	A*	A	B	C	D	E	U
Art (Fine)	9	1	1	4	3	0	0	0
Biology	35	3	10	8	9	4	0	1
Business	11	1	0	3	5	0	2	0
Chemistry	35	1	7	13	8	2	3	1
Chinese	3	1	1	0	0	1	0	0
Drama	7	0	1	5	1	0	0	0
Economics	9	1	1	3	2	2	0	0
English	27	1	7	14	5	0	0	0
French	4	1	1	2	0	0	0	0
Film Studies	9	0	4	4	1	0	0	0
Geography	33	3	2	13	9	4	2	0
Graphic Art	4	1	1	1	1	0	0	0
History	20	0	4	5	6	3	2	0
Japanese	7	1	0	2	3	1	0	0
Mathematics	28	8	9	4	4	3	0	0
Mathematics (Further)	6	3	1	1	1	0	0	0
Music	1	0	0	1	0	0	0	0
Physical Education	9	0	2	4	3	0	0	0
Physics	23	4	3	7	2	3	4	0
Photography	12	2	2	3	1	4	0	0
Product Design	4	0	3	1	0	0	0	0
Psychology	30	1	4	10	9	6	0	0
Sociology	26	3	12	6	4	1	0	0
Spanish	8	1	2	4	1	0	0	0

2019 GCSE Results

We are thrilled with the fantastic GCSE results this year. 82% of students achieved grade 4 or higher in both English and Maths, KLB's best results since the move to the new grading system 3 years ago. We are also particularly pleased with the 30% of all entries that were graded at grades 9-7 (equivalent to A*/A) and the 60% of students achieving grades 5 or above in English and Maths. We have been tremendously impressed with the commitment shown by our students to achieve the very best grades possible, and are extremely proud of each and every student and their achievements.

	2019	2018	2017
% entries resulting in grades 9-7	30	25	21
% students achieving 9-4 in English and Maths	82	72	78
% students achieving 9-5 in English and Maths	60	48	51

