



Beaverwood School for Girls

2007

Information about School Performance

A Foundation School
Web Site: www.beaverwood.bromley.sch.uk

2006/2007 GCSE Results achieved by students aged 15#

Subject	A*	A	B	C	D	E	F	G	U	X	Q	Entries
Art & Design	4	7	18	15	2	0	1	0	0	0	0	47
Biology	0	0	3	17	7	0	0	0	0	0	0	27
Business & Information Studies	0	5	4	12	3	0	0	0	0	0	0	24
Business Studies	0	1	13	23	12	0	0	0	1	0	0	50
Chemistry	0	0	4	12	10	1	0	0	0	0	0	27
Chinese	1	0	0	0	0	0	0	0	0	0	0	1
D&T: Food Technology	1	2	3	14	14	1	1	0	0	0	0	36
D&T: Graphic Products	0	0	11	28	34	12	3	2	2	0	0	92
D&T: Resistant Materials	1	1	5	9	4	0	0	0	0	0	0	20
D&T: Textiles Technology	3	9	15	11	12	3	1	1	5	2	0	62
Drama	0	0	3	10	4	4	0	0	0	0	0	21
English Language & Literature	14	31	62	69	27	6	1	0	2	0	0	212
English Literature	9	72	73	19	27	10	1	0	1	1	0	213
Expressive Arts: Dance	0	9	8	7	6	2	0	0	0	0	0	32
French	0	3	10	11	26	11	3	0	1	0	0	65
Geography	1	2	13	29	6	2	1	0	1	0	0	55
German	0	1	1	21	28	9	0	0	0	0	0	60
History	2	20	19	16	9	3	0	2	0	0	0	71
Mathematics	0	9	58	77	40	22	6	1	2	0	0	215
Media, Film & TV Studies	3	7	4	6	3	1	0	0	0	1	0	25
Music	1	1	3	0	0	0	0	0	0	1	0	6
Physics	0	0	7	13	7	0	0	0	0	0	0	27
Religious Studies	1	6	8	0	1	0	0	0	0	0	0	16
Science: Voc	0	0	0	54	76	28	4	0	2	0	0	164
Science: Double Entry (2 grades awarded)	0	0	8	56	28	0	0	0	0	0	0	92
Science: Single Entry	0	0	0	4	13	20	15	5	2	0	0	59
Spanish	0	0	0	0	1	1	0	0	0	0	0	2
Sport/Physical Education Studies	2	3	3	3	3	1	1	0	0	0	0	16
Statistics	0	1	9	29	1	0	0	0	0	0	0	40
Turkish	0	0	0	0	1	0	0	0	0	0	0	1
TOTALS (papers entered)	43	190	365	565	405	137	38	11	19	5	0	1778

number of students aged 15 years # : **220** Number of students not entered for GCSEs: **3**
percentage of students aged 15# achieving 5 or more A*-C grades: 60% (77% including DiDA Nat.Certs.)

Summary of GCSE & Equivalent Results

	Number of Students	5+ A*-C	5+ A*-G	
2007	220	170	211	Number
		77.0	96.0	%
2006	204	116	200	Number
		56.8	98.0	%
2005	218	114	198	Number
		52.3	90.4	%
2004	228	111	212	Number
		48.7	93.0	%
2003	211	130	203	Number
		61.6	96.6	%

Average Total Points Score per 15-year-old: **394**

#On roll at the school on the third Thursday in September, having reached the age of 15 by 31st August 2006

Local & National Results not available at time of publication.

Statistics accurate at time of publication.

2006/2007 Advanced Level Results achieved by students aged 16, 17, 18

Subject	A	B	C	D	E	U	X	Q	Entries
Art & Design	0	1	0	2	3	0	0	0	6
Art & Design (Textiles)	0	2	2	1	3	2	0	0	10
Biology	0	0	1	0	1	1	0	0	3
Business Studies	0	1	1	5	2	0	0	0	9
Chemistry	0	0	3	0	1	0	0	0	4
D&T Product Design	1	0	0	1	1	1	0	0	4
Dance	0	1	0	1	0	0	0	0	2
Drama	1	2	2	0	1	0	0	0	6
English Language	0	4	5	2	0	1	0	0	12
English Literature	2	2	4	7	5	0	0	0	20
Geography	0	1	2	1	0	0	0	0	4
German	0	0	0	0	0	0	1	0	1
Health & Social Care	0	1	3	2	0	0	0	0	6
History	1	3	3	3	1	1	0	0	12
Information Technology	0	0	1	0	2	2	0	0	5
Mathematics	1	3	1	0	0	0	0	0	5
Media, Film & TV Studies	2	6	9	3	3	0	0	0	23
Music	0	0	0	1	0	0	0	0	1
Physics	0	1	2	0	0	0	0	0	3
Religious Studies	2	3	2	3	1	0	0	0	11
Sociology	6	5	2	4	0	1	0	0	18
Spanish	0	1	0	0	0	0	0	0	1
Sport/PE Studies	0	0	0	1	0	0	0	0	1
Totals	16	37	43	37	24	9	1	0	166

Percentage pass rate for A2 subjects, grades A-E: 93.75%

A-E % pass rate over five years

94.6	2006
97.0	2005
96.3	2004
94.7	2003
94.2	2002

OCR Level 2 National Certificate Results for Year 12

Subject	Entries	Distinction	Merit	Pass	Unit Accreditation
Health & Social Care	11	0	9	1	1

2007	Average points scored per examination entry in Year 13 is: 183.99	}	New points score system - excluding vocational A-
	Average points scored per student in Year 13 is: 669.00		
2006	Average points scored per examination entry in Year 13 is: 182.99	}	
	Average points scored per student in Year 13 is: 586.80		
2005	Average points scored per examination entry in Year 13 is: 71.3		
	Average points scored per student in Year 13 is: 222.0		
2004	Average points scored per examination entry in Year 13 is: 71.3		
	Average points scored per student in Year 13 is: 195.3		
2003	Average points scored over two or more subjects is: 182.9		

Scoring system for GCE/AVCE Subjects (AS subjects half A2 scores)

Grade A	270 points	Grade B	240 points	Grade C	210 points	Grade D	180 points	Grade E	150 points
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Statistics accurate at time of publication.

2006/2007 National Certificates/DiDA

Award Level 1 (Award in Digital Applications (AiDA))

Subject	D	M	C	P	U	X	Entries
Information Communication Technology	5	12	16	29	19	2	83
Totals	5	12	16	29	19	2	83

Key: D Distinction (equivalent to C grade at GCSE)
M Merit (equivalent to D grade at GCSE)
C Credit (equivalent to E grade at GCSE)
P Pass (equivalent to F/G grade at GCSE)
U Unclassified

Award Level 2 (Award in Digital Applications (AiDA))

Subject	D	M	C	P	U	X	Entries
Information Communication Technology	0	1	14	35	5	2	57
Totals	0	1	14	35	5	2	57

AiDA is one unit of work and is compulsory for all Key Stage 4 students. Level 2 follows the same course as Level 1 but involves more independent learning. It is equivalent to one GCSE.

Certificate Level 2 (Certificate in Digital Applications (CiDA))

Subject	D	M	C	P	U	X	Entries
Information Communication Technology	0	4	19	37	22	0	82
Totals	0	4	19	37	22	0	82

CiDA is two units of work and is compulsory for all Key Stage 4 students. This is for students have progressed past AiDA. It is equivalent to two GCSEs.

Diploma Level 2

Subject	D	M	C	P	U	X	Entries
Information Communication Technology	0	1	0	0	0	0	1
Totals	0	1	0	0	0	0	1

Students can opt for this course and it is equivalent to up to four GCSEs.

Key: D Distinction (equivalent to A* grade at GCSE)
M Merit (equivalent to A grade at GCSE)
C Credit (equivalent to B grade at GCSE)
P Pass (equivalent to C grade at GCSE)
U Unclassified

National Certificates

Subject	D	M	P	U	X	Entries
Health & Social Care	5	8	10	6	0	29
Travel & Tourism	0	11	4	4	0	19
Totals	5	19	14	10	0	48

National Certificates in Health & Social Care and Travel & Tourism are equivalent to four passes at GCSE.

Key: D Distinction (equivalent to four A grades at GCSE)
M Merit (equivalent to four B grades at GCSE)
P Pass (equivalent to four C grades at GCSE)
U Unit Accreditation

Summary of the National Curriculum Assessment Results of Students in the School (2007) and Nationally (2006) at the end of Key Stage 3 (Please note that numbers in the table below are percentages)

	Year	W	D	A	T	Below Level 3/4*	1	2	3	4	5	6	7	8
English: Teacher Assessment														
School	2007	0					0	0	1	11	42	34	10	0
National	2006													
Test														
School	2007					0				8	59	23	2	
National	2006					10				14	38	25	10	
Mathematics: Teacher Assessment														
School	2007	0					0	0	4	13	33	40	10	0
National	2006													
Test														
School	2007					1			5	12	29	38	13	0
National	2006					2			5	14	20	27	22	8
Science: Teacher Assessment														
School	2007	0					0	0	1	14	61	22	1	0
National	2006													
Test														
School	2007					0			3	25	42	22	4	
National	2006					3			5	17	31	26	15	

W Students who are working towards Level 1, but have not yet achieved the standards needed for Level 1

D Students who have been disapplied under sections 364/365 of the Education Act 1996

A Students who have failed to register a level due to absence, or were absent on the day of the test

T Students who were working at the levels of the tests, but unable to access them

***** Students who were not entered for the tests because they were working below Level 3 in Mathematics or Science, or below Level 4 in English; students awarded a compensatory level from the tests; and students entered for, but not achieving, a level from the tests

Rates of authorised and unauthorised absence from September 2006 to 25th May 2007

Total number of students on roll of compulsory school age	1277
% of half days missed through authorised absence	8.79
% of student sessions missed through unauthorised absence	0.77
% attendance	90.44

Statistics accurate at time of publication

Some of Our Achievements

The UK Schools Mathematical Challenge 2007

Junior

Best Result in School

Charlie Halstead

Silver Award

Charlie Halstead

Rachel Hickman

Ellen Isted

Bronze Award

Fiyin Adekunle

Ashley Barnes

Amy Clancy

Rebecca Clinch

Daryl Hackett

Freyah Hocknell

Elisa-Jayne Swan

Intermediate

Best Result in School

Sarah Ludlam

Gold

Sarah Ludlam

Bronze

Sarah Bovey

Alexandra Bradley

Kathryn Castle

Nicola Christophe

Georgia Cooling

Bethan Harrison

Ellie Holmes

Certificates Awarded by the Associated Board of the Royal Schools of Music 2006-2007

Senior

Clarinet:	Louise	Brady	Grade 8
	Sarah	Ludlam	Grade 8
Piano:	Linzy	Baker	Grade 2 (Merit)
Flute:	Rachel	Adams	Grade 5
Saxophone:	Beth	Slynes	Grade 3 Merit
Viola:	Hannah	Germaine	Grade 5 (summer 07); Grade 4 (Merit)
Drumkit:	Kyla	Wilson	Grade 1 Distinction
Trombone:	Jade	Egan	Grade 5 (Merit)

End of KS3

Clarinet:	Sophie	Raggett	Grade 2
Piano:	Amy	Kirkham	Grade 2 (summer 07)
Flute:	Victoria	Croot	Grade 4 (Merit)
	Charlie	Gunter	Grade 3

Junior

Flute:	Madeleine	Janes	Grade 4 (summer 07)
	Lucy	Miller	Grade 3
	Hannah	Wilcox	Grade 3 (summer 07)
	Shauna	Holloway	Grade 1
	Lilian	Mills	Grade 1
	Natalie	Parker	Grade 1
Piano:	Rebecca	Kadi	Grade 3 (Merit); Grade 4 (summer 07)
	Natasha	Court	Grade 2 (Merit)
Violin:	Jessica	Jacques	Grade 4 (Merit); Grade 2 (Merit)
French Horn:	Karimah	Farag	Grade 3
Clarinet:	Paige	Murphy	Grade 2 (Merit)
	Nicole	Gennery	Grade 2
Cello:	Agnes	Pennington	Grade 1

Years 13 Destinations 2007

Name	Surname	University	Subject
Solaju	Akande-	St George's University, London	Medicine
Fadeke	Lawal		
Claire	Ancient	University of West England	Mathematics & Computing
Michelle	Baca	Kingston University	Entrepreneurship & Management
Victoria	Bell	Hertford University	Geography
Nancy	Blake	Ravensbourne College of Design & Communication	Foundation Art & Design (1 year)
Caroline	Bones	City University, London	Law (LLB)
Jennifer	Bourne	Canterbury, Christ Church University	Nursing
Louise	Brady	Canterbury, Christ Church University	Sociology
Danielle	Bright	Seeking Employment	Travel Industry
Ellie	Brown	Roehampton University	Primary Education
Lisa	Burroughs	Ravensbourne College of Design & Communication	Foundation Art & Design
Sarah	Cable	tbc	Fashion/Photography (also tbc)
Louise	Childs	Falmouth University	BA Broadcasting
Lauren	Clay	University of Kent, Canterbury	Sociology
Helen	Coates		
Louise	Cook	Canterbury, Christ Church University	Science with QTS
Claire	Dawkins	Gap Year	
Megan	Day	Portsmouth University	Sociology
Jaan	Dervishali	Seeking Employment	
Stephanie	Dooley	Seeking Employment	
Hayley	Dunne	Seeking Employment	
Amirah	Farag	Manchester University	Law
Emma	Ford	Seeking Employment	
Kathryn	Fowler	Bexley College	Photography
Helen	Gardner	Rose Bruford	Costume Production
Lauren	Gladding	Greenwich University	Criminology
Victoria	Grace	Royal Bank of Scotland	Employment
Sarah	Green	University of Kent, Canterbury	Sociology & Criminology
Danielle	Harman	University of Kent, Canterbury	Intellectual and Developmental Disabilities
Lauren	Hillier	University of Kent, Canterbury	Sociology & Criminology
Stacey	Hole	Seeking Employment	
Victoria	Holland	Seeking Employment	
Shanell	Holmes	Kingston University	Psychology & Journalism
Rosie	Jones	University of Kent, Canterbury	History & Religious Studies
Samantha	Jones	Gap Year	
Roseena	Karwal	Kingston University	Accounting & Finance
Zoe	Leivers	Seeking Employment	
Haley	Linton	Seeking Employment	
Danielle	Majorski	Canterbury, Christ Church University	English Language
Hannah	Marsh	University of Kent, Canterbury	Sociology
Siobhan	McGlynn	Gap Year	Temporary work
Corinna	McKenzie	Seeking Employment	

Name	Surname	University	Subject
Amy	Moore	University of Kent, Canterbury	History
Emma	Moore	Seeking Employment	
Claire	Neal	London College of Fashion	Foundation Course in Art & Design
Lauren	Neal	Liverpool University	Egyptian Archaeology
Dannika	O'Gorman	University of East Anglia	French & Spanish
Sarah	Owen	Seeking Employment	
Natalie	Payne	Seeking Employment	
Nicola	Penny	University of Greenwich	Education Studies
Samantha	Pescud	Show Business, Hair Salon	Hairdressing apprenticeship
Claire	Pitchford	Lincoln University	Dance & Drama (BA)
Najmin	Qureshi	University of Hertfordshire	Law
Jenna	Ricketts	Laura Ashley	Sales Assistant
Stephanie	Ringer	University of Kent, Canterbury	Sociology & Criminology
Carly	Sands	Seeking Employment	
Valentina	Schlaepfer	Seeking Employment	
Kelly	Slater	Seeking Employment	
Amy	Slynes	University of Kent, Canterbury	Film Studies
Catherine	Smith	Beaverwood School for Girls	Further study in Year 14
Sarah	Stock	Staffordshire University	Drama
Meltem	Uzun	Kingston University	Media & Cultural Study
Melissa	Wake	Portsmouth or Brighton (tbc)	Geography (BA)
Harriette	Whitmore	Central School for Speech & Drama	Drama
Elaine	Wickham	University of London, South Bank	Radiography

Routes of Students aged 16 and over (2006)

Aged 15 at start of 05/06 school year Y11	Total 204	At School or College 201 98.53%	Employment 3 0.4%	Youth Training 0 0%	Other 0 0%
Aged 16 at start of 05/06 school year Y12	Total 124	At School or College 113 91.13%	Employment 6 4.84%	Youth Training 3 2.42%	Other 2 1.16%
Aged 17 at start of 05/06 school year Y13	Total 80	Higher Education 63 78.75%	Employment 13 16.25%	Youth Training 0 0%	Other 4 5%

Routes of Students aged 16 and over (2007)

Aged 15 at start of 06/07 school year Y11	Total 219	At School or College 215 98.17%	Employment 4 1.8%	Youth Training 0 0%	Other 0 0%
Aged 16 at start of 06/07 school year Y12	Total 125	At School or College 78 62.4%	Employment 47 37.6%	Youth Training 0 0%	Other 0 0%
Aged 17 at start of 06/07 school year Y13	Total 95	Higher Education 60 63.15%	Employment 32 33.68%	Youth Training 0 0%	Other 3 3.15%



Beaverwood School for Girls

Section 2



**“Beaverwood School for Girls is a highly successful school
with many outstanding features”**

OFSTED REPORT - NOVEMBER 2002

Educational Standards Achieved By Students At The School

Beaverwood School is a highly successful school with many outstanding features. Students make very good progress by the end of Year 9 to bring them up to above average attainment, and skilled teaching ensures that this progress is maintained throughout Years 10 and 11. Students achieve well in these years and by the end of Year 11, attainment is above average. In the Sixth Form, students make good progress and attain average standards. Teaching is good across all years, supported by excellent systems for monitoring and evaluating the quality of teaching. Leadership and management are very good and the leadership and management of the headteacher and two deputy headteachers are outstanding. The school gives very good value for money.

What the School Does Well

- ✗ Very good leadership and management constantly seeking ways to improve the school further;
- ✗ Attainment is above average by the end of Years 9 and 11 and students make good progress overall. They make very good progress between Years 7 and 9;
- ✗ Teaching is good and just under a third of teaching is very good;
- ✗ Systems to review the school's work are excellent;
- ✗ Students behave well and have very positive attitudes towards their work. Relationships are very good. Provision for social and moral development is very good;
- ✗ The provision of extra-curricular activities is excellent and enriches the curriculum;
- ✗ The procedures for assessing students' progress and attainment are excellent and the monitoring of their academic performance and personal development is very good;
- ✗ Support and guidance for students are very good.

The inspection found that students make very good progress by the end of Year 9, and the progress is sustained because of good teaching throughout the school, including the Sixth Form. Attainment overall, by the end of Year 9 and Year 11, is above average and at the end of the Sixth Form, is broadly average. Students with special educational needs make good progress. Higher attaining students, and those who are identified as Gifted & Talented, make good progress overall. Students from minority ethnic groups achieve as well as their peers.

Attitudes, Behaviour and Personal Development

Attitudes:	Very good. The majority of students are hard-working and many enjoy their work.
Behaviour:	Good. Most students behave well in lessons and around the school. A very small number are ready to challenge authority but are usually well-managed by teachers.
Personal Development:	Very good. There is an ethos of mutual respect throughout the school.

Teaching and learning are good and 96% of lessons were satisfactory or better. Almost a third of teaching is very good. In the Sixth Form, teaching is good and more than a third is very good. Strengths in teaching include good subject knowledge, which teachers use well to move students' learning forward. Planning of lessons is a strength and ensures that learning progresses well. The high quality of teaching ensures that students achieve well across the school.

Extra-curricular activities are excellent and enrich the curriculum. The quality of careers guidance is excellent.

A small number of students entered school during the inspection and staff were quick to seek support for them.

Provision for social and moral development is very good, and for spiritual and cultural development is good. Tutorial time is used well to promote personal development.

Procedures for assessing students' attainment and progress are excellent. There is a very good awareness of health and safety issues.

The school does everything in its power to involve parents in their daughters' education.

Quality of Education Provided

Outstanding leadership by the headteacher sets the tone of high expectations and the very good ethos of the school. There is a constant striving for excellence. Senior staff work excellently as a team to implement policies. The leadership of Heads of Faculty and Heads of Year is good and many give very good leadership.

Governors have a very good understanding of the school and fulfil their legal responsibilities well. They are effective in providing a sounding board for new ideas.

The systems for reviewing the school's work are excellent and very good use is made of them at senior management level.

The budget is very carefully managed and governors and senior staff are aware of the need to secure value for money.

Parents' and Carers' Views of the School

- ✎ Their children like school;
- ✎ Attainment and the progress that students make;
- ✎ Teaching is good;
- ✎ They would feel comfortable about approaching the school with a problem;
- ✎ Students are expected to work hard and achieve their best;
- ✎ The school is well led and managed;
- ✎ Students are helped to become mature and responsible;

The attitudes and values promoted by the school.



Beaverwood School for Girls

Section 3

Additional Information

The Governing Body

Staff Governors:	Mrs K J Raven, Headmistress Ms J Chappells Mrs P Jennings
Partnership Governors:	Miss C Yardley Mr X Christodoulou Vacancy
LEA Governors:	Mrs E England
Parent Governors:	Mrs P Gladding Mrs McKenzie Mrs T Herriott Mrs D Oke Vacancy
Community Governors:	Mrs J Larkin (Vice Chair) Mr J Ransley (Chair) Mr N Paranjape
Sponsor Governor:	Mrs M Turner (HSBC)
Clerk:	Mrs L Haward Beaverwood School Beaverwood Road Chislehurst Kent BR7 6HE

Beaverwood Staff

Headmistress: Mrs K J Raven, BA, MA, PGCE, CL (NPQH)

Deputy Heads: Mrs A Carruthers, BEd, MA, CertEd, NPQH
Mrs C Tipping, BA, PGCE

Assistant Headteachers: Ms M Brooks, BEd, MA
Mr C Burchell, BA, PGCE, NPQH
Mrs D Forder, BA, PGCE
Mr J Handscombe, BA, MA, BSc, PGCE

English

Ms D Allwood, BA, QTS	Head of Faculty
Mrs S Henesy, BA, PGCE	Second in Faculty
Ms K Borthwick, BA	
Mrs A Carruthers, BEd, MA, CertEd, NPQH	Senior Deputy Head
Miss S Coombs, BA, PGCE	Year Co-ordinator
Ms L Davies, BA, PGCE	
Ms D Driver, BA, PGCE	KS3 Co-ordinator for English
Mrs J Evans, BA, PGCE	
Mrs E James, NQT	
Ms S James, BA, QTS	
Mrs D Lucas, BA, PGCE	KS4 Co-ordinator for English
Mrs N Nelson,	
Ms K White, BA, PGCE	Teacher i/c Drama

Mathematics

Miss H Statton, BEng, PGCE	Head of Faculty
Mr R Dawkins, BSc, PGCE	Second in Faculty & AST
Mrs L Dreyer, GT	Instructor in Mathematics
Mrs G Gardiner, BSc, CertEd	16+ Development Support Co-ordinator
Mr J Handscombe, BA, MA, BSc, PGCE	Assistant Headteacher
Mrs S Istead, BSc, PGCE	
Ms C Perrin, BSc, PGCE	
Mrs L Ramesh, NQT	
Mrs H Stephens, CertEd	Year Co-ordinator; Mathematics Enrichment Co-ordinator
Mr K Tavares, MSc, BSc, QTS	ICT Mathematics Co-ordinator; KS3 Co-ordinator

Humanities

Mrs J Chappells, BA, PGCE	Head of Faculty
Miss H Gray, BTh, PGCE	Second in Faculty; Teacher i/c Religious Studies
Ms M Brooks, BEd, MA	Assistant Headteacher
Mrs S Cotton, BA, PGCE	Teacher i/c Citizenship
Mrs N Dawkins, BA, PGCE	AST
Mrs Hodgson, BA, PGCE	KS3 Leader; ASDAN Co-ordinator
Mr M McMorrow, BA, MPhil, QTS	
Mrs R Patience, NQT	Teacher of Religious Studies
Mrs L Scott, BA, NQT	Duke of Edinburgh Co-ordinator; Post-16 Events Co-ordinator
Miss A Singer, BA, PGCE	KS2-KS3 Development Support Co-ordinator
Miss K Stokes, BSc, QTS	Able, Gifted & Talented Students' Co-ordinator
Miss E Tellick, BSc, PGCE	Head of Geography
Mrs L Webb, BEd	Health & Safety Co-ordinator

Modern Foreign Languages

Mr D Harding, BSc, Econ, PGCE	Head of Faculty
Mr D Williams, BA, PGCE	Second in Faculty
Miss E Comoret, NQT	
Miss A Cornforth, BEd, MA	
Mrs M Edmunds, MA, PGCE	
Mrs D Forder, BA, PGCE	Assistant Headteacher
Mrs C Tipping, BA, PGCE	Deputy Head

Science

Mr S Coomber, BSc, PGCE	Head of Faculty
Mr S Bokth, BSc, MSc, PGCE	Second in Faculty, Head of Chemistry
Ms J Appasawmy, PGCE	
Ms R de Simone, BSc, PGCE	
Mr A Fedrick, PGCE, BSc	
Miss S James, BSc, PGCE	
Miss C Nicholson, MA, BSc, BTEC, PGCE	Year Co-ordinator; Teacher of Biology
Mrs N Searle, PGCE	
Mr M Tebb, BA, AdDipEd, CertEd	House Co-ordinator, KS3 Co-ordinator

Design Technology

Ms J Reed, BA, PGCE	Acting Head of Faculty
Mrs J Bentley, BEd, DipPCC	
Mrs F Brown, CertEd	Teacher i/c of Textiles
Mrs K Driscoll, MA, PGCE	
Mr K Dunn, HND, BEd	
Mrs J Flynn, BEd, DipEconDev	
Mrs K Harrison, BA	Teacher i/c Catering & Hospitality Development
Mrs S Long, BA, QTS	
Miss C Mack, BA, PGCE	
Ms I Sims, BA, QTS	

Social Studies

Miss R Angus, BSc, pg	Head of Faculty
Mrs S Cascarino, BSc, QTS	Acting AENCo
Mrs S Kay, BEd, PGCE	Head of Year 7
Mrs M Jones, BA, MA, PGCE	Head of Post-16
Mrs H Scott, BSc, PGCE	Teacher i/c Social Studies

Expressive Arts

Mr G Rutter, BMus, PGCE	Head of Faculty
Miss L Lowing, BA, PGCE	Second in Faculty
Mrs J Brash, BEd	
Mrs M Cornwell, BSc, PGCE	Year Co-ordinator
Mr Evelyn-Rahr, GT	Instructor in Art
Mrs T Green, BEd	Head of Physical Education
Miss C Heath, GT	Instructor in Dance
Mrs A Jago, BA, PGCE	Teacher of Art
Mrs P Jennings, CertEd	KS4 Leader
Mrs J Leamon	School Sports Co-ordinator
Mr A Lingwood, BEd, CertEd, DPSE	
Miss K Lovett, QTS	Teacher i/c Art
Miss C McRoberts, BA, PGCE	Teacher i/c Dance
Mr C Pearson, GTP	Instructor in Music
Mrs E Tappenden, BSc, PGCE	

ICT

Mr M Winkless, BA, QTS	Head of Faculty
Mr G Strong, BA, PGCE	Second in Faculty
Mr C Burchell, BA, PGCE, NPQH	Assistant Headteacher
Mr D Fox, ACA, QTS	
Mr B Turan, NQT	

Additional Educational Needs

Mrs J Turner, BSc, PGCE	Head of Additional Educational Needs; Able, Gifted & Talented Co-ordinator
Ms J Andrews, BA, PGCE	

Teaching Assistants

Ms T Anderson	Ms B Hunt	Mrs A-M Shaw
Mrs A Cohen	Mrs M Kehoe	Mrs S Spellacy, CIPD
Mrs A Daniel	Mrs J Long	Mrs S Yerserver
Mrs S Davison	Ms S Mackie	
Mrs J Downs, TS	Mrs R O'Donnell	
Mrs G Hall	Mrs D Philpot	
Ms J Hanwell, C&G	Mrs P Povey	

Educational Support Staff

Mrs L Clerck
Mrs A Davis
Mrs S Fraser
Mrs H Flagg
Mrs J Funnell
Mrs J Godly
Mrs E Grandison
Mrs L Haward, BA, NVQ III
Mrs P Hopper, NVQ III, ECDL 1 & 2, BCS L1 & L2
Mrs V Jasper
Mrs S Johnston
Mrs J Lord
Ms J Reid
Mrs P Roberts, NVQ III
Ms I Russell
Mr R Viner
tba

Finance Officer; Receptionist
Vocational Support Co-ordinator
Receptionist; Administration Assistant
Finance Officer
Librarian
Supervisory Assistant
Supervisory Assistant
Senior Finance Officer
WP Operator; SIMS.net Operator; Curriculum Assistant
Receptionist; Administration Assistant
Examinations & Assessment Officer
Inclusion Officer
Family Liaison Officer
Office Manager; Admissions Secretary; SIMS.net Operator
Headteacher's PA; Human Resources
Media Resources Officer
Parent Information Officer

Cover Supervisors

Ms C Staples (Cover Manager)
Mrs L Burke

Mr S Sassoon

Site Management

Mr R Albert
Mr G Cooper
Mr W Gladding
Mr W Smith
Mr J Ward, BSc

Assistant Caretaker
Assistant Caretaker
Senior Caretaker
Groundsman
Site and Premises Manager

Technicians

Mr M Aboussalam
Mr P Colman
Mr A Horn
Mrs L Lyons
Mr N Mason
Ms C Smith

Network Manager
Technology
ICT
Senior Laboratory Technician
Science
Biology

Midday Supervisors

Mrs J Abbott
Miss J Carr
Mrs N Rickwood (Senior)
Mrs N Sterne

Peripatetic Music Teachers

Flute:

Ms J Fraser

Clarinet:

Mrs G Maddock

Piano:

Mr D Eccott

Mrs P Lane

Keyboard:

Mr M Ingleby

Guitar:

Mr A Matthews

Percussion:

Mr J Munro

Singing:

Ms M Bentall

Mr S Sundermann

Violin:

Mrs C Turner

Saxophone:

Mr J Bessell

Cello:

Mr M Nebe

Spiritual, Moral, Social & Cultural Curriculum

The School actively promotes the spiritual, moral, social and cultural development of all its students from Year 7 to Year 13. It relies, in part, on daily acts of collective worship whether in year groups, house groups or tutor groups. A progressive PSHE programme for each year is delivered by form tutors in form time, concentrating on five main themes of Citizenship, Environmental Issues, Health Education, Careers Education and Economic and Industrial Awareness. There is also a timetabled Cross-Curricular Course in Years 9 -13.

This programme complements the academic, cultural and physical development of students provided by the foundation subjects of the National Curriculum and extra-curricular activities, which together prepare students for the responsibilities and experiences of adult life.

Parents may withdraw their children from all or part of the religious education and collective worship provided. Details of any alternative provision made for students who are withdrawn are discussed with individual parents.

The Gifted & Talented

The School seeks to develop the potential of all its students to the full. Some students are identified as academically gifted through analysis of Key Stage 2 data, Cognitive Ability Test results and assessment data from subjects. Students are also identified as talented in Art and Design, Technology, Music or Physical Education. A range of extension activities are offered both through the curriculum and through after-school clubs. Students are actively encouraged to become involved with the enrichment activities that take place at Beaverwood. As with all students, the progress of gifted and talented students is monitored carefully. The school has appointed two Advanced Skills Teachers to work specifically with these groups of students.

Sex Education Policy

Sex Education is part of the Health Education in the school and is carried out in accordance with the 1993 Education Act. In the wider context it contributes to the whole school policy to promote the spiritual, moral, cultural and physical development of students and to prepare them for the opportunities, responsibilities and experiences of adult life as outlined in the PSHE and Citizenship Framework.

Aims

- 1 Sex education should encourage young people to be responsible in their relationships with others and should promote a positive self image, respect and a confident, caring approach.
- 2 It should enable young people to make informed choices and to take responsibility in their relationships. The importance of a loving, stable relationship within a stable, supportive home environment, and aspects of personal morality should be encouraged.
- 3 Sex education should provide factual information about physical and emotional changes, childbirth, contraception, sexually transmitted diseases including HIV/AIDS and legal aspects. It should help students understand the reasons for delaying sexual activity and build up the knowledge and skills to enable them to deal with the many different and conflicting pressures on young people today.

Charging Policy

The charging provisions of the Education Reform Act came into effect on 1st April, 1989. The basic principle underlying these provisions is that education provided wholly or mainly during school hours is free. Charging is permitted for the following activities:

- 1 The full costs of board and lodging on residential visits.
- 2 The full costs associated with individual and small group tuition of up to and including four students in the playing of a musical instrument, whether in or out of school time.
- 3 The full costs of activities which take place wholly or mainly outside school hours, but which are not provided as part of the syllabus for a prescribed public examination and are not required in order to fulfil statutory duties related to the National Curriculum or to Religious Education.
- 4 The full costs of entering a student for a public examination not prescribed in regulations and for preparing the student for such an examination outside school hours.
- 5 The full costs of resits of prescribed public examinations where no further preparation has been provided by the school.
- 6 The full costs of entering a student for a prescribed public examination where the Governing Body has decided there are educational reasons for not entering the student.
- 7 The costs of entering a student for a public examination when the student has failed without reasons to complete the examination requirements. This might include failure to complete coursework requirement and/or failure to sit the final examination(s).
- 8 The cost of ingredients or materials for practical subjects where the parents have indicated in advance a wish to own the finished product.

The School may ask for voluntary contributions in support of activities during school time but there is no obligation on parents to make such a contribution. Willingness or ability to pay will not be criteria for selection of students to take part in an activity although reluctance on the part of parents to support an activity in this way could lead to its cancellation.

Number of applications received for entry in September 2007: 726

Sport

The Physical Education programme aims to develop each individual to her full potential by providing a variety of individual and team experiences in lessons. This is extended in the extra curricular programme. All girls are encouraged to join the clubs and practices run by the staff who are all trained specialists. Teams are selected to represent the School in major team games, athletics, trampolining, swimming and regular dance productions provide an outlet for those girls wishing to be involved. Our current list of successes includes:

Athletics	Michelle Fewster - Flora London Marathon, English Schools Becky Turner - Regionals (Cadets) Jodie McCormack - Nationals (Cadets) Jessica Saville - Kent Schools Becky Powell - Kent Schools Sam Turner - Nationals (Cadets) Claire Wickham - Kent Schools
Swimming	Jaime Binder - County
Triathlon	Jaime Binder - GB Squad
Tetrathon	Jaime Binder - GB Squad
Biathlon	Jaime Binder - Regional Michelle Fewster - London Youth Games
Karate	Claire Wickham - Nationals, GB Squad
Cross Country	Michelle Fewster - Nationals
Lacrosse	Jessica Saville - County
Dance	Chloe Shillibeer - Ballet Grade 6; Tap Grade 5 Abbie Sargent - Ballet Grade 5 Alice Knapp - Ballet Grade 5 Rebecca Joyce - Ballet Grade 5 Georgia Cooling - Ballet Grade 5 Delice Headlam - Ballet Grade 6; Tap Grade 6; Modern Intermediate; Contemporary Intermediate; Jazz Intermediate Rachel Barnes - Ballet Grade 8 Jordan Price - Ballet Grade 7