



# *The* HENRY BEAUFORT *School*

Hello from Henry B!

Date: February 2024



Welcome



Dear Parents,

As a Headteacher I am fortunate to be part of a small group of cross phase Headteachers who meet once a month to reflect on the challenges faced by education and our young people in a world that is very chaotic and disjointed at present.

As a microcosm of society, it is inevitable that the uncertainty and the desire to push back against feelings of fear and injustice spill into school. It has always been in the 'job description' of teenagers to push back against boundaries as they find their way in the world. But now the world seems intent on pushing back against boundaries and this is inevitably unsettling for all young people.



**Miss Hearle, Headteacher**

So where do schools stand in this?

It is my belief that our school community provides a stable constant for our young people. We have codes of conduct so that the community can function and so that learning can remain at the heart of our purpose. Schools were recently described to me as the gatekeepers of the magic and wonder of our world and I firmly believe that learning in all its forms provides this.

Learning is about the wonder of the new, the opportunity to begin on a path of exploration that will take our young people to diverse career opportunities as well as new adventures that will enrich and reward their lives.

Teaching young people so that they have these opportunities is both a privilege and a joy.

Part of this teaching is the reinforcement of the difference between right and wrong, the value of kindness and the understanding of social issues, so that informed and safe choices can be made by our young people.

So, while the world seems to have gone slightly mad at the moment, our commitment to you and our young people is to remain that constant, to firmly and fairly maintain our standards and expectations so that with you, together, we both protect our young people and instil values that will give all of them resilience and the desire to use their education to make a better life for themselves and their global community.

What a better way to start than to celebrate their achievements this half term.

With warmest wishes,

Miss Hearle



## Engineering

We are one of a small handful of schools which offer our students the ability to study Engineering as a GCSE qualification. The subject has gained in popularity over the last couple of years, and we now have 88 students currently on the course in Years 9-11. It can provide a real challenge for our most able students through their practical use of scientific and mathematical principles and stretches all our students' practical skills. Students are lucky enough to have access to a wide range of modern engineering manufacturing methods as our department has a laser cutter, an automated 3D milling machine, 2 different types of 3D printer and an injection moulding machine.

### Our GCSE Results 2023

- 81.8% of students achieved a Grade 4 or above.
- 100% of students achieved a pass.

### Engineering in Years 7 & 8

During Years 7 and 8, Engineering is not taught explicitly on its own as there is an overlap of skills, knowledge and understanding which it shares with Design and Technology. Therefore, key elements of Engineering are delivered through our Design and Technology curriculum.

The Design and Technology curriculum during Years 7 and 8 delivers the knowledge and skills relating to Engineering through both engaging and challenging project work, often embedding these skills into real life scenarios. Students become adept at using both 2D and 3D computer aided design (CAD) software and use this software to create products on our laser cutter and 3D printer. They experience working with a range of different materials and a range of engineering processes which are used to shape and manipulate these materials. There are also opportunities to work with electronic components, building simple circuits. Students are exposed to scientific and mathematical concepts, for example, mechanisms and forces, and calculating areas/volumes.

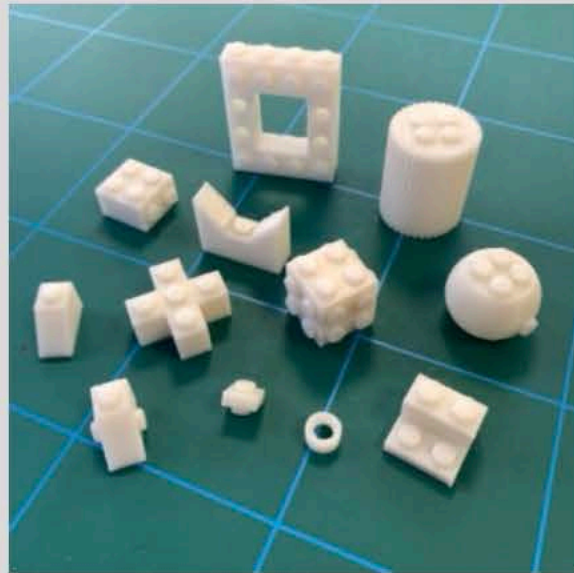
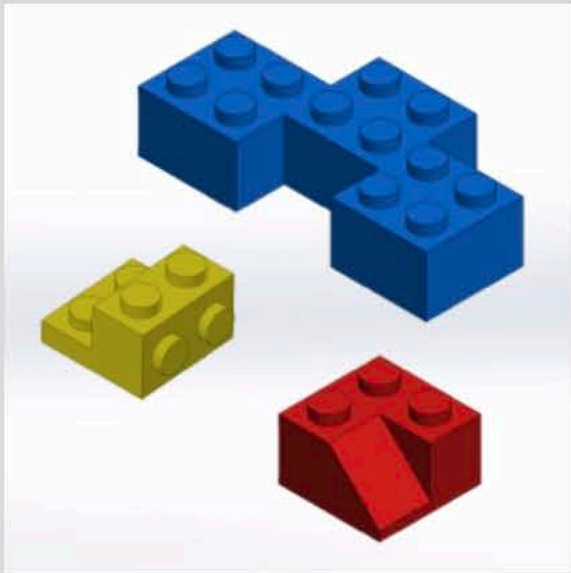


At the end of Year 8, our knowledge-rich curriculum provides our students with a wide range of skills and knowledge applicable to the study of Engineering if they wish to study it explicitly at GCSE.



## Engineering in Year 9

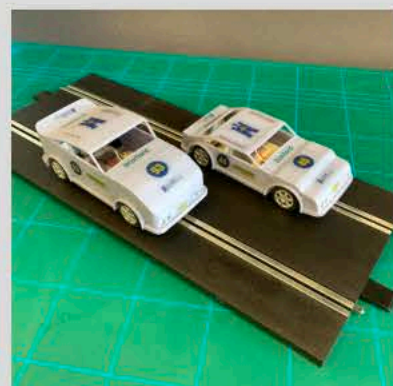
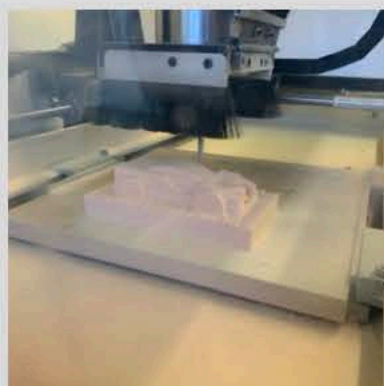
During Year 9 students complete short projects, each one focused on a particular area of Engineering. Their first project involves the use of 2D CAD (Computer Aided Design) to create a slot together model, which is cut out using our laser cutter. Students learn about the importance of modelling and drawing accurately in 2D CAD. The second project expands their CAD skills into 3D CAD. We use SolidWorks (an industry standard software) to create new designs for LEGO pieces. Students need to be able to use accurate measurements and learn how CAD models can be sent to a 3D printer to enable us to create high quality prototypes. As these are made using plastic, the students also look at other plastics manufacturing processes and types of plastics.



After students are confident with their use of our 3D CAD software, we move into our third project, which we call 'Metanimal'. Students use aluminium sheet to create a folded metal animal, this project is made entirely using hand skills and students learn all about the various metal manufacturing processes and metals used in engineering. Their 3D CAD skills are also stretched when they learn how to simulate folding metal in the software.



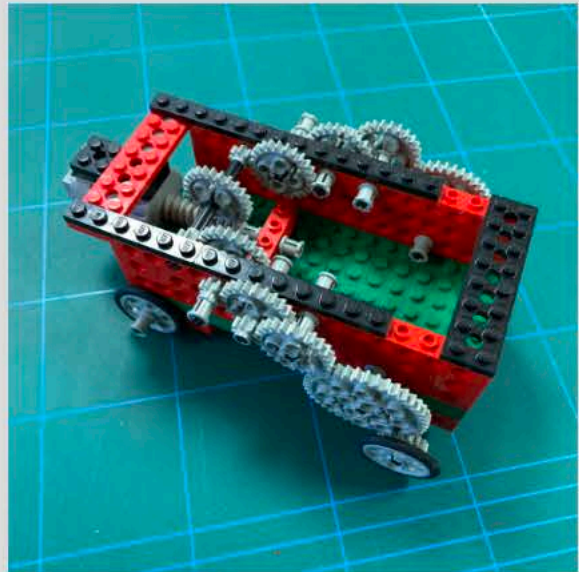
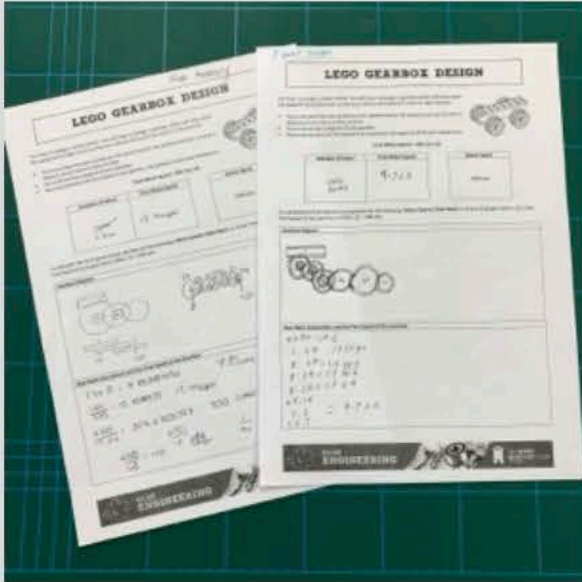
The year ends with an exciting project called Scalextric4Schools. Students design and manufacture a Scalextric car using a range of modern manufacturing methods. They 3D print the car chassis and CNC mill a mould, so they can vacuum form a body shell. We also look at aerodynamics and wind tunnel simulations within our CAD software. We then enter our best cars into a national competition against schools from around the country, with this year's event being held at Silverstone Race Circuit, home of British motorsports.





## Engineering in Year 10

In Year 10 students move their attention to the two biggest areas of study within the course, which are mechanical engineering and electrical engineering. The first project looks at gears and gearing. Students use mathematical calculations to create a LEGO vehicle which must travel 1 metre in 1 minute. After working out a theoretical gearbox design, they then go on to build it.

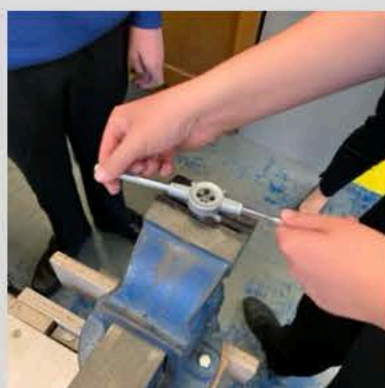
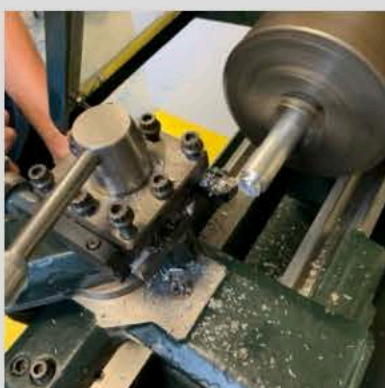


Students then look at programmable electronics, where we use circuit simulation software to design and test circuits which can be computer controlled. Students write programs which are downloaded to specialist circuits and can control a range of input and output components such as switches, motors, LEDs etc.

We also have an exciting opportunity this year for a small handful of students to participate in the QinetQ Schools Powerboat Challenge. Students must build a remote-controlled boat and then attend an event where they race against other schools and present their boat to a team of judges. They are then judged on their engineering ability and creativity of boat design. We have run this project for the last two years with some good success and look forward to seeing what we can achieve this year.



The remainder of the year focusses on skills needed for their coursework (NEA) in Year 11. Students will use a range of engineering machinery and equipment to model an idea for a small, engineered product.





## Engineering in Year 11

In Year 11, students will undertake their Non-Exam Assessment (NEA), a single 'design and manufacture' activity, which will arise from investigating a brief set by the exam board (AQA). AQA release a new brief every year and the students are expected to apply their knowledge of engineering.

They will investigate a problem, use mathematical and scientific principles to create a range of designs, manufacture a prototype and then evaluate their chosen solution.

### What is next?

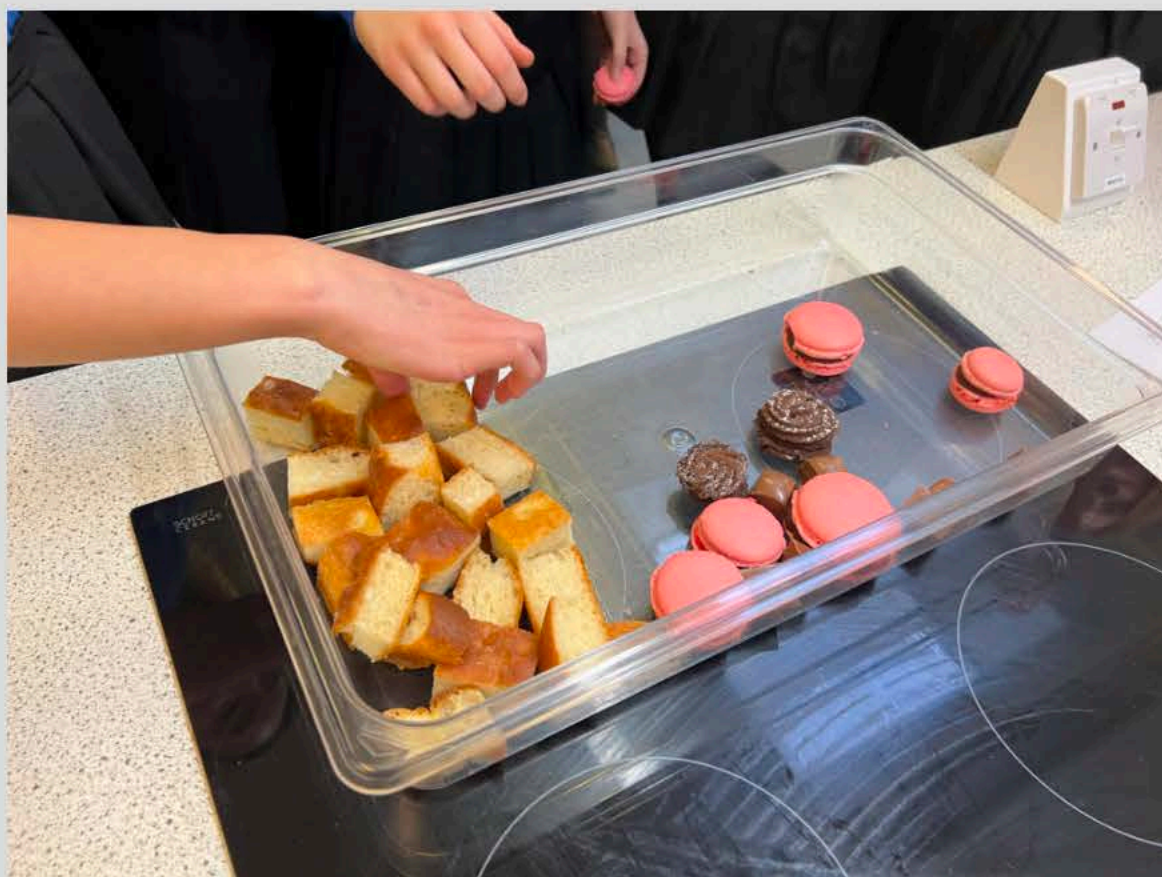
We would like to start focusing on our future engineers. We want to know what attracts our students to take engineering and what might put them off, especially our girls. Although we have started to see a rise in girls opting for the subject, they are still only a small percentage of our cohorts. This is a challenge nationally and as a school we want to do all we can to see what we can do to attract more girls to study the GCSE as they are usually very successful.

We are actively looking for more opportunities to engage with industry and provide our students with real life engineering opportunities to engage with practising engineers. We are also looking for potential sponsorship to help purchase additional items for our teams entering the Scalextric4Schools and QinetiQ Schools Powerboat challenges. For these competitions, students are expected to seek sponsorship and work with sponsors during their project, we can display the sponsors' names on our cars and boats and include them on our displays. We can also use our social media platforms to share what we do etc. If you can help us with this or know of anyone who might be able to help, please contact [morgan.lane@staff.beaufort.hants.sch.uk](mailto:morgan.lane@staff.beaufort.hants.sch.uk)

Also, feel free to follow us on X (formally Twitter) ([@BeaufortDt](https://twitter.com/BeaufortDt)) and Instagram ([@BeaufortDt](https://www.instagram.com/BeaufortDt)) where we share students' work and the progress on various projects throughout the year, you may even spot your child's work.



The Year 10 GCSE Food Preparation & Nutrition classes enjoyed a visit from Daniel, Hospitality and Catering course leader at BCOT on the 12<sup>th</sup> January 2024. He told us about the different courses available in their department, and the workplace opportunities during the courses and beyond. He also brought in delicious pâtisserie and breads from their professional kitchens for us to sample.



Students commented that 'he gave us useful information and told us about different opportunities available at BCOT' and 'the talk gave us lots of information about what you do in Hospitality and Catering at BCOT. We also found out about what future careers you could get, with lots of opportunities to travel widely'.





If you have a musical success story that you would like to share, then please visit:

<https://www.beaufort.hants.sch.uk/music/careers/music-success>

Please see the article below about one of our Year 11 students, James.

### **James - Year 11**



James loved being part of the cast of the amazing HB show of Matilda Jr at the Theatre Royal last year. Since then, he has been a cast member of 'Barnaby Bear', a show at the Anvil in Basingstoke designed by Hampshire Music Service to provide a first experience at the theatre for KS1 children. The small cast includes a teddy bear that magically comes to life!

As part of the Mayflower Theatre Summer Youth Project, he was cast as Turkey (the school headmaster), and was understudy for the lead in their production of Honk, a musical version of the Ugly duckling. He has also just finished 'A Christmas Carol' at the MAST Mayflower Studio theatre, where he played four roles and, therefore, needed very quick costume changes! As he is keen on following a musical career, he was delighted to deputise for the Musical Director leading the cast warm-ups. And on that note (no pun intended!), James was grateful to spend his work experience time with the Hampshire Music Service, visiting many schools and assisting with activities.



James is a member of the Hampshire County Youth Choirs (Show Choir, Youth Choir, and Chamber Choir) and has participated in exciting projects such as performing at the Grange Festival, a workshop with Bob Chilcott (a famous modern composer), and many concerts with other HMS ensembles. The choirs are encouraging more young people to sign up, see <https://hantschoirs.wixsite.com/website>

James and his family love all sorts of music and have a lot of fun working on recording the music and related videos. Their latest YouTube video is a rock cover: <https://www.youtube.com/watch?v=RhzRDlgUBq4>

He also plays a number of instruments, including the drums, French horn and piano. In the Spring he will sit his Grade 7 music theory exam but has cut down on performances, so he can get through his GCSE's!

We look forward to following James as his career continues to develop and flourish. The West End beckons!



On Monday 8<sup>th</sup> January 2024, our school held a Personal Development Day, fostering a day of positivity and growth for our students. In each year group, students dedicate their efforts to work on both academic and personal development needs. Year 7 and Year 9 had an exciting experience meeting Jenna Downing, a world champion Inline Skater. She shared invaluable insights into her journey, emphasising the resilience, motivation, and dedication essential for achieving greatness.

Meanwhile, Year 8 students explored their academic options, experimenting with subjects that students have not yet had exposure to in their current curriculum. This approach provides students with the opportunity to discover what these subjects will entail for their GCSEs.

Year 10 and Year 11 focussed on enhancing their emotional wellbeing, recognising the importance of mental health during the challenging phase of their current GCSEs. The collective efforts on Personal Development Day aimed to inspire and equip our students with a holistic approach for their future choices.



Cultural Capital is part of our Personal Development offer in school, with the aim of improving students' knowledge of a particular topic, or challenge them or offer a new experience. On Thursday 1<sup>st</sup> February all students took part in Cultural Capital day 2.

### Year 7

Year 7 students experienced a day of Expressive Arts. The students had an amazing day taking part in drama, music and art activities.

In music, members of the Hampshire Music Services visited and delivered a fun session on Samba – where students had the opportunity to try different musical instruments and tried some of the most well known Samba songs.



In Drama, we welcomed the Box House Theatre company, who delivered an interactive workshop about the key principles of performance.

Art was as creative as ever – students were designing and making a hat based around the theme of the climate crisis and how it impacts different environments. The students' work was photographed to be included in Hampshire's Climate Unity Exhibition.

Amy from the Box House Theatre said *"I had such a fantastic time working with the Henry Beaufort Year 7 students for their Cultural Capital Day last Thursday. This is now Box House's fifth visit to the school, and we are always blown away by the students' creativity, professionalism and enthusiasm. I left the school feeling incredibly impressed by the work the students were creating in just an hour and, as a professional actor and theatre creator, I was amazed by the creative choices some groups were making. Personally, I believe some of your students are well beyond their years in terms of theatre creation and are a true asset to the Henry Beaufort arts department. Thank you again Henry Beaufort School!"*



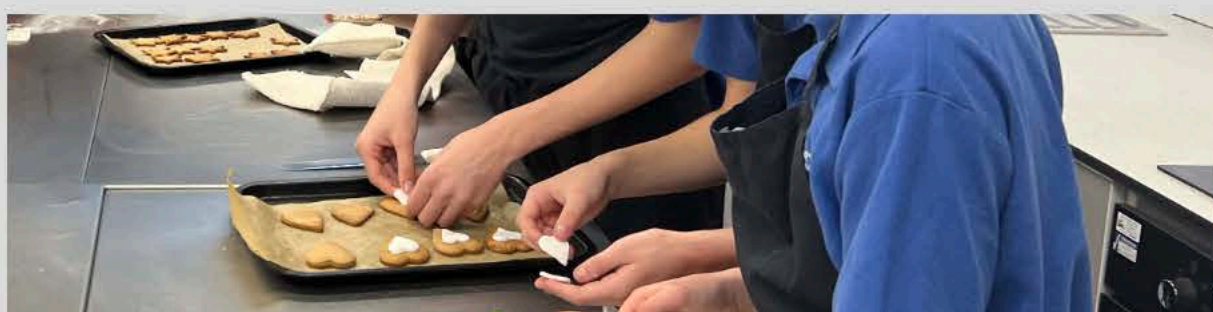


## Year 8

Year 8 students took part in a day based around language, culture and travel. The Year 8 students designed their own cruise ship, took part in culture-based escape rooms and tried traditional sports from around the world.

## Year 9

Year 9 students took part in a day based around technology. The students enjoyed all the different elements, from designing and making biscuits, taking part in a bridge construction challenge and taking part in the 'Young talent of tomorrow fashion design competition'. The Year 9's were excellent throughout and really embraced all the different challenges.



## Year 10



Year 10s focus of the day was learning all about First Aid. Students learnt about bleeding, burns, broken bones, shock, choking and asthma. They then were able to practice putting people in the recovery position and CPR. It was a really valuable day, allowing Year 10s to have good, basic knowledge of first aid.



## Year 11

The Year 11 students started their day with an inspirational talk from Aaron Phipps. Aaron is a gold medal winning paralympic in British wheelchair rugby. His message was about a positive mindset and resilience, and we look forward to cheering on Aaron in the Paralympics in Paris this year!



**Copyright: Great Britain Wheelchair Rugby**

The rest of the day was a focus on revision and memory retention, which was timely as the Year 11 students started their February mocks this week.

Overall, a fantastic day.





Beyond is a youth mental health charity tackling the growing mental health crisis affecting young people in the UK. They are a charity that relies on donations and supports the students at The Henry Beaufort School by providing resources and specialist provision to further support our students' emotional and mental health. The focus of the day was all about raising the profile of mental health in our school. Students and Staff of the Henry Beaufort Community showed their support of this charity by wearing items of Black, Pink or Yellow clothing and as a school we raised close to £700, for this fantastic charity.

During the day, students were all reminded of the fantastic level of support they are provided in school and the different avenues of provision available for their different needs in school, as well as the external opportunities they can access outside of school. The Wellbeing Ambassadors and members of the Pastoral Support Team also hosted a Drop-in Session on Monday 5<sup>th</sup> February and encouraged students to come and have a chat and support was offered on an individual basis.

Thank you for your generous donations, wearing your Black, Pink and Yellow clothing and showing that our Mental Health Matters.

<https://belive.org.uk/sponsor/beyond/>

Safeguarding



To view our Safeguarding Newsletters, please [click here](#).

Extra-curricular Activities



We have many wonderful clubs for students to come along and experience. All Extra-curricular activities can be viewed on the website by [clicking here](#).

Arbor



If you have any feedback, questions or concerns about Arbor, please share them here: [arbor@beaufort.hants.sch.uk](mailto:arbor@beaufort.hants.sch.uk)





For parent information and award-winning online safety guides on the latest apps, games, devices and risks, please use the following link:

<https://nationalcollege.com/categories/online-safety>



*The* HENRY  
BEAUFORT *School*

*At The Henry Beaufort School, there are no limitations to success.*

HOUSE ATTENDANCE:

- |                 |            |
|-----------------|------------|
| 1 <sup>st</sup> | MOSCOW     |
| 2 <sup>nd</sup> | WARSAW     |
| 3 <sup>rd</sup> | ATHENS     |
| 4 <sup>th</sup> | ROME       |
| 5 <sup>th</sup> | BERLIN     |
| 6 <sup>th</sup> | LUXEMBOURG |
| 7 <sup>th</sup> | PRAGUE     |

TUTOR GROUP ATTENDANCE:

- |                 |      |
|-----------------|------|
| 1 <sup>st</sup> | LHAL |
| 2 <sup>nd</sup> | BKIN |
| 3 <sup>rd</sup> | MSAN |

Pride, Happiness, Ambition

ATTENDANCE  
JANUARY  
2024





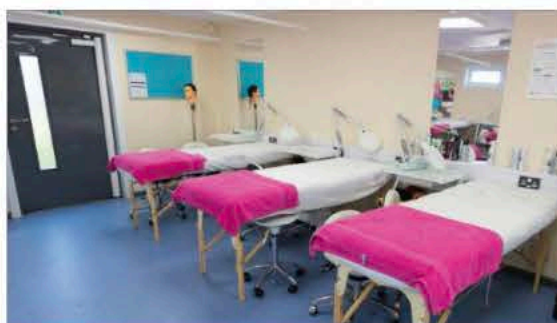
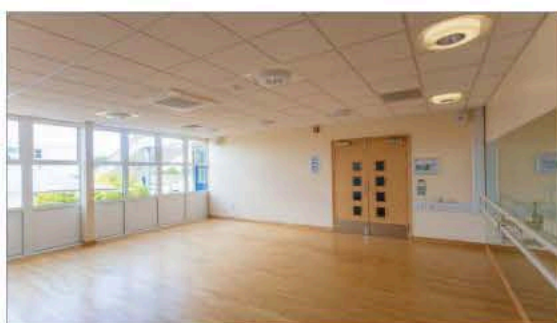
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BEAUFORT *School*

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please contact [andy.applin@staff.beaufort.hants.sch.uk](mailto:andy.applin@staff.beaufort.hants.sch.uk)



Hello,

I am Chris Wilson, and I am the Chair of the Governing Body. I am in my third term as a Governor at The Henry Beaufort School and enjoy every opportunity I get to visit the school to meet with staff and students.

My connection to the school goes back to 1988 when my daughter joined year 7 after we moved down from Yorkshire. I have seen many changes over the years, but the ethos has remained the same, that every student matters and all are included. My children have been successful in their chosen careers and are now parents themselves. When I retired from teaching, I joined the Governing Body to help maintain the ethos and ensure that today's children have the opportunity to achieve their very best.



**Chris Wilson**

The Governing Body is strategic, not operational. The role of a governor is largely a thinking and questioning role, not a doing role. We contribute to discussions which determine the vision and ethos of the school. We ensure clear and ambitious targets and strategic priorities for the school. We check that all children, including those with SEND, have access to a broad and balanced curriculum. We set and monitor the school budget, no easy task in these difficult times. We monitor the staffing structure and key staffing roles. And, most importantly, we monitor staff and student welfare and their safety. We hold leaders to account by monitoring the school's performance against a range of performance measures. We ask challenging questions of senior and middle leaders regarding their roles and responsibilities.

In addition to our general roles, we each have a link to a particular department or section of the school community. My special interest is to students who are disadvantaged in any way, as I was a disadvantaged child. My father died when I was 10 and the Welfare State was very different back in 1958 so money was very tight. I still remember the two teachers who encouraged me to go on to further education and not to leave school at 15 as was expected of me given my circumstances. The school ensured that money was found to subsidise my inclusion on school trips and visits. I am pleased that at THBS the same ethos applies, and every child does matter to us.

Chris Wilson

Chair of Governors



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OUR DIVERSE RANGE OF TALKS INCLUDES:

CARDINAL POLE

Professor Gerard Kilroy

Weds 20th Mar 19.00-20.00

A cardinal who dared defy Henry VIII, Cardinal Pole is one of the great figures of the English Counter-Reformation and the last Catholic Archbishop of Canterbury. Find out more about this combative cleric and the religious struggles of Tudor England.

THE WESTERN FRONT WAY

Sir Anthony Seldon

Thurs 21 Mar 19.00-20.00

The educator and historian Sir Anthony Seldon is the author or editor of more than 45 books on contemporary history, politics and education. His talk will be on the Western Front Way, a 1,000 km international, cross-border remembrance path that connects the Belgian coast to Switzerland along the line of the 1914-18 Western Front.

DATES FOR YOUR DIARY	
<div>Spring Half Term</div> <div>ALL DAY</div> <div>From 12 Feb until 16 Feb</div>	<div>12</div> <div>February</div>
<div>Good Friday</div> <div>ALL DAY</div> <div></div>	<div>29</div> <div>March</div>
<div>Easter Holidays</div> <div>ALL DAY</div> <div>From 01 Apr until 12 Apr</div>	<div>01</div> <div>April</div>
<div>Easter Monday</div> <div>ALL DAY</div> <div></div>	<div>01</div> <div>April</div>
<div>All Year Groups In School</div> <div>ALL DAY</div> <div></div>	<div>15</div> <div>April</div>
<div>Year 9 Progress Evening (online)</div> <div>3:45PM – 7:15PM</div> <div></div>	<div>16</div> <div>April</div>

Hampshire County Council Term Dates