



Margaret Beaufort

School Prospectus



WELCOME TO THE SHARNBROOK ACADEMY FEDERATION

Dear Parents, Carers and Pupils

There is much to be proud of and to celebrate at Margaret Beaufort. We believe that our school offers excellent opportunities to all of our pupils, and provides each one of them with a stimulating and challenging education for the middle years experience. We offer the best learning opportunities and outstanding provision for enrichment and extra curricular activities.

From the moment that your child arrives at our school, they will enter a pastoral system which will nurture them whilst preparing them for the challenges of becoming independent, confident and reflective individuals. Every child is different and we aim to identify their needs and support them throughout their time with us.

We know that during their time at Margaret Beaufort, your child will change in many ways, and we are delighted to be a part of that educational and personal journey, alongside you, as their parents and carers.

In encapsulating the individual and unique nature of our school, our pupils and staff are our key accolade. Our pupils are outstanding; they encourage and support their peers in every facet of school life. Ambassadors for the school and for one another, in every way,

we are proud of their achievements and successes, and celebrate their contributions and creativity.

We could not ask for a more dedicated and enthusiastic staff at Margaret Beaufort. We aim for the best provision, which is to be outstanding in all that we offer. Our standards over the last five years are the highest in the county.

As the Head of School, I am delighted to invite you to visit Margaret Beaufort. You will see for yourself that we are a welcoming, attentive and caring school, best placed to provide your child with an outstanding education.

Yours sincerely

Paul Ives BA (Hons) with QTS NPQH
Head of School

WELCOME from the Chair of Governors



Sharnbrook Upper School has been successfully federated with three middle schools Harrold Priory, Lincroft and Margaret Beaufort for a number of years in the Sharnbrook Academy Federation (SAF). All four schools have worked closely together to ensure a similar learning pattern in the middle schools that allows smooth transition to the upper school's Key Stage 4 provision and beyond.

In the next few months further information will be available about proposals to change the age ranges in our schools. No changes will happen before September 2017 and you will receive plenty of notice about this. Please be assured that children are at the centre of all that we do and that we shall ensure there is continuity in your child's education once they enter a SAF school.

I do hope that some of our new parents will wish to consider joining the Governing Body of your local school. Your Head of School will have information if you wish to find out more.

On behalf of the Governing Body I welcome you and your child to our schools in the Sharnbrook Academy Federation. I hope you will be able to look back later on these years as amongst the best in your lives.

Hugh Carr-Archer
Chair of Governors

MARGARET BEAUFORT

School Prospectus

This prospectus provides a summary of the much more detailed prospectus, which can be found on the School website www.margaretbeaufort.org.uk

Picture resources are also available on this file to help give you the fullest impression of school life at Margaret Beaufort.

It is important to refer to the prospectus for technical information, particularly admission criteria and procedures, as well as full descriptions about the School and its curriculum.

The following is included in this prospectus:

- Our Vision and Aims
- The Past and the Future
- Standards, Results and Targets
- Teaching and Learning
- Enrichment and Excellence
- Home, School and Family



THE PAST & THE FUTURE

Margaret Beaufort's History

Margaret Beaufort School is named after Lady Margaret Beaufort who was born in Bletsoe, Bedfordshire in 1443.

She is known as "Bedfordshire's most famous woman" as she was the mother of a famous English king. The Margaret Beaufort motto means 'I remember often' and powerfully links the School to the academic and intellectual environment of which Lady Margaret was part. Margaret Beaufort School's emblem is a daisy, this was Margaret's personal emblem and you can see the daisy on the stone gatehouse at St John's College in Cambridge. The white daisies are called Marguerites and are therefore a symbol for Margaret.

Margaret Beaufort was the daughter of Margaret Beauchamp of Bletsoe. The Beauchamp family was very rich, as they

owned many large areas of land called manors all around Bedfordshire including Riseley and Sharnbrook. Hence Beauchamp School in Bedford is named after the family. Margaret Beaufort grew up in Bletsoe with her half brothers of the Saint John family. The Saint John family owned the land around Bletsoe until the beginning of the 20th century. It was very unusual for women during the 1400's to receive any teaching, however Margaret Beaufort was very lucky as she probably had lessons from her half brothers' private teacher, which made her very knowledgeable. Margaret Beaufort thought that education was very important; therefore she founded 2 early colleges in Cambridge.

These are called Christ's and St John's and students still study there today.

Margaret married three times. Her first husband was Edmund Tudor, 1st Earl of Richmond, who unfortunately died. However she did have a son with him called Henry, who in 1485 became King Henry VII of England and the first Tudor ruler. Her second husband was Sir Henry Stafford, who a year later was killed in one of the many battles of the War of the Roses.

Lastly she married Lord Stanley who became the Earl of Derby. Lady Margaret Beaufort died in 1509, aged 66.

In September 2010, the School became part of the Federation of North Bedfordshire Schools with Sharnbrook, Lincroft and Harrold Priory schools, sharing a strategic vision and governing body as a single employer. Margaret Beaufort became a specialist performing arts school in September 2008 and is acknowledged for the good standards of teaching, learning and performance in this respect.

Margaret Beaufort acquired trust status in September 2008 and is a member school of the 19-school North Bedfordshire Schools Trust. The School is committed to working alongside all our partners, the Local Authority, lower schools, Sharnbrook Upper School, parents and pupils, to ensure that we continue to provide an outstanding education for the boys and girls.

The dynamic leadership of outstanding schools is now shared across the Federation. We are confident that the rigour and confidence gained through collaboration will very rapidly provide a good and outstanding

education for the children. In June 2012, the School was inspected concurrently with the other Sharnbrook Academy Federation middle schools in North Bedfordshire and was acknowledged as providing a good education for the children with outstanding features.

Pilgrim Learning Trust

The Pilgrim Learning Trust (PLT) is our 'umbrella' organisation that brings together 28 like minded schools and academies to provide mutual support and challenge to raise standards in all our schools. The Pilgrim Learning Trust aims to put children at the centre of all its activities and works closely with schools representing all phases of education.

The Pilgrim Partnership provides initial teacher training for both secondary and primary teaching and its secondary base is at Lincroft School. Primary content is delivered from our base at The Priory Centre in Bedford. There are currently over 100 teacher trainees being trained through the partnership.

The Pilgrim Learning Teaching School Alliance is also based at Lincroft School. It provides teachers with on-going professional development spanning more than 50 schools across four local authority areas. Many of our teachers have enjoyed the teacher and leadership programmes that are based locally, as well as leading on very many school improvement opportunities. Of course, all of this impacts on the classroom, providing high quality of teaching, leadership and student achievement in our schools.



"Margaret Beaufort became a specialist performing arts school in September 2008 and is acknowledged for the good standards of teaching, learning and performance"

OUR VISION & AIMS

“Souvent me souviens”, “I remember often”

Together there is no question that we want the highest possible standards of education and care for the children. Margaret Beaufort is a school where children achieve and enjoy; make their own positive contribution; where their health, safety and well-being is understood and promoted.

In this school:

- we want the children to attend, enjoy and be ready for school
- we aim to achieve stretching national educational standards
- we promote healthy lifestyles and choices for the pupils
- we ensure that children have security and stability, are cared for and are safe
- we encourage law-abiding, positive behaviour, with pupils choosing not to bully or discriminate
- we ensure that pupils engage in decision making and support their community and environment
- we develop pupils' self-confidence, self-esteem, independence and encourage enterprising behaviour
- we provide opportunities for the pupils to personalise their learning and to engage in a wide range of activities that prepare them for modern life
- we aim to create a school community in which every child matters and thrives. We provide each child with the opportunity for growth – personal, emotional and intellectual. We aim to ensure that every child fulfils their potential and has the opportunity to excel
- you will have the full commitment of caring, enthusiastic and knowledgeable teachers, support staff and governors working with you to achieve the very best for your child



We provide each child with the opportunity for growth – personal, emotional and intellectual. We aim to ensure that every child fulfils their potential and has the opportunity to excel.



STANDARDS & TARGETS

What does Ofsted say?

The school was inspected in June 2012. Margaret Beaufort is judged by Her Majesty's Inspectors to be a good school with some outstanding features.



The main headlines

- This is a good school that has improved significantly since the last inspection
- Achievement has significantly improved in the last two years with all groups of pupils making better progress than found nationally. Pupils' reading, writing and mathematical skills are well developed
- A sharp focus on improving teaching and learning has paid dividends. This is good with an increasing proportion that is outstanding. At its best, the level of challenge posed and expectations of pupils' contributions are consistently high; pupils work at pace, demonstrating maturity and independence in their learning. Dialogue is of an excellent quality with teachers probing through extended questioning; requiring pupils to talk through their answers with their peers and suitably challenge each other. Verbal and written feedback to pupils is detailed and informative
- Behaviour is good. Pupils are courteous, respectful and welcoming. They take responsibility readily and contribute well to the positive learning environment in school. Pupils' safety is given suitable priority
- Attainment by the end of Year 8 is high and above that found nationally for this age group. Standards at Key Stage 2 improved sharply in 2011. In both reading and writing and mathematics, pupils' attainment was significantly above national standards. From pupils' above average starting points to the end of Year 8, pupils' progress is consistently good
- The School works hard to address achievement issues and tackle underperformance. For example, in 2011, more-able pupils did not perform as expected in the writing results at Key Stage 2. In response, monitoring procedures have been sharpened and a focus on improving writing for the more-able has been successfully introduced by the English department. Consequently, more able pupils are now achieving well, in line with their capabilities
- The progress of potentially vulnerable groups is also consistently good. Disabled pupils and those with special educational needs make good, and sometimes outstanding progress, due to careful identification of their needs, a range of suitable interventions to support them, careful tracking of their progress and close liaison with home
- Lesson observations during inspection indicated that pupils' achievement is good across the curriculum. They are very responsive to teachers' advice and demonstrate secure reading, writing and mathematical skills. Overall, they are well prepared for the next stage of their education within the Academy federation
- The quality of teaching is good and continues to improve. An increasing proportion is outstanding. One of the federation benefits is the strong focus on professional development and the provision of greater opportunities for staff to share and develop their expertise. Most teaching is lively, interesting and promotes pupils' enjoyment of learning. Relationships are strong; pupils eagerly take responsibility and contribute to the positive learning environment evident
- In the very best lessons, a clear progression of suitably engaging learning activities is prominent. These meet the needs of all ability groups and suitably challenge all pupils, creating a notable buzz of learning. Teachers' questioning is sophisticated, providing suitably varied opportunities for pupils to explore new concepts, make decisions and demonstrate what they know and can do
- Teachers use assessment effectively to monitor progress; in the most successful lessons, learning is checked quickly through a variety of means, including effective peer assessment. Following this, teachers press on with new challenges so that the pace of learning is rapid
- Pupils are pleased they can recognise their own good progress; for example, in an outstanding English lesson, Year 7 pupils were engaged in a stimulating discussion about the gothic genre. They made effective links with their prior learning about Macbeth, comparing two texts with confidence. Excellent speaking and listening skills were evident as pupils animatedly and cooperatively decided on the success criteria for Level 6 work, based on their knowledge of those for Levels 4 and 5
- A highly successful Year 8 physical education lesson indicated similar strengths. Pupils demonstrated excellent skills in evaluating the performances of their peers in an athletics lesson, providing high quality feedback to their partners. Their observations and demonstrations reflected outstanding understanding of the key principles of the transition phase in sprinting
- Literacy and reading skills are well developed through whole-school reading activities, for example, in school assemblies
- Pupils work and behave well in school. The vast majority respond very positively to the school's high expectations and contribute well to school life. A range of activities encourage large numbers to take responsibility readily; for example, over half of Year 8 pupils are trained as peer supporters; others take up the roles of prefects, captains or leaders, demonstrating maturity in supporting their peers and directing aspects of the school's work
- Impressively several pupils have been trained as pupil observers of teaching and learning. They complete lesson observations, and provide feedback on the quality of learning from pupils' perspectives
- Pupils feel safe and express confidence in staff to deal with bullying should this occur. They are positive about the school's efforts to teach them about cyber safety; they are aware of different forms of bullying and the importance of keeping themselves safe
- An uncompromising desire to raise expectations and improve standards and progress has been at the heart of the very significant improvements made since the last inspection. The executive Head teacher, leaders at all levels and the governing body have a very clear vision for the future of the federation and for Margaret Beaufort within it. There is a strong commitment to ensure that greater opportunities for pupils help them to succeed at the upper school through common approaches across the federation
- The head of school has built a strong senior team around her; together they pursue a very ambitious vision for the school. Whole-school improvements have been achieved through a sharp focus on improving teaching as the school's core priority and ensuring that pupils' progress data is routinely collected, monitored and used consistently to target areas for improvement. This systematic use of performance data has resulted in clear, accurate evaluations of the school's strengths and areas for improvement
- Middle leaders are effective with well-developed skills; they are now a powerful force in driving school improvement
- The governing body is both supportive and challenging. It holds the school to account through rigorous analysis of its performance and uses the strengths across the federation to support ongoing improvement
- Safeguarding procedures are robust and consistently implemented. The school promotes equality of opportunity consistently well. Prompt and effective action is taken to close the gaps for potentially vulnerable pupils, with evidence of good impact on these pupils' achievements
- There is a strong commitment to provide an inclusive, enriching curriculum experience for all pupils, which broadens their horizons and prepares them well for the next stage of learning. The enrichment programme is particularly strong; many parents and carers comment favourably on the range of sporting opportunities available
- Pupils' spiritual, moral, social and cultural development is very well represented in school assemblies and across the curriculum

National Curriculum Tests & Results

Children in Year 6 at Margaret Beaufort take their SATs tests in English, Mathematics and Science in early May. The English and Mathematics tests are marked externally and pupils also receive a teacher assessment for these subjects. We also use optional SATs papers in Years 5, 7 and 8. In this way we can track the progress of individual pupils effectively. We teach an accelerated Key Stage 3 programme of studies to enable pupils to achieve national expectations a full year early in Year 8 (instead of Year 9 at the upper school).

Our Key stage 2 (Year 6) SATs results in May 2011, 2012, 2013, 2014 and 2015 were outstanding. They are the best in the county for five years running and the best we have ever achieved; they are well above national expectations. 100% of the boys and girls achieved Level 4 and above in English and Mathematics. 91% and 94% of pupils achieve the national expectation of Level 5 and above in English and Mathematics respectively at Margaret Beaufort in Year 8. The progress and achievement journey made at the school from years 5 to 8 is outstanding.

TEACHING & LEARNING

The Curriculum & Organisation

The boys and girls tell us that there are five outcomes that are key to their well-being in childhood and later life – being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well-being.

Our ambition is to help to improve those outcomes for all our pupils and to narrow the gap in outcomes between those who do well and those who do not. Staffing structures and the extended curriculum have been aligned to take account of these. For example, the School is committed to the Healthy Schools accreditation, the School Sports Programme, promoting Emotional Health and Well-being and safeguarding and promoting the welfare of pupils through the work of our Safe Guarding Officer.

We aim to stimulate and develop in every child the ability to discover and acquire the essential skills, knowledge and

understanding in a friendly and supportive environment. Academic targets are set in the context of the National Curriculum and the associated levels of attainment.

Margaret Beaufort is divided into year groups covering the age range from 9 to 13. Our pastoral arrangement is vertically grouped in forms of Key Stage 2 and Key Stage 3. This allows us to take full advantage of peer support and a forum of shared experience working together to support one another to achieve the very best we can. Each Key Stage 2 and 3 form join together to form a house. We have six houses and regularly create opportunities to work together and

to develop positive contributions to school life through a full vertical grouped forum i.e. Years 5 to 8.

We offer an excellent and cohesive curriculum encompassing the following curricular areas, as laid down under the National Curriculum. We are also very proud of the extensive enrichment of the curriculum, clubs, visits and activities generously provided by the staff. The curriculum is aligned with its sister middle schools in the Federation, sharing staffing, leadership and resources.

Core Subjects

English, Mathematics, Science and ICT and Computer Science.

Foundation Subjects

French (and Spanish and German in Key Stage 3), Geography and History, Religious Education, Music, Food Technology, Physical Education, Art & Design Technology, Citizenship (Key Stage 3), Dance and Drama, Business and Enterprise (Key Stage 3).

Cross-Curricular Themes

Drama, ICT, Personal, Social, Citizenship and Health Education (PSCHE), Individual Needs (SEN), Environmental Education, Citizenship, Economic and Industrial Awareness and Gifted and Talented provision.

High standards of achievement and excellence are encouraged for pupils throughout their life at Margaret Beaufort and the aims and objectives of the school clearly reflect this aspect.

Assessment of children's work plays an important part in all curriculum subjects.

Much assessment is ongoing, as teachers review children's progress and attainment in both lessons and homework. Teachers adjust their lessons in response to the feedback that they receive. They respond to children's work through both written and spoken comments.

It is an important feature of the school that pupils' achievements are recognised and commented on. Children are also tested on what they know, understand and can do.



High standards of achievement and excellence are encouraged for pupils throughout their life at Margaret Beaufort and the aims and objectives of the school clearly reflect this aspect.



ENRICHMENT & EXCELLENCE

Curriculum Enrichment

A great many clubs and activities are organised by the staff before school, at lunchtime, after school and at weekends.

The activities are varied, exciting and challenging and include sport, choir, music groups and orchestra, computer, languages, drama, dance, art and design, science and technology. We are very proud of our successes as a school at every level.

In addition, we provide opportunities for visits from school, including residential experiences, for all years. Pupils also enjoy lots of opportunity for extension activities. The school has adopted Local Authority policy for health and safety on all school visits – including undertaking risk assessments.

Healthy Schools

As teachers and parents we instinctively know that learning comes easier to a healthy child. With this in mind it is also a commitment to raising standards across many areas of school activity:

- Drug and Alcohol Education
- Healthy Eating
- Physical Activity
- Safety
- Sex and Relationships Education
- School Travel Plan
- Emotional Health and Well-being

The School Sport Partnership

Margaret Beaufort is fully involved in the national Physical Education, School Sport and Club Links strategy. Margaret Beaufort is very lucky to have a great many really committed staff that give very generously of their time for school sport outside lessons, including forging and fostering links with outside clubs. We currently hold the highly prized Sportsmark award which shows that we are exceeding its requirements.

Margaret Beaufort School gained Artsmark status in July 2013 acknowledging the high standards of teaching, learning and performance at the school.

Specialist Schools & Academics Trust

In 2008 Margaret Beaufort was awarded Specialist Schools Status for the Performing Arts. The designation allows the school to enhance its provision for the arts across all subject areas, using a range of kinaesthetic, aural and visual techniques to enhance learning. Margaret Beaufort is privileged to have attained this accolade and is exploring a number of projects, some exclusively for Margaret Beaufort and other ideas involving collaborations across the North Bedfordshire Schools Trust.

The designation not only allows pupils to participate in a range of performance opportunities, but also allows pupils to

engage in stage and costume design, lighting and sound, stage management, publicity and programme production. During the academic year pupils are given opportunities for educational visits to local and national theatres, galleries and dance and music venues; here they can experience the arts first hand and participate in workshops with industry professionals. In addition, the school celebrates the talents of its pupils by holding an annual performance such as 'Peter Pan' and 'Alice in Wonderland'.

The school also has an annual 'Arts Week' where professional arts practitioners visit the

school and work alongside the pupils studying a range of visual and performing arts techniques.

The school also engages in a number of outreach projects with the community, assisting other local schools, clubs and organisations with educational workshops and performances; using specialist resources and accommodation to support other local performing arts groups.



The school also has an annual 'Arts Week' where professional arts practitioners visit the school and work alongside the pupils studying a range of visual and performing arts techniques.



HOME, SCHOOL & COMMUNITY

Working Together

The support of parents is fundamental to ensure their child's academic and social achievement at the school is the best that it can possibly be.

The relationship between the home, the school and the child is embodied within the Home-School Agreement, which represents what can be regarded as the best endeavours of the home and school to achieve the very best for the boys and girls here at Margaret Beaufort. The Home-School Agreement is reviewed each year to reflect policy changes and improvements, such as race, equality and inclusion.

We are committed to ensuring that Margaret Beaufort is at the heart of the community. The relationship between the Home and School is a critical one. We must work together to ensure that the boys and girls really do achieve their full potential.

The Home-School Agreement formally acknowledges this partnership. We are equal partners in fostering the growth and development of the children in our care.

All pupils are introduced to the central role of their responsibility to ensure that Margaret Beaufort is a happy and secure school.

The following statement is central to the Home-School Agreement:

All pupils have the right:

- to learn
- to a well-equipped and safe environment
- to equal access to the school, its curriculum and activities
- to dignity and respect regardless of individual needs, race or religion
- to express an opinion freely and confidently
- to feel accepted and welcomed
- to feel secure and safe at all times in school
- to privacy

Therefore, all pupils have a responsibility:

- to listen and behave in class
- to take care of equipment
- to treat others with respect
- to respect the opinions of others
- to respect others' choice of friends
- to ensure that no one is bullied
- to move from room to room in a safe and sensible way
- to respect another pupil's need for privacy
- to respect the colour of skin and culture of other pupils and adults

Individual Education Needs and Disabilities

Margaret Beaufort has significantly improved access to the school and the curriculum for pupils of all abilities. It is important to let us know if you or your child has a special need or is gifted and talented in a particular curriculum area. We would like to ensure that we are prepared to meet your needs on a future visit to the school and your child's needs in the classroom.

We want to welcome disabled children to the school and provide them with opportunities for full participation in relationships and every day activities. If you or your child has a special need that we need to anticipate, such as hearing or visual impairment or mobility requirements, please let the school know straight away.

Margaret Beaufort believes education and learning should provide children with disability challenges with the opportunities to help them achieve their full potential and social inclusion.

We are committed to improving the physical access to the school and the curriculum as well as promoting full social inclusion for families living within the community that the school serves. The School has made many important adjustments to welcome pupils with disabilities.

SAF Middle School Investors in People Award

In May 2013, the three middle schools of Lincroft, Harrold Priory and Margaret Beaufort successfully applied for a renewal of their Investors in People Award. This is a three year accreditation, with an 18 month interim progress against targets review. The CORE accreditation required we meet 39 criteria across 10 topics, we met 46. The assessment was far reaching and in depth; it involved numerous interviews with staff and analysis of an anonymous staff survey, for example. We are very proud of this achievement and what it says about us as employers dedicated to the well being of our staff and the progress of our pupils.



We are committed to ensuring that Margaret Beaufort is at the heart of the community.

ADMISSION TO MARGARET BEAUFORT

Admissions Criteria

We appreciate the importance that parents attach to expressing their school preferences. Margaret Beaufort is a very popular and oversubscribed school and admission cannot always be guaranteed, even to families living very close to the School.

The school serves surrounding villages, drawing its catchment from, in the main, Keysoe, Riseley, Sharnbrook, Souldrop and Thurleigh. There are also significant numbers of children joining the school from outside the catchment area.

Parents are advised to ensure that they are fully aware of the procedures for selecting a new school. Please take careful account of the section on the online prospectus (www.margaretbeaufort.org.uk) and the common application form you will have received.

Parents will be notified of the school's allocation of places in the spring term. Should the number of applications for admission exceed 90, Governors will allocate places according to the admission criteria.

Overriding priority will be given by the school to the admission of pupils who are 'looked after' or have a Statement of Special Educational Needs.

Admission to Margaret Beaufort

Margaret Beaufort is a comprehensive co-educational middle school. The school serves several surrounding villages.

As of the 1st September 2006 the school assumed foundation status having previously been a community school. Pupils enter Margaret Beaufort at the age of 9 (Year 5) from local lower schools. The school has been oversubscribed for a number of years through parental choice. Through increased pupil movement outside of the normal admission

round, the school has precedent for moving from 3 to 4 form entry during the lifetime of several cohorts. In January 2012 the Governing Body resolved to set a new admission number of 90, with effect from September 2012. The decision is based on providing the capacity to match the potential admissions from the five feeder lower schools as well as those in Margaret Beaufort's catchment area, but not attending a feeder lower.

The Governing Body, as the admission authority, determines the school's admission policy and arrangements, for taking decisions on applications for admission.

Admissions Criteria

Method of Allocating Places – Equal Preference Criteria

This will mean that some second and third preference applications may be ranked higher than some first preference applications according to the admission criteria for the school.

Should the number of applications for the admission number exceed 89, Governors will allocate places according to the following criteria. These are listed in rank order.

Should each category fail to produce a clear result, then successive criteria will be applied in numerical order. This will also apply to waiting lists.

1. All 'looked after' children (see definition)
2. Pupils living in the catchment area with siblings at the school (see definition of sibling). The catchment area is the following parishes: Bletsoe, Bolnhurst & Keysoe, Dean & Shelton, Knotting & Souldrop, Little Staughton, Melchbourne & Yelden, Sharnbrook, Pertenhall, Thurleigh, Riseley, Swineshead, Staploe, Colmworth and Wilden. A map showing these areas is included in the Bedford Borough admissions booklet and on the website http://www.bedford.gov.uk/education_and_learning/schools_and_collegescadem/school_admissions/school_catchment_areas/catchment_maps.aspx
3. Other pupils living in the catchment area
4. Students transferring from one of the following schools: Riseley Lower School, Sharnbrook John Gibbard Lower School, Thurleigh Lower School, Kymbrook Lower School and Eileen Wade Lower School
5. 'Very exceptional' medical grounds (see definition)
6. Other siblings (see definition)
7. Any other children

Notes

1. If applying these criteria results in there being more children with an equal right to admission to the school than the number of available places, the tie break will be the distance the pupil lives from the school, measured in a straight line, using the Local Authority's computerised mapping system, with those living closer to the school receiving the higher priority. The distance will be measured from the address point of the pupil's home to the main school reception of the main school site. Priority will not be given within each criterion to children who meet other criteria.
2. *A 'looked after' child is a child who is (a) in the care of the local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see Section 22(1) of the Children Act 1989). A previously 'looked after' child is one who immediately after being 'looked after' became subject to an adoption, residence, or special guardianship order. An 'adoption order' is an order under section 46 of the Adoption and Children Act 2002. A 'residence order' is an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).
3. ** The school's catchment area comprises the parishes of Bletsoe, Bolnhurst, Keysoe, Dean, Shelton, Knotting, Souldrop, Little Staughton, Melchbourne, Yelden, Sharnbrook, Pertenhall, Thurleigh, Riseley, Swineshead, Staploe, Duloe, Honeydon, Colmworth and Wilden.
4. *** A sibling refers to a brother or sister, half-brother or sister, adopted brother or sister, step-brother or sister or the child of the parent/carer's partner, and in every case, the child should be living at the same address. The sibling must be in the school at the time of the application and be likely to remain in the school at the proposed date of admission.
5. ****The definition of 'Staff' is any member of staff employed by Margaret Beaufort Middle School, either full or part time who has been employed at the school for two or more years at the time at which the application for admission to the school is made.
6. A student's home address will be regarded as the address of the parent(s) or guardian(s) with parental responsibility with whom the student usually lives. This will not usually include grandparents, aunts or uncles. Where a student spends time with parents at more than

one address, the address used will be the one at which the student is ordinarily resident and where the student spends the majority of the school week (Mondays to Fridays) including nights. If there is a query on the home address, this will be checked against original documents, i.e. a council tax bill, a recent utility bill (gas, electricity or water), a rental agreement, child benefit annual statement or family tax credit information). If a student moves into the catchment area outside the normal admissions round (or after the allocation process has been completed) there will be no guarantee of a place at the school if this would mean exceeding the admissions number.

7. Pupils who have a Statement of Special Education Needs are required to be admitted to the school which is named on the statement, even if the school is full. Pupils identified for admission through the Fair Access Protocol will also be admitted even if the school is full.
8. Waiting List: the school maintains a waiting list for admission into Year 5 until the end of the Autumn term in the year of entry. If you are not offered a place at the school, we will place your child's name on a waiting list which has been prioritised according to the admissions criteria. Parents who have not been allocated a place for their child will have the right of appeal to an independent panel.
9. The school allocates places on an equal preference basis as explained in the Bedford Borough school transfer booklet and is a part of the Local Authority co-ordinated admissions process.
10. Requests for admission into other year groups should be made to the school. For in-year admissions, proof of residency in the catchment area is required. To confirm the address, you must attach one of the following: a copy of a recent utility bill, a child benefit statement or family tax credit information. If you are unable to provide this information because you are moving house, you must provide either of the following:

- Confirmation that your house purchase is legally binding (a solicitor's letter to confirm completion will be sufficient)
- Formal tenancy agreement showing that you will be resident at the proposed address for at least 12 months

Application forms are available from the school or Local Authority and can also be downloaded from the Local Authority website (Bedford Borough residents only). Parents not living in Bedford Borough should contact their own Local Authority for an application form.

“There is a strong commitment to provide an inclusive, enriching curriculum experience for all pupils, which broadens their horizons and prepares them well for the next stage of learning. The enrichment programme is particularly strong; many parents and carers comment favourably on the range of sporting opportunities available. Pupils’ spiritual, moral, social and cultural development is very well represented in school assemblies and across the curriculum.”

Ofsted 2012



Margaret Beaufort School
Performing Arts Specialist School
High Street
Riseley
Bedfordshire
MK44 1DR

Telephone: 01234 708213
admin@margaretbeaufort.beds.sch.uk
www.margaretbeaufort.org.uk

