National Curriculum, new GCSE and new A level examinations are more challenging than ever. Growth mindset also significantly informs the ten Blenheim behaviours which are equally accessible to all students irrespective of background, circumstance or ability. They are behaviours that give Blenheim students the ‘edge’ when they move into the workplace or higher education.

Blenheim’s ethos revolves around a growth mind-set where all members of our community are actively encouraged to develop the characteristics of hard work, resilience, innovation and improvement. These characteristics are crucial for many reasons, but not least because the our students as ‘respectful, kind and courteous’, which is testament to the whole Blenheim community.

As we prepare our students to take up their place in society we actively encourage them to become independent learners. Part of this process involves the integration of iPads across the curriculum so that every student either owns or has access to one. Technological evolution is inevitable and we believe this approach is key to ensuring that our students develop attributes that will allow them to adapt in a rapidly changing world. The iPad complements daily teaching and allows students to easily access a multitude of interactive and innovative resources both in and away from school.

Choosing a secondary school is a crucial decision–making process and I hope the information in our prospectus, at our Open Mornings and Evening along with a tour of the school helps you to make a genuinely informed decision.

Please contact Blenheim’s Admissions Officer, Mrs Hunt, at: hunt@blenheim.surrey.sch.uk should you wish to arrange a tour. In the meantime, thank you for considering Blenheim.

Mr A. A. Bodell, Headteacher

Blenheim High School is a co-educational academy in Surrey with state of the art facilities and is Surrey’s most improved school (Department for Education 16.10.18).

In May 2019, the school underwent a Section 5 Ofsted inspection and is now categorised as a ‘Good School’ in all areas, having previously been categorised as ‘Requires Improvement’. Blenheim’s entire staff body deserve great credit for this achievement in such a short amount of time.

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WELCOME
New appointments, especially in English, mathematics and science, have ensured a rapid rise in achievement because of subject leaders’ knowledge, determination, expertise and expectations.

Ofsted, May 2019

Blenheim is a centre for Science, Technology, Engineering and Maths (STEM) and has a Gold STEM award for being an outstanding STEM provider in Surrey.

These subjects are integral to developing an enquiring mind and we believe that it is crucial for all young people, regardless of their future career pathway, to have the STEM knowledge and skills they need to be an informed citizen in an increasingly scientific and technological society.

We have a dedicated STEM Centre furnished with the latest technology which is a unique, modern, work-place style room that catapults students into the future. Our aim is to engage and inspire our students and also the wider community, with our dedicated STEM programme, not only to lead to a higher level of academic achievement within the subjects, but also to educate them in the diverse career pathways that can open up.
STUDENTS’ LEARNING

A balance of traditional, well researched teaching practices coupled with innovative ICT based opportunities ensures that the learning experience is both secure and personalised.

Our curriculum is well balanced and the options process allows students to appropriately specialise as they move through Blenheim. A six period day, a three year Key Stage 4 and a comprehensive ‘extended day’ combined with regular assessment and clear ‘next steps’ advice all contribute to a thorough and rigorous student learning experience.

‘Show My Homework’ software ensures that students and parents/carers have consistently clear sight of homework tasks and expectations.

“Pupils benefit from an innovative, personalised and creative curriculum which secures their engagement and ensures their good progress. The recent introduction of the extended day allows more time for subjects as well as for opportunities for intervention and support.”

Ofsted, May 2019
Blenheim has a strong sense of community which creates an environment in which students can thrive. Students are both encouraged and supported to be themselves and are celebrated as individuals.

There is an excellent pastoral support system in place along with dedicated SEN, EAL and Pupil Premium programmes which, under new leadership, ensure that every student is able to reach their full potential, both academically and otherwise.

So much can be achieved with a strong sense of commitment and teamwork and through persistence and determination, students excel at all levels, working both individually and as part of a team to challenge themselves.

"Leaders, staff and pupils work together to make the school a harmonious community. Pupils are respectful, kind and courteous to their teachers and to one another. Pastoral systems provide high-quality pastoral care for pupils in the school."

Ofsted, May 2019
During their time at Blenheim, students acquire a variety of qualifications, but also lifelong skills and talents.

Our thriving and academically excellent Creative Arts department provides an abundance of opportunities for students to engage their imagination, nurture their creativity and harness their artistic talents. Our annual production provides students with a very unique opportunity to be part of a school-wide family and builds an enormous sense of belonging, self-assurance and confidence that will be with them for the rest of their lives.

Our Physical Education and Dance Department allows students to choose from a range of traditional competitive team-based sports on offer, together with other popular activities such as gym, dance, trampolining and table tennis.

Blenheim students participated over 7,800 times in PE enrichment activities through 2018–2019 and the commitment and dedication that students show is reflected in their academic efforts throughout their school life. Blenheim girls’ Under 15 Football team were National Champions winning the English Schools for the second year running. This involved winning 8 ‘knockout’ rounds between September and May, just like the FA Cup winners have to do! As you can imagine we are incredibly proud of the team.

“ The curriculum is enriched by a wealth of extra-curricular activities, including the forthcoming school production at the Leatherhead Theatre, the Duke of Edinburgh’s Award, sport, dance, orchestra and choir.”

Ofsted, May 2019
At Blenheim, we prioritise relationships. We are a community comprised of many stakeholders and it is the strength of relationships that underpins the work we do. As teachers, we get to teach for the remainder of our careers but students get one chance to ensure they achieve the qualifications they need to open doors and to learn the values and characteristics to cooperate and compete in an ever-changing and smaller world. Strong, trusting relationships with our students help inform the quality of teaching and learning they receive.

Clear, frequent and straightforward communication with parents is vital so that students, parents and teachers understand where students are in their learning. Clear ‘next steps’ advice is routinely communicated to students via regular assessments. This allows parents to be kept ‘in the loop’ regarding student progress. Parents’ Evenings, the Headteacher’s weekly bulletin and other events throughout the year ensure that dialogue is alive and well.

Curriculum and pastoral practices are constantly reviewed and improved. In the curriculum, students are in receipt of bespoke branded exercise books, communicating clear messages and prioritising well researched practices that ensure Blenheim students are in the best possible place as they progress through school. At the same time the student experience is complemented by iPads which help ensure an individualised learning experience.

A team of teaching Heads of Year, Pastoral Facilitators and an Attendance Officer co-operate to ensure the best deployment of resources, ensuring that students’ academic progress, well-being, safety, health and attendance are prioritised.

A comprehensive rewards system recognises high levels of attendance, punctuality, commitment, effort and achievement both inside and outside the classroom.

It is never too soon to begin thinking about the future and as an Investor in Careers award holder (re-awarded in 2018), we offer a structured careers education programme, individual careers interviews, mentoring, employer led events, a school online careers information portal and a range of activities and trips throughout the academic year. One of our sayings when it comes to careers is that, whatever the future holds, ‘you will never regret getting some great GCSE results...’

“The Headteacher and his senior staff are extremely ambitious for the pupils and the school. They are passionate and committed to raising standards and ensuring that all pupils leave the school with the qualifications and personal qualities that will allow them to be successful in their future lives.”

Ofsted, May 2019
If you think you are beaten, you are,
If you think you dare not, you don’t,
If you like to win, but you think you can’t,
It is almost certain you won’t.

If you think you’ll lose, you’ve lost,
For out of the world we find,
Success begins with a fellow’s will,
It’s all in the state of mind.

If you think you are outclassed, you are,
You’ve got to think high to rise,
You’ve got to be sure of yourself before,
You can ever win a prize.

Life’s battles don’t always go,
To the stronger or faster person,
But sooner or later the one who wins,
Is the one who thinks they can.

By Walter D. Wintle