

An Academy for the 21st Century

Bradford Academy is one of 89 open Academies in England. By the end of the decade there are expected to be 200, while ours is the first to open as an Academy in Bradford.

The Academy has two major sponsors, the Anglican Diocese and the international charity Toc H. Our governors are nominated by our sponsors, together with governors who are parents, staff and members of the local community. Our finances are under the control of the Board and the Principal.

Some facts about us:

- **Learning** will incorporate tried and tested methods alongside imaginative styles which embrace learners' preferred ways to learn and develop their attitudes, skills, behaviours and knowledge. All of the learning that takes place in the Academy is underpinned by our specialism of Citizenship and Enterprise.

- **Moving from Primary School** – our specialist team of Year 7 teachers will work with learners in our main partner schools during the Summer Term before learners transfer to the Academy. These specialist staff will be the main teachers of Year 7 groups throughout the first year at the Academy to provide consistency and continuity from the primary school experience.

- **Information technology** is available throughout the Academy and is used as a tool in all aspects of learning. We have highly sophisticated ICT networks and multimedia technology.

- **Structure of the day** – we have a longer school day and week so that our learners can use the extra time to improve the quality of their English, Maths and Science where necessary.

- **'Session 3'** - the Academy is open from 3.30pm until 5.00pm at the end of the school day so that our learners can experience a wide range of school courses and recreation.

- **Timetabling and Curriculum** – a wide range of GCSE and other vocational qualifications are available. Year 7 and Year 8 students have their own classroom areas within the Academy and they are grouped based on their progress rather than their age.

- **Sixth Form** – we provide the full range of courses including both academic and vocational qualifications especially those which relate to the world of work and further and higher education. We expect to have 250 Sixth form students.

- **House System** – every learner will belong to a House which will be the focus of Academy inter-house competitions and community work.





- **Relationships with others** – we are working closely with our partner primary schools, like-minded secondary schools with good reputations and proven track records, further education colleges, universities and many organisations in the voluntary and commercial world. We are also working with our local community to encourage our learners to become responsible citizens.

- **After school clubs and activities** – there is a wide range of opportunities to choose from, including sports and hobbies, music, dance and drama, and community work.

- **Individualised support** – this is provided for students of all abilities, including students who are gifted, able and talented, to enable them to become successful learners.

- **Personal tutorial system** – each learner belongs to a base or 'home' team to help them with their personal, social and learning development needs.

- **Monitoring learners' performance** – this is monitored closely and regularly. Each pupil will have an individual review meeting every four weeks to negotiate their learning goals and update their personalised learning plan.

- **Parental Involvement** – we believe that strong relationships with parents are the key to successful learning, and we will work hard to develop these. There are many different ways to get involved such as Advisory forum groups (discussing and agreeing actions of different aspects of Academy life); the Parents' Academy; working alongside teachers and learners during lessons or on educational visits.

- **Safety and Security** – we believe that the Academy should be an environment in which learners feel safe, both emotionally and physically. Senior staff offices are based throughout the school to ensure that learners are always supervised and supported. There are no blind spots inside the building and there is CCTV on all exits and the full perimeter of the buildings.

- **Annual Musical Theatre Productions** - learners of all abilities will be encouraged to get involved in our annual performances which will become a highlight of the school year.

- **A Music School** - available during Session 3, this will involve individual instrument tuition and a wide range of other music groups, and will be available to all learners.



Admissions (summary)

The arrangements for pupils who will join the Academy in September 2009 will be co-ordinated by the Bradford Local Education Authority (LEA). This year you must also fill in one of our supplementary application forms which must be returned to the Academy, no later than **4pm on Friday 17th October 2008**. Supplementary application forms are available at all of the feeder schools, at the Academy, on line (www.bradfordacademy.co.uk) or a request can be made by phone, but the request must include the name and address of parents, the child's full name, date of birth, and the present school. Applications will not be considered unless both forms have been filled in and returned on time



Admissions to Year 7 in Sept 2009:

There will be 180 places in Year 7 in September 2009. The Academy will consider all applications for places. If fewer than 180 applications are received, the Academy will offer places to all who have applied. Where the number of applications for admission is greater than 180, applications will be considered against the criteria set out below.

After the admission of pupils with statements of Special Educational Needs

where the Bradford Academy is named on the statement, the following criteria will be applied in the order in which they are set out below:



1. Children in Public Care.

2. Pupils with special medical or social reasons for going to the Academy, if the Governors agree. These cases will have an independent professional recommendation and will be dealt with on a case-by-case basis.

3. Applicants who have an older brother or sister who attend the Academy, in Years 8-11, in September 2009. (The terms 'brothers' and 'sisters' refer to children who live with the same family at the same address, including foster children and stepbrothers and sisters.)

4. The Faith proportion: Up to 35% of the remaining places will be allocated to pupils who are:

- Children of the Christian faith (15% of the remaining places)
- Currently attending a Church of England Primary School that is either Voluntary Aided or Voluntary Controlled schools (10% of the remaining places)
- Children of other faiths (10% of the remaining places)



In categories 4a and 4c, applicants will need a written reference from a religious leader, to show that the child's family attends a place of worship on average twice a month. In exceptional circumstances, Governors may judge that a place be offered on these grounds

In the case of over subscription in either criteria 4a b or c, priority will be given by the following; the distance between the home and the school, measured by a straight line, from the main entrance of the Academy, as defined by the Governing Body.



5. The Feeder School Proportion: The remaining places; divided equally between the following two groups; will be allocated to children, who attend the named feeder primary schools:

- a) **Bowling Park / Usher Street Primary Schools; Knowleswood Primary School; Lower Fields Primary School; Newhall Park Primary School**
- b) **St John's CE Primary School; St Matthew's CE Primary School; St Stephen's CE Primary School**

In the case of over subscription in either criteria 5a or 5b, priority will be given by the following; the distance between the home and the school, measured by a straight line, from the main entrance of the Academy, as defined by the Governing Body.

6. The Community proportion

In the case of oversubscription in criteria 6, priority will be given by the following; the distance between the home and school measured by a straight line from the main entrance of the Academy, as defined by the Governing Body. **(Note: the Academy's Priority Admission Area is no longer used as a criterion for admission)**



7. Waiting Lists: The Academy will operate a waiting list if necessary. Parents and carers can ask for a child's name to be placed on the list which will be open for one month after the notification of places to parents or until the outcomes of appeals are notified to parents, whichever is the sooner. As places become available, they will be allocated in the same way as the initial process.

8. Admissions to the sixth form of the Academy: The Academy will make separate arrangements for entry to courses in the sixth form, based on GCSE grades or other measures of prior attainment.

Applicants from outside the Academy will be accepted if a place is available and the applicant meets the same criteria as those applying internally. The Academy will be able to take up to 125 pupils in Year 12.



If more external applicants who meet the criteria apply than there are places available, places will be allocated on the basis of the procedure for applicants for a place in Year 7, described above.

9. Admissions to other Year Groups: The Bradford Academy opened on 1st September 2007 with Published Admission Numbers relating to pupils in Year 7. Pupils in other Years transferred automatically from the predecessor school, Bradford Cathedral Community College (Church of England Voluntary Aided), which closed on 31 August 2007.

During the period from 1 September 2007 to the admission of Year 7 in September 2011 to the Bradford Academy there will not be a Published Admission Number against which to consider applications for admission to all Year groups. Initially in September 2007 there will be four such Year groups reducing by one in each subsequent academic year.

Admission to Year groups without a Published Admission Number will be based upon the size of teaching groups already existing in the Bradford Academy and the efficient use of resources.



There will be a right of appeal to the Independent Appeals Panel for unsuccessful applicants.



Curriculum briefing

Key Stage 3

Considerable emphasis will be placed on the National Curriculum Core Subjects of

- English
- Mathematics
- Science
- Information & Communications Technology

These subjects, collectively will have 50% of learning time available. All students also follow a common programme, which covers the requirements of the National Curriculum at Key Stage 3, studying, in addition to the core:

- Technology
- Art
- Geography
- History
- Religious Education
- Modern Foreign Languages
- Performing Arts
- Physical Education

In addition students have a period each week to follow a tutorial programme of Personal and Social Education, which includes elements of Citizenship and Enterprise, Careers and Health and Relationships Education.

Key Stage 4

Compulsory subjects in the timetable are:

- English
- Mathematics
- Science
- Physical Education
- Religious Education
- Personal Development

In line with the new 14-19 Pathways, at the end of Year 9 learners will be able to choose vocational courses from:

- Business Studies
- Information Technology
- Health and Social Care
- Engineering
- Creative and Media
- Performing Arts
- Hospitality and Catering





The Option Blocks, where students make some choices, include the full range of other subjects enabling learners to choose from:

- Art & Design
- Business Studies
- Drama
- A variety of modern foreign languages including French, Spanish and others based on interest
- Geography
- History
- Media Studies
- Religious Studies
- Sports Studies
- Music



Additional subjects will be offered in Period 6, through the Gifted and Talented programme.

Our curriculum framework incorporates the following features to:

- enable students to follow their own interests and begin to specialise but provide breadth and balance for all abilities;
- motivate and develop learners' knowledge, skills and capabilities and ensure high expectations;
- keep education and training opportunities open;
- meet the needs of students who have particular learning needs and ensure that it is suitably delivered and that steps of progress can be accredited;
- provide continuity and progression through to Post 16;
- provide appropriate qualifications and attach high priority in ensuring that students achieve their best.



Post 16

Bradford Academy will provide the full range of Post 16 courses so that there is genuine access, choice and progression for all learners who wish to stay at the Academy at Post 16. The courses available will rely on partnerships and collaboration with other schools and providers both locally and wider across the district. Where appropriate it may be that Academy learners will attend programmes at other centres, with transport provided. The Academy will make a sixth form of 200 – 250 who will be expected to make a full and significant contribution to all aspects to learning within the Academy

Homework

Homework will be set and marked regularly. This will develop good habits in private study, develop and improve independent learning skills, and help to ensure the successful completion of courses.

In Key Stage 3 (Years 7 – 9) students will have a homework timetable of two or three 30-minute learning tasks each day.

Key Stage 4 (Year 10) will have longer (45 minute) homework slots, as well as some examination coursework at particular times. To help promote the routine of recording and planning homework,





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learners should use the School Planner every day, to check what they have to do and by when it must be completed. A full description of homework policy will be issued with the homework timetable at the beginning of the year. A full record of homework set will be available on the Academy website so that learners and parents can keep a regular check on progress





Curriculum overview

The Academy's curriculum and the way in which we teach will be based on:

- Providing a broad and balanced core curriculum for Key Stage 3 learners;
- Developing appropriate individual pathways and learning contracts so that every student can follow curriculum pathways based upon their aptitudes, skills, interests, learning styles and goals;
- Developing the emotional literacy of learners of all ages in a civic context, valuing and celebrating diversity, as part of a programme of Education for Citizenship and Enterprise;
- Providing a structured and rigorous programme which will develop key critical skills and fundamental attitudes. Critical skills include problem solving, decision making, critical thinking, creative thinking, communication, organisation, management and leadership;

A structured programme of mentoring using a wide range of staff will facilitate the development of individual learning pathways. Learners, their parents and the mentors who support them will be kept informed through detailed assessment.

The delivery of the curriculum will follow local, national, European and international best practice, adopting the most innovative approaches.

The Academy will work with all its feeder primary schools to support pupils' transfer to the Academy. Strategies will be in place which will provide opportunities for recovery work in Key Stage 3. Individual needs will be met by providing opportunities that are not age related. The Year 9 transition year will develop this aspect of the curriculum, encouraging choice, and lead towards an increasing focus on learners following their own pathways in Key Stage 4. The Academy will make every use of the increasing flexibility which is now offered through alternative assessment mechanisms, such as NVQ Level 2, which enable learners at the end of Year 9 to gain formal accreditation for core curriculum areas such as PSHE and Citizenship.

Citizenship will continue to provide a key dimension to learning as students are increasingly involved in activities to develop social and other forms of enterprise. Enterprise will be an important part of developing learners, ensuring they succeed and empowering them to take responsibility for their own learning. The curriculum will provide realistic contexts for learners to experience and benefit from enterprise activities which ensure they develop the personal and key skills which they need to live a secure and fulfilling adult life. The whole curriculum will be underpinned with a rigorous structure of critical skills which clearly links to latest knowledge on brain-based learning and multiple intelligence.





Assessment

The Academy will use mentoring and assessment to determine the needs of individuals to ensure they are active and involved learners in a way which develops their aspirations and underlines their continuing responsibility to develop their own life-long learning.

The outcome will be targets which are individually and collectively challenging and which raise levels of attainment.

Inclusion

The Academy will be an inclusive education community with a curriculum designed to enable high achievement for the different minority ethnic communities, those from socially deprived backgrounds and those with significant barriers to learning, taking account of gender issues, and physical, sensory, emotional, behavioural or cognitive difficulties.



Information and communications technology (ICT)

ICT will be a vital element in supporting the delivery of the curriculum in the Academy and is seen as integral to the everyday communication between school leaders, teachers and learners, learners and the community. Bradford Academy will be a lead ICT-rich institution in the local area, allowing it to become a hub for community learning by offering lifelong learning opportunities, facilities and services for learners of all ages, the local community and schools.



Organisation and length of the school day and year

Bradford Academy will adopt the philosophy of an 'extended school'. It will operate flexible working arrangements for learners through the way they access a range of opportunities which will include extension studies for all (to include enhancement and enrichment), work-related and work-based learning opportunities and above all within the framework provided through Citizenship and Social Enterprise



The Academy will seek to be open for use seven days a week for a minimum of 50 weeks each year, and will establish a lifelong learning centre for the community which it serves. It will provide a wide range of community activities including an extensive community education programme, Saturday clubs, and school holiday activities all of which will run alongside the community use of the specialist facilities. Whilst the Governing Body will determine the structure of the school year in the light of national and local policies and decisions, after consultation with parents, staff, the local community and other local schools, it is envisaged that the Academy will wish to consider using the enhanced learning opportunities presented by the adoption of a five-term year.



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Arrangements for work experience, mentoring, residential opportunities and study support



During the first half of their first term, all Year 7 learners will take part in a residential induction programme. Further residential opportunities will be offered as appropriate and the Academy will seek to exploit the rich and varied opportunities that exist in Bradford and through the relationship with sponsors Toc H and the Diocese of Bradford, both nationally and internationally

Work-related learning will form part of the curriculum of the Academy. Close links will be maintained with the Connexions Service and with local business, sport and leisure organisations.



Great emphasis will be placed on mentoring for all learners, and structured support and mentoring offered and the increasing involvement of older learners is seen as a key part of delivering our specialism. Learning mentors will ensure that the curriculum is broad, balanced, relevant and secures equality of opportunity. Learning mentors will also guide their learners in the choice of elective and supplementary studies and arrange for study support as appropriate, particularly at examination times. It is envisaged that, rather than releasing learners for study leave, the Academy will provide an active and relevant programme of individual learning support and guidance, including access to revision courses which maximise the potential of e-learning.





Important information

Policies are available directly from the Academy on request and some are available on the website www.bradfordacademy.co.uk

Involving Parents / Carers

We know that to be an excellent Academy, learners will need a high level of support at home, at the Academy and in their community.

The Parent Academy is an important forum for parents to influence the development of the Academy and will have an important role in informing Academy policy and practice.

Creating a partnership with parents / carers depends on having regular and positive contact, building trust and confidence and a genuine commitment to involve parents in supporting their child's learning. We aim to keep in regular contact through our website, weekly newsletters, telephone, letters and informal meetings.

Our Academy Community Liaison Officers and other staff will be creating opportunities for parents to become actively involved in the daily life of the Academy. We recognise that parents have skills and talents that can help learners to succeed and enrich life within and beyond the Academy. If you wish to get involved please do not hesitate to tell us.



Anti-Bullying Policy

The Academy has a firm anti-bullying policy which makes it clear to learners that bullying is always unacceptable. Every student has the right to be safe and happy in the Academy, and to be protected. We will not allow one student to destroy the safety and peace of mind of another.

Encouragement to tell –we aim to make sure that learners who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action will be taken. Not telling protects the bully or bullies, and gives the message that they can continue, perhaps bullying others too.

To learners - if you are being bullied, or you know that someone else is, please tell us straight away, and it will be dealt with. Not telling means the bully will carry on, probably with others too. We all have a responsibility to make sure that bullying is not allowed to continue in our Academy.

To parents / carers - if you think your child may be being bullied, please let their Tutor, Pastoral Manager or Director of Support and Guidance know straightaway.



Special Educational Needs

Bradford Academy has an integrated approach to meeting the special learning needs of all learners, whether it be a problem with reading, a flair in mathematics or a talent in music. This may be done through in-class support, individual work, master classes, short-term intensive sessions or longer





periods of help. During Year 7, we have a particular focus on raising standards of literacy across the Academy and in developing independent learning skills, attitudes and behaviours, making sure our Year 7 learners have the basic skills they need to become effective learners.

The Academy's SEN Policy provides a framework ensuring that:

- The educational needs of all learners are met effectively throughout the Academy;
- There is full access to the National Curriculum;
- Learners with special educational needs are able to take part fully in all aspects of Academy life;
- Learners with the greatest need have appropriate access to external support agencies;
- Information about children with special educational needs is collected and shared across the Academy so appropriate learning targets can be negotiated;
- Parents / carers are kept fully informed about their child's learning needs and they understand the ways in which parents and Academy can work in partnership to meet those needs;
- Appropriate resources are available to meet the needs of learners with special educational needs.



The Learning Development Team has an experienced and dedicated team of Support Assistants who work with learners and teaching staff. Please contact the Academy if you would like to discuss your child's special educational needs.



Religion Education and Collective Worship

Collective Worship makes an important contribution to the specialism of the Academy and to the spiritual, moral and cultural development of learners. Both Religious Education and Collective Worship prepare learners for the opportunities, responsibilities and experiences of adult life in a multi-cultural society.

We conduct a daily collective silence throughout the Academy. All learners and staff participate in this reflective moment in the day and are encouraged to think deeply about the "Thought for the Week". This two minutes' silence helps our learners to develop their own personal style of worship, as well as shaping their attitude towards learning and development.



The Academy multi-faith room is available for times when learners wish to take a more personal and private time for prayer or silent reflection

We will encourage learners of all faiths and we believe in promoting faith as a way of helping young people to express themselves and as part of the strength of our aim to educate the whole child.

Religious Education is taught to all pupils in accordance with the Bradford Agreed Syllabus. This is not designed to promote a particular set of religious beliefs, but rather to help learners to develop their own personal values, beliefs and tolerance of others.



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The Academy recognises that parents have the legal right to withdraw their child from Religious Education lessons and Collective Worship on religious grounds.

Health and Sex Education

Health and Sex Education are part of the compulsory Personal and Social Development course in Years 7 - 11. They are taught in single sex groups, by a teacher of the same gender. The course considers the relationships between the sexes, with a strong emphasis on personal responsibility within a moral framework, and aims to enable learners to make informed, reasoned and responsible decisions.



Staff will be particularly sensitive to the diversity of cultural, religious, and family values, beliefs and circumstances that are likely to exist within a group, and teaching will reflect this.

The biological basis of human reproduction is taught in Science as required by the National Curriculum Science Orders

The Academy has a policy on Sex Education, which is available on request from the Principal or directly from the Academy website.

Whole School and House Group Assemblies



Whole school assemblies will be led, in the main, by the Principal. They may also be led by visiting speakers, other members of staff, or pupils. House Group assemblies are led by the Heads of House, who will use them as an opportunity for celebrating the achievements of the House, as well as supporting the requirements of this collective worship policy.

General Complaints Policy

Parents, pupils and staff should feel able to express their views knowing that they will be dealt with fairly. We want parents to express their views at the earliest opportunity and through the appropriate channels: making a complaint will not adversely affect your child.

The vast majority of concerns and complaints can be resolved informally and straightaway through the class teacher, the administrative staff, the Principal or Chair of Governors depending on the nature of the complaint.



In the unlikely event that a concern or complaint cannot be resolved informally the Principal will provide guidance on the formal complaint procedure, a copy of which is available upon request from the school office or on the Academy website.

There are aspects of Academy life where the law sets specific complaints procedures i.e. admissions, exclusions, complaints about the delivery of the National Curriculum and the provision of collective worship and religious education. **All complaints are confidential.**



Bradford Academy



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Email: info@bradfordacademy.co.uk

Website: www.bradfordacademy.co.uk

Principal: Mr Gareth Dawkins

Chair of Governors: Mr Albert Price



