



BRADFORDACADEMY

PROSPECTUS

bradfordacademy.co.uk

WELCOME

It is a privilege to lead Bradford Academy. We are a diverse and vibrant all-through school. No matter what phase your child joins us at, they will be part of a special and unique journey. Our mission, rooted in the teachings of the Church of England, is to serve our community and create a cohesive and happy environment for all who learn and work here.

We embrace diversity and inclusivity. We are a school where

every learner is valued and supported during their time with us. Our dedicated staff team is passionate about academic achievement and devoted to developing the whole child.

Bradford Academy is a warm and inviting school with a culture of high expectations for all in our community. We believe that everyone can achieve success, and through our shared values of responsibility, respect, and resilience, we see that everyone

can become a shining light in our community.

As you read through our prospectus and get to know us better, you can be confident in the knowledge that your child will flourish during their time with us.

Mrs Saville
Executive Principal



“Pupils feel valued and happy in this inclusive school. It welcomes pupils with a wide range of backgrounds and beliefs”

Ofsted 2025

WORSHIP AND OUR CHRISTIAN VISION

“Responsibility, Respect, Resilience. A shining light in our community”

You are the light of the world. A city on a hill cannot be hidden.

Matthew 5:14

The centre of our vision is the above Bible verse from the Gospel of Matthew. The message of this verse is perfectly aligned with our mission to be a shining light in the community.

The verse is taken from The Sermon on the Mount. It describes how Jesus talks to thousands of people about how we should live our lives, care for others and be good people in the world.

In chapter 5 of the Gospel of Matthew, Jesus delivers the Beatitudes. This speech describes how

to live our lives in a way that honours God and other people we encounter in life. We see clear links between the Beatitudes and our vision in the following ways:

Respect (Verse 7): Being merciful shows kindness, compassion and respect to others.

Responsibility (Verses 6 & 9): Be the change you want to see in the world.

Resilience (Verses 10-12): Life will be tough, but we should not give up.

At Bradford Academy, we place a high value on our collective worship. This is a daily time when the whole school, or groups within the school, come

together to reflect upon faith, develop spirituality and think about some of life's big questions.

We encourage everyone to understand how Christian teachings are relevant in today's world and to reflect upon social issues, world events, and common interests.

This provides the opportunity for everyone to participate in engaging, relevant, and meaningful experiences that support spiritual, moral, social, and cultural development.



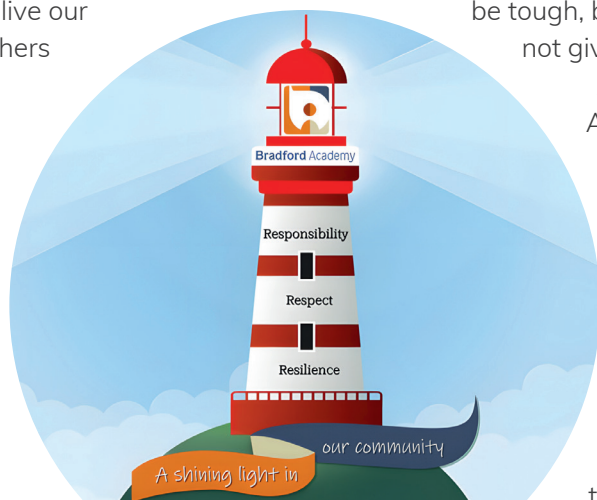
ROLE: CHAPLAIN

As chaplain, Ben works with pupils, staff and parents to support them on their journey of personal and spiritual growth. He is involved in parent groups that focus on activities such as cooking, gardening and crafts. He also works alongside parents and caregivers in our parent community group.

As Bradford Academy's chaplain, Ben works across our primary and secondary schools, encouraging students, staff and families to explore life and ask the big questions about its meaning.

As a Church of England academy, faith and spirituality are at the heart of everything we do. We strive to be inclusive of all faiths, including those who are not religious.

Our daily collective worship encourages every person to be a shining light in the community and reflect on the big questions in life.



WELCOME

I would like to welcome you to Bradford Academy, a designated Church of England Academy. This prospectus helps you experience our amazing school, where children receive high-quality learning experiences that are challenging, creative, and relevant.

We are very proud of the Bradford Academy community. We work hard to support all children in achieving their full potential. We encourage children to

be responsible, respectful, resilient, and a shining light in our community.

At Bradford Academy, we welcome visitors who want to see our wonderful school in action. If you would like to arrange a visit, don't hesitate to get in touch with our office.

We'd love to meet you!

Jen Jakes
Primary Principal



“Pupils are polite and respectful.
They show a genuine curiosity to learn”
Ofsted 2025



TRANSITION

All our children are unique, with individual needs, and we understand that some may require more support than others to settle in. We work closely with all

families and have daily conversations to ensure that transition happens in a sensitive way, led by the emotional wellbeing of each child.

In Tiny Seeds, all children's start date is 'day one' with the acknowledgement that they are likely to attend short sessions whilst settling in. In nursery and reception, we offer staggered starts, with small groups of children joining us each day. This approach enables us to work closely with all our new children during their first days, ensuring they have the support they need. Our aim is for children to stay for the duration of their session, but this is always flexible should children

require shorter sessions whilst settling in.

A well-planned transition between our early years classes and year one is vital to us, ensuring our children continue to feel safe and happy at school. Children moving from Tiny Seeds to nursery or from nursery to reception spend extensive time in their new classrooms in the build-up to their transition. They get to know their new teachers, friends, and environment, meaning that when the time comes to move classes, the children are ready to do so.

Children who join our early years classes as new families to Bradford Academy are offered stay and play visits to attend with their families. We hold these sessions in very high regard as a tool

to welcome you, share important information, and begin building important relationships. Families joining us for reception attend an annual information session and all classes have a bespoke handbook that contains information regarding matters such as timings of the day and uniform. Information is shared clearly and succinctly, working in close partnership with families every step of the way.



EYFS CURRICULUM SUMMARY

Our early years curriculum is designed using a topic-based approach. It is carefully and sequentially planned, with opportunities to explore children's interests, build on their understanding of the world around them, and ensure they acquire the knowledge needed to continue their school journey. Our curriculum aims to motivate, inspire a love of learning and challenge children as they take the first steps on their educational journey.

We believe there are key skills that no child should leave their early years education without. We support all our children in achieving these important skills through careful planning, weaving them into everything we do. Most importantly, we love to have fun! We learn through a balance of adult-directed learning and playing together in provision. Our practitioners work tirelessly to develop early language skills. Our ICAN accreditation is a testament to our emphasis on developing early speech and communication skills. Our children have access to free-flow outdoor provision all day, whatever the weather, which

we strongly believe supports their overall development. We build close links with all our families and use several tools to support this. We have Tapestry (an online learning portal) to share your child's learning with you at home, and we have an open-door policy in all our early years classrooms. Regular stay-and-play sessions are offered throughout the year, giving you a 'window' into your child's time with us.

EYFS

Our early years classrooms offer an enriching, nurturing and language-rich environment as we strive for the very best start for all our children. If you are considering choosing Bradford Academy for your child, we always welcome visits

to see where their learning journey will begin.

SUPPORT FOR YOUR CHILD

We strongly believe in identifying any additional support your child may require as early into their school journey as possible. This gives all the

children the best possible chance to achieve their potential. Our highly skilled primary SENCO, Emily Plastow, works closely with our classroom practitioners, outside agencies, and our children's families on a daily basis. Targeted support may be in the form of a Speech and Language Therapy referral, signposting families to





depending on their date of birth. Your child may be eligible for a place in our two-year-old room if you receive financial support such as Income Support or Jobseekers Allowance.

Children aged two can also get free childcare if they are looked after by a local authority, have an Education Health and Care Plan (EHCP), get Disability Living Allowance or have left care under an adoption order, special guardianship order or a child arrangements order.

appropriate outside agencies, inviting professionals into school to support your child's development, or discussing interventions that are to be offered in school. As parents or main carers, you know your child better than anyone, therefore we work closely with you to ensure the best outcomes for your child are achieved.

TINY SEEDS (TWO YEAR OLD ROOM)

Children can attend in our two-year-old room from the term after their second birthday. This could be from September, January or April,

Initial priority for nursery places is given to those who attend Tiny Seeds. Please visit Childcare Choices | 30 Hours Free Childcare, Tax-Free Childcare and More | Help with Costs | GOV.UK under the 'age 2' section to check whether you are eligible for a place.

NURSERY

All children aged three and four years old are entitled to 15

Morning place	Afternoon place	Beginning of week place	End of week place
Daily 8–11am	Daily 11.45–3.10pm (2.10pm finish on Fridays)	All day Monday and Tuesday, plus Wednesday morning	Wednesday afternoon, plus all day Thursday and Friday (2.10pm finish on Fridays)

hours of free childcare from the term after their third birthday. This could be from September, January or April, depending on their date of birth. We offer a variety of sessions to support this. Please see the table above, which outlines the available sessions and the hours your child would attend nursery.

We also offer 30-hour places for working

families. This means your child would attend nursery full time. You can check whether your family is eligible by visiting Childcare Choices | 30 Hours Free Childcare, Tax-Free Childcare and More | Help with Costs | GOV.UK

RECEPTION

We welcome applications to reception from all families, regardless of whether children have attended our school

nursery. Annually, families across Bradford apply for September reception places between November and January.

This is usually done online, with 'offer day' taking place during the following April.



PRIMARY CURRICULUM SUMMARY

READING

At Bradford Academy, we know that reading is fundamental to our children's education. We believe that a quality reading curriculum should develop fluent, confident readers and ignite curiosity and a love of reading. Because of this, we have a rigorous and well-organised reading curriculum that provides many purposeful opportunities for reading and exploring high-quality texts. Reading is at the forefront of our curriculum, encouraging our children to become lifelong, attentive, skilled readers who thrive in wider society.

In EYFS and KS1, we ensure that children read books fluently and that they match their phonics knowledge. Our phonics programme is Read Write Inc., which is introduced to the children in the nursery and continues into Key Stage 2 for children who need it.

In year 2 and KS2, children have BA Bookworm

sessions where they choose a book they will enjoy, read with an adult on a 1:1 basis, and share their thoughts and opinions of the book they are reading. These children also access guided reading lessons, which is our method of teaching children to become fluent in word reading and develop their reading skills, which include inference and deduction, retrieval, summarising and prediction.

All classrooms at Bradford Academy have their own library or book corner filled with high-quality books that students can read and borrow. Teachers read to children in every phase of primary school daily. The books we read are engaging, so we can ignite a love of reading and model good reading habits.

RE

At Bradford Academy gives children the opportunity to answer big questions

that relate to a specific religion or worldview. These big questions then form a basis for children to follow and guide their knowledge, understanding and investigations, allowing them to gain a broad understanding of the different religions and world views they look at.

D&T

Design and technology inspires creativity and imagination. Our pupils are encouraged to consider real-life problems, design, make, and evaluate products, and consider the product's purpose and user.

We aim to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through drafting design concepts and ideas, creating their product and reflecting on its suitability.

SCIENCE

Science at Bradford Academy focuses on children's knowledge and understanding of the world. Scientific skills and concepts are developed through enquiry and observation. We

aim to develop our children's natural curiosity and build moral foundations by respecting the environment and organisms and advocating for change.

ENGLISH

At Bradford Academy, we believe that a quality English curriculum should ignite curiosity and develop children's love of writing. Our rigorous and well-organised English curriculum provides many purposeful opportunities taught through high-quality books. Our curriculum closely follows the aims of the national curriculum, and our desire is to create lifelong writers who flourish in the wider world.

MATHS

At Bradford Academy, we know that mathematics is essential to everyday life. An understanding of mathematics is crucial for science, technology, engineering, financial literacy, and most employment forms. Our high-quality mathematics curriculum allows children to reason mathematically, appreciate the beauty and power of mathematics



and develop a sense of enjoyment and curiosity about maths. Our mathematics curriculum is structured to allow children these opportunities and skills.

PHSE

The PSHE curriculum equips learners to become shining lights in our community. They are encouraged to live healthy, safe, productive, responsible and balanced lives. Learners are encouraged to shine by being supported in making effective decisions, making positive learning and career choices, and achieving economic well-being. Learners are provided with opportunities to reflect on and clarify their own values and attitudes and explore the complex and conflicting range of values and attitudes they may encounter now and in the future.

COMPUTING

We continue to develop a curriculum rooted in creativity that gives the children the opportunity to learn through a range of teaching and learning styles across the year. Computing sessions develop key skills that are transferable into other curriculum areas, and the



spiral approach allows pupils to build on previous learning. Bradford Academy aims to prepare children to participate in a rapidly changing world where work and other activities are increasingly transformed by access to varied and developing technology.

GEOGRAPHY

At Bradford Academy, our geography curriculum aims to stimulate children's curiosity about the possibilities of what the world has to offer through investigation and involvement. We provide children with opportunities to better understand our world's people, places, environments and the connections between them.

HISTORY

At Bradford Academy, our history curriculum is exciting and engaging.

It ensures children develop an understanding of themselves and their world through learning about local and wider history. Children are taught to be critical thinkers, ask questions and develop their own judgements.

PE

In PE at Bradford Academy, children will develop the competency to excel in a broad range of physical activities for a sustained period. We ensure opportunities for competitive activities and encourage a healthy, active lifestyle. Children will know the key skills required to allow them to participate and develop physical activities and transfer these skills and values into other areas of learning and life.

MUSIC

At Bradford Academy, we offer a range of music opportunities to develop children's creativity and confidence. All children are delivered a weekly music lesson that gives them the chance to sing, listen, play, and perform. Children participate in a weekly singing collective worship that allows the whole school to unite and spread joy using their voices. There are additional out-of-classroom opportunities, which include

a primary choir and a primary school production in which all children have the opportunity to take part.

ART

Bradford Academy children are given the opportunity to produce creative work while inspiring and challenging themselves. They will become proficient in drawing, painting, sculpture, and other art, craft and design techniques. They will also have the opportunity to evaluate and analyse creative works and artists using the language of art, craft and design. We believe art is a mode of individualism and allows children to express themselves.



WELCOME

I am immensely proud to lead Bradford Academy's secondary section. Our dedicated team is committed to providing a nurturing and inspiring educational experience. Our school stands as a beacon of hope and light, linking with our community and fostering a culture of responsibility, respect and resilience. I believe that we are not just educators but champions of potential, shaping the future leaders of Bradford and beyond.

Chris Rowbottom
Secondary Principal



“Pupils enjoy a rich, carefully designed curriculum. The school adjusts the curriculum to meet pupils' individual needs and aspirations”

Ofsted 2025

TRANSITION AT BRADFORD ACADEMY

Transition plays a vital part in your child's education. Whether they're making the initial transition from their primary school to Bradford Academy, preparing to choose their GCSE option subjects, starting their journey along the GCSE pathways, getting ready

for post-16, or preparing for

life beyond Bradford Academy, we will support your child every step of the way.

After meeting with the year 6 teachers in all our partner primary schools, we look forward to welcoming our new year 7 students into the academy. All students are invited to join us for their transition day, where they will meet their classes and teachers and get a taster of some core subjects they will study in year 7. We will work hard to ensure that they settle in quickly and expect that they will become



excellent ambassadors for Bradford Academy.

During the first few weeks of school, we help students make new friends, become familiar with the building, feel safe, learn how to get around and discover how to use all the technology. The students will be allocated into classes with someone they know from primary school where possible.

With all these ideas and some of your own, your child will have the best start possible to the next phase of their educational journey.

We all have a role to play to ensure your child thrives at Bradford Academy. Using our vision, we ask that you help support your child during their journey at Bradford Academy and embrace our values:

Responsibility: Ensure your child attends school on time and

in full school uniform. Give full support to the school in developing your child's behaviour. Ensure homework is completed.

Respect: Engage in purposeful and meaningful conversations around your child's progress at the academy. Treat all academy members with respect.

Resilience: Collaborate with the school to ensure the best outcomes for your child.



BEHAVIOUR

Bradford Academy holds students to high conduct standards, fostering a shared understanding among learners, staff, parents/carers and governors. Our consistent and fair approach aims to create a calm and safe environment supported by both general and targeted interventions. The vision of the 3 Rs, responsibility, respect and resilience, and the Shining Light Prayer encapsulate our expectations. This commitment extends to a home-school agreement, emphasising shared responsibility in delivering our mission, echoing the sentiment from Matthew 5:14 – “You are the light of the world. A city on a hill cannot be hidden.”

At the heart of Bradford Academy’s vision is a Christian ethos that forms the foundation of our commitment to positive behaviour. Guided by the principles of the 3 Rs and the inspiration of the Shining Light Prayer, we aspire to create a community where Christian values of responsibility, respect and resilience are woven into the fabric of everyday interactions. This ethos, rooted in shared responsibility and understanding, fosters an environment that aligns with our

Christian principles, ensuring a safe, supportive and academically thriving community for all.

SUPPORT AND GUIDANCE

Bradford Academy prioritises comprehensive support and guidance, recognising its pivotal role in helping students navigate modern life. Maintaining good mental health is deemed essential for academic success, personal development and overall quality of life.

Internally, our support system includes weekly meetings that focus on pastoral, attendance, SEND (Special Educational Needs and Disabilities), and

alternative provision support through the RESET provision and Excellence Centre. We implement a WRAP Barbados wellbeing programme, a resilience anxiety programme, and a nurture programme. We also have designated mental health first aiders and a school counsellor.

Externally, we collaborate with esteemed partners such as The St Giles Project, Commando Joes, Yes Project Worker, Home School Service, Breaking the Cycle, and Think For The Future to extend additional layers of support and ensure a holistic approach to student well-being.

At Bradford Academy, we offer a tiered approach to supporting your child by following Bradford’s matrix of need. We monitor all children’s progress through a graduated approach, stepping up or pulling back support as required. We support parents with making referrals to external

agencies
e.g. CAMHS.
All our SEN

pupils have a
learner passport,

which is reviewed termly with parents and the class teacher to show the targets and support given for an individual child. Some pupils need a more in-depth plan (My Support Plan) that outlines three targets per area of need for the child to achieve by the next academic year. These plans also include outside agency advice and additional provision we can put in place. These plans are reviewed termly with parents, the class teacher and SENCO. Children with more complex needs may need an Educational Health and Care Plan (EHCP). The local authority issues these after an application and a waiting period. These plans are reviewed annually by the parents and SENCO.

Further information about the arrangements for identifying, assessing and making provision for children with SEND can be found on Bradford Council’s local offer website: <https://localoffer.bradford.gov.uk/>



SECONDARY CURRICULUM

ENGLISH LANGUAGE

The purpose of the English language curriculum is to support students in succeeding across all subjects by developing them as confident communicators and encouraging individual creative expression and critical thinking. Our topic choices explore different perspectives and lead to the development of personal voices to ensure safe, involved, and informed access to the world around them.

ENGLISH LITERATURE

In literature, we explore cultures, contexts and forms by studying poetry, prose and playscripts, both modern and classic. Through a deep understanding of the explicit and implicit impact of carefully chosen literature texts on individuals, we hope to instil a lifelong understanding and appreciation of the power of reading, writing and spoken word.

READING

Reading is present across all subject areas and during form time at the Academy. We are keen for children to

read from an early age to enable them to be confident readers throughout their lives. Learners will be exposed to both fiction and nonfiction texts in lessons and encouraged to use our Learning Resource Centre to find books that interest them. Learners who struggle with reading will access a bespoke programme to develop their reading competence.

MATHEMATICS

In maths, we offer a curriculum that inspires our learners to become confident, resilient, lifelong mathematicians who recognise effort as the path to mastery. Our rationale is that everyone can achieve in maths. As such, teaching at all key stages is founded on

the need to teach for understanding rather than teaching mathematics procedurally. By building confidence, resilience and passion for maths, students learn that, whatever their prior starting points are, they can all enjoy and succeed in the subject.

SCIENCE

The science curriculum has been designed to produce inquisitive scientists. Across the domains of

science, learners are exposed to key scientific

terminology, principles and fundamentals. Experimental work is pivotal to developing and building skills and confidence and to appreciating the nature of scientific enquiry. Learners are further involved in balanced discussions around moral and ethical issues such as organ transplant and stem cell research and cultural and religious awareness around the Big Bang theory.

SPANISH

Learning a language provides practical communication skills. It also develops cognition, literacy and cultural knowledge. At KS3, we develop speaking and listening skills through phonics and pronunciation. Students start to create a bank of high-frequency vocabulary and grammar knowledge. At KS4, pupils will study GCSE themes and will become increasingly independent and more linguistically competent. They begin to deepen their understanding of linguistics skills and the cultures of Spanish-speaking countries.



HISTORY

In history, learners will study time periods, events, and historical figures from British and World history in a variety of different frameworks. They will also be equipped with source analysis skills needed to investigate the past. The Big Six Historical Thinking Concepts drive our curriculum in both key stages.

GEOGRAPHY

Geography is the study of places - places that are near, places that are far away, places that are big, and places that are small. People who study geography want to understand how the natural world can influence human activity and how human decisions can change the natural world.

RE

The RE curriculum provides inspirational teaching, giving young people the opportunity to love and appreciate the role of Christianity, world faiths, and spirituality in the society around them. The rich curriculum enables our young people to explore the contributions of influential theologians, taking them beyond the experience of the textbook.

The curriculum is formed around key big questions of faith and spirituality, explored through sources of wisdom

and authority from a diverse array of religions and worldviews. This empowers our learners to think critically, make informed decisions and appraise evidence. The experience of RE impacts their daily lives and the decisions they wish to make. Indeed, the aim is to build young people who will be the leaders of tomorrow.

ART AND DESIGN

In art, we offer a curriculum that inspires creativity and stimulates lasting curiosity, skills, interest, and enjoyment of the arts from various cultures and traditions.

We enable students to be familiar with principles, skills, techniques and vocabulary related to art and design. We also explore a range of creative skills and knowledge, enabling learners to develop a personal response.

We develop creativity and imaginative thought and explore values, attitudes, feelings and meanings, promoting self-awareness, self-esteem, confidence and maturity.

FOOD TECHNOLOGY

At Bradford Academy, we have high expectations for food education. We will ensure effective access for all students to learning, skills development,

and achievement in food studies, hospitality, and catering that reflect the changes in government guidelines for healthier eating and employment opportunities. This will include improving the health, happiness and well-being of our community by teaching pupils and families ways to establish and maintain lifelong healthy and sustainable eating habits. We will ensure that there is enough timetabling, space and practical resources (equipment and ingredients) for all to succeed.

DANCE

Dance is a unique subject that blends artistic practice with physical activity. It encourages students to develop their creativity and confidence to become successful learners with high

aspirations. Dance fully enhances the lives of students by offering extensive extracurricular opportunities that provide memorable experiences. By using exciting approaches, we aim to learn the values and skills needed to promote a well-rounded dance education.

DRAMA

Drama aims to develop individuality, encouraging students to think and express themselves with flair and confidence while at the same time promoting tolerance and understanding. Drama gives young people the opportunity to reflect on the world around them, develop their social, reflective and communication skills, and gain a practical understanding of how to engage an audience. Students are given opportunities through practical role-play to appreciate situations from more than one perspective.

MUSIC

Every learner is recognised as having a unique musical experience. We celebrate and welcome differences within our community. The ability to learn is underpinned by the teaching of basic



musical skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that music practice and performance should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and a thirst for new experiences and knowledge. Using positive musical experiences to promote positive attitudes, we aim to learn the values and skills needed for lifelong music appreciation and participation.

HEALTH AND SOCIAL CARE

Students studying health and social care develop a broad range of skills, such as empathy and compassion. Students are prepared for life beyond their everyday experiences, allowing them to be equipped for success in Yorkshire's second-largest employment sector. Students explore ethical dilemmas, gaining a cultural understanding of moral issues to be compassionate to others.

BUSINESS AND ENTERPRISE

Students studying business explore the world of work and are given opportunities to study local, national, and international enterprises. They develop problem-solving and planning skills through practical experiences

running their own events. Students engage in business and personal finance market research and promotion through a practical and skills-based approach to learning.

IT/COMPUTING

We teach computing at Bradford Academy to equip learners to use computational thinking skills and develop their creativity to solve problems and make things for others. Computing is a challenging subject that prepares learners for a range of careers. Skills taught include resilience, analysis and critical thinking, which can then be applied to other subjects. The core of computing is computer science, in which learners are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, learners are equipped to use information technology to



create programs, systems and a range of content. Computing also ensures that learners become digitally literate and can use technology safely and responsibly.

PE/SPORT

Our PE curriculum is gender-neutral, meaning all learners participate in the same sports. It is complemented by a range of competitive and drop-in electives and our unique Sporting Elite Programme. In sport, we complete VCERT Health and Fitness, and in post-16, we partner with Pro-Elite to offer a student-athlete football academy.

PSHE

Bradford Academy is committed to delivering an education that prepares young people to be healthy, considerate, informed and ready to be active citizens in modern Britain.



A PRAYER FOR BRADFORD ACADEMY

Lord, we thank you for this academy
We pray and work to make it
A place where all are affirmed and valued
A loving and just community
Lord, we thank you for this academy
We pray and work to make it
A place where all are free from discrimination
A loving and just community
Lord, we thank you for this academy
We pray and work to make it
A place where all have access to all learning
A loving and just community
Lord, we thank you for this academy
We pray and work to make it
A place at peace and true to its beliefs
A loving and just community



BRADFORDACADEMY

Our Partners

