



**Brine Leas School** An Academy

# Supplementary Information

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# Brine Leas School

Audlem Road, Nantwich, Cheshire CW5 7DY

## Inspection dates

20–21 April 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
16 to 19 study programmes	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher has created an inclusive ethos where differences are celebrated. Alongside other senior leaders, he is passionate about improving the life chances of pupils.
- Governors are fully committed to the school. They use their wide range of skills to challenge leaders to improve the school even further.
- In 2016, the progress that Year 11 pupils made across a range of subjects was broadly in line with national averages. The progress of current pupils is improving in a wide range of subjects.
- The differences in outcomes between disadvantaged pupils and others nationally are diminishing. Disadvantaged pupils are making good progress, especially in English and mathematics.
- Pupils who have special educational needs and/or disabilities make good progress.
- The quality of teaching is good. Teachers use their good subject knowledge well when planning lessons.
- Not all pupils, especially the most able, are sufficiently stretched in lessons because some teachers are not setting work that is challenging enough.
- The sixth form is outstanding. Students' progress is outstanding as a result of highly effective teaching which promotes rapid progress in almost all subjects.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils value the wide range of extra-curricular activities provided for them.
- The arrangements for pupils' personal development and welfare are outstanding. The safety and well-being of all pupils is a high priority for all staff. The house system successfully develops pupils' self-confidence and loyalty.
- Pupils behave well. They are polite, articulate and take pride in their school.
- Most pupils show positive attitudes towards their learning. Pupils benefit from strong relationships with their teachers and other adults in the school.
- Pupils' overall attendance is broadly in line with the national average. The attendance of disadvantaged pupils and those who have special educational needs and/or disabilities is improving. However, absence rates for these pupils remain higher than the national average.

## **Full report**

### **What does the school need to do to improve further?**

- Improve the quality of teaching further by ensuring that teachers set consistently challenging work for all pupils, including the most able.
- Further diminish the difference between the progress of disadvantaged pupils and other pupils nationally.
- Continue to improve the attendance rates of disadvantaged pupils and of pupils who have special educational needs and/or disabilities.



## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher has ensured that there is a culture of ambition and high aspiration throughout the school community. He is well supported by senior leaders, governors and staff. Together they have helped to create a cohesive learning community. Staff morale is high.
- Leaders have responded positively to a dip in examination results in 2016. They have developed a strong system to track the progress of pupils and identify those who need additional help. Pupils' progress is now improving across most subjects.
- The leadership of teaching and learning is strong because leaders use rigorous performance management and training to address underperformance. Leaders have an accurate understanding of what is working well and what is required for the school to become even more successful. Teachers value the professional development opportunities that the school offers. Newly qualified teachers are very well supported.
- Leaders monitor the use of pupil premium funding more closely than they did in recent years. They now ensure that this funding is used effectively for a range of interventions, including individual and group tutoring. As a result, the difference between the achievement of disadvantaged pupils and that of other pupils nationally is reducing.
- Leaders use additional funding effectively to support pupils who join the school in Year 7. This leads to reading, writing and mathematics skills being well developed across the school.
- Pupils enjoy a broad and balanced curriculum in all key stages. Leaders keep the curriculum under review to ensure that it meets the needs of all pupils. For example, leaders are planning to introduce more vocational subjects at key stage 4.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils' understanding of British values is very well planned through assemblies on democracy, respect and tolerance. Pupils learn about other cultures and beliefs, for example through visits to a local mosque during curriculum enrichment week.
- Pupils benefit from a range of extra-curricular activities such as inter-house dance, drama, music and sport competitions. A typical comment from pupils is: 'There is something for everyone.' Pupils are also involved in charity work and have the opportunity to participate in expeditions to different countries. Other opportunities include the baking club, model railway club and singing group.
- The leadership of the provision for pupils who have special educational needs and/or disabilities is good. Additional funding has been used effectively to provide specific and targeted support for this group of pupils, such as providing specialist support for pupils with autism.
- Parents' views of the school are very positive. The overwhelming majority of those completing Parent View, Ofsted's online questionnaire, would recommend the school to others.

## **Governance of the school**

- Governors are passionate about the school. They have taken advantage of opportunities for training to ensure that they can be highly effective.
- Governors visit the school regularly, holding discussions with leaders with whom they are linked, and challenge them on a regular basis. This has led to the greater accountability of leaders and improved pupils' progress across most subjects.
- Governors have a secure understanding of how the funding for disadvantaged pupils is spent and closely check that its impact is effective.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have created a culture in which safeguarding is seen as highly important. Checks on the suitability of staff are sound. The governor responsible for safeguarding visits the school termly to check that the appropriate systems are in place and up to date. All staff and governors have completed training in safeguarding. They receive frequent updates and all have read the most recent government guidelines. Staff are aware of the signs of abuse and risks associated with extremism. They know what to do if they have any concern about a pupil's welfare or safety. Leaders liaise effectively and in a timely manner with parents and outside agencies that support pupils' welfare.

## **Quality of teaching, learning and assessment**

**Good**

- Teachers' good subject knowledge enables them to explain ideas and concepts to pupils clearly and generate enthusiasm during lessons. Relationships between teaching staff and pupils are positive and encouraging. As a result, pupils' achievement is improving in most subjects.
- In many lessons, teachers use questioning effectively to target pupils of different abilities and to probe and deepen pupils' understanding.
- Teachers within the English and mathematics departments have made every attempt to ensure the accuracy of assessments for new courses, by internal moderation and consultation with other local schools and those further afield.
- Most teachers use assessment information well to plan interesting and engaging activities. However, not all teachers provide pupils with enough challenge. As a result, not all pupils, especially the most able, deepen their understanding and knowledge as quickly as they should.
- Teachers encourage pupils to read well. Year 7 pupils, who read to an inspector, said that they enjoy reading.
- Experienced teaching assistants help pupils who have special educational needs and/or disabilities to understand their work and to make good progress by working with them individually and in small groups.
- Homework is set regularly across most subjects and is used effectively to consolidate and extend learning. Pupils appreciate the support that they receive from staff after



school that helps them to make swift progress.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- The ethos of the school is inclusive, caring and aspirational. Pupils feel well cared for and safe. They understand the risks associated with social media and know whom to go to should they feel unsafe.
- The personal, social, health and economic education programme is comprehensive and well led. Pupils are encouraged to think about a range of issues such as the importance of a healthy lifestyle and emotional and mental health. This enhances their personal development and well-being.
- Leaders encourage pupils to value diversity. For example, leaders have collaborated with the student body to create the 'lionhearts group', whose members lead assemblies to promote awareness of lesbian, gay, bisexual and transgender matters.
- Pupils told inspectors that bullying is rare and this is confirmed by the school's records. Pupils are confident that should bullying occur it is dealt with effectively.
- There are many opportunities for pupils to develop their leadership skills such as 'youth parliament' representatives, house captains, safeguarding ambassadors, prefects, head boy or girl, or as sports leaders.
- Teachers make visits to pupils' primary schools prior to them joining in Year 7 in order to make the move to secondary school as smooth as possible. Year 7 pupils enjoy an annual residential trip to the Menai Straits, which helps them to gain in confidence and make friends quickly.
- Leaders ensure that the small number of pupils in part-time alternative provision are well supported. The school checks and monitors the quality of provision and receives daily attendance information.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils are polite, courteous and enjoy school. They arrive to lessons on time and bring the right equipment with them and generally present their books neatly. They wear their uniform well, showing pride in their school. Pupils show respect for others during form periods and social times.
- At lesson changeover times, staff are at their classroom doors, welcoming pupils to their lesson. This adds to the calm atmosphere in the school.
- Pupils report that learning is disrupted only rarely, and inspection evidence confirmed this. When learning does not engage pupils' interests, some boys become a little inattentive but respond well to the teachers' request to get back on track. Most pupils



behave sensibly and maturely in lessons.

- The school's behaviour policy is understood by pupils. Records show that fixed-term exclusions and removals to the internal exclusion room have decreased over time.
- Pupils' overall attendance is in line with the national average. Persistent absence has decreased as a result of staff working more effectively with parents. However, disadvantaged pupils and those who have special educational needs and/or disabilities still do not attend as regularly as they should.

## Outcomes for pupils

## Good

- In 2016, pupils' progress was broadly in line with national averages across a wide range of subjects. Pupils made particularly strong progress in history, religious studies, textiles, physical education and core and additional science. However, pupils did not make good enough progress in languages, information and communication technology and further additional science.
- School data, observation in lessons and scrutiny of pupils' work show that pupil progress is improving in most subjects, particularly in English.
- The large majority of pupils study a modern foreign language to GCSE level. Historically, outcomes in languages have been weaker than in other subjects. Inspection evidence shows that current pupils' progress in this area is improving.
- The difference between the progress of disadvantaged pupils, including the most able disadvantaged pupils, and that of other pupils nationally is diminishing.
- Progress for pupils who have special educational needs and/or disabilities was below the national average in 2016 across a range of subjects. Pupils' progress is improving because of targeted support from teachers and other adults.
- The most able pupils are making faster progress. It is still not as rapid as that of other pupils.
- Pupils who enter the school below age-related expectations in English and mathematics catch up by the time they leave due to well-targeted spending of the funds available to support these pupils.
- The small number of pupils who attend alternative provision make good progress because they have access to a range of interesting courses, including communication at work, healthy eating and health and safety. Pupils gain an accredited qualification which offers a clear progression through to apprenticeships. Leaders ensure close liaison between school staff and providers.
- School leaders go 'above and beyond' to ensure that all pupils have access to impartial careers advice. Pupils have access to a coherent programme to build their knowledge, skills and competencies. Pupils take part in an annual work experience week in Year 11 which helps to develop their work-related skills.

## 16 to 19 study programmes

## Outstanding

- Strong leadership and excellent quality of teaching in the sixth form ensure that

students achieve outstanding outcomes.

- Leaders' high aspirations and determination have improved the quality of the sixth form since it opened in 2010. The current head of sixth form has continued to drive up standards of teaching.
- The sixth-form centre provides an excellent environment to study. Classrooms are bright and stimulating. Break-out spaces are heavily populated with computers and work areas. Students' work is celebrated through excellent displays. The café area provides a pleasant place in which students can socialise.
- Leaders have created an excellent culture within the sixth-form centre. The sixth form provides an ideal stepping stone between school and higher education or employment. Students are expected to take responsibility for their learning and development.
- There are excellent systems in place to monitor and support students' progress. Leaders and teachers check carefully how well students are doing and intervene swiftly and effectively if they are falling behind.
- Students say that for them the most significant feature is the excellent relationships they have with their teachers. They say that teachers know them well from the beginning of Year 12. They appreciate how hard teachers work to support their studies. Students are entirely comfortable about asking for support.
- The quality of teaching is outstanding. Teachers have excellent subject knowledge across the sixth form. Leaders accurately monitor the quality of teaching. Teachers give excellent guidance to students on how to improve the quality of their work. Over time the achievement of students has got better and better. Students are on course to gain outstanding outcomes.
- Students have excellent attitudes to their learning. They participate enthusiastically in lessons and produce high-quality work. They are cared for very well.
- Staff are sensitive to students' individual needs, and support for their emotional and physical well-being is excellent.
- Attendance is very high because students enjoy coming to school. There are robust procedures for monitoring absence and supporting individuals whose attendance drops.
- Students are well informed about the world of work, including participating in work experience. They receive very good careers guidance and support. Almost all of them go on to degree courses and apprenticeships. A large proportion progress to top universities.
- The school is very successful in helping those students who start the sixth form without a good grade in English or mathematics to achieve a good pass by the end of Year 12.
- Students are expected to develop a wide range of skills that will help them in the future. Students learn early on how to become successful learners. Their personal development is also promoted well through an individualised programme of enrichment.
- Most students continue their studies from Year 12 into Year 13. This is because students are guided very well onto appropriate courses that meet their needs and they benefit from outstanding teaching.



## School details

Unique reference number	136279
Local authority	Cheshire East
Inspection number	10032818

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary comprehensive
School category	Academy
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,372
Of which, number on roll in 16 to 19 study programmes	264
Appropriate authority	The governing body
Chair	Mrs Su Turner
Headteacher	Mr Andrew Cliffe
Telephone number	01270 625663
Website	<a href="http://brineleas.co.uk/">http://brineleas.co.uk/</a>
Email address	<a href="mailto:head@brineleas.co.uk">head@brineleas.co.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- Brine Leas School converted to become an academy on 2 September 2010. When its predecessor school, of the same name, was last inspected by Ofsted it was judged to be outstanding. Brine Leas School became a member of the Brine Multi Academy Trust on 29 July 2016.



- Brine Leas School is larger than the average-sized secondary school.
- The majority of pupils are White British. The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils known to be eligible for the pupil premium is below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is broadly in line with national average.
- A small number of pupils attend part-time alternative provision at Safe Opportunities.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment.

## Information about this inspection

- Inspectors observed pupils' learning across all year groups and a wide range of subjects. Some of these were joint observations with school leaders.
- Meetings were held with pupils from all year groups, and inspectors talked to pupils in lessons and around the school. Inspectors listened to a group of Year 7 pupils read.
- Pupils' work in lessons was scrutinised by inspectors. They also looked at a sample of pupils' books to evaluate their learning over time in different subjects.
- Inspectors considered the views of parents, taking into account 61 responses to the online Ofsted parent questionnaire, Parent View.
- Meetings were held with the headteacher and senior leaders, groups of middle leaders, teachers, the chair and members of the local governing body and the chair of the multi-academy trust. Inspectors also held telephone conversations with a representative from an alternative provider and the school's improvement adviser.
- The inspection team scrutinised a wide range of documentation, including: records relating to pupils' behaviour and attendance, safeguarding information, minutes of governing body meetings, information on the progress made by pupils, training arrangements for teachers and other staff, checks on the quality of teaching, external reviews by consultants, the school's self-evaluation and the school improvement plan.

## Inspection team

Ahmed Marikar, lead inspector	Her Majesty's Inspector
David Woodhouse	Ofsted Inspector
Deborah Bailey	Ofsted Inspector
Bernard Robinson	Ofsted Inspector
Helen O'Neill	Her Majesty's Inspector
David Roberts	Ofsted Inspector
Neil Mackenzie	Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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# BRINE LEAS SCHOOL

An Academy



## Admissions Policy for 2020-21

### 1. AIMS

1.1 This policy aims to:-

- Explain how to apply for a place at the school.
- Set out the school's arrangements for allocating places to pupils who apply.
- Explain how to appeal against a decision not to offer your child a place.

### 2. LEGISLATION AND STATUTORY REQUIREMENTS

2.1 This policy is based on the following advice from the Department for Education (DfE):

- School Admission Code 2014
- School Admission Appeals Code 2012

2.2 As an Academy, the school is required by its Funding Agreement, to comply with these codes, and with the law relating to admissions, as set out in the School Standards and Framework Act 1998.

### 3. DEFINITIONS

3.1 The normal admissions round is the period during which parents can apply for state-funded school places at the school's normal point of entry, using the common application form provided by their home local authority.

3.2 Cared for Children and children who were 'Previously Cared for':

- A 'cared for child' is a child who is in the care of a local authority or provided with accommodation by that local authority (as defined in section 22 of the Children Act 1989).
- Children previously 'cared for' are children who were 'cared for' as defined above, but immediately after being 'cared for':
  - Became subject to an adoption.
  - Became subject to a child arrangements order (formerly residence order).
  - Became subject to a special guardianship order.
- A child arrangements order is an order settling arrangements to be made to the person with whom the child is to live under section 8 of the Children Act 1989 amended by the Children and Families Act 2014.
- 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).

#### **4. HOW TO APPLY**

For applications in the normal admissions round, you should use the application form provided by your home local authority (regardless of which local authority the schools are in). you can use this form to express your preference for a minimum of 3 state-funded schools, in rank order.

You will receive an offer for a school place directly from your local authority.

#### **5. CO-ORDINATED ADMISSION ARRANGEMENT FOR SECONDARY SCHOOL**

- 5.1 The School complies with the relevant legislation, which requires all Local Authorities (LAs) to co-ordinate admissions arrangements in their areas. Co-ordinated admission schemes provide a way for ensuring that every parent living in a Local Authority (LA) receives an offer of one, and only one, school place on the same day, with letters usually being posted out on 1 March.
- 5.2 Academies, such as Brine Leas School, act as their own admission authority, applying their own admission criteria. However, parents will have to complete only one application form and will receive their offer from the LA in whose area they live.
- 5.3 Parents applying for secondary school places must apply on the Common Application Form (CAF) provided by their 'home' authority, i.e. the authority where they live. The exception to this would be if you are not resident in England whereupon applications for Brine Leas must be made to the Cheshire East School Admissions Service. The reason for this exception is that the statutory requirement for councils to coordinate applications for school places applies to all English local authorities only. For further information and advice contact the School Admission Service on 0300 1235012.

#### **6. ALLOCATION OF PLACES**

##### **6.1 Admission Number**

The published admission number (PAN) for Year 7 is 215 pupils. Published admission numbers are established for each school in order to decide whether any age group within a school is full.

- 6.2 Applications for admission, and any appeals, are normally considered in relation to the availability of places in the child's chronological age group.
- 6.3 Pupils residing outside the boundary of Cheshire East are offered places on the same basis as Cheshire pupils. However, applications on their behalf for a place at this School must be made using an application form from their home LA which will make the necessary arrangements with Cheshire East LA. For applications outside of UK, please also see point 8.2 of this policy.
- 6.4 All preferences must be in writing and those meeting the criteria for this School will be met except where this would prejudice efficient education or the efficient use of resources, e.g. if the year group in question is full.
- 6.5 In considering applications for places at Brine Leas where the number of preferences received exceeds the number of places available (i.e. the published admission number)



preferences will be considered in accordance with our published oversubscription criteria.

## 6.6 Oversubscription Criteria

- i **‘Cared for children or previously cared for children’** - A ‘cared for child’ is a child who is or has been in the care of a local authority or provided with accommodation by that authority (as defined in section 22 of the Children Act 1989).
- ii **Children resident within the designated catchment area of the school.** Our Catchment map can be viewed at [www.cheshireeast.gov.uk](http://www.cheshireeast.gov.uk). *In the event of a tiebreak, criteria iii. will be used to decide which of the children within that priority should be offered the available places.*
- iii. **Siblings** – pupils with brothers or sisters, step-brothers or step-sisters, half-brothers and half-sisters living together as part of one household, already attending the preferred school, and expected to continue at the school in the following school year. *In the event of a tiebreak, random allocation\* will be used to decide which of the children within that priority should be offered the available places.*
- iv. **Children of Staff** provided that they have been employed by Brine Leas School for a minimum of two years and/or are recruited to fill a vacant post for which there is a demonstrable skills shortage. *In the event of a tie break, random allocation\* will be used to decide which of the children within that priority should be offered the available place.*
- v. **Children not resident** within a school’s local catchment area but attending a school designated as a partner/feeder school for admissions purposes as out-of-area pupils. Partner/feeder schools are: Audlem St James CE, Bridgemere CE, Nantwich Primary Academy, Pear Tree, Sound & District, Stapeley Broad Lane CE, Weaver and Wrenbury. *In the event of a tiebreak, random allocation\* will be used to decide which of the children within that priority should be offered the available places.*
- vi. **Children living nearest to the school** measured using the Local Authority address measuring system which measures straight line distances in miles from the school’s coordinate point to the place of the child’s residence coordinate point.

*\* Random allocation will be administered by someone independent of the school*

## 7. **CHILDREN WITH STATEMENTS OF SPECIAL EDUCATIONAL NEEDS OR EDUCATION HEALTH CARE PLANS**

### 7.1 The Academy will:

- a. subject to its right of appeal to the Secretary of State in relation to a named pupil, admit all pupils with an Education Health Care Plan naming the Academy;
- b. give highest priority to looked after children or previously looked after children in accordance with the relevant provisions of the School Admissions Code. (as defined in section 22 of the Children’s act 1989)



## **8. PROOF OF ADDRESS/RESIDENCY**

- 8.1 Proof of address and residency may be required, and Governors retain the right to withdraw any place offered on the basis of a fraudulent or intentionally misleading application.
- 8.2 All applications from families' resident in the United Kingdom, and from UK and European Economic Area (EEA) citizens resident outside the United Kingdom will be accepted. They will be processed and considered on an equal basis on their current address and in accordance with published arrangements

## **9. CHILDREN RESIDING AT MORE THAN ONE ADDRESS**

- 9.1 If a child lives at more than one address (e.g. spends part of each week at different addresses) full details of the arrangements must be included on the application form (or in the form of an accompanying note) to enable the Governors to decide which address (or, exceptionally, addresses) to use for admission purposes.

## **10. CHILDREN OF MULTIPLE BIRTHS**

- 10.1 In relation to children of multiple births, it may be necessary to offer additional places to these families. This is to ensure that, as far as possible, children from multiple births are not separated.

## **11. ADMISSION APPEALS**

- 11.1 If your child's application for a place at the school is unsuccessful, you will be informed why admission was refused and given information about the process for hearing appeals. If you wish to appeal, you must set out the grounds for your appeal in writing and send it to the school address

## **12. LATE APPLICATIONS**

- 12.1 Late applications will be considered in accordance with the Local Authority's Coordinated Admission Scheme.

## **13. REPEAT APPLICATIONS**

- 13.1 Repeat applications will not be considered within the same school year, unless the Academy considers that the family have had a significant change in circumstance.

## **14. 'IN YEAR' APPLICATIONS**

- 14.1 In Year applications are those made during the school year into the relevant Year group. To apply you will need to complete an 'In Year Transfer' form available from the local authority or on the Cheshire East website, the local authority will notify the school of the application, and the school will inform the parents of the outcome of the application by letter/email.

14.2 The Academy aims to process applications within 10 school days. A letter will be sent to your home address stating if your application has been accepted or declined due to the over subscription of places. You will be required to accept or decline the place offered in writing within 10 school days. The Academy reserves the right to withdraw places not accepted within the specified timescale.

## **15. WAITING LISTS**

15.1 Waiting lists will not be held for In Year Admissions except for the admission into Year 7 (September Intake) and these will be held until 31st December of each school year of admission, in accordance with legal requirements.

<b>Updated by:</b> D Cole	<b>Date:</b> September 2018
<b>Approved by LGB:</b> September 2018	<b>Ratified by Trustees:</b> February 2019

## **APPENDIX 1 (Known as Annex B in BLS Academy Funding Agreement)**

### **ARRANGEMENTS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS ('SEN') AND DISABILITIES AT BRINE LEAS SCHOOL**

#### **Duties in relation to pupils with SEN**

1. The Governing Body of the Academy Trust must comply with all of the duties imposed upon the governing bodies of maintained schools in:
  - Part 4 of the Education Act 1996 as amended from time to time<sup>1</sup>;
  - The Education (Special Educational Needs) (Information) Regulations 1999 as amended from time to time;
  - The Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2008 as amended from time to time<sup>2</sup>.
2. Notwithstanding any provision in this Agreement, the Secretary of State may (whether following a complaint made to him or otherwise) direct the Academy Trust to comply with an obligation described in this Annex where the Academy Trust has failed to comply with any such obligation.
3. Where a child who has SEN is being educated in the Academy, those concerned with making special educational provision for the child must secure that the child engages in the activities of the school together with children who do not have SEN, so far as is reasonably practicable and is compatible with:
  - (a) the child receiving the special educational provision which his learning difficulty calls for,
  - (b) the provision of efficient education for the children with whom he will be educated, and
  - (c) the efficient use of resources.
4. In addition to complying with the duties imposed upon the governing bodies of maintained schools set out in The Education (Special Educational Needs) (Information) Regulations 1999 (as amended from time to time), the Academy Trust must ensure that the Academy's website includes details of the arrangements for the admission of disabled pupils; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; and the facilities provided to assist access to the Academy by disabled pupils (disabled pupils meaning pupils who are disabled for the purposes of the Equality Act 2010<sup>3</sup>).

#### **Admissions**

5. The Academy Trust must ensure that pupils with SEN are admitted on an equal basis with others in accordance with its admissions policy.
6. Where a Local Authority (LA) proposes to name the Academy in a statement of SEN made in accordance with section 324 of the Education Act 1996, it must give the Academy Trust written notice that it so proposes. Within 15 days of receipt of the LA's notice that it proposes to name the Academy in a statement, the Academy Trust must consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility.

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<sup>1</sup> Currently these duties are in sections 313 (Duty to have regard to the Special Educational Needs Code of Practice 2001); 317 (Duties in relation to pupils with special educational needs or EHC plan), 317A (Duty to advise parents that special educational provision is being made); and 324(5)(b) (Duty to admit the child where a school is named in the statement).

<sup>2</sup> These Regulations are amended by The Education (Special Educational Needs Co-ordinators) (England) (Amendment) Regulations 2009 (SI 2009 No 1387).

<sup>3</sup> For the meaning of 'disabled', see section 6 of the Equality Act 2010.



In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the Academy Trust must have regard to the relevant guidance issued by the Secretary of State to maintained schools.

7. If the Academy Trust determines that admitting the child would be incompatible with the provision of efficient education, it must, within 15 days of receipt of the LA's notice, notify the LA in writing that it does not agree that the Academy should be named in the pupil's statement. Such notice must set out all the facts and matters the Academy relies upon in support of its contention that: (a) admitting the child would be incompatible with efficiently educating other children; and (b) the Academy Trust cannot take reasonable steps to secure this compatibility.
8. After service by the Academy Trust on the LA of any notice (further to paragraph 7 above) stating that it does not agree with the LA's proposal that the Academy be named, the Academy Trust must seek to establish from the LA, as soon as is reasonably practicable, whether or not the LA agrees with the Academy Trust. If the LA notifies the Academy that it does not agree with the Academy Trust's response, and names the Academy in the child's statement, the Academy Trust must admit the child to the school on the date specified in the statement or on the date specified by the LA.
9. Where the Academy Trust considers that the Academy should not have been named in a child's statement, they may ask the Secretary of State to determine that the LA has acted unreasonably in naming the Academy and to make an order directing the LA to reconsider.
10. The Secretary of State's determination shall, subject only to any right of appeal which any parent or guardian of the child may have to the First-tier Tribunal (Special Educational Needs and Disability), be final.
11. If a parent or guardian of a child in respect of whom a statement is maintained by the local authority appeals to the First-tier Tribunal (Special Educational Needs and Disability) either against the naming of the Academy in the child's SEN statement or asking the Tribunal to name the Academy, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State under paragraph 9 above, be substituted for the Secretary of State's decision.

Where the Academy, the Secretary of State or the First-tier Tribunal (Special Educational Needs and Disability) have determined that it should be named, the Academy Trust shall admit the child to the Academy notwithstanding any provision of Annex A to this agreement.

## **Brine Leas School**

### **An Academy**

### **ADDITIONAL INFORMATION FOR FULL-TIME STUDENTS TO BL6**

This appendix refers to 16-19 year old students seeking admission to full-time AS/A level and Level 3 BTec courses. The total number of students who can be admitted in light of accommodation, availability of teaching and other resources, capacity of individual subjects available will be determined annually.

The minimum number of external places (published admission number) for September 2020 admission is 25.

In the event that the number of external applicants exceeds the number of places available and further admissions cannot be agreed, the oversubscription criteria set out earlier in the policy will be applied to determine priority.

#### **Application Process**

BL6 welcomes Y11 students currently studying at Brine Leas School along with external applicants from other educational institutions. Entry requirements are the same for all applicants.

Students who are interested in attending BL6 are invited to attend a range of events designed to enable them to make informed choices about their Post 16 study. Such events include:-

- Open Morning and Open Evening during the Autumn term as advertised in the local press and on our website.
- Informal information, advice and guidance sessions during the Spring and Summer terms to offer advice on the suitability of courses chosen, offer of further guidance as part of the options process, to discuss the extra-curricular interests of the student, and to answer questions about BL6. No decision about the offer will be made at this interview.
- Subject taster sessions post GCSE examinations during the Summer Term.
- Enrolment will begin immediately following the publication of GCSE results and students will be able to enrol up to the start of term.

Current Y11 student and external students will be accepted into BL6 on the condition they meet the entrance criteria and have applied formally for a place. Application forms are provided at our Open Evening and are also available from the School or they can be downloaded from our website. Students will receive confirmation that their application has been successful once the suitability of courses has been determined.

#### **Confirmation of Places**

Students holding offers will have their full-time places confirmed at enrolment, following receipt of examination results, provided they meet the general criteria and grade requirements for particular subjects as outlined below.



If students do not meet the criteria, we will discuss at enrolment whether or not an offer of a place can be confirmed. Applicants are encouraged to enrol within 24 hours of the publication of their GCSE results by completing the enrolment form to ensure groups can be organised prior to the start of term. If false information is supplied, BL6 reserves the right to withdraw its offer of a place.

Only in very exceptional cases will an offer of a place be made to students who are unable to follow a full-time course.

BL6 aims to provide students with their first choice combination of subjects requested. Where this is impossible, for reasons such as timetable clashes or over subscription of particular subjects, guidance will be offered about suitable alternatives. If a particular subject is over-subscribed, then places in these subjects will be allocated on the basis of a student's overall profile, although consideration will be given to individual cases.

Students entering Brine Leas Sixth Form will be expected to read and sign a Learning Agreement which outlines the commitment required to be successful in Post 16 study and the support students can expect to receive by staff. In addition, Sixth Form students must recognise they are part of a large community and have a responsibility to abide by our dress code and conduct themselves in a manner that supports the BL6 ethos. (The BL6 Dress Code Policy can be obtained on request or downloaded from our website)

### **Entry Requirements for Advanced Courses**

We admit students for Y12 AS courses/linear A Levels where academic demands are significantly higher than for GCSE. It is our experience that students who do not meet the criteria below will find the AS courses difficult and they are likely to struggle to make satisfactory progress. In order to be eligible for entry onto particular courses students should have the following qualifications:-

- 5 or more A\*- C or 5-9 (*new grade criteria for reformed GCSE's*) GCSE grades (full course).
- Mathematics and English Language GCSE each at grade 5 or above.

Students may be able to study an A Level subject they did not take at GCSE, if they meet other criteria. However, when a subject has been previously studied, there are minimum entry requirements specified for particular AS subjects and linear A Level's. The details of these entry requirements are set out in the BL6 prospectus and are also online.

The Sixth Form reserves the right to admit exceptions to the rule where the decision may be appropriate and to the benefit of the student. Such cases will be considered and judged on an individual basis and when applications below the minimum requirements arise.

### **Special Consideration**

Students who fail to achieve the required grade in English and/or Maths will be considered on an individual basis. Some students are required to re-sit these courses as a prerequisite to entering the sixth form and will take into consideration their previous predicted grades at Level 2.



### **Requirements of Progression from Y12 to Y13**

- Students taking examined subjects will have achieved at least a grade D within the internal mock examinations in a minimum of 3 subjects to guarantee progress from Year 12 to Year 13.
- Students taking a vocational subject will have finished all work targeted for completion during Y12.
- Students who do not meet these criteria will be required to attend a meeting to discuss the terms upon which they may or may not return to the sixth form.

### **Application to Join BL6 in Year 13**

Applications to join Year 13 will only be considered from students who have exceptional circumstances provided there are places available on their chosen courses, and provided they:-

- meet the normal admissions criteria outlined above and are clearly recommended for progression onto A level and BTec courses.
- provide evidence of examination specifications already taken in Year 12, so normal transition to A level can occur.

### **Application to Join BL6 in Year 14**

It is extremely unusual for students to have a third year in sixth form and the school encourages students to move on after two years. In some circumstances, the school will consider allowing students to spend a third year in sixth form, but it does not guarantee a place.

# **Brine Leas School**

## **An Academy**

### **CHARGING AND REMISSIONS POLICY**

At BLS we are committed to providing a free school education that is inclusive to all students. The 1996 Education Act sections 449-462 sets out the law on charging for school activities and visits and the Leadership Group have considered this documentation when producing this policy. In addition, the DfE's publication 'Charging for School Activities' dated May 2018 has been taken into account.

We will not charge for the following:-

- Any admission application to BLS.
- Education provided during school hours (including resources) for National Compulsory Curriculum.
- Education provided outside school hours when it forms part of the National Curriculum or is part of a syllabus for a prescribed examination for which the student is being prepared for at BLS.
- Music tuition when the tuition is part of the National Curriculum or part of a syllabus for a prescribed examination for which the student is being prepared for at BLS.
- Entry to a prescribed examination which the student is being prepared for at BLS.
- We reserve the right to charge for additional examination re-sits when requested by a student or parent.

#### **COMPULSORY CURRICULUM ACTIVITIES/VISITS**

Where visits or activities are undertaken as a necessary part of the curriculum parents<sup>1</sup> will be asked for a voluntary contribution, we will make it clear to parents that there is no obligation to make any contribution; however where the activity cannot be funded without such voluntary contributions, the Headteacher will make it clear to parents from the outset.

No individual student will be excluded from an activity simply because their parents are unwilling or unable to pay. Where there is evidence of financial hardship, the Business Manager has the authority to use school funds to subsidise the activity or visit and any requests will be treated confidentially.

#### **EXTRA CURRICULAR ACTIVITIES/VISITS/OPTIONAL EXTRAS**

The majority of activities and visits fall into this category, they are undertaken to enhance courses and provide students with exciting opportunities that cannot always be provided in school. At BLS we believe the rich and varied programme of activities and visits offered is an invaluable element of the education of all our students and feel they gain valuable learning experience directly from them. We are confident that parents will wish for these activities to continue; however this will only be possible if the majority of them are self-financing.

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<sup>1</sup> For the purposes of this document parent(s) is used as a term for anyone who has the main responsibility of care for a student at BLS



Therefore optional activities/visits will be charged at full cost, apportioned equally to the number of participants and will not proceed unless costs are met by those wishing to take part or there are sufficient subsidies available. Participation will, of course, remain voluntary.

We have established a fund, which is increasing over time and will be available for the school to support those families who may be excluded from some activities due to their financial circumstances. (See Remissions below).

### **INDIVIDUAL INSTRUMENTAL TUITION**

BLS currently charges £133.50 per term for a minimum of 10 lessons of 30 minutes of individual Instrumental Tuition. There is a 10% reduction for sibling discount or when students take up instruction for more than one instrument and should parents wish to pay for the full year the cost is reduced to £385.

### **OTHER CHARGES**

The school may also invite voluntary contributions towards the cost of cooking ingredients, materials and equipment where the parents wish to keep the end product.

The school may make charges for removal of graffiti and breakages or damage to school property when it appears to have been due to vandalism.

For the tariff of charges for casual or community lettings please refer to our Lettings Policy.

### **EXAMINATION FEES**

BLS reserves the right to make a charge for examinations re-sits or when a student fails without good reason to complete any examination when the school has originally paid the entry fee.

BL6 will pay the first examination entry fee for all students who satisfactorily complete each of their courses, this includes the fulfillment of all required coursework assignments and satisfactory attendance in all lessons (95%), unless there are exceptional circumstances which justify otherwise.

BL6 students whose attendance drops below the satisfactory attendance criteria may be required to pay for their examination entry fees.

BL6 students who wish to sit an examination against the advice of their tutors, or request to resit a unit will be charged.

### **REMISSIONS**

The Governing Body may wish to remit in full or part of the cost of any activity to particular parents for example those in receipt of:-

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under VI of the Immigration and Asylum Act 1999
- The guarantee element of State Pension Credit
- Child Tax Credit

- Working Tax Credit.
- Universal Credit in prescribed circumstances.

All parents will be informed that finance assistance is available by request to the Business Manager. This also applies to compulsory items of school uniform.

### **STUDENT PREMIUM**

Students eligible for Free School Meals/C4C/CIS/Ever 6 since 2006 will be able to apply for assistance and therefore may not be charged for uniform, compulsory trips, music tuition, various resources and cooking ingredients. They will also be able to attend extra-curricular activities and non compulsory trips at a reduced rate or without charge. This will be at the Business Manager's discretion and according to Pupil Premium funding and other intervention requirements.

<b>Updated by:</b> K Bradshaw	<b>Date:</b> November 2018
<b>Approved by LGB Business Sub-Committee:</b> November 2018	
<b>Review Date:</b> November 2020	
<b>Compiled/Reviewed by:</b> K Bradshaw	<b>Date:</b> November 2015





## **CURRICULUM POLICY**

### **1. AIMS**

Delivering a responsive and forward thinking knowledge rich Curriculum is something we are very passionate about at Brine Leas School. We devise the curriculum carefully to provide challenge to every student and enable them to develop into well-rounded young adults. We review our curriculum organisation and provision annually.

Our curriculum aims to:

- Provide a broad and balanced education for all students;
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations;
- Support students' spiritual, moral, social and cultural development;
- Support students' physical development and responsibility for their own health, and enable them to be active;
- Promote a positive attitude towards learning;
- Ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support;
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals;
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment.

### **2. LEGISLATION AND GUIDANCE**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

It complies with our funding agreement and articles of association.

### **3. ROLES AND RESPONSIBILITIES**

#### **The Local Governing Board**

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets;
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Mathematics, Science and Languages and enough teaching time is provided for students to cover the requirements of the funding agreement;
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN);
- All courses provided for students below the age of 19 lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state;
- The school implements the relevant statutory assessment arrangements;
- It participates actively in decision-making about the breadth and balance of the curriculum;
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

#### **Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- They manage requests to withdraw children from curriculum subjects, where appropriate;
- The school's procedures for assessment meet all legal requirements;
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- The governing board is advised on whole-school targets in order to make informed decisions;
- Proper provision is in place for students with different abilities and needs, including children with SEN.

### **4. ORGANISATION AND PLANNING**

Students learn a broad range of subjects for as long as possible at Brine Leas to ensure a breadth of curriculum knowledge. Recent commentary from Ofsted indicates that we'd be wise not to curtail curriculum breadth prematurely.



For this reason, we are committed to following a 3 year Key Stage 3 to ensure that we do not curtail students' experiences of the arts, design & technology and humanities; although the majority of subjects provide a spiral knowledge based curriculum to enable students to make an informed choice as to which subjects to study at Key Stage 4 and to aid transition between the two Key Stages. The GCSE examinations are designed to cover 2 years of content. Extending beyond 2 years is unlikely to lead to more knowledge but will add to more test preparation.

Our KS3 to KS4 transition promotes an academic curriculum. We aim to maximise EBacc take-up at KS4 with the majority of students taking a MFL and Humanity subject at GCSE to ensure they have a wide choice of pathways post-16. However, a wide range of GCSE courses are offered along with vocational qualifications to maximise individual student grade outcomes and Progress 8.

Brine Leas School operates on a two week cycle of 50 periods of 1 hour each. There is a variety of set and mixed ability groupings.

### **KEY STAGE 3 CURRICULUM**

In Year 7 students are organised into two halves, y band and z band. There are 4 classes in y half and 5 classes in z half. The year halves are ability and gender balanced as far as is reasonably possible. The year half is then the same for all classes in every subject.

In Year 8 and Year 9 students are broadly organised into two equal, parallel year halves, y band and z band. This means the students in each year are split by ability and gender into two near equal groups. These two halves are then treated as equal groups. The year half is then the same for all classes in every subject.

The ability of the cohort determines the ability of the groups, so it is not the case that a comparison can be made between groups in different years. The ability of each student in a particular class determines the outcomes. For example, the average grade for a particular set could be a Grade 7 one year and a Grade 5 the following year.

Students are regularly assessed. We will only move student's groups if it is appropriate to do so. It is however, not appropriate to do this multiple times through the year, so we keep to a schedule of assessment, moderation, discussion and information sharing and then group changes. Set changes for academic reasons take place mid-way through the Autumn term in Y7 and at the end of the academic year in Years 7, 8 and 9.

Where students join the school below the expected standard and are not making sufficient progress towards the expected standard, we will alter their curriculum provision to support them to make expected standard. This can be on a targeted withdrawal from some lessons or classes or extra support in classes. We assess the need for this from the KS2 scores in addition to internally administered reading age tests and other assessments.



- **English, mathematics and science**

Upon entry to Brine Leas, students are grouped (broadly in ability order) within the majority of their subjects. There are four or five classes in each year half for English, maths and science; they are numbered 1-4/5 with group 1 at the top of the ability spectrum. Sets are generally split to allow smaller class sizes and therefore more dedicated support. See below.

In the core subjects of English, mathematics and science, sets are initially based on their Key Stage 2 test results in English Reading and mathematics. Within English, there is a bias towards their KS2 English Reading test although teacher assessment from Year 6 and the grammar, punctuation and spelling tests help us to refine this further. Mathematics sets are biased towards KS2 mathematics scores.

Students are in their English sets for Art, Drama, Geography, History, Music and Religious Education.

### **Year 7**

Set	English (En)		Maths (Ma)		Science (Sb)	
	y band	z band	y band	z band	y band	z band
1	y1	z1	y1	z1	y1	z1
2	y2, y3	z2	y2, y3	z2	y2	z2
3	y4	z3, z4	y4	z3, z4	y3	z3
4		z5		z5	y4	z4
5						z5

### **Year 8**

Set	English (En)		Maths (Ma)		Science (Sb)	
	y band	z band	y band	z band	y band	z band
1	y1	z1	y1	z1	y1	z1
2	y2	z2	y2, y3	z2	y2	z2
3	y3, y4	z3	y4	z3	y3	z3
4		z4		z4	y4	z4

### **Year 9**

Set	English (En)		Maths (Ma)		Science (Sb)	
	y band	z band	y band	z band	y band	z band
1	y1	z1	y1	z1	y1	z1
2	y2	z2	y2, y3	z2	y2	z2
3	y3, y4	z3	y4	z3	y3	z3
4		z4		z4	y4	z4

- **Physical education**

Students are also placed in ability selective, single-gender groups for Physical Education. In Year 7 there are 4 classes in Y Band and 5 classes in Z Band. In Year 8 and Year 9 there are four PE classes in each year half.

We follow governmental guidance in providing the minimum of two hours each week for our students at KS3.

Set	Year 7		Year 8		Year 9	
	y band	z band	y band	z band	y band	z band
1 Boys	y1	z1	y1	z1	y1	z1
2 Boys	y2	z2	y2	z2	y2	z2
1 Girls	y3	z3	y3	z3	y3	z3
2 Girls	y4	z4	y4	z4	y4	z4
Boys/Girls*		z5				

\*Depending upon the gender balance of the year half

- **Modern Foreign Language**

Students are largely grouped in mixed ability, language specific classes. Upon entry, they are allocated a language and this is the language pathway followed throughout Years 7-11.

This language pathway is non-negotiable unless there are extreme circumstances which mean that the initial pathway is not appropriate – having lived in one of these three countries for example. There are four language classes in each year half.

Set	Year 7		Year 8		Year 9	
	y band	z band	y band	z band	y band	z band
1	y1 – Set 1 Spanish	z1 – Set 1 Spanish	y1 German	z1 German	y1 German	z1 German
2	y2 – Set 2 Spanish	z2 – Set 2 Spanish	y2 Spanish	z2 Spanish	y2 Spanish	z2 Spanish
3	y3 – Set 1 French	z3 – Set 3 Spanish	y3 French	z3 French	y3 French	z3 French
4	y4 – Set 2 French	z4 – Set 1 French	y4 French	z4 French	y4 French	z4 French
5		z5 – Set 2 French				

- **Technology, Computing and Food and Nutrition**

Students are also placed in mixed-ability groups and undertake a carousel of five technology subjects throughout Year 7 and Year 8. Food and nutrition is delivered in addition to this carousel. Computing and computer science is taught within the carousel to ensure students receive a solid grounding in computing and computer science to prepare them for living within today's digital world. The subject carousel means that students and teachers will change subjects in Technology. There are five or six classes in each year half to allow for smaller class sizes for health and safety in the practical work spaces; they are numbered 1-6. Classes for food and nutrition and computing are organised by their technology classes. At the end of Year 8, students choose technology subjects that they would like to follow in Year 9 to facilitate a deeper learning experience and aid decision making for their Key Stage 4 curriculum.



- **Personal Social Health and Economic education**

Students are taught in their mixed-ability progress groups for Personal Social Health and Economic education. There are 5 groups in each year half.

### **KEY STAGE 3 CURRICULUM (Years 7, 8 and 9)**

Subjects studied by all students:

- Art, Drama Music, Physical Education
- Computing/ICT, Design and Technology
- English
- Food & Nutrition
- Geography, History and Religious Education
- Languages (French, German or Spanish – allocated on entry)
- Mathematics
- Personal, Social and Health and Economic education, British Values, Citizenship, Health Education, Relationships and Sex Education (RSE) and Spiritual, Moral, Social and Cultural education
- Science

<b>Year 7</b>				
Subject	Lessons per fortnight	% of curriculum time	Set/ mixed ability	Other information
Art	2	4%	English set	
Computing	1	2%	Mixed ability smaller set, set with technology and food	Students follow a rotation of computing and technology modules through the year
Drama	2	4%	English set	
English	8	16%	Set	Sets are refined midway through the Autumn term and at the end of the Summer term
Food	1	2%	Mixed ability smaller group, set with computing and technology	
Geography	3	6%	English set	
History	3	6%	English set	

Year 7				
Subject	Lessons per fortnight	% of curriculum time	Set/ mixed ability	Other information
Languages	5	10%	Mixed ability	Students follow the same language throughout KS3
Mathematics	7	14%	Mixed ability	Sets are refined midway through the Autumn term and at the end of the Summer term
Music	2	4%	English set	
Physical Education	4	8%	Set	Boys and girls are taught separately for most lessons
Personal Social Health Education and Citizenship	1	2%	Mixed ability	Students are taught within their progress groups
Religious Education	2	4%	English set	
Science	6	12%	Set	Sets are refined midway through the Autumn term and at the end of the Summer term
Technology	3	6%	Mixed ability smaller group, set with computing and food	Students follow a rotation of computing and technology modules through the year

Year 8				
Subject	Hours per fortnight	% of curriculum time	Set/ mixed ability	Other information
Art	2	4%	English set	
Computing	2	4%	Mixed ability smaller set, set with technology and food	Students follow a rotation of computing and technology modules through the year
Drama	2	4%	English set	

Year 8				
Subject	Hours per fortnight	% of curriculum time	Set/ mixed ability	Other information
English	7	14%	Set	Sets are refined at the end of the Summer term
Food	1	2%	Mixed ability smaller group, set with computing and technology	
Geography	3	6%	English set	
History	3	6%	English set	
Languages	5	10%	Mixed ability	Students follow the same language throughout KS3
Mathematics	7	14%	Mixed ability	Sets are refined at the end of the Summer term
Music	2	4%	English set	
Physical Education	4	8%	Set	Boys and girls are taught separately for most lessons
Personal Social Health Education and Citizenship	1	2%	Mixed ability	Students are taught within their progress groups
Religious Education	2	4%	English set	
Science	6	12%	Set	Sets are refined at the end of the Summer term
Technology	3	6%	Mixed ability smaller group, set with computing and food	Students follow a rotation of computing and technology modules through the year

Year 9				
Subject	Hours per fortnight	% of curriculum time	Set/ mixed ability	Other information
Art	2	4%	English set	



Year 9				
Subject	Hours per fortnight	% of curriculum time	Set/ mixed ability	Other information
Computing	2	4%	Mixed ability smaller set, set with technology and food	Students follow a rotation of computing and technology modules through the year
Drama	2	4%	English set	
English	7	14%	Set	Sets are refined at the end of the Summer term
Food	1	2%	Mixed ability smaller group, set with computing and technology	
Geography	3	6%	English set	
History	3	6%	English set	
Languages	5	10%	Mixed ability	Students follow the same language throughout KS3
Mathematics	7	14%	Mixed ability	Sets are refined at the end of the Summer term
Music	2	4%	English set	
Physical Education	4	8%	Set	Boys and girls are taught separately for most lessons
Personal Social Health Education and Citizenship	1	2%	Mixed ability	Students are taught within their progress groups
Religious Education	2	4%	English set	
Science	6	12%	Set	Sets are refined at the end of the Summer term
Technology	3	6%	Mixed ability smaller group, set with computing and food	Students follow a rotation of computing and technology modules through the year

#### **KEY STAGE 4 CURRICULUM**

Students are broadly organised into two equal, parallel year halves, y band and z band. This means the students in each year remain split by ability and gender into two near equal groups.

The year half is then the same for English, mathematics, science, physical education, religious education and Personal Social Health and Economic education.

Changes to the organisation of year halves and groups between key stage 3 and key stage 4 is significant. Due to some students opting to do Triple Science, student's set and year half may change as Triple science is taught within blocks of time allocated for options subjects and within blocks of time allocated to science teaching. Furthermore, the setting structure at key stage 4 does not follow the setting structure of key stage 3.

- **English and mathematics**

The changes to the organisation of groups are significant and do not follow the setting structure of Key Stage 3. As a result the number of the group/class code does not necessarily correlate to the set. For example, in Year 10 there will be three Set 2 classes (y2, y3 and z2) and two Set 3 classes (y4 and z3) and one Set 4 class (z4) in English and maths. Like key stage 3, Set 3 classes are smaller than Set 2 classes to enable greater support from teachers. This setting structure is partially due to how the qualifications are externally assessed and in part due to students' progress over the course of Year 9. The new structure has been created to suit the ability needs of our current cohort and allow students to achieve their potential.

#### **Year 10**

Set	English		Maths	
	y band	z band	y band	z band
1	y1	z1	y1	z1
2	y2, y3	z2	y2, y3	z2
3	y4	z3	y4	z3
4		z4		z4

#### **Year 11**

Set	English		Maths	
	y band	z band	y band	z band
1	y1	z1	y1	z1
2	y2, y3	z2	y2, y3	z2
3	y4	z3, z4	y4	z3, z4
4	y5		y5	

- **Science**

Students are grouped differently in Science depending upon the course being followed. Students who opted to study Triple Science will be taught in mixed ability classes. They will be prepared for the Higher Tier in each separate science.

All other students will study Science Trilogy; students will be placed into the most appropriate set. The most appropriate tier for your child may change depending on performance over KS4.

Set	Year 10		Year 11	
	y band	z band	y band	z band
Triple Science	y1, y2	z1	y1, y2	z1
Science Trilogy 1	y3	z2	y3	z2
Science Trilogy 2	y4	z3	y4	z3
Science Trilogy 3		z4	y5	z4, z5

- **Physical education**

Students are also placed in ability selective, single-gender groups for Physical Education. There are four PE classes in each year half. There is no setting at key stage 4, groups depend upon the pathway chosen.

At key stage 4 we allocate 3 hours a fortnight. In addition to this entitlement, students can opt for GCSE PE of Level 1/Level 2 Cambridge National Certificate in Sport Science.

- **Humanity**

Students are largely grouped in mixed ability, humanity specific classes dependent upon their option subjects. Setting may be used with multiple groups in an option block. **Modern Foreign Language**

Students are largely grouped in mixed ability, language specific classes dependent upon their option subjects. This is the language pathway followed throughout Years 7-11. This language pathway is non-negotiable unless there are extreme circumstances. Setting will be used with multiple groups in an option block.

- **Personal Social Health and Economic education**

Students are taught in their mixed-ability progress groups for Personal Social Health and Economic education.

The Key Stage 4 Curriculum is designed to adapt to the latest national educational developments and to ensure that students have a wide choice of pathways at 16. The Key Stage 4 Curriculum is made up of Level 2 qualifications, mainly GCSE subjects with some vocational qualifications, and non-qualification activity to prepare them for life beyond the age of 16, including preparing students for further education, apprenticeships and for the world of work.

**Compulsory GCSE subjects and examinations taken by all students:**

- English Language
- English Literature
- Mathematics
- Science (Combined Science Trilogy or Triple science)
- Humanity (Geography or History)
- Language (French, German or Spanish based on KS3 studies)



### Compulsory Non-Assessed Subjects:

- Religious Education
- Core Physical Education
- Spiritual, Moral, Social and Cultural education
- British Values
- Citizenship
- Health Education
- Personal, Social and Health and Economic education
- Relationships and Sex Education (RSE)

### Optional Subjects:

Students must choose one or two optional subjects, dependent upon their chosen Science pathway, from the lists below:

- EBacc subjects (GCSE Computer Science, GCSE French, GCSE Geography, GCSE German, GCSE History, GCSE Spanish, GCSE Triple Science – Biology, Chemistry and Physics)
- Other GCSEs (Art & Design – Art, Art & Design - Textiles, Business Studies, Combined Science Trilogy, Dance, Design & Technology – Graphics, Design & Technology - Materials, Drama, Economics, Electronics, Engineering, Food Preparation & Nutrition, Media Studies, Music, Physical Education, Psychology, Religious Education, Sociology, Spanish, Statistics)
- Vocational Qualifications: Tech Awards (Digital Information Technology BTEC, Engineering BTEC, Enterprise, Performing Arts), Hospitality & Catering Level 1/Level 2, Sport Science Level 1/Level 2 Cambridge National Certificate.

Year 10				
Subject	Hours per fortnight	% of curriculum time	Set/ mixed ability	Other information
English	8	16%	Set	Students remain in the same set for the duration of KS4
Maths	8	16%	Set	Students remain in the same set for the duration of KS4
Humanity	5	10%	Set & Mixed ability	Dependent upon KS4 curriculum
Modern Foreign Language	5	10%	Set & Mixed ability	Dependent upon KS4 curriculum
Physical Education	3	6%	Mixed ability	Boys and girls are taught separately for most lessons
Personal Social Health Education and Citizenship	1	2%	Mixed ability	Students are taught within their progress groups

Year 10				
Subject	Hours per fortnight	% of curriculum time	Set/ mixed ability	Other information
Religious Education	2	4%	English set	
Science	8	16%	Set & Mixed ability	Triple Science is mixed ability dependent upon KS4 curriculum, option needed. Science Trilogy is set
Option 2	5	10%	Mixed ability	Dependent upon KS4 curriculum
Option 3	5	10%	Mixed ability	Dependent upon KS4 curriculum

Year 11				
Subject	Hours per fortnight	% of curriculum time	Set/ mixed ability	Other information
English	8	16%	Set	Students remain in the same set for the duration of KS4
Maths	8	16%	Set	Students remain in the same set for the duration of KS4
Modern Foreign Language	5	10%	Mixed ability	Dependent upon KS4 curriculum
Physical Education	3	6%	Mixed ability	Boys and girls are taught separately for most lessons
Personal Social Health Education and Citizenship	1	2%	Mixed ability	Students are taught within their progress groups
Science	10	20%	Set & Mixed ability	Triple Science is mixed ability dependent upon KS4 curriculum, option needed. Science Trilogy is set
Option 1	5	10%	Mixed ability	Dependent upon KS4 curriculum
Option 2	5	10%	Mixed ability	Dependent upon KS4 curriculum
Option 3	5	10%	Mixed ability	Dependent upon KS4 curriculum

## **KEY STAGE 5**

Students are taught in mixed ability classes at Key Stage 5; however, there is a minimum entry requirement for the majority of courses to ensure that students are only accepted upon appropriate courses.

The Key Stage 5 Curriculum is designed to adapt to the latest national educational developments and to ensure that students have a wide choice of pathways at 18. The Key Stage 5 Curriculum mainly consists of Level 3 qualifications, mainly A level subjects with some vocational qualifications, an academic enrichment qualification and non-qualification learning activities to prepare students for Higher Education, Apprenticeships and for the world of work. In exceptional circumstances a student may be accepted onto courses with a grade 4 in English and/or maths; they will attend all relevant lessons undertake the November re-sit in the subject qualification to achieve a high pass.

**Compulsory subjects taken by all students (a minimum of one of the following):**

- Extended Project Qualification
- Core Mathematics
- STEP Mathematics

**Optional Subjects:**

Students must choose a minimum of three optional subjects from the list below:

- A Level Qualifications – Art, Biology, Business Studies, Chemistry, Computer Science, Drama & Theatre Studies, Economics, Electronics, English Language, English Language & Literature, English Literature, Environmental Science, Food Science & Nutrition, French, Further Mathematics, Geography, German, Government & Politics, Graphic Communications, History, Law, Mathematics, Media Studies, Music, Photography, Physical Education, Physics, Product Design, Psychology, Religious Education, Sociology, Spanish, Textiles;
- Vocational Qualifications – BTEC Engineering Extended Certificate, BTEC Music, BTEC Performing Arts Extended Diploma, BTEC Performing Arts Extended Certificate, Health & Social Care Cambridge Technical Extended Certificate.

Subject	Hours per fortnight	Percentage of curriculum time	Set/ mixed ability
Course 1	9	31%	Mixed
Course 2	9	31%	Mixed
Course 3	9	31%	Mixed
Academic Enrichment (Core Mathematics, Extended Project Qualification or STEP Mathematics)	1	3%	Mixed
Non-Academic Enrichment (Personal Social Health Education and Citizenship)	1	3%	Mixed



## 5. INCLUSION

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

## 6. LITERACY

Good literacy skills underpin academic achievement in all areas and, as a result, we believe that literacy is not the sole responsibility of the English department. All other subjects contribute towards the development and enhancement of students' literacy skills, including their ability to read, spell, and use punctuation and grammar accurately.

We aim to have all of our students read at a reading age that corresponds to their chronological age as a minimum or at a similar level of writing. In order to achieve this, reading is widely and independently encouraged. We currently use the Hodder reading test to give a reading age and standardised score.

At Brine Leas School we recognise that literacy is key to students accessing the curriculum and making progress in all subjects. It is also essential for their future lives and careers. We have a broad team of adults who work with students to enable them to improve their literacy. We have a designated Literacy Co-ordinator who ensures that literacy is promoted and reinforced throughout the whole school.

At Brine Leas School, we employ a wide range of literacy strategies to boost student's skills:

**Tier 1** intervention takes place at a whole class level. It includes: fortnightly reading lessons in the library; regular reading slot during morning registration; and we use an online programme, Accelerated Reader, which allows students to choose books at an appropriate level of challenge and then take quizzes to check comprehension and vocabulary of they have read. Teachers and parents can then view reading success. In addition, STAR reader is used at Key Stage 3 to ensure students are reading at an appropriate level.

**Tier 2** intervention takes place at a small group level. Strategies employed include: small group English teaching in class z5; paired reading in the library during a morning registration; 'Help with English & maths Evening' for parents; small group withdrawal for a fixed period of time to improve spelling; Lexia, an online programme which helps weaker readers to practise and consolidate synthetic phonic decoding skills as well as providing vocabulary and reading speed practice; and for a minority of students identified by the school by using Key Stage 2 data, internally administered reading age tests and other assessments, literacy intervention means that they do not study a language.

**Tier 3** intervention takes place on a one to one basis. This includes the Think Reading programme to improve the reading ability of students who have a reading age of 3 or more years below their chronological reading age through precision teaching. Lexonik is also used to boost students' reading and phonics skills.

In addition, the SEND Team address literacy issues both in terms of targets for students as part of their School Based Profiles and Alternative Curriculum Record, and on a lesson by lesson basis by supporting students in lessons.

## **7. NUMERACY**

Good numeracy skills underpin academic achievement in most other subject areas and, as a result, we believe that literacy is not the sole responsibility of the Mathematics department. Most subjects contribute towards the development and enhancement of students' numeracy skills through developing a competence in basic numeracy skill; and an ability to understand and interpret numerical and analytical information.

At Brine Leas School we recognise that numeracy is key to students accessing the curriculum and making progress in many subjects. It is also essential for their future lives and careers. We have a broad team of adults who work with students to enable them to improve their numeracy. We have a designated Numeracy Co-ordinator who ensures that numeracy is promoted and reinforced throughout the whole school.

At Brine Leas School, we employ a wide range of numeracy strategies to boost student's skills: Tier 1 intervention takes place at a whole class level. It includes: fortnightly numeracy lessons; and we use an online programme, and we subscribe to Hegarty Maths, which allows students to learn and apply their mathematical skills to check their skills development.

Tier 2 intervention takes place at a small group level. Strategies employed include: small group Maths teaching in class z5; 'Help with English & maths Evening' for parents; and small group withdrawal for a fixed period of time to improve numeracy.

Tier 3 intervention takes place on a one to one basis. This includes precision teaching to improve students' timetables.

In addition, the SEND Team address numeracy issues both in terms of targets for students as part of their School Based Profiles and Alternative Curriculum Record, and on a lesson by lesson basis by supporting students in lessons.



## **8. PHYSICAL EDUCATION**

We are committed to the well-being of our students. In addition to student's entitlement of 3 hours of physical education a fortnight, they can opt for GCSE PE or vocational equivalent. Physical Education is also facilitated outside of our formal curriculum, through House Events and extra-curricular activities.

We provide opportunities for students to develop competence to excel in a broad range of indoor and outdoor physical activities; to be physically active for sustained periods of time; engage in competitive and non-competitive sports and activities; and to lead healthy, active lives.

## **9. HEALTH EDUCATION**

At Brine Leas School, we are committed to developing student's knowledge of how they can lead healthy lifestyles through a range of themes, including: how to look after their mental wellbeing; using the internet safely and recognising its harmful effects; physical health and fitness; healthy eating; and prevention of poor health. They also improve their understanding of the issues surrounding drugs, alcohol and tobacco. Furthermore, students also learn basic first aid and how their bodies change in adolescence.

Education in matters relating to Health Education will be given in a variety of ways. Certain aspects will be dealt with fundamentally through PSHE lessons. However, other aspects will be covered through a wide range of curricular subjects, including Computing, Physical Education and Science.

## **10. RELATIONSHIPS AND SEX EDUCATION (RSE)**

Health Education will be delivered to ensure that it is personalised for students based on factors such as age, physical and emotional maturity, religious backgrounds, and special educational needs and disabilities (SEND).

At Brine Leas School, we are committed to developing student's knowledge of healthy relationships in families; respectful relationships, including friendships; responsible and irresponsible use of the internet; being safe; and intimate and sexual relationships, including sexual health.

Education in matters relating to RSE will be given in two ways. Certain aspects are dealt with fundamentally with the science course from Year 7, picking up, on the whole, where primary schools left off. The moral, ethical, emotional and social aspects arise with the RE, English, Geography and PSHE courses, and are considered with equal care. In addition, some aspects may be covered in Curriculum Enrichment activities.

The delivery of RSE will reflect current laws as it applies to relationships, so that students understand what the law does and doesn't allow. It will be delivered to ensure that it is personalised for students based on factors such as age, physical and emotional maturity, religious backgrounds, and special educational needs and disabilities (SEND).

Parents have the right to withdraw their child, from part or all of the Relationships and Sex Education delivered as part of discrete RSE unless the school feels there are 'exceptional circumstances', but not the science of reproduction. Parents can do this until 3 terms before their child turns 16. After that, it'll be the child's decision. However, parents cannot withdraw their child from the relationships education in RSE or health education.

## **11. RELIGIOUS EDUCATION**

Religious Education forms a statutory part of the curriculum for all students in KS3, KS4 and KS5. At all levels there is study of Christianity and other world religions as well as moral and ethical issues; all are looked at from a non-denominational standpoint. Regular assemblies for all students are an important part of our school week. Students can opt to take Full Course GCSE RE. It is only possible for parents to withdraw their child from RE lessons and assemblies if it contradicts any other beliefs, however, this can only be done after consultation with senior staff and parents. For legal reasons students would be given alternative work to do but would remain with their original group. Brine Leas School strongly advises against this option.

## **12. SPIRITUAL MORAL SOCIAL & CULTURAL (SMSC) EDUCATION, INCLUDING BRITISH VALUES**

We provide a full and thorough curriculum for Spiritual, Moral, Social and Cultural education. The impact of this is a school that is inclusive and aware of others needs and feelings. Students are open to new ideas and other cultures. We endeavour to create a school environment where spiritual, moral, social and cultural themes are part of all we do.

The spiritual development of students is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences

The moral development of students is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England;
- understanding of the consequences of their behaviour and actions;
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.



The social development of students is shown by their:

- use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socioeconomic backgrounds;
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of students is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities;
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.

Through our delivery of SMSC, staff are positive role models of the students and work hard to maintain positive and respectful relationships between students and adults. We work hard to develop a strong ethos to ensure students become valuable members of society who treat others with respect and tolerance regardless of background; to promote the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs; and to ensure young people understand the importance of respect and leave school fully prepared for life in modern Britain. Such fundamental values are at the heart of everything we do as a learning community; they can be observed in many aspects of our daily life, both through the formal curriculum of Religious Education and PSHE, and the wider school life that includes the House System. We enable students to develop the knowledge, skills and understanding to become informed active and responsible members of the local, national and global community.

We strive to ensure that our learners have regular opportunities, both through the curriculum and wider life of our school, including charity events and team building activities through the House System, to reflect on and demonstrate the values that underpin British society and life.

### **13. CAREERS EDUCATION, INFORMATION ADVICE & GUIDANCE (CEIAG)**

At Brine Leas School, our aim is to help students to choose a career that is right for them. We are fully committed to careers education and guidance (CEG) for all of our students and evaluate our practice against the Gatsby Charitable Foundation's Benchmarks.



CEG is an integral part of our provision for all students and it is taught within curricular enrichment events, and the PSHE (Personal Social Health and Economic) curriculum within all key stages, although there is some cross-over into subjects.

Careers Guidance is introduced gradually from Year 7, and intensifies in Year 9 when students begin to think about their choice of Key Stage 4 qualifications. In Years 10, 11, 12 and 13 it forms an important aspect of the Independent Learning course. Students are provided with a wide range of activities to ensure that they make an informed decision as to their next steps post-14, post-16 and post-18. For example, access to careers matching software; support and advice with application forms, CV's and interview preparation; information on post-16 educational institutions, including Sixth Form and local colleges, training providers and Apprenticeships; support with University & UCAS applications; information on applying for paid or voluntary work; facilitation of work experience placements in Year 11 and Year 12, and work placements; mock interviews in Year 10 and Year 13; and careers convention for Year 9, Year 11, Year 12 and Year 13.

We ensure that all of our students have access to independent and impartial advice and guidance. This could be via a designated website, careers events or an interview with a progress tutor or our dedicated in-house Work Related Learning Co-ordinator who is a registered member of the Career Development Institute (CDI). All Year 11 and Year 13 students receive at least one Careers Education Information Advice and Guidance (CEIAG) session by experienced staff responsible for careers work and students benefit from individual and group activities.

Further details for CEIAG can be seen in Appendices 1 and 2.

#### **14. MONITORING ARRANGEMENTS**

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through: Governor meetings.

Senior Leadership Team monitor the way subjects are taught throughout the department through curriculum overviews/schemes of work, learning walks, book looks, lesson observations.

Heads of Curricular Area and Heads of Department monitor the way their subject is taught throughout the school by: departmental meetings, learning walks, book looks, and lesson observations.

Heads of Department have responsibility for monitoring the way in which resources are stored and managed.

#### **15. LINKS WITH OTHER POLICIES**

This policy links to the following policies and procedures:

- Assessment Reporting & Recording Policy
- Community Cohesion Policy
- E-Safety Policy
- Equality Policy
- (Student) Behaviour Policy

- Race Equality Policy
- SEN policy and information report

<b>Prepared/updated by:</b> S O'Neill	<b>Date:</b> September 2019
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## CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

### 1. RATIONALE

Careers education and guidance programmes play a major part in helping young people choose programmes that suit their interests, abilities and individual needs. A robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations.

The Brine Leas School careers programme will help our students to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It will promote equality of opportunity, embrace diversity and challenge stereotypes. The programme will be guided by the Gatsby benchmarks<sup>1</sup> and conform to statutory requirements, in particular the DfE's Careers Strategy<sup>2</sup> and the revised statutory guidance<sup>3</sup>.

### 2. CONTEXT

From September 2013, The Education Act of 2011 placed schools under a duty to ensure that all registered students in Years 8-13 have access to independent, accurate and impartial information advice and guidance. Schools are free to make arrangements for careers guidance which best suit the needs of their students, engaging where appropriate with independent providers.

Brine Leas School have developed their own arrangements for providing impartial careers advice and guidance and may continue to do so as long as they ensure students have access to a source of guidance which is independent and impartial. This could include website or telephone helpline access and/or face to face support from a specialist provider or from our specialist CDI registered Work Related Learning Coordinator where needed.

A further addition to the Technical and Further Education Act 2017 states that schools in England *"must ensure there is an opportunity for a range of education and training providers to access registered students during the relevant phase of their education, for the purpose of informing them about approved technical education qualifications or apprenticeships"*.

At each point where we deal with students leaving the school we strive to ensure that they are purposefully provisioned in terms of advice and guidance, including information and support regarding apprenticeships, employment or re-commencement of study with another provider.

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<sup>1</sup> <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

<sup>2</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664319/Careers\\_strategy.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf)

<sup>3</sup> <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>



### **3. COMMITMENT**

Brine Leas School is committed to providing all students in Years 7-13 with a programme of careers and enterprise related activities. The details of the CEIAG and Enterprise programme will be published on the school website and can be viewed by students, parents and carers as well as employers, partners and education/careers providers. The programme is guided by the Gatsby benchmarks for ensuring best practice. In addition, to ensure Brine Leas School is delivering the best possible careers guidance we are currently working towards the Quality in Careers Standard. This is in accordance with the Government's recommendation that *"all schools should work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and evaluation of the school's programme."* And as advocated by the Department for Education in their 'Careers Guidance and Inspiration in Schools' policy issued in March 2015.

Brine Leas School is also participating in CEC's Enterprise Adviser Network to strengthen the linkage between education and industry; particularly in respect of the identified growth sectors in the Cheshire East Region; raising awareness of opportunities in the current labour market and preparing students for these career experiences.

### **4. CAREERS AND EMPLOYABILITY PROGRAMME**

The current programme is delivered through a combination of methods, including Curriculum Enrichment Week, and PSHE where the full PSHE programme is delivered to every year group for one hour a fortnight.

The programme is also supported through assemblies, presentations, employer visits, independent work experience, seminars, workshops, careers convention and 1:1 impartial and independent guidance.

Brine Leas School hosts or attends events such as National Apprenticeship Week, UCAS Convention and the Post-BL6 Evening and Student Finance sessions.

To enable teaching staff/Progress Managers/Subject Leads to track student progress and employer engagement from Year 7 –Year 13 Brine Leas School has created a database to record each students involvement in careers activities, including 'meaningful' employer encounters.

Throughout their career learning journey Brine Leas School also makes use of career software. This intelligence is used as a starting point to student engagement and enables students to explore and research potential career pathways, courses, qualifications and subject information. This coupled with independent and impartial Careers Adviser support helps to inform and inspire students so that they are able to make well informed and realistic decisions about their future.

### **5. AIMS**

To help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.

## 6. OBJECTIVES

- To ensure that students develop the skills and attitudes necessary for success in adult and working life.
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+.
- To ensure that wherever possible, all young people leave the school to enter employment, further education or training.
- To equip students with the necessary decision-making skills to manage those same transitions.
- To develop in students an awareness of the wide variety of education, training and careers opportunities locally, nationally and internationally.
- To encourage students to make good use of the paper-based, virtual and staff resources available to them, in order that they can make informed and appropriate choices throughout their learning journey.
- To foster links between the school, local businesses and further/higher education establishments.
- To promote equality of opportunity, embrace diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential, such as SEN students or students eligible for pupil premium.
- To ensure there is an opportunity for a range of education and training providers to access registered students during the relevant phase of their education, for the purpose of informing them about approved technical education qualifications or apprenticeships (the Baker Clause, 2<sup>nd</sup> January 2018).

Invitations are issued to all local providers inviting them annually to the careers convention and any further appropriate events run by the school. Requests for access will be directed to the Work Related Learning Coordinator and appropriate times agreed, where all students will be able to access the provider.

## 7. LEARNING OUTCOMES

Students should be able to:

- assess their achievements, qualities and skills;
- present this information as appropriate;
- use this information for personal development;
- set career and learning targets. Recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work;
- recognise the value and impact their activities at school can have on their future.

## 8. IMPLEMENTATION

The school guarantees impartial and independent advice via an impartial Careers Adviser/Work Related Learning Coordinator, employed by Brine Leas School, who attends school 5 days a week. The Work Related Learning Coordinator is a registered member of the Careers Development Institute and as such, adheres to the CDI code of ethics, including the avocation of their profession in the interest of the student.



Appointments can be through student referral, progress tutor referral and parent referral. Maintained schools are obliged to provide independent careers advice as outlined in section 29 of the Education Act 2011.

Independent Careers guidance must:

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- be presented in an impartial manner;
- feature information on the range of education or training options, including apprenticeships and other vocational pathways;
- promote the best interests of the students to whom it is given;
- access for all students and staff to computer software and other appropriate sources of guidance;
- promote the National Careers Service Website and Helpline;
- promote independent websites relevant to all career needs, from choosing a university or apprenticeship to pursuing a career
- access to relevant external speakers offering independent sources of information including local and national employers, representatives from professional bodies and organisations including, representatives of higher education establishments and former students, who are a valuable resource.

There is a senior leader with responsibility for Careers and Enterprise education. All staff have a part to play in the implementation of this programme through their role as teachers/tutors and as subject specialists. Careers information and resources are located in the Careers Area, which contains up-to-date, impartial information presented in a variety of media. It is reviewed and renewed on a regular basis by the Work Related Learning Coordinator. College and University prospectuses are current in both the Main and Sixth Form libraries/areas. The careers library of information can be accessed by students before school, during break and lunch times and after school. Progress tutors can also book time to use it during registration slots.

Throughout KS3, 4 and 5, independent learning providers and local colleges, will be invited to attend the Brine Leas School career convention, in order to have the opportunity to speak to students/parents/carers/staff. If the organisation cannot attend, then representation may be possible at events in order to advertise local opportunities Brine Leas School has published a policy statement on provider access and published it on the School's website.

## **9. MONITORING, REVIEW AND EVALUATION**

A report will be published on an annual basis, including an account of activities, a review of progress and an evaluation of student responses to provision. This programme will be reviewed annually as part of the whole-school self-assessment process, informing the COMPASS SEF and will be reviewed by the Governors. Parents are welcome to give feedback on any aspect of the CEIAG programme to the Careers Lead, via the school office. Student voice activities are conducted with students from various year groups at least once a year.

## **10. ENTITLEMENT**

Every student at Brine Leas School is entitled to a thorough, personalised and aspirational programme of careers events throughout their time at the school.

They are given support to whichever route they choose, whether this occurs at the end of KS4 or the end of KS5. An Entitlement Statement is published on the school website Careers area (See Appendix 1).

Students will come into contact with Careers, Employability and Enterprise in the following ways:

- Through a variety of year group assemblies .
- Through their PSHE lessons.
- Parents/carers are welcome to speak to the extended careers team, which includes: their child's progress tutor, progress manager, a member of the sixth form team, SENCO, Work Related Learning Coordinator, Work Related Learning Coordinator Administration Assistant or Careers Lead if they have any questions or concerns about their child's progress and their child's participation in careers events.
- Students, parents/carers are entitled to have access to information about the options processes - provided via letter, on the school website and on information evenings.
- Each KS4 student will have the opportunity to attend at least one individual careers interview with an independent, qualified and impartial Work Related Learning Coordinator by the end of KS4.
- Each KS5 student also have the opportunity to receive at least one individual careers interview the impartial and independent Work Related Learning Coordinator and they will meet with a member of the sixth form team, and those with any concerns or queries can either self-refer or be referred for an additional interviews with the Work Related Learning Coordinator.

## **11. PARTNERSHIPS**

The CEIAG programme is greatly enhanced through links with several partners who ensure the students' learning is up to date and relevant. We strive constantly to expand and improve links with employers and other local groups, including the Careers and Enterprise Company's Enterprise Adviser Network.

Parental involvement is encouraged at all stages. Brine Leas School recognises that parents/carers remain the biggest influence on a young person's career choices and as such we offer parents help and guidance at critical stages in the students' time with us; for example, in Year 9 with KS4 options decisions, Year 11 with 16+ choices and Years 12 and 13 with UCAS and other applications. Parents also have the opportunity to speak to the Work Related Learning Coordinator by phone, by appointment or at any Year 9 to 13 parental consultation events. We also have a comprehensive area of the website dedicated for supporting parents and their children on Careers. The school also provides signposting to the National Careers Service.

### **Links with the Local Authority:**

The Local Authority has a duty under section 68 of the Education and Skills Act 2008 to encourage, enable and assist the participation of young people in education or training.



In addition, the Education and Skills Act 2008 placed two new duties on local authorities from June 2013 for 16-18 year olds in relation to the raising of the participation age:

- To promote the effective participation in education and training of young people covered by the duty to participate.
- To have in place arrangements to identify those who are not participating.

Brine Leas School works with the Local Authority, including sharing information, to support the above. In particular, in accordance with Section 13 of the above Act, the School will notify the Local Authority whenever a 16 or 17-year-old leaves an education or training programme before completion.

#### **Links with the Governing Body:**

All changes to the careers programme are approved by the school Governing Body and they are regularly informed about the progress of the careers programme via visits to the school and reports/presentations delivered by the Careers Lead/Assistant Headteacher. Governors regularly take part in careers based events, using their skills and experience as governors and also their wider business/employment experience.

## **12. RESOURCES**

Funding is allocated in the annual budget planning. This is planned around the level of funding related to whole school priorities and particular needs in the CEIAG area. The Work Related Learning Coordinator is responsible for the effective deployment and monitoring of resources.

## **13. STAFF DEVELOPMENT**

The CPD at the School makes every effort to meet training needs within an agreed period of time.

The annual CEIAG improvement plan is connected to the School Improvement Plan. It is reviewed termly by the Careers Lead/Assistant Headteacher along with the Careers Team.

## **CEIAG Entitlement Statement for Students and their Parents and Carers**

### **STUDENTS**

**All learners at Brine Leas School will:**

- **Take part in a careers programme in years 7-13 that helps them to:**
  - understand their education, training, employment and other progression opportunities;
  - develop the skills they need to plan and manage their own personal development and career progression;
  - access relevant information and learning from taster activities and experience of work;
  - make and maintain individual progression plans to help them improve their prospects of success;
  - offer feedback and ideas on how to improve the careers programme.
- **Have access to, and support with using careers information that is:**
  - easy to find and available at convenient times and in convenient locations, including on the website;
  - clearly labelled and referenced and comprehensive, giving details of all progression opportunities and associated support arrangements such as financial help;
  - unbiased and up to date.
- **Obtain careers guidance that is:**
  - impartial;
  - confidential;
  - focused on individual needs and fit for purpose;
  - supportive of equal opportunities;
  - provided by people with relevant training and expertise.

### **PARENTS AND CARERS**

- **All parents and carers can expect to:**
  - be able to make an appointment with a member of staff or specialist adviser;
  - discuss their children's progress and future prospects;
  - have access to tutors, subjects, learning partners and specialist advisers at parents' evenings in years 7-13 and Options evenings in years 9 and 11;
  - be invited to look at curriculum overviews and careers activities, information and resources, using and contributing to them if they wish;
  - receive invitations to take part in careers and information events;
  - have the opportunity to comment on the usefulness of the careers programme to their children and how it could be improved.



# Brine Leas School

## An Academy

### UNIFORM & APPEARANCE POLICY

An integral part of the school ethos is the wearing of full school uniform. This promotes positive attitudes, high standards, and a sense of personal pride.

In our view, for a school uniform to be successful it must be:

1. Simple and not open to various interpretations.
2. Distinctive and smart.
3. Easily and readily available.
4. Reasonably priced.

The examples given in the policy cannot be exhaustive and the school reserves the right to define, at an individual level, what compliance with the Uniform & Appearance Policy is. We would hope that all families co-operate with the spirit of this policy.

#### UNIFORM

Students are expected to wear the correct school uniform as listed below:-

Blazer	Black blazer with school badge (badge is embroidered with school logo)*. School badge is available separately.
Pullover	Long sleeved 'V' neck black pullover.
Skirt	Black skirt with school logo ( <b>must be a sensible length</b> ), and / or black trousers with school logo*, or <b>identical style</b> . Skirts must not be tight fitting, denim, cord or lycra material.
Trousers	Plain black tailored trousers. The trousers must have a hem and not be frayed or have a wide or narrow bottom. Trousers should not be denim, cord, lycra material or hipster style. The bottom of trousers should sit on the shoe and not cling to the leg.
Shirt	Blue shirt with plain, undecorated collar. Not polo or lycra style.
Shoes	Plain black shoes (not open toe design, trainers, pump or canvas shoes, no stilettos, mules or sling backs, a proper heel not greater than 4cm - no coloured laces or stitching). Variations are only allowed if accompanied by a doctor's note and by prior agreement. Please note boots are not allowed. See attached diagram. *
Socks/Tights	Black socks. If tights are worn then socks are not necessary. Black tights only.
Tie	Appropriate House tie# to be worn. The top button must be fastened and the tie knot placed at the collar of the shirt.
Belts	Only plain black belts are acceptable.
Protective Clothing	A house coloured craft apron# is required for Technology (only available from school).
Outdoor Coats	Most forms of sensible outdoor coats are acceptable. Casual leisurewear is not regarded as suitable for school. Coats and/or school hoodies must be removed before entering the building.

- \* Available from the school or school suppliers.
- # Available from the school only.

We would point out to all parents/carers that the one item of dress, which has caused the biggest number of discussions, is shoes. Please would parents/carers insist on proper black leather or leather look shoes and not trainers or pumps, even if they are sold as school shoes in high street shops.

\* Shoes Diagram

	✓		✓
	✓		✓
	×		×
	×		×
	×		×



## **School Suppliers**

National School Wear Centre  
99 –101 Stafford Street  
Hanley

Stoke on Trent ST1 1LS

Tel: 01782 272991

Email: [theschoolwearshop@btconnect.com](mailto:theschoolwearshop@btconnect.com)

## **Used Items**

Good quality used items of school uniform, particularly blazers, are often available. Please contact the school office for details.

## **Further Help and Financial Assistance**

If you require help purchasing school uniform please contact the Business Manager, Mrs K Bradshaw, via [info@brineleas.co.uk](mailto:info@brineleas.co.uk). All requests are dealt with in complete confidence.

## **PE KIT**

### **Compulsory PE Kit**

- Royal blue indoor top with school badge (either long or short sleeved)\*
- Plain black shorts (not cycling shorts)\*
- Plain black football socks
- Trainers (no fashion shoes such as converse)
- Long sleeved rugby top\* (with school badge)\*

### **Optional PE Kit**

- Plain black tracksuit bottoms
- BLS hooded sweatshirts\*
- Black dance / yoga pants

\* Items marked with an asterisk can be ordered from the school office. Please email: [info@brineleas.co.uk](mailto:info@brineleas.co.uk) or download an order form from the school website or the school suppliers.

## **PE Guidance**

We strongly recommend that all students use protective equipment, as appropriate, during PE lessons. Shin pads and football boots are compulsory (gum shields are highly recommended). Due to Health and Safety implications, students will not be allowed to adopt the role of performer or player in football or rugby without football / rugby boots. They will still be involved in the lesson but will only be able to adopt the roles of coach, official or manager.

## **JEWELLERY**

One wristwatch is acceptable. Students with pierced ears can wear one plain gold/silver small stud in the lobe of each ear. Nose studs (other than on religious grounds), other jewellery, piercings and badges are not allowed. Items that are not acceptable will be confiscated until they can be collected from the school office.

## **HAIR**

Students having long hair must fasten it back in laboratories and practical rooms and for PE. Extreme hairstyles are not allowed. (No hair shorter than number 2, no shapes cut into hair, no unnatural colours or unnatural combinations). The school reserves the right to make the final decision on what constitutes an extreme hairstyle.

## **MAKE-UP**

Students are not allowed to wear make-up in Years 7, 8 and 9. Discreet make-up is permitted in Years 10 and 11. Nail varnish or false nails are not allowed.

## **BAGS**

Fashion handbags are not allowed. Bags must be large enough to carry an A4 folder.

## **BICYCLES**

All cyclists **MUST** wear a safety helmet. In the interests of safety, students travelling in the dark are advised to wear fluorescent armbands or sashes.

## **MOTORCYCLES**

Motor cycle helmets cannot be worn inside the school building but can be stored in a school locker.

## **LEARNING BEHAVIOUR CARDS**

Each term, students are given a Learning Behaviour Card. This is used to record any uniform infringements, such as having an untucked shirt or wearing jewellery without permission. Six infringements will result in a uniform detention. If your child were to reach 12 infringements, we would organise a school-based meeting to discuss our concerns and ask you to work with us to support your child in being appropriately prepared for school and demonstrate appropriate attitudes to learning. Please encourage your child to take pride in their appearance with a positive attitude to learning. They should aim to have no signatures on their card at the end of each term.

## **EQUIPMENT**

Students are required to bring standard equipment to school on a daily basis. This includes a pen, pencil, ruler, rubber, sharpener, appropriate books, PE kit (if required), ingredients for catering (if required) and a calculator for Mathematics.

Prepared/Updated by: L Darling	Date: September 2017 (revision)
Approved by Governors: October 2017 LGB	Review Date: May 2019