

Brockington College

Learning to Live Life to the Full

PROSPECTUS



AN INTRODUCTION FROM THE PRINCIPAL

I would like to welcome you to Brockington College and hope that you are able to obtain a sense of our distinctive community from our prospectus. I would also encourage you to take the chance to visit our college in order to experience for yourself the values, ethos and standards which bring the school alive. Therefore, we look forward to seeing you at our open days and open evening. If you are unable to attend these events, please contact the college directly and I will be delighted to show you around personally.



Very encouraging and highly motivational staff. One word to describe this school is 'passionate'.
(Parent)

The college has a warm, welcoming ethos. Governors and senior staff have high expectations and are ambitious for the college to continue to improve.
(Ofsted Report Jan 2014)

As a community, we are a forward-looking school with traditional values. We pride ourselves on our ability to continually evolve to support our community and to provide the best environment for our pupils. As a result, we have a new school building with cutting edge resources and the constant drive to ensure teaching methods match the needs of 21st Century learners. We are also delighted that we will become an 11-16 school in August 2015 and be able to improve educational outcomes for Year 11 pupils.

We value our Church of England status which forms the basis of our school ethos and vision. We have a clear set of values which we believe help to develop rounded individuals and we have high expectations of all members of our community, both staff and pupils, which leads to an insistence upon high standards of behaviour and self-discipline. In order to enable all pupils to achieve we have outstanding day-to-day support and countless opportunities for them to be involved in wider school life, including leadership opportunities.

I am proud of all of our many varied achievements and look forward to introducing you to our fabulous pupils and members of staff in the near future.

Chris Southall, Principal.





OUR DISTINCTIVE ETHOS

As a Church of England academy, we feel strongly that education is about more than just academic standards. Although they are important, in isolation they do not lead to a happy and fulfilled life.

LEARNING TO LIVE LIFE TO THE FULL

Brockington College revolves around our ethos of 'Learning to Live Life to the Full'. For us, this means that pupils achieve academically to ensure they have the best life chances as well as participating in as many clubs, trips and school events as possible. We encourage all pupils to take an active part in their own learning both within and outside of the classroom and to fully explore the spiritual, moral, social and cultural elements of life.

COLLECTIVE WORSHIP

Our collective worship programme is led by members of local Christian churches, school leaders and form tutors. It involves regular school assemblies, tutor time activities and discussion, with visits to Enderby Parish Church on special occasions.

Collective worship is based around our 'theme of the week', which is explicitly Christian in nature, though we understand that many pupils will have alternative religious beliefs. Pupils and staff greatly value this opportunity to reflect upon their core beliefs, to consider their impact upon others through the teachings of Jesus and to support 'Learning to Live Life to the Full'.

SCHOOL VALUES

As a school, we have seven central values which we teach to pupils and encourage pupils and members of staff alike to adopt. These values are compassion, forgiveness, justice, koinonia (importance of community), learning, perseverance and wisdom.



'Learning to Live Life to the Full' is seen in high achievement and pupils enjoying a very positive wider educational experience.
(Ofsted Report Jan 2014)

Brilliant school, enjoyed every minute of it and got help every step of the way.
(Pupil)





TEACHING AND LEARNING

Over the last decade, teaching has changed enormously and will continue to do so. As a forward thinking school we constantly strive to improve and work hard to ensure that we continue to offer the best possible education for our pupils.

Wherever possible, lessons are interactive through practical tasks, small group discussion, whole class discussion and use of modern technology. We appreciate that pupils need to be engaged in their learning to make progress. This work is combined with independent work such as reading and focused writing, alongside listening to teachers and other adults and peers, as these are all skills required for progress and success in later life. Everyone recognises the need for excellent relationships between members of staff and pupils. This is, and continues to be, a priority for the school.

We emphasise the importance of literacy skills within and outside of lessons, encouraging and expecting pupils to develop a love of reading supported in their home environment.

ASSESSMENT

Pupils are assessed throughout the year. This occurs informally throughout all lessons, so that advice can be given and teachers can plan future lessons appropriately. Additionally, formal assessment is undertaken each term with pupils and parents informed of current grades in all subjects against the grades we believe pupils should be performing at, reflecting our high expectations.

HOMEWORK AND MARKING

We have clear policies for both homework and marking, so that members of staff, pupils and parents are aware of our expectations and find the appropriate balance for academic development as pupils 'Learn to Live Life to the Full'.

KEY STAGE 3 CURRICULUM

Our Key Stage 3 curriculum is appropriately broad and balanced. We emphasise the importance of the core subjects of English, maths and science; develop pupils in the English Baccalaureate subjects of geography, history, French and computer science; ensure that pupils' views of the world are supported through religious education, personal, social, health and citizenship education and collective worship, whilst giving pupils the opportunity to access creative and physical subjects that comprise art, drama, music, physical education and design and technology.

The curriculum is supported by an extensive extra-curricular programme that includes clubs, fixtures, enrichment activities, house events, charity events, performances, school trips and residential visits.

Excellent relationships between staff and pupils strengthen students' sense of self-worth within the college. Pupils say that staff treat them with kindness and respect.

(Section 48 Inspection of Anglican Schools Report Nov 2010)



Brockington College and staff have been wonderful. My daughter has excelled here. As a parent it has been a privilege for my daughter to have attended this school. It has been a wonderful journey. Could not have chosen better.
(Parent)



KEY STAGE 4 CURRICULUM

The Key Stage 4 curriculum provides the opportunity for pupils to specialise in subjects for which they have a passion, whilst continuing to study the core subjects of English, maths and science. Additionally, all pupils will study religious education, physical education and personal, social, health and citizenship education, as they continue to develop holistically.

We emphasise achievement in the core subjects, as they are so important to development across all subject areas and essential for educational and career progression. Consequently, whether pupils study three or four 'option' subjects is dependent upon potential success in the core subjects, although a final decision will be discussed with parents. There is a deliberate wide range of 'option' subjects to ensure that all pupils have access to courses that are right for them.

As with the Key Stage 3 curriculum, the Key Stage 4 curriculum is also supported by an extensive extra-curricular programme.



ACADEMIC SUPPORT FOR PUPILS

Our package of support for individuals also extends to academic support where required.

SMALL GROUP INTERVENTION

Following each of the termly assessment points, we analyse the data for every child in each subject. As a result, we are then able to offer small group intervention for a variety of reasons. This can be to help children catch up with their peers; provide specific support in an area of weakness; enable a pupil to improve to the next level or for more able pupils.

Most, but not all, small group intervention is to support improvement in the core subjects of English, maths and science. Pupils can be withdrawn from a small number of non-core subjects for a limited period and work in a small group with one of our specifically employed and teacher trained tutors or a member of the school teaching staff.

We know that pupils of all abilities value this support and see involvement as a privilege.

SPECIAL EDUCATIONAL NEEDS

From September 2014, the government is changing Special Educational Needs (SEN) and will introduce a single category of 'additional SEN support' for those pupils who need extra specialist support, either from the range of outside agencies with whom we work or from our team of SEN staff.

In addition, 'Education, Health and Care Plans' will replace statements of special educational needs for those children and young people with the most significant and complex needs. At Brockington

College we are well-placed to adopt these changes and look forward to working with pupils and parents/carers in order to ensure that support and intervention is targeted, effective and that it meets the diverse needs of our pupils.

MORE AND MOST ABLE PUPILS

Extension activities for both more able pupils (able in a small number of subjects) and most able pupils (able in many subjects) are arranged by our more and most able coordinator.

Parents/carers will be informed personally if their child falls into either of these categories. A wide range of extension activities are provided for these pupils and has previously included a visit and tour of the Houses of Parliament, visits to local universities, participation in an interactive on-line debate and attendance at a lecture given by a modern-day 'Galileo'. Depending upon individual strengths, subject specific events and activities are also available.

Although these extension activities add value for our more and most able pupils, we know that tailored in-class work brings most benefit to all pupils and this is always one of our main teaching and learning priorities.

ACHIEVEMENT AND PROGRESS

Our aim as a school is to ensure that every child achieves their full potential. On commencement at Brockington College, we set all pupils the target of making at least two levels of progress from the end of Year 6 to the end of Year 9. As an example, this means a child who gains a level 5a in maths at the end of Year 6 should aim to achieve a level 7a by the end of Year 9. We use Key Stage 2 SATS results as a starting point in English and maths and an average SATS score or baseline test in other subjects. Two levels of progress in one key stage is above the expected progress for pupils of all ability levels.

Our record for achievement (pupils' levels at the end of Year 9) and for progress (how much improvement a pupil makes from Year 6 to Year 9) are both extremely strong. Achievement and progress are both within to the top 25% of schools nationally and, in several cases, within to the top 10% of schools nationally.



*All groups of pupils make good progress as they move through the college in all subjects, and notably in developing good literacy skills.
(Ofsted Report Jan 2014)*

*Attainment is well above average in English and mathematics.
(Ofsted Report Jan 2014)*



PASTORAL SUPPORT FOR PUPILS

PASTORAL CARE

As part of our ethos, we value every child at the school. We seek to develop rounded individuals and know that this can only be achieved by providing the best individual support for each child.

TRANSITION

Ensuring that Year 7 pupils feel at home and prosper in as short a time as possible is a key priority for the school.

We have an extremely close working relationship with all of our feeder primary schools and the principal meets regularly with primary school head teachers to ensure that this continues. Pupils from local primary schools visit Brockington College for many events, from the annual choral concert to sporting tournaments organised by the college and activities in the school holidays. This does mean that most pupils know the college already prior to attending Brockington.

Additionally, senior members of staff from Brockington College visit all feeder primary schools to talk with Year 6 pupils and we make every effort to ensure that pupils have some friends from primary school in their form group when they start at the college. Year 6 pupils will complete some bridging work prior to leaving primary school and then spend a day at

Pupils understand the significant role they play and value the opportunities they have to develop skills of leadership. An invaluable contribution to the care and guidance of young people is made by pastoral staff. The skilled, personal nurturing of students with special needs is outstanding and is complemented by a visionary, purpose built suite.

(Section 48 Inspection of Anglican Schools Report Nov 2010)

Brockington College at the end of the summer term. Similarly, we invite all parents/carers of Year 6 children to an evening meeting to discuss our expectations, calm natural anxieties and to allow parents/carers an opportunity to meet their child's form tutor. Support is also available for those pupils who may be transferring to us either on their own or in small numbers. We run a 'getting to know you session' for all those pupils in order to ease anxieties and create opportunities for new friendships to be made prior to starting at the school.

FORM TUTORS

Pastoral care starts with the form tutor, who is the first point of contact for both the child and their parents/carers. Pupils will see their form tutor each day and have scheduled one-to-one mentoring sessions with them over the year, which allows for a more in-depth conversation. Parents/carers are able to contact form tutors using either their e-mail address or by communicating through their child's school planner.

PASTORAL YEAR TEAM

Where support is required immediately, or over a longer period, each year group has a dedicated head of year and pastoral manager. These members of staff ensure that, where there are personal issues that become a barrier to learning or cause distress, support for pupils is forthcoming.

SPECIALIST SUPPORT

If pupils or circumstances require specialist support, then we are able to access a range of services that includes a team of counsellors, a full-time health coordinator, a school nurse, an attendance manager and a school chaplain amongst others.



*The college's work to keep pupils safe and secure is outstanding.
(Ofsted Report Jan 2014)*

SUPPORT FOR VULNERABLE PUPILS

For any child considered to be vulnerable in any respect, there is an extra level of support to help them deal with specific issues and ensure that they have individual support. This can include daily attendance at breakfast club, participation at the lunchtime 'pit stop' club as well as bespoke lessons to increase confidence, build social skills or deal with personal issues.

ANTI-BULLYING

The school takes a 'no tolerance' stance towards any form of bullying in any degree. Pupils are encouraged to speak to their form tutor if they have any concerns at all. However, sometimes pupils are reluctant to 'tell' and so they are encouraged to use our dedicated e-mail address or our 'voice it' boxes should they wish to report a situation that is affecting them personally or raise any concerns that relate to others. As a consequence, bullying is rare and when it does occur at school, it is dealt with immediately and decisively. These views are shared by Ofsted, pupils and parents/carers.

REWARDS

Developing the whole child means encouraging and rewarding them wherever possible. Pupils are rewarded in as many ways as possible within school. For high standards of work, effort or behaviour, pupils receive a 'carrot reward' merit sticker from their teachers. Particularly good work is rewarded with a commendation, which is signed by a member of the leadership team and a special sticker is issued. Pupils record their

stickers electronically, building up a record of positive achievement. Rewards can be redeemed online for a series of virtual characters, which are popular with the pupils.

An annual end of year reward trip is conducted to Drayton Manor or Alton Towers and pupils are expected to demonstrate consistently high standards of work, effort and behaviour in order to participate in this event and access other school trips.

Obviously, the greatest reward for consistently producing good work through maximum effort and exemplary behaviour is the long-term contribution that this makes to pupils' progress.

ATTENDANCE AND PUNCTUALITY

As you would expect, we also have similarly high standards in this respect. Other than due to significant medical reasons, we expect all pupils to attend school promptly every day.

Absence for family holidays in term time cannot be authorised and our attendance manager will contact home when attendance is poor.

Pupils are always detained if late for school and parents/carers are contacted in the case of regular lateness to school.

BEHAVIOUR

We have very high expectations of all pupils and insist upon the highest standards of behaviour at all times.

Within the classroom, we use a system of 'consequences' across the school. Minor, inappropriate behaviour is dealt with by the issue of a C1 – warning, C2 – second and final warning, C3 – detention and C4 – removal from class.

At C3 and C4 levels there are further consequences and we always contact parents/carers if their child misbehaves to this extent in order to discuss the misbehaviour and to work towards a sustained improvement.

When a pupil's behaviour repeatedly falls below our expectations, further consequences may be implemented which include lunchtime or after school detentions, being placed on report, working in isolation and, in extremely rare circumstances, temporary exclusion from school.



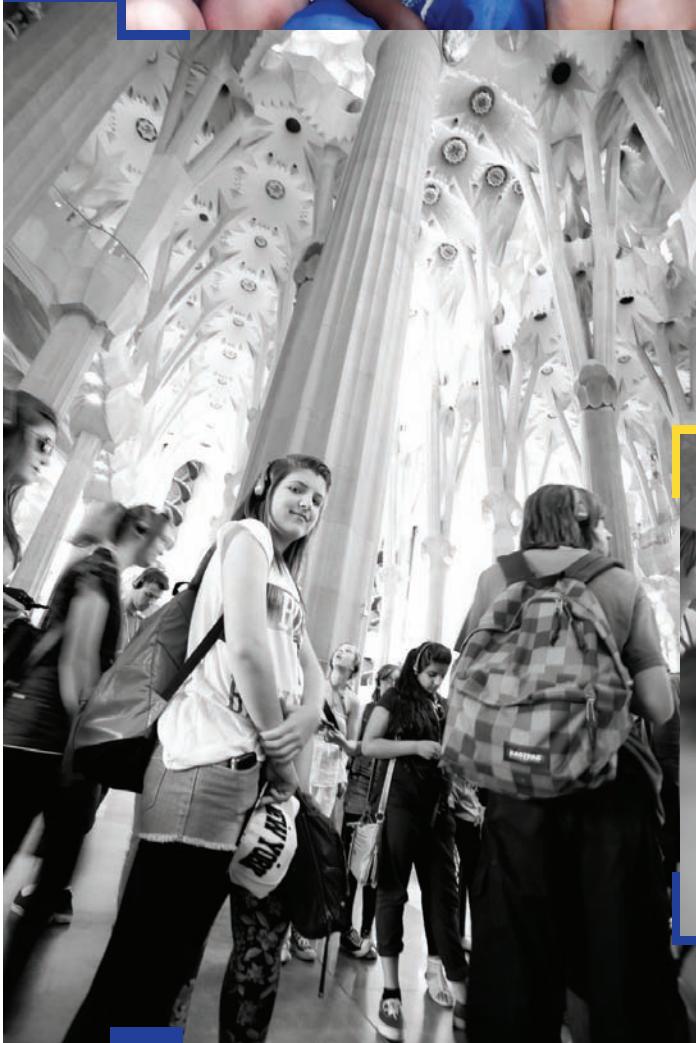
THE ADDED EXTRAS



EXTRA-CURRICULAR ACTIVITY

Pupils at Brockington College benefit from a vast array of extra-curricular activities. Each term, all activities are published, so that pupils along with their parent and carers can make the necessary plans to participate in these opportunities. Clubs include a wide range of sporting opportunities, music, drama, school productions, art, design and technology, forensics, chess, ICT, digital leaders, eco-warriors and film club, amongst many others.

Running in conjunction with our comprehensive extra-curricular provision, are the school's house competitions; these include chess and a whole-school spelling bee. Throughout their school life, pupils have the opportunity to take part in a wide range of school trips. Trips include an annual ski trip, an art trip to Barcelona, theatre trips to the West End, a bi-annual trip to Kenya as well as a number of local trips, sports fixtures, orchestra, choir and drama performances.



Parents are actively involved in the development of the college through influential parents' forum meetings. The college website provides good information and news that is much appreciated by parents.

(Ofsted Report Jan 2014)

STUDENT VOICE ACTIVITIES

As part of our ethos, we place great importance on providing a range of leadership activities for pupils across the school.

Each tutor group has two student voice representatives who meet regularly as a year council to discuss school matters. As a result, representatives from each year council then meet with the senior leadership team to raise matters for discussion that are important to pupils. This has led to developments such as the outdoor play equipment being installed and changes to school wallets.

Pupils play a major role in school life. During our open days and open evening, pupils act as tour guides, taking groups of parents/carers and new pupils around the college, demonstrating how to use school equipment and answering any questions that parents/carers or new pupils may have about the college. We recognise that our pupils practically demonstrate the work of the college far better than we could possibly describe.

Similarly, pupils are always on hand at every parents' consultation evening to greet parents/carers on arrival and to provide refreshments for members of staff. Likewise, we always involve pupils in the selection process for staff appointments. Members of staff face a daunting student panel to gain employment at Brockington College and are also shown around the college by pupils.

Our team of eco-warriors and sports leaders are good examples of pupils volunteering to support the work of the college. The eco-warrior team has led a drive to decrease our energy usage, leading to savings of £12,000 in a year, whilst the sports leaders run many sports events for local primary schools.

SUPPORT FOR CHARITY

Again, as part of our ethos, we emphasise on supporting others less fortunate than ourselves. Our pupils are magnificent in this respect and have raised over £40,000 on a bi-annual basis to support our partner school in Kenya, £13,000 for the Nicholls Spinal Injury Foundation in the last two years, alongside many other events to support local and national charities that are led and organised by our pupils' own charity committee.

PARENTS' FORUM

We also encourage parents/carers to be actively involved in the school and consequently host a parents' forum event each half-term. This gives the opportunity for parents/carers to meet members of staff, to be briefed on essential elements of school life and to offer their own opinions, which are taken into serious consideration by school leaders and governors.



A vast range of clubs and activities are available for pupil enrichment...these cater for students' spiritual, physical, intellectual and emotional needs.

(Section 48 Inspection of Anglican Schools Report Nov 2010)





11-16 STATUS

All pupils now entering Brockington College are able to stay at the school until the completion of their GCSE exams, ie at the end of the academic year in which they are 16. We are delighted to offer this opportunity as it has the following clear educational benefits for pupils:

Firstly, continuity of education from Year 9 to Year 10 means that pupils are established in the college, working alongside staff prior to starting GCSE courses. This will consequently avoid the educational 'dip' which occurs nationally whenever a child changes school and will therefore lead to improved results for our pupils. Information about the educational 'dip' can be seen at www.suffolklearning.co.uk/3-11-learning-teaching/transfer-transition/transitions-in-2-and-3-tier-schools. This links to research conducted by Suffolk Local Authority in 2006, which led to a decision to move from 9-14 to 11-16 education.

Secondly, the vast majority of our pupils currently travel over 10 miles to their Upper School education. Remaining at Brockington for Key Stage 4 will mean a shorter working day for pupils and enhanced enrichment opportunities without transport complications, which we believe will improve results.

Thirdly, by teaching both Key Stage 3 and Key Stage 4 courses at Brockington, pupils at Key Stage 3 will be able to observe older pupils and see the demands on them with regard to GCSE study. In addition, teaching staff will be able to fully prepare pupils at Key Stage 3 for the demands of Key Stage 4.

The final obvious advantage is the opportunity for pupils to remain within a college with a distinctive and outstanding Church of England ethos which supports and nurtures young people throughout their formative years.

Members of staff are excited by this development and are looking forward to seeing our good work through to the end of Year 11.



ADMISSIONS PROCEDURE

For admission as a Year 7 pupil at the start of the academic year, parents/carers should complete the online application from the Leicestershire County Council website.

www.leics.gov.uk/school_admissions_and_pupil_services

This is required by the end of October in the year preceding admission, ie in Year 6. Parents/carers will then be informed of the outcome of their application by the end of the following March.

For in-year admissions, parents/carers should complete the online application from the Leicestershire County Council website.

www.leics.gov.uk/school_admissions_and_pupil_services

Please also contact the admissions manager at Brockington College, who will be able to offer advice about your application.

If, at any point, you would like to see us in action, please contact the school and the principal will be happy to talk with you and take you on a personal tour of the college.



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Brockington College helps to encourage the students to reach their full potential. Brockington tutors are very helpful and listen to what students require.

(Parent)