



Business &  
Enterprise

**Bournville School  
and Sixth Form Centre  
Business Enterprise and Music College**



music colleges

*where learning leads to great opportunities*

# Prospectus

for entry September 2009



**Bournville School and Sixth Form Centre  
Business Enterprise and Music College**

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# Prospectus 2008-2009

The school profile, containing further information about the school can be found online at: <http://schoolsfinder.direct.gov.uk/3304238/school-profile/>  
Or accessed from the school's website: [www.bournvilleschool.org](http://www.bournvilleschool.org)  
Paper copies, or enlarged versions, may be requested from the school office

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Bournville School and Sixth Form Centre is a 'high performing school' – and that's official! The Department for Children, Schools and Families has given us this title because children who come to Bournville go on to achieve so well:

- We regularly achieve very good examination results and in 2008 they were outstanding – we are in the top 25% schools in the country for children receiving 5A\*-C including English and Maths
- We have excellent added value – our students, whatever their ability when they start, generally achieve more than might be expected by the time they leave.

At Bournville we want every child to achieve the very best they can. We have high standards and we work hard to ensure that students reach their potential academically. Through an extensive range of academic and extra curricular activities we encourage all of our youngsters to develop their particular talents and abilities, to try out new experiences and achieve success in a wide range of areas. All students will be challenged to become self-reliant members of society, confidently able to meet the changing demands of the outside world.

Bournville was one of the first schools in the country to become a Specialist College in Business and Enterprise. We are very proud of this specialism. One of the reasons we achieved it was because of the quality of our close links with industry and commerce, and the opportunities that these provide for our young people. It was also recognition of the excellent work in a range of curriculum areas, including mathematics and ICT. The increased funding makes a real difference to our facilities and staffing. In addition our extensive computer provision is well above the national average, ensuring regular access for all students in all subject areas.

As a high performing school we are encouraged by the Government to take on a second specialism. Since April 2007 we have been awarded Specialist Music School status, in addition to our Business Enterprise specialism. Music is a real strength at the school and we know we have one of the best departments in the country. Only a small proportion of schools are allowed to have a second specialism – this is a testament to the quality of the work done by students and staff at Bournville and we are very proud of these achievements.

The strong work of our different curriculum areas is supported by the Special Needs Department, which looks after the particular needs of a wide range of students, including the most able. We are also very fortunate to have a Visually Impaired Resource Base in the school. Visually Impaired students are supported by specially qualified teachers and classroom assistants so that they are able to work alongside normally sighted students. We believe that building a school community in which different individuals come to work alongside each other is an important learning experience for all our young people.

Many of our students choose to stay on into our very successful Sixth Form Centre, where they benefit from being involved in the Oaks Sixth Form Collegiate. Due to our membership of the Oaks, we are able to offer a very wide range of courses post-16. Most of these are available on the Bournville site and attract other 6<sup>th</sup> formers from across the Collegiate and the rest of the City.

At Bournville, we place great emphasis on providing a safe, secure and attractive environment. We are very proud of our extensive parkland site which provides a delightful environment for youngsters to learn in. Our learners are organised into year groups, each of which is looked after by a Student Progress Leader, with the support of Pastoral Support Managers and under the oversight of the Assistant Headteacher.

Our school is a calm, orderly place in which to learn and work. We have a strong ethos and a small number of sensible rules to guide behaviour. We want our students to become responsible and mature young people and value the support parents give us in developing the ethos of the school.

Bournville School has been designated a 'Leading Edge School'. Leading Edge Schools are highly successful schools, encouraged to share their good practice with others. We receive many visitors who come to look at our work. We believe that every student should develop the skills needed for success in our fast changing 'high-tec' world. We are one of the LEA's leading schools in terms of our Information and Communication Technology and we use this to support our routine communication with parents, for example through our website and the parent's forum, as well as using regular text messaging.

We are able to attract and retain highly skilled, highly motivated teaching staff who work hard for the young people in their charge. We will continue to work hard to ensure that Bournville continues to be an improving school. The Students, Staff, Parents and Governors are our greatest assets. We hope that parents choosing to entrust their children to our care will work closely with us in order to help us achieve the best possible education for their children.

In the next few pages you will be able to read in detail about aspects of the work of the school. But we encourage you to come into school and see us for yourself. You are very welcome and we look forward to meeting you.

Barbara Easton  
**Headteacher**

Ian McKenzie  
**Chair of Governors**

# School Aims

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In partnership with parents and with the wider community, Bournville School aims to work with our partners in the pursuit of excellence through the provision of a secure, well ordered, caring environment giving our students the opportunity to:

- develop their full academic potential
- increase their self confidence, self esteem and respect for others
- develop their understanding of themselves as learners, their skills and confidence to meet the demands of the changing world.

## We value

Learning	People
<ul style="list-style-type: none"><li>• Independence</li><li>• Challenge</li><li>• Risk-taking</li><li>• Celebration</li><li>• Success</li><li>• Enjoyment</li><li>• Resourcefulness</li><li>• Resilience</li><li>• Collaboration</li><li>• Working together</li></ul>	<ul style="list-style-type: none"><li>• Respect</li><li>• Diversity</li><li>• Responsibility</li><li>• Safety</li><li>• Honesty</li><li>• Belonging</li><li>• Aspirations</li><li>• Identity</li></ul>

## The school will seek to achieve these aims by maintaining:

- access to a relevant, broad and balanced education;
- relationships based on mutual respect, consideration for others, tolerance and goodwill;
- a safe environment which encourages and celebrates the pursuit of excellence;
- equality of opportunity.

## We were delighted with our OFSTED report in 2007 which said:

*"Bournville School and Sixth Form Centre is providing a good and improving education. The decision to become a business and enterprise school has been influential in developing a good curriculum across all key stages, and establishing outstanding partnership links with the business community. Students develop the skills required for the work place very well through special events, with an emphasis on enterprise and financial awareness."*

# Governors' Curriculum Statement

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The Governors uphold the requirements of the National Curriculum and support the student entitlements as expressed in the Birmingham Curriculum Statement. It is our intention to ensure that all students at Bournville enjoy equality of opportunity in an environment that is safe but stimulating, that offers valid, rich and varied experiences and that takes into account the needs of all its students.

We set out, in our aims for the school, what we wish for every individual student. We seek to provide an education which is as effective as possible. In support of the School aims, the National Curriculum and the Birmingham Curriculum Statement, through the curriculum in its broadest sense, we strive to:

- value all children and recognise what they have experienced before coming to Bournville School;
- encourage students' development and achievement through the learning experiences and activities at Bournville School and also through the growth of personal beliefs and values, such as caring for others, honesty and integrity;
- ensure that the curriculum is accessible to boys and girls, all ranges of ability and students with differing needs, raising children's expectations and society's expectations of them;
- build on the strengths of our culturally diverse society to develop positive relationships, attitudes and styles of behaviour in all our students;
- ensure breadth, depth and balance over all areas of experience by providing a curriculum which is relevant to the child's present and future needs, equipping him/her for lifelong learning;
- develop students' knowledge, skills, interests and abilities as well as the ability to apply these in practical situations;
- foster the ability to work independently and collaboratively, to work as a team, to solve problems, plan and carry through activities, and to reflect on the effectiveness of their own learning.

We consider that all students have a right to this provision. Students will also have the opportunity to take part in a residential educational programme and a performance. They will have the opportunity to be involved in a wide range of other extra curricular activities. At the end of their career with us, all students will leave with a comprehensive personal profile.

# Making Contact with the school

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Bournville School, Griffins Brook Lane, Birmingham, B30 1QJ

## **By Telephone:** 475 3881

During the hours 8 am – 4 pm the receptionist will connect your call to the person considered best able to assist you. Please be prepared to give:-

1. the student's name
2. the student's year group
3. the student's tutor group

As the receptionist may need to make a decision about whom to contact you should be prepared to give some indication of the nature of your business. All calls are treated in the strictest confidence. We have a dedicated "Pastoral Office" for student matters, with a team of staff whose key roles are to support students through the school. This includes an Attendance Manager.

## **By email:** enquiry@bournville.bham.sch.uk

This address is checked regularly each day and emails are forwarded to the person in school considered most able to provide the required response. Should you wish to email staff directly e.g. your child's tutor, every member of staff has their own individual email address. However, in order for us to guarantee confidentiality in the information exchanged, direct email arrangements must be made either by phone call, face-to-face contact or in writing.

## **By Appointment**

Parents are welcome to come to school to discuss matters of concern. We ask that this be done by appointment. In this way visitors can be sure of seeing the person whom they need to consult. All staff have teaching timetables and cannot be brought from lessons to meet visitors.

Visitors should report to the secretary of the appropriate building and sign the Visitors' Book. This secretary will then arrange for you to see the person with whom you have an appointment.

Prospective students and their parents are welcome to visit at any time by appointment – you are particularly welcome on the published Open Evenings/Days, when staff and students will be happy to answer questions and show them round.

## **Staff You May Need to Contact (2009 – 2010)**

**Your child's form tutor:** It will be their responsibility to monitor academic progress of your child and provide all the emotional support they require to make the best of the opportunities at Bournville.

**Student Progress Leader Year 7:** Responsible for the guidance and welfare of all students in Year 7. They will get to know each child, monitor their progress and is the main point of contact between home and school.

**Mrs S Douglas** (Assistant Headteacher) Mrs Douglas has oversight of all students on transitions, their welfare, behaviour and progress.

**Mr G Harker** (Special Needs Director): Mr Harker is responsible for the support of students who have special educational needs. He works closely with a wide range of students to ensure that they are receiving the best possible support and that their needs are being met. He meets regularly with other specialists from the City who help him to assess students, develop individual education plans (IEPs) and review students' progress.

## Induction of New Students

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We aim to meet all new students and their parents / carers before they start school in September. We arrange individual meetings so we can answer any of your questions personally and we can start the important process of getting to know your child and the family.

During the Summer Term before new students are admitted feeder Primary Schools are visited by their new Year Leader in order to collect information, both academic and pastoral, about each individual student. This process adds a personal dimension to the written information supplied by primary school teachers.

We have an induction evening in the summer term of Y6 when parents and students are invited to find out more information. All parents and students meet their new Y7 form tutor as well as their Progress Leader and other key staff. The Parent Handbook is provided at this point.

The first week or so of the new Autumn Term is an induction programme for all Year 7 students. They experience a wide range of activities designed to introduce them to some of the new subjects in a secondary school. The Induction Course is planned to:

- develop students' confidence and communication skills;
- help students meet new staff and make new friends;
- get to know the site;
- develop leadership and decision making skills,
- develop road safety and travel awareness;
- ensure that all children really enjoy their time with us.

Students are organised into mixed ability Tutor groups for the Induction Course. They will usually stay with their Form Tutor until teaching sets are created. In addition to the information from the KS2 SATs, we also use the NFER Cognitive Ability Test to help us identify potential and place children in the most appropriate teaching set. Sets may change as students move through the school.

During the Autumn Term we arrange a Parents' Meeting during which parents are able to meet the Form Tutor and get an early update on how the students are settling in.

## Student Organisation

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The school is organised into five year groups (Years 7 to 11) plus the Sixth Form. Each year group has its own Student Progress Leader, who is supported by Pastoral Support Managers. Together they support the year group, moving up the school with them. Students are placed in mixed ability tutorial groups, which also stay together as they move up the school. These tutorial groups are named after their Form Tutor and are arranged into two equal half year groups, which are then organised into different ability sets for lessons.

There are four teaching blocks on the school site, the Bronte Building, the Elgar Building, the Keynes Building, and the Morris Building. There is a Deputy or Assistant Headteacher in each building, who has overall responsibility for the year groups located within it. Year 7 tutor groups are placed together in one building

## Pastoral Care

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*"Students' personal development and well-being are good. They much enjoy a wide range of activities, and believe that the opportunities available to extend their experiences are a strength of the school. The levels of participation are high. Provision for spiritual, moral, social and cultural development is also good." OFSTED 2007*

The main responsibility for the care of our students lies with the form tutor who looks after their daily welfare. They see children twice a day for registration, in the morning and afternoon, and keep a careful watch on how they are doing. They also teach weekly "Key Skills" tutorials to their tutor group. This deals with the personal, social and moral development of students, Health Education and Citizenship, and there is a strong emphasis on helping students to learn.

*"Students understand well the importance of a healthy lifestyle through exercise and healthy eating. They say they feel very safe, and have good relationships with staff." OFSTED 2007*

## Immersion Days

We suspend the normal curriculum several times a year in order for students and their tutors to focus on the pastoral, spiritual and emotional education. Experts from external agencies are invited to support this work and students get a chance to get to grips with important issues. The feedback from students is very positive regarding this approach.

## **Behaviour Policy**

The school has a strong, positive school-wide behaviour policy with the emphasis on rights, responsibilities, and rules. We have a short list of school rules, and these have been developed in consultation with students. This means we all start an understanding of the importance of a well ordered school. In classrooms, the emphasis is on ensuring a safe supportive learning environment. "Discipline for Learning" in classrooms reflects this positive approach.

## **Inclusion**

Children with Special Needs are supported by The Inclusion Faculty, which is based in our Inclusion Centre, The Hub. This is lead by our director, Mr Harker, who is also the Special Educational Needs Coordinator (Senco). He leads a team of experienced Teaching Assistants including one dedicated to the support of students with English as an Additional Language (EAL). We also have a Learning Mentor Co-ordinator and two Assistant Learning Mentors providing individual support for students. In addition we have two specialist Teaching Assistants who support students with particular difficulties. The emphasis of the work in The Hub is on early intervention and prevention through partnership between students, parents, school and other agencies. The Hub works closely with all staff to ensure that the provision for each student is appropriate for their individual needs. The Hub includes a Resource Base for children with a statement of special educational need for visual impairment. Visually impaired students are fully integrated into the school. It has extra facilities and equipment on site so that children can work in the appropriate medium (eg: large print, Braille, tape or computer)

## **Assemblies**

Assemblies are an important part of the life of the school and, in addition to the religious and moral content, are used for presentations to students, visiting speakers and other relevant activities. Commendation assemblies take place termly and are an important way in which we share and celebrate achievement inside and beyond the classroom. We invite parents to join us at some of our special assemblies.

## **Child Protection**

The School takes its responsibility for Child Protection very seriously and will act in accordance with the local and national guidelines set out for dealing with such cases.

There is a Child Protection policy available on request. Concerns about Child Protection should be referred to Mrs Douglas (Assistant Headteacher), Mr Prever (Associate Headteacher) or to Mrs Easton (Headteacher).

## Reporting to Parents

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We report to parents three times a year

- once in writing through the Progress Report
- once verbally through the Parents' Evening
- once with an interim report of grades and effort levels

In addition, we hold an annual Review and Target Setting Meeting, which parents are invited to attend. This gives the opportunity for an in-depth discussion about each child, his or her strengths and areas for development. Year group parents' consultation evenings to report on student progress are held at least once a year for all students. Additional evenings are arranged for Year 7, Year 9 (Options Evening), Year 10 and the Sixth Form. We also hold curriculum information evenings and meetings for all major educational visits. In addition, parents/carers are able to make an appointment to discuss their child's progress at any time, with reasonable notice.

Where concern is identified about an individual student, special progress reports are prepared as required. These reports are made available to parents.

For students in Year 11 and Sixth Form, curriculum profiles are prepared in the spring or summer term and include details of trial examination results. Our Progress File and Reporting system has been developed along lines indicated by the Birmingham Education Authority and the Department for Education and Employment.

## Absence from School

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We place great emphasis on regular attendance and punctuality as we know there is a strong link between regular attendance and success at school.

By law, absence from school is now must now be marked either AUTHORISED or UNAUTHORISED. The only acceptable absence from school is AUTHORISED ABSENCE which is caused by:

- illness;
- work experience;
- educational visits;
- attending interviews;
- religious observance;
- participating in public performances or sporting events;
- death or marriage of close relative;
- unavoidable medical appointments.

Families should not book holidays in school time.

All other absence is regarded as UNAUTHORISED. Lateness may also be considered unauthorised absence. Reasons for authorised absence should be given to the Tutor in writing either before or immediately after the event. Medical/dental appointments should normally be arranged outside school hours.

## **Accident and Illness**

If a student is taken ill in school, parents are contacted so that the child can go home. No student will be sent home until parents have been notified. In the case of accidents requiring hospital treatment, the parents will be contacted and the student will be taken directly to hospital.

## **School Functions and Visits**

When students take part in visits to the theatre, cinema, exhibitions, residential experiences and other similar activities, parents will always be informed of the cost and requested to make a contribution in accordance with local and national guidelines. No student will be excluded from fully participating in the life of the school on financial grounds. A confidential conversation with a Senior Teacher will usually resolve any possible difficulties. A copy of the school charging policy is available on request from the school office and is summarised in Appendix 5. Provision for students' cultural development is excellent.

## **School Mealtimes and Breaks**

Bournville Schools is fortunate to have excellent dining facilities provided in a separate, purpose built, recently refurbished canteen. The cafeteria style service provides a full range of meals. Breakfast is available from 8.00am to those students requiring it.

In June 2008, the school made a major investment in a cashless catering system. The system uses biometric technology to allow the children to 'top up' their account using machines situated in the two main buildings. When they arrive to purchase food in the canteen, they identify their account by finger print recognition and the amount they have spent is automatically deducted. They are able to put funds into their account using coins, notes and cheques (though cheques will need time to clear before the money is available to spend). Families entitled to free dinners will have the appropriate amount credited to their account automatically each day. They can add additional funds, if they wish, in the normal way. However, free school meal funds that are unspent at the end of the day will be cleared. Other funds are stored on the computer indefinitely so it is possible, if it is parents' preference, to top up weekly or monthly. Cashless catering has resulted in children having to queue less, no free dinner tickets are needed and the potential to lose dinner money is reduced. Another major benefit is the ability to identify what children have had to eat over a period of time, should parents wish to know.

The system does not store finger prints as such, but when a child is registered at the school, the finger print is read and then converted mathematically to a number which cannot be changed back to a finger print. Consequently, the information stored is secure and meaningless to anyone other than the school system.

## **School Fund**

The school arranges many activities for which the Education Authority does not provide money. In order to maintain these activities, which are so important for the students, each student is asked to contribute £6.00 at the beginning of each academic year. The money collected goes into the School Fund Account and is used to provide benefits available for every student in the school including commendation certificates and awards. School fund accounts are regularly submitted to the governing body. Parents may see the accounts on request.

# Curriculum

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*"The curriculum is good, with significant strengths. The school has effectively adjusted the curriculum to meet the needs of students and to provide alternative pathways to enable all students to achieve well. The school's specialist status has strengthened the curriculum. There is a more extensive range of vocational courses and opportunities, which effectively supports progression in further study. Students enjoy the special events such as 'Enterprise Week' to develop team work and problem-solving skills. These are supported by excellent links with business representatives. The curriculum promotes safe and healthy lifestyles through a well-planned personal, social and health education programme." OFSTED 2007*

## Years 7, 8 and 9 (Key Stage 3)

Tutor groups in each half year are taught in half year blocks for most of the core subjects, English, Mathematics, Science, Languages, ICT and Technology. Ability setting is introduced in Year 7. History, Geography, Music, Religious Studies and Art continue in shared 'general teaching sets' which are common to all these subjects, while specific subject sets are introduced in Mathematics, English, Science and Modern Languages. All students then follow a similar course in the first three years.

The school's curriculum meets the statutory requirements of the National. Students take English, Mathematics, Science, Religious Education, History, Geography, Music, Art, ICT, Technology, a Modern Foreign Language and Physical Education making up a balanced, relevant curriculum. In year 9 we offer students a series of Option choices in 3 areas; Technology, Humanities, Modern Foreign Languages and Business Studies

Note: -

1. Technology includes Food and Nutrition, Graphic Design, Resistant Materials and Textiles.
2. Information Technology skills are taught to all students in Years 7, 8 and 9, by which time they are expected to start an examination course. These skills are used in the teaching of many core and foundation subjects in all three years.
3. All students follow one Modern Foreign Language (French). From year 8, the majority of students will take an additional language (Spanish).

Students with Special Educational Needs are provided with a carefully structured programme of extra help in smaller classes, or on an individual basis. A limited amount of additional help may be provided for some students using teachers from the Learning Support Unit. All students follow a course in Personal, Social and Moral Education, the aim of which is to prepare them for life in the community. Careers, Health Education and Sex Education are an integral part of this course.

## Years 10 and 11 (Key Stage 4)

In KS4 all students take English, Mathematics, Science, ICT, PE and Games, and the Certificate of Personal Effectiveness which includes Careers, Citizenship, Personal, Social and Moral Education, Work Related Learning and Religious Studies.

Students, with their parents, are guided in choosing additional subjects from a range of GCSE and GNVQ options.

#### Current Optional Subjects:

Additional Science	French	Music Technology
Applied Business	Geography	Performing Arts BTEC
Art & Design	Graphic Design	Philosophy & Ethics
Biology*	Health & Social Care	Physical Education
Business Studies	History	Physics*
Chemistry*	Law	Sport BTEC
Creative Studies	Media Studies	Resistant Materials
Drama	Music	Spanish
Food and Nutrition		Textiles

\*Biology, Chemistry and Physics form "Triple Science" which have to be taken together.

## **Careers Education, Work Experience, Enterprise Education and the Work Related Curriculum**

As a Specialist Business Enterprise College, all our students are encouraged to develop the skills and abilities which will ensure they succeed in life. Employers, we know, want young people who are literate, numerate and competent ICT users. They also want young people who can think for themselves, take responsibility for themselves and others, and work independently and co-operatively. Work in our tutorial programme helps our young people become financially "literate". They will meet and work with people from the world of business and undertake real life problem solving activities. In support of this the school has an extensive Work Related Education programme starting in Year 7.

Our end of year Enterprise Activity week gives students a change in curriculum with faculties working together to offer an enterprise experience that develops employability skills and enterprise capability. The week involves at least one trip or visit and usually involves a large element of fun to celebrate the end of year.

Y10 students have a special experience that ties in with their work experience, usually in the summer term. For a week they work closely with businesses and organisations such as West Midlands Transport, Birmingham City FC and The West Midlands Fire Service to solve real life business problems. There is a linked programme of personal finance education, careers days and careers education, which has won national acclaim.

## **The Library**

The award-winning library, "an excellent whole school facility", is regarded as one of the leading school libraries in the region. It is run by a full-time librarian, a library assistant, and a large team of fully trained student librarians. It is open throughout and beyond the school day, and is well stocked with a range of books, magazines and newspapers, as well as audio-visual, computer and photocopying equipment.

## **Information Technology**

The Information Technology Centres are open before, during and after school. Our 300 computer workstation network is extended by 150 laptop computers. We also have Video Conferencing Facilities in our Business Enterprise Centre and further Information Technology Centres in English, Humanities, Business Studies, Media Studies, Special Needs, Music and Modern Languages. All rooms have data projectors with the whole of the Maths, Languages and Science departments having interactive boards, with numbers of these increasing across the school.

The Humanities and Science departments have their own sets of portable computers for individual, small group or whole group work. These have wireless connectivity to link into the school network and world wide web. The Sixth Form Centre has it's own ICT facilities. We have also invested in a number of interactive white boards and projectors to improve the quality of our teaching and learning. A dedicated team of 4 specialist staff support the ICT infrastructure and are heavily involved in its continual development.

## **Homework**

Homework is an important exercise in self-discipline as well as a chance to consolidate what has been learned in class. Students are usually expected to do homework regularly.

Each student is given a homework assignment plan and a Student Planner to record work set and completed. Parents are also given student homework tasks at the start of each term. Parents and Form Tutors are asked to check and sign on a weekly basis and to ensure that work is completed. Assignment Timetables set tasks that take between 2-8 weeks to complete.

## **Physical Education, aims and provision**

The Physical Education Department is now recognised as a lead department for Birmingham LA.

The school has a very good record of sporting provision and achievement, through both the curricular and extra curricular programme which is supported, where possible, by visiting professional sportsmen and women. There are extensive facilities on site including two gymnasia, athletics facilities, playing fields and six tennis courts. There is also a regular overseas football tour where students are encouraged to learn about different cultures. We have a very wide range of highly successful teams.

The aims of the Department have been prepared in relation to those of the School allowing students to develop their ability to co-operate, act responsibly and independently. To enable this to happen we aim to teach students:

- a range of skills through a curriculum which has breadth, balance, relevance, differentiation, progression and continuity;
- to be physically active and enjoy participating;
- to be able to demonstrate knowledge through performance;
- to use appropriate language in relation to activity.

We help students to become independent learners by:

- providing opportunities for decision making and problem solving;

- developing confidence through the acquisition of physical competence and by being encouraged to persevere in order to have the satisfaction of refining performance;
- developing the ability to evaluate the performance of themselves and others.

We help students to develop positive attitudes through:

- an appreciation of the concepts of fair play, honest competition, and good sportsmanship by knowing the rules and conventions of the activities in which they participate;
- developing an understanding of the importance of exercise in maintaining a healthy lifestyle;
- fostering self-esteem and creating identity by having the confidence to take advantage of the opportunities which exist within the community.

## **Religious Education, Health and Sex Education**

All students are taught Religious Studies in which they learn about the major religions of the world following the guidelines contained in the Birmingham Agreed Syllabus. As in all schools, parents have the right to withdraw their child from religious education and collective worship, by a formal approach to the Headteacher.

Health Education, which includes sex education, is taught through several subjects including Science, Food Technology, Physical Education and in tutorial periods. It also forms part of the Citizenship Course in Years 10 & 11. See also appendix 6 (Sex Education Policy).

## **Complaints About the Curriculum**

It is a legal requirement under section 23 of the Education Reform Act (1988) that parents are able to make a complaint about the curriculum. If the need arises, formal complaints may be made to the Chair of Governors, via the school.

## **Extra curricular Activities**

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Bournville School offers an outstanding range of activities which take place outside the normal curriculum mainly after school on Wednesdays. The following list of activities gives an indication of the range of opportunities available to students.

Choir	Library Group	Guitar Group
Jazz Band	Orchestra	School Musicals
Drama productions	Theatre Visits	Sports Teams
Foreign trips		

A comprehensive range of individual music teaching is available. We have a large number of peripatetic music teachers. Most subject Departments also run extension classes for students, including those who are gifted and talented.

The school believes in the value of residential experience and offers all students the opportunity of a residential during KS3. We also run several educational trips abroad each year. At KS4 and in the Sixth Form Outdoor Education residential visits and activity days are also arranged to the Ogwen Cottage Outdoor Pursuits Centre in North Wales and other centres.

The Physical Education Departments run a wide variety of extra curricular sporting activities including:-

Soccer	Basketball	Cricket	Netball	Tennis
Athletics	Dance	Rugby	Outdoor Education	

# The Sixth Form

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*"the [sixth form] has worked hard to improve the quality of students' learning through a range of strategies such as improved target setting, a focus on independent learning, and flexible curriculum arrangements through the consortium." OFSTED 2007*

The Sixth Form is mainly made up of students who continue to carry-on their education here at Bournville. We have increasing number of students who come to us from other local schools. A separate Sixth Form prospectus is available from the school office.

## Curriculum

The Sixth Form has an entry policy to ensure that students are placed on the most appropriate course for them. However, there are a range of courses available to suit students of all abilities.

### Level 3 Courses (AS, A2, Btec National)

Biology	Law	English Literature and Language	Accounting
Chemistry	Applied ICT	Health and Social Care	Music
Geography	Art	Government and Politics	PE
Physics	Media	Applied Business	Maths
French	Psychology	Music Technology	Spanish

### Level 2 Courses (BTEC First Diploma, GNVQ)

BTEC Travel and Tourism    BTEC Business    BTEC Art and Design

## Student Destinations

Sixth Form has an annual UCAS and a Work Experience Week to research into their chosen course and career. As a result this, we have seen an increase in first place offers for university and all students either continuing with their education or finding training and employment.

## Extra Curricular

Sixth Form enjoy 'SWAP Shops' focusing on Learning about Learning and Learning about Life. External agencies delivered sessions for the students, aimed at developing independence and skills.

## Management and Organisation

The Sixth Form have 'Student Consultation' groups to discuss the management and organisation of the Sixth Form. The foci of the consultations are time limited so to encourage student participation and meet current issues and needs of the Sixth Form.

*"Students are very positive about the sixth form and enjoy opportunities to participate in the Student Management Group and whole-school activities, and this contributes to their good personal development. Students value the good quality care, guidance and support they receive, which focuses on increasing rates of progress, individual needs and preparation for the future." OFSTED 2007*

## Equal Opportunities

Bournville School is part of the Local Authority, and shares the city's policy of "education for a multi-cultural society, which is committed to the promotion of justice and racial equality through the establishment of a strong multi-cultural perspective in all of its schools.

This is achieved through the implementation of three major objectives:

- preparing all students for life in a multi-ethnic society, building upon the strengths of cultural diversity;
- providing for the particular needs of children, having regard to their ethnic, cultural and historical background;
- being aware of and countering racism and the discriminatory practice to which it gives rise.

The school supports these objectives and has developed a Race Equality Policy and a policy for Equality of Opportunity which are available on request.

## Parent-Teacher Association

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This is a flourishing organisation welcoming all staff and parents of the school. . It organises regular events throughout the year for fund raising, educational and social activities. These promote links between parents and school on an informal basis. All parents are members of, and are invited to take part in the Association's activities. Details of the annual programme can be obtained from the school office.

All parents are members of the Association and are warmly welcomed at PTA meetings and activities. Details of the annual programme can be obtained from the school.

## Governing Body

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Governors take a very full and well informed, part in the strategic management of the school. They rigorously hold the school to account while providing very effective support.

"Well established and comprehensive systems are in place for the school to evaluate how well it is performing, both as a whole school and individual department level".

The school's Governing Body is responsible, with the Headteacher, for the smooth and efficient running of the school. It comprises local representatives, elected or appointed representatives of the parents and staff, together with co-opted representatives of the local community, all of whom serve for 4 years from their date of election.

The Governors meet formally throughout the year through a cycle of Committee and Full Governing Body Meetings. The Committees are:

- Finance and General Purposes
- Curriculum
- Personnel (staff and students) / Discipline
- Site and Buildings

There is also a Business Enterprise Management Group.

### Bournville School Governing Body

Local Authority	Parent	School	Community
Andrew Tipper	Paula Barker	Barbara Easton	Ian Mckenzie
Stephen Shute	Andrew Moles	Barry Smith	Stuart Guy
Neil Morton	Peter Lund	John Astley	Sue Smith
	Rosemary Littlechild	Jane Fenney	Chris Walker
Associates	Rowena Nicholls		<i>vacancy</i>
Barry Prever	John Rose		
Jean Palmer			

# School Uniform

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In order to maintain the pleasant, co-operative atmosphere characteristic of Bournville School, students are expected to achieve high standards of work, punctuality, attendance, behaviour and appearance. We place great emphasis on developing positive relationships with others. We have developed a minimum set of rules, which is issued to students on their arrival, and expect to maintain a high esteem with local industry/commerce and the wider community.

Bournville School has a uniform policy and expects parents to support the school's ethos by providing their children with the clothing listed below.

## Boys

Plain Black or brown shoes of a sensible style. Trainers are not permitted.  
Black, navy or grey socks.  
Plain light blue, grey or white shirt  
Plain black or grey trousers  
Bournville School Tie  
School long sleeved "v" necked pullover  
Optional Bournville baseball cap – or woolly hat (outdoor wear)  
No other hats or caps are to be worn  
A sensible coat (hooded tops and tracksuit tops are not to be worn).

## Girls

Plain black or brown shoes of a sensible style. Trainers are not permitted  
Navy, grey, beige or white plain tights or socks (patterned tights are not permitted).  
Black or navy trousers  
Black or navy Skirt (knee length)  
Plain light blue, grey or white blouse  
School long sleeved "V" necked pullover  
Bournville School tie  
Optional – Bournville woolly hat (outdoor wear)  
No other caps or hats to be worn  
A sensible coat (hooded tops and tracksuit tops are not to be worn)

## PE Kit

Sky blue aertex polo-shirt (with PE logo).  
Navy blue rugby jersey with reversible sky blue band (with PE logo).  
Navy blue knee length socks, with twin sky hoops at the top  
Correct training shoes (not fashionable footwear).

Girls only - Tracksuit bottoms – Navy

Boys only - Plain navy shorts (not shadow stripe), football boots

The following items of kit are optional for all students (unless indicated in brackets):

Navy sweatshirts with a crew neck (with PE logo); Navy training top (with PE logo); Plain navy shorts (girls) in activities such as football, rugby, gymnastics, basketball and athletics.

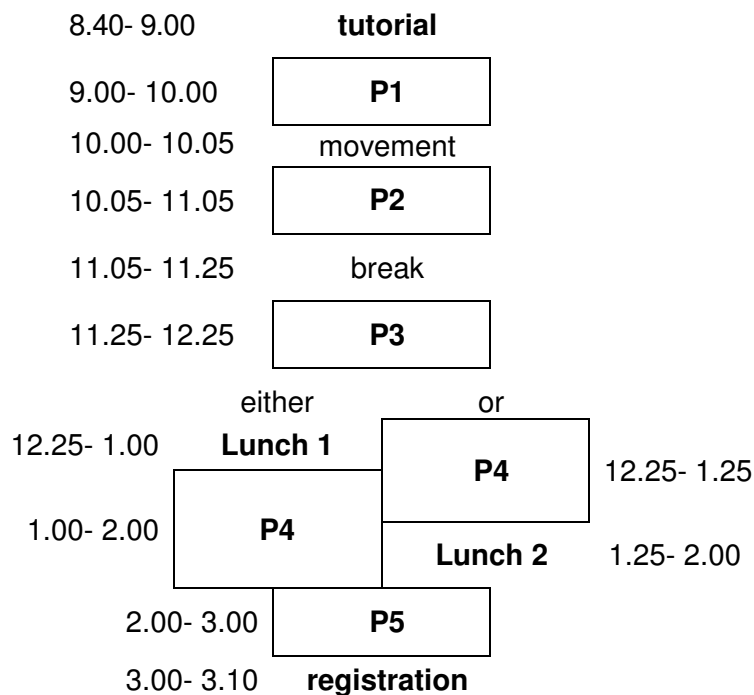
Please note:

- It is important to label all students' property using a method that is permanent, embroidery or securely sewn on name tapes;
- jewellery, with the exception of one plain stud in each ear, is not allowed, this includes any body piercing which, apart from the one pair of ear studs, should be removed for school;
- make-up is not allowed in Years 7, 8 and 9, and must be discreet in Years 10 and 11;
- for Health and Safety reasons shoes should have no more than a two and a half inch / 6cm heel;
- for safety and security reasons, bicycles are not allowed on site;
- Items worn for religious reasons must be in black or school colours

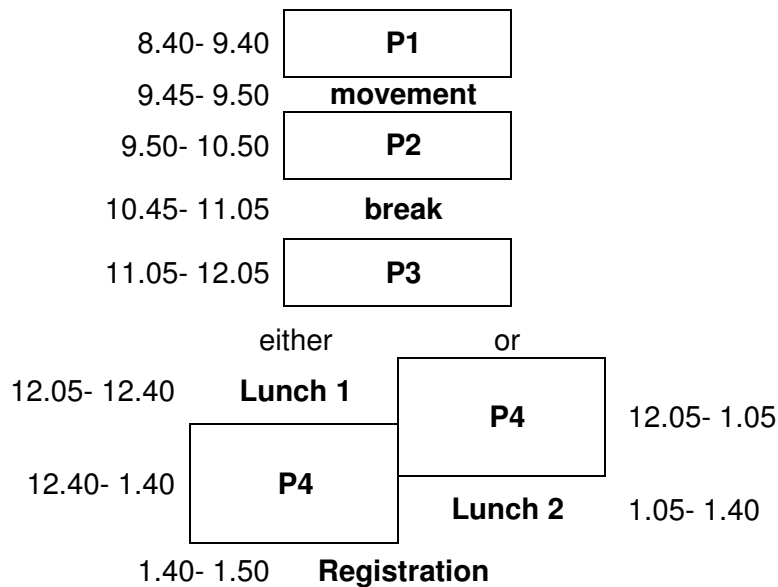
# The School Day

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## All days except Wednesday



## Wednesday



Whether students are on first or second lunch is determined by which building they are timetabled in on a particular day.

# Appendix 1

The school profile, containing further information about the school can be found online at <http://schoolsfinder.direct.gov.uk/3304238/school-profile/>

## School Produced Documents

- 1 School Prospectus.
- 2 Year 9 to Year 10 Subject Options Handbook.
- 3 Sixth Form Prospectus.
- 5 Schemes of work and Department Curriculum Statements.
- 6 School Leavers' Destination Report.
- 7 The main policy documents on:-

Information Technology  
Charging (see Appendix 5)  
Child Protection  
Confidentiality  
Behaviour  
Equal Opportunities  
Health and Safety  
Anti-Bullying  
Assessment, Recording and Reporting  
Sex Education (see Appendix 6)  
Special Needs  
Race Equality

# Appendix 2

## Attendance Statistics 2007/2008 (Y7 – 11)

Number of Students	Number of Student Sessions	Authorised Absences	Number of Students with an Authorised Absence	Unauthorised Absences	Number of Students with unauthorised absence	Attendance Rate for the Year
945	346579	6.9%	881	0.9%	152	<b>92.3%</b>

## Appendix 3

### Destination of School Leavers

In 2007 (the most recent available data), the destinations of our Y11 leavers were as follows (2006 % in brackets)

Full-time education 79.1% (79.1)

of these:

- 49.3 % to a school sixth form, mainly our own (Oaks Collegiate) (47.6)
- 1.5% to a Sixth Form College (7.0)
- 31.4 % to an FE college (24.6)
- 82.6% total into further training or education (79.1)

full-time employment 5.3% (8.6)

work-based training 3.4% (4.8)

NEET 2.4% (4.9)

Voluntary/part-time 0.5% (0.5)

Others/unknown 0.5% (2.1)

## Appendix 4

### Admissions Policy

Bournville School is part of the City of Birmingham Local Authority (LA) and as such conforms to the admissions and appeals procedures set out in the "Opportunities for Your Child" booklet provided for the parents of all prospective Year 7 students while they are in attendance at their Primary Schools.

For students in other years parents may make direct applications to the school. All such applications are considered using the same criteria as used for Year 7 admissions.

Bournville is a popular and oversubscribed school and as a consequence year groups are usually full. Application for places are therefore put on to a waiting list in order of priority, established using LEA criteria, and students are then admitted when places become available.

**NOTE:** The admission level is 210 first preference students each September.

# Appendix 5

## Charging and Remissions Policy: Summary

Charging is permissible for the following areas of activity:

- 1 Board and lodging on residential visits;
- 2 Costs associated with tuition on a musical instrument (unless for a prescribed examination); (NOTE: Music tuition is free at Bournville)
- 3 Activities which are wholly or mainly outside school hours but not in respect of a prescribed examination;
- 4 The cost of entering students for a non-prescribed examination, and preparation outside school hours;
- 5 Resits of prescribed public examinations without preparation by the school.

The full policy is available in School.

# Appendix 6

## Sex Education Policy

Aims of Sex Education:

Bournville School believes that Sex Education is an educational entitlement of all pupils and an integral part of each student's emergence into adulthood. The most effective sex education is based on a partnership between school, parent and other supporting agencies. We aim to:

- encourage self esteem
- encourage personal responsibility
- encourage respect and consideration for others
- provide support and information

The aim of this policy is to communicate to staff, parents, visitors and students the manner in which sex education will be delivered in this school.

Organisation:

Delivery is through:

- Science and the Pastoral Curriculum, principally
- Addressing the moral and ethical issues which may arise from apparently unrelated topics in all National curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the sex education programme and therefore not subject to the parental right of withdrawal.

#### Teaching Approaches:

A variety of approaches will be used to give students relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills - as set out in final paragraph. (Schemes of work will give more details).

#### Student Groupings:

Students are taught in mixed gender groups. When there is a specific need, arrangements will be made to teach students in appropriate groupings for that activity.

#### Resources:

There is a wide range of materials available to teach Sex Education. Resources at Bournville are available for inspection by parents on request.

#### Confidentiality and Advice:

Students will be made aware that some information, eg, disclosure or suspicion of possible abuse cannot be confidential and made to understand that if disclosures are made appropriate actions will ensue. At the same time students will be offered sensitive and appropriate support.

#### Family Life:

An understanding of the value of family life is an important aspect, which will be approached largely through consideration of quality of relationships between people, with an emphasis on stability, respect, caring and support.

As part of the Sex Education programme issues of contraception, sexually transmitted diseases, HIV/AIDS, sexual orientation and abortion are addressed. Facts are presented in an objective and balanced way, with students being encouraged to consider their attitudes and values. They will be made aware of the difference between fact, opinion and religious belief.

#### Parental Partnership:

Under the 1993 Education Act parents have the right to withdraw their children from all or part of the Sex Education programme, except matters covered by National Curriculum subjects, which the school has a statutory duty to deliver.

#### Content:

Sex Education provides knowledge, and encourages the acquisition of skills and attitudes, which allow students to manage their lives in a responsible way.

#### Knowledge and Information Ages 11-18:

Puberty, personal safety, friendship and love, family life and relationship gender issues, conception and birth, contraception, sexually transmitted diseases including HIV/AIDS, safer sex, helping agencies, sex and the law, life stages, birth processes, abortion, fostering and adoption, genetic inheritance, early parenting and parenthood, sexual orientation, prejudice and stereotyping, different faiths and cultures, external pressure and decision making, technological advances in reproduction, sexual harassment and violence, moral values and sensitive issues.

#### Values and Beliefs:

As well as knowledge and information, students will be encouraged to consider the importance of the following values:

- respecting and valuing of themselves and others
- understanding sensitivity towards the needs and views of others
- responsibility for their own actions

responsibility to the school, their family and the wider community

Skills and Abilities:

Students will be helped to develop the following skills:

- communicating including the making and keeping of relationships
- assertiveness
- decision making
- recognising and using opportunities to develop a healthy lifestyle.

Detailed information can be found in the Sex Education scheme of work.

# Appendix 7

## External Examination Results

The essential information about our attainment is contained in our school profile, online at: <http://schoolsfinder.direct.gov.uk/3304238/school-profile/>. The profile will not contain information about our provisional 2008 results. These are given below.

### Results 2008

Results have been excellent for Bournville School for many years now but this year we surpassed ourselves. At every key stage students have made excellent progress at or very much above national standards.

#### Key Stage 3 (Y9 SATs)

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	Level 5+	Level 6+
<b>English</b>	<b>78%</b>	<b>42%</b>
<b>Maths</b>	<b>76%</b>	<b>52%</b>
<b>Science</b>	<b>71%</b>	<b>41%</b>

The numbers of students achieving the higher level of success (Level 6+) is very high and in the top 25% of national performance for English and Maths.

#### Key Stage 4 (GCSE and equivalent)

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<b>5+ A*-C grades incl. E&amp;M</b>	<b>56%</b>
<b>5+ A*-C grades</b>	<b>72%</b>
<b>English A*-C</b>	<b>62%</b>
<b>Maths A*-C</b>	<b>71%</b>

56% of students achieving 5 or more C grades, including English and Maths, is very high and in the highest level of performance possible.

#### Key Stage 5 (Sixth Form)

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	AS	A2
<b>Average points per entry (QCA)</b>	<b>75</b>	<b>196</b>
<b>A-E grades (passes)</b>	<b>79</b>	<b>96</b>
<b>A-B grades</b>	<b>20</b>	<b>32</b>

All of our sixty Year 13 students in 2008 got places in Higher Education (University or other establishment).