



Bridgewater

High School

KINDNESS
PRIDE
INTEGRITY
COLLABORATION
PRECISION
INCLUSIVITY

PROSPECTUS
2022/23

A photograph of Mr. Keiron Powell, the Principal, sitting at a desk in a classroom. He is wearing a dark blue suit jacket, a light blue and white striped shirt, and a dark blue tie. He has a beard and is smiling slightly. The background shows rows of wooden desks and chairs in a classroom setting.

“MY VISION FOR THE SCHOOL
IS TO PLACE OUR STUDENTS
AT THE VERY FRONT OF ANY
OPPORTUNITY THEY DESIRE”

Mr. Keiron Powell
Principal

WELCOME FROM OUR HEAD TEACHER

It is with great pride and honour that I introduce myself as the Principal of Bridgewater High school. I hope that the information that follows, along with that on our website, will give you a flavour of why I would describe our school as being 'exceptional'.

Bridgewater High School is successful and we judge that success on our pupil's individual character and their ability to pursue any pathway they choose once they leave us at the end of Y11. Whilst our students excel in their academic study, our vision is much broader than that and it is a privilege to lead that work.

My vision for Bridgewater High School is for students to develop, mature and succeed through personal and academic growth. To do this requires world class teaching of a broad curriculum, which provides rich knowledge and understanding, alongside personal development, care, guidance and support, which instils resilience, empathy, respect and compassion.

My vision for the school is to place our students at the very front of any opportunity they desire, equipping them with the agency to navigate an

exciting future for themselves, whilst making memories that will be with them for the rest of their lives.

I described Bridgewater High School as exceptional and I do so for one reason only: the students, staff and families that make up our community. The school is privileged to have a motivated and highly skilled staff body, supportive families and students who never fail to amaze on a daily basis.

Our students come from excellent primary schools, having had an excellent start to their education. They are bright, conscientious and ambitious. They enjoy their time at school and generate a positive climate where everyone can succeed.

Our school is renowned for its rich inclusive environment, which is part of its longstanding commitment to supporting every student to achieve their potential regardless of context, educational needs, background or prior attainment. All students benefit from this environment as we meet the needs of all our community.

When we consider what makes Bridgewater High, the school it is, we look towards a set of values we aspire to demonstrate on a daily basis. Many of these values have been in the bricks and mortar of the school for decades, whilst others aim to ensure our community has the values to flourish in a modern age.

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Whilst I am extremely confident in and proud of what our schools has to offer, I am very mindful it is difficult to visualise if when you are not in the school on a daily basis. Over the course of the academic year 2022-23, we are committed to ensuring we celebrate more openly our students' successes and achievement. We are committed to providing a much bigger window into the school to support parental choice, putting our greatest asset - our students - onto the pedestal they deserve.

With these few words, please return to the website over the year and follow our social media streams to witness the progress our students make and their fantastic achievements.

Your sincerely

K. Powell

Mr. Keiron Powell
Principal

AN OUTSTANDING CURRICULUM

When we were last inspected by Ofsted, they commented that our curriculum was outstanding.



Since then, Ofsted have introduced a new framework to judge the quality of the curriculum and our aspiration is to be judged as outstanding under this framework as well.

We believe our curriculum is ambitious and challenging. However, we also believe that we have a judicious blend of the traditional and the innovative to create a vibrant and engaging curriculum that provides the opportunity for students to succeed on pathways most appropriate to their abilities and aptitudes.



PROVIDING OPPORTUNITIES FOR STUDENTS TO SUCCEED

QUALITY CARE & GUIDANCE

Each year group is split into two halves called Stockton and Appleton. There are five tutors for each half of the year group. The work of the tutors is managed by a Head of Year and Assistant Head of Year, who have overall responsibility for pastoral matters in each year group.

Each Year group is also supported by a non-teaching Pastoral Assistant. This pastoral support is further enhanced by Assistant Headteachers who coordinate pastoral work across each Key Stage. In addition, we have a number of colleagues in school who can provide more specific student support such as a Mental Health Lead and a Safeguarding Officer.

Pastoral Staff are committed to ensuring the Safety and Welfare of all students. They ensure that school Safeguarding Policies are adhered to. The Upper and Lower School are fully accessible for all students. We feel, therefore, that we can provide the care and guidance to help students tackle with confidence the challenges of adolescence and school life. In doing so, we also believe they will acquire the resilience and resourcefulness to go on and become highly successful individuals. The school is fully committed to its Safeguarding responsibilities. We have two Designated Safeguarding Leads and a full time non-teaching Safeguarding Officer.

SEN

Bridgewater is committed to meeting the needs of all students. The school has a 25 place Designated Provision for students with ASC (Autistic Spectrum Conditions). These students are admitted via the Local Authority and not through the school's own admission cycle. In addition, the school has a large Education Support Team and vast experience in meeting the needs of students with cognition and learning, social and emotional difficulties, physical difficulties and communication difficulties. The Upper and Lower School are fully accessible for all students.

ENRICHMENT

The success that we achieve in the classroom is enhanced by a wide range of enrichment opportunities. We believe strongly in the wider education of the whole child and as such we are committed to providing a full range of extra-curricular activities which will meet the interests of all of our pupils.

We have a long-established tradition of encouraging the Performing Arts which stems from the time we were designated as a Performing Arts School. This means that we are well placed to offer some of the best performance opportunities available, ones which our students seize with zeal. In addition we provide Peripatetic music lessons in a range of instruments including drums, piano keyboard, flute, guitar, saxophone, strings, clarinet, voice and brass.

In the same way, sport plays a prominent role in school life and our success in this area bears testimony to the skills, abilities and commitment many of our students have. We run a full range of teams across all year groups where we enjoy significant success at local, county and national levels.

Students who compete at local and national levels in their chosen sport are supported through the school's Academy Sports Plus programme.

Throughout the school year we offer a range of trips and residential. Our ambition is that all pupils will be able to participate in trips and residential which range from the Year 7 residential to Anglesey to well established exchange trips to Germany and the USA. We believe that day trips and residential trips can enhance pupil's learning and passion for a subject. As such we provide trips to local museums and National Heritage sites along with offering trips abroad.

We are committed to providing all pupils with experiences to develop their independence and their agency.

We offer all pupils from Year 9 the Duke of Edinburgh qualification which is led by one of our own members of staff. Over previous years many Bridgewater students have been successful in achieving the Bronze, Silver and Gold Award.

Finally, being part of the Challenge Academy Trust (TCAT) means that we can bring students together to work collaboratively from across the member schools. Highlights from last year include a STEM (Science, Technology Engineering and Maths) Challenge in conjunction with United Utilities, joint music performances and the establishing of a TCAT Youth Parliament.

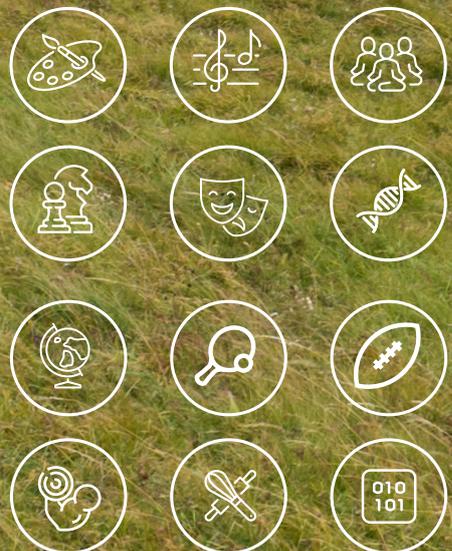
EXTRA-CURRICULAR

Extra-curricular clubs are organised at various times throughout the year and include: Art, Dance, Drama, Music, Performing Arts, Singing, Coding, Computing, Chess Club, Debating, Astronomy, Photography, Languages, Love to Bake, Love to Make and STEM. Sporting activities offered include: Athletics, Basketball, Cricket, Cross-Country, Football, Netball, Orienteering, Rounders, Rugby League, Rugby Union, Table-Tennis, Tennis, Yoga and Junior Weights.

Over the past few years we have had unprecedented success in a wide range of regional and national competitions in a wide variety of sporting and additional activities.

At Lower School we host a Cricket Centre of Excellence and at Upper School, fully utilise our AstroTurf floodlit tennis courts. Working closely with 'LiveWire' and the local community clubs, we have recently developed a 4G Astro-Turf pitch, benefitting our students greatly.

Professional coaches are used to extend and enhance sports provision at the school and we have strong links with the Warrington Wolves Foundation and many of our local Community clubs. We also support the Duke of Edinburgh scheme.



CEIAG – CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE

The success that we achieve in the classroom is enhanced by a wide range of enrichment opportunities. We believe strongly in the wider education of the whole child and as such we are committed to providing a full range of extra-curricular activities which will meet the interest of all of our pupils.

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, Bridgewater High School seeks to help all students take their place as suitably qualified and responsible adults within society.

The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their life-long career and learning. Our Careers Education Programme is informed by educational research and key theories such as Differentialism, Developmentalism and Opportunity Structure. We believe that parents and carers should be recognised as co-partners in the career development of their child and be supported in developing the confidence and capability to support their child's planning and decision making.

The school has a strong reputation for the quality of its careers provision. As a school, we believe in the importance of:

- > *Providing a planned programme of activities and bespoke elements to students from Years 7 – 11 which will help them to plan and manage their careers.*
- > *Providing information, advice and guidance which is impartial, unbiased and is based on their needs*
- > *Providing information, advice and guidance which is in line with the Career Development Institute's Code of Ethics.*
- > *Ensuring that the CEIAG programme follows local, regional and national frameworks for good practice and other relevant statutory guidance such as:*
 - > *Education Act (1997; 2004; 2011), The Technical and Further Education Act (January 2017), The School Information Regulations (2008), Education and Skill Act (2008), The Equality Act (2010) and the CDI framework for Careers, employability and enterprise education.*
 - > *Making the most of everyone's skills and talents (December 2017),*
 - > *Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance.*
 - > *Working in partnership with Careers Connect, Warrington Pledge, WBC, START, TCAT HUB and employers and apprenticeship providers to ensure all students access education, employment or training at the relevant transition points.*



CURRICULUM ORGANISATION



There is a Head of Faculty for each major discipline within the school who is then supported by colleagues who act in a range of roles such as Head of Department or Key Stage Co-ordinator. These colleagues also meet regularly to review progress.

The school day is made up of five periods and Enrichment activities take place after school on most days. Because we believe that education should also develop the whole child, tutors meet with tutees daily to deliver our Personal Development Curriculum. This programme incorporates PSHE/RSE and ensures that pupils are familiar with and accepting of British Values. The overarching aims of the Personal Development Curriculum are to ensure that our pupils develop:

- > resilience, responsibility and respect
- > an understanding of the Modern World
- > aspirations
- > a sense of Health, Wellbeing and Personal Safety.

KS3 Curriculum

We broadly follow the National Curriculum and organise our teaching through the following subjects: English, Maths, Science, History, ICT & Computing, Geography, RS, French, Religious Studies, Art, Dance, Drama, Music, PE, Design and Technology and Food Technology. A number of able linguists study German from Year 7. The SEND Faculty provides a range of support which can be in-class or in the Teaching and Learning Centre. Personal Learning and Thinking Skills are also taught within each subject and we also have alternative curriculum days to support Personal Social and Health Education (PSHE) as well as Careers Education, Information and Guidance.

KS4 Curriculum

At KS4 the following subjects are currently compulsory: English, Maths, Science, Physical Education, Religious Studies and PSHE. Going forward it is the aspiration of the Department of Education that over time the vast majority of students study a foreign language and this is something we are in the process of exploring. In addition, students can choose other subjects through our extensive Options programme. This also provides some students with the opportunity to follow more vocational courses. The majority of subjects lead to GCSE qualifications or their equivalent. Extensive guidance is given in Year 9 to ensure that students make appropriate choices. This includes on Open Evening to which all parents and carers are invited.

Students rewards

All students are given a lesson score for each lesson that they attend. Students start with a score of 2 and can increase to a 1 for outstanding effort or contribution. Students achieving ones in their lesson will receive regular and routine rewards. In addition to this,

students are rewarded through a range of experiences including trips out as they progress through school. Each year the school hosts a prestigious Awards Evening to recognise the achievements of many students who have stood out for achievement and improvement throughout the year.

Monitoring progress

Students are set subject targets and progress is then monitored against these targets through Interim Assessments and a sophisticated tracking system. An Interim Assessment is sent home each term. In addition, students

receive a further report at the end of the academic year. Based on the Interims we are able to intervene and support students where necessary to ensure that they remain on target.

Managing behaviour

The behaviour of the vast majority of students is a credit to them and we seek to recognise this through the lesson score system and the routine completion of the Interim. We work hard to promote positive behaviour within school and our local community. However, we also take any breaches of discipline very seriously and there are

a number of sanctions available to us. The school has a daily detention for low level poor behaviour in the classroom and Faculty Intervention weekly for poor work rate and effort. For more serious breaches of discipline, the school will make use of supervised Isolation and where deemed necessary, Exclusion in line with the school's Exclusion Policy



Admissions process

The Local Authority manages the transition from primary school to secondary school and then also manages any 'in-year' admissions.

As a parent or carer of a Year 6 student, the Admissions team at Warrington will contact you with guidance about the admissions process.

Alternatively, they can be contacted on the following number: 01925 446226
Warrington also provides "A Guide to parents" which details the criteria for admission to secondary school which can be found on their website:

www.warrington.gov.uk/admissions

Catering arrangements

A cashless cafeteria system, run by Catering Academy, operates on both sites and students may also bring their own packed lunches.

Enquiries regarding free school meals may be made to the Children's Services Directorate,

New Town House,
Buttermarket Street,
Warrington WA1 2NJ
Tel: 01925 444400.

Parents whose children are entitled to free meals are assured that applications are dealt with sensitively and confidentially.





THE CHALLENGE ACADEMY TRUST (TCAT)

*Bridgewater High School
is a founder member of the
Challenge Academy Trust
which was formed in June
2017.*

TCAT is currently made up of the following institutions: Bridgewater High School, Priestley College, Beamont Collegiate Academy, Sir Thomas Boteler Church of England High School, Penketh High School, Padgate Academy, Great Sankey Primary School, Penketh South Primary School, Broomfields Junior School and Meadowside Primary School.

A multi-academy trust (MAT) is where a group of schools is governed through a single set of members and trustees.

As a charitable company TCAT is required to agree and abide by memorandum and articles of association based on a model prepared by the Department for Education.

These are legal documents that set out the governance composition and procedures for the trust.

As an academy trust, TCAT is required to have at least two groups of people to govern the trust (members and trustees). TCAT also has a Senior Executive Leader called the Chief Executive Officer (CEO) who oversees the Central Executive Team (CET).

The signatories to the memorandum are the first members of the trust. They act as the guardians of the governance of the trust. They are responsible for agreeing the trust's articles of association and approving any future changes. The members monitor the work of the trust (including through reviewing its yearly audited accounts and annual report).