



School Prospectus 2008-2009

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Upper School & Appleton College	Lower School
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Full details of all examination results for the academic year 2005/06 and the destinations of school leavers will be published in November 2006, following confirmation of data by the Department for Education and Skills.

Introduction

Bridgewater is a popular and successful 11 to 18 comprehensive school, situated on two attractive sites to the south of Warrington. Pupils at Lower School (Years 7-9) enjoy all the facilities and opportunities of a large school, within a smaller, caring environment, before transferring, at the end of Key Stage 3 of the National Curriculum, to Upper School. There they begin a broad range of courses leading to public examination.

Our Main Purpose

Our main priority is standards of learning and achievement across the curriculum as a whole for all our students. To achieve this we work in partnership with other local schools and the wider community to share resources and develop good practice. As a Specialist School for the Arts with Science and Maths, we aim to promote an educational climate which is creative and expressive, inclusive, technological, vocational and relevant to the needs of all our students across the ability range.

We encourage, and are committed to, equality of opportunity for all, and value diversity.

Our Aims

- ◆ **Opportunity** - To provide all members of the school community with opportunities to develop their individual potential during and beyond their school years.
- ◆ **Enthusiasm and Success** - To stimulate enthusiasm for learning and for all pupils to experience success.
- ◆ **Curriculum** - To provide each pupil with a broad, balanced and relevant curriculum.
- ◆ **Environment** - To create an environment which encourages and recognises hard work, self-discipline and a sense of personal responsibility.
- ◆ **Care and Support** - To provide a caring school community which supports both pupils and staff.
- ◆ **Values** - To help children to develop their moral and spiritual values.
- ◆ **Respect** - To encourage respect for people of all backgrounds and traditions.
- ◆ **Lifestyle** - To stress the value, benefit and importance of a healthy lifestyle.
- ◆ **Relationships** - To build strong relationships between all members of the school and the larger community we serve.

Specialist School Status

We are proud that Bridgewater High School was designated as an Arts College under the DCSF's Specialist Schools Initiative from September 1998, redesignated for a second term in September 2001 and a third term from September 2005. At the same time we were delighted to accept designation of a second specialism of Science including Mathematics. This has meant that both school and community benefit from additional government funding to promote and develop, for the benefit of all our pupils, opportunities in the Arts, Science and Mathematics and across other subject areas.

The benefits

- extra staffing across a number of subject areas
 - increased curricular provision; support for minority subjects
 - enhanced facilities - music technology suites, recording studio, dance studio, multi-media editing computers, video conferencing and suited Maths computer rooms with interactive whiteboards
 - development of creativity and confidence in all our pupils
 - opportunity for pupils to work in the wider community
- work with professional artists, scientists and mathematicians
 - promotion of opportunities for adults and young people to learn together
 - varied extra-curricular activity programme including extension activities for gifted and talented pupils
 - use of the performing arts to enrich the learning experience within all subjects of the curriculum

The targets and performance indicators against which success is judged are set out in the School's Specialist Development Plans.

This aims of the Specialist Schools Programme are:

- to extend the range of opportunities available to pupils with an increased uptake of this provision
- to raise standards of teaching and learning in the specialist subjects
- to raise standards of achievement for all pupils of all abilities
- to develop an identity and ethos which reflects the school's aims
- to benefit other schools and the wider community

General Information About The School

How to join us

- * Study our School Prospectus
- * Attend our Information Evening and Lower School Open Day in October.
- * Apply to the Local Authority for a place after receiving their Admissions Booklet.
- * As a prospective Year 7 pupil, experience two full days at Bridgewater during the Summer Term as part of our Induction Programme.
- * If joining beyond Year 7, contact us for further details about places and procedures.

Admissions Policy

The Local Authority manages admissions to all Warrington schools. Details are published in a separate booklet entitled:

Secondary Education: A Guide to Parents on Education Services and School Admission Arrangements.

This is sent directly to parents of Year 6 pupils and is also available from:

Children's Services Directorate,
Warrington Borough Council,
New Town House,
Buttermarket Street,
Warrington. WA1 2NJ

Tel: 01925 444400

Bridgewater High School's designated partner primary schools are:

Appleton Thorn Primary
Broomfields Junior
Grappenhall Heys Community Primary
Stretton St. Matthew's C E Primary
St. Thomas' C E Primary
Stockton Heath Primary
Daresbury C E Primary
Moore Primary

In recent years admission to Year 7 has been over subscribed. Where the school reaches its Planned Admission Limit a formal Appeals Procedure operates and is managed by the Local Authority.

Last academic year the school was oversubscribed from first preference applications and 45 first preferences were refused at the initial allocation of places; of these 45 refusals 21 were from partner primary schools.

Admitted Sept 2007	- 304
Children in public care	- 1
Siblings	- 121
Partner Primary School	- 175
Proximity to School	- 0
Admitted on appeal	- 7
Proposed admission limit 2008	- 300

Subjects Pupils Study

Bridgewater teaches the full National Curriculum. At **Key Stage Three (KS3)** pupils study English, Information and Communication Technology (ICT), one or two Modern Foreign Languages, Mathematics, Science, Religious Studies, Design Technology, PE, History, Geography, Art, Dance, Drama Music and Citizenship. Our aim throughout is to develop a wide variety of knowledge, skills and understanding as a sound foundation for the future.

At **Key Stage Four (KS4)** pupils continue to study Science, English, Mathematics, Religious Studies, PE, ICT and Citizenship. They choose from a variety of further subjects designed to reflect their own interests and abilities. These include Art, Textiles, French, German, Technology (Product Design, Graphics, Food), Drama, Music, Geography, History, Business Studies, Physical Education, Dance, Information Technology, Child Development, Leisure and Tourism and Performing Arts. Most of these courses lead to GCSE or BTEC qualifications. The new 14-19 Diplomas are currently under review.

At **Key Stage 5 (KS5)** many students choose to remain at Bridgewater, joining the school's sixth form 'college' provision, where a range of academic and vocational courses are on offer. Further detail about the sixth form is available in a separately

published Prospectus, available from the School.

Detailed information about all subject areas is available on the school web site at www.bridgewaterhigh.com and through additional publications (see page 4).

School policies

Careers Education is delivered to all pupils in Citizenship lessons and careers advice is provided for all Y9 to Y13 via the Connexions Partnership. This includes work experience for Y10 pupils, work shadowing in Y12 and Higher Education advice for Y12 and 13 students. **Religious Education** is taught as a foundation subject to all pupils, in all years, unless withdrawn by parental request. **School Assemblies**, which sometimes incorporate collective worship, are held for all year groups unless pupils are withdrawn by parental request. Alternative arrangements may be made for these pupils. **Sex Education** is taught within a moral framework and aims to develop knowledge and understanding. The subject is treated with sensitivity and care as part of our **Health Education Policy**, approved by the governing body. **Citizenship** is also taught to all pupils in all year groups. **Homework** plays an important part in all pupils' development. Regular assignments are set and entered into the Pupil Planner for monitoring by

staff and parents. **Educational Visits** are also arranged for pupils both during and outside of the school day. Costs are regulated by the **Governors' Charging and Remission** policy.

The **Special Educational Needs** of pupils are given careful consideration and include pupils with learning difficulties as well as those who may be gifted or talented. We also have a Learning Support Centre, to help those pupils experiencing difficulties adjusting to school life. Particular provision is also made for the full integration of pupils with physical disabilities, in line with The Special Educational Needs and Disability Discrimination Act. Our **Equal Opportunities and Social Inclusion Policies** support our commitment to constantly review our provision and equality of treatment of all pupils with any Special Needs.

Assessment and Reporting of Pupils' Progress

Pupils' progress is carefully monitored and assessed. Parents receive termly reports and the opportunity to meet with staff at a parents' evening once a year. Reports highlight pupil progress in relation to their individual ability and previous achievement in the context of the National Curriculum. Annually, an Academic Review Day is held to assess all pupils' progress and to set targets for the future.

Recording Achievement

Pupils are encouraged to take an active part in assessing their own achievements. Key Stage 4 students access their own Progress File on line, in which they keep evidence of their personal and academic progress.

6th Form (Appleton College)

Our sixth form provision offers a broad range of academic, and some vocational, courses. It enjoys an established level of success in public examinations and the majority of students take up places in Higher Education. College students enjoy all the facilities of a large comprehensive specialist school along with their own social and private study facilities. A major building programme, in 2004, enhanced substantially the sixth form study and seminar facilities. A separate Sixth Form Prospectus is available from the school. Student destinations at the end of year 13 are published annually for all parents via the school's newsletter.

Teacher Training

Bridgewater is fully committed to involvement in the training of the next generation of teachers, and has established training partnerships with three local University Education Institutes: Manchester Metropolitan

University, Liverpool John Moores University and Chester University. Trainee Teachers observe and teach lessons while on placement at Bridgewater. They are always closely monitored by class teachers, who retain responsibility for the quality of teaching and learning within the classroom. Overall the training is supervised by a number of trained and experienced school 'mentors'.

Parental Involvement

We believe strongly in home-school partnership which is clearly expressed in our **Home-School Agreement**, published annually in Pupil Planners. The door is always open and parental opinions and concerns will always be given our full attention. Our **Parent**

Teacher Association contributes to the success of the school through parental events and the provision of additional resources.

Other Publications

- Home-School Agreement
- 14+ Curriculum Booklet (relating to courses on offer in Y10)
- Sixth Form Prospectus
- Public Examinations Entry
- Public Examinations Results
- The Bridge and Reachout Newsletters
- Latest OFSTED report
- School Improvement Plan

All publications are available from the school and most are on the website.

School Organisation

Pastoral Organisation

Our pastoral system provides pupils with a happy, secure environment where they can flourish academically and socially. **Tutor groups** normally consist of 30 pupils, each child having a **tutor** who gets to know them individually and is responsible for day to day concerns. Each year group is divided into Stockton and Appleton House. Each House has a **Pastoral and Achievement Leader (PAL)** to

oversee each pupil's welfare in school and they are the first point of contact for parents. In addition there is a **Pastoral and Achievement Manager (PAM)** at Key Stage 3 and at Key Stage 4 who ensure that Pastoral issues are dealt with promptly and oversee the academic progress of pupils across the curriculum. In years 12 and 13 a **personal tutor** system is in place which ensures that students have regular one-to-one meetings with their

tutors, to monitor progress and deal with concerns.
Other educational support services available to the school include the Psychology, Welfare and Careers/Connexions services.

Lunch and Break Times

A cafeteria system operates on both sites and pupils 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 442938

Parents whose children are entitled to free school meals are assured that applications are dealt with sensitively and confidentially and are strongly encouraged to take up their entitlement.

Transport to and from School

Buses for pupils travelling a distance from school are provided and managed by both Warrington and Halton Borough Transport. Contact details are available from the Transport Departments.

Medical Matters

Pupils who are ill during the school day are sent to the school office and, after consultation with their

Pastoral and Achievement Leader may either be returned to lessons or sent home, following contact with parents.

Attendance

The school has a statutory responsibility to record and monitor the attendance of all pupils. All absences should be notified by phone on the first day followed by a *written note* (letter or in planner) from a parent or guardian on return to school. If pupils need to attend appointments outside school for medical or other reasons, they bring a note to their **form tutor** and **sign out** of school at the appropriate time. Absence from school without permission is recorded as unauthorised on a pupil's record. In cases of prolonged or frequent absence, a medical certificate may be required and reference made to the **Education Welfare Officer**. The school very strongly discourages absence due to holidays taken during term time, for which written permission from the Headteacher must always be sought.

Absence Statistics 2006/7

No. on roll of compulsory age 1528
Authorised Absence 5.0%
Unauthorised Absence 0.5%

Holiday Dates 2008/09

Holidays 2008/2009	Closure Date	Staff Training Days	Re-opening Date
Training Day		Tue 2 nd Sep	
Training Day		Wed 3 rd Sept	Thur 4 th Sept
Autumn Half Term 2008	Fri 24 th Oct		Mon 3 rd Nov
Training Day		Fri 14 th Nov	
Christmas 2007	Fri 19 th Dec		Mon 5 th Jan
Spring Half Term 2009	Fri 13 th Feb		Mon 23 rd Feb
Easter 2009	Fri 3 rd April		
Training Day		Mon 20 th April	Tue 21 st April
May Day Bank Holiday 09	Fri 1 st May		Tue 5 th May
Whitsun Half Term 2009	Fri 22 nd May		Mon 1 st June
Training Day		Fri 3 rd July	
Summer 2009	Tue 21 st July		

School Uniform

School Uniform is an important statement of our school standards and must be worn to school everyday.

Boys	Girls
Plain white shirt	Plain white blouse/shirt
Plain mid-grey trousers	Plain, mid-grey skirt, approximately knee-length or the uniform mid-grey trousers
Navy V-neck jumper*	Navy V-neck jumper* or cardigan*
Navy blazer with school badge	Navy blazer with school badge
Black, navy or grey socks	Black, grey, navy or white socks Plain navy/black/opaque/flesh tights
School tie (according to band)	School tie (according to band)
Black shoes (no boots or trainers)	Black shoes (no boots or trainers)

*Badged version, plus other uniform items, are available from the PTA shop (Upper School) - open Thursday 4.00- 4.45pm during term time.

To maintain standards of uniform we also insist that:

- Pupils must wear suitable shoes with heels of a sensible height. Trainers should not be worn to and from school.
- Hoodies, track suit tops or sweatshirts are not regarded as top coats. All other top coats are suitable unless conspicuously extreme. eg. slogans etc
- Jewellery is limited to one plain ring and one pair of plain stud earrings.
- Nose, lip, tongue and eyebrow studs and all other visible piercings are strictly forbidden.
- Make-up should not be worn.
- Hair styles should not be extreme in style or colour. Beaded plaits are not permitted.

These uniform details and regulations are also available for parents in the Pupil Planner, distributed at the start of each year. It is important that all clothing is clearly marked with the owner's name, preferably with sewn-in labels or indelible marker.

Specialist items of uniform are necessary for Physical Education and Dance and are follows:

Physical Education	
Boys	Girls
Royal blue rugby jersey - badged (reversible red hooped)	Royal blue wrap-over skirt - badged
Royal blue rugby shorts - badged	
Royal blue shorts - badged	Royal blue shorts - badged
White short sleeved polo shirt - badged	White short sleeved polo shirt - badged
Royal blue sweat shirt - badged	Royal blue sweat shirt - badged
Royal blue (red turnover) football socks	Royal blue hockey socks White short socks
Football boots	
Trainers	Trainers
Blue/black swimming trunks (not shorts)	Swimming costume
Royal blue jogging pants (optional)	Royal blue jogging pants (optional)

Dance (boys and girls)	
Black tee shirt with Arts College logo	Plain black trousers or leggings

Security

The school and Local Authority do not accept responsibility for loss of, or damage to, personal property whilst on or off the school premises. Large amounts of money and valuables such as jewellery should not be brought into school. Pupils may have a locker in which to secure personal items or equipment in school. An annual review of school security is conducted by the Business Manager and reported to the Governors' Buildings & Community Committee. The school is wholly committed to safeguarding children and to this end security is routinely ensured via some use of internal video cameras, staff ID badges, visitors' signing in policy and clear procedures for dealing with uninvited visitors.

South African Link

Bridgewater is linked with Forte High School in Dobsonville, Soweto, South Africa. This involves staff and pupil exchange where possible and curriculum projects about the culture and life of South Africa.

Mobile Phone Policy

The security of mobile phones is entirely the responsibility of the owner. Pupils may have phones with them in their bags but they **must not** be turned on or used in **any manner at all** during the school day, unless given express permission by a member of staff. Failure to comply with this policy will lead to the temporary confiscation of the phone.

Every Child Matters

Following the Children's Act, 2004, the school is fully committed to the Government's aim for every child to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

These elements are embedded in the school's policies and provision.

Extra-Curricular Activities

Clubs and Visits

We offer a range of **Extra-Curricular** opportunities, including exchange visits to Germany and Martha's Vineyard, residential visits to The Conway Centre on Anglesey and ski and canoe trips abroad. Various Arts and Sports trips go to Spain, Italy America, South Africa and the Caribbean. Others visit France, Iceland, Poland and the rest of Europe.

Extra-curricular **Clubs** are organised at various times and include Art, Dance, Drama, Canoeing, Debating, Reading, Speech and Drama, Computers, Technical Theatre, Band, Singing, Djembe Drumming, Performing Arts, Rock Climbing, Orienteering, Rugby, Soccer, Hockey, Netball, Cross-country, Basketball, Badminton, Athletics and Cricket. Professional coaches are also used to extend and enhance sports provision. At Lower School we host a Cricket Centre of Excellence and at Upper School, fully utilise our astroturf floodlit tennis courts.

Peripatetic music lessons are available for all pupils in a range of instruments including drums, piano keyboard, flute, guitar, saxophone, strings, clarinet, voice and brass.

Arts College

As an **Arts College** there are numerous opportunities for performance, such as the School Play, Christmas and Summer Celebrations, Concerts, X-Factor, Dance and Drama Festivals and Choreography Competition. Various masterclasses are also held for talented artists and performers plus the chance to gain extra qualifications via Trinity College graded Speech and Drama, and Associated Board Music, exams.

There are regular trips organised to the theatre, dance and musical shows. We also organise a number of Performing Arts Summer Schools, during the holiday period. Both visual and performing artists are employed on occasions during the year to give pupils the experience of working with talented professionals.

Post-16 College students enjoy an extra range of extension activities including Young Enterprise, Service in the Community, First Aid, Arts and Sports Leaders Awards, Self Defence, Computing, Art, Sign Language, field trips, exchanges, performances and various cultural and educational visits.

School Improvement Plan 2007 to 2009

Our last inspection by Ofsted was in November 2005. It reported: "this is a good school, which provides good value for money. It has several outstanding features. It is well led and effectively managed." All action points arising from our Inspection have been incorporated into our School Improvement Planning.

Our current School Improvement Plan extends over a two-year period from 2007 to 2009. The Plan addresses two major Whole School Priorities, which are summarised below. Progress on priorities is reported to the Governing Body twice yearly.

SUMMARY OF WHOLE SCHOOL IMPROVEMENT PRIORITIES

(A) TEACHING, LEARNING AND ACHIEVEMENT

- Assessment for Learning and Learning Styles
- Learn to Learn
- Personal, Social and Health Education and Citizenship
- Staff Coaching
- 14-19 Curriculum
- Key Stage 3 Curriculum
- Virtual Learning Environment (VLE)
- Inclusion
- Student Performance
- 6th Form Standards and Achievements
- Gifted and Talented

(B) CLIMATE AND ORGANISATION

- Student Voice
- Parent Voice
- Performance Management Staff
- External Accreditation
- Peer Monitoring
- School Self-Evaluation
- Strategic Financial Management

The full version of the School Improvement plan is available from the school.

Outline Summary of Examination Results and School Targets

KS3 National Curriculum Test Results

Subject	KS3	2005/06		2006/07		2007/08
		Target	Result	Target	Result	Target
English	Level 5+	89%	86%	92%	91%	91%
	Level 6+	57%	49%	60%	44%	62%
Maths	Level 5+	91%	93%	91%	90%	93%
	Level 6+	76%	80%	78%	79%	81%
Science	Level 5+	89%	91%	92%	89%	92%
	Level 6+	63%	63%	68%	61%	70%
ICT	Level 5+	85%	91%	92%	93%	91%
	Level 6+	55%	30%	55%	54%	60%

KS4 GCSE Examination Results

	2004/05		2005/06		2006/07		2007/08
	Target	Result	Target	Result	Target	Result	Target
5+ A*- C grades	73%	78%	76%	75%	80%	84%	84%
5+ A*- G grades inc. Eng/ maths	98%	96%	98%	93%	98%	96%	tbc
5+ A*- C grades inc. Eng/ maths	NA	61%	NA	65%	71%	68%	75%
Av. point score	41	412*	416	378	426	tbc	450

* New points score system introduced

BTEC Intermediate Examination Results 2006/07

Distinction / Merit / Pass	10% / 25% / 65% (100%)
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KS5 GCE Examination Results 2006/07

AS Level

A-E Grades	90%
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A2 Level

A-E Grades	99%
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The 2006/07 results are provisional. Verified examination results will be available by the beginning of December, from both the school and in the performance tables published on the DSCF's website.