PROSPECTUS
2026/27

BRIDGNORTH
Endowed

• *Five Centuries* • *Thirty Acres* • *One Purpose*

Bridgnorth Endowed is a non-selective co-educational secondary school with academy status in the market town of Bridgnorth, Shropshire.

The school benefits from a thirty-acre campus and its own on-site leisure centre, with all the convenience of a town centre location.

Founded in 1503, Bridgnorth Endowed has a rich history in education, starting out as a 'common school' for boys, later becoming a grammar school and, in 1974, making the transition from a selective to a comprehensive intake.

Today, it is a vibrant school for boys and girls aged 11 to 16 that offers great facilities, a broad curriculum, high quality teaching and an exciting choice of extra-curricular activities.

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BRIDGNORTH Endowed

Your 2027 admissions journey starts here

Welcome to Bridgnorth Endowed School

I am delighted to welcome you to Bridgnorth Endowed School.

I hope that this prospectus provides you with a flavour of what it is like here, through the vision and distinctive features of our school.

Here, at Bridgnorth Endowed, we place great value on our students' pastoral and academic development, and we aim to create a genuine and positive atmosphere that can be felt and that resonates throughout each day, and in every part of the school. We aim to ensure that every young person achieves their personal best by providing an education that challenges them intellectually and offers them a wide range of opportunities to develop and stretch their unique talents and interests.

We are incredibly proud of our school and our community. We have dedicated and happy students and staff, both of whom work together to achieve excellent results. Bridgnorth Endowed students thrive during their time here and visitors frequently comment on our students' outstanding manners and behaviour.

We expect and give the very best education to every child as it is our mission to challenge and support our young people to achieve their potential. We believe that the school's values of trust, respect, kindness, aspiration and resilience ensure that every student develops into a confident, successful and happy young adult, ready to face the future.

We are a small school and students in each year have an academic education that is student-centred and tailored to their individual needs. We set high standards for positive learning behaviours and expect all to uphold the school standards. We have an exceptional team of teachers and support staff who will work tirelessly to provide pupils with the support they will need to be successful in their education.

Bridgnorth Endowed School is proud to be part of The 3–18 Education Trust, a family of schools working together to ensure that every child benefits from an excellent education. For parents, this means your child is supported not only by our dedicated staff, but also by a wider network of schools sharing expertise, resources and opportunities.

Being in the Trust allows us to offer enriched learning experiences, strong professional development for staff, and continuous improvement, while maintaining the warm, close-knit community and individual care that make our school unique.

If you share our values and aims and are interested in learning more about Bridgnorth Endowed School then I invite you to pay us a visit, meet some of our inspirational staff and pupils, and spend some time with us in school.

Mr M. Penn
Executive Headteacher

LOCAL GOVERNING COMMITTEE

Chair of Governors
Vikki Hurst

Governors
Andrew Johnson
Claire Smith
Daniella Rudd
David Beech
Ian Marshall
Michael Penn
Sarah Wedgbury
Zoe Griffin

BRIDGNORTH Endowed

Vision

To provide an outstanding education that inspires all of our young people to excel in the classroom and beyond.

Mission

To challenge and support our young people to fulfil their potential and to discover their unique talents in an educational setting where they will thrive and be happy.

Aims

To support our vision and mission, we have two key aims:

1. To support our young people to be confident, resilient and independent, and develop strength of character.

2. To support our young people to develop detailed knowledge and skills, so that they achieve well.

"They are encouraged to live out the school values of kindness, trust, aspiration, resilience and respect."
Ofsted, 2023

"Pupils enjoy an inclusive and aspirational environment at Bridgnorth Endowed School." Ofsted, 2023

Ethos

We are committed to creating a calm, respectful and inclusive environment where every pupil feels safe, valued and a strong sense of belonging.

We believe every child can succeed and hold ambitious aspirations for all, supported through a broad, engaging and challenging curriculum.

Our approach is rooted in positive relationships, mutual respect and high expectations. We recognise that pupils arrive with different experiences and starting points, and we respond to this by providing the right support at the right time so that all can thrive, both academically and personally.

Positive behaviour is built through strong relationships, clear expectations and consistent support. We work with pupils to develop self-regulation, responsibility and respect for others, ensuring that learning is not disrupted and that everyone can succeed.

"Older pupils have opportunities to contribute to the wider life of the school as house and sports captains." Ofsted, 2023

"In all subjects the learning is carefully sequenced." Ofsted, 2023

Our curriculum is underpinned by the belief that learning is most effective when pupils first acquire surface knowledge and are then encouraged to apply this knowledge in some way, for example by writing an essay, making a judgment or solving a problem. Research shows that learning activities that require greater depth of analysis lead to better retention in long-term memory.

KEY STAGE 3

Our Key Stage 3 curriculum (Years 7, 8 and 9) provides a broad and balanced foundation for pupils to ensure that they are well-prepared for a successful Key Stage 4 in Years 10 and 11.

Particular emphasis is given to the development of strong literacy and oracy skills. Pupils' reading and writing levels are assessed regularly throughout Key Stage 3 and additional support is provided to accelerate progress where necessary.

All pupils study core subjects (English, Maths, and Science), Humanities (Geography, History, and Religious Education), French, Design and Technology subjects (Food, DT, and Computing), Creative Arts subjects (Art, Drama, and Music), and Physical Education.

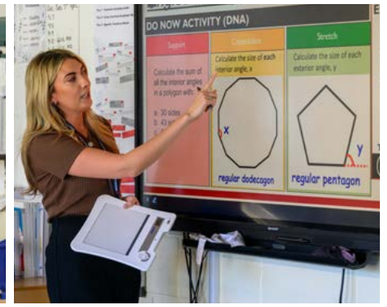
KEY STAGE 4

In Year 10, students begin their GCSE studies by selecting four option subjects to study alongside their core curriculum of English Language, English Literature, Mathematics and Science.

For Science, students can choose to follow the Combined Science GCSE or opt to study the three separate sciences – Biology, Chemistry and Physics – through the options process.

In addition to their academic subjects, all students continue to take part in Physical Education (PE) and PSHE (Personal, Social, Health and Economic education), supporting their physical wellbeing and personal development.

A wide range of option subjects is available, including courses in Technology, the Creative Arts and other areas of interest, allowing students to tailor their studies to their strengths and aspirations.



"All pupils take part in the wider activities every day which enhances their school life." Ofsted, 2023

Extra-Curricular Activities

We see the school day as being far more than the timetabled lessons, which is why we encourage pupils to take part in the wide range of sporting and non-sporting activities on offer.

For fitness enthusiasts, we offer a 25-metre indoor swimming pool, an air-conditioned fitness suite, and a wide range of outdoor sporting facilities and clubs. However, sport is just one part of our vibrant co-curricular programme. Whether pupils' interests lie in areas such as technology, dance, strategy club, darts, art, music or drama, our rich and varied provision supports them to explore their passions, develop teamwork, learn new skills and build strong leadership abilities.

Worthy of particular mention is the opportunity to join the Duke of Edinburgh's Award Scheme in Year 9, and progress through the levels with an exciting programme of volunteering, physical activities and skill-based tasks.

Life at Bridgnorth Endowed is further enriched by educational day trips and residential stays, both in the UK and overseas. We regularly organise visits to the school by authors, athletes, artists, scientists and business leaders, with the intention of inspiring pupils to aim high.

In order to support our students as fully as possible, our Library remains open after school until 5pm from Monday to Thursday. Here, pupils are able to access IT facilities and find a quiet space to complete homework, read or pursue any personal learning interests.

"[Students] participate in lunch clubs which range from a variety of sports to astronomy." Ofsted, 2023

Sports Facilities

Bridgnorth Endowed is fortunate to have its own leisure centre, which is very much part the school.

Our impressive sports facilities include:

Indoor

- Swimming pool
- Fitness suite
- Spin studio
- Squash courts
- Multi-purpose sports hall

Outdoor

- Astroturf pitch
- Tennis and netball courts
- 5 Rugby & football pitches
- Athletics track
- Cricket wicket

"Pupils experience an effective curriculum. This helps them to know and remember more."
Ofsted, 2023

"Pupils can make clear links to prior knowledge across a range of subjects." Ofsted, 2023

At the heart of what enables us to achieve high academic standards is the quality of our teaching.

Our teachers are well-qualified, passionate and enthusiastic, and outcomes for pupils are good.

We have high expectations of our pupils and plan lessons carefully to ensure that each child, whatever their ability, is appropriately challenged or, where necessary, given support. Clear learning objectives are established for each lesson and pupil progress towards these is monitored.

Our high ambitions for our pupils are reflected through challenging but achievable academic targets.

Academic targets are designed to ensure that each pupil makes significant progress during their time at Bridgnorth Endowed School. Where a pupil is not making expected progress, additional support is put in place to enable them to get back on track.

Learning Support

Bridgnorth Endowed is a mainstream, inclusive school that is committed to helping all pupils reach their full potential and to gain confidence and independence, regardless of their additional learning needs.

Our experience is extensive as, over the years, we have successfully taught pupils with a broad range of learning difficulties and learning disabilities.

Some pupils may simply need a short catch-up programme in literacy or numeracy, and others have more complex issues. Our aim is to identify and address specific needs as early as possible.

The Team

We have an expert team of specialist teaching assistants who assess, plan and implement personalised support for pupils with a variety of needs.

We believe that Learning Support is the responsibility of all teachers, who work closely with the Learning Support Team, to make sure they deliver exactly the right help.

Guidance and advice is also provided by the many external agencies that we have formed partnerships with and liaise with on a regular basis.

Contact with parents is very important and pupils are always involved in decisions about their learning. We hold regular meetings with individual parents and provide detailed information about their child's progress.

Provision

The amount of help varies, depending on the degree of learning support required, and, where possible, we offer the following:

- A Specialist Resourced Provision (SRP)
- Small group TA support
- In-class TA support
- 1:1 speech and language interventions
- Bespoke learning programmes
- IDL on-line Literacy and/or Numeracy interventions
- Personalised Learning Centre support
- Access to laptops
- 1:1 sessions as advised by outside agencies
- Bespoke timetables to support short-term additional needs
- Exam access arrangements at KS4
- Access to additional equipment as advised by outside agencies
- Access to ELSA (Emotional Literacy) trained staff
- Access to Reader Pens
- Supported homework club

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"The school has built the PSHE programme within the strong culture of safeguarding." Ofsted, 2023

At Bridgnorth Endowed, we want every child to feel safe, valued and that they truly belong. A strong sense of belonging helps children feel confident, supported and ready to learn.

For excellent learning to take place, there needs to be a happy, harmonious environment and we work hard to provide strong pastoral support to achieve this.

We take a holistic approach to our pupils' development, helping them to achieve, not only academic success, but also encouraging self-confidence and respect for others, to become valued members of society.

Our concern for pupil wellbeing begins with the transition process. The move from primary to secondary education is a big step and we take great care to ensure that it is a smooth and enjoyable experience.

The tutor group system in combination with our four houses – Veritas, Scientia, Virtus and Invictus – brings pupils together, encouraging them to support one another and fostering a sense of family.

With daily contact, form tutors get to know pupils well and are able to monitor their welfare needs, supported by the Inclusion Team.

To equip pupils with appropriate knowledge and understanding of the social and emotional issues affecting young people today, our curriculum includes a robust RSHE (Relationships, Sex and Health Education) programme that runs throughout all school years.

The basis of our overall approach is to promote good relationships between teachers, support staff, our pupils and parents. This is achieved through an 'open door' policy and effective, regular communication.

The school prides itself on its active house system, which is at the centre of the approach we take to pupil welfare. All staff and pupils are assigned to one of four houses. The houses are closely aligned with the school's core values.

They comprise of:

Veritas House
Meaning: Truth

Scientia House
Meaning: Knowledge

Virtus House
Meaning: Courage

Invictus House
Meaning: Unconquerable

Pupils are assigned a house from the very start, which becomes a community that they come to regard as their family.

Led by a Head of House and team of Form Tutors, the houses provide support, care and guidance to all of our pupils.

At Bridgnorth Endowed School, we celebrate the successes of all our pupils who strive to achieve their best in all aspects of their life in school. The house system gives our pupils the opportunity to be rewarded for effort and achievement in all areas. Pupils regularly earn house points for excellent work but the primary aim is to encourage all pupils to get involved in the many inter-house competitions within subjects and extra-curricular activities.

Competition between the houses is fierce and always very close and exciting.
The team spirt that builds, creates a strong sense of loyalty and belonging.

BRIDGNORTH Endowed

"Pupils behave well throughout the school day." Ofsted, 2023

Our Behaviour Policy is underpinned by a very clear principle: that we provide, in every classroom throughout every day, the optimum learning environment where every pupil is focused on what Bridgnorth Endowed School is all about – good learning.

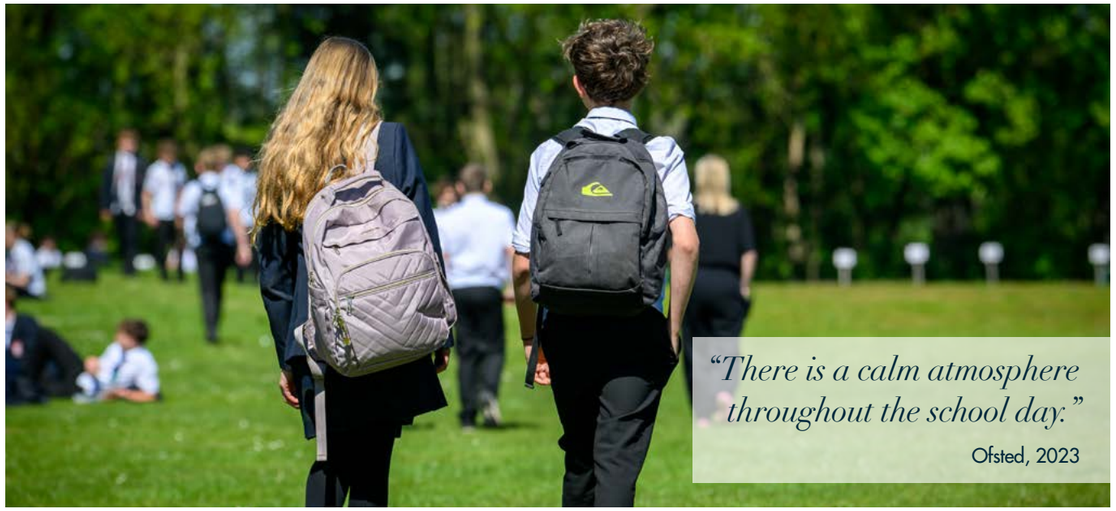
In order to fully reach their potential, pupils require clear boundaries and support so that they can learn in a calm, safe and supportive environment, and are protected from disruption.

Pupils are very clear about expectations and consequences, and teachers are consistent in their approach. Underpinning this is the fact that teachers are highly effective at establishing positive relationships in their classrooms, which pupils value and respond well to.

We also have high expectations with regards to how our pupils present themselves and insist on full compliance with our uniform regulations.

A relentless focus on positive behaviour contributes to a very healthy ethos around the school, high levels of enjoyment and excellent pupil maturity.

We operate a points-based reward system, primarily focused on recognising good effort and work, which is popular with pupils. Individuals' successes in a whole variety of areas are celebrated in regular celebration assemblies, where certificates and prizes are awarded.



"There is a calm atmosphere throughout the school day."
Ofsted, 2023

"The school has set high expectations for behaviour." Ofsted, 2023

Our 'BES Learning Habits' capture the observable behaviours associated with being a 'good pupil' and provide a strong framework to ensure important academic learning behaviours are embedded within our daily practice and routines.

Attend
Pupils who wish to succeed attend school. We place great importance on attendance and set each of our pupils an attendance target of 97% and above.

Be on time
Pupils who wish to succeed are punctual. Pupils are expected to walk with purpose to ensure that they are on time to every lesson during the school day.

Correct uniform
Pupils who wish to succeed wear the correct uniform. It is important that our pupils take pride in themselves and in our school.

Correct equipment
Pupils who wish to succeed always bring the right equipment to school, for the right lessons, each day. We wish to develop our pupils' organisational skills for success in future life.

On-task behaviour
Pupils who wish to succeed are always on-task in every lesson and behave in a purposeful manner outside of lessons. Sometimes, it will be hard work for pupils to remain on task but we remind them that they learn best when they are concentrating.

Deadlines
Pupils who wish to be successful complete homework on time. Completing work outside of lessons is very important to consolidate and reinforce learning.

The official school day starts at 8.45am and ends at 3.15pm, so the total number hours provided in a typical week is just over 32.5. However, after-school clubs run until 5pm each day.

The school operates a rotating two-week timetable, delivering 25 hours of taught lessons per week, with each lesson lasting 60 minutes. In addition, pupils take part in a 25-minute tutor period every day, and enjoy a 45-minute lunch break.

08:45 – 09:10	:	Tutor Time
09:10 – 10:10	:	Period 1
10:10 – 11:10	:	Period 2
11:10 – 11:30	:	Break
11:30 – 12:30	:	Period 3
12:30 – 13:30	:	Period 4
13:30 – 14:15	:	Lunch
14:15 – 15:15	:	Period 5
15:15 – 17:00	:	After-School Programme

Arbor MIS

We provide all parents with access to Arbor, a simple, cloud-based MIS (Management Information System) that helps us work faster, smarter and more collaboratively as a school.

The Arbor App and Parent Portal allow us to keep parents informed about their child's life at school in a much more accessible way. It can be used to get updates on homework, attendance, behaviour and academic progress, as well as being able to register for a club or trip, and manage payments all from one place.

Reports

Towards the end of each term, we communicate with parents via email to summarise how well pupils are progressing in each subject.

We see these reports as part of our ongoing conversation with parents throughout the year and always encourage direct contact with teachers, should there be any questions or feedback.

Parents' Evening

An annual parents' evening provides the opportunity for parents to make an appointment with all of their child's teachers to discuss progress in individual subjects and how they are getting on in school generally.

It is expected that all parents/carers will attend these evenings as they are an important opportunity to help decide how best to work together to offer the right support.

Parents are informed of the dates in advance and they are also published on the school's website.

Individual Appointments

Parents should feel free to communicate with teachers by phone or email. However, if there is anything you want to discuss face-to-face with a specific teacher, please call the School Office on 01746 762103 to arrange an appointment.

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Seneca
Seneca is an online learning platform that supports revision and homework through structured, interactive activities. It breaks down key concepts into manageable steps, helping students build understanding over time. Homework can be accessed and completed with instant feedback to identify and correct mistakes.

The platform adapts to individual performance, revisiting areas that need improvement to strengthen long-term retention. Teachers can track progress and engagement, ensuring appropriate support. Overall, Seneca encourages consistent study habits, independence, and growing confidence in subject knowledge.

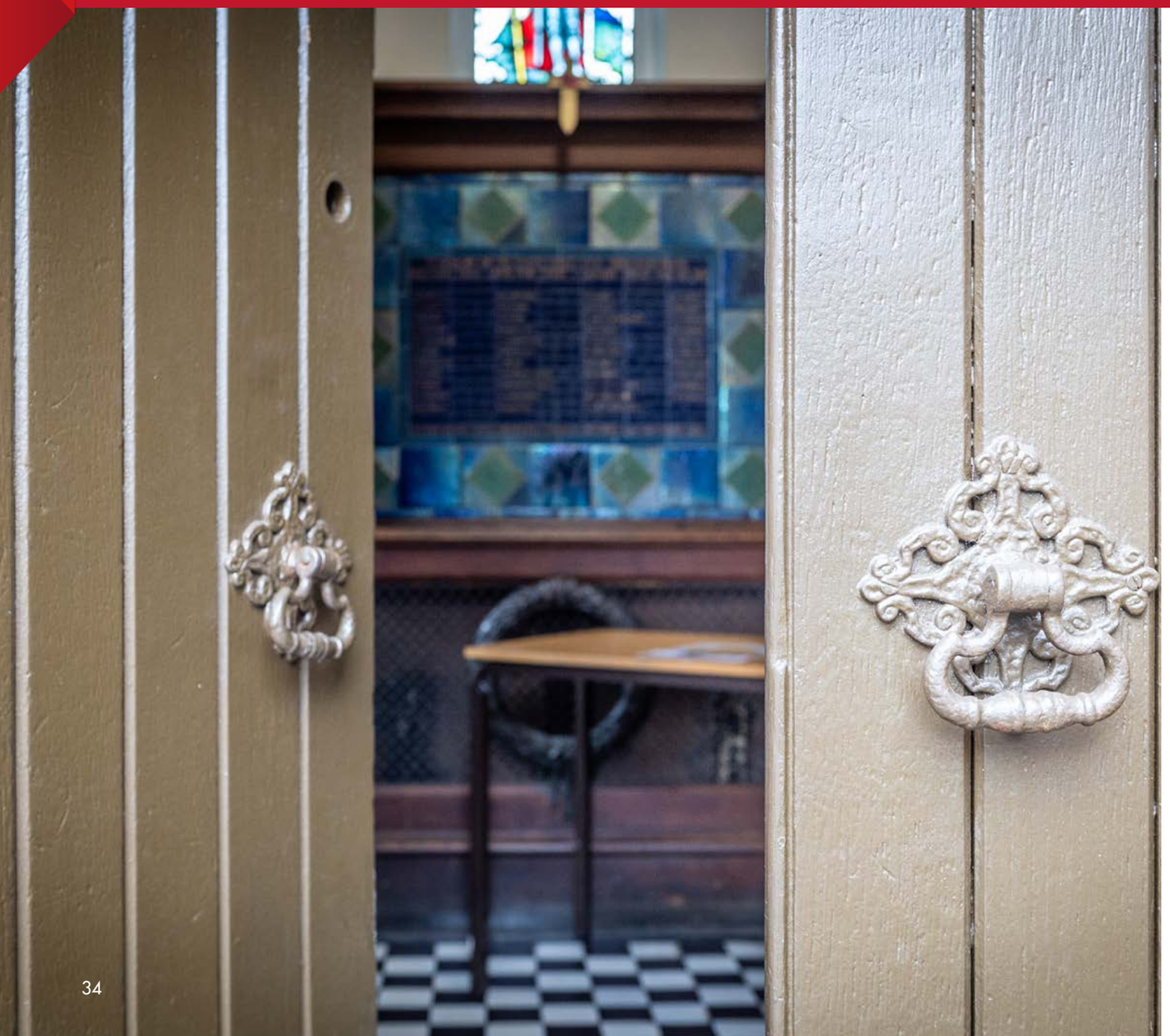
GCSEPod
GCSEPod is a digital revision tool that offers concise, subject-specific videos to help Key Stage 4 students understand important topics. These short clips simplify complex ideas, making it easier for learners to review content in smaller, more manageable chunks and study at a pace that suits them.

The platform also features quizzes and progress monitoring, helping students assess their knowledge and highlight areas needing further attention. Overall, GCSEPod encourages independent study, strengthens confidence, and supports effective exam preparation.

ActiveLearn and ActiveHub
All linguists have access to ActiveLearn (KS3) and ActiveHub (KS4), which are specialised online platform resources that follow the language courses right through the school, from Year 7 to Year 11.

Features include digital textbooks, individual lessons, audio files, videos and worksheets to make learning varied and interesting for students to progress well and stay engaged with the content.

The platforms offer the next step in digital teaching and learning, bringing together assessment, data insights and tailored interventions to give teachers the tools to help students reach their full potential.



We are an open access comprehensive school catering for children aged between 11 and 16. The maximum admission number for the September 2026-27 intake is 120 pupils. Where applications for admission exceed the number of places available, the following criteria will be applied:

Priority 1
'Looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order including those who appear to the school to have been in state care outside of England and ceased to be in state care as a result of being adopted.

Priority 2
Very exceptionally, priority may be given to a child who has a particular health reason requiring them to attend a specific school. This will only be allowed if parents/carers can provide written evidence from a medical professional that in the view of the local authority confirms that attending that specific school is essential to the medical well-being of the child. The authority reserves the right to contact medical professionals to ascertain the relevance of the medical condition.

Priority 3
Children living within the school's catchment area who will have a sibling attending the school on the day they are due to start there.

Priority 4
Children of staff at the school in either or both of the following circumstances:

a) where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made; and/or

b) the member of staff is recruited to fill a vacant post at the school for which there is a demonstrable skill shortage.

Priority 5
Other children living within the school's catchment area.

Priority 6
Children who live outside the catchment area. If there are not enough places for all the children living outside the catchment area, the following criteria will apply in the order stated:

6a Children living outside the school's catchment area with a who will have a sibling of compulsory school age (11 – 16) at the school on the day they are due to start there.

6b Children living outside the catchment area, who have attended a state-funded primary school that lies within the secondary school's catchment area, for more than a whole academic year immediately prior to transfer.

6c All other children living outside the school's catchment area

BRIDGNORTH Endowed

In-Year Admissions

For in-year admissions, please contact the Admissions Team at the Local Authority to register your interest in joining the school. You will be given an indication of whether there are places available in the relevant year group.

Appeals

Any applicant that fails to secure a place at Bridgnorth Endowed School has a right of appeal to an independent appeals panel.

As an academy, the school is its own admission authority, so please contact the school in order to lodge your appeal if you are refused admission. The school will give you the information you need.

BRIDGNORTH Endowed

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3-18 EDUCATION TRUST