



BRIDGNORTH
Endowed



PROSPECTUS
2023/24

www.bridgnorthendowed.co.uk

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.



Welcome	5
Vision & Aims	7
Ethos & Values	9
Curriculum	11
Extra-Curricular Opportunities	15
Teaching & Learning	19
Supporting our Pupils	21
Pastoral Care	23
House System	25
Behaviour & Discipline	27
BES Learning Habits	29
The School Day	31
Parent/School Relationship	33
Learning Resources	35
Admissions Arrangements	37



Your 2024 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 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 academy'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 have high expectations of positive learning behaviours of all our students and expect all to uphold the school standards. We have a dedicated 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.

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
Headteacher



ACADEMY TRUST BOARD

Chair of Trustees
Mark Freathy

Trustees

- Anne Bamford
- Kelly Bradburn
- Lee Butler
- Liam Cox
- John Follette
- Andrew Leather
- Ian Marshall
- Tanya Mathers
- Michael Penn
- Tamsin Preece
- Roger Wilson

Members

- Keith Bowley
- Mark Freathy
- Sharon Ritchie-Simmons





Vision

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

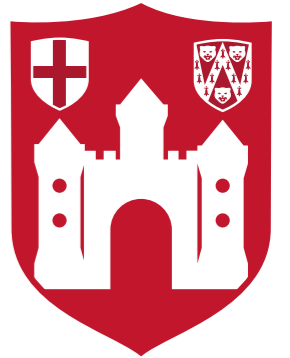
Mission

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.





Ethos

We believe that our vision, mission and aims are best achieved by providing pupils with a calm, orderly and challenging learning environment, underpinned by traditional values of discipline, courtesy and good manners.

We believe that all children can succeed and we have high academic ambition for all of our pupils.

Our beliefs and ambitions can be demonstrated by our commitment to teaching a strong academic core of subjects to all pupils that makes no excuses based on pupils' prior attainment and background.

No one has the right to spoil other pupils' learning, which is why the standard of behaviour expected for all of our pupils is extremely high. Having the highest expectation for behaviour in and out of the classroom ensures all pupils can learn effectively.

We recognise that young people do not always have the highest expectations of themselves and can sometimes struggle to meet the ambitions of a challenging academic curriculum. We work tirelessly to promote an inclusive learning environment where all pupils are provided with highly effective support to help them succeed in their education.

Values

Our core values of trust, respect, kindness, aspiration and resilience permeate all that we do. From the moment a pupil arrives at Bridgnorth Endowed School, we ask them to live these values:

Trust

Earn trust from others by being honest, sincere, transparent, and behaving with integrity.

Respect

Engage positively with the world around you, showing understanding, treating everyone with respect and celebrating diversity.

Kindness

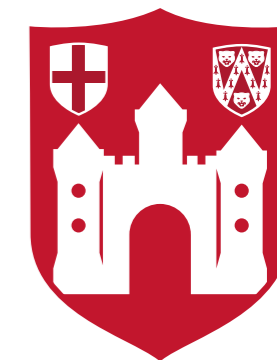
Be friendly, generous and considerate to others, offering help and showing concern where possible.

Aspiration

Aspire to achieve and be the very best you can be, by believing in yourself, dreaming big and aiming high.

Resilience

Have the confidence to explore new challenges with resilience and perseverance, while learning from setbacks and difficulties.





“Teachers are thoroughly knowledgeable.”
(Ofsted, 2018)

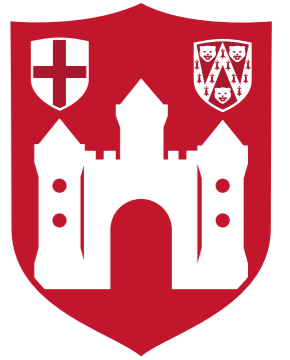
Our curriculum is underpinned by our belief that learning is most effective when pupils first acquire surface knowledge and are then encouraged to apply this knowledge in some way, for example by writing an essay, making a judgment or solving a problem. Research shows that learning activities that require 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 skills at Key Stage 3. Pupils’ reading and writing levels are assessed regularly throughout Key Stage 3 and intensive additional support is provided to accelerate progress where necessary.

All pupils study the core subjects (English, Maths and Science); the humanities subjects (Geography, History and RE); Modern Foreign Languages (French and Spanish); Design Technology subjects; and Creative Arts subjects, including Physical Education.





“The school has a strong commitment to the English Baccalaureate (EBacc), and most pupils study a modern foreign language and a humanities subject at key stage 4.”

(Ofsted, 2018)

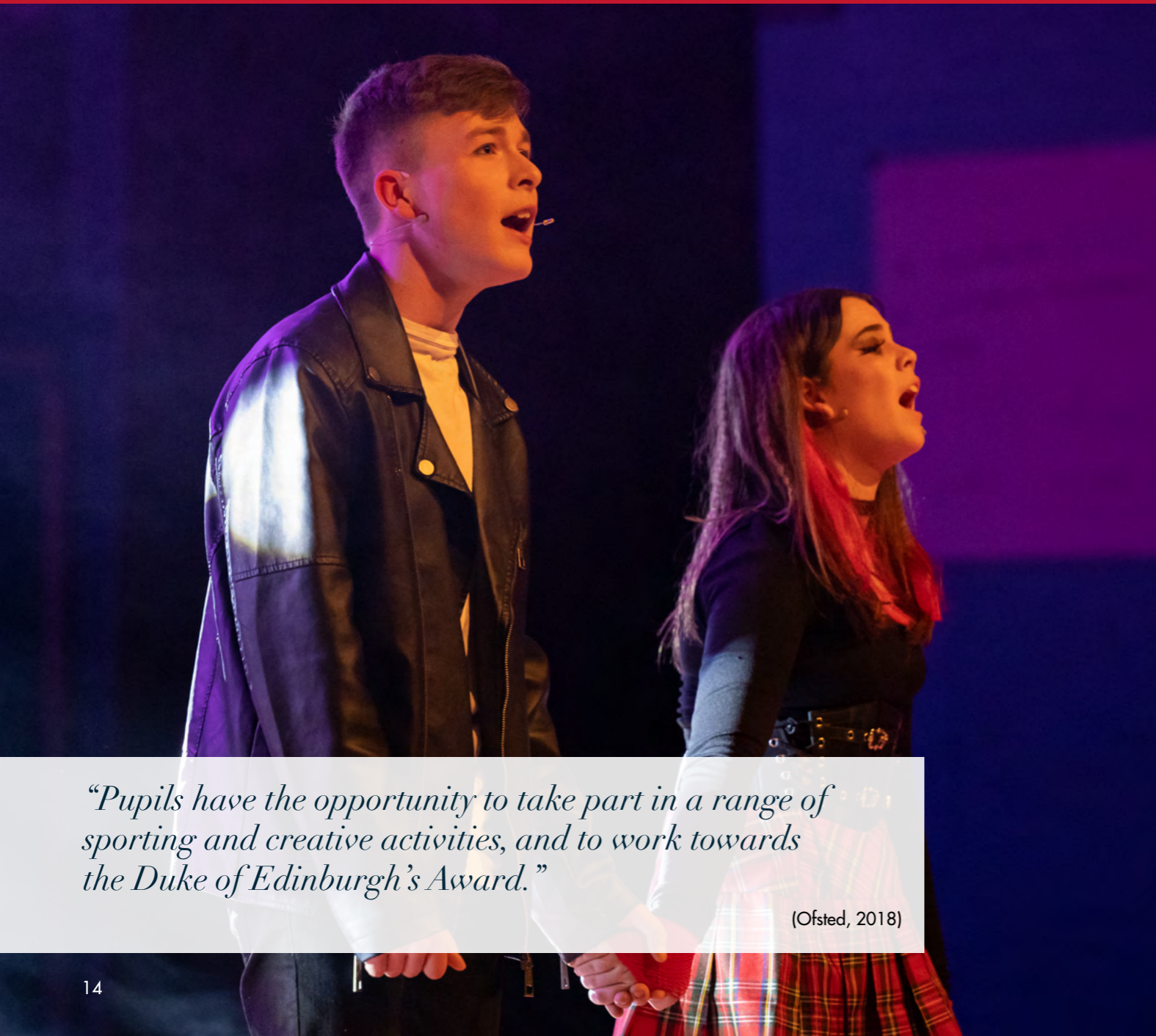
KEY STAGE 4

The majority of pupils undertake the English Baccalaureate, which comprises GCSEs in English, Mathematics, Science, the Humanities and a Modern Foreign Language. For the small number of pupils for whom the English Baccalaureate is not suitable, we offer alternative courses in the Modern Foreign Language option.

Pupils are also able to choose to from a range of Design Technology and Creative Arts subjects, including Design Technology, Film Studies, Food, Computer Science, Art, Drama, Music and Physical Education.

A programme of relationships, sex and health education is undertaken by all year groups on a weekly basis.





“Pupils have the opportunity to take part in a range of sporting and creative activities, and to work towards the Duke of Edinburgh’s Award.”

(Ofsted, 2018)

Extra-Curricular Activities

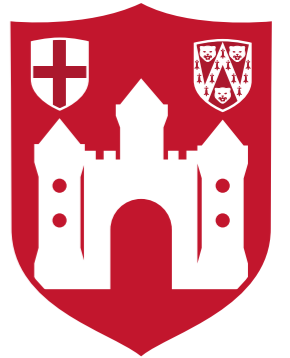
We see the school day as being far more than the timetabled lessons, which is why we encourage pupils to take part in the wide range of sporting and non-sporting activities on offer during our extended lunch break and after school each day.

For fitness lovers, we offer a 25-metre indoor swimming pool, an air-conditioned fitness suite and many more outdoor sporting facilities and clubs. But whether pupils have a passion for sport, technology, astronomy, debating, journalism, music or drama, our rich programme enables them to follow their passions, develop their teamwork, learn new skills and enhance their 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.

Furthermore, our Study Centre is staffed every day after school until 5pm from Monday to Thursday and 4pm on Fridays. Here, pupils are able to access IT facilities and find a quiet space to complete homework, read or pursue any personal learning interests.



“Many pupils benefit from revision and support lessons after school.”

(Ofsted, 2018)



“Extra-curricular activities make a strong contribution to pupils’ development and to their enjoyment of school.”

(Ofsted, 2018)

Sports Facilities

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

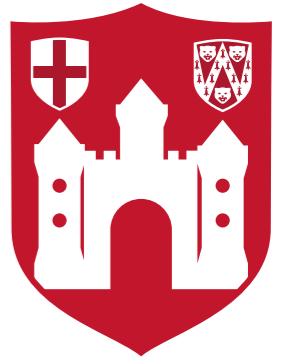
Our impressive sports facilities include:

Indoor

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

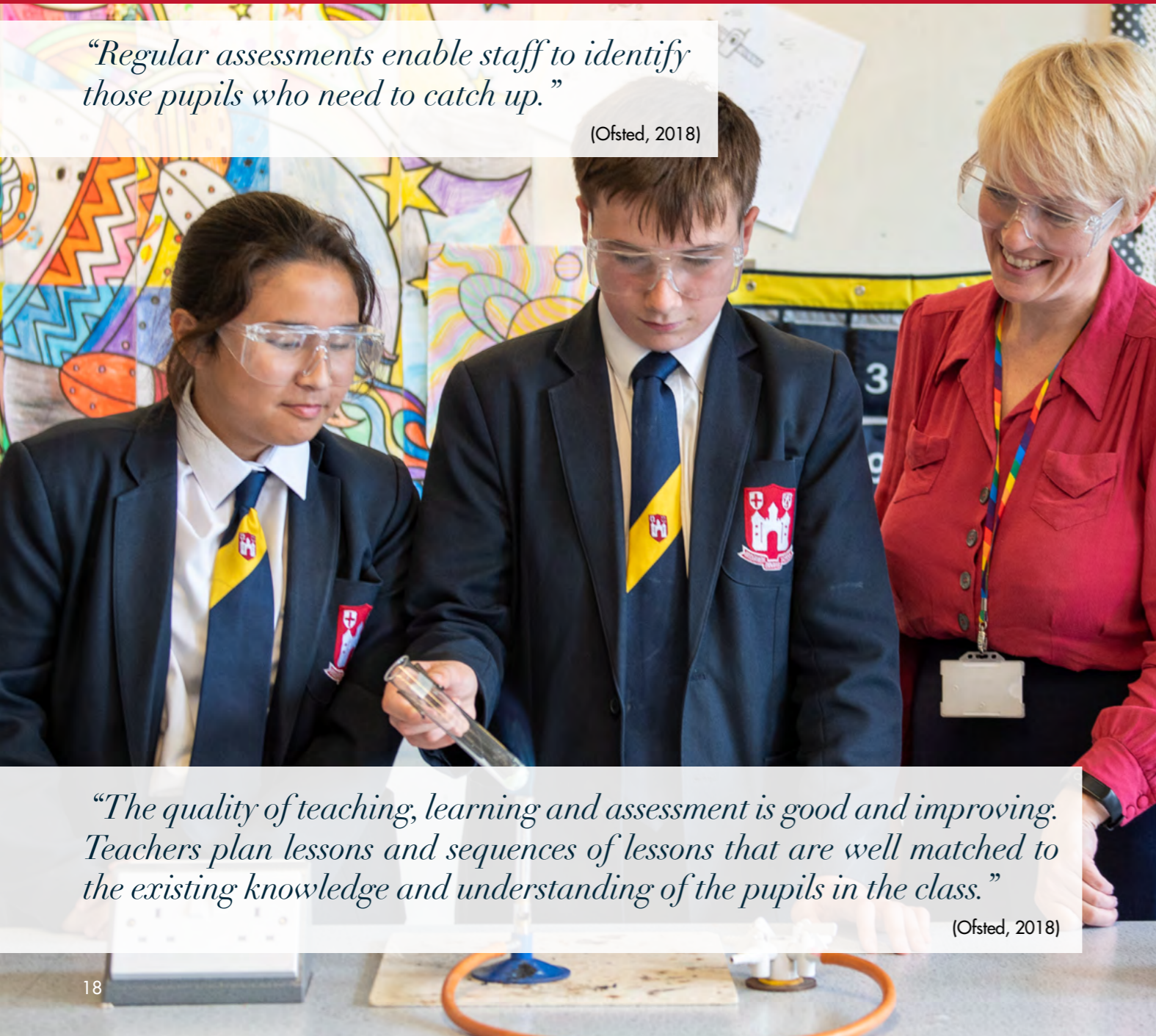
Outdoor

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



“Regular assessments enable staff to identify those pupils who need to catch up.”

(Ofsted, 2018)



“The quality of teaching, learning and assessment is good and improving. Teachers plan lessons and sequences of lessons that are well matched to the existing knowledge and understanding of the pupils in the class.”

(Ofsted, 2018)

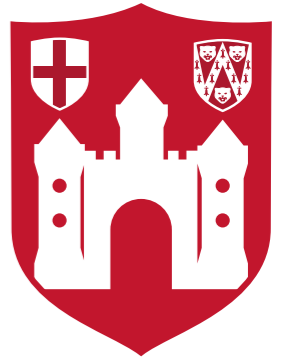
At the heart of what enables us to achieve high academic standards is the quality of our teaching.

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 one to one 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.

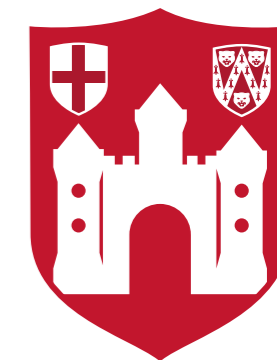
Guidance and advice is also provided by the many external agencies that we have formed partnerships with and liaise with on a regular basis.

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:

- In-class support
- The preparation of differentiated or modified materials
- Support for pupils with their homework
- Curriculum support and help with personal organisation
- Short-term intervention programmes covering a range of needs





“Safeguarding is a strength of the school.”

(Ofsted)

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



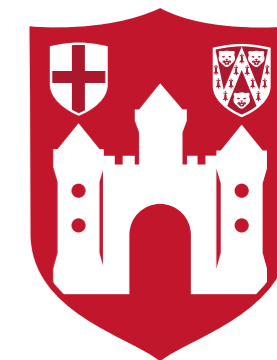
Scientia House
Meaning: Knowledge



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 supported by a Pupil Support Assistant 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 spirit that builds, creates a strong sense of loyalty and belonging.



“Pupils behave consistently well in lessons.”
 (Ofsted, 2018)

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.

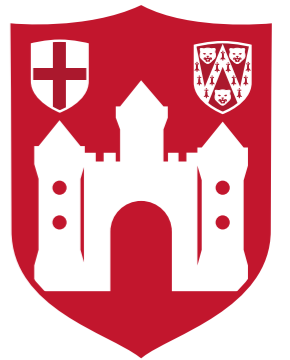
We adopt a traditional stance on discipline and are intolerant of any form of disruptive behaviour in lessons.

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.

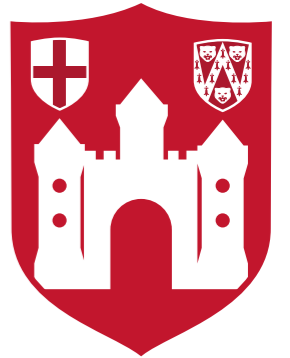


“Pupils’ conduct at social times is impressive. They display courtesy towards adults and towards each other.”
 (Ofsted, 2018)



“[The school]... place a high value on developing well-rounded young people who are respectful, polite and industrious. These qualities were abundantly evident during the inspection.”

(Ofsted, 2018)



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.

No answering back

Pupils who wish to succeed do not answer back and trust that teachers’ instructions are to help them be successful.



Break and Lunch Arrangements

During the school day, pupils are required to stay on the school campus where they are able to enjoy a variety of lunch options.

An excellent selection of healthy and delicious food is freshly prepared on-site by specialist catering company, Innovate, and served before school starts, at break time and throughout the lunch period.

The menu includes a choice of hot main meals and puddings, based on food from around the world. Plus, there are hot and cold deli items that include favourites such as tasty paninis, topped jackets, freshly baked baguettes and more.

Venues

The full lunch menu is available in the Main Dining Hall and a range of hot and cold snacks are on offer in The 1503, a second cafeteria-style venue.

Of course, pupils can also bring their own packed lunches and there's plenty of space for everyone to sit down.

Cashless Catering System

To make life simple, the school runs a cashless biometric catering system. Parents make online payments to credit their child's account and each time they make a purchase, using fingerprint recognition, the price is automatically debited.





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 at any time 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.





Accelerated Reader

Reading is something we promote strongly as it helps children to develop their vocabulary, become more knowledgeable, and articulate their thoughts and ideas more clearly. Our highly successful Accelerated Reader programme is designed to help pupils in Years 7, 8 and 9 improve their reading ages.

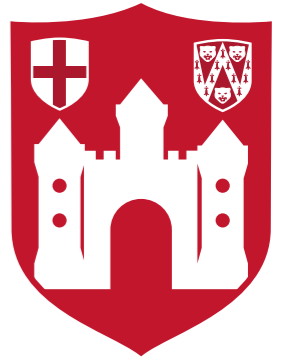
Pupils have a reading book in school at all times and will read for 20 minutes each day, typically during tutor time. The Accelerated Reader programme ensures that they are able to select books which are slightly in advance of their current reading age, so that they remain accessible, yet challenging, at all times. Once they finish a book, they complete online quizzes which track their progress and many of our pupils will join our Millionaire's Club, which celebrates those who have read over a million words.

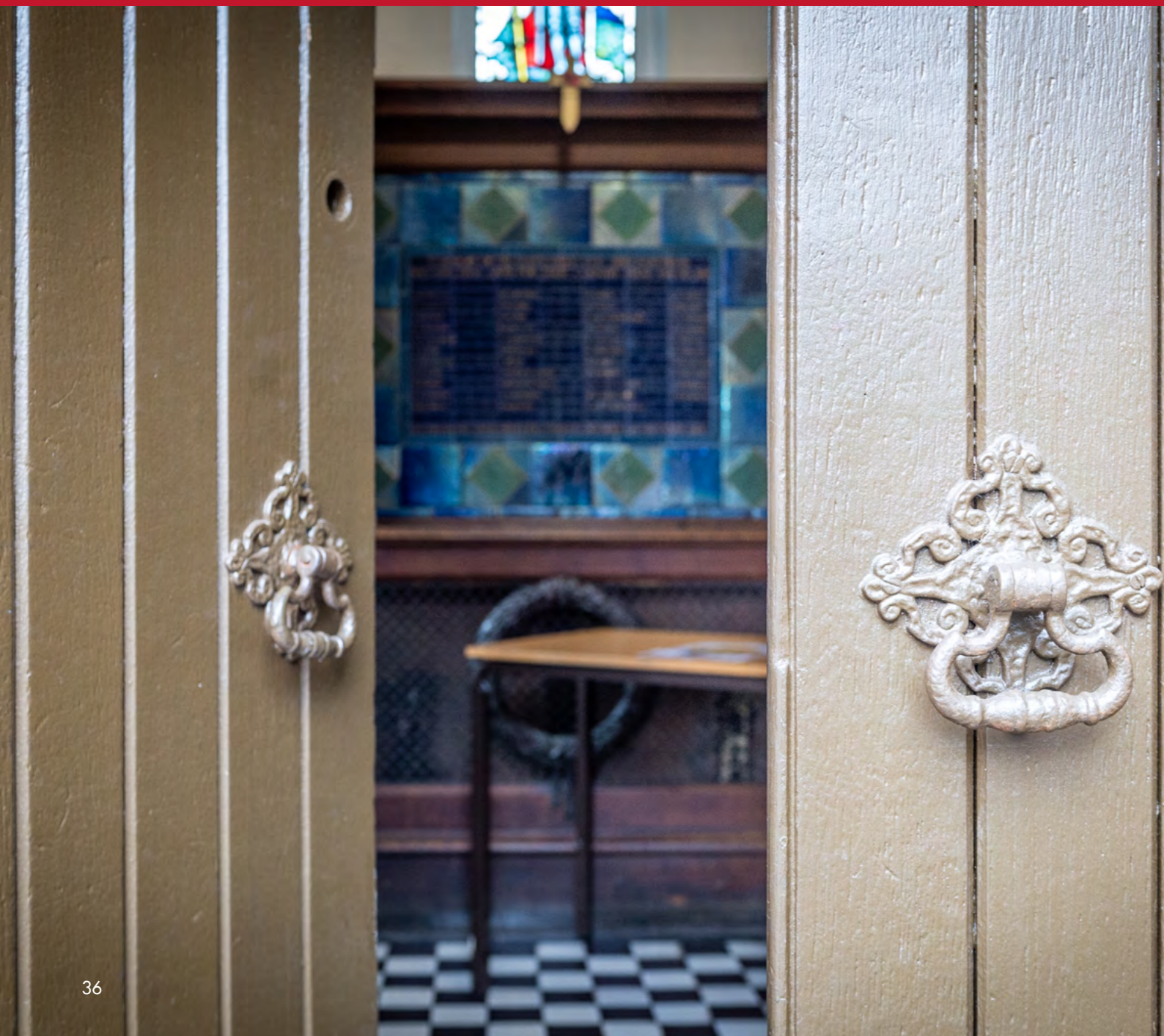
MathsWatch

A complete online Maths platform which uses videos, online assessments, feedback tools, printable worksheets and so much more to independently develop pupils' mathematical skills across the full range of topics they would be expected to cover.

Britannica School

A citable, online encyclopaedia for teachers and pupils. Information is aligned to the national curriculum, updated daily and spans a range of media, including video, images and audio content.





We are an open access comprehensive school catering for children aged between 11 and 16. The maximum admission number for the September 2023-24 intake is 120 pupils. Where applications for admission exceed the number of places available, the following criteria will be applied:

Priority 1 – Children in Public Care

'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



In-Year Admissions

For in-year admissions, please contact the Admissions Team on 01746 762103 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 School | Northgate | Bridgnorth | Shropshire | WV16 4ER

📞 01746 762103 ✉️ admissions@bridgnorthendowed.co.uk 🌐 www.bridgnorthendowed.co.uk