



Braunton
Academy

Aspire & Achieve

PROSPECTUS
2021/22

Aspire & Achieve

*Inspiring the aspirational
21st century learner*

"Pupils and staff live out the school's motto, 'Aspire and Achieve', well. Pupils engage fully in the day-to-day life of the school. Teachers encourage pupils to experiment and ask questions. Pupils appreciate their teachers' efforts. They enjoy school."
– OFSTED 2020



www.braunton.academy



Principal's WELCOME

Braunton village is surrounded by beautiful countryside and some of the country's most stunning beaches and, as a respected and trusted centre of the local community, Braunton Academy is committed to providing the very best of education to the children of Braunton and its surrounding villages, shaping all of our futures: A fantastic place for our children to live and learn.

Supporting both students and their parent/carers, our central aim is to build strong partnerships that recognise and respect the value of learning, investing in and reigniting that true love of learning for all that it can offer our community and provide for our children as masters of their own destiny.

"Braunton Academy continues to be a good school."

- OFSTED 2020

WE CONTINUE ON OUR EXCITING JOURNEY - DEVELOPING AS AN OUTSTANDING ACADEMY

As well as receiving a 'GOOD' Grading in all categories of our most recent OFSTED Inspection, we continue to refurbish, develop and modernise all areas of the Academy: the superb "Isaac Hall" building and our splendid Library, the All Weather Pitch, Tennis Courts, Athletics Track and sports fields are extensively used by both the Academy and the wider community, all proving to be a great asset to our community, all meeting with our aim to provide an outstanding learning environment.

Inextricably, our educational philosophy is directly linked to our exciting journey to become an outstanding Academy:

"Not everything that can be counted counts, and not everything that counts can be counted."

"The harder I work, the more I practise, the luckier I seem to get."



These two quotations succinctly capture the core philosophy of Braunton Academy: We care greatly about all we do with our students and work hard in maintaining a careful balance between their personal well-being and the challenge of their academic studies, providing carefully orchestrated practices to develop personality and character, whilst recognising that nothing is achieved without one giving of his/her best. *"Excellence always. If not now, then when?"*

We recognise today's 'currency' of CHARACTER and QUALIFICATIONS and their importance: so, we teach through the Trivium and focus on developing our children to become self-regulating and independent learners - teaching them to "think instead of just remember".

WE KNOW OUR STUDENTS PERSONALLY.

Braunton Academy is a smaller school and with this advantage we aim to encourage each student to be happy: a self-confident, inquiring, tolerant, positive young person; a well-rounded character with an independent mind, an individual who respects the differences of others. We want to enable each child to have that true sense of resilience and self-worth which will encourage him/her to stand up for him/herself and for a purpose greater than him/ herself, and, in doing so, to be of value to his/her family, local community and society as a whole.

*A warm welcome to
our place of learning.*

Mrs F Bowler, Principal



1. Our Values & Beliefs

“PREPARATION FOR LIFE - DEVELOPING OUR STUDENTS’ SKILLS AND CREATIVITY”

Our central aim is to inspire each child to ‘Aspire & Achieve’; to maximise success, achievement and personal fulfilment in all they do: by promoting and teaching our agreed values of the “Personal Learning and Thinking Skills”, RESPECT, CHARACTER and COMMUNITY in a secure and purposeful environment which our young people find stimulating, respond to and enjoy, we will continue to encourage and support a genuine LOVE OF LEARNING for life.

Braunton Academy is committed to providing a high-quality learning experience underpinned by a shared set of values and beliefs to which staff, students, parents/ carers and academy governors have agreed to adhere, promoting personal growth, a challenging curriculum, firmly placing mutual respect and the individual students’ needs at the heart of everything we do.



“Students say they enjoy their learning. Teachers arrange intervention quickly to address gaps in students’ knowledge and understanding. This work is highly effective in helping students to catch up.” - OFSTED 2020

WHY BRAUNTON ACADEMY IS A ‘GOOD’ CHOICE:

- Your local school and Ofsted rated as ‘a very good, ‘Good’”
- Traditional - yet firmly progressive
- Caring - committed to supporting and developing the ‘whole child’ in a truly safe environment
- Aspirational - determined to achieve the very best results for every individual
- Honest and hard-working in partnership
- Proven to ‘hold the line’ and ‘go the extra mile’.



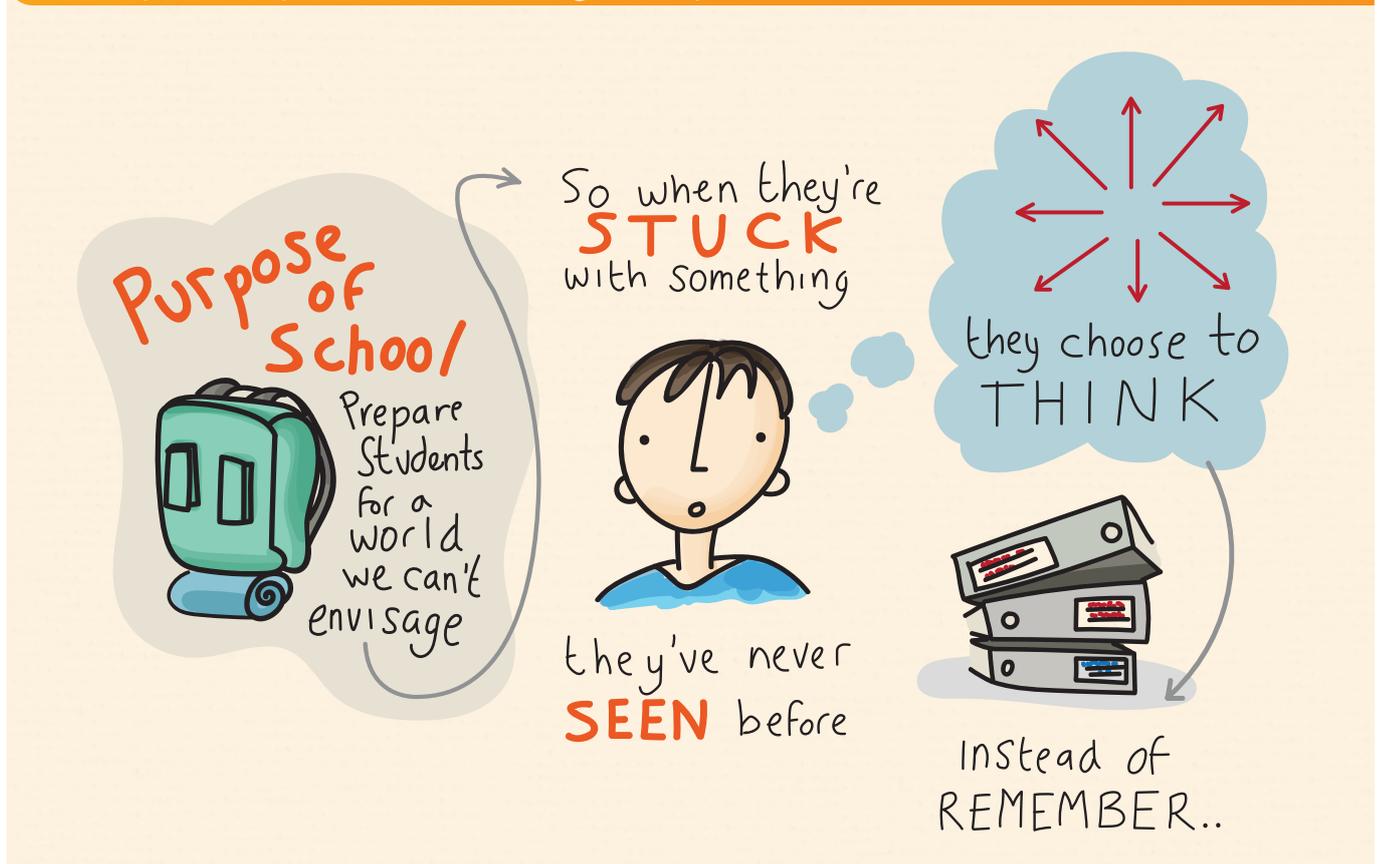
2. Learning and Teaching

Every member of staff at Braunton Academy is a committed and experienced professional, dedicated to developing students' interests and inspiring them to be successful: we continue to develop our excellent teachers further so that they are able to apply a range of teaching methods to develop our students' ability to think and reflect.

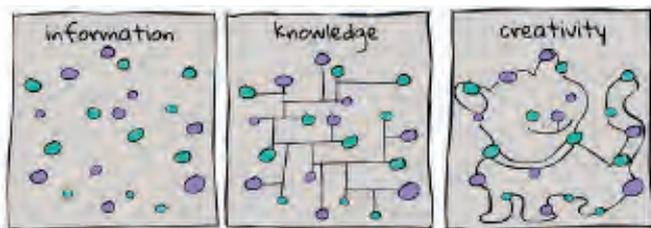
Our teaching staff are all graduates, all teaching in their specialist areas. We know that students learn best when

they are fully immersed in the learning process through a relevant, varied curriculum experience, and through our adoption of a mastery curriculum taught through the three elements of the Trivium, we focus on developing and encouraging our young people to become independent learners, developing agile, creative and analytical minds that will underpin effective learning and future employability

So, why is independent learning so important?



LEARNING AT BRAUNTON ACADEMY IS...



Following a 'Mastery Curriculum' that is... taught through the three elements of the trivium as... students learn to become self-regulating and independent learners.

Mastery learning is the belief that students should master a skill before moving on to learn a new one. In contrast to the classic spiral curriculum, where students can race between topics without properly learning any of them, a mastery curriculum gives students the space to learn a skill, understand it conceptually, and practise until it's automatic. It is a curriculum...

- in which knowledge is delineated carefully, taught explicitly, and placed forensically;
- where skills are taught deliberately and practised repeatedly as "know how...";
- where learning is assessed habitually, so as to be securely learned;
- that develops "secure foundations".



3. Curriculum

“Senior leaders have designed a curriculum that is broad and ambitious. Pupils enjoy a wide range of subjects at key stage 3. The school’s approach to planning sequences of work provides strong foundations on which pupils can learn. Leaders have thought carefully about what pupils should learn and when. For example, leaders have planned when pupils will learn the ‘big ideas’ in each subject. Pupils revisit themes, and as a result, their understanding deepens each time.”

– OFSTED 2020

WE OFFER RICH AND UNIQUE LEARNING OPPORTUNITIES.

At the forefront of our approach to curriculum studies are the three elements of the Trivium; focusing on the three phases of grammar, dialectic, and rhetoric as our map for learning progression means that we spend more time developing the fundamental building blocks of our curriculum.

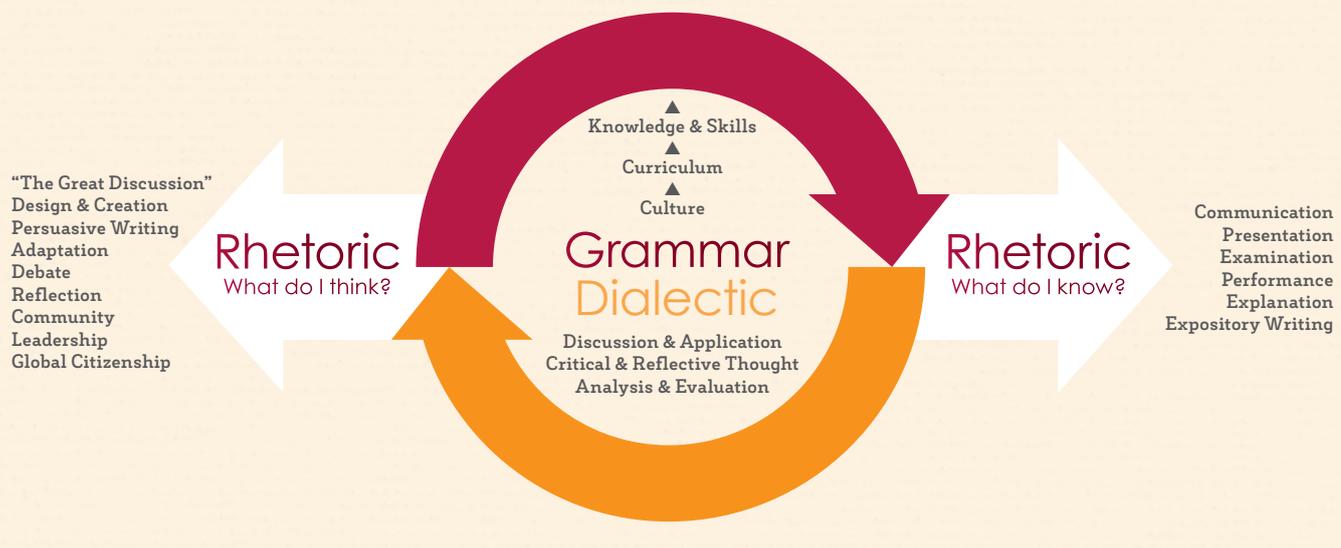
We strongly believe that to create confident and outstanding learners we have to build upon the close liaison programmes with our partner Primary Schools: ensuring that students have a firm grasp of the subject grammar (content) is our primary focus, before we expect them to process information and then apply higher order skills. Pairing this idea with the elements of the Trivium, we have developed a mastery-style curriculum to ensure that the grammar of a subject is concreted in Years 7, 8, and 9 before moving on to GCSE. This allows every student to develop the fundamental key skills that will be required later in their academic careers at their own pace. We spend extra time on essential topics to ensure there are solid foundations to build on later.

Our emphasis on progression from age 11-16 means that we have identified the key aspects of being a ‘master’ of a particular subject at different age ranges and are able to measure the students against this. Our transition to a level free, five year curriculum has also meant that we dedicate more time to enhancing knowledge, skills and understanding over a more extended period.

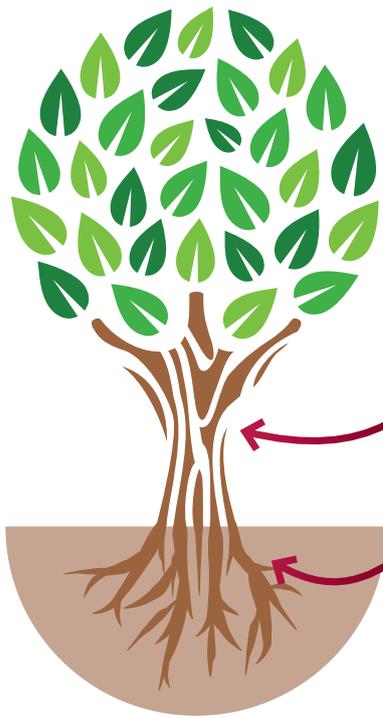
We work hard, together, to develop versatility in our students by applying the key skills they have learnt in Years 7, 8, and 9 to a wider variety of topics and situations. In building on the GCSE content through Year 10 and 11 we create adaptable and resilient learners. We have adapted the schemes of work to group topics together that complement each other and can be tested together in a variety of ways. This multi-topic questioning stretches our most able students and helps to prepare them for the wider world of subject knowledge.

“TEACHERS USE THE INFORMATION THEY HAVE ABOUT WHAT PUPILS CAN DO TO PLAN NEW CONTENT. TEACHERS DO NOT MOVE ON UNTIL THEY ARE SURE THAT PUPILS UNDERSTAND.” - OFSTED 2020

Trivium 21C



Our 'Tree of Aspiration' engaging with the disciplines of the Trivium



Rhetoric

Bearing fruit in wisdom
Applying and integrating subjects

Dialectic

Growing in understanding
Asking 'why' and 'how'

Grammar

Soaking in knowledge
Memorizing a broad base of facts

Teaching & Learning

METACOGNITION AND SELF-REGULATION

Metacognition and self-regulation approaches aim to help students think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.

Specific lessons are designed to give students a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.

Self-regulated learning can be broken into three essential components:

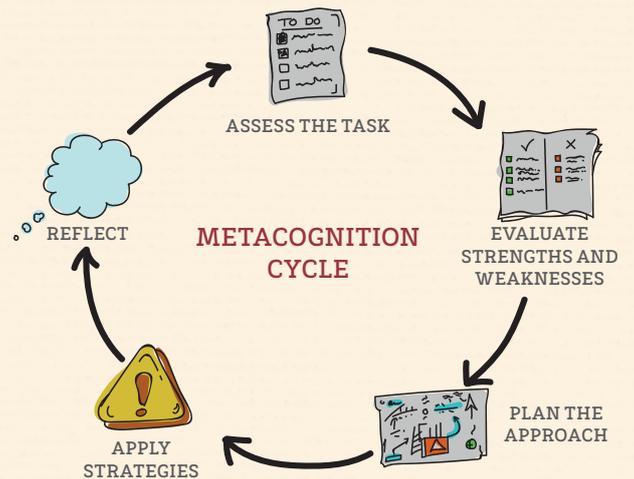
- cognition - the mental process involved in knowing, understanding, and learning;
- metacognition - often defined as 'learning to learn'; and
- motivation - willingness to engage our metacognitive and cognitive skills

Our final job as teachers here at Braunton Academy is to ensure the young people leaving us are prepared for their next steps: we strive to develop independent learners who aren't afraid to ask questions and seek out their own answers. By following a curriculum which includes a variety of both core and applied components we are able to offer students the wider learning they require to allow them to progress onto further studies or their desired career choice.

"As pupils get older, they become more and more resilient. Most pupils take responsibility for their own learning."

- OFSTED 2020

The Metacognition Cycle



THE POWER OF METACOGNITION

Metacognition is vital for students to thrive in school, college, in work and in life-long learning.

It helps to promote autonomy and resilience. When students improve their metacognitive skills, they are more likely to embrace a positive mindset and learn from mistakes.

If we want our children to grow into problem solvers and critical thinkers, we need to help them develop metacognition.





KEY STAGE 3

YEARS 7 - 9

In Years 7 to 9, we are absolutely committed to ensuring all students study as broad a range of curriculum subjects as possible to provide a thorough foundation for future learning and for personal development.

The subjects studied are:

- English
- Mathematics
- Science
- History
- Geography
- Beliefs and Values
- French
- German
- Design and Technology
- Art
- Music
- Drama
- Computing
- Physical Education
- Personal, Social, Health, Economic Education (PSHEE) including Citizenship

CURRICULUM ENRICHMENT DAYS

During the course of the year, there are a number of days when the normal curriculum timetable will be suspended for a particular Year group to allow for deeper learning in a specific subject or for a cross-curricular project to take place. There are also opportunities for students to take part in residential activities to develop their personal, learning or thinking skills in new and stimulating contexts.

SETTING

In Key Stage 3, students are taught in all-ability groups in except in Mathematics (Year 7-9) and in Science in Year 9.

“THE CURRICULUM ENSURES THAT PUPILS ARE BECOMING BETTER READERS, WRITERS AND SPEAKERS. PUPILS READ WIDELY. PUPILS WHO STRUGGLE ARE SUPPORTED WELL AND CATCH UP. IN YEARS 10 AND 11, PUPILS WRITE WITH CONFIDENCE AND WITH THE APPROPRIATE COMPLEXITY. THEY FEEL WELL PREPARED FOR THEIR GCSE EXAMINATIONS.” - OFSTED 2020

INDEPENDENT LEARNING

It is vitally important that learners in all Year Groups are actively developing independent learning skills. We dedicate time each day for students to spend quality time reading, reflecting on their lessons, completing independent tasks and practising key skills. In addition to this time, students will be given independent tasks to complete at home. These will be posted on our Class Charts software so that students can plan and monitor their tasks.

To support independent learning after school, we offer a daily Homework Club in the ‘Aspire Library’ until 4.15 p.m. with a member of staff on hand to help students if required. Students can use the books and ICT facilities of the library during these sessions and at break and lunchtimes.

The student planner gives advice about how to approach independent learning tasks and can be used to record and organise independent tasks.

THE ACADEMY DAY

08.15-08.45 BREAKFAST CLUB

08.45-09.05 TUTOR TIME

09.05-09.55 LESSON ONE

09.55-10.45 LESSON TWO

10.45-11.05 Morning Break

11.05-11.55 LESSON THREE

11.55-12.45 LESSON FOUR

12.45-13.30 Lunch Break-clubs

13.30-14.20 REGISTRATION and LESSON FIVE

14.20-15.05 INDEPENDENT LEARNING TIME (period 6)

15.05-16.30 Extended Academy Homework Club/activities

“Students are well prepared for their future. They benefit from a wide range of opportunities in and outside of school.”
- OFSTED 2020

Most students study 9 GCSE subjects in Key Stage 4. Students will all follow courses in the core curriculum areas and then will have the opportunity to make choices from a range of Key Stage 4 Pathways. Our curriculum is designed to be flexible to allow students to make informed choices following Careers Information, Advice and Guidance.

THE CORE CURRICULUM

- English Language GCSE and English Literature GCSE
- Mathematics GCSE
- Science GCSEs (Either Triple Science or Combined Science)
- Religious Education
- Physical Education
- Citizenship
- Personal, Social, Health and Economic Education

GCSE AND EQUIVALENT COURSES:

Students choose a range of subjects from the following list:

- Geography GCSE
- History GCSE
- Philosophy and Ethics GCSE
- Physical Education GCSE
- Art & Design GCSE
- Drama GCSE
- Music GCSE
- French GCSE
- German GCSE
- Design & Technology GCSE
- Computer Science GCSE
- Health and Social Care OCR National Level 2
- Enterprise and Marketing OCR National Level 2
- Engineering NCFE Level 1/2

Students can also pursue additional GCSEs or Additional Mathematics according to their individual academic interests.

For those students who are interested in following a vocational course we offer courses in Hair and Beauty, Construction and Motor Vehicles with our partners at Petroc College.

WORK EXPERIENCE

Students in Year 10 will spend one week in a work context of their own choice to help them to develop their personal, learning and thinking skills and to help to shape future decisions about further education, training or employment.



4. Assessment

OUR YOUNG PEOPLE FLOURISH

“Teachers use the information they have about what pupils can do to plan new content. Teachers do not move on until they are sure that pupils understand.”

- OFSTED 2020

Today’s young people, our children, are part of the ‘global village’. They have broader horizons, will be more adventurous and travel more widely than any generation before them. Access, therefore, to our rich and diverse culture, to our history and to our place in the world, must unite with advances in science and technology to provide insights into the very best that the world has to offer. By helping and co-operating with one another we come to appreciate differences and how by living and learning together we can help to make this a better world for everyone.

The mission for all within our school is to provide a rigorous, academic programme through which a committed and well qualified staff provides students with the knowledge and skills fully equipping them to keep learning throughout life, providing a sensible balance of competition and cooperation. Our status as an Academy strengthens the partnership with parents/carers and the home, extending to the wider community our total commitment to high expectations, academic excellence, achievement and success for all.

REPORTING AND PARENTS’ CONSULTATION MEETINGS

Throughout each academic year, the Academy will send home three Progress Review Reports (Mid Term Assessments or MTAs) for each Year group. Teachers will report on the students’ ‘Mastery of (subject) Knowledge, Skills and Understanding in lessons and home learning’ and separately on the students’ performance in formal assessments.

In addition to this information, teachers will indicate a grade for each student’s application levels in relation to:

- Engagement in Learning
- Presentation and Organisation, and
- Homework

Tutors and Heads of Year have an overview of all assessments and are available for consultation, whilst subject teachers and Heads of Department can provide more detail of specific progress.

Parents/Carers’ Evenings with teaching staff and consultations with tutors are programmed through the year at appropriate times to maximise the benefit to the learners. We operate an effective online booking system.

“STUDENTS THROUGHOUT THE SCHOOL ARE MAKING GOOD PROGRESS.”

- OFSTED 2020



5. Pastoral



“Pupils feel safe. Bullying is rare. Pupils behave well at breaktimes and lunchtimes. There are safe spaces for pupils who want to get away from the bustle. Pupils learn to be respectful. They develop good character and learn how to look after themselves.” - OFSTED 2020

WE KNOW OUR STUDENTS PERSONALLY

Well-being is at the heart of our curriculum so that all students build the confidence, resilience and ambition to thrive. We are, officially, a ‘Healthy School’ and, because we know happy students are happy, effective learners; we are delighted to be one of the first secondary schools in the country to be presented with the nationally recognised ‘Happiness and Well-being Award’. The Academy has also been selected to work alongside Oxford University in a four year international study on ‘Mindfulness’. All of our students have the opportunity to be taught the key elements of ‘mindfulness’ by our fully trained Teach.b (11-18) teachers.

“THE PHYSICAL AND EMOTIONAL WELL-BEING OF STUDENTS IS A PRIORITY FOR THE SCHOOL.”
- OFSTED 2020

TUTOR AND HOUSE GROUPS

Braunton Academy is divided into four Houses - named after the local beaches most closely linked with our heritage. There will be 5 Tutor Groups in each Year Group - each containing a balanced mix of the four Houses. Tutor Groups are organised on an all-ability basis and Year groupings. The Head of Year 7 and his/her team of Tutors follow their Year Group through to the end of Year 11

Great care is taken to ensure that your child is placed with at least one friend of their choice.

Tutors support and monitor children's progress throughout their time at Braunton Academy. The tutor and Head of Year are the key links for parents/carers and regular communication through the ‘Student Planner’ is essential. The tutor builds a relationship with each student in their care and supports each via regular discussions around both their academic progress and their general welfare.

Parents/carers will have the opportunity to meet their Tutor, Head of Year and Senior Staff at the Year 6 Parents’ (Induction) Evening arranged in July each year.

Each year, we operate a ‘Peer Mentor System’ which actively engages older students being linked to each of the Year 7 students. The aim is that these ‘buddies’ will offer support and a ‘listening ear’ throughout the first year at the Academy. Year 11 prefects also receive training to support younger students. In addition, new students who need it, have the support of the SENDCo/ Director of Additional Learning Needs and her team, both during the transition period and for an agreed period following.

“RELATIONSHIPS BETWEEN STUDENTS AND STAFF ARE STRONG. HEADS OF HOUSE AND PASTORAL STAFF KNOW THEIR STUDENTS AND THEIR FAMILIES WELL.” - OFSTED 2020

The Department offers an open-door policy for all students, as and when the need arises. Continuity of support is maintained through regular links with all SENDCos in the Braunton Learning Community. In addition, we access a wide range of multi agencies to give us additional expertise to meet the learners’ needs.

The Department regularly visits Primary Schools prior to transfer, meeting with students, parents/carers and staff to ensure all appropriate support facilities are in place on transfer. Reciprocal arrangements are in place for Primary visits to enable familiarisation of Braunton Academy to build learner confidence.

HIGH EXPECTATIONS - Excellence in all we do

Braunton Academy is committed to becoming a top performing Academy: we insist on the highest standards of work, behaviour and dress at all times. We value our students and believe in recognising their achievements and potential, not only with praise but with real learning opportunities.

We want them all to aspire to be the best they can be. We believe that all students have potential abilities, gifts, talents and interests that we want to nurture and develop. It is through the provision of a rich range of challenges and additional activities that we can identify and develop untapped potential.

“Able, gifted, talented and interested students - aspiring to be the best. We want to get the extraordinary out of all of our students.”

ADDITIONAL LEARNING NEEDS

The Director of Additional Learning Needs, who is the Special Educational Needs and Disability Co-ordinator (SENDCo), leads a team of Teaching Assistants who provide short-term or long-term support and guidance for students who encounter learning difficulties. The Department has expertise in meeting the needs of students with specific learning difficulties, as well as those with physical or emotional needs. Additional support is also offered during break and lunchtime, as well as after-Academy personal appointments.

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“STUDENTS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITY IN MOST YEAR GROUPS MAKE VERY GOOD PROGRESS. THEY ARE EXCEEDING THEIR TARGETS DUE TO THE EFFECTIVE SUPPORT THEY RECEIVE WHICH FOCUSSES ON THEIR ACADEMIC ACHIEVEMENT AS WELL AS THEIR CARE.” - OFSTED 2020

UNIFORM

Braunton Academy is proud of its uniform: it is distinctive and gives our students a real feeling of identity. All students must wear the Academy pullover/ blazer, black skirt/ trousers/shorts, a white shirt, the Academy tie and black leather shoes. Trainers and boots are NOT allowed. Coats and jackets should be black. Sportswear, blazers, and ties are available from S Daw & Co in Barnstaple. This ensures good quality garments at a reasonable price.

“Students look smart in their uniform which they wear with pride. They expressed their view of how the uniform has helped them develop better attitudes to work and speak of ‘walking taller’ when they wear it.”
- OFSTED 2020

Our high standards also extend to personal appearance - for example, we do not allow extreme hair styles, denims, jeans or boots.

The Academy has both the right and the responsibility to question students' 'smartness' on a daily basis. If there is any doubt about whether a particular item is acceptable, parents/carers should check directly with the Academy before purchasing. The Academy reserves the right to ban certain

unforeseen items that may come in as fads or fashion items and therefore are not specifically stated in our uniform code..

“Staff support pupils with special educational needs and/or disabilities (SEND) very well. Teachers make sure that these pupils learn the curriculum alongside their peers and see success. The curriculum meets these pupils' abilities well. Pupils with education, health and care (EHC) plans are expertly supported.”

- OFSTED 2020

HOME-ACADEMY AGREEMENT

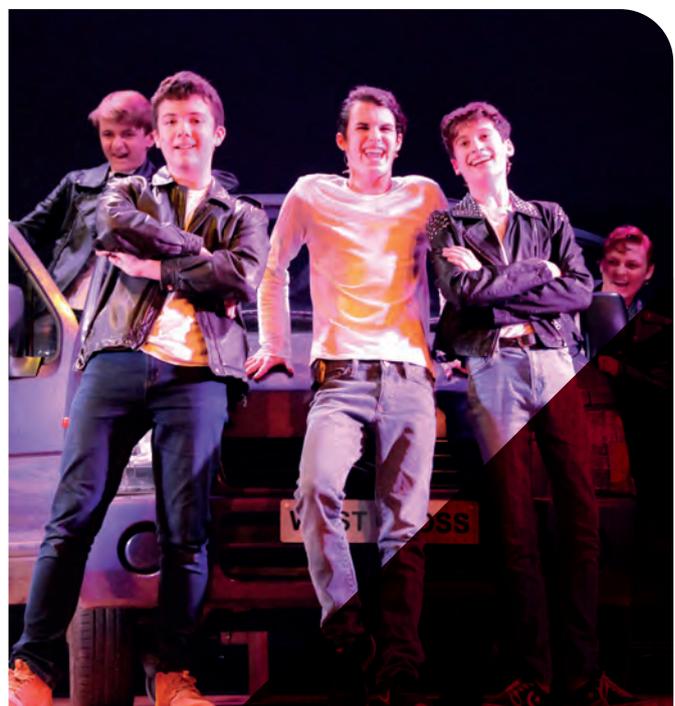
Parents/Carers and students are required to sign an agreement to uphold the high standards set by the Academy in terms of dress, behaviour and expectations.

ASSEMBLIES

Assemblies take place twice a week and are held in both 'House Groups' and 'Year Groups'; they are led by the Heads of House, or, when in Year Groups, by a senior member of staff.

STUDENT PLANNER

Each student is issued with an Academy Planner, which includes the Behaviour Policy and helpful sections on Literacy and Numeracy and a great deal of other information designed to help students settle into Academy life. The Planner also has sections to record homework and rewards. It helps students organise their work and take responsibility for their own learning. The Planner is an important means of communication between parents/carers and the Academy.



“Organised learners are successful learners.”

STUDENT LEADERSHIP AND VOICE

At Braunton Academy, we believe ‘Student Leadership’ is one of the central strands of student achievement. Learning is not something that is done to us; it is a collaborative process with adults and young people working in partnership.

At Braunton, we believe that the more engaged the students are in their Academy the more likely they are to learn and succeed. Our objectives to achieve this are as follows:

- To give students a voice about issues that really matter to students and staff
- To help all staff, non-teaching staff, governors and parents acknowledge and value the views of students
- For students to play an active role in the everyday running of the school
- To bring students together across all Year Groups
- To help students to develop skills and build confidence and self esteem
- To benefit the Academy as a whole by improving the quality of life for all members of the school community.

Students have the opportunity to be a member of their Year Group Student Council and the Academy Student Council. All students can put forward ideas to be debated. Through this system, a number of improvements have been made, including, of course the designing of our new Academy uniform, a hard play area, seating around the site, additional shelters in the playground and toilet refurbishments. Students also feedback to staff about what teaching and learning methods work best for them. In addition, they also play an active part in the recruitment of new staff. Students are also selected by departments to give their views on their learning experiences and feedback through the annual self-evaluation process.

EXTRA-CURRICULAR ACTIVITIES - GET INVOLVED: IT'S THE BRAUNTON WAY!

Braunton Academy offers a large number of clubs and societies which take place at lunchtime and after school and range from sport to music, drama and art.

“PUPILS BENEFIT FROM THE WIDE RANGE OF CLUBS AND EXTRA-CURRICULAR ACTIVITIES ON OFFER, INCLUDING SEVERAL LANGUAGES.”
- OFSTED 2020

As an International School, it is our goal that all students have the opportunity to go on one international trip in their time at Braunton Academy. For students benefiting from Free School Meals, trips are subsidised.

A SAMPLE OF OTHER OPPORTUNITIES WE PROVIDE, INCLUDES:

- Departmental challenges within the normal timetable.
- A wide range of competitions in all subject areas such as public speaking, photography, and the BBC School Report.
- Science Technology Engineering and Maths (STEM) club and Enterprise Challenges.
- Aspire-UniClub - Programmes encouraging young people to aspire to University. University visits and other Higher Education providers.
- Personal development and employment opportunities, such as Apprenticeship schemes, The Duke of Edinburgh Award, The National Citizen Service.
- Early entry for additional GCSEs and Advanced Courses, e.g. A/S Applied Maths, Statistics, Modern Languages. Additional GCSEs can be offered.
- ‘Aspire Clubs’ - in a range of key areas including Year 6 Gifted and Talented transition programmes, Maths, Science and Technology, Art, Environmental sustainability, and Physical Education.





The range of trips available can vary from year to year. The list below indicates the range of clubs and activities that are available:

- Choir, School Rock Bands, Jazz Club and Orchestra
- Many different sports teams covering a wide range of competitive and aesthetic sports to all ages to 11-16 with primary outreach clubs, also
- Duke of Edinburgh Award
- Two Home Learning Clubs with dedicated staff to support learners/access to PCs/printers/books and other resources
- BBC news report; started in 2013
- Visits to London through our various links in the capital city
- Public Speaking in association with the Rotary Club
- Computer Club
- Surfing Team, Hobbies Club, Climbing Club
- International School - curriculum visits and exchanges (Italy, France, Germany, Austria, Uganda, Norway and India)
- Art Club; Drama Club; Textiles Club
- Street Dance; Cookery; Film Club
- Cycling – bikeability; Chess Club; Eco-monitors' Club

MEDICAL

If a student is absent through illness, parents should notify the Academy immediately by telephone and provide a note on their child's return. For a student on regular medication, parents are asked to complete the relevant medical form.

All medication is lodged in the Academy Medical Centre. Should a student become ill during the day, staff will issue a medical note and send the student to the Medical Centre. If it is felt necessary, parents will be notified to collect their child.

TRANSPORT ARRANGEMENTS

A free bus service is provided to and from the Academy to surrounding 'feeder' villages. A Devon County Bus Pass for this service must be obtained from the Local Authority. Student behaviour and general conduct is monitored very thoroughly by both the bus companies and the Academy's Bus Prefects.

For those more local, we have extensive covered facilities for storing cycles during the day. These should be locked with a D-lock or similar device. Students are not allowed to use skateboards or scooters in travelling to and from the Academy on Health and Safety grounds.

"Students feel safe in school. They are well cared for and have good support in place to help them when they need it."
– OFSTED 2020

STUDENT SUPPORT AND SAFETY

Braunton Academy staff are well aware that most students feel apprehensive when moving schools. If children have any worries, they must not keep these to themselves but should let someone help them. In order to ensure that students are safe in the Academy there is extensive CCTV coverage around the site. Students can discuss problems with anybody in the Academy; indeed, every child can name an adult with whom they feel confident in discussing any worries and/or concerns.

6. Parents' Voice

Parents and Carers are a key stakeholder group and we value their views about the Academy. We are constantly evaluating our Parents'/Carers' Consultation Evenings and other events involving parents/carers. In addition, we have a bi-annual questionnaire that is commissioned via Kirkland Rowell (a national, independent and OFSTED renowned body).

Parent Forum sessions, where parents/carers are invited to share in the latest Academy improvement information from the Principal and various members of the Senior Leadership Team (SLT) are held at regular intervals. At these sessions, we encourage the views of parents/carers through interactivities based on the following key areas:

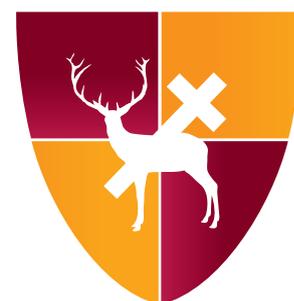
- Teaching and learning.
- Student support-pastoral care.
- Communication-reporting/letters/email/parents /carers post/website.
- Recognising and rewarding achievement and effort.
- Improving home learning.

The outcome of our parents'/carers' feedback is shared with the staff and informs our forward planning to help the Academy improve further.

BRAUNTON ACADEMY PARENT PARTNERSHIP

The Braunton Academy Parent Partnership is committed to supporting the Academy in a variety of ways: it helps by raising funds to help the Academy provide resources and extras for the students that are not covered by statutory obligation; it's also a great way to meet people!

The Committee meets once per term (three times a year) for an hour, with a social element after the meeting. If you wish to join the BAPP, please contact the Chairperson, via Reception at the Academy (01271 812221) or directly via the Parent Partnership Facebook page.



7. ADMISSIONS & INDUCTION

(Coronavirus and Government guidance allowing)

A thirst for knowledge and an enquiring mind

...are great attributes for a purposeful adult life: our mission is to challenge children of all abilities to achieve excellence in a wide range of academic, cultural and sporting activities, developing active and creative minds, a sense of understanding and compassion for others, and the courage to act on their own understanding and beliefs.

We strive for the total development of each child: spiritual, moral, intellectual, social, emotional and physical.

At Braunton Academy, we recognise that transferring to a new school is a major step in the life of a young person. For this reason, in addition to the standard procedures that have to be followed, we, and our partner Primary Schools, have our own coordinated programme to support Year 6 students transferring to Year 7.

MAKING THE TRANSITION TO BRAUNTON ACADEMY

OPEN EVENING

The Open Evening in the middle of September is our main event where parents and students can visit all areas of the Academy and meet students and staff. If parents/carers cannot attend the Open Evening, individual appointments to visit during the Academy day can be made by telephoning (01271) 812221.

In the September that a child enters Year 6, all parent/carers will receive a Common Application Form from Devon County Council. These are distributed by the Primary Schools and must be returned to the Local Authority by 31st October 2021. All parents are informed of their allocation of school on 1st March 2022.

You will receive a single offer of a place and you must officially accept a place that is offered at Braunton Academy by 14th March 2022. If you are unsuccessful at this stage, you will be offered the rights of an appeal. If you wish to appeal for a place at Braunton Academy, contact Admissions at the Academy and request an Appeals form.

PLEASE NOTE: Braunton Academy is often oversubscribed as a school.

'Casual' transfers relate to transfers other than from Year 6 to Year 7. If you would like your child to change secondary schools, you should initially discuss the matter with your child's current school. If you still wish to proceed, please contact the Academy to request a Transfer Application Form.

TRANSITION ARRANGEMENTS

Our coordinated programme for Year 6 to Year 7 minimises problems and concerns and ensures that students make the transition from Primary School to Braunton Academy with confidence.

In April 2022, once children and their families have accepted a place at the Academy, they will be invited to attend an official 'Welcome Meeting', providing all with an opportunity to immediately and positively engage with the philosophy and ethos of their new school.

In April/May, Year 6 students transferring to the Academy receive a visit from Mrs Bowler, the Academy's Principal, and Mrs De Groot, who collect information about friendship groups and siblings. This is also an opportunity to address any concerns and answer any questions that students may have.

High priority is given to keeping family groupings, siblings and friendship groups together as far as possible. If there are any concerns or special requests, parents/carers should telephone the Academy and we will do our best to comply with your requests.

INDUCTION DAYS TO ENJOY

The next step is the Primary Induction Day which takes place at the beginning of each July. All students transferring to Braunton Academy will take part in a full day of activities, involving a wide range of subjects.

The Year 6 students always find the day to be both anxious and exhilarating at the same time, but among the undoubted favourites each year are the 'Maths Challenge' and the experiments in the Science Department. In addition, students may well be involved in lessons in subjects such as P.E., English, IT, Technology and Art.

This visit also acquaints new starters with the Academy's surroundings and provides an opportunity to meet key staff and, importantly, their new fellow students.



NEW INTAKE PARENTS' EVENING

Parents/carers of our new September Intake students are invited to a Parents' Evening in July where they are given information on both Tutor and House groups, meeting their new Head of Year and also their child's Form tutor.

The evening begins with a brief talk from the Principal, students and other key members of staff; parents/ carers will, of course, have the opportunity to ask individual questions of staff and the 'Braunton Academy Parent Partnership' – our 'PTA'.

ADDITIONAL LEARNING NEEDS

For students with Additional Learning Needs, our SENDCo, Mrs De Groot, will attend Reviews from Year 5 onwards, if invited by Primary Schools. Parents/ carers are, of course, encouraged to make individual appointments with our SENDCo to discuss their child's specific needs.

**"STAFF GET TO KNOW THE PUPILS WELL.
THEY ARE ALERT TO ANY POTENTIAL RISKS."
- OFSTED 2020**

PRIOR ASSESSMENT ARRANGEMENTS

Using a range of information from the individual child's SATs results, teacher assessments, cognitive ability tests (CATs) and information from their Year 6 teachers together with our own baseline testing, we can quickly establish an understanding of each child's ability range. From this point, we can then chart a likely progress path towards a range of GCSE grades, enabling us to track and monitor every individual child's progress throughout Key Stages 3 and 4.

BASE LINE TESTING

All students will complete base-line tests in all subject areas within the first weeks of attending the Academy: these results, used in conjunction with other subject area assessments and cognitive tests will help us to formulate an initial understanding of each child's innate academic ability and potential, presented to all through our carefully constructed 'Personalised Learning Checklists' (PLCs) and 'Mastery' performance tracking model.

Attainment is tracked internally against each student's individual baseline assessment to ensure that those making excellent and good progress are commended, whilst intervention is put in place to support students where there is a concern over their progress.

**"Students achieve well because teachers take careful account of what each student already knows, understands, and can do when planning his/ her learning."
- OFSTED**

Aspire & Achieve

*Make an informed choice:
choose Braunton Academy*

www.braunton.academy

01271 812221

Barton Lane, Braunton, EX33 2BP



Braunton Academy currently has a limit in each year group of 150 students. Students are organised mostly into all-ability learning groups in Year 7, though in some subjects they are set according to ability. The Academy's admission procedure is in keeping with the Devon LA policy framework.

If you feel that Braunton Academy is the best choice of school for you, then you should:

- Familiarise yourself with the details of the Academy contained in this brochure and visit the Academy's website.
- Attend Braunton Academy's Year 6 Interactive Open Evening starting in the Isaac Hall at 6.30pm on Thursday 23rd September 2021 and book to see the Academy 'at work' on one of the five 'School at work' mornings that follow (9.10am or 11.30am) starting in Isaac Hall from Monday 27th September 2021.
- If you wish to transfer at some point during the academic year then we can arrange tours of the Academy at a time to suit you.
- Return your Admission Form to the LA within the agreed time limit.

We will contact you to explain in detail the arrangements for the new 'Welcome Meeting' in April 2022, the 'Academy Induction Day' for students, and the 'Academy Year 6 Parents'/Carers' (Induction) Evening' for parents/carers and students. Issues such as uniform and transport are explained as part of this process.

If you have moved into the area and wish to consider sending your child to Braunton Academy, then please contact Mrs Hellmund, the Principal's PA, who will be happy to advise you on the process.

