



Braunton  
Academy

Aspire & Achieve

PROSPECTUS  
2022/23

# 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](http://www.braunton.academy)



# Principal's WELCOME



Braunton village is surrounded by beautiful countryside and some of the country's most stunning beaches. 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 is an increasingly popular and oversubscribed community school where learning and well-being are at the forefront of our ethos for all to 'Aspire & Achieve'. We 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.

We recognise the importance of developing character as well as providing the skills for achieving qualifications. 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, 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 them to be of value to their family, local community and society as a whole.

**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."

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"Braunton Academy continues to be a good school."

OFSTED 2020



*A warm welcome to our place of learning.*



## 2. Learning and Teaching



Our core aim is to provide the students at Branton Academy with a knowledge-rich curriculum that is cohesive, cumulative and highly sequenced, offering students a rich learning experience whilst maximising their ability to **think and act independently**.

Developing students' personal, social and academic skills enables them to contribute to society and have a happy and prosperous future in the modern world. We have high expectations of all our students in all aspects of their learning, whatever their background or starting point and encourage them to fulfil our school motto of **"Aspire and Achieve"**.

Teaching and Learning focuses on the three elements of the 21st Century Trivium model. We place great emphasis on developing students' long-term memory, understanding that knowledge builds on knowledge.

Lessons will focus on the delivery of the subject **grammar** (Knowledge), by the teacher; the exploration of the new learning by the students supported by the teacher in the **dialectic** phase of the learning and then the independent, **rhetoric**, phase in which students demonstrate their knowledge, skills and understanding. This equips our students with the ability to think about and apply their learning in a range of new and challenging contexts.

## 3. Curriculum

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 (Knowledge) 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.



"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."

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"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."

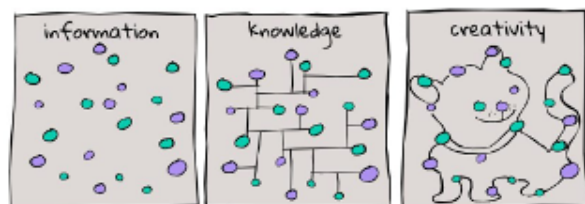
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**Our emphasis on progression from age 11-16** means that we have identified the key aspects of being a 'master' of a particular subject at different age ranges and are able to measure the students against this. Our transition to a level free, five-year 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.

### Learning at Branton Academy is...

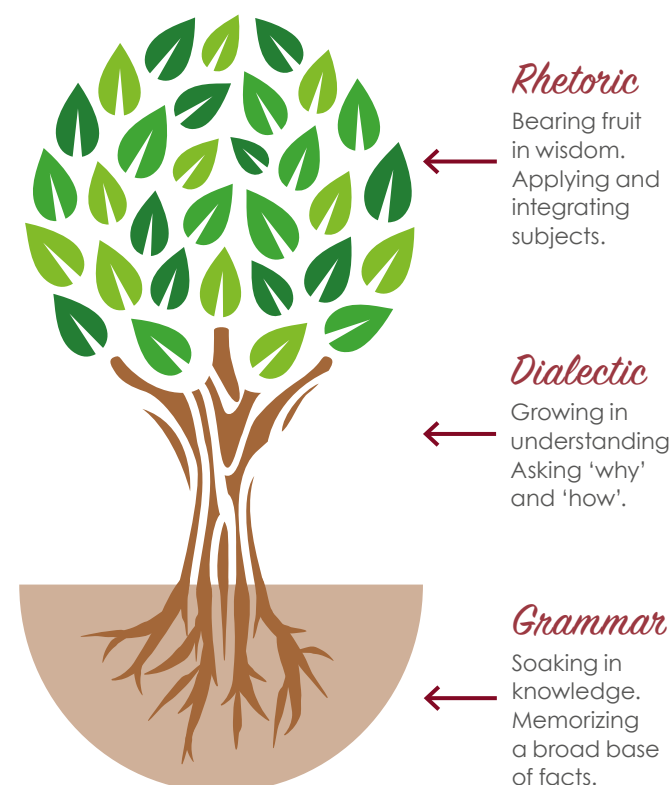


Following a 'Mastery Curriculum' that is... taught through the three elements of the trivium as... students learn to become self-regulating and independent learners.

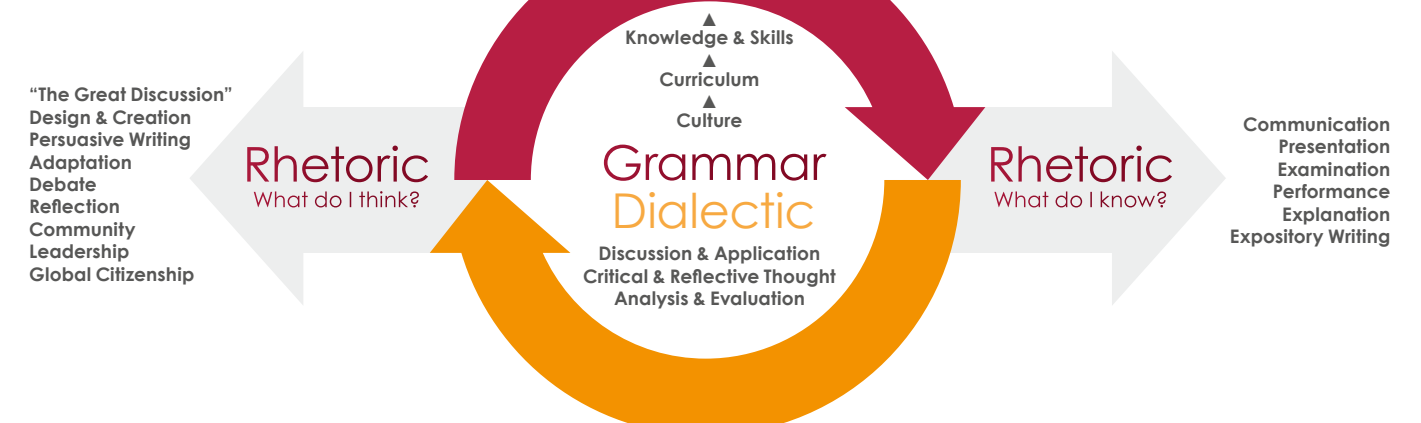
**Mastery learning** is the belief that students should master a skill before moving on to learn a new one. In contrast to the classic spiral curriculum, where students can race between topics without properly learning any of them, a mastery curriculum gives students the space to learn a skill, understand 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".

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



### Trivium 21C







## 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."

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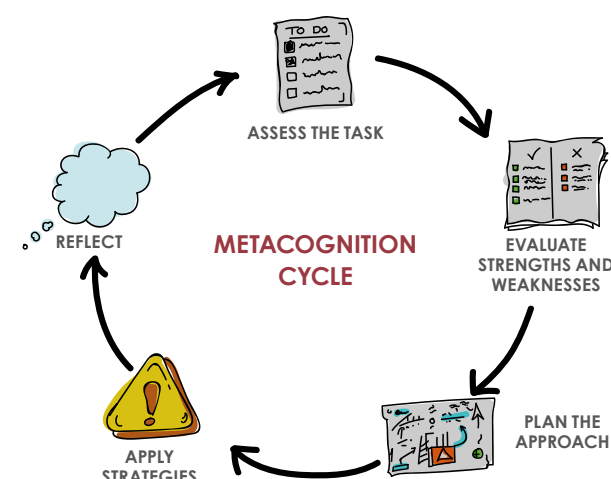
## The Metacognition Cycle

### 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
- Design and Technology
- Art & Design
- Music
- Drama
- Computing
- Physical Education
- Personal Development including PSHEE, citizenship and careers education

## 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 mixed groups in except in Mathematics (Year 7-9) and in Science in Year 9.

## 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 STUDY TIME
15.05 - 16.30	EXTRA-CURRICULAR CLUBS

"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."

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## Independent Learning and Personal Study

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.



## So, why is independent learning so important?



"Students are well prepared for their future. They benefit from a wide range of opportunities in and outside of school."

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## KEY STAGE 4

YEARS 10 - 11

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
- Food and Nutrition 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 such as Statistics in addition to GCSE Mathematics according to their individual academic interests.

For those students who are interested in following a vocational course we offer a course in Hair and Beauty 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

### 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.

### KS3

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.

The judgements of 'extending', 'securing', 'developing' and 'emerging' would indicate how far the student has come in terms of their mastery of the required element.

Subject mastery descriptors can be found on the website.

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, Heads of Year and Raising Standards Leads 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 and are a mix of on-line and face-to-face 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."

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"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."

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### 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 '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.





## 5. Pastoral



Tutors support and monitor children's progress throughout their time at Branton Academy. The tutor and Head of Year are the key links for parents/carers. 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.

Year 11 prefects receive training to support younger students through transition and beyond.

"Relationships between students and staff are strong. Heads of House and pastoral staff know their students and their families well."

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"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."

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### 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 from the Study – the SEND resource based. The Department has expertise in meeting the needs of students with a range of learning needs – from cognition and learning to communication and interaction. Additional support is also offered during break and lunchtime in the Study as a quiet space.

Continuity of support is maintained through regular links with all SENDCos in the Branton 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 liaises with the Primary Schools prior to transfer to ensure appropriate support facilities are in place on transfer. Reciprocal arrangements are in place for Primary visits to enable familiarisation of Branton Academy to build learner confidence.

### Uniform

Branton 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. Boots are NOT allowed. Coats and jackets should be black. Sportswear, blazers, and ties are available from S Daw & Co in Bideford. This ensures good quality garments at a reasonable price.

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.

"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."

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"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."

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### 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 once a week and are held in 'Year Groups'; they are led by the Heads of Year, or 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.



"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."

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### 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 we know happy students are effective learners.

### Tutor and House Groups

Branton Academy is divided into four Houses - named after the local beaches most closely linked with our heritage. There will be 5 or 6 Tutor Groups in each Year Group depending on the size of the cohort – each containing a balanced mix of the four Houses. Tutor Groups are organised on an all-ability basis and made up of students in the same year group. The Head of Year 7 and his/her team of Tutors follow their Year Group through to the end of Year 11.

"The physical and emotional well-being of students is a priority for the school."

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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. 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 Branton 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 Branton Academy to build learner confidence.

### High Expectations - Aspire and Achieve

Branton 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.*



## Student Leadership and Voice

At Braunton Academy, we believe 'Student Leadership' is one of the central strands of student achievement. 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
- 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.

Student Leadership and Voice permeates throughout the Academy.

Students can represent their tutor, year and school through the School Council. The school council play a key role in the Academy and represent the student body on all key decisions that are made such as staff recruitment and uniform changes.

Other leadership opportunities include House captains, Sports captains, Reading partners and Prefects.

"Pupils benefit from the wide range of clubs and extra-curricular activities on offer, including several languages."

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## 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.

*Organised learners are successful learners.*

### Examples of Extra-Curricular Activities:

- Lego Club
- Rotary Club competitions including 'Youth Speaks'
- Duke of Edinburgh award
- STEM club and challenges
- Environmental group
- Latin club
- Spanish club
- Bikeability
- Music and Drama clubs and productions
- Chess club
- Art club
- And a wide range of Sporting clubs



Our students are able to enhance their learning through a wide range of trips.

Examples of trips include:

- Wimbledon
- Paris
- London
- MFL exchanges
- Lundy island
- International trips including our Uganda link with Amigos
- University visits
- Bletchley Park
- Ski Trip
- National Citizenship Service
- And a large number of local trips that enhance our students learning.

## 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 First Aid room. Should a student become ill during the day, staff will issue a medical note and send the student to the First Aid room. If it is felt necessary, parents will be notified to collect their child.

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

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## Transport Arrangements

Please refer to the Devon County Council website for details of school transport entitlement.

Students cycling to school should wear a bike helmet and bring a bicycle lock so that their bike is secure.

Students are not allowed to use skateboards or scooters in travelling to and from the Academy on Health and Safety grounds.

## 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 hold Parents'/Carers' Consultation Evenings, online questionnaires and other events involving parents/carers.

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.



## 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 2022. All parents are informed of their allocation of school on 1st March 2023.

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 2023. 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/May, Year 6 students transferring to the Academy receive a visit from Mrs Woodhead, the Academy's Assistant Vice Principal, and the Head of Year, 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.



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

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### 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 two full days of activities, involving a wide range of subjects.

The Year 6 students always find the days 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. The PE House Competition is also a favourite. In addition, students will be involved in lessons in English, Humanities and a subjects such as IT, Music, Drama or Languages.

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 also includes 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.

### 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."

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# Aspire & Achieve

*Make an informed choice:  
choose Braunton Academy*

[www.braunton.academy](http://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 22nd September 2022.
- 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 2023, 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.

