



**BURNT MILL  
ACADEMY**





# WELCOME

## to Burnt Mill Academy

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I am delighted that you and your child are considering joining our outstanding Academy.

Burnt Mill is a caring and friendly school and our students tell us that when they come to school, they feel happy, safe and they enjoy their learning. This positive environment, where our students are supported and inspired to be the best that they can possibly be, enables every child to thrive. Indeed, many pupils enjoy school life so much that they often stay until 5.00 pm to continue their studies or to participate in extra- activities.

We believe in creating opportunities for every individual and pupils seize the chance to experience all that Burnt Mill has to offer. Year 7 pupils participate in a wide range of after school clubs from cooking to debating. Pupils are also encouraged to be active members of their house, to compete in sports or to learn an instrument. We also encourage pupils to become involved in one of our many school productions.

As a parent, you will also want to know about our high expectations for every pupil. Academic success is important to us because we know that it will create opportunities for young people. Although this may seem a long way off, we see Year 7 as the beginning of your child's GCSE preparation to academic success.

We have high aspirations for all of our students and we expect every child to leave us having achieved excellent examination results and the skills to enable them to further their education through Apprenticeships or by attending University.

As well as excellent results, we know that to be accepted to one of the Russell Group universities such as Cambridge, Oxford or Leeds and to be successful in the work place, that students will need to demonstrate determination, resilience and a strong work ethic; these are qualities that we will promote and develop in our students.

Burnt Mill students are happy, hard-working and have a strong desire to learn. They have exemplary behaviour, high aspirations and are respectful and kind to others. We believe that our students' character is as essential as academic success. Our students strive to make their parents/carers, school and community proud.

I look forward to working with you and your child to ensure that she/he has a fantastic educational experience.

My email address is:  
[mcglashanl@burntmill.essex.sch.uk](mailto:mcglashanl@burntmill.essex.sch.uk).

Please do not hesitate to contact me at any time if you are worried or need to ask a question.

We do hope that your son/daughter will join us and become part of this outstanding Academy.

**L McGlashan,**  
**Head of School**



# THE BMAT graduate

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The BMAT graduate is a student who has successfully finished studying the BMAT curriculum at one of our schools.

The BMAT graduate is confident. They know where they want to go in life, why they want to go there and how to make it happen. They know they are in control of their own journey but also how to live and work well with the rest of us, each on our own journey. They are successful because they know where they have come from and have a respect for where everyone else has come from, and why. We all have a place in a world shared with each other and with nature. BMAT graduates understand the responsibility this brings.

This knowledge, understanding and self-enlightenment comes from studying the various subjects in the BMAT curriculum, including well-being and future careers, curated as an interlinked study programme within the school curriculum. Exploring each subject fosters curiosity and gives a rich knowledge based on the best that humans have thought and said, discovered and created. So, each new BMAT student is freed to begin exploring their own creativity and talents but with the best of human knowledge as their starting point. Ready to graduate, shape and develop our world, taking humans even further.



# House SYSTEM

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Students and their parents are very proud of the House system. It is such an important part of our history.

Each tutor group belongs to a House. Each House has a House Leader and they promote competitiveness between the Houses. Each House has House Captains that are students who run the House with the House Leader and the House Council. Each House takes its name from a person from 20th Century British History, which reflects the time that the Academy was established.

## CHESHIRE

### Together we achieve

Lord Leonard Cheshire (1918–1992)

Named after Group Captain Geoffrey Leonard Cheshire, Baron Cheshire, VC, OM, DSO and Two Bars, DFC, founder of the Leonard Cheshire Disability charity.

## COCKCROFT

### We do our best ahead of the rest

Sir John Cockcroft (1897–1967)

Named after the English physicist Sir John Cockcroft, (1897–1967) who won the Nobel Prize.

## ELIOT

### We stand for success

Thomas Stearns Eliot (1888–1965)

Named after the famous poet TS Eliot who won the Nobel Prize for Literature in 1948.

## HUNT

### Never give up

Sir John Hunt KG, Kt, CBE, DSO (1910–1998)

Named after Sir John Hunt, a mountaineer who lead a successful expedition to climb Mount Everest in 1953 with Sir Edmund Hillary and Tenzing Norgay.

## MOORE

### Learn through trust

Sir Henry Moore (1898–1986)

Named after Sir Henry Moore whose radical approach to sculpture made his name synonymous with sculpture in the Twentieth Century.

## SHEPPARD

### Forever Learning

Lord David Sheppard (1929–2005)

Named after The Rt. Rev. and Rt. Hon. David Sheppard the famous English cricketer who gave up cricket to become the Bishop of Liverpool in 1975 and was elevated to the peerage in 1997.

The Academy also has a very strong Friends & Family of Burnt Mill (PTA) element with Heads of House and Friends & Family of Burnt Mill members working together to organise events for the school and outside community.

# YEAR GROUP System

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We believe that the form tutor is a vital role within the Academy and they will be your first point of contact to discuss any elements of your child's education.

This ensures that students are supported both pastorally and academically and can be more effectively mentored by the form tutor team. The form tutor is the first point of contact for parents. There is an Assistant Head Teacher who leads KS3 and Year 11 and a separate Head in KS4 for each year group. They work closely with the tutors to monitor academic progress, personal development and to ensure that students are happy and successful as they progress through the Academy. They have responsibility for both the pastoral and academic aspects of the year group and all matters related to behaviour and discipline.

Form time is 30 minutes each morning. Reading is the focus of form time each day and students are encouraged to bring in a good fiction or non-fiction book to read. Students will also follow a programme for PSHE in form.







# ENRICHMENT

We are an Academy that aims to prepare our students to be global citizens.

Students have made visits to Europe (France and Spain) including Skiing in Andorra and through Camps International students have been involved in fund raising projects to enable them to visit destinations such as Peru, Borneo and Cambodia. Pupils are now fund raising for a visit to Kenya in 2021 where they will have the opportunity to complete charity work with local communities. Closer to home pupils are given the opportunity to take part in trips and visits locally and the Academy has an extensive list of enrichment clubs and activities pupils can take part in including horse riding and Chess club.





# SUPPORTING Our Most Able

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At Burnt Mill, we truly believe that our students should have the same opportunities as their peers in grammar and private schools.

In order to support our academically gifted students, we have launched the A\*II Stars programme, which aims to give Burnt Millers the edge over students from other schools in a highly competitive world. Students who achieve the top marks in their KS2 SATs are identified as A\*II Stars when they first start in Year 7. Every half term, we analyse students' assessments and those that are performing at the top are added to the A\*II Stars regardless of their KS2 results. Once you become an A\*II Star, you stay an A\*II Star! Regular meetings take place with Ms McGlashan and members of SLT so that we can monitor the progress these students are making.

We have different subjects running A\*II Stars extension programmes after school for different year groups. Year 7 and 8: English, Maths, Science, MFL and Humanities Year 9, 10 and 11: All subjects. These are additional after school lessons that are different, fun and interesting. They aim to extend and deepen students' knowledge and understanding in different subject areas. A\*II Stars are easy to identify; they wear their badges with pride. It is not all work and no play for the A\*II Stars either! Every half term, there are trips, competitions and events taking place.



# Inclusion FOR ALL

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We recognise that our work changes lives and we work tirelessly to ensure that all the needs of all our students are met.

Our SEND students are at the core of what we do and Ofsted recognised our strong provision and commitment to a school that offers specialist support, high levels of challenge and expectation for all our students and excellent training to facilitate staff to work with children with all needs. Our Deputy Head SENCO and large SEN specialist team will work closely with parents to ensure high quality provision and communication.

## SAFEGUARDING

Keeping children safe and able to access learning is at the heart of our school and our Deputy Head Designated Safeguarding Lead ensures a curriculum and enrichment learning opportunities meet all the needs of our school community. Staff have high levels of training and the pastoral and safeguarding team work closely together to support the holistic needs of all children.

We work with over 30 partners agencies and in particular:

**YCT Counselling**

**Educational Psychology**

**School Nurse**

## YOUNG CARERS

At Burnt Mill we have a specialist programme of support for our students whom have a caring responsibility within their family. This can be both academic and emotional support to help our Young Carers achieve in line with their peers.

## LOOKED AFTER CHILDREN

The Deputy Head for Safeguarding is also the Designated LAC Teacher and advocates and supports our most vulnerable children. We can provide tutors, laptops and any other learning and emotional support children may need when they are in or have left care.

# ENGLISH Faculty

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The first two years that students work with us in the English Faculty are a period for intensive learning and reflection.

We build on the wealth of knowledge and skills developed in primary school, foster a curiosity to explore language from a range of perspectives, and build the determination to read widely for success in formal examinations and for a fulfilling life more broadly.

The curriculum is structured around the following principles: students explore some of the great writers across history; students develop their confidence of speaking, listening, reading and writing; and students experience an inspiring range of texts in different forms.

In KS4 students will continue to develop as confident, independent, critical and reflective readers in response to a wide range of texts including Shakespeare, a 19th Century novel, an array of non-fiction texts as well as poetry and a 20th Century play. Students will also have the opportunity to demonstrate their own writing potential by producing their own creative and transactional pieces.





## MFL Faculty

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When students begin in year 7 they study either Spanish or French depending on the year that they start. They then continue with this language until the end of year 8 then have the opportunity to progress to GCSE in year 9.

Topics which are covered at KS3 and GCSE include:

- Self & relationships
- Technology in everyday life
- Free-time activities
- Customs and festivals
- Home, town, neighbourhood & region
- Social and global issues
- Travel and tourism
- Life at school and college
- Jobs, career choices and ambitions.

The majority of students continue to study a language at KS4; having a foreign language is an important skill which can help with future careers.

Learning a foreign language enables your child to develop a variety of skills, from communication skills through to thinking skills. These help to open doors in the working world and are seen as a valuable asset by many employers and universities alike. Russell Group universities like Oxford and Cambridge value the ability to speak another language. It will open doors to many opportunities, such as working abroad and different careers from sport to fashion to journalism.



# ADT

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## NURTURING AND GROWING CREATIVITY.

Creativity is at the heart of everything we do. It is one of the most important characteristics of being human.

In ADT students study Fine Art, Photography, Food and Nutrition and Design and Technology.

Through KS3 students develop a range of concepts and skills in each area of Art and Design Technology giving them a broad experience of styles, materials, tools and processes. The projects also give students a chance to express their own creativity through design and art.

Students also learn about the importance of nutrition and a balanced diet in Food and Nutrition.

At KS4 pupils study within their chosen subject area and many students study more than one ADT subject. All ADT GCSE subjects have both a coursework element and an examination. Students will experience a range of specialist skills and equipment in their chosen area of ADT and be taught by specialist teachers.





# HUMANITIES

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Encouraging young people to think critically about the past and the future, with respect and curiosity, to develop a greater understanding of the world we live in.

## AT KS3

Students in years 7 and 8 are taught RE, Citizenship, History, SRE and Geography. These subjects develop a firm foundation of knowledge that will support students at GCSE should they choose any of these at option level. Moreover, develop skills and an understanding of how people have shaped the world in the past and continue to do so in the future.

## AT KS4

During the GCSE years, students will develop more in-depth knowledge and skills related to; Geography, History, Citizenship, Business Studies, Sociology and Psychology. Gaining detailed knowledge of how human and physical factors have shaped the past and continue to shape the future.

# MATHS

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Mathematics is the science that deals with the logic of shape, quantity and arrangement. Maths is all around us, in everything we do. It is the building block for everything in our daily lives, including mobile devices, architecture, money, engineering, and even sports.

Maths contributes to the school curriculum by developing the pupils' abilities to calculate, to reason logically, algebraically and geometrically; to solve problems and handle data.

The Maths Department aims that ALL pupils will be given the opportunity to:

- become fluent in basic mathematical skills, increasing the complexity over time
- develop their conceptual understanding so that they can improve their ability to recall and apply knowledge accurately
- develop their ability to reason, justify or prove using mathematical language
- learn the skills to break down routine and non-routine problems into a series of simple steps and persevere in seeking solutions
- learn skills that will allow them to succeed in their future learning, employment and modern life
- appreciate the beauty of Mathematics and have a sense of enjoyment learning the subject.

The Maths Department will provide regular sessions after school to assist with class work and homework, and with specific sessions catered for students about to take their examinations.

Our keen mathematicians are given the chance every year to compete at a national level through the UKMT challenge (United Kingdom Mathematics Trust).

The Maths department achieves outstanding examination results.



# Performing ARTS

Providing inclusive, engaging lessons and varied, ambitious opportunities to inspire every child to be a creative performer.

The performing arts faculty are driven by the belief that everyone can be a performer. Giving every young person in the school the opportunity to perform, whether in dance, drama, music or in technical roles is key to unlocking potential – empowering them to share their ideas, creativity and personality with the world.

Our knowledge-rich curriculum balances formal study of the very best texts and practitioners in drama, dance and music with opportunities and challenges to create original work and perform in class. All lessons are taught in specialist studios, equipped with sound and lighting equipment as well as sprung floors and mirrors for dance and modern and traditional instruments and music production facilities.

We provide subsidised music tuition covering guitar, piano, drums, strings, brass, woodwind, voice and even DJing from the moment students arrive in year 7. This and extra-curricular clubs including concert band, show choir, production club, and rock bands, contribute to an amazing range of performances through the year, including a battle of the bands, showcases, concerts and school musicals, played entirely by students! Our extra-curricular offer also encompasses both a junior and senior dance club, drama club, and casts not only for the summer musical but a range of other plays, which have included pantomimes, Shakespeare and contemporary pieces.

We are determined that every student wanting to perform is encouraged and included in every performance.



# PE

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Physical Education and sport plays a vital role in developing and maintaining everyone's physical, social and emotional wellbeing.

Physical Education at Burnt Mill will develop a student's practical skill, knowledge and understanding of a variety of sports, throughout key stage 3 and key stage 4, including:

- football
- Rugby
- Netball
- swimming/water sports
- badminton

Students are taught theoretical content on topics such as healthy active lifestyles and human anatomy. There is opportunity to participate in a wide range of individual and team sports and exercises, with the aim for every student to discover a form of exercise or a sport that they would like to continue throughout their life, in order to maintain their overall health and wellbeing.

School teams participate in regular fixtures in the Harlow Leagues, County Cups and National Cups throughout the year in several sports.

Students in key stage 4 will also have the opportunity to complete the GCSE PE course or the NCFE Technical Award in Health and Fitness. In both of these courses students will examine in depth human anatomy and physiology, as well as sport psychology and the importance of health, fitness and wellbeing. Assessment for the GCSE consists of two exams, a practical assessment and coursework. Assessment for the NCFE consists of one exam and one internally assessed coursework project.



# COMPUTING

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“Start something that a billion people will use in their daily lives”  
– Mark Zuckerberg

## KEY STAGE 3

Computer Science is essential for keeping up with the rapid changes in technology. Students will have many opportunities to explore a plethora of different technologies and skills, these include; Microsoft Office packages, programming languages, computational thinking, graphic design and systems architecture. Extracurricular activities will deepen their understanding further with the exploration of basic robotics and many other exciting activities.

## KEY STAGE 4

### Computer Science (9-1) GCSE

Computer Science gets students working with real world programming languages and provides a good understanding of the fundamental principles of Computer Science. They will be applying their knowledge to create real world applications and exploring a range of hardware and software. Students enjoy the hands-on teaching approach embedded in the curriculum to deepen their understanding and engagement. Computer Science has also been included on the EBacc subject list.

## CREATIVE IMEDIA GCSE

Students will be introduced to a range of essential pre-production techniques used in the creative and digital media, including client briefs, time frames, deadlines and preparation techniques. They will build on this to explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief.



# SCIENCE

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In Science we strive to develop spark and passion in students to question the world around them.

During key stage 3 we aim to develop a foundation of scientific understanding in biology, chemistry and physics through practical work and building scientific knowledge.

Students will learn why giraffes have long necks by studying the principle of evolution, how chemists can help identify criminals by having the opportunity to do chromatography as well as considering the implications of physics on car design.

At key stage 4 we offer a range of qualifications in Science including Triple Science, Combined Science and an Entry level certificate. Over the 3 years of

key stage 4 students build on their knowledge and develop their understanding of the scientific process. We run extra curricular clubs to allow students opportunity to explore science beyond the classroom and organize several trips throughout the year. Trips in the past have included international trips to study geothermal energy in Iceland and particle physics in Switzerland as well as trips within the UK to learn about human biology at Body worlds in London and an opportunity to learn about STEM subjects and careers at the Big Bang Fair in Birmingham.





**“ Schools,  
teachers and  
pupils freed  
to succeed.”**

These few words sum up what BMAT is about. We are a growing multi-academy trust supporting primary and secondary schools across Essex and East London.

We started as a team of educationalists who succeeded in turning around the fortunes of Burnt Mill Academy in Harlow between 2010 - 2012. Since that time, we have built up a regional schools trust that is committed to the following:

**‘No limits’ attitude towards children**

We believe that no child should be limited by where they’ve come from; that every child within the BMAT family deserves the chance to move on from where they are now to somewhere better. This belief – this attitude – is a non-negotiable for us here at BMAT.

**Letting our teachers truly teach**

We believe in letting our teachers do what they’re best at – teach. Our experience is that a strict scheme of work and carbon copy approach doesn’t work. Why? Because, ultimately, instinctive teaching is the kind of teaching that will inspire a child to see and discover new possibilities.

**Local schools with local personalities**

We are not in the business of making every school in our network look like each other. In fact, we celebrate the personality and character of each school that joins our network. Local schools by nature have local personalities – and we aren’t afraid of that.

**Helena Mills CBE - CEO**

Here at BMAT, we want so much more than just fantastic outcomes for our pupils. In our schools, pupils enjoy many opportunities to grow and develop into confident and responsible young people. They leave us; knowing a lot, self-assured, kind and ready to fulfil their dreams and aspirations

Each of our schools is unique but we do share certain core values. We have high expectations and make no apologies for that.

We believe whatever bar you set, a child will reach for it, so we set the bar high. As an inclusive group of schools it is important to us that these high expectations are for every single child. We see the positive impact this has on individuals on a daily basis. Our pupils really want to learn and do well. Our pupils grow into very confident and moral young people. This is because we encourage our pupils and our staff to do the right thing, everyday, even when that might not be popular. Being courageous is very important to us..

When you walk our schools and meet both staff and pupils you will find them warm and caring places. Our staff are humble people and enjoy knowing that they make the difference to the pupils they serve. They give generously of their time. They are the reason why our pupils thrive.

**Dan Kolinsky QC - Chair**

In BMAT, our approach is to make sure that everything we do is for the benefit of the students. We want our teachers to succeed. We want to capture best practice. We want our local governing boards to help drive the best possible educational outcomes.

As a Board, we aim to be governance partners facilitating success not prescribing how to do things. With the right culture of high expectations, high support and high challenge; the talent throughout this organisation can direct their amazing energy and commitment into delivering the best outcomes for our young people. If we get this right, we thrive as a community of schools.

We are united in our commitment to delivering great education and maximising the opportunities for our students.

**[bmat-trust.org](https://bmat-trust.org)**

#### GET IN TOUCH

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Supporting primary and secondary schools across Essex and East London, BMAT is a growing multi-academy trust with a singular vision: **schools, teachers and pupils freed to succeed.**