



Boroughbridge High School

Information for Candidates

Welcome from the Headteacher

Thank you for your interest in working at Boroughbridge High School. Our belief in 'Aspiration and Support for all' means that our students are at the heart of our decision making. We strive to ensure that all students leave our school, not only with the qualifications they need to access the next stage of their education or career of choice, but with the skills and confidence to make an active contribution to the communities to which they belong.

To secure this, our curriculum is constantly evolving as we respond to the changing needs of our students. We introduced a Stage not Age curriculum for GCSE option subjects last year and have built on our commitment to developing students' leadership skills by introducing the Young Leaders Award in this academic year. This will complement existing opportunities such as our School Council and the Duke of Edinburgh's Award.

With just under 600 students, aged 11-18, we serve the community of Boroughbridge and the surrounding area, which gives our school a welcoming, inclusive atmosphere. We feel like a family and, as such, we know our students well making Boroughbridge High School a good place to work and learn.

We actively seek opportunities to improve our practice and benefit from partnership working. We collaborate with other local schools at post-16 and are members of the Yorkshire Teaching School Alliance and the White Rose Alliance. This contributes to our high quality CPD and ensures that we continue to support new teachers coming into the profession.

As a school community we are proud of our achievements and were delighted that Ofsted recognised this in December 2016 when we were judged to be 'Good'. Our aim is now to continue on our journey to 'Outstanding'. Thank you for considering joining our team on this journey.

Kathryn Stephenson

Headteacher.

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Information about the school

Curriculum

Students follow a broad, varied and relevant curriculum at Boroughbridge High School. Subjects studied include English Language and Literature, Mathematics, Science (as a single, double or triple option), Computer Science, Design Technology, Food Technology, French, Spanish, Geography, History, ICT, Art, Music, Drama, PE, Personal Health and Social Education and RE.

We are keen to personalise the curriculum for students and so, towards the end of Year 8, students choose mini-options before selecting the subjects that they wish to study for GCSE at the end of Year 9. At GCSE, students currently follow a Stage not Age Curriculum which means that they take two of their Option subjects at the end of Year 10. This has a number of advantages including enabling students to secure two GCSE qualifications and developing deep knowledge of exam technique in Year 10 which they can then apply to the rest of their subjects during Year 11.

You have introduced your 'stage not age' curriculum, which ensures that the most able pupils can make more rapid progress. Ofsted 2016

We currently have four guided routes at GCSE to ensure that students follow a curriculum which both meets their needs and prepares them for the next steps. All students have access to an EBacc curriculum.

We are constantly looking at ways to develop the curriculum so that students develop their skills as well as securing their academic qualifications. With this in mind, Key Stage 4 students this year are following the Archbishop of York's Young Leaders Award, the aim of which is to develop key leadership skills whilst also making a difference in their local community.

Students also experience Challenge days where they have the opportunity to take part in activities that develop transferable skills such as enterprise, team work, fundraising and resilience.

Teaching and Learning

Creating high quality teaching and learning is a high priority for us. We know that students do well when they are interested, engaged and active in their learning. Each

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teacher follows Agreed Practice and uses extensive prior and current data along with information about each student to ensure that lessons cater for all students' needs. As well as developing subject knowledge, students are given the opportunity to develop their skills through activities such as groupwork, developing presentations and research.

Pupils are confident, self-assured, and willing to volunteer answers in lessons and support each other to do well. This creates a collaborative atmosphere for learning. Pupils take pride in their work. Ofsted 2016

Behaviour for Learning and Attitude to Learning

Visitors to Boroughbridge High School are always impressed by the welcoming, calm and friendly atmosphere around the school. This does not just happen by chance but is a result of our high expectations around conduct, uniform and being ready for learning. We have an Attitude to Learning and Behaviour for Learning scale so that students know what is expected of them and includes qualities which we know will lead to students being successful. We also have a Code of Conduct, known as Consequences of Behaviour, consisting of a set of simple and sensible rules and principles. This is linked to our Rewards system so that students understand that how they conduct themselves in every lesson, every day, is important.

Pupils have very positive attitudes to all aspects of their learning. Ofsted 2016

Assessment

The quality of students' work and their progress is monitored lesson by lesson by teachers through activities that students complete along with classroom assessments, end of module tests and internal exams. Teachers use the data to develop their planning to meet student needs. Students' progress is reported to parents regularly through regular tracking and reports with a focus on what students are able to do well and what they need to do to improve. We also have annual Parents' Evenings where face to face conversations to discuss progress take place.

Your determination that pupils will achieve all of which they are capable is reflected in your day to day work. Ofsted 2016

Student Support

Students are well supported at Boroughbridge High School. Each student has a form tutor who sees them daily and monitors both their personal and academic progress. Each

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year group also has a Pastoral Manager who monitors students' progress, attitude to learning and deals with things such as uniform and attendance. Students will also be taught by a range of subject teachers. Students are encouraged to approach any member of staff if they need help.

The open culture in the school ensures that pupils know who to go to if there is a problem. Pupils told us that they could approach any teacher and they would help.
Ofsted 2016

Teachers have detailed information about students which supports their planning which ensures that students feel that learning is challenging but accessible.

A real strength of your school is the relationships your pupils have with your staff. Pupils feel well cared for and supported. Ofsted 2016

Students with Special Needs or Disability

We are committed to promoting the equality of all students, regardless of their circumstances, background, disability or learning need. We are particularly proud of the fact that, due to effective support, all groups of students within our school make similar progress.

We have a number of facilities in place such toilets which are accessible to disabled students and visitors, a lift to the upper floor and ramps to student entrances. We continue to work with the Local Authority and external agencies to meet the needs of all students for whom Boroughbridge High School is their school of preference.

Within the curriculum, individual students may need addition help to achieve their full potential. The school's experienced learning support staff offer this help mainly in two ways: the assistance of extra support in the classroom and through individual or small group sessions. These include interventions for students who need support with their literacy and numeracy skills.

Student Leadership

We encourage all students to take on leadership opportunities so that they can make a wider contribution to the school. Student groups include the School Council who collect and share their views with Senior Leaders on a range of issues both in school and in the wider community. It also provides students with a means of making decisions and taking action to improve the lives of those around them. The student and staff elected

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Head Boy and Girl, their Deputies and Prefects are directly responsible for the organisation and running of the council and lead committees on a range of issues and fundraising activities. We also have a Student Teaching and Learning group who carry out action research and discuss effective learning with teachers. Some students work as listeners and mentors for younger students. Further student groups will be developed during this academic year.

Extra curricular opportunities

There are many opportunities for students to get involved in extra-curricular activities during lunchtime and after school. These include a wide range of sporting activities. This includes the major team games of football, hockey, basketball, netball and cricket. There are clubs and competitive school teams in many sports.

Many students get involved in music and drama including whole school productions. Some subject areas offer lunchtime clubs and there are opportunities to get involved in activities such as Young Enterprise and awards such as the Duke of Edinburgh's Award.

Learners take opportunities to be involved in the wider life of the school, for example they run a variety of clubs for younger pupils to be involved in. Ofsted 2016

Preparing students for life beyond school

The Personal, Social, Health and Citizenship Education programmes aim to prepare students for the challenges of life beyond school. Careers education is an integral part of the PSHE curriculum in all years. The school has its own fully qualified full-time careers advisor. All students have the opportunity to undertake work experience in Year 12. In addition, they follow a thorough programme designed to enable them to make informed choices about their next steps and possible future careers. This includes attending careers conventions, listening to visiting speakers, developing career actions plans, meeting business people from the local community and carrying out research.

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