



# Bridge Learning Campus

Trust in learning. Trust in success.

Welcome to our community



As the old man walked the beach at dawn, he noticed a young man ahead of him picking up starfish and flinging them into the sea.

Finally catching up with the youth, he asked him why he was doing this. The answer was that the stranded starfish would die if left until the morning sun.

**“But the beach goes on for miles and there are millions of starfish,”** countered the other.

**“How can your efforts make any difference?”** The young man looked at the starfish in his hand and then he threw it to safety in the waves.

**“It makes a difference to this one,”** he said.



# welcome



“ Academy leaders, the governors, the parents’ groups, others in the community and the pupils have worked to create successfully a strong ethos and sense of community in the academy. Staff and pupils are proud to be part of the academy.

Ofsted, March 2015

**Bridge Learning Campus is a good and rapidly improving school; we will be outstanding by 2018. So come and join us on our journey.**

As one of the genuinely all-through schools in Bristol, students may join us at any point. All any parent wants from a school is for their child to thrive - to be happy, safe and learn well. What we are doing at BLC is very special and we were delighted that this was recently recognised by Ofsted; but it is the positive feedback from students and families that we are most proud of.

Bridge Learning Campus is a large, well-resourced school. It is light, airy, and conducive to learning. We have extensive sports fields, great outside areas, plenty of IT facilities and even some old fashioned books. Our teachers are dedicated professionals, all committed to delivering the highest standards of education. We enjoy beautiful views over the city and back onto the Dundry Hills; it really is a fabulous location to spend the day learning.

As parents, we want the best quality of education for our children. At Bridge Learning Campus we aim to deliver great outcomes regardless of children’s starting points: we ensure that the brightest students flourish - move onto A Levels and succeed at University; but we never forget that every child matters and never give up on anyone.

We review the curriculum regularly to make sure children are learning everything they need to in order to progress academically, but also become good citizens and contributors to society.

Our students are well behaved and supportive of each other; every visitor to the school comments on how warm and friendly the school is. Our expectations and standards are high and we will not compromise on these. There are many opportunities for children to collaborate together - through Houses, in their learning, clubs and societies.

We are home to Bristol Rugby Club's Academy; all our students participate in the Duke of Edinburgh Award; we work collaboratively with University of West of England (UWE), Ablaze, TLT and Teach First. We have recently won the Employability Charter Mark and achieved the GOLD SSAT Parental Engagement Award. We share our site with New Fosseway Special School and Bristol Gymnastics Centre - we really do have everything.

**Keziah Featherstone** Headteacher  
**and Neil Willey** Associate Headteacher

**“ Behaviour in lessons and around the academy is good. Pupils of all ages get on well together and are safe.**

**Ofsted, March 2015**



“Good progress is made in Nursery because teaching staff plan interesting experiences that develop the childrens' confidence and help children build up their vocabulary.

Ofsted, March 2015

# phase one



The learning journey within Phase One begins with our Nursery children and finishes in Year Four. Every child within Phase One is valued, encouraged and appropriately challenged in order to achieve the very best they can.

The Early Years Foundation stage (EYFS) covers the Nursery and Reception years. Children within the Early Years are encouraged to explore and learn through play based activities. These activities, such as jigsaws, threading beads, matching games, recognition of their name and letters, songs, rhymes and stories provide the building blocks for formal learning.

The letters and sounds (phonics) programme is followed using exciting on-line software 'phonics bug' supported by a range of different reading books that children can read using the latest IT devices such as iPads as well as books.

Outdoor learning takes place all day using our outdoor classroom for literacy and numeracy session as well as forest school. Parents have access to their children's on-line learning diaries and are kept informed of their child's learning on a daily basis through emails. It is important that through the Early Years we build on the knowledge and skills that the children have, providing them with both indoor and outdoor learning. We ensure that learning matches needs and most importantly provide a safe, secure and stimulating environment.

Children from Year 1 upwards spend the mornings focusing on the vital subjects of Literacy and Numeracy. We place great importance that 'every child is a reader' so there are many different approaches to reading across all year groups including the use of technology to engage every child. Mathematics follows the Maths Makes Sense scheme enabling children to become confident mathematicians who enjoy numbers.

Topics change each term which allow children to understand and learn about the world, both present and past. Subjects are not taught in isolation as it is important that children are able to make links across subjects using a range of different skills. Each term allows for 'off timetable' days so that the topic can be introduced using 'WOW' events such as trips, school visitors, and creative activities. As we are part of an all through school children are also able to have the opportunity to be taught by specialist and skilled teachers in subjects such as languages, IT and PE.

All children from Early Years to Year 4 attend sessions at the fantastically equipped and purpose built gym centre, children from Year 3 upward have regular swimming lessons and upper Phase 1 are taught coding by an ICT specialist. All children are expected to complete home learning and daily reading to build upon their school based learning.

Children are assessed regularly across all areas in order to gauge progress and tailor support. Formal assessment takes place at the end of each term to measure the children's progress and set future targets.

Parents' involvement is crucial across Phase One. Throughout the year there are a number of opportunities for parents to attend stay and plays, assemblies, and 'WOW' events, which both the children and staff look forward too. We are proud to be able to offer a very wide range of thirty after school clubs, as well as a breakfast club for early risers!

Our aim is for all children to enjoy their individual learning whilst being fully supported to fulfil their potential and achieve the very best they can.

**Mrs Carter**  
*Assistant Headteacher*

“  
Mathematics is very well developed because children are taught well through a range of interesting activities.  
”

**Ofsted**, March 2015



**“**The academy's arrangements for Year 6 work particularly effectively, so that all pupils in this year make good progress.

**Ofsted**, March 2015

**”**

# phase two



## Welcome to Phase 2 which comprises Years 5, 6, 7 and 8 at Bridge Learning Campus.

Phase 2 is what really makes our school so unique and special. In Years 5 and 6 students are finishing their 'primary' education. Our students get the benefit of working with a few select teachers that they really know, alongside opportunities to experience the specialist subject expertise and facilities of 'secondary' education. Our students are moved gradually at a pace that suits them as individuals. This helps avoid the massive change that students often go through at the end of Year 6 when they move schools, yet also really stretches those children who are ready to move on from primary style education in Year 5 and 6.

In Year 7 our children are joined by fellow students from our primary partners through an 'outstanding' transition program. We aim to get a detailed picture of the students who join us so that new starters are made to feel as much a part of BLC as our existing students. Finally, in Year 8 students start making the exciting choices that will shape their school lives and beyond. At BLC students will have the opportunity to really think through

their aspirations at this early stage with support from our staff. During Years 5-8, our students take massive steps in learning and development. In Phase 2, we aim to make those years as enriching, safe and exciting as possible so that everybody is ready for their own next steps and can reach their potential.

Another aspect which sets Phase 2 apart is our curriculum which has been specially designed to provide our students with a diverse mixture of subject experiences whilst also providing a solid grounding in the literacy skills they will need for GCSE. In most other schools, students would have regular lessons in core subjects like English, Maths and Science, alongside one or two lessons in foundation subjects like History, Art and Geography. At BLC we've moved to a curriculum model where students get their daily diet of core subjects but alongside that they will have nine week blocks of specialist subject lessons. This means that students can really thrive and hone their subject skills in great depth before experiencing another subject.

**Mr Willey**  
*Associate Headteacher*

“

The academy makes excellent use of its age 3 to 16 all-through structures, to ensure that pupils move smoothly through the academy and pupils of all ages make good progress. New pupils arriving in Year 7 are integrated well.

Ofsted, March 2015

”





"

I like the teachers here because they're kind and caring. I've learned so much, such as how to use Pythagoras and using the laser cutter in DT.

Amy, Year 6 pupil

"

“The needs of those pupils that require additional support are taken care of very well so that they make good progress.

Ofsted, March 2015

# phase three



Welcome to Phase 3 which comprises Years 9, 10 & 11 at Bridge Learning Campus. ‘In order to succeed, we must first believe that we can’.

Phase 3 is the gateway for our students to the rest of their lives; it is the culmination of learning, skills and endeavour that has been their foundations in earlier years.

In Phase 3 we offer a broad curriculum which suits the needs and talents of our students whilst providing them with various opportunities to extend their wider curriculum. We expect our students to be role models and expect them to be polite, well-mannered and business-like in their appearance and attitude to learning.

We take time to ensure our students are happy and enjoy their Phase 3 studies. Our students are fully equipped throughout Phase 3 to access extensive opportunities available to them in post 16 education, enabling our students to meet the needs of employer and university demands.

**Mr Postlethwaite**  
*Assistant Headteacher*

“

Older pupils are prepared well for their next steps in further education or apprenticeships. The academy is raising aspirations so that more former pupils now progress to higher education.

”



# curriculum

**It really matters what children are taught and when they are taught it.**

In Phase 1 our children are taught the National Curriculum in innovative ways, using programmes that accelerate learning such as Maths Makes Sense. This combined with a wider Campus curriculum designed to nurture curiosity and potential helps foster a love of learning. As we move through the Phase students continue to experience a wealth of practical activities that boost independence, resilience and confidence and help them apply their skills to real life problems.

In Phase 2 students begin their transition into a more specialised curriculum and are taught practical science in laboratories and are taught by specialist teachers in Modern Foreign Languages, Art, PE and Design Technology.

We believe that the right level of challenge and support will help promote creativity, enjoyment and most importantly a wealth of memorable experiences.

Whilst in the Phase the curriculum splits in to two allowing students to access a full range of both STEM and Culture subjects. The core curriculum is (English, Maths, Science and PE) are taught as discreet subjects. Humanities subjects are taught in rotation alongside languages and Art, Music, Drama and Design Technology combine to form the creative offer for students.

All subjects are united with a core base of literacy, communication and numeracy skills, ensuring that our students are meeting and exceeding targets in these essential areas.

**“ I really had a lot of dreams when I was a kid, and I think a great deal grew out of the fact that I read a lot.**

**Bill Gates**  
Founder of Microsoft

In Phase 3, the GCSE Years, we aim to build on the skills set that students have gained, whilst giving them the freedom to choose options that will motivate and engage them as they begin to consider their future careers. As always we have a good balance of essentials mixed with subjects like Computing, Engineering , Business , Textiles, Photography and Performing Arts. This gives the opportunity for students to be as creative or scientific as they like, or continue with a something from each area!

The curriculum throughout all Phases is as personalised as it can be, giving the support and challenge needed for all students to develop at their own pace. As a result we grow successful learners, confident in their abilities and celebrated in their achievements.



## Starting at the Beginning

When children start with us in Nursery, Reception and Year 1, it is a period of rapid physical, emotional and intellectual growth. Our curriculum starts off based in play and stories but becomes more formal with greater expectations of children. We keep literacy and numeracy at the core of what they learn but ensure the curriculum is broad and balanced to provide a good all-round education.

## Our Curriculum Helix

As children progress through the school more discreet subjects are introduced, so that by Year 7 their weekly diet of learning will cover many specialisms. We organise these into STEM (science, technology, engineering, maths, IT, PE and vocational subjects) and Culture (English, modern foreign languages, the humanities and arts). Both these are led by experienced Assistant Headteachers.

## Every Child an Artist

In addition to the core, essential skills at the heart of our curriculum, we also believe that children are naturally, creative, curious and have a love of learning. Our aspiration is that every child will be an artist – in the widest sense of the word.

### **Artist:** [noun]

Person whose work exhibits exceptional skill.

Scientists, engineers, designers, musicians, academics, writers, chefs, sportsmen and women, photographers, philosophers, programmers, actors, leaders... children with the skill and determination to pursue their passions.

### **Ms Hackling**

*Assistant Headteacher for Curriculum*

“ I like BLC because we get lots of opportunities and also have support with our learning. I have learned that if we work hard we can do anything.

**Jordan**, Year 8 pupil

”



# enrichment

**School and learning is not just about lessons. When we reflect back as adults, it is often the extra-curricular activities that we remember most fondly. At Bridge Learning Campus we ensure all students have equal access to a large range of experiences that enrich and enhance their learning in lessons.**

We provide a **FREE Breakfast Club** for all children; you can drop them off in Curie Hall (William Jessop Way) from 7:45am and, if you want them to also eat here items can be purchased. We also offer a huge range of free after school clubs, for children of all ages, from Reception to Year 11. These include everything from sports teams to textiles and crafting; from film club to cookery and dancing.

We are lucky enough to host Bristol Rugby Academy on site at Bridge Learning Campus, with training sessions led by RFU coaches. Through the sponsorship of the Royal Aeronautical Society and Boeing, we are participating in the Build a Plane project.

In Year 9 we introduce the Duke of Edinburgh Award for all students, who participate in expeditions and activities. As well as all children achieving the Bronze Award, we have many that complete the Silver Award. This really is a life changing experience for all participants.

In addition, we offer many ways of enriching through lessons and have undertaken trips to the battlefields of World War One, to art exhibitions in London, have learnt how to survive in the wild and even met a baby T-Rex!

“  
My daughter started in Year 3 after we moved across the country. She was helped by all her teachers to settle well, make new friends and she is learning faster than ever before. It really put our minds at rest.  
”



# post 16

**The step after Year 11 is one of the most exciting for any student. We work extremely hard with students, their families, and the local Post-16 providers to ensure the right decision is made for each young person.**

Our students are entitled to automatic entry to a whole range of Post-16 courses at the City of Bristol College. Because City of Bristol College is one of our Academy Sponsors, no other school in Bristol is able to provide this extensive Post-16 Programme.

However, City of Bristol College is not the only Post-16 provider we work with, although it is a unique relationship. We ensure all students have the opportunity to visit other institutions as well, including apprenticeship providers and Sixth Form Colleges such as St Brendan's and St Mary Redcliffe and Temple. We guide students through the application and interview process, also keeping parents/carers involved and ensuring the very best outcomes for all.

“ Older pupils are prepared well for their next steps in further education or apprenticeships. The academy is raising aspirations so that more former pupils now progress to higher education.

**Ofsted, March 2015**



# the BLC way



A right to be treated with respect



A responsibility to treat young people and adults with respect



A right to learn without being disrupted by others  
A responsibility to support the learning of others



A responsibility to be fully equipped for learning (YOUR learning, YOUR success)



A responsibility to not disrupt the learning of others

## Living the 'R' Everyday and in Every Way!

### **Our expectations of children are deliberately and unapologetically high.**

Generally the behaviour of the children at the Bridge Learning Campus is very good but there are sometimes incidents that occur that cause the staff concern. As partners in the education and development of your child we ask you to support the school fully. Whenever possible we will involve parents and children in the writing and agreeing of school rules. Each class sets its own 'class contract' which is the agreed way for learning and playing together - a copy of the contract is sent home at the start of each year. Children must be aware of others, throughout the school, and be prepared to take responsibility for their own actions.

We like to reward good behaviour and encourage others to follow a positive example. There are termly rewards and students with the best attendance and behaviour participate in special events within their House team. Praise is the most important strategy and we aim to recognise students who are performing well and those that contribute to our school community. The end of year 'Star Awards' is an opportunity to celebrate with parents of those students that have excelled throughout the year.

There is a clear system in place to ensure that any poor behaviour is dealt with effectively. 'R' sanctions are used at different stages but always allow for reflection and restorative conversations between students and teachers.

Positive and Negative incidents will be recorded on the SIMs database and alongside attendance will be used towards the coveted House Cups!

### **Our House System**

Each Child will be allocated one of our four Houses that they will remain in throughout their time at BLC. Please contact the House Team if you have any concerns or questions.

### **The Houses are named after 4 'bridges' in Bristol:**

- Clifton (Blue)
- Pero (Gold)
- Redcliffe (Red)
- Temple (Green)



# safe-guarding



**We have two Designated Safeguarding Leads in the school in order to ensure that we are able to work closely with other professionals in providing support to families when it is appropriate, Caroline Johnson and Sarah Cheshire.**

BLC is committed to safeguarding and promoting the welfare of all our pupils; our governors and staff all share this commitment. The Campus has policies and procedures in place for safeguarding all our pupils.

The Safeguarding Policy is available on our website. The school also adheres to Safer Recruitment guidelines. We also work in close partnership with other agencies like the Health Authority and Social Services, who share our commitment to protecting children and young adults. The people in these agencies can include health visitors, the school doctor and nurse and the social care team.

Our first concern is your child's welfare, and therefore there may be occasions when we have to consult other agencies even before we contact you. Should this be necessary, we want to reassure you that any concerns we have about your child will always be fully discussed with you after we have talked with the other agency. All staff are trained in Safeguarding Vulnerable Children and Young People.

## **Inclusion at BLC**

We are fortunate enough to have a dedicated Inclusion Space for pupils from Year 6 upwards who may find transition hard, or struggle during unstructured times of the day. This is known as the Bridge Centre, and is for pupils working significantly below age-related expectations who have additional learning needs and require a longer transition to Secondary school. Based in the library area in Curie, it provides a nurturing environment, a focus on core skills whilst offering the same access to specialist facilities and resources as the rest of Phase 2 and 3.

Duration of time spent in this class is tailored to the individual pupil. From September 2016 we will have pupils from BLC join this class in Year 6 and pupils from other primary schools join in Year 7. Some pupils might remain in this class for Year 8 & 9 as it is felt that this is the best provision for them. This centre is supported by a range of staff including Deputy Lead for Inclusion, Claire Nicholls and SENCo Dina Radford. There will be structured activities with our Speech and Language therapist.



## **Special Educational Needs**

Bridge Learning Campus is a fully inclusive school. The following information outlines what we offer for pupils with Special Educational Needs and Disabilities (SEND).

### **How will my child be supported during the school day?**

At BLC we endeavour to develop independence in all pupils. However, there are times when your child may need adult support. This may be access to LSA support in-class, group or individual withdrawal, access to specialist support or simply a quiet place to go at lunch time. The inclusion department liaises closely with the pastoral team to ensure that pupils' needs are met.

### **How is progress towards outcomes measured?**

All pupils who are identified as having a Special Educational Need are monitored by a SENCo. Academic data is entered termly by class teachers and this allows the Inclusion Department to check progress towards Expected Minimum Levels and Grades and offer extra support where needed.

If a pupil has an Education Health Care Plan, a pupil profile will be issued to all staff and targets will be monitored on a Personal Learning Plan (PLP). In addition, an Annual Review meeting is carried out yearly with the SENCo, parents, the pupil and any relevant professionals working with the pupil.

### **What support will there be for my child's overall well-being?**

As well as offering learning support, the inclusion team work closely with the Pastoral Team (Behaviour Lead, Heads of House, Deputy Heads of House and Learning Mentors) to ensure that pupils' social, emotional and behavioural needs are met. BLC also have a counselling service, Butterfly, who work on site to deliver individual therapy, group sessions and art therapy. BLC also has links to outside agencies who work with pupils and parents on a wide variety of issues.

### **What specialist services and expertise are available at or accessed by BLC?**

BLC have teams of counsellors (Butterfly) and Speech and Language Therapists (Talk Team) on site. We also have a variety of professionals who visit to support with pupils' needs when appropriate. These include Educational Psychologists, Autistic Spectrum Disorder Outreach Team, Learning Partnership West, CAMHS, Behaviour Improvement Service, Sensory Support Service and Occupational Therapists. We are also very lucky to have New Fosseway, a special school, on the same campus, who are more than willing to share their expertise with mainstream teachers.

### **How are BLC's resources allocated and matched to pupils' special educational needs?**

Our first responsibility is to pupils who receive additional funding for their Special Educational Needs or Disabilities. After this, support is allocated on the basis of need. A 'Provision Map' is kept by the Inclusion Department which lists all of the support and interventions offered within BLC and this is updated regularly to reflect the needs of pupils on the SEN register. All interventions are regularly evaluated to ensure that resources are being used to maximise pupil progress.

### **Who can I contact for further information?**

The department is led by Assistant Headteacher and Inclusion Lead, Sarah Cheshire. Claire Nicholls is the Inclusion Deputy and Dina Radford as SENCo. Each is responsible for a different area of SEND across the Campus.

The Inclusion Department can be contacted through school reception who will pass on your query to the appropriate member of staff, or at [SEN@bridgelearningcampus.com](mailto:SEN@bridgelearningcampus.com)



I love this school and I wouldn't want to go anywhere else.

Nick, Year 9 Pupil

# get in touch

We are aware that this brochure can only be a brief introduction.  
Nothing will equal a personal visit.

The students and staff of Bridge Learning Campus extend a warm welcome to you and an invitation to visit us at any time which is convenient to you.

**Get in touch today...**

**Bridge Learning Campus**

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