



## **Vision and Values**



**Vision**                    **“To ensure all learners fulfil every aspect of their potential by taking full advantage of the opportunities provided by BHTC**

**On leaving, students will possess the knowledge, qualifications, skills and attitudes they need to lead a successful life”.**

**Our Brand**                    **“moving forward together”**

**Our Motto**                    **Nurture – inspire – achieve**

## **1. Aspirations and Standards**

BHTC has high expectations of and for, all students who are challenged to reach and exceed their expected potential throughout their life in College.

We seek to equip students with the necessary knowledge, skills, understanding and qualifications and above all the ability to continue to learn over their lifetime. This will enable them to progress in a rapidly changing world, fully equipped to meet the prospect of several changes of employment.

In 2009 and 2010 42% of College leavers at 16 achieved 5 A\*-C grades in GCSE including English and Maths. In 2011 we hope to improve on this and achieve 50% by 2012/13.

We expect 95% of our students to leave with 5 A\*-G including English, Maths and ICT in order to give them the skills employers are seeking and opportunities for further education.

We offer 6<sup>th</sup> Form provision for 70 students and hope to increase this to 100 students by September 2012 when we hope to have our own established 6<sup>th</sup> form. We offer a mix of AS/A Level courses together with highly regarded vocational courses such as BTEC.

***“Bristnall Hall is a good college which has continued to improve. This is an inclusive place where students achieve well in a supportive environment” (Ofsted 2011)***

## **2. Learning and Teaching**

BHTC offers high quality, high impact learning and teaching as we seek to develop in our students, independent, individual, inquisitive minds.

We have a consistent college ethos throughout KS3/4/5 which is rooted in the values of tolerance, mutual respect and support for each other.

Although students are encouraged to take responsibility for their own learning, great use is made of a variety of learning styles to further explore, exchange and evaluate ideas. These include kinesthetic, logical, interpersonal and visual styles of learning in order to engage all students. Distinctive features of our curriculum include:

- Taught ICT from Year 7 right through to Year 13 and beyond into adult learning via our Cisco Academy which offers an internationally recognised qualification right here within college;
- At least 2 hours of Physical Education per week for every student;
- Languages are taught to everyone at KS3 and the most able 50% at KS4, take a modern language at GCSE in preparation for University/Further Education;
- Specific pathways at KS4 and KS5 offering personalised study for a variety of highly regarded qualifications, whether academic, vocational or applied, leading to University / Further Education / Apprenticeships or Employment.

Looking ahead, we attach considerable priority to improving the facilities for Physical Education, in particular more gym space, playing fields, and enhanced dance studio.

We want to improve the opportunities for the more vocationally minded students through the development of a skills centre offering plumbing, electrical and construction training. In addition, it would include opportunities for retail and food/catering via a training restaurant, hair and beauty salons and building on our links with local companies introduce a variety of Apprenticeship Opportunities in our region promising real employment prospects to BHTC students at either 16 or 18 years. This is dependent, however, on having sufficient space, which currently we do not have.

Class sizes at KS4 in the core subjects Mathematics, English, Science, ICT, and Design and Technology are small - approximately 20 students. This allows a more personalised approach to each student and improves success rates.

This dynamic, personalised approach is underpinned by the use of technologies that allow learning and teaching to proceed within the broadest range of opportunities to students, parents/carers and the community, which best meets their needs and interests. It is in this way that we seek to equip our community with the expertise that ensures their success in a fast paced, ever changing world.

***“The college’s specialist status in technology is a driving force for change and improvement. It is helping to raise the proportion of students obtaining five or more good GCSE’s and provides many benefits through the curriculum” (Ofsted 2011)***

### **3. Behaviour and Working Ethos.**

We endeavour to foster a feeling of belonging to our community where there are recurring opportunities to develop skills, knowledge, self-esteem and confidence.

We expect BHTC students to observe the highest standards of conduct as we create a happy, ordered environment, which is based upon understanding and respect for each other.

We operate a Behaviour for Learning Policy alongside our Rewards Programme which is a transparent system based on a hierarchy of consequences – from verbal reprimands to detention, to removal from class and a period in Isolation. We will exclude students for consistent poor behaviour or individual acts of unacceptable behaviour. This ensures a more consistent approach from staff and a fast response to any low-level classroom disruption.

Praise is increasingly used to encourage further success and this is supplemented by the use of House Points, Good News Letters, Headteacher’s Letters, Certificates and Vouchers, for high and improving standards demonstrated by students.

In addition, Celebration Assemblies, Rewards Trips, a Year 11 Prom and our Pride of Bristnall Awards Evening contribute to our regular celebration of success. This has created an environment in which students can work, relate to and question while passing from various levels of dependency to independence.

We expect high levels of attendance and punctuality in order to achieve excellence through perseverance, creating an environment where talents are developed and celebrated.

BHTC endeavours to foster a feeling of belonging to our community where there are recurring opportunities to develop knowledge, self-esteem and confidence whilst showing consideration and thought for others.

We also seek to develop in each student, a capacity for good personal relationships and a tolerance and understanding of other peoples’ rights and views. We expect our students to be self-disciplined and take personal responsibility for their actions and to be honest, truthful and helpful.

***“Students respond positively to the high expectations set by staff and thus relationships among staff and students are a real strength of the college” (Ofsted 2011)***

***“Behaviour is good and the college is a calm and very friendly place” (Ofsted 2011)***

#### **4. Care, Guidance and Support of Students**

We provide high quality care, information and guidance throughout a student’s career with us and in particular at transition points we seek to ease the movement between key stages which often includes periods of stress and anxiety.

In this way, we provide a secure and caring atmosphere to which students are welcomed and succeed, regardless of ability, background, race or gender.

Our regular and systematic additional learning experiences, including holiday classes, booster sessions, visits and residentials, help to raise aspirations, foster ambition and provide direction at crucial times in a student’s studies.

Central to our commitment to the care, guidance and support of students is our Student Support Team. It consists of two Behaviour Managers, three Academic Coaches, three Learning Mentors and a Parental Engagement and Liaison Tutor whose sole task is to support the welfare and attainment of our students as they move through College on their journey to independence. All work closely with our specialist teaching staff to provide ‘wrap around’ care from Day 1 in BHTC.

In addition we operate a highly acclaimed Learning Support Unit (seen as a model of its kind in the area) which provides a temporary alternative to the classroom environment, for students who are struggling socially or emotionally for a variety of reasons.

***“Students comment on how much they enjoy college, they feel safe and well cared for”. (Ofsted 2011)***

#### **5. Care, Support and Development of Staff.**

All staff are given opportunities for professional development in order to achieve professional growth and help develop their careers. Staff will be given every support to ensure they are delivering highly engaging lessons leading to good performance

The College is committed to leadership, development and succession planning. Staff are empowered to take responsibility for their own development and encouraged to nurture their talents/skills with a variety of opportunities for them to reach maximum potential.

Staff with leadership potential are offered developmental posts and shadowing opportunities to give them broader experience and assist the College in succession planning.

We want to create a teaching observation room with video analysis showing good and outstanding practice as a developmental tool in our ambition to become a Teacher Training Centre.

***“Leadership, management and teamwork at all levels are driving forward improvements. Leaders demonstrate a good capacity to improve through their determination and ambition. Staff morale is high and there is an eagerness to do better”. (Ofsted 2011)***

#### **6. The active involvement of parents/carers in their children’s learning**

We see parents/carers as having a vital role to play, in partnership with us, in their children’s learning.

We encourage the active involvement of parents/carers in all aspects of College life in order to raise aspirations, promote ambition and applaud success at all levels.

We actively encourage parents/carers to take part in our extended school offer in order to promote a culture of 'lifelong learning'.

*“Parents and carers are also very positive about the college and comment, ‘the school supports my child’s learning and we are delighted with the progress our child is making, my child is gifted and talented and we feel the school enriches her learning’, also ‘learning support is good and the school has helped support my son with his special needs’”. (Ofsted 2011)*

## **7. The College’s relationship and work within the local community.**

The College has an ‘open door’ policy and welcomes collaboration with our community. Many of our partnerships demonstrate our motto of nurture – inspire – achieve.

We are pro-active in choosing our Partners in order to provide our students with high quality services.

Whether it is our determination to keep our community free from litter, charity work, providing festive cheer, delivering hampers to the needy, partnership working or adult education classes, BHTC is a neighbourhood college, which accepts its responsibilities to our community

*“The students accept, tolerate and respect each other and adults they have contact with. Students are developing their knowledge of the world of work through vocational courses and enterprise challenges” (Ofsted 2011)*