



Bridge Learning  
Campus

**PROSPECTUS**

OUR VISION

**INSPIRING EXPERIENCES TO EMPOWER  
KNOWLEDGE AND CONFIDENT FOR GENERATIONS  
ACROSS THE GLOBAL COMMUNITY.**







# WELCOME TO BRIDGE LEARNING CAMPUS

Our campus is a rather unique place. As an all-through school, we care for pupils between the ages of 3-16 with many pupils joining us aged 11 from a number of local primary schools. We are a dynamic and forward-thinking school that dares to be creative in the decisions we take to make sure our pupils get the very best education possible. It is my belief that each Bridge Learning Campus pupil is empowered to stand shoulder-to-shoulder alongside any other young person, confident in the knowledge and skills they have developed here.

The aim of this prospectus is to give you an insight into our school; who we are, what we believe and how we provide the best possible education for your child. This prospectus highlights some of the opportunities that pupils have here at BLC and some of the comments made by the Ofsted team that inspected our school in 2021. They judged our school to be "Good" in all areas; further confirmation of the strong community we have here, underpinned by our exceptional staff who believe in our vision and regularly go the extra mile in support of our pupils.

However, there is no substitute for coming to see a school in person so please do take time to come and visit us to see the inspiring experiences we provide for our pupils as we prepare them for their global futures.



**MR R MAULE**  
Headteacher

# OUR VALUES



**BUILD**



**RESPECT**



**INSPIRE**



**DARE**



**GRAFT**



**EMPOWER**

Our school family is a community  
that educates and empowers,  
building confidence from the first  
steps to the next steps.

## INTRODUCTION

Our expectations of what children can achieve at BLC are deliberately and unapologetically high. Our values promote an inclusive approach to education where we seek to overcome disadvantage in all its forms and bring about social cohesion and equality. We believe these values are important and we celebrate and reward our pupils for demonstrating these values in everything they do.

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.

Our student Anti-Bullying Ambassadors have devised an Anti-Bullying Pledge and our whole school community signs up to this. "We, as members of the Bridge Learning Campus Community,

pledge to be kind to each other. We will always endeavour to treat each other with a high level of respect. We will have the compassion not to bully and the courage not to be a bystander. It is our responsibility to help those being bullied and to report bullying."

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 child in the writing and agreeing of school rules.

## OUR HOUSE SYSTEM

Each child will be allocated one of our four Houses that they will remain in throughout their time at BLC.

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

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

Achievement points are awarded to students for a range of reasons e.g. meeting and exceeding our academic expectations, representing the school in sporting fixtures, making a positive contribution to the school community. These are recorded on our system and, alongside attendance, help determine which house wins the coveted House Cup!

Most importantly Friday's are 'House Day' at BLC. Staff and pupils alike take part in the sometimes weird, sometimes wacky Friday challenge and boost their team scores for the week. Results are displayed on the House board every Monday and shared across the school.

## PASTORAL SUPPORT

We operate a system whereby your child will be supported by a class tutor who will be your first point of contact if you have any issues or concerns. This team of tutors is supported by a Head of Year and their Deputy Head of Year.







**THE SCHOOL IS AN ENVIRONMENT  
IN WHICH PUPILS CAN THRIVE, BOTH  
ACADEMICALLY AND PERSONALLY**

OFSTED, 2021



# PRIMARY EDUCATION



**THE SCHOOL ENVIRONMENT  
IS CALM AND SETTLED.**

OFSTED, 2021



## PRIMARY EDUCATION

The exciting journey of learning begins within our wonderful Nursery and continues right up to Year 6. Every child, no matter what stage of the learning journey they find themselves on, is valued as an individual, encouraged and appropriately challenged. Our ultimate aim is to give all children the opportunity to achieve the very best they can, within a culture that encourages ambition. This is achieved through the dedication of our highly skilled, qualified and caring staff.

All members of our school community embrace and live out our core values taught through the Bridge values. Children throughout the week are encouraged to have excellent manners, speak confidently, and show kindness to others.

Responsibility is encouraged and modelled throughout the primary school. This is led by our head pupils from Year 6, deputies from Year 5 and a team of prefects from Year 4. Each class

has an ambassador who will welcome visitors into their class and discuss their learning. The school council is represented by pupils from each year group. These roles are a vital part of our primary community, in which the student voice is highly valued.





## EARLY YEARS FOUNDATION STAGE

The Early Years Foundation stage (EYFS) covers the first two years of Nursery and Reception. 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 vital building blocks for formal learning.

Systematic phonics within Early Years and Key Stage One is supported by the Read, Write, Inc phonics programme, alongside exciting on-line software and a range of reading books.

Outdoor learning takes place all day using our outdoor classroom in English and Mathematics as well as weekly forest school. Parents have access to their children's interactive 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 opportunities. We ensure that learning matches our children's needs and most importantly provide a safe, secure and stimulating environment.

## KEY STAGE ONE AND TWO

When children progress into Key stage One and beyond, we develop a more formal focus on the vital subjects of English and Mathematics. We place great importance that 'every child is a reader'; there are many different approaches to teaching and supporting reading across all year groups. We use all the benefits of technology to engage every child as well as using traditional books on a daily basis in the classroom. Children can also access their reading books using online technology which allows them to build their own virtual reading library at home.

Mathematics requires having a solid foundation of the principles of arithmetic, and having the skills to

apply this knowledge in order to solve mathematical problems. A range of resources are used to ensure all children become fluent with times tables and problem solving. This includes TT Rock Stars, and Hegarty Maths.

All children, as they progress through the primary phase attend sessions within our fantastically equipped and purpose built gym centre and all will experience regular swimming lessons at some stage. From Year 1, children are taught PE by a specialist P.E teacher with access to the purpose built PE block, astro and tennis and netball courts. Dark Angels Dance Academy staff visit weekly to coach and train pupils. Bristol City FC and Bristol Bears Rugby coaches also visit regularly throughout the year.

The learning journey does not of course end at school with all children expected to complete homework, and daily reading, to build upon their school based learning. IT programmes to support home learning include Phonics Bug, TT Rock Stars, and Hegarty Maths.

## PRIMARY EDUCATION

Each term all children complete a home learning project which is linked to their class learning, but can be completed in any form that interests them ranging from art and design, cookery, written projects, or models.

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 2, 4 and 6 to measure each child's progress and set future targets.

Parents' involvement is crucial across to the overall success of each child. Throughout the year there are a number of opportunities for parents to attend stay and plays, reward assemblies, and other events, which both the children and staff look forward to. 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!





# SECONDARY EDUCATION



**STAFF HAVE HIGH ASPIRATIONS  
FOR THEIR PUPILS.**

OFSTED, 2021



## SECONDARY EDUCATION

In Year 7 our children are joined by fellow students from our primary partners through an outstanding transition program. Through our student induction days and by visiting students in their primary schools, we build 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.

Through Years 7-9, our students are challenged to think and to build upon their independent learning skills; our students take massive steps in learning and development. We aim to make these years as enriching, safe and exciting as possible so that everybody is ready for their own next steps and can fulfil their potential. The BLC curriculum provides depth in the core subjects (English, Maths and Science) alongside a wide range of other subjects including History, Geography, Spanish, Art & Design, PE, Product Design, Performing Arts, Food Technology, Photography/

Digital Media and PHSE. This means that students can really thrive and hone their subject skills in great depth before making the exciting choices in Year 9 that will shape their school lives and beyond.



“

**PUPILS' PERSONAL,  
SOCIAL AND HEALTH  
EDUCATION IS  
PLANNED WELL.**

OFSTED, 2021



Years 10-11 open up the gateway for our students to the rest of their lives; it is the culmination of learning, skills and endeavour that has been their foundation in earlier years.

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. Most students study eight GCSE subjects (or equivalents) from a broad curriculum of academic, creative subjects.

Students are supported to develop highly effective study skills including an extended school day in Year 11 to enable personalised support for GCSE exams.

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.

By rising to meet our high expectations, our students are fully equipped to access extensive opportunities available

to them in post 16 education by the time they leave Bridge Learning Campus. Our students can be confident they can meet the needs of employers, colleges and universities as they move onto the next stage of their education and training.




# CURRICULUM



Our curriculum equips students for life in modern Britain, instilling confidence, skills and knowledge. This will enable them to build a successful future as respectful, resilient and responsible citizens.







It is hard to predict what a child in EYFS will need in the year 2040 or 2050. However, our curriculum will enable children to grow into confident and adaptable learners with the skills and knowledge they need to excel in whatever they choose to do in the future.

**Our curriculum is founded on three core pillars:**

**Reading** – a total commitment to ensuring every child is a fluent and skilled reader with a love for reading.

**Oracy** – explicit opportunities to learn, develop and secure effective skills of oral communication.

**Keystages – KS1: CUSP + Curious Cities**

- In Key Stage 1, the curriculum blends CUSP for core elements (especially Art, Engineering, Music and Science) with the Curious Cities enquiry approach, which brings exploration and curiosity into topics like local history and geography.
- CUSP provides a carefully structured

sequence in Art, Engineering, Music and Science, making sure all children build firm foundations.

- Curious Cities adds an enquiry lens—KS1 children explore real-world questions like “How does our town work?” through stories, maps, field visits and hands-on investigations, enriching their understanding of the world around them.

**KS2: Opening Worlds + CUSP Integration (Foundation Subjects)**

- In history, geography, and RE, we follow the Opening Worlds curriculum—this is a rich, well-sequenced, knowledge-led programme that builds vocabulary, promotes critical thinking, and engages pupils through storytelling, discussion, and retrieval practice
- Across science, art, music, and engineering, we use the CUSP framework: it's cumulative, coherent, and designed to support vocabulary, skill progression, and subject-specific knowledge.

- ◇ Science encourages children to think scientifically—asking questions, observing, classifying, testing, and drawing conclusions
- ◇ Art and Design follows a carefully scaffolded sequence from drawing to 3D work, experimenting with media, and learning about artists and design in depth
- ◇ Music involves structured blocks covering performing, composing, notation, listening, and exploring diverse musical styles—backed by CUSP lesson materials to build knowledge and technique
- ◇ Engineering/Design & Technology is about practical problem-solving: building structures, mechanisms, circuits, cooking—through focused, skill-based modules .

This, combined with a wider Campus curriculum designed to nurture curiosity and potential, helps foster a love of learning. As we move through the years, 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.

As they approach the secondary school years, students begin their transition into a more specialised curriculum, 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 (cultural capital).

At this stage, the core curriculum (English, Maths, Science and PE) is taught as discreet subjects. Humanities subjects, languages, art, music, drama and design technology all 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.**

To develop fluent and skilled readers, every child will be read to by their tutor for 20-25 minutes as part of our “Daily Read” and many will independently read for 20 minutes at other times of each day.

In 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 to continue with something from each area.



The curriculum throughout all years 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.



## THE SCHOOL'S CURRICULUM PLACES AN EMPHASIS ON PUPILS' WELL-BEING.



### 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.

City of Bristol College is one of our Academy Sponsors and, as such, provides us with unique opportunities and access to their courses. Our students are entitled to automatic entry to a whole range of Post-16 courses at the City of Bristol College.

City of Bristol College is not the only Post-16 provider we work with and we encourage and 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 and also keeping parents/carers involved and ensuring the very best outcomes for all.



**PUPILS RECEIVE  
TIMELY ADVICE  
ABOUT THEIR  
NEXT STEPS IN  
EDUCATION,  
EMPLOYMENT OR  
TRAINING.**

OFSTED, 2021

# SAFEGUARDING

At Bridge Learning Campus, the health, safety and well-being of every child is our top priority.





We have Designated Safeguarding Leads in school to ensure that we work closely with other professionals. This allows us to provide the best support possible for families.

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. All of our Heads of Year are Level 3 DSL trained and all members of SLT hold at least the level 2 qualification.

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. We have personalised small-class provision for pupils working significantly below age related expectations and who may also have additional learning needs and require a longer transition to Secondary school. It provides a nurturing environment, structured activities with our Speech and Language therapist where necessary and a focus on core

skills whilst offering the same access to specialist facilities and resources as their peers. The duration of time spent in this class is tailored to the individual pupil.



**I CAN FEEL SAFE HERE,  
COMFORTABLE AND  
CAN EXPRESS MY  
FEELINGS. IF THERE'S  
A PROBLEM IT ALWAYS  
GETS SORTED OUT BY  
THE END OF THE DAY.**



## **SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION SUPPORT**

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 TeachingAssistant (TA) 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.



**SUBJECT LEADERS HAVE DESIGNED THE  
CURRICULUM TO SUPPORT PUPILS WITH  
SPECIAL EDUCATIONAL NEEDS AND/OR  
DISABILITIES (SEND).**

OFSTED, 2021



## 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 SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY BLC?

BLC have teams of counsellors (Butterfly) and Speech and Language Therapists (Sirona), who work on site to deliver

individual therapy, group sessions and art therapy. 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, 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.

## 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 to ensure that pupils' social, emotional and behavioural needs are met. BLC also have a counselling service. BLC also has links to outside agencies who work with pupils and parents on a wide variety of issues.

## WHO CAN I CONTACT FOR FURTHER INFORMATION?

The Inclusion Department can be contacted through school reception who will pass on your query to the appropriate member of staff, or at **SEN@blc.school**

# ADMISSIONS

**The Academy Trust (Trust in Learning) is responsible for setting its own admission arrangements.**

An Admission Policy is available to potential applicants and this explains in detail our arrangements and can be found on the Bridge Learning Campus website ([www.bridgelearningcampus.org.uk](http://www.bridgelearningcampus.org.uk)) or paper copies are available at either Jenner or Curie Reception.

**For more information on admissions: [join@blc.school](mailto:join@blc.school)**







**SO MANY THINGS YOU CAN DO AND SO MANY  
OPPORTUNITIES YOU CAN TAKE. TEACHERS  
AND STUDENTS ARE ALL CARING.**

## GET IN TOUCH

We are aware that this brochure can only be a brief introduction to our school community and encourage you to make an appointment for a personal visit during the school day to get a true feel for the positive learning environment we provide here at BLC. 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 William Jessop Way,  
Hartcliffe Bristol, BS13 0RL

**Telephone:**

0117 903 0356 - Jenner Reception (Nursery to Year 6)

0117 353 4472 - Curie Reception (Year 7 to Year 11)

**Email:** [enquiries@blc.school](mailto:enquiries@blc.school)

**Online:** [bridgelearningcampus.org.uk](http://bridgelearningcampus.org.uk)

 **BRIDGE LEARNING CAMPUS**

 **@ BRISTOL\_BLC**

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