



THE BUSHEY ACADEMY

Proud to belong



2010 Prospectus

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A message from the Principal



The Bushey Academy is a learning-focused community where happiness is derived from achievement and positive self-esteem. It is a place where individuals develop the confidence in themselves and the understanding of others around them to be active contributors to society. The innovative and individually targeted curriculum, built around the specialism of business and communication, allows all students to succeed in their own areas of strength; the academy houses give everyone the chance to shine outside the classroom; and in all areas individual enterprise and endeavour are both expected and rewarded, ensuring that students and staff at the academy are 'proud to belong'.

Andrew Hemmings

A message from the Lead Sponsor



Welcome to the prospectus for The Bushey Academy, a new school which opened in September 2009. I am confident you will see a vision for an outstanding academy that will provide for the young people in this part of the county for many years to come.

As sponsor of The Harefield Academy in Hillingdon, which opened in 2007 and has been highly successful, I am very aware of the opportunity we all have here to improve life chances for our young people. I firmly believe in giving the best opportunities to all and that, at The Bushey Academy, we are creating a dynamic and innovative centre of excellence for the 21st century.

David Meller



Claire Robins
Chair of Governing
Body and Headteacher
of Sir John Lawes School

The Houses

The academy's house system is the fundamental structure through which students receive challenge, care, guidance and support.

At the core of the academy's philosophy is that every individual counts; the care for and education of students must be at the heart of every development. To ensure that no person's needs are neglected or overlooked there are four academy houses, named Babbage, Edison, Marconi and Whittle.

Each house is led by a head of house. These members of staff have no teaching commitment and are charged with the responsibility of ensuring all students in their house achieve the best that they can. The relationships formed between each head of house and the 160 students in their care are strong because the academy is initially a relatively small school. The role of the heads of house, all day, every day, is to monitor the progress of their students, to remove any barriers to learning and to ensure the wellbeing of each individual in that house.

In this task, heads of house are supported by form tutors, each of whom takes responsibility for

"...every individual counts"



a vertical tutor group of around 17 students from all year groups in the academy. Tutors therefore also have the support of older students in the academy who have the opportunity to guide their younger friends in the tutor group.

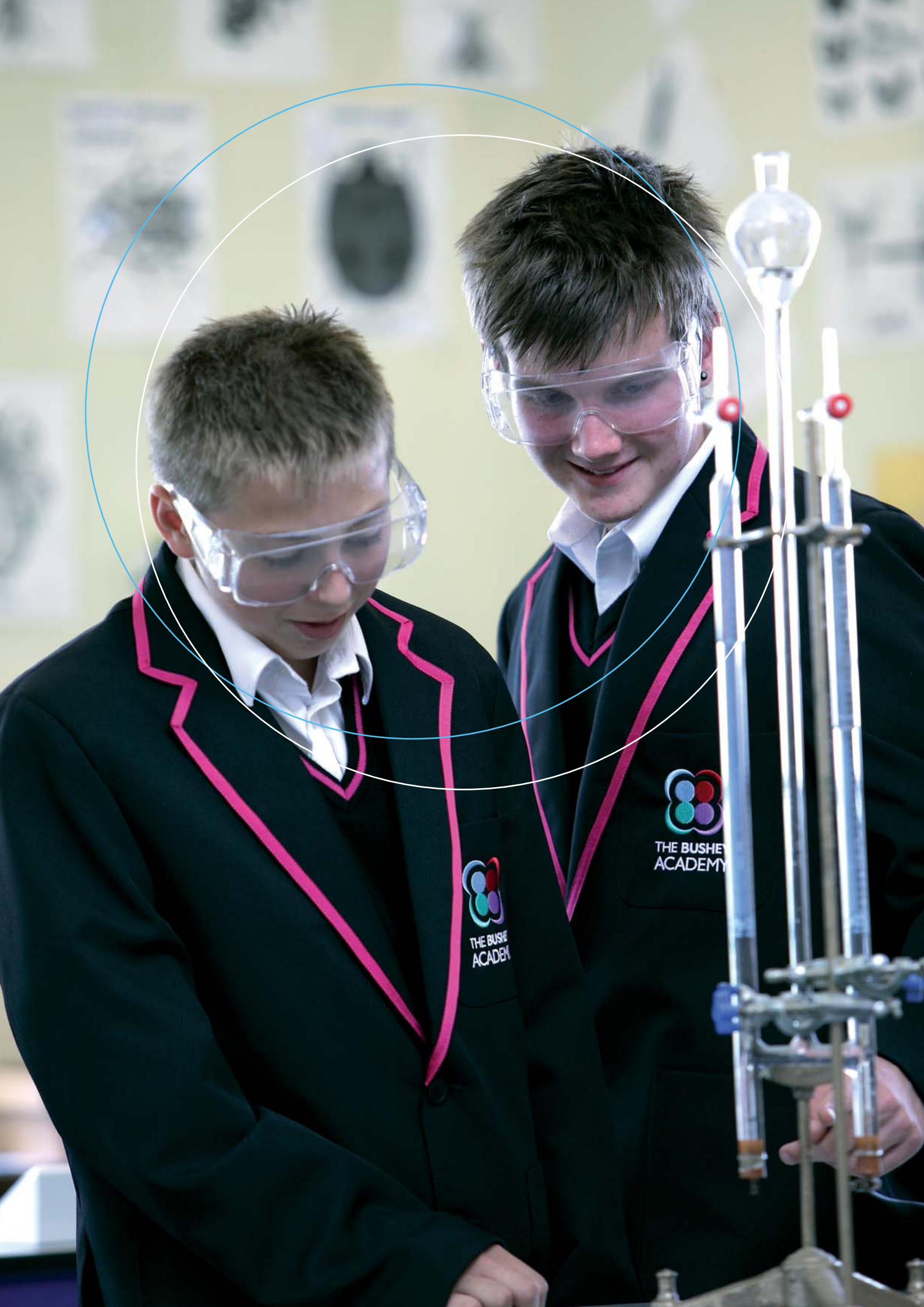
Beyond the classroom, the academy houses provide a wide range of events, including annual house competitions in drama, music, enterprise and language and literature, as well as house sports matches and sports day. Students lead these events, taking responsibility for directing the plays, sketches and music as well as acting, performing and competing.

The day begins and ends with a tutor session and there are house and academy assemblies which offer personal support to the students and help develop the skills which make effective learners. Assertive mentoring is used to give students regular one-to-one progress checks on their attainment, based on challenging targets, to push all students ahead and to prevent any

student from falling behind in their studies. The head of house has access to a range of intervention strategies such as one-to-one tuition, counselling and careers guidance, as well as direct access to subject teachers and subject leaders.

Parental involvement in and support for a child's education is key to the progress that child makes at school and parents will be contacted by the head of house within the first half-term so that introductions can be made. Beyond this, the form tutor is the first point of contact for parents, either by phone, letter or note in the planner.

Parents can gain much from the academy's website and its web portal. The latter provides instant access to each student's personal record, allowing parents to check for instances of commendation (or misbehaviour), and on attendance and punctuality.



The Curriculum

The business and communication specialism at The Bushey Academy puts these areas of study at the heart of the curriculum. All students in key stages 3 and 4 will study a course in business and communication and there is a wide range of related courses in the Sixth Form. This focus promotes an educational culture of risk taking and enterprise, helping the students in the academy to grow into self-confident young adults ready for the next step in their education or working lives.

As well as a high level of resourcing in all areas of business and communication - including the state-of-the-art media studio, the new iMac suites, the PC suites and the interactive teaching equipment - the academy is developing strong links with the external community, allowing it to tap into the wider world.

The overarching aim of the whole curriculum is that it is tailored to the needs of the individual, taking into account the strengths and weaknesses of each student. In order to do this, the progress and performance of each student is closely monitored. The curriculum is flexible enough to allow students to progress at a rate that is appropriate to their abilities and excellent support is provided to enable all students, irrespective of ability or special educational need, to achieve their full potential. Heads of house play a key role in monitoring every student's progress against performance indicators and are empowered to intervene to ensure students get the most from their time here.

In addition to academic progress, The Bushey Academy believes that it is vital for all students to develop as 'well rounded' people and citizens. To help achieve this, a comprehensive personal, social, health and citizenship education (PSHCE) programme is in place.

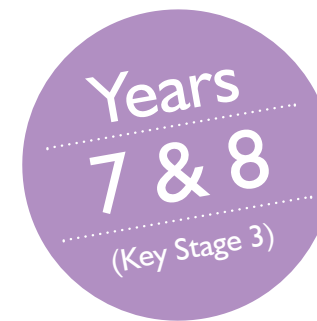
"The overarching aim of the whole curriculum is that it is tailored to the needs of the individual"

Learning Zones

The academy is divided into six learning zones as follows:

- Business & Communication (Business, ICT)
- Language & Literature (English, Modern Foreign Languages)
- Science & Sport (Science, PE)
- People & Society (Geography, History, Religious Education, Psychology, Health & Social Care, Politics, Sociology, PSHCE)
- Expression & Performance (Drama, Art, Music, Media Studies)
- Mathematics & Technology (Mathematics, Design Technology)

Each zone has a director of zone who has oversight of the subjects and the students. Subject leaders have responsibility for the subjects within the zone. As the academy expands it is developing a team of advanced skilled teachers (ASTs) who help to ensure a focus on excellent teaching and learning in each zone.



The thirty teaching periods (tp) per week in Years 7 and 8 are allocated as shown in the following table:

Subject	Number of tp per week
English	5
Mathematics	4
Science	3
Physical Education	3
Business & Communication	2
Art	2
Design Technology	2
Geography	2
History	2
Modern Foreign Languages (French/Spanish)	2
Religious Studies	1
Drama	1
Music	1

The National Curriculum Key Stage 3 programme is covered in two years with students put into bands based on ability. As they progress through the academy they move into ability sets, reviewed periodically, for different subjects based on prior attainment and end of key stage targets. This means that throughout their time here, all students are with people learning at a similar rate, allowing focused, targeted teaching and effective use of resources to best meet the needs of each individual.



**Years
9, 10 & 11**
(Key Stage 4)

The curriculum is split into two parts: the Core and the Options. Everybody follows the Core Curriculum through Years 9, 10 and 11 and this covers English, Mathematics, Science and Business Education. Students also follow a Moral and Personal Studies course which includes Religious Education and Citizenship. In Physical Education students work towards BTEC Sport, which is equivalent to 2 GCSEs.

The Options

In addition to the Core Curriculum everyone has the opportunity to select three out of four double options on offer in Year 9. These include:

- Art & Technology
- Drama & Music
- Geography & History
- Languages & Film Studies

In Years 10 and 11 students move on to their Options Pathways. The Options Pathways are tailored to the needs of each individual and provide the full range of qualifications to suit all.

Options on offer in 2010/2011		
Double Option	Single Option A	Single Option B
Geography & History Drama & Media Studies Health & Social Care Additional Sport	Triple Science Business & Economics History French RS Geography Spanish	ICT Music Art Art Textiles DT Resistant Materials DT Food
Diploma Learning Vocational provision & BTEC Workskills		

**The
POST-16
curriculum**
(Key Stage 5)

The post-16 curriculum changes from year to year to meet the needs of the incoming year group and details of the curriculum on offer each September will be published in the preceding spring term, alongside guidance events for students and parents.

Typically, students study four GCE AS Level subjects (or equivalent) in Year 12 with the opportunity to reduce this to three A2 Level subjects (or equivalent) in Year 13. Sixth-formers are included in the PSHCE programme. In addition, a wide range of applied learning courses is also available while a varied extension studies programme is provided to allow students to develop key enterprise and leadership skills as they gain additional qualifications on courses such as the Junior Sports Leaders Award and the Chartered Management Institute Academy Programme.

To enhance the overall learning experience, educational visits and input from external experts are important elements of the Key Stage 5 curriculum. Students taking vocational courses are given a period of work experience as appropriate.

The Bushey Academy plays a full part in local post-16 consortium arrangements.





Enrichment/Focus days

The academy's normal timetable will be suspended on certain days each year to allow every student to take part in a different type of learning activity. In Years 7, 8 and 9, these activities cross the conventional subject and year boundaries and contribute significantly to the development of key skills and positive citizenship, while in Years 10 and 11 they are used to focus on key areas of curriculum learning, such as English, Mathematics, and Science. Post-16 focus days are linked to advice and guidance for the future as well as PSHCE.

Religious education

Parents may opt to withdraw their child from religious education in accordance with the law and should inform the principal in writing if they choose to do so. The content of the course complies with the relevant local agreements.

"All students are formally assessed in each subject in regular cycles."



Sex and relationships education

Sex and relationships education is part of the personal, social, health and citizenship education programme. Content has been selected carefully and includes elements on parenthood, family and friendship, puberty, peer and society pressure, contraception and responsibility, sexually-transmitted diseases including HIV/Aids.

Parents have a right under the law to withdraw their children from this part of the curriculum, and should write to the principal if they require this.

The science curriculum has statutory content on the biology of human development and reproduction, and parents do not have the right to withdraw children from this.

A fuller version of the academy policy on sex and relationships education is available on request or from the website.

Assessment

All students are formally assessed in each subject in regular cycles. The purpose of this is to enable heads of house and subject leaders to identify early strengths and weaknesses so that intervention strategies can be put in place. Success criteria will be made clear to all students in advance of the assessment, whether by checklist or examination specification as appropriate. Assessments of attainment will use national curriculum levels in Key Stage 3 and the appropriate examination grade in the years after that.



Enrichment and student voice

The academy has an extensive programme of enrichment activities to which all zones contribute and which is reinforced by trips, the summer Stratford Shakespeare Camp and the Duke of Edinburgh Award Scheme.

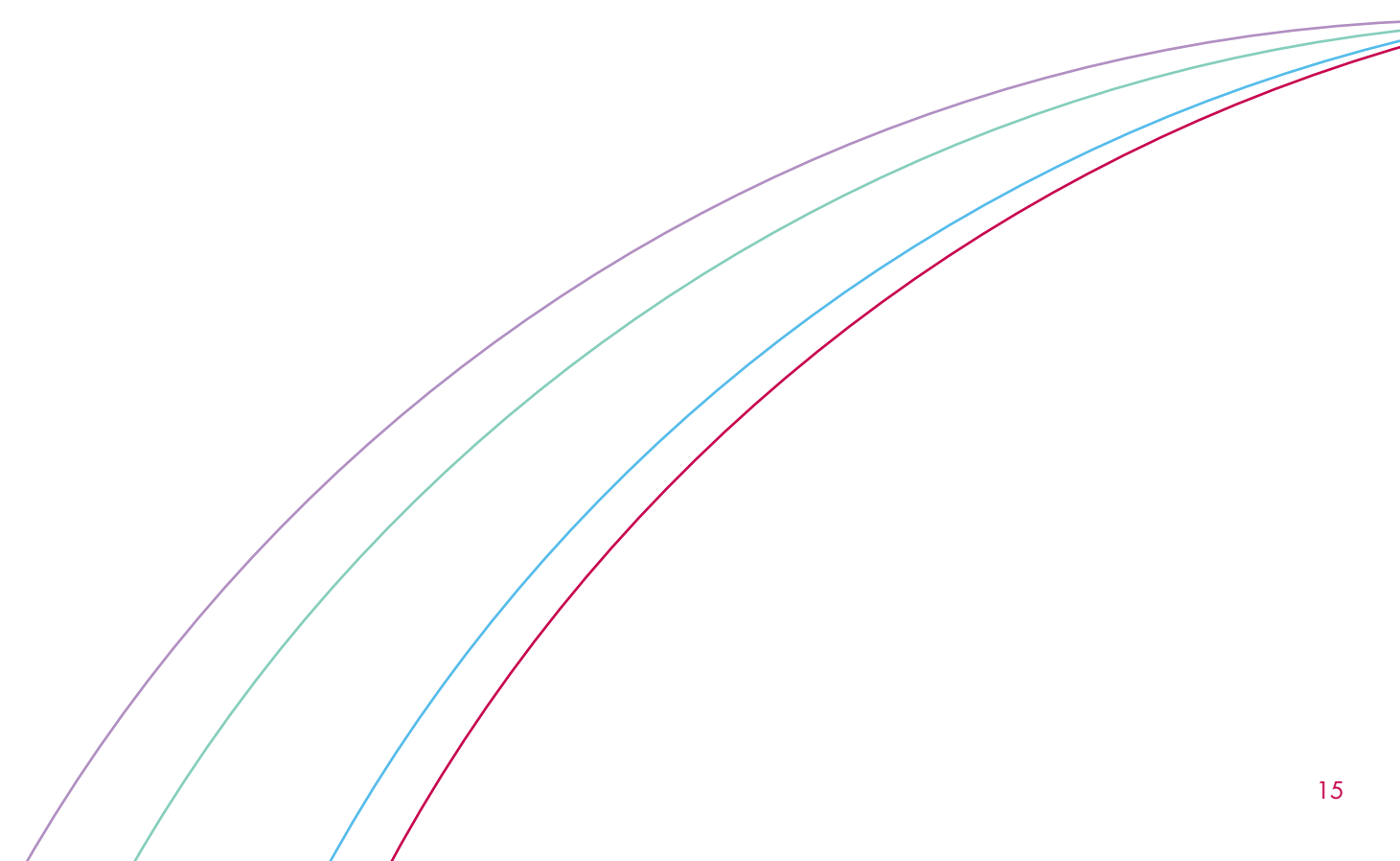
At the core of the enrichment programme are the house competitions which take place throughout the year and which cater for the full range of student interests. Everyone is encouraged to take part.

Students had significant involvement in planning for the opening of the academy and on specific matters such as the design of the uniform. They also worked with counterparts from Sir John Lawes School in the joinedupdesignforacademies programme organised by the Sorrell Foundation, meaning that a students' brief has already been presented to the designers and architects who are working on the detailed plans for The Bushey Academy's new buildings.

Opportunities for students to express their opinions and contribute to the academy's self-evaluation are embedded in normal practice. The academy's new house structure has led to a substantial number of students taking responsibility for leading and organising activities. For example, each house has two student leaders (appointed) and two representatives (elected). The eight representatives meet together as the Academy Forum, chaired by the head boy and head girl. Other students take the roles of sports captains, musical and drama directors, language and literature organisers and leaders of other events as required.

To support the business & communication specialism, each house has two Young Chamber members who lead enterprise activities within the house.

There are around forty "Heroes" in Years 10 and 11. These students, seen in their trademark pink T-shirts when appropriate, have been identified for their willingness to support younger pupils and embed the academy's ethos and expectations. They work with students as they arrive at the academy and support others throughout their time here.



Facilities and future developments

One of the exciting features of The Bushey Academy is the £30m capital programme which will ensure first-rate, modern, environmentally friendly facilities and buildings. It is anticipated that an iconic new building will be constructed on the present site by September 2012. The academy will continue to function as normal during the transitional period.

The academy has state-of-the-art computer facilities and is committed to significant further investment in this area. The student:computer ratio is more favourable than government guidelines and the entire site is networked, with every workstation having broadband internet access. The music department has a new suite of Apple iMac computers, as do the TV studio and the internet café. The overarching principle of the academy's ICT vision is for "anytime, anywhere" learning supported by mobile wireless technology.

Facilities for outdoor sport are excellent and sit alongside a modern dance studio and two well-equipped drama studios. The academy also has more than sufficient specialist accommodation in science and design technology to meet its medium-term needs. Sixth-form students have a common room and study facility, while all students have access to a modern and spacious learning resource centre and library.



Uniform

The academy is committed to smart, formal dress for all students and students are expected to wear the uniform with pride. Students must be a credit to themselves and the academy at all times, within and beyond the academy premises. Students contributed to the design and choice of colours for the academy uniform.

All students are required to wear:

- a black blazer with fuchsia pink stripe and the academy badge
- a white open necked shirt or blouse
- EITHER the long sleeved OR the sleeveless version of the academy jumper (black with fuchsia pink stripe)
- black trousers (girls may wear instead a black skirt of appropriate length)
- black school shoes (see important note below)
- ankle socks (boys or girls) OR black or skin coloured tights (for girls)

Note on shoes: shoes must be standard black school shoes - trainers, plimsolls, lightweight fabric shoes or shoes with a heel higher than 1" are not acceptable.

Summer Uniform - For the Summer Term academy jumpers are optional while white shirts are replaced by a black polo shirt with logo and fuchsia pink stripe. During this time, blazers may be removed during the school day but must be worn to and from the academy.

PE kit

- polo shirt with logo
- black shorts
- black socks
- boys in Years 7, 8 & 9 will have an academy rugby shirt with panels in the house colour
- girls in all year groups, and boys in Years 10 & 11, will have a black ¼ zip microfleece with the academy logo
- tracksuit bottoms (tracksuit bottoms are optional but any worn must be predominantly black)
- training shoes (white in colour)
- football boots (compulsory for boys, optional for girls)
- shin pads (compulsory for boys, advisable for girls)
- gum shield
- plain blue or black swimwear (shorts or trunks for boys, one piece suit for girls)
- towel

Sixth Form dress code

Sixth Formers do not wear uniform but a professional standard of dress is maintained and students in the sixth form are required to wear a collared shirt or blouse and a two piece suit.

Note on shoes: shoes must be suitable for a working environment. Trainers, plimsolls, lightweight fabric shoes or shoes with a heel higher than 1" are not acceptable.

Other aspects of appearance

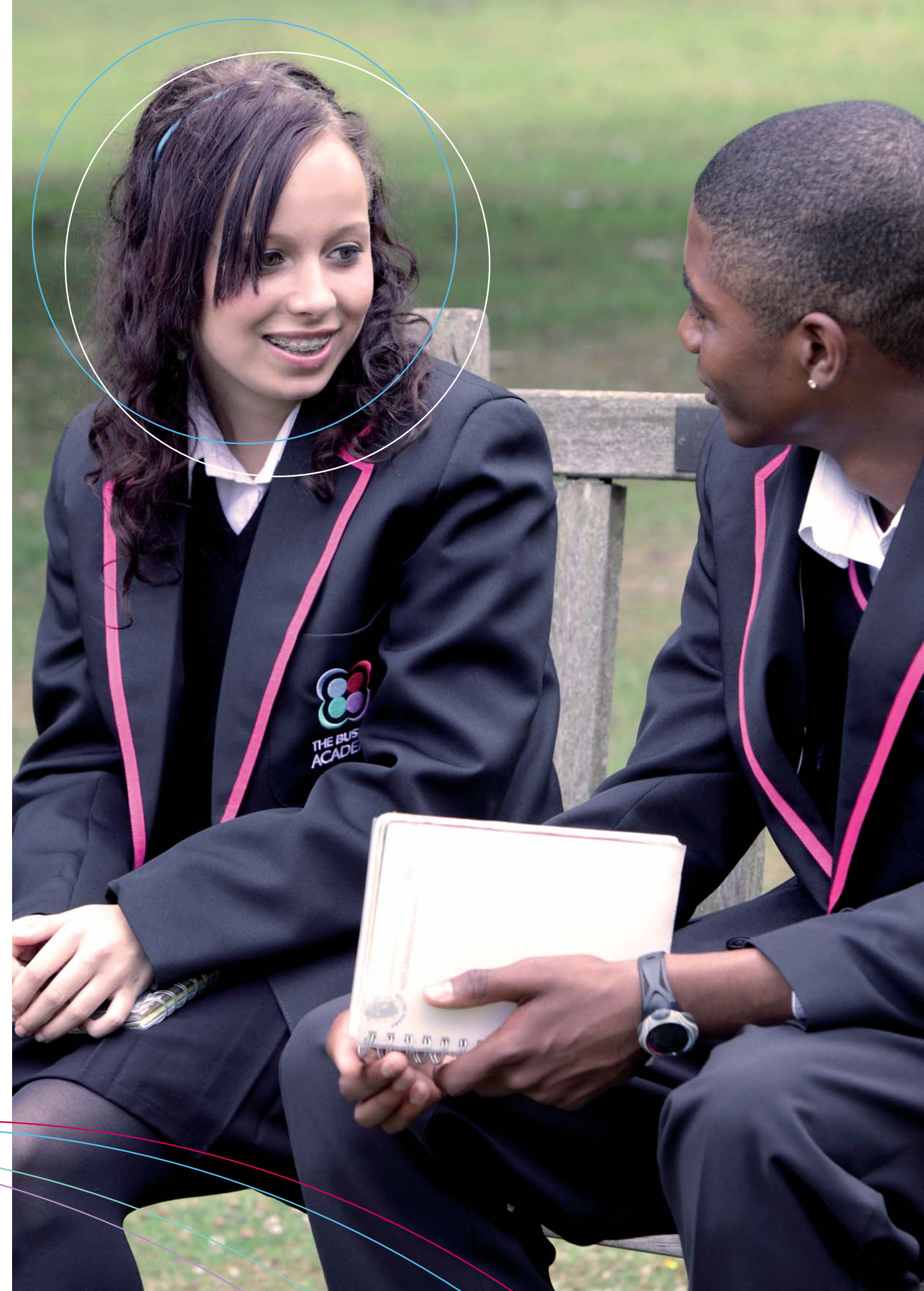
- For outdoor wear, denim jackets are not acceptable. Any coat or accessory may have the manufacturer's logo but must not contain images or words that could cause offence. Football scarves and 'hoodies' are not permitted.
- Extremes of hairstyle are not allowed. Jewellery and make-up may be used to the extent that it does not detract from the uniform and the image of the academy. One plain stud may be worn in each pierced ear, but earrings are not permitted. Facial and other piercings are not permitted.
- The principal is the ultimate judge of acceptability on any of these matters, and delegates this to the heads of house on a day-to-day basis.
- If there are any requests on religious grounds to vary the uniform for an individual student, then these must be made by the individual's parents to the vice-principal.
- Parents are asked to ensure that all items are marked with the student's name.
- The academy reserves the right to issue further guidance and clarification about the uniform if it proves necessary to do so.

Equipment

Students will need a strong, lightweight bag for carrying books and equipment. Students will find it helpful if there is at least one compartment with a zip for small items. It must be large enough to hold several A4 size books without creasing or damaging them. String bags are only to be used as PE or boot bags.

Students will need:

- a pencil case with pen, pencil, coloured pencils, ruler and eraser; for key stage 4 and post-16 pupils a colourless transparent case is needed to meet examination room rules
- a calculator with basic scientific and mathematical functions
- a pair of compasses and a protractor
- access to an English dictionary at home



Other miscellaneous information

Essential details

Address: The Bushey Academy, London Road, Bushey, Hertfordshire, WD23 3AA

Telephone: 020 8950 9502

Fax: 020 8420 4038

Website: www.thebusheyacademy.org

Principal: Andrew Hemmings

Lead Sponsor and Chair of Academy Trust: David Meller

Chair of Governing Body: Claire Robins

The Bushey Academy is an all-ability non-selective school with a specialism in business and communication, which opened in September 2009. There will be approximately 600 students on roll (including 100 post-16 students) in September 2010.

Academy policies

The academy has policies covering the following issues relating to students and families. Copies are available on request or through the website.

- Teaching and learning
- Student behaviour
- Health and safety
- Sex and relationships education
- Medical treatment of students
- Anti-bullying policy
- Safeguarding and promoting student welfare
- Child protection
- Special educational needs and disability
- Gifted and talented students
- Race equality
- Complaints and appeals
- Offsite visits
- Charging and remissions
- Uniform

The academy also has a range of policies relating to employment and personnel issues.

The working day

Time	Activity	Duration (minutes)
08:00am	Breakfast Club	35
08:45am	Morning registration	20
09:05am	Period 1	50
09:55am	Period 2	50
10:45am	Break	15
11:05am	Period 3	50
11:55am	Period 4	50
12:45pm	Period 5	50
13:35pm	Lunch	40
14:15pm	Period 6	50
15:05pm	Afternoon registration	10
15:15pm	End of formal school day	

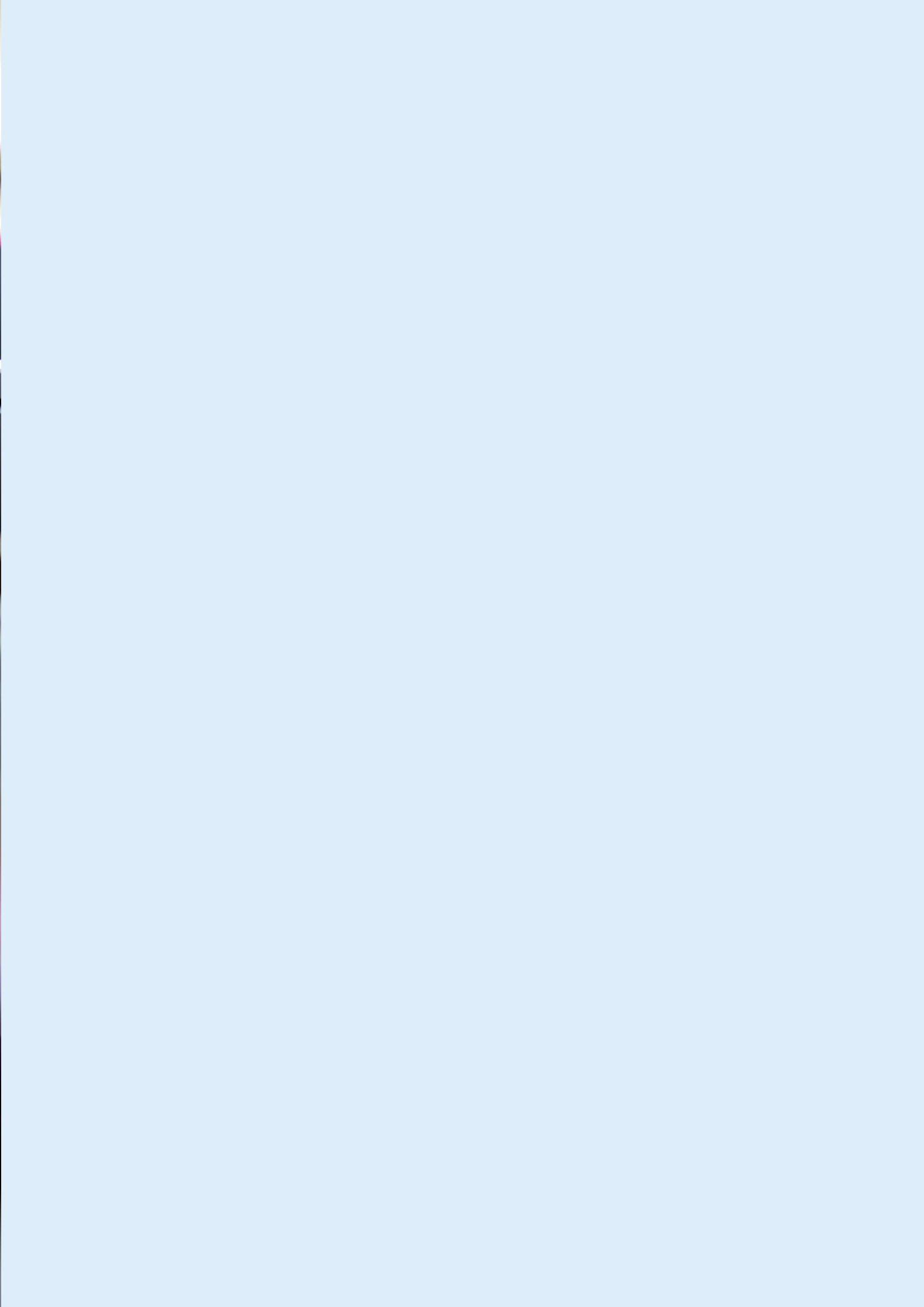
Enrichment and extra-curricular activities will take place during lunchtime and after the end of the formal day.

Other information

The following information will be made available separately or on request:

- The precise dates of pupil terms and staff training days
- The times and routes of public transport and dedicated school buses
- Arrangements for visiting the academy during a normal working day prior to the application deadline

Note: Unless otherwise stated, the information in this prospectus refers to plans for the academic year 2010-11 and was correct at the time of publication. However, the academy's policy of continuous development means that changes may be needed either as a result of governors' decisions or legislative requirements.



Proud to belong

The Bushey Academy,
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Bushey,
Hertfordshire,
WD23 3AA

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