

*They are like trees planted along the riverbank,
bearing fruit each season. Their leaves never
wither and they prosper in all that they do.*

Psalm 1v3



BRADFORD CHRISTIAN SCHOOL

Bradford Christian School employs staff with a wide range of experiences in working with children and young people. Most of our staff, experienced when they joined the school, have gained further experience in building a distinctly Christian approach to running an all-age school. The strength of our staff is the quality of relationships they build with our students and a commitment to each child achieving their personal best. Staff are committed to contributing to our vision to disciple children and young people as part of a quality education.

INFORMATION PACK FOR APPLICANTS

2019 - 2020

123 PUPILS
CURRENTLY ON
ROLE IN THE
SCHOOL

HEAD TEACHER –
PHILL MOON

DISCIPLESHIP AS
PART OF A QUALITY
EDUCATION

BRADFORD CHRISTIAN SCHOOL

Livingstone Road
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Bradford
Christian
School

History of the School

Bradford Christian school opened in 1993 with just 16 pioneering families and a staff who believed they could provide 'discipleship as part of a quality education'. The school had grown out of the ministry of First Steps Christian Pre-school and both settings were situated on the Church on the Way site at Five Lane Ends, Idle.

The school grew steadily to 150 students over the next eight years. Greatly indebted to Church on the Way, the school outgrew the site and took the decision in 2001 to rent rooms on Bolton Lane, a mile from the city centre where a dance school was situated. The site was used in the evening while the school used it during the day. Within two terms we had bought our present home of the school in Bolton Woods.

The winter of 2001 was very exciting, we were able to acquire this vacant school building in Bolton Woods. After some skilful refurbishment, the Secondary Department moved in at Spring Bank of the following year followed by the rest of the school in September 2002. The school has continued to grow and, we have made regular alterations to the site to accommodate our growth, including converting the old-school bike sheds into a very comfortable and inspiring art room in 2006. In September of 2009, the school applied successfully for funding for the Early Years Foundation stage. It now houses a nursery taking children from the first term after their 3rd birthday. In September 2016, the School in partnership with Bradford City Council, opened a Designated Specialist Provision unit to work with students with special educational needs.

School Aims

Bradford Christian School motto is 'Discipleship as part of a Quality Education'. The key principles of this are: -

- ⌘ Every child grows in character, faith and wisdom to achieve their full potential
- ⌘ An inspirational curriculum is delivered by passionate and dedicated staff
- ⌘ Home and school work in partnership to bring each child up in the knowledge of God
- ⌘ Each child is accepted, nurtured, challenged and encouraged
- ⌘ Everyone is valued and respected

Senior Leadership Team

Phill Moon	Head Teacher
Matthew Walker	Head of Middle
Mark Prothero	Head of Upper

School Organisation

The school is organised into 5 distinct areas, Upper, Middle, Primary, EYFS and DSP. We have 16 teaching staff including the head, deputy head and head of primary, 23 support staff located in all departments around the school and 6 admin staff.

The school is led by the Head, Mr Phill Moon, but the individual departments are headed up by Mr Matt Walker Head of Middle, Mr Mark Prothero Head of Upper School, Mrs Jane Prothero, for Primary School, Mrs Audrey Moon and Mrs Esther Hutton for EYFS and Mrs Sharon Horton for the DSP.

The school currently has 123 pupils on role across all five areas.

Early Years Foundation Stage - In September 2009 the school welcomed its first three-year-old children into the new EYFS provision. It has been a blessing to be able to love, nurture and teach these little ones in God's ways, introducing them to God as Father, Creator, Saviour and Friend, building a solid foundation in their young lives. Teachers plan and prepare activities inside and outside covering all six areas of the children's development outlined in the Early Years Foundation Stage Framework. The Nursery has been approved by Bradford Early Years advisors. Free places are available for the Nursery Year with a reduction in fees for the Reception Year.

Primary School - The Primary Department seeks to create a friendly and inviting environment where the children feel valued and are able to develop through carefully planned activities. A variety of methods are used to deliver the curriculum. The topics are taught from a Christian perspective. Children should know that they are loved and are precious in God's sight. The teachers and support staff seek to develop good relationships with children and mentor their social and spiritual development as well as their academic progress. Children are also taught to respect each other and the adults who work with them. The children mostly stay in the same classroom with the class teacher and support staff. The younger children are encouraged to learn through play, to explore and investigate. As the children get older they are encouraged to take more responsibility for their own learning and are given more homework to prepare them for life beyond Primary. Partnership with the parents is highly valued and staff make themselves available to parents so that open communication can be maintained. Parents are welcome to help in school and are invited to attend presentations where they can find out what the children have learned.

Middle School - Lower Secondary is about growing up as a student but in a phase of the school which retains a family approach. Students meet more subject specialists and have a more varied timetable. They meet seven or eight different teachers each week, yet remain in the care of a Form Tutor who oversees their welfare and progress. Close links between home and school are valued. The School embraces and celebrates the passing of a young person's development from a child to that of a young adult. It is a joy to see students develop an understanding of their gifts, abilities, strengths and weaknesses. Students are encouraged to take responsibility for themselves in increasing measure. This extends to taking responsibility for their own learning, organisation, behaviour, attitude, relationships, and very importantly, for their own faith and relationship with God. We use two scriptures as benchmarks to help us assist the development of our students.

The first is the short passage that speaks of Jesus' visit to the temple as a twelve-year-old, in which he seeks to begin to be 'about his father's business'. Luke 2:49

The second passage describes the transition from 'childhood to maturity'. - 'I write to you children, Because your sins are forgiven for his name's sake..... I write to young men because you have overcome the wicked one. I write to you children because you have known the father..... I write to you, young men, Because you are strong, and the word of God abides in you, and you have overcome the wicked one. 1 John 2:12-14

Upper School - In Years 9, 10 and 11 we aim to build upon the foundation laid in previous years. Although at this stage examination success is of paramount importance we aim to achieve this through a Christ centred curriculum and an emphasis on character development and godly wisdom. Among the distinctive features of our Upper School are high quality pastoral care and excellent relationships between staff and students. This helps to foster an environment conducive to effective learning. Our students also benefit from small teaching groups. Upper school students meet in their form groups daily for devotions and get together for a collective assembly once a week. They enjoy privileges if they faithfully discharge all their responsibilities. These include a weekly non-uniform day and the opportunity to go off site during the lunch break.

The Year 11 students mostly serve as prefects, assisting the staff by patrolling the playground and cleaning up after lunch. Prefects help with other school events and show prospective parents round on Open Days. They have their own area where they are allowed to prepare food and make hot drinks.

The Upper School is a good place to be, characterised by a positive atmosphere and good relationships. We aim to create a relaxed but disciplined environment in which our students can grow and learn without fear, anxiety or undue negative peer pressure. We aim to fully prepare our students for their lives beyond school whether in further education or the world of work.

Mission Trips - An essential component of our discipling of young people has been the opportunity to go on mission trips. While many schools offer skiing or sports tours we encourage our students to go on trips with a view to serving others both at home and abroad. This is something we have consistently done over many years.

School-based Service - Upper school students enjoy opportunities to serve at school by helping in Primary classes, doing site maintenance, serving at staff socials, reading with younger students or participating in fund raising events.

Local and Community Service - Students also take part in community service such as litter collection or garden work. They also visit local churches to help out with special projects.

Work experience - In Year 10 students arrange a work experience week where they can participate in a range of activities set out by their employers. The experiences have been wide ranging from sports facilities to Christian charities amongst others.

Designated Specialist Provision - Support for Pupils with Autistic Spectrum Disorder

Provision - We are in our fourth year of providing enhanced specialist provision for Secondary students and in our second year for Primary students with Autistic Spectrum Disorder and related Complex Needs. Bradford Christian School work closely in partnership with Bradford Local Authority SEN Assessment Team and the Autism Team to provide an enhanced specialist provision for both Primary and Secondary students. A team of Teaching Staff, and specialist Learning Support Assistants work to provide an enriched, individually oriented curriculum within an integrated setting where students can learn alongside their peers at a pace and with the support suitable to meet their needs.

Our aims –

- Focus on individual needs to maximise progress
- Provide a nurturing and supportive environment
- Include students in mainstream lessons wherever possible
- Develop the students confidence and independence
- Maintain regular contact to ensure we work in partnership with parents

Our Provision

- An individual, bespoke timetable
- Differentiated work in mainstream lessons
- Individual & small group teaching
- Subject specialist teachers working in the Secondary DSP
- Designated Primary Teacher for the Primary DSP class
- Opportunities for students to work alongside their peers
- Speech & Language and Social Communication/Skills intervention
- Specialist Play Therapist and Sensory Room
- Additional trained teaching and support staff

Transition work with Further Education Providers - Bradford Christian School is proud of its ethos of inclusion. All of our DSP students spend some time in mainstream lessons, where appropriate and time taking part in Primary, Middle, Upper and whole school activities and events. This helps build their confidence and enables them to take a full part in school life.

Our resources include

- Two classrooms and smaller rooms for our Secondary students
- Laptops and iPads with appropriate software
- Tailor-made teaching materials

- A bank of recommended resources to support Speech and Language and Social Communication/Skills development
- Specialist maths resources such as Numicon
- Access to equipment, including a kitchen, for teaching life skills
- ASDAN program
- Numeracy and Literacy programs to help develop numeracy/literacy skills
- Sensory Room

Main Admissions Criteria for DSP (Autistic Spectrum Disorder)

All students allocated places will have an Education Health Care Plan (EHCP) . The DSP is an enhanced provision where students are mostly in the DSP with some lessons in our mainstream setting. Placements will be sought through and formally approved by Bradford Local Authority in consultation with the school.