



Prospectus 2010

Bradfield School

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An Engineering Specialist School



Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY



Engineering



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From the Headteacher

Welcome to Bradfield School's Prospectus. At Bradfield we are proud of the achievements of all our students and have high expectations for every child in school.

Although we are pleased with the improvements we have made in recent years, we continue to work hard to be even more successful.

We are now in our third year as a Specialist School in Engineering. Specialist status gives us the opportunity to deliver an even better curriculum and to particularly enhance our facilities in Maths, Science and Technology.

We are also working closely with our engineering partners in the city to provide our students with some very exciting opportunities, including the new 14-19 Diploma in Engineering.

*"Bradfield School provides a good standard of education. It has strengths in teaching and learning and students' personal development; it is well led and managed. Overall standards are high."
Ofsted, Summer 2008*

Admissions Arrangements

The school has adopted the admissions policy operated by the Children and Young People's Directorate (CYPD – formerly the Local Education Authority) and described in the brochure "A Guide for Parents".

For the past fourteen years, following agreement between the Governing Body and the CYPD, the school has exceeded its standard number of 152. This position will remain unchanged for September 2010, when we will once again be able to offer places to 180 students. In each of the last thirteen years, the school was involved in the formal CYPD appeals procedure and, regrettably, all requests for places in the school were not satisfied.

All enquiries about arrangements for visits should be addressed to Mrs M Croucher, Admissions Officer.



Attendance and Punctuality

Working in liaison with the Children and Young People's Directorate (CYPD) Attendance and Inclusion Team, we monitor attendance and punctuality on a regular basis. Bradfield has always had a very good record in these areas, and with your help will continue to do so.

Regular and punctual attendance is absolutely essential if students are to benefit fully from their education at Bradfield. If students are not here, they cannot learn! It is, therefore, one of the most important areas where we look to parents to give us their support.

2008 – 2009 Statistics:

Total number of students on roll for at least one school session: 922

Percentage of pupil sessions (half days) missed through unauthorised absence: 0.9%

Whole school actual attendance: 93.9%

Our Facilities

We are looking forward to being rebuilt in 2013 as part of Sheffield's commitment to Building Schools for the Future. Meanwhile, although our buildings are dated, they remain in good condition and are well treated by our students.

We are privileged to have a beautiful location high up on the edge of open countryside. Our environment is part of what makes the school a special place. Our location is also a reason why environmental responsibility and alternative energy form a large part of our engineering bid.

We have very good ICT facilities for students. The Library and a number of ICT rooms are always available at social time for students to print off work or access the Internet. We have very strict rules and systems for ensuring the Internet is not used inappropriately. Every classroom in school has an interactive whiteboard which enables us to use the most up to date teaching resources to enhance students' learning.

A wide range of enrichment activities are available in PE despite our limited resources. Students have access to a climbing wall, a range of sports and clubs, including rugby, cheerleading, trampolining, badminton, and basketball.

*"It's fun, sensible and a little bit of homework.
Which school? Bradfield!"*

Amelia – Bradfield Pupil

Our Timetable and Curriculum

There are 30 timetabled 50-minute lessons each week for all students. The National Curriculum requires the school to provide all students with access to learning in the following subjects:

Core Subjects: Mathematics, English, Science and Information & Communication Technology,

Foundation Subjects: History, Geography, Design and Technology, Music, Art, Physical Education, a Modern Foreign Language, Citizenship and PSHE.

In addition, every school must make provision for Religious Education.

At Bradfield School all the above exist as compulsory core subjects at Key Stage 3. At Key Stage 4, all students follow externally accredited courses in English, English Literature, Mathematics, Science (for which a Double Certificate is awarded, or certificates for the three separate Sciences), Religious Education, Information & Communication Technology, Citizenship, Design & Technology or a second language. They will also follow a programme of Physical Education.

Students opt to study a further three subjects. Careers advice is available to assist students with their options choices.

Modern Foreign Languages, Art, History, Music, Business Studies and Geography, together with a range of other subjects, are all available as GCSE options in Years 10 and 11.

French is introduced as the first foreign language in Year 7 and all students also follow a course in Spanish for one lesson/week from Easter in Year 8. This is extended in Year 9 where students study both Spanish and French for two lessons per week. Both Spanish and French can be studied as either a GCSE or NVQ option in Years 10 and 11.

Other experiences offered within the day-to-day curriculum programme include:

Drama is a discrete subject for one period per week in Year 7, and one period in a fortnight in Years 8 and 9 and as a GCSE option subject in Years 10 and 11.

Media Studies within the English programme in Years 7, 8 and 9. Film Studies is as a GCSE option subject in Years 10 and 11.

Citizenship and PSHE taught as a discrete subject in all years.

Information and Communication Technology taught as a discrete subject in all years leading to a single GCSE qualification. Students have the option to convert this to a double GCSE in Key Stage 4.

National Curriculum cross curricular themes and dimensions: all year groups

Asdan Awards including CoPE: available in Years 10 and 11 within the option programme for specific students.

It is time in the week when a small number of students receive a supported programme provided by specialist staff. Possible students are identified by the AEN staff during Year 9 and their recommendations are fed into pre-option discussions with students and parents. Some students also have access to a college vocational programme one day a week.

We keep the curriculum under constant review, so as to ensure that, as well as meeting statutory requirements, it meets the needs and aspirations of our students.

"I like Bradfield because of how much fun the lessons are and you get to use more equipment here than you do at primary school, especially in Science and Design Technology"

Fran - Bradfield Pupil

THE TIMETABLE

The Year 7 timetable is divided up as follows:

Area of Study	Lessons per Week
Art	2
Citizenship/PSHE	2
Design and Technology	2
English	4
French	2
Geography	2
History	2
ICT	1
Mathematics	3
Music	2
Physical Education	2
Religious Education	2
Science	3
Drama	1
T o t a l	30

The distribution of teaching time changes slightly as the students progress through the school in order to provide what we consider to be an appropriate Key Stage 3 and Key Stage 4 balance.

Collective Worship

Each week students in pastoral teams meet together at the start of the school day for an assembly or Collective Act of Worship. Parents may choose to withdraw their child from collective worship and Religious Education lessons, and this can be done by writing a letter to the Headteacher.

Your Child's Form Group & Tutor

When your child comes to Bradfield School he or she will join a form group with approximately twenty-five other students. Two or three will already be friends of your child, whilst others will come from the same primary school. The remaining students will come from other primary schools and villages, a good opportunity to make new friends. In each group there will be a mixture of boys and girls of all abilities. Subject setting and grouping arrangements mean that teaching groups are often smaller and are therefore different from the form group.

Each class is looked after by a form tutor who will see your child every day at registration time and keep an eye on their progress and welfare. The form tutor is first contact if there are any problems or questions. The form tutor is also the initial point of contact in school if you have any concerns about your child's general progress or well being. It is the school's policy that, wherever possible and/or appropriate, students will retain the same form tutor throughout their time at Bradfield School.

Special Educational Needs

Our policy is guided by the SEN Code of Practice and the SEN and Disability Act of 2001, as well as the principles of the Every Child Matters agenda. Students at Bradfield are recognised as having a special educational need if they have a learning difficulty which calls for special educational provision to be made for them. The admission arrangements for students with special needs are in line with Sheffield City Council's policy on admissions.

Students entering the school with existing special needs continue to receive support and newly identified needs are discussed with parents. All staff receive a digest of information on students with special needs.

Pastoral Leaders

Mrs Tabani, Mr Sleaford, Mrs Hague, Ms Harriott and Mr Hunter are Pastoral Leaders who work across both Key Stages. The Team provides additional pastoral support for the students over and above that provided on a day-to-day basis by the Form Tutor.

"When I first started at Bradfield, I was scared, but once you settle in, there is nothing to worry about!"

Ben - Bradfield Pupil

Additional Educational Needs and 'Every Child Matters'

'Every Child Matters' is the Government's vision for children's services. Its aim is to promote collaboration amongst all of the people who have responsibility for children, to ensure that they achieve these five key outcomes:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

The Additional Educational Needs Team (AEN) addresses this very important development. The team includes: Assistant Head for Inclusion, Pastoral Leaders, SEN Manager and Teaching Assistants

The AEN Team aims to deal sensitively and effectively with issues affecting student progress and well-being and offers a range of strategies based on individual need, including 1:1 and small-group work, counselling, in class support, homework clubs, modified or alternative curriculum and links with specialist agencies.

In addition to information from primary schools, and school-based assessments, staff, parents and students are encouraged to discuss concerns with members of the AEN Team to ensure that emerging problems are addressed swiftly.

Sex Education

During the five years at Bradfield the following broad areas will be covered: Personal development; the Family; physiology, health and sexual reproduction including HIV/AIDS; sexuality and social issues and the legal framework. The responsibility for sex education is vested in several curriculum areas. The bulk of factual knowledge is imparted in science lessons and personal responses are explored in citizenship and English lessons. A more detailed policy regarding sex education at Bradfield is available from the school. Parents are welcome to look at teaching materials. Parents have a legal right to withdraw a child from sex education, except those elements which are taught as part of the Science National Curriculum. This can be done by writing a letter to the Headteacher.

Behaviour & Discipline

We believe that excellent behaviour and achievement are closely linked and we set the highest standards for our students. We have clear aims and our Behaviour Policy states that we will:

Demonstrate self-control and mutual respect
Use positive behaviour management strategies
Work in partnership with parents and carers
Provide additional support where necessary

We have straightforward rules to be followed at all times:

- Follow instructions
- Speak politely
- Respect each other
- Respect the environment
- Do your best in lessons

We have a staged procedure if the rules are not followed:

Chance: Students are given a chance to change their behaviour

Warning: Students are warned about the consequences if they do not change their behaviour

Action: Students receive a sanction in line with their misbehaviour

"We believe that everyone has the right to work and relax in an environment which is calm and free from discrimination of any kind."

Child Protection

Changes in the law, notably the Children Act (1989), mean that staff in schools have a duty to report any concerns that they may have that any child may be suffering significant harm, particularly as a consequence of possible abuse. It is a DCSF (Department for Children, Schools & Families) requirement that each school in the country nominates a senior member of staff who will have special responsibility for Child Protection. In Sheffield, this member of staff is known as the Child Protection Liaison Teacher, has been in receipt of training in this area, and can be trusted to deal with all these matters with professional confidentiality. At Bradfield, that person is Ms S Coard. Mrs K Tabani is the Deputy Child Protection Liaison Teacher and Mr Andrew Nolan the Child Protection Governor.

The school has adopted all Local Authority Safeguarding Policies. As a school, we have case contacts with the School Health Service, Family and Community Services and the Police, any or all of whom may become involved if abuse is suspected or alleged.

The school has a responsibility to collate basic information such as who has parental responsibility for a child, and to pass this information to the relevant agencies if so requested. In the event of an investigation into possible child abuse, the school has a duty to co-operate with the investigating agencies to the best of our ability to promote the welfare of the child. Whilst the school will always attempt to work in partnership with parents, and try to ensure that parents are fully informed of, and participate in, any action concerning their child, if there is a conflict of interest; the welfare of the child must be the paramount consideration.

Ms Coard would be very happy to discuss any matter relating to this very important issue with you.

Sheffield School Nursing Service

The school nursing team regularly visits all schools. The team comprises a qualified nurse who is available to help with any health concerns about your child and has close links with community pediatricians, GPs, health visitors and other professionals who care for children. The team also includes health care assistants who carry out routine screening of children at school entry.

With parental agreement the School Nurse can provide a link between home and school and act on the child's behalf. The nurse will also provide information, advice and support on health issues to teachers, children and parents. This can be offered individually or in groups as part of health promotion programmes.

Your School Nurse, Diane Heald, is responsible for arranging routine vaccinations in the secondary school. These are the Tetanus, Diphtheria & Polio vaccinations which are carried out in Year 9. If you have any questions regarding vaccinations that you feel your child may be due, please contact your School Nurse or your GP surgery.

You can contact the School Nurse at any time during your child's school life, either through school or the Central School Nurse Office: 0114 2262010.

"Bradfield is fun because you have more freedom and you make a lot of new friends. At break time if you haven't had any breakfast then you can go to the snack bar"

Michaela - Bradfield Pupil

Bradfield School Governors

The Governing Body of Bradfield is involved in all aspects of the school's development, and has many responsibilities to fulfil. The following groups are represented on the Governing Body: the Children and Young People's Directorate (CYPD); parents, teachers and members of the local community. Students may also be represented at these meetings. There are six parent governors and Mrs Deborah Bullivant, Chair of Governors, can be contacted through the school.

Documents

The school has statements of policy on many issues and any parents wishing to obtain copies of these statements, together with a selection of other information given out by the school, should contact the Headteacher. You may also wish to visit the school's website: www.bradfieldschool.com

Complaints

The Governing Body has adopted a procedure for dealing with complaints. That procedure is in line with the policy document from the Sheffield Education Department which has been approved by the Secretary of State. The procedure allows for complaints to be dealt with as quickly and efficiently as possible and settled within a reasonable period of time. The main aim at all stages is to ensure that the complaint is settled or, if this is not possible, that a decision is taken about the complaint whereby it can, if required, proceed to the next stage. Full details of this procedure can be obtained from the Headteacher.

Student Council

The School Council was formed three years ago and is made up of a representative from each form. The Council attends regular meetings at which they are encouraged to give their views on matters which affect them in school. The Council also report to the Governing Body and keep them informed on student views.

Students on the School Council have contributed to school debates, such as how school meals could be made healthier, and were also involved in staff appointment processes and decision making exercises relating to the use of finances raised for school by the FBSA (Friends of Bradfield School Association).

The Friends of Bradfield School Association (FBSA)

The Friends of Bradfield School Association was formed in 1983, has now been awarded Charity Status and aims to foster closer links between staff, parents and members of the

local community who have an interest in the school. The FBSA has a committee which meets regularly to organise activities which raise money to provide additional facilities and opportunities for students. Every parent automatically becomes a member of FBSA and receives invitations to attend a range of social and fund-raising events. New parents are most welcome to join the FBSA Committee, the FBSA Lottery, or to support the FBSA for the amount of time they have to spare in any area in which they have talents or interests.

School Transport

South Yorkshire Transport Executive have to provide for Bradfield School students if they live in the catchment area and live outside a three-mile radius. They do not have to provide transport for students who are either within a three-mile radius of the school and/or out of the catchment area.

At present any remaining capacity is filled with paying passengers – this is not an entitlement. The South Yorkshire Passenger Transport Executive (SYPTTE) is appointed by the LEA to negotiate and allocate the school transport contracts. These are based upon the number of students eligible for free school transport. The school has no direct authority over, or responsibility for, the school buses. However, as we believe that it is important that students have a safe, secure and comfortable journey to and from school we work with the bus companies and SYPTTE dealing with any incidents that occur and issues which arise.

Mass Transit operates:

660 from Wharnccliffe Side

661 from Loxley (becoming the 761)

665 from Middlewood/Grenoside (becoming the 765)

688 from Stannington

689 from Stannington

761 from Rodney Hill

765 from Oughtibridge

The contract for the Bradfield/Dungworth Bus has been awarded to Linburg Travel.

Further details can be found on the school website www.bradfieldschool.com or by contacting the school.



Primary School Links

The Headteachers and Teaching Staff within the Bradfield Family of Schools meet regularly and are keen to work closely together to ensure the continuity of educational experience for children moving from the primary schools to Bradfield. Bradfield is one of seven schools in the local pyramid. The others are Bradfield Dungworth, Loxley, Oughtibridge, and Wharcliffe Side primary schools, Nook Lane Junior School and Stannington Infant School. During the year before children transfer to Bradfield, they have opportunities to visit the school, to meet staff and students and to take part in a range of activities. Bradfield School staff also visit and work alongside teachers in the junior schools and the school hosts various cross-phase events.

All these contacts help to build up the confidence of children who are about to take the big step of entering a secondary school and enable the school to make the transfer as smooth and efficient as possible for students and parents alike. Through the National Key Stage 3 Strategy, Bradfield School has recently been able to further develop transitional arrangements and intends to continue to build on and strengthen these even more in the coming year.

Post-16 Education and the Wider Community

A very positive working relationship exists between Sheffield Connexions Service and Bradfield School. Great care is taken to support and advise students as they move out of the school at the end of the Year 11 and have important choices to make about further education, employment and training opportunities. The school has particularly close and positive working relationships with the Sheffield College (Hillsborough Centre), Tapton and King Edward VII schools.

Bradfield School has many links with the wider local community through Governors, business and local community groups, local industry and the Parish Council. The school also welcomes the use of its facilities by local sports clubs, and would welcome further opportunities to work with members of the local community.

Careers Education

Careers education and guidance are part of the curriculum in every year. It is introduced as part of the Citizenship programme in Year 7 and Year 8. In Years 9, 10 and 11 there are key inputs as part of the Options, Work Experience and Careers programmes.

We aim to ensure that parents and students receive support and advice at key decision making points and

involve the Sheffield Connexions Service, employers and staff who work in further education in this provision.

All students in Year 10 are expected to be involved in our accredited Work Experience programme, and particular care is taken to ensure that students give careful consideration to all the options which are open to them when they leave Bradfield School. Information and help is given at this stage through: citizenship sessions; form tutor time; visits to education establishments, training and work places and exhibitions.

We work closely with Sheffield Futures, whose advisers offer support and guidance throughout Upper School.

Routes Post-16 2008-09

Total number of students in year group 2008 / 2009: 183

- 87.4% continued in full time education
- 6.6% commenced employment with training
- 2.7% commenced training
- 0.6% commenced employment without training
- 2.7% other categories

Curriculum Enrichment

At Bradfield, we offer a range of extra curricular and enrichment activities. These include a wide variety of cultural, sporting and leisure pursuits and they take place at lunchtime, after school, at weekends or during school holidays. Some arise directly out of the formal curriculum and therefore take place during the school day. We believe these activities complement and enhance the curriculum.

Some of the enrichment activities available to our students are:

- Duke of Edinburgh award scheme
- Membership of school team (various sports)
- Educational visits to France, Belgium, Spain, Belgian Battlefields, Formula 1 In Schools
- Membership of the school choir and various school bands
- Participation in many fundraising activities to support our partner schools in Nepal, Guatemala and Besease (Ghana)
- Theatre visits
- Museum visits
- Book Awards visits
- Field Trips
- Industrial visits
- Active8 lunchtime activity programme

Examination Opportunities

During Years 10 and 11 students at Bradfield School follow a range of courses, most of which lead to a General Certificate of Secondary Education (GCSE) examination. Students are normally entered for up to eleven GCSE examinations at the end of Years 10 and 11. We also enter students for GCSE short courses in Years 10 and 11 and Entry Level Certification courses in Year 11.

We continue to extend our examination opportunities and now include the Level 2 Engineering Diploma, DiDA, National Vocational Qualification, Entry Level and CoPE qualifications and we are constantly considering ways in which we can introduce other appropriate forms of accreditation for our students.

GCSE Examination Performance Tables Information 2009:

Summary Data	All	%	Male	%	Female	%
Number of Candidates	183	100	92	50	91	50
Achieving 5+ A*-C including English & Mathematics	101	55	55	60	46	51
Achieving 5+ A*-C	131	73	65	71	66	73
Achieving 5+ A*-G	177	97	87	95	90	99
Achieving 1+ A*-C	160	88	77	84	83	91
Achieving 1+ A*-G	181	99	90	98	91	100
Achieving an Entry Level Qualification	183	100	92	100	91	100
Achieving 2+ A* - C in Science	124	68	67	73	57	63
Candidates aged 15	183	100	92	100	91	100

(% figures are rounded)

School Dress

All students at Bradfield School are expected to wear standard dress. Parents of all prospective Year 7 students will be invited to a school dress evening in Spring 2010 at which sweatshirts and other items available from our supplier can be ordered. In selecting our 'standard dress' we have aimed at smart but comfortable clothing which is inexpensive and good value for money.

Standard Dress consists of:

School Sweatshirt - Dark green with school logo. These are only available from the school's supplier.

Polo shirt - White, grey or black with or without school logo. Those with school logo are available from the school's supplier.

Trousers - Full length, not denim/canvas or tracksuit style.

Skirt - Plain black; very short skirts are not acceptable.

Formal shorts (not PE) - No other types of shorts are permitted.

Footwear – plain black flat shoes leather or leather-look appearance. Canvas shoes or trainers are not permitted. No logos or flashes. Please note that shoes or boots which are backless or have very high heels are not permitted as they are a health and safety risk.

Outdoor Clothing – An optional outdoor fleece is available.

Jewellery - Earrings, if worn, must be small, preferably studs; one plain ring is allowed, large hoop earrings are not allowed.

Jewellery related to nose, eyebrow, tongue and other facial

or body piercing is not permitted in school. If you wish your son/daughter to have facial or body piercing, please ensure that it is done at the beginning of the summer holiday, in order that the piercing has healed and the jewellery does not need to be worn in school in September.

PE and Games Kit:

Key Stage 3 Kit

Jade green PE shirt – available from the school's supplier

Plain black shorts - football style, with white socks

Non-marking training shoes - for indoor activities

Outdoor footwear - Suitable for hard area activities and the field

Black tracksuit – Plain tracksuit in black only

Key Stage 4 Kit: As above but students can wear the alternative KS4 Core kit supplied by the P.E. department in white and navy for boys and white and pink for girls.

GCSE PE Kit: GCSE students have a choice of T shirts and Polo shirts specifically designed for the GCSE course in sky blue and white. Again this is only available from the Physical Education Department.

Further details can be found on the Xoolon Bradfield webpage on www.xoolon.com

All items of clothing and equipment, particularly sweatshirts and PE clothing, should be labelled with the name of the student: labelled lost property can be returned to its owner.

SCHOOL RESULTS

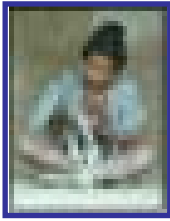
These tables show the percentage of pupils at the end of Key Stage 3 achieving each level in 2009.

Figures may not total 100 percent because of rounding.

<i>TEACHER ASSESSMENT</i>													
	Percentage at each level												
	W	1	2	3	4	5	6	7	8	EP	Pupils disapplied	Pupils absent	
English	0	0	0	2	14	47	29	8	0	0	0	0	
Mathematics	0	0	0	1	13	25	38	22	0	0	0	0	
Science	0	0	0	2	14	23	29	32	0	0	0	0	

<i>TEACHER ASSESSMENT</i>														
	Percentage at each level													
	W	1	2	3	4	5	6	7	8	EP	Pupils disapplied	Pupils absent		
Modern Foreign Languages	0	0	3	19	53	77	31	0	0	0	0	0		
Design and Technology	0	0	0	1	57	94	31	0	0	0	0	0		
Geography	0	0	0	1	10	50	97	25	0	0	0	0		
History	0	0	0	0	11	53	64	50	5	0	0	0		
ICT	0	0	0	8	60	61	51	3	0	0	0	0		
Art and Design	0	0	0	2	8	105	64	4	0	0	0	0		
Music	0	0	0	0	18	101	54	10	0	0	0	0		
Physical Education	0	0	0	0	0	3	147	33	0	0	0	0		

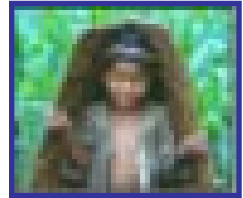
Community Links



In the past three years the school has been involved in three Global Projects. We hope these projects have helped broaden students' understanding of the Global Environment and to give students an opportunity to raise funds for various charities.

Nepal – during November 2005 a member of staff visited the Eastern side of Nepal for 26 days working in the Sagarmatha National Park, a region dominated by some of the world's highest mountains including Mount Everest.

This is one of the remotest areas of the world and upon his return, through school assemblies etc the students were able to learn about the region and culture. During the stay the member of staff worked in a local school for two days and got to know people. This formed the basis of the school's fund raising from September 2005 to August 2006. During that time the school was able to raise £4150 for the Everest Mountain Charity which directly supports medical work in the region, Water Aid projects aiming to provide safe drinking water in the region and help to provide education for the Nepalese children.



Guatemala – during July and August 2006 a member of staff spent 6 weeks working on the Santa Maria Project in Guatemala. This involved working for the local educational project with Mayan Indian children for the six week period. Upon her return, through school assemblies and staff presentation the students were able to learn about the region and culture.

This formed the basis of the school's fund raising from September 2006 – August 2007 where the aim was to send as many of the Guatemalan students to school as possible. The final sum raised was £6,600 which provided education for some 280 youngsters in the village of Santa Maria. During July 2007, the member of staff spent a further three weeks in the project and was able to feedback to our students regarding their successes.



Besease School, Central Region, Ghana – during June and July 2007 a member of staff spent 4 weeks working in Besease School. Here the average capitation is 2p per child per year and in the kindergarten the classes contain between 150 and 160 children. Within the school there were only a few small desks and stools with most children sat on the mud floor. There were no books, pens, pencils or resources apart from a single blackboard and some chalk. The teacher's experiences are now forming a basis for our fund raising from September 2007. The school has 3 goals:

Short Term – to raise funds to provide basic educational equipment for the school.

Medium Term – to explore the feasibility of a small number of Bradfield students and staff visiting the area to carry out an Engineering Project as part of our Specialist Engineering

status (most likely the installation of a drainage system).

Long Term – to establish partnership links with school through staff and student exchanges.



The information published in this prospectus describes the school as it is for the school year 2009 – 2010. It must not be assumed that there will be no changes in part or whole of any arrangements described in the prospectus either during the school year 2009 – 2010 or in subsequent school years. We are always pleased to supply further information on request. Further information can be found on the school website:

www.bradfieldschool.com