



Prospectus Detail 2020/2021

Dear Parent

The time has come to choose a high school for your child – a time that seemed far off when they were born, is now here! It is one of the biggest decisions that you will make, but I hope that you will see why Balshaw's has been the school of choice in South Ribble for the past 238 years.

This year is an exceptional year for reasons of which we are all aware. That so few schools are holding open evenings makes the job of selecting the high school for your son or daughter so much more difficult. We hope that our Virtual Open Event on the school's website has given you some idea of what our school is like, but it falls hopelessly short in giving you a true sense of the relationships and the community founded on Christian values that makes Balshaw's special.

On Open Evening I usually say that if choosing a high school was based solely on Ofsted reports and results then it would be easy, but that is not what it is about. It is seeing the students and the staff working together and getting a sense of the atmosphere of the school that I feel is one of the most important parts of choosing a school. As prospective parents and students, you will not be able to do that this year. I hope that you will get a sense of what an amazing place Balshaw's is and the values that lie at its heart. If you value the high standards and expectations that we stick to and you are prepared to support them, then I hope with the information in this booklet and our online Virtual Open Event you will be able to make a decision about whether Balshaw's is the school for your child.

We are an outstanding school, a belief that was confirmed both by Ofsted and again in our SIAMS inspection. One of the key strengths of Balshaw's is that we celebrate the past whilst preparing students for the future. This is embedded in our vision statement, "Lighting the path to excellence through Christian visions and values".

Parents and students know where they stand at Balshaw's because we adhere to our ABC of values: Appearance, Behaviour and Commitment. We follow these clearly and unambiguously to ensure that we are firm, but fair, in the way that we treat all of our students.

This is what one parent has said:

"The support and encouragement offered by his teachers and the leadership has ensured that he has received a top class education, at the same time as developing his confidence and friendships that we know will last well into college and hopefully beyond. It is daunting trying to choose a high school when your children are in year 5/6, especially when you are unfamiliar with the area. We are so glad that we chose Balshaw's and know we made the right decision." (Year 11 Parent)

I hope you will feel a sense of 'coming home' when you enter our school and realise that it is the body of people that make up the family of Balshaw's that is its strength.

Mr Steve Haycocks
Headteacher

Your word is a lamp for my feet and a light on my path (Psalm 119, vs 105)

Lighting the path to excellence through Christian vision and values
Forgiveness + Friendship + Humility + Kindness + Love + Patience + Truth + Respect

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Awards

- Diocesan Inspection declared us to be an Excellent Church School 2019
- Judged to be an outstanding school by Ofsted
- The first Secondary School in the county to receive Race Equality Award
- School is working towards Fairtrade Status
- The school is recognised by The Schools' Network as a High Performing Secondary School
- The Business and Computing Department is a Computing at School 'Community of Practice' Network
- A number of teaching and support staff have had excellent work recognised with national awards (HLTA of the Year, Outstanding Trainer, and more)
- Dominate across the district in all areas of sport
- South Ribble Rotary Technology Tournament: Our Key Stage 3 and Key Stage 4 students took part in the event
- Year 8 students entered the Leyland and Cuerden Valley Lions Peace Poster Competition and several students had their work on display at the Civic Centre
- The South Ribble High Schools' Art Exhibition: Students from all year groups exhibited work receiving certificates from the Mayor and several received commendations
- Pilot partners with CAMHS on developing early intervention to support students and families
- Students have led on Lancashire MH:2K Mental Health and Diversity Project
- Best practice partner for The Parliamentary Review



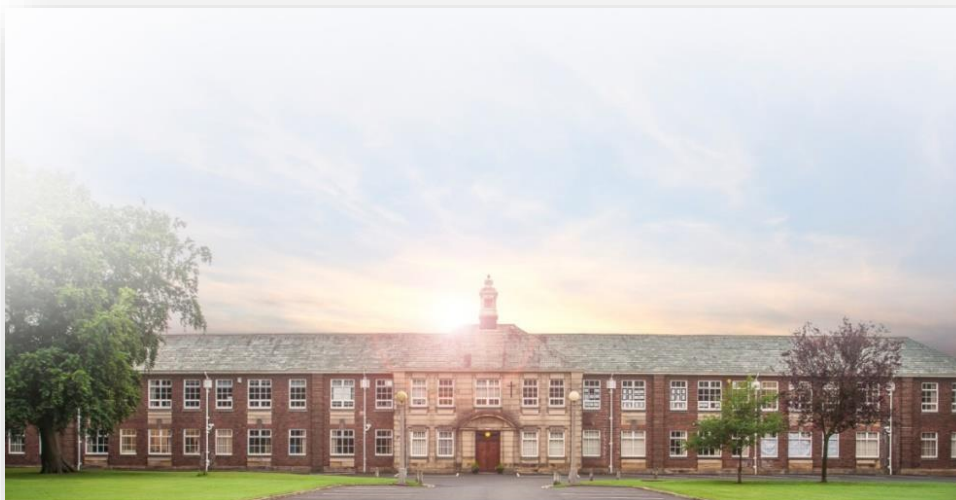
Personal Achievements of Some Students and Former Balshavians

- Liv Cooke: UK's first female professional freestyler, freestyle football World Champion and four times World Record Holder. Champions League Match Day Reporter and UEFA Ambassador. In 2017 Liv appeared in a Channel 4 advert promoting the UEFA Women's Soccer Championships in the Netherlands. Previously, competed in the 2015 World Freestyle Football Championships, appeared in a BBC3 documentary in 2016 and took part in the world championships in Melbourne in November 2016 taking 2nd place
- Philip Jones: footballer for Manchester United and played in the World Cup for England
- Clarke Carlisle: former professional footballer who has appeared on Countdown and TV programmes on racism and depression. He was the former Chairman of the Professional Football Association and wrote a book 'You Don't Know Me, But ... A Footballers Life'
- Marian Clayden: textile artist and designer to the Hollywood stars. Retrospective exhibition at the Harris Gallery and Museum 2014
- Margaret Maughan: won GB's first Paralympic gold medal in 1960
- Kim Libreri: won an Academy Award in 2015 for Technical Achievement. Worked on many films including Star Wars: The Force Awakens. Nominated for many other awards and has worked with the Lucas Film companies since 2004. Kim presented prizes at our Awards Evening 2016. Kim is a part of the team behind the cult game 'Fortnite'
- Professor Sir John Lawton: a British ecologist, RSPB Vice President, President (former Chair) of the Yorkshire Wildlife Trust, President of The Institution of Environmental Sciences, Chairman of York Museums Trust and President of the York Ornithological Club
- Danny Mayor: former player for PNE and Sheffield Wednesday. Currently plays at Plymouth Argyle FC
- Michael Douglas: *The One Show* hairdresser, visited the Fairtrade Fashion Show and presented prizes at Speech Night in November 2014
- Tom Bidwell: nominated for an Oscar in 2011 and a BAFTA in May 2014 and went to work in Hollywood. Writer of the Channel 4 drama My Mad Fat Diary and a BBC1 adaptation of Watership Down
- Rebecca Eastham: actress who starred in 'All the Ordinary Angels'. Rebecca visited school in January 2020 to run a workshop for our GCSE students
- Tisha Merry: actress, a character on Coronation Street and also starred in the BBC Drama 'Brinkburn Street' and the independent film 'Tamla Rose'. Tisha was invited back to school to open the Family Fun Day and Spring Fair in May 2017
- Trevor Mather: CEO of the Auto Trader and previously CEO of Thoughtworks Inc.
- Marcus Bleasdale: documentary photographer who currently works for National Geographic and Human Rights Watch
- Adrian Lascom: an artist who works on many projects as photographer, illustrator, art director and senior graphic designer
- Emma Dovey: played for the England Netball Squad and also taught at Balshaw's from 2012-13
- Chris Tuson: played rugby for Wigan Warriors RLFC
- Tim Roby: Super League Referee at NRL
- Nathan Sayle: successful applicant to attend NASA's United Space Summer School in Houston, Texas
- Stuart Pickett: secured a place at ALRA Academy of Live & Recorded Arts in 2016
- Jade Eccleston: member of the England Rounders' team
- Alex Moran: appeared in the touring version of 'War Horse' and in 2017 in 'The Invisible Man' which he also directed. This is running in London initially and then touring
- Olivia Wilkes: a former PNEWJFC player who has been selected for England college team
- Holly Brooks: accepted on a BA Acting degree at the prestigious Italia Conti Acting School in London
- Billy Gunnion: accepted on an Acting degree at the prestigious London Academy of Music and Dramatic Art
- Liam Hurt: professional player for the Lancashire Cricket team

Personal Achievements of Some Students and Former Balshavians

- Drew Dawson took part in BBC TV programme Singing for Britain: The Choir with Gareth Malone
- Charlotte Clapham won the Playstation F.C. Schools Cup Concept Kit national
- Maddison Ginger: competes in Ice Skating at home and abroad. Competed in an international competition in Copenhagen and was placed 8th out of 28. Competed in the British Championships in July 2019. Currently ranked in 20th place at intermediate level in Great Britain
- Ethan Warren: represented Lancashire in cross country
- Phoebe Rogerson: took part in the Dance World Cup in Portugal in 2019 representing England. The Latin formation team won a gold medal and the Acro Dance Team were placed 12th in the world
- Jenson Warren: won the Abersoch 3k beach run and represented Lancashire in cross country competition in Loughborough and represented Lancashire Schools at the English Schools Cross Country Championships
- Noah Smith: won gold and silver medals in a Jiu Jitsu competition
- Infinity Cheer: we have a number of girls who attend Infinity Cheer and they have attended competitions at home and abroad
- Rachael Procter: played for Lancashire in the Girls' U15s Squash Team and Rachael won a silver medal. The whole team won all of their matches
- Isabelle Atkinson: goalkeeper for Preston North End girls team
- Adam Butler: selected to play for the England Judo Squad
- Jack Baxter: secured a two year apprenticeship at PNE FC Academy for the U18s team. Jack played with the PNE Youth Team and then secured a professional contact with PNE in Summer 2020
- Matthew Fazakerley: competed in the Ribble Cross Country Championships in the Year 10/11 category and achieved 1st place. He achieved a personal best and bronze medal in the 3000m in the Lancashire Athletics Championships and a personal best in the 1500m
- Cameron Allison: successfully achieved the goalkeeper position for the Lancashire U18 squad

We are always seeking information about our current and former Balshavians so please let us know if you have any information that we can share.



Some of Our Sporting Achievements

Due to Covid 19 most sporting competitions unfortunately did not conclude for 2019/2020. Below are some of our sporting achievements for the previous year 2018-2019.

FOOTBALL

- **U13 Girls:** South Ribble Cup Winners
- **U13 Girls:** Futsal Competition entry
- **U15 Girls:** South Ribble Cup Winners
- **U15 Girls:** Euxton Villa Girls 3rd Place
- **Year 7 Boys:** League Representation and Cup Quarter Finalists
- **Year 8 Boys:** League Runners Up and Cup Quarter Finalists
- **Year 9 Boys:** League Winners, Cup Finalists and Lancashire County Finalists
- **Year 10 Boys:** League 3rd Place and Cup Finalists
- **Year 11 Boys:** League Winners



RUGBY

- **U13 Boys:** Participation in Local Fixtures
- **U15 Boys:** Participation in Local League Games
- **U13 Girls:** Leyland Warriors Touch Rugby 2nd Place
- **U13 Girls:** Lancashire School Games Champions



NETBALL LEAGUE

- **Year 7:** League 3rd Place
- **Year 8:** League 3rd Place
- **Year 9:** League Winners
- **Year 10:** League Winners
- **Year 11:** League Runners Up

GYMNASTICS

20 students competed in the South Ribble Borough Floor and Vault Champs. 6 of our students won Bronze, Silver & Gold medals

ROUNDERS

- **Year 7:** South Ribble Runners Up
- **Year 8:** South Ribble 2nd Place
- **Year 9:** South Ribble 3rd Place
- **Year 10:** South Ribble 3rd Place

BASKETBALL

- **U13 Boys:** Participation in Local League and Cup Fixtures
- **U15 Boys:** Participation in Local League and Cup Fixtures

Some of Our Sporting Achievements

ATHLETICS

- **U14 Team:** South Ribble Runners Up
- **U16 Team:** South Ribble District Champions



INDOOR ATHLETICS

- **Year 7 Boys:** South Ribble 3rd Place
- **Year 8 Boys:** South Ribble Runners Up
- **Year 7 Girls:** South Ribble Winners
- **Year 7 Girls:** Lancashire 3rd Place
- **Year 8 Girls:** South Ribble 5th Place



CROSS-COUNTRY

- **School Team:** Runners Up
- **Year 8 Boys:** Champions
- **Year 9 Boys:** Champions
- **Year 10 Boys:** Champions
- **Year 11 Boys:** Champions



TABLE TENNIS

- **U13 Boys:** Runners Up in South Ribble Competition
- **U16 Boys:** 3rd in South Ribble Competition

CRICKET

- **U13 Boys:** South Ribble Competition 2nd Place
- **U13 Boys:** Participated in Local Fixtures
- **U15 Boys:** Participated in Local Fixtures



STREETDANCE

- Represented South Ribble at the 'Lancashire School Games Dance Competition' at Charter Theatre
- Finished 4th overall in Lancashire

Due to Covid 19 there are no Music Examination results for 2019/2020.

However, you can see the results for 2018-2019 below.

Music Examinations:

Singing, Drums, Guitar, Brass, Piano and Electronic Keyboard, Musical Theatre.

Exam Boards: London College of Music, Trinity Guildhall, Associated Board of the Royal Schools of Music.

| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|---|---|---|---|---|---|---|---|
| Pass | 2 | | | | | | 1 | |
| Merit | 3 | 3 | 5 | 2 | 1 | | | |
| Distinction | 3 | 5 | 1 | | 3 | | 2 | 1 |



A SELECTION OF EVENTS PERFORMED DURING ACADEMIC YEAR 2018-2019

- **November:** Memorial Garden Service – Chamber Choir and Vocal Band
- **November:** Presentation Evening and Speech Night – Choirs, Soloists and Ensemble Groups
- **November:** Remembrance Services
- **November:** Children in Need Talent Show
- **December:** Christmas Concert and Carol Services

There would normally be many more events performed through the school year, however, Covid 19 affected this.

Celebrating the Past

Richard Balshaw, a Leyland man with business interests in London, founded the school in 1782, “for instructing the youth of the middling and lower classes of Leyland”. It occupied buildings on Golden Hill Lane until moving to the present site in 1931. Building extensions were made in 1984 and we continue to develop our facilities to meet the demand for places. The school became voluntary controlled in 1951 and has the status of a Church of England Voluntary Controlled High School.

| Head teachers of Balshaw's | | | |
|----------------------------|--------------------|-------------|---------------------|
| 1786 - 1790 | William Boyer | 1899 - 1903 | James D Wilde MA |
| 1790 - 1792 | John Singleton | 1903 - 1931 | F Jackson MA |
| 1792 - 1799 | Stephen Hayhurst | 1931 - 1960 | V U Oldland BA |
| 1799 - 1850 | Robert Kellett | 1961 - 1973 | F E Bleasdale MA |
| 1846 - 1849 | George Bennett | 1973 - 1994 | P J Ingram BSc |
| 1849 - 1870 | George Singleton | 1995 - 2014 | Josephine M Venn BA |
| 1870 - 1899 | John De Pennington | 2014 - | Steven Haycocks BA |

Preparing Students for the Future

There are three things that are important to us at Balshaw's:

That your son/daughter leaves us-

1. as a well-rounded individual, prepared to make a positive contribution as they take up their place in society
2. as an individual whose academic potential has been fulfilled with a set of excellent qualifications that open the doors to the next stages of their lives
3. as someone, of faith or no faith, who will reflect Christ's love within our community and wider society.

We have close ties with our partner primary schools and with Runshaw College, which the majority of our school leavers attend. We also send some students to Hutton, St John Rigby, Preston College, Wigan & Leigh College, Cardinal Newman College, Winstanley College and Myerscough College, as well as into employment or apprenticeships.

Students will receive visits from a range of employers during their time at Balshaw's from the army, NHS, BAE Systems, as well as many more at careers events. The school also has very strong connections with Leyland Trucks who regularly employ Balshaw's leavers.

We are currently developing the use of information technology within the school to prepare our students for a digitally-driven 21st century workplace in which workers across the world are connected and competing in a global market. The school has installed a wireless network and is developing its digital resources with the goal of students having 24/7 access to stage-not-age learning.

We still value our links with business and industry very highly and our connections with the Lancashire Chamber of Commerce ensures that students get valuable interaction and experience with a range of major employers in the local area.

Christian Values and Distinctiveness

Balshaw's Church of England High School has Christian values at its heart. Our principles are based upon the passage from Psalm 119 verse 105:

"Your Word is a lamp for my feet and a light on my path."

We believe that whether our students are of the Christian faith, other faiths or are of no faith, the Word of God and the actions of Christ provide a foundation upon which all young people will thrive.

Our vision statement is:

Lighting the path to excellence through Christian vision and values.

Gospel values of love, forgiveness, friendship, kindness, truth, patience, respect and humility are the foundation for decisions made in the Balshaw's family. Our aim: to develop students, of faith and no faith, who reflect Christ's love within the wider community.

Students engage in an act of worship with their year group at the start of each week as well as with their house later on in the week. Prayer and reflection are encouraged as part of all students' spiritual development and there is a thought and prayer for the day in tutor time every day.

Balshaw's enjoys strong relationships with a number of local churches; especially St Andrew's where all students will attend worship at Christmas and Easter. Clergy who have links with the school deliver some of the acts of worship that take place on Monday mornings.

RE has an important role within the school's curriculum and all students follow short course GCSE RE with many students opting to undertake the full GCSE course.

Love for one another and caring for our neighbours as we would wish to be cared for ourselves are the main reasons that Balshaw's has a palpable family feel to it. Relationships between students and between staff and students are respectful, strong and supportive. It is the distinctively Christian nature of the school that is the foundation for its success and the reason that it is the school of choice in the area.



Examination Results

One of the reasons for Balshaw's continuing success is the examination results that our students attain. It is particularly important to note that, in the majority of government's measures, Balshaw's is on or above national averages of attainment and progress from students' starting points. That means that whatever the level of prior attainment, Balshaw's will do its best to ensure we maximise the progress of all our students.

| Headline figures for 2019-20 | |
|---|--------------|
| | All Students |
| Number of students in Year 11 | 175 |
| Attainment 8 | 50.4 |
| Average Entries per Student | 9.2 |
| Average Entries per Student (GCSE Only) | 9.0 |

| | % of students | National averages 2018/19 |
|--|---------------|---------------------------|
| Students with 9-7 (A*-A) in English and Maths | 10% | / |
| Students with 9-5 (Strong pass) in English and Maths | 49% | 43% |
| Students with 9-4 (A*-C) in English and Maths | 74% | 65% |
| Students with 9-7 (A*-A) in English (Best) | 34% | / |
| Students with 9-5 (Strong pass) in English | 65% | 61% |
| Students with 9-4 (A*-C) in English (Best) | 86% | 76% |
| Students with 9-7 (A*-A) in Maths | 18% | / |
| Students with 9-5 (Strong pass) in Maths | 54% | 49% |
| Students with 9-4 (A*-C) in Maths | 78% | 70% |
| | | |
| Students entered for the EBacc | 58% | 40% |
| Students achieving the Strong (9-5) EBacc | 28% | 17% |
| Students achieving the Standard (9-4) EBacc | 46% | 25% |
| EBacc average point score | 4.57 | 4.07 |
| Students taking three Sciences | 15% | 26% |

The Curriculum

At Balshaw's, we provide a broad and balanced curriculum at both Key Stage 3 and Key Stage 4. This ensures that students at Balshaw's leave school with a comprehensive range of qualifications that prepare them fully for their futures; giving them the skills, confidence and resilience for college, apprenticeships and employment.



The Learning Week

Students are taught 25 lessons per week, over a two week timetable. The Curriculum is broad and balanced with core subjects of English, Mathematics, Science, Modern Foreign Languages, Design Technology, Physical Education and Religious Education all studied. Humanities subjects of History and Geography are studied with increased time in Year 9. Other subjects taught are Computing, Drama, Art and Music.

Subjects are taught exclusively in mixed ability groupings in Year 7 and this is increasingly the case across the remainder of Key Stage 3 and into Key Stage 4.



Curriculum Diagram

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|----|-------------------|-------------------|-------------------|---|--|
| 1 | English | English | English | English | English |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | Maths | Maths | Maths | Maths | Maths |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |
| 16 | | | | | |
| 17 | Science | Science | Science | Science Either: Biology, Chemistry or Physics | Science Either: Biology, Chemistry or Physics |
| 18 | | | | | |
| 19 | | | | | |
| 20 | | | | | |
| 21 | | | | | |
| 22 | | | | | |
| 23 | | | | | |
| 24 | | | | | |
| 25 | French | French/Spanish | French or Spanish | Design & Technology | Design & Technology |
| 26 | | | | | |
| 27 | | | | | |
| 28 | | | | | |
| 29 | | | | | |
| 30 | | | | | |
| 31 | | | | | |
| 32 | | | | | |
| 33 | Geography | History | History | Option 1: History or Geography | Option 1: History or Geography |
| 34 | | | | | |
| 35 | | | | | |
| 36 | | | | | |
| 37 | | | | | |
| 38 | | | | | |
| 39 | | | | | |
| 40 | | | | | |
| 41 | Religious Studies | Religious Studies | Religious Studies | Option 2: Art, Business, BTEC Music, Computer Science, Drama, GCSE PE, History, Media Studies, Religious Studies (full course GCSE) | Option 2: Art, Business, BTEC Music, Computer Science, Drama, GCSE PE, Geography, History, Media Studies, Religious Studies (full course GCSE) |
| 42 | | | | | |
| 43 | | | | | |
| 44 | | | | | |
| 45 | | | | | |
| 46 | | | | | |
| 47 | | | | | |
| 48 | | | | | |
| 49 | PE | PE | PE | Option 3: Art, French, H&S, Media Studies, OCR Sport, Spanish | Option 3: Art, Business, French, H&S, OCR Sport, Spanish |
| 50 | | | | | |

*There are opportunities within the curriculum time for students to experience accelerated learning and to receive targeted intervention and specialist support.

SEN, Additional Needs and Pastoral Care

Through quality teaching, appropriate intervention, effective use of Teaching Assistants and, above all, a caring approach, we meet the needs of all our students with additional or Special Educational Needs. The school keeps an up-to-date register of all students with Special Educational Needs. All staff are involved in the process of producing a supportive student passport for those who require additional support. We have a nurture group in Key Stage 3 and Key Stage 4 for students who need additional support. Additional literacy and numeracy support is delivered to this group.

In our Pastoral Hub we have a base to meet the needs of all students. Members of the Pastoral Team and SEND Team work together to support all students who have additional needs either through small group tuition, individual withdrawal lessons, or support for students with social, emotional or mental health difficulties.

As a Christian school we deal with the whole child and consider their development academically, socially, emotionally and spiritually. We have two 'My Space' clubs (Key Stage 3 and Key Stage 4) which run at lunchtime for students who may feel vulnerable or who want a safe nurturing environment to be in.

Learning support is made available to all students via the homework club, which takes place after school, run by Support Staff.

Pupil Premium

At Balshaw's we value every individual and encourage every child to fulfil their potential. All students are regularly monitored, Pupil Premium students are tracked regularly and are provided with the support they need as individuals to ensure that they achieve the best possible outcomes. Where there are signs that the progress of any of our Pupil Premium students has slowed, measures are put in place to address this at the earliest possible opportunity. Booster sessions in both Literacy and Numeracy are our primary focus in Key Stage 3. Teaching Assistants work closely with students in Key Stage 4 to ensure that targets are being met in their GCSE subjects. Year 10 and 11 students who require support benefit from small intervention groups and one to one sessions if required.

In addition to the academic support, Pupil Premium students are encouraged to enjoy and participate in extra-curricular activities, music lessons and trips. Their enthusiasm and commitment to school has positive effects on their application within the classroom environment. Likewise, as with every student in Balshaw's, their welfare is of major importance and any child identified as needing pastoral support or sessions to boost self-esteem, are given the support in school via mentoring sessions or workshops run by our Student Support Worker.

Religious Studies

The Religious Studies (RS) curriculum at Balshaw's Church of England High School supports students to develop a deep and thorough knowledge and understanding of the religions and beliefs of the world in which they live. The RS curriculum enables students to undertake a shared journey along a pathway in search of truth and meaning in a safe space. This shared journey complements the school's vision of '*Lighting the path to excellence through Christian values and ethos*' in several ways; one of these is through a thorough study of the Balshaw's Christian values. Students study the values throughout Key Stage 3 and 4, exploring the theological context of the values and their different applications. Whilst the schemes of learning complement the Christian ethos of the school, RS is taught in a non-confessional manner and all six world faiths are explored over the five years. Within lessons, students have the opportunity to reflect on their own values, beliefs and spirituality, whether that is faith based or not.

Throughout Key Stage 3, all six of the world main religions are studied, along with some other world views. For each unit, students study some of the different responses to interesting and thought-provoking key questions, such as 'Does God exist and if so, what is God like?', 'Which beliefs and values are important to the Sikh community?', 'What

happens when faith and courage collide?', 'If there is a God, why do we suffer?' Throughout Key Stage 3, students also study some of the concepts and units which are taken from the 'Illuminating Pathways' schemes of work which were produced and developed by the Blackburn Diocese Board of Education. The aims of the department accord with the aims of the Lancashire Agreed Syllabus.

There are a variety of teaching and learning activities used within the RS department together with a wide range of extra-curricular and enrichment activities also taking place. Some of these have included visits to Westminster Abbey, York Minster and trips to Krakow to visit Auschwitz-Birkenau. We have also welcomed visitors into school to talk about their faith and beliefs and some of our students have also heard Holocaust survivor's testimonies. The RS department also takes part in workshops and activities organised by Blackburn Diocese. The excellence of the RS department was recognised by a SIAMS report in 2019 and we aim to continually sustain and enhance the learning outcomes for students in the future.

School Worship

Balshaw's is proud of its Christian ethos and, as such, School Worship is considered a vital part of school life. Each Monday, the whole school starts the week with an act of Collective Worship in 3 groups (Years 7 & 8, Year 9, Years 10 & 11). Students also meet in their house families for a further act of worship later in the week.

There is a 'Thought for the Day' with an accompanying 'Prayer for the Day' which are used in tutor time each day. These are linked to the theme of worship for that week, the theme is also further explored during tutor time. At Balshaw's, students take a very active and leading role in worship and prayer, with students delivering and planning acts of worship. Worship is evaluated by our Faith and Worship Committee. Students receive a varied diet of worship from visiting clergy from different churches. To further enrich experiences of worship, students have also taken part in a number of 'RE-Treat' days which are led by the Blackburn Diocese with whom we have strong links. There are lunchtime groups which enable students to further explore the Christian Faith.

All Christian festivals are celebrated and voluntary communion services are held to mark Advent, Christmas, Lent, Easter and Whitsun as well as at the beginning and end of terms. At Christmas we hold two Carol services at St Andrew's Church and all students are able to attend one of these services and take part. During Lent, students take part in a range of activities to reflect upon the significance of this time. Whilst some may choose to give something up for Lent, the majority of our students also choose to give something back and take part in fundraising activities, raising money for charities and putting our Christian values of love and kindness into practice. There are special services at Easter and the music department have also put on a concert called 'Resurrection Rock' to mark Easter. To mark Remembrance, we have special services to remember former Balshavians who have lost their lives during conflicts.



Prayer is at the heart of all we do, during each act of Collective Worship there is the opportunity to participate in prayer and as mentioned above there is a prayer for the day every day. We have a Christian fellowship group for staff, a prayer group for students. We have close links with a number of local churches. Our School Chaplain, Luke Blakeley, who joined us in September 2020, will continue to grow and develop the wide range of opportunities for worship and for spiritual development.

Each year, we hold a Memorial Service which is open to the wider community, enabling us all to take part in an act of remembering loved ones who are no longer with us. Representatives from our school have also take part in Church services in the local community and in acts of Remembrance in the local area.

Through the inclusive school worship programme all students of faith and no faith are provided with a range of opportunities to develop their spirituality and hopefully come to faith.



Balshaw's SIAMS inspection rated the school as Excellent in all areas in 2019.

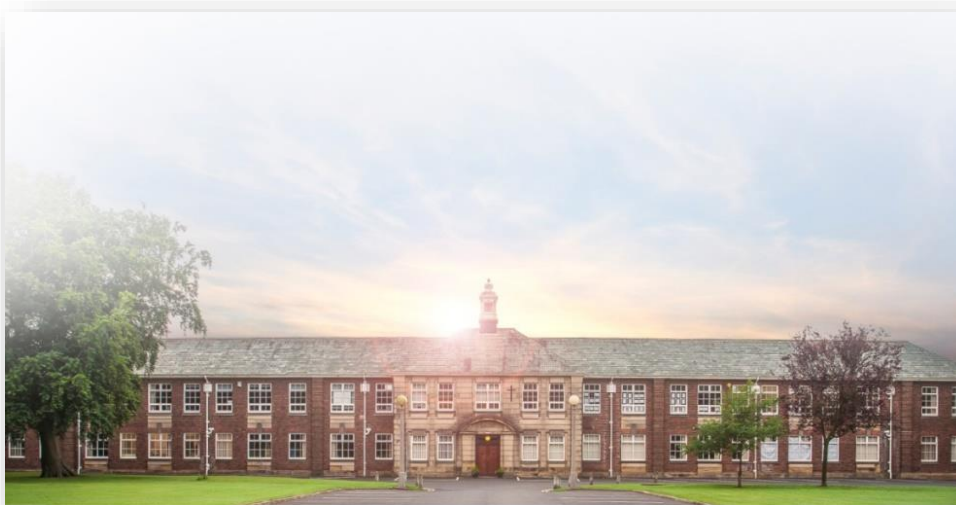
Careers Education

The basis of the Careers information and guidance offered at Balshaw's is the Gatsby framework (see our Careers Policy on the School Policies webpage for more information). We work in partnership with the local Young Chamber of Commerce to offer a rich and varied 'Careers Education, Information, Advice and Guidance' (CEIAG). The Young Chamber of Commerce organise the annual Careers Event, Apprentice workshops, industrial visits and the Mock Interview programme in which every Year 11 is offered an interview from the world of work.

In every school year CEIAG is part of the PSHE Curriculum, as this is a really important element in preparing students for life after Balshaw's.

Sex and Relationships Education

Sex and Relationships Education is provided for all children in a manner appropriate to their age and development. This is part of a wider teaching programme which emphasises the importance of family life and personal relationships against a background of Christian principles and the law. The school meets all the requirements for Relationship and Sex Education and has done for some time.



Music

The Music Department aims to provide students throughout the school with a rich variety of musical experiences, which combine the principal areas of performing, composing, listening and appraising.

Students follow a structured course of termly projects. Through explorations of both Western Music and World Music, students will develop skills and aural perception, recognition and appreciation of musical styles and cultures. A variety of practical opportunities are built into projects to develop performance skills in vocal and instrumental music. Students are encouraged to be creative and imaginative through composing activities. At all times, work is designed to stimulate and develop students' awareness, knowledge and appreciation of the subject. Students are encouraged to create, record, edit and mix their work on iPads, iMacs and other music technology equipment for the purposes of assessment for learning, and musical production.



Instrumental and Vocal Music Tuition

Along with classroom Music teaching, the Instrumental Teaching Service is well established in Balshaw's from beginners through to advanced players in the upper grades. The service is a fee-paying one and students have a 15 or 30 minute individual weekly lesson the time of which is rotated so as to avoid missing the same curriculum lesson each week. Further details of the peripatetic music service are on the school website under the Music department section.

All the instrument families are taught – woodwind, brass, strings and guitar, ukulele, drum kit, voice, piano and keyboard. Students are entered for Associated Board of the Royal Schools of Music examinations as well as Trinity and LCM.

Please contact Mrs Atkinson-Brown, Head of Music, on 01772 421009 if you have any questions.

For more information visit: <http://www.balshaws.org.uk/curriculum/music>

We are very proud of our instrumental teachers at Balshaw's who carry out the tuition with great enthusiasm and commitment. They are all appointed by the school, and are highly qualified, experienced and committed. Students are encouraged to take graded examinations when appropriate. They are expected to join relevant bands, choirs and musical ensembles when they are competent to do so.

The peripatetic teaching service is supported by a full range of extra-curricular activities including our Brass Band, Junior Vocal Band, Senior Chamber Choir, Rock School and other ensembles, and we expect students to join these as soon as they are able. Various concerts, shows, services and other events take place during the year which students are encouraged to take part in.



Extra-Curricular Activities

Our provision of extra-curricular activities, clubs and trips have been affected by Covid 19. You can see the wide range of exciting and enriching opportunities, normally available to our students, below:

We pride ourselves on the wide range of cultural, social and sporting activities offered to students. Drama, various choirs and band practices, including Rock School, are held throughout the year along with concerts, shows and productions. There are clubs in a variety of sports and many sports teams compete at House and at school level. Previous trips have included – Year 8 GET IT trip to Amazon Web Services, GCSE Business trip to Jaguar Landrover, Business and Computing Department 'DigiGirlz' trip to Microsoft UK.



Residential trips include Modern Foreign Languages to Warsy in France for Year 7 and 8 and Barcelona in Spain for Year 9 and 10, Science and Geography have visited Iceland again. RE took a group of Year 10 and 11 students to Krakow exploring sites of religious and historical significance such as Auschwitz, Birkenau, the Jewish Quarter and Wawel Cathedral. There were Science trips for Year 7 and 8 to London and Year 9 to the Big Bang Fair in Birmingham. English took part in the Rotary 'Youth Speaks' competition and our students were successful in the regional finals in Windermere and reached the National Finals. The Year 10 and 11 students visited the theatre to watch a Royal Shakespeare Company production of 'Romeo and Juliet' and there was a visit from 'Manchester Actors' who performed 'A Christmas Carol' for Year 11 students in school.

There are a number of amazing clubs, competitions and opportunities, which include: - a reading club, young writers club and clubs in Art, Warhammer, Cartoon, Computing, Year 9 Computational Thinking Challenge, Cyber First Competition, Alan Turing Competition, Cyber Discovery Challenge, Matrix Challenge and Student Investor Challenge, plus our Eco and Fairtrade Group meet every week - they are a busy group and have taken part in many activities including attending an Eco Sustainability event at Blackburn Rovers. Additionally, we have Film club, 'Love of Languages' club, Lyrics club, Poetry, Puzzles, Origami, Year 7 and Year 8 Science club, Year 9 Robotics Lego club, Chess club, Christian Fellowship, Keyboard club, Cheerleading and Street Dance. Theatre trips are offered to widen the students' cultural experience. There is also a homework club for all year groups. There is something for everyone, and if students suggest a club and have enough proposed members we will start one. Ofsted thought the provision was outstanding. We encourage all students and staff to get involved.



The curriculum is extended by offering a wide range of extra-curricular activities which are open to all students. These provide our students with a variety of opportunities in clubs, workshops, rehearsals, performances, visits, Brass Band, Chamber Choir, Vocal Band, Rock School and GCSE extension work. We hope students gain many benefits, not least enjoyment, from participating in the Expressive Arts subjects as they strive for excellence and realisation of their potential.

Sporting Aims

Balshaw's aims to provide all students, irrespective of ability, with the opportunity to take part in a range of meaningful and enjoyable sporting activities during both curricular and extra-curricular time. All students receive core PE lessons and those who opt to study a PE qualification at Key Stage 4 receive a further five lessons over two weeks. In addition, students are encouraged to participate in the full and varied extra-curricular programme. We run lunchtime and after school sports clubs alongside our extensive involvement in competitive fixtures at a local and county level. We also run Inter-House sports competitions throughout the year and aim to encourage as many students as possible to join in to represent their House in competitive sport. The last few years, for example, we have had over 700 students turn up to take part in our Inter-House Cross Country competition! All students follow the PE National Curriculum and during their time at Balshaw's, students will have the opportunity to participate in the following curricular activities: Athletics, Badminton, Basketball, Cricket, Cross-Country, Dance, Football, Gymnastics, Hockey, Netball, Rugby, Rounders, Softball, Tennis, Table Tennis, plus others if the timetable permits use of off-site facilities.

Extra-Curricular - Sports

Our provision of extra-curricular activities and clubs have been affected by Covid 19. You can see the wide range of exciting sporting opportunities normally available to all of our students below:

Aerobics, Athletics, Badminton, Basketball, Circuit Training, Cricket, Cross-Country, Dance, Football, Gymnastics, Hockey, Netball, Rounders, Rugby, Table Tennis and Tennis. We have recently invested a lot of money into improving the sports facilities at Balshaw's. We now have brand new tennis and netball courts, a full size, floodlit 3G astro-turf and a brand new state of the art fitness gym and dance studio. These facilities will help to enhance our curriculum and also provide excellent facilities for extra-curricular activities.

Balshaw's aims for excellence and has enjoyed considerable success in National, District and County competitions. We are justifiably proud of our 'Roll of Honour' and actively encourage students to extend their sporting interests outside school.

Many students are members of local sports clubs and teams, and students have represented South Ribble Schools, the County and beyond in a variety of sports.

Our dedicated, enthusiastic and knowledgeable staff, together with the facilities and equipment available, enables us to provide our students with a meaningful, challenging and enjoyable sporting programme.



Fundraising and Supporting Others

As a school we do an amazing amount of fundraising and support for both local and national charities. Our students are keen to engage in many fundraising activities to help those less fortunate than themselves. We sell poppies in school on behalf of the Royal British Legion to support those who have given their lives for their country or been injured in action.

In the Autumn term we ask for food donations for hampers to share with the elderly in the community, either directly to the care home or via ageUK. We have also collected gifts for the Rock FM Cash for Kids event for disadvantaged families to have a better Christmas. We have non-uniform days in school throughout the year that help to raise money for a number of different charities including Jeans for Genes, Save the Children and during Lenten Charity fortnight students decide which charities they would like to support. There are numerous cake sales



throughout the year and this year donations have been made to Alzheimer's UK and MacMillan Cancer Support among others. Our Lenten Charity fortnight is a hugely successful 10 days of fundraising and in 2018/19 we raised a whopping £4,500 in just 10 days for our chosen charities. Our annual Family Fun Day and Spring Fair raises money for chosen charities. We have completed a 5k cross-country fun run in school for students and money raised was split between Cancer Research UK and St.Catherine's Hospice. Over 300 students took part in an indoor rowing competition. They rowed in 10 minute blocks for their House team and collected sponsorship money from friends and family to complete the challenge. In total the students rowed 668km and raised £2,500 for the HeartBeat charity.

Over the last year five years our amazing team of staff, students and their families have helped to raise amazing amounts of money in the tens of thousands of pounds for a range of charities. We are so very grateful to everyone for all of their support as we couldn't do it without them.

Expressive Arts

The school sets great store by its excellence in Expressive Arts. It forms one of the liveliest, most energetic and successful areas of the school, which for many students is a very important part of their life at Balshaw's. It provides a balance to the curriculum and unique experiences. Those who wish to do so have the opportunity to study these subjects for GCSE, where a high level of excellence is achieved.

Art

The Art and Design department requires students to develop knowledge, understanding and skills through an integrated, practical, critical and contextual study, which encourages engagement with the work of artists, craftspeople and designers.



At both Key Stages, students learn to draw for different purposes, in a personal and creative way. In turn, these skills are developed further when they go on to evolve compositions and designs in areas including painting, printing, collage, graphics and sculpture. The Art and Design department provides a range of extra-curricular activities on a weekly basis and participates in the annual South Ribble High Schools Art Exhibition. Ultimately, our aim is to boost self-confidence, promote independence, resilience and collaborative skills, both within lessons and regular extra-curricular activities.

Drama

Drama emphasises active participation. Students participate in scripted drama, improvised drama and drama activities, all of which are designed to enhance confidence, creativity and presentation skills. Students are encouraged to reflect on their practical work and progress, often through discussion. The Drama department provides a wide range of extra-curricular activities.

We aim to include as many students as possible in theatre visits, drama workshops, showcase performances and productions. The Drama department aims for and achieves, excellence, notably in the quality of our school productions and in GCSE exam results.

A number of our students go on to pursue acting at college and university.

We are proud to have a number of professional actors in our alumni.



What will we do at Balshaw's to support your child at school?

The transition of your child from primary school to high school is always a time of uncertainty and sometimes anxiety. At Balshaw's we do our utmost to ensure every child is well cared for, nurtured and is well-known amongst staff through our outstanding pastoral system which is structured in Houses. Each child is placed in one of four Houses and then placed in a Tutor group. The House Form Tutor monitors each child's progress, behaviour and welfare. Our overall aim for all our young people, is for them to use the talents and abilities that God gave them and to be the best that they can be.

Through the encouragement of strong, supportive and positive relationships we encourage each individual child to aim at excellence in everything that they do – in their actions, in how they treat others and in their participation in the life of Balshaw's and the wider community. We ultimately want to help nurture, develop and encourage all our students to develop their own potential and the necessary life skills in order to become responsible and self-motivated young people who are able to take their place in the wider community.

We also support parents because we understand the challenges of parenting in a digital age and the anxiety and mental health issues that young people face. It can be hard to know how to support your child and our guidance evenings have been praised for the help they have given.

Christian Ethos

At Balshaw's we provide a learning environment where students are supported and challenged in their learning. All students are encouraged to value their learning and we promote a Christian ethos within which all students, regardless of academic ability, have the right to learn and achieve success in an environment that is free from disruption. All members of the Balshaw's community are asked to be polite, co-operate fully with all staff and be considerate of others around them.

Transition Programme

Students are supported in a variety of ways to settle quickly into high school life through our supportive transition programme starting in March when secondary places are allocated. Students and Parents are asked to attend a New Intake Evening in July in order for staff to get to know the children a little better. Pastoral staff visit primary schools to see the children in the summer term and speak to Year 6 teachers who know your youngsters so well. In July a New Intake Day is organised in order that students can "sample" a day in the life of Balshaw's.

On the first day of term as true Balshavians, Year 7 have a special Introduction Assembly and spend the first half day on their own in school getting to know each other, their Tutors and Heads of House. A range of clubs and activities in the first term allow students to make new friends and spend time enjoying something new. Through Year and House assemblies, PSHE lessons and the Year 7 disco, students do settle quickly and confidently and within weeks feel like they have been at Balshaw's forever! There are some young people however, who do need extra support and we can offer a range of interventions in order to help students settle quickly, from places at Homework club for help with organisation, a 'My Space' club for those students struggling to form friendships or feeling overawed by the transition process, extra support in lessons for those with additional needs, a More Able Programme and Emotional Support for those who need greater provision to help their social and emotional needs.

We are ultimately very proud of our outstanding pastoral achievements at Balshaw's and highly privileged that we can play a small part in helping to develop, cherish and encourage all students to foster their love of learning and achieve their full potential within an environment that is both caring and Christian.

The House System

On entry to the school, Year 7 students are placed in a House tutor groups. The composition of the tutor group is influenced by information provided by the primary schools, by parents and by the school's need to integrate students from many primary schools as smoothly as possible. The House Form Tutor is a key person in each child's school life in the giving of help and advice. Apart from the registration period, House Form Tutors teach their classes for the Personal, Social and Health Education lesson. House Form Tutors are responsible to their Head of House in an organisation that means senior members of staff work closely with colleagues to ensure that each student is cared for and guided as necessary, both academically and pastorally.

Parents will be kept well informed. We encourage parents to contact the school at an early stage with any concerns. Good communication and co-operation between home and school are very important in helping us to maintain high standards of behaviour and care. Members of staff are pleased to meet parents during the day when necessary, by appointment. It is important to request appointments in advance, since staff are not always immediately available, either in writing or by telephone, giving reasons for the request. This will ensure that suitable arrangements can be made and the member of staff who is best qualified to deal with the situation is alerted. The academic progress of any student is closely linked with general well-being, therefore every member of staff exercises a pastoral concern.

The Headteacher is available to meet with parents by appointment. Please contact the Headteacher's Personal Assistant if you wish to do so.

| | |
|--------------------------------|---------------|
| Clayton Head of House | Mr A Holland |
| Cuerden Head of House | Mrs S Coburn |
| Farington Head of House | Mr S Riley |
| Worden Head of House | Mr G Jennings |

Safeguarding and Child-Protection

Because of day-to-day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Parents should be aware, therefore, that where it appears to a member of staff that a child may have been abused, physically or emotionally, the school is required, as part of the Local Child Protection Procedures, to report their concern to Children's Social Care immediately.

Staff are trained to act professionally, recognising genuine concerns without jumping to unreasonable conclusions. There is a designated Teacher and a Governor with responsibility for Child Protection. Parents will be fully informed of all referrals.

Mrs A Wilson, Deputy Headteacher, is the Designated Safeguarding Lead for all Child Protection and Safeguarding issues in school. The Governor for Child Protection is Mrs Irene Evans.

As a school we participate in Operation Encompass, a joint initiative with Lancashire Police to help ensure any children that witness domestic violence at home are well supported and cared for in school.

Policy for Online Safety

Balshaw's recognises the many learning opportunities available from technological change: opportunities to further empower young people in their education and learning and opportunities to enhance their creativity and skills in communication. However, the school also acknowledges and seeks to protect its community against the inherent risks of new technologies, risks which cannot always be immediately identified, given the speed of change.

Overall, there is the belief that the educational and social opportunities of the new technologies far outweigh the dangers. The full policy document is available on request. The school aims to promote safe and responsible use of the new technologies, both within school and in the wider lives of students. As part of the policy all students, their parents and all staff are expected to sign and keep to ICT Acceptable Behaviour Policies.

Students receive Year assemblies, PSHE lessons and House assemblies informing them of Online Safety. Online Safety is also covered by Business and Computing teachers in all year groups. As a school we also participate yearly in 'Safer Internet Day'. Online safety is also covered in student safeguarding updates.

Anti-Bullying Policy

As a Christian school we believe that each person is made in the image of God, which implies that we should respect the dignity of the individual. Therefore, all students have a right to learn in an environment in which they feel safe and supported and free from any form of bullying. Bullying can take many forms: verbal taunts, cyber bullying, homophobic, using derogatory terms for disabilities/disabled people, using religion/religious terms in a derogatory sense against another person, racial bullying and attempts to isolate an individual can be just as damaging to that person's self-esteem and confidence as physical threats. In line with the principles of Every Child Matters bullying has no place anywhere in our school community, and this applies as much to the relationships between adults and students as it does to those between students themselves. Thus, school staff also have rights not to be bullied by students, parents or other staff. The full policy document is available on request.

In the most recent Ofsted Inspection it states that ***"isolated incidents of poor behaviour or bullying are dealt with very effectively"*** and ***"The school makes the very best use of specialist help to ensure that all students and particularly those who are vulnerable receive the expert help they need"***.

Admission Policy

All admissions to Balshaw's are managed and administered by the Local Authority. Balshaw's staff have no control over admissions. The admissions policy is available from <https://www.gov.uk/schools-admissions>. This ensures that all applicants within the catchment area, without prejudice or additional entry criteria, have a chance to attend our wonderful school. The fact that we are consistently over-subscribed is a testament to this.



| Ofsted Report | |
|----------------------------------|-------------|
| Overall effectiveness | Outstanding |
| Achievement of students | Outstanding |
| Quality of teaching | Outstanding |
| Behaviour and safety of students | Outstanding |
| Leadership and management | Outstanding |

“After talking to fellow Runshaw students I found that Balshaw’s had provided me with opportunities that other schools didn’t.”
 (Former student)

“I still look back fondly to my time at Balshaw’s, not only because of the amazing memories I shared with my friends, but also due to the wonderful staff who helped me through my GCSEs to get outstanding results.”
 (Former student)

“Balshaw’s is a brilliant school and I would like to thank the school and all the members of staff who inspired me and helped me to get where I am today.”
 (Former student)

| SIAMS Extract | | | |
|-----------------------|--|-------|-----------|
| Overall Judgement | How effective is the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish? | Grade | Excellent |
| Additional Judgements | The impact of collective worship | Grade | Excellent |

Balshaw's



Church Of England High School



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