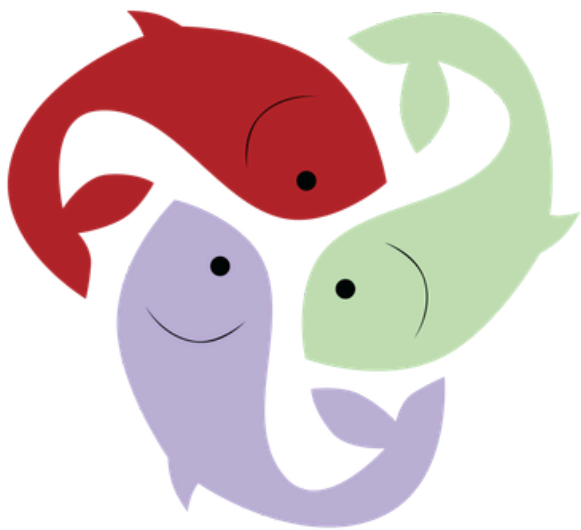




BURTON BOROUGH SCHOOL

Ambitious **Proud** **Caring**



2026

“

... where **ambition** is nurtured,
character is built, and every
student is **known, valued,** and
inspired to succeed.

”



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Welcome to Burton Borough School

Ambitious Proud Caring

Welcome to Burton Borough School,
a proud member of the Learning Community Trust.

At Burton Borough School, we deliver a **high-quality, ambitious curriculum** that prepares students for **academic success** and a **fulfilling life beyond school**. Our core values of **Ambitious, Proud** and **Caring** shape our **culture, expectations** and the **opportunities** we provide for every child.

We believe education is most effective when built on **strong partnerships** between **school, families** and the **wider community**. Together, we create a **supportive** and **inclusive environment** where students are **known, valued** and **encouraged** to achieve their best. Our dedicated staff deliver a **broad** and **balanced curriculum**, enriched by a wide range of **extracurricular opportunities**.

Our **ambitious curriculum** is further enhanced through a variety of **subject experiences**, including strong provision in **performing arts** and **physical education**. Students regularly take part in **showcases, performances** and **stage productions**, building **confidence** and **creativity**, while **physical education** includes **dance** within the curriculum and opportunities to represent the school at **county-level events**. These experiences support **personal growth** alongside **academic learning**.

As part of our commitment to character development, our **Pathways to Platinum programme** offers **in-school** and **community pathways**, encouraging students to engage in **meaningful experiences** that develop **leadership, responsibility** and **excellence**. We continue to strengthen this provision through partnerships with **local community groups**, supporting students on their journey towards **Platinum Status** and **beyond life** at **Burton Borough School**.

We are also **proud** of our comprehensive **Year 6 transition programme**, which includes **after-school sessions** leading up to **transition days**, designed to **support** and **inspire students** and their **families**.

Thank you for considering **Burton Borough School**. We look forward to **welcoming you** and **your family** into our **school community** and **supporting your child** as they **grow, achieve** and **succeed** with us.



Mrs Bedford, Principal

Our Vision and Values

Character & Excellence

At Burton Borough School, we are a **proud, ambitious, and caring** community dedicated to unlocking the unique potential within every student.

Through a **broad** and **balanced curriculum**, we **challenge** and **support** students to develop the **knowledge, skills, and confidence** they need to **succeed academically** and **beyond**.

Our **student culture** is shaped by our core values of **Ambition, Pride, and Care**, through which we foster **kindness, respect, resilience**, and a **strong sense of responsibility**. We actively promote **British Values**, encouraging students to **understand** and **engage** with **democracy**, the **rule of law, individual liberty**, and **mutual respect and tolerance** of those with different **faiths, beliefs, and backgrounds**.

We nurture **curiosity** and **creativity** in a **welcoming** and **inclusive environment** where every individual feels **valued, heard, and empowered** to achieve their very best. Students are encouraged to **express their views respectfully, take responsibility for their actions**, and **contribute positively** to the **wider community**.

At **Burton Borough School**, education is more than lessons; it is a **journey of growth, discovery, and preparation** for life in **modern Britain**. We develop **confident, compassionate, and responsible citizens** who lead with **integrity, respect others**, and **embrace inclusivity**.

“We don’t just prepare students for exams, we prepare them to change the world.”



Ambitious

At **Burton Borough School**, we set **high expectations** for every student. We encourage them to **aim high, challenge themselves**, and never stop **striving to be their best academically, personally, and socially**. **Ambition** at **BBS** means having the **confidence to set goals**, the **resilience to overcome obstacles**, and the **determination to keep moving forward**. Students are supported to **believe in their potential** and to understand that **success** comes through **effort, commitment, and a willingness to learn**.

Proud

We take **pride** in **our achievements, our school, and our behaviour**. At BBS, students are **proud** of **who they are**, the **progress they make**, and the **community they belong to**. **Pride** means taking **responsibility for our actions, presenting ourselves positively**, and upholding the **values and standards** of our school. Our students learn that being **proud** is not about **arrogance**, but about **self-respect, integrity, and celebrating success**, both their own and that of others.

Caring

Being part of **Burton Borough** means showing **kindness, respect, and compassion**. We **look after one another, support those in need**, and create a school where everyone feels **valued and safe**. **Caring** at **BBS** is reflected in everyday actions: **listening to others, offering help, and treating everyone with dignity**. We believe that **strong relationships and empathy** are **essential foundations** for **learning and personal growth**.

Our Virtue Partners

We are **proud** to work in **partnership** with **organisations and individuals** who help **bring our virtues to life**.

Ambition – Immi's Cakes and Bakes

We are **proud** to work in **partnership** with **BBS alumna Imogen Kelly**, whose journey inspires our students to **believe in their potential, embrace ambition, and pursue their goals** with **confidence and determination**.



Proud – Newport Shropshire Town Council

Our **partnership** with **Newport Shropshire Town Council** strengthens students' sense of **civic pride and responsibility**. Students develop an understanding of **democracy, community engagement, and the importance of contributing positively to local life**.



Caring – The Rylands Nursing and Residential Home

Through our **partnership** with **The Rylands Nursing and Residential Home**, students learn the importance of **empathy, service, and social responsibility**. Students develop an understanding of **care, respect, and support** for others in our community.



Our School Community United Through Our Houses

At Burton Borough School, our community is built on tradition, belonging and shared purpose. Everything we do is underpinned by high expectations, strong values and a deep connection to the local area we proudly serve.

Our Heritage and Identity

Our **school logo**, featuring **three fish**, symbolises **Newport's rich heritage** as a **historic fishing hub** surrounded by fertile wetlands. It represents the strong bond between **Burton Borough School** and the **local community**, as well as the values of **teamwork**, **resilience** and **shared direction**.

Burton Borough School is named after **J. S. Burton Borough**, our first Governor, who also served as **High Sheriff** and **Deputy Lieutenant of Shropshire**. Born in **Chetwynd**, his legacy lives on through one of our three school houses. The remaining houses, **Hawkstone** and **Aqualate**, are named after significant local landmarks, ensuring that our school remains firmly rooted in its **community** and **history**.

Our Values and Expectations

At **Burton Borough**, academic success is important, but it is only part of the journey. We also hold ourselves to the **highest standards** of **personal integrity**, **behaviour** and **conduct**. Our **core values** guide everything we do, shaping how we **treat one another**, how we **approach learning** and how we **contribute positively** to school life. Students are encouraged to **take pride** in living these values and are recognised through culture points that **celebrate their achievements** and **commitment**.

**We have high expectations
because every student matters
and learning matters.**

Everyone deserves an environment where they can **achieve their very best**, and **high standards enable teachers** and **support staff** to effectively **support** and **challenge** every child.



Our House System

Our vibrant **house system** lies at the **heart of life at BBS**. It creates a **sense of belonging**, **friendly competition** and **shared responsibility**. Through our **houses**, students build **leadership**, **teamwork** and **pride** while supporting important **local charities**.



House Chetwynd

Strength Runs Red Through Us All

Chetwynd House reflects **strength**, **resilience** and **tradition**. Named in honour of **J. S. Burton Borough's birthplace**, it celebrates **perseverance** and the **power** of supporting others.

Charity: Newport Food Bank



House Hawkstone

Green & Strong, it's where we belong

Hawkstone House stands for **courage**, **unity** and **service**. Students proudly support a **vital regional charity** while demonstrating **teamwork** and **determination**.

Charity: Midlands Air Ambulance



House Aqualate

Purple with Purpose

Aqualate House represents **ambition**, **determination** and **community spirit**. Students are encouraged to **lead with purpose** and make a **positive impact** both in **school** and **beyond**.

Charity: The Hub, Newport

Building Spirit Through the House System

Throughout the year, students take part in a wide range of **inter-house competitions**, from **sports** and **academic challenges** to **creative** and **community events**. These competitions foster **school spirit**, **teamwork** and **healthy competition**, while also raising **valuable funds** for each house charity. By **working together** through our **house system**, students learn that success is not just about winning, it is about **contribution**, **character** and **community**.

Where Heritage, Values and Community Come Together

At **Burton Borough School**, every student is **known**, **valued** and **supported**. Through our **strong house system**, **high expectations** and **commitment** to our **community**, we prepare young people not only for **academic success**, but for **life beyond the classroom**.



British Values

Promoting **British values** is central to the work of **Burton Borough School** and is embedded across **curriculum design**, **teaching**, **behaviour** and **personal development**. This ensures students are well prepared for life in **modern Britain** and supported to become **confident**, **respectful** and **responsible individuals**.

Democracy

Student **voice** and **discussion** are encouraged **across the curriculum**. Students are given opportunities to **share ideas**, **debate issues** and **listen to others** respectfully. Leadership opportunities help students experience **democratic processes** and **develop confidence** in expressing their views.

Rule of Law

Clear **expectations**, **routines** and a **strong safeguarding culture support** understanding of the **rule of law**. Students learn about the importance of **rules** and **laws** in maintaining a **safe society** through **personal development** and **curriculum learning**.

Individual Liberty

Students are encouraged to make **informed choices** about their **learning** and **future aspirations**. The **broad curriculum** offer allows students to develop **independence**, **resilience** and **curiosity** while supporting **personal growth** and **academic success**.

Mutual Respect

Respect is a key part of the school culture. **Positive relationships**, **inclusive teaching** and **collaborative learning** help students understand the importance of **kindness**, **empathy** and **teamwork**.

Tolerance of Different Cultures and Beliefs

Through subjects such as **humanities**, **English**, **religious education** and **modern languages**, students develop **understanding** and **appreciation** of **different cultures** and **perspectives**, preparing them for life in a **diverse society**.

At **Burton Borough School**, **British values** are woven throughout the **curriculum** and **school experience**, supporting our **ambition** to provide an **inclusive**, **caring** and **aspirational** environment where students can **succeed academically** and **personally**.

Our Approach to Teaching & Learning

At **Burton Borough School**, we are **proud** to be a community that is **ambitious**, **caring** and **inclusive**. Our approach to **teaching** and **learning** is built around a **simple belief**:

'Every student can succeed when they are supported, challenged and inspired'

High Ambition for Every Student

We want all students to **aim high**, **believe in themselves** and **achieve their full potential**. To support this, we provide a **carefully planned curriculum** across all subjects that covers the **full National Curriculum**, builds knowledge **step by step** over time, and **develops key skills** such as **reading**, **writing** and **problem-solving**.

Our curriculum is designed so that students **revisit** and **strengthen** what they have **learned**, helping them **build confidence** and secure **long-term understanding**. In lessons, teachers break learning down into **small, manageable steps**, giving students time to **practise** and **succeed**. Learning is carefully sequenced so that pupils feel a **sense of progress** and **achievement over time**.

We regularly check how well students are doing through **assessments** and **feedback**. This allows teachers to quickly **identify gaps**, provide **extra support where needed**, and extend those students who are ready for **greater challenge**. As a result, every student is supported to **make strong progress**.



A Consistent Approach to Teaching

Across the school, teachers follow a **shared approach** known as the **Learning Framework**. This ensures that every lesson is **clear**, **well-structured** and **focused** on helping students **understand** and **remember important knowledge**. Staff are supported through **regular training** and **coaching** to deliver this consistently well.

In every classroom, students experience **clear explanations**, **strong modelling** from teachers, and **opportunities** to **think**, **discuss** and **share** their ideas. Teachers regularly **check understanding** during lessons and **adapt their teaching** to ensure everyone keeps up. This consistent approach helps students feel **confident**, **secure** and **ready to learn** in every subject.

Inclusive Teaching: Supporting Every Learner

Inclusion is at the heart of everything we do at **Burton Borough School**. We recognise that **every student is different**, and we **adapt our teaching** to make sure everyone can **access learning** and **succeed**.

Our starting point is **high-quality teaching for all**, often called '**Quality First Teaching**'. Teachers use **adaptive strategies** to adjust their teaching in the moment, ensuring that all students can engage with the same **ambitious** curriculum. Where needed, **additional support** and **targeted interventions** are put in place.

We place a **strong focus** on supporting students with **special educational needs**, **disadvantaged pupils**, and those who may need extra help with **learning** or **wellbeing**. Many students have **personalised profiles** to help staff understand how best to **support them**, and **classroom strategies** such as **seating plans** and **tailored tasks** ensure support is built into lessons. Interventions are **carefully planned** and **regularly reviewed** so that **gaps in learning** are **addressed effectively**.

Our aim is simple: all students study a challenging curriculum together, with the right support in place so that every individual can succeed.

Literacy at BBS

At **Burton Borough School**, literacy is taught as a **whole-school priority** because **strong reading, writing** and **communication skills** are essential for success in every subject. Our approach reflects **national research**, which shows that literacy should not sit only within English lessons but be **developed across all subjects** through '**disciplinary literacy**', where students learn to **read, write** and think like **historians, scientists** or **mathematicians** in each lesson. Teachers explicitly teach **subject-specific vocabulary** and **model** how to **understand complex texts, break down writing tasks** and **discuss ideas**, ensuring students can access **increasingly challenging content**.



Alongside **high-quality classroom teaching**, we provide targeted support for students who need to catch up, recognising that **evidence-based literacy interventions** can accelerate progress when carefully planned. We use **Lexonic programmes**, which are interventions that combine **diagnostic assessment, phonics, fluency** and **vocabulary** development to **close gaps quickly** and **build confidence** in **reading** and **comprehension**. By integrating these strategies with everyday teaching, we ensure that **all students**, regardless of starting point, develop the **literacy skills** they need to succeed **across the curriculum** and **beyond school**.

Learning at Burton Borough

At **Burton Borough School**, our **curriculum** reflects our core values: **Ambitious**, **Proud**, and **Caring**. It is carefully designed to ensure every student can thrive **academically, socially, and personally**. We believe in the power of a **broad** and **balanced curriculum** to **open doors, ignite passions**, and provide all students with the **knowledge, skills, and character** they need to succeed in school and in life. Our **ambition** is for every child to leave **BBS** as a **confident, capable, and compassionate individual**, equipped for the **challenges of the modern world** and achieving **excellent personal outcomes**.

Our Ambitious Curriculum

From the moment students arrive in **Key Stage 3**, they are supported through a curriculum that builds **strong foundations** in essential subjects, while also encouraging **creativity, independence**, and a **love of learning**. As they progress into **Key Stage 4**, we help them make informed choices that reflect their **strengths** and **aspirations**, preparing them for both **GCSE success** and their **next steps** beyond school.

We believe in nurturing both **academic excellence** and **personal growth**, supporting every student to feel **proud** of **who they are, what they achieve, and how they contribute to our school and wider community**. With a strong focus on **wellbeing** and **inclusion**, we ensure our curriculum truly reflects our belief that **every child matters, every lesson counts, and every future is worth investing in**.



Art, Design & Photography

At **Key Stage 3**, students develop core **creative skills** by exploring a range of **art and photography techniques, materials** and **themes**, building confidence in **visual language, experimentation** and **creative thinking**. At **Key Stage 4**, students specialise through **GCSE Art or Photography**, developing personal portfolios inspired by **artists** and **photographers**, refining **technical skills**, and producing **independent, expressive work** that reflects their **ideas, creativity** and **visual understanding**.



Business Studies



At **Key Stage 4**, **GCSE Business** introduces students to how businesses operate in the real world. Students explore key areas such as **marketing, finance, operations** and **human resources**, while developing skills in **decision-making, problem-solving** and **analysing real business scenarios**. The course encourages an understanding of **enterprise, entrepreneurship** and the **role businesses play** in the **wider economy**.

Child Development

At **Key Stage 4**, **Child Development** enables students to understand the **physical, intellectual, emotional** and **social development** of **children** from conception to five years. Students explore key topics such as **health** and **safety, nutrition, play** and **development**, and the factors that influence a child's growth. The course develops practical skills through **research, observation** and **analysis**, while encouraging **empathy, responsibility** and **insight** into caring for **young children** in **real-life contexts**.

Computing

At **Key Stages 3** and **4**, **Computing** introduces students to the principles of **computer science** and **digital technology**. At **KS3**, students explore **programming, algorithms, networks**, and **data** while developing **problem-solving, logical thinking**, and **computational skills**. At **KS4**, the course builds on this foundation through **GCSE Computer Science**, covering **systems architecture, advanced programming, cybersecurity**, and **analysis**, preparing students for **further study** or **careers** in **computing** and **digital** industries.



Dance

At **Key Stage 3**, students develop core **physical, technical** and **expressive** skills through the exploration of a range of **dance styles, performance techniques** and **choreographic processes**, building **confidence** in **creativity, collaboration** and **performance**. At **Key Stage 4**, students **refine** and **specialise** their practice through **accredited Dance courses**, developing **personal choreography** and **performance projects** that combine **research, rehearsal, technical training** and **critical reflection**, producing **confident, independent performers** and **choreographers** with a strong understanding of **dance** in both **professional** and **community contexts**.



Design & Technology



At **Key Stage 3**, students develop core **practical** and **creative skills** by exploring a range of **materials, tools, techniques** and **design processes**, building **confidence** in **problem-solving, innovation** and **making**. At **Key Stage 4**, students specialise through **GCSE Design & Technology**, developing **personal projects** that combine **research, planning, practical skills** and **evaluation**, producing **independent, innovative** work that reflects their **ideas, creativity** and **understanding** of **design** in the real world.

Drama

At **Key Stage 3**, students develop **confidence, creativity** and **performance skills** through **practical drama activities**, exploring **devising, script work, theatre history** and **live theatre evaluation** while building **teamwork, communication** and **expressive ability**. At **Key Stage 4**, students specialise through **GCSE Drama**, **creating** and **performing devised** and **scripted work, analysing theatre makers** and **live performances**, and refining their understanding of **performance, production** and **theatrical interpretation**.

English

At **Key Stage 3**, students develop core **communication, reading** and **writing skills** through a broad programme of **literature** and **language study**, engaging with **classic** and **contemporary texts** while building confidence in **interpretation, expression** and **critical thinking**. At **Key Stage 4**, students specialise through **GCSE English Language** and **English Literature**, analysing set texts and unseen extracts, refining their **analytical writing** and **communication skills**, and becoming **confident, thoughtful readers** and **writers**.

Geography

At **Key Stage 3**, students develop core **geographical knowledge** and **skills** by exploring **world environments**, **weather** and **climate**, **population**, **resources** and **map work**, building confidence in **data interpretation**, **fieldwork** and **understanding human** and **physical processes** in a global context. At **Key Stage 4**, students specialise through **GCSE Geography (Edexcel)**, deepening their learning in **global development**, **weather hazards**, **ecosystems** and **investigation skills** while applying knowledge to **real-world issues** and preparing for **further study**.



History

At **Key Stage 3**, students develop **enquiry skills** and **historical understanding** by exploring **key periods** such as **Medieval Britain**, the **Industrial Revolution**, **empire**, **world conflicts** and **social change**, **building confidence** in **interpretation**, **chronology**, **source analysis** and **critical thinking**. At **Key Stage 4**, students specialise through **GCSE History (Edexcel)**, studying topics including **crime** and **punishment**, **Elizabethan England** and **Weimar and Nazi Germany**, refining **analytical**, **evaluative** and **communication skills** while connecting past events to the present.

Mathematics

At **Key Stage 3**, students develop **core mathematical understanding** and **confidence** by exploring **number**, **algebra**, **geometry**, **statistics** and **problem-solving**, **building skills** in **reasoning**, **fluency** and **logical thinking**. At **Key Stage 4**, students specialise through **GCSE Mathematics (Edexcel)**, extending their knowledge of **algebra**, **shape**, **data**, **ratio** and **functions** while refining **exam technique**, applied **problem-solving** and **analytical thinking** to prepare for **further study** and **real-world applications**.

Modern Foreign Languages

At **Key Stage 3**, students develop **core language skills** by exploring **listening, speaking, reading and writing** in engaging contexts, building **confidence, cultural awareness and communication** through **practical tasks, interactive activities** and **real-world application** of **French and Spanish**. At **Key Stage 4**, students specialise through **GCSE French and Spanish**, refining **grammatical accuracy** and **expressive skills**, analysing **language in context** and using a **broad vocabulary** to produce **independent, coherent work** that reflects their **linguistic competence** and understanding of **diverse cultures**.



Music

At **Key Stage 3**, students develop **core musical skills** by exploring **performing, composing, listening and appraising** across a wide range of **styles and genres**, building **confidence, creativity and musical understanding** through **practical work and ensemble performance**. At **Key Stage 4**, students specialise through **GCSE Music**, refining **performance and composition skills, analysing music in context** and using **musical vocabulary** to produce **independent, expressive work** that reflects their **musical ideas and understanding**.



Physical Education

At **Key Stage 3**, students develop core **physical, social** and **leadership skills** through a **broad programme of activities** including team and individual sports, fitness, dance and outdoor challenges, building **confidence, resilience, collaboration** and **healthy active habits**. At **Key Stage 4**, students continue to develop their **physical literacy** and **personal pathways** in **Core PE** and have the opportunity to specialise through **GCSE Physical Education**, applying knowledge of **anatomy, fitness, training** and **performance** while refining **analysis, teamwork** and **lifelong wellbeing**.



Religious Studies



At **Key Stage 3**, students develop **core knowledge** and **understanding** of a range of **religious** and **non-religious beliefs**, exploring questions about **values, meaning, ethics** and **cultural diversity** while building skills in **reflection, empathy, critical thinking** and **respectful discussion**. At **Key Stage 4**, students go on to study **GCSE Religious Studies**, deepening their understanding of **belief systems, ethical issues** and **philosophical ideas** while refining **analysis, evaluation** and **communication skills** that prepare them for **further study** and life in a **diverse society**.

Science

At **Key Stage 3**, students develop **core scientific knowledge** and **skills** by exploring **biology, chemistry** and **physics** through topics such as **cells** and **ecosystems, particles** and **reactions, forces, energy** and **practical investigation techniques**. These build **confidence in enquiry, evidence evaluation** and understanding **how science shapes the world**. At **Key Stage 4**, students specialise through **GCSE Science (Combined or Separate Sciences)**, applying and deepening their understanding of **key ideas** in **living systems, materials, physical processes** and **scientific methods** while refining **analytical thinking, problem-solving** and **experimental skills** in **real-world contexts**.



Personal, Social, Health and Economic Education (PSHE)

Our **PSHE programme** forms a central part of our **daily tutor time provision** and is delivered by our **dedicated tutor team who know their form well** and can therefore support with their sometimes, sensitive issues. Through a **carefully planned** and comprehensive series of lessons, students are supported to **develop the knowledge, skills and attributes** they need to thrive both **in school** and **beyond**.

Our curriculum is fully aligned with **statutory guidance** from the **Department for Education** and reflects the expectations set out in the **National Curriculum framework**. In line with **national requirements**, students receive **high-quality teaching** in:

- **Relationships Education** including respect, consent, healthy relationships, online safety
- **Relationships and Sex Education (RSE)** at secondary level
- **Health Education** - physical health, mental wellbeing, healthy lifestyles, managing risk
- **Economic wellbeing and careers education**, including financial literacy and preparation for the world of work

Our programme is **progressive** and **age-appropriate**, ensuring that **key themes** are **revisited** and **developed** throughout a student's time with us. Lessons encourage **open discussion, critical thinking** and **reflection**, equipping students to make **informed** and **responsible choices**.

Assemblies

We place great importance on **bringing our community together** through a carefully planned programme of **assemblies**. Each week, students attend **Year Group assemblies**, alongside a dedicated termly **House assembly**, helping to foster a **strong sense of belonging** within both their **year group** and their **House**.

Our assemblies are closely aligned with our **PSHE curriculum**, ensuring that key themes are explored in a **meaningful** and **age-appropriate way**. They reinforce our core school values of being **Ambitious, Proud, and Caring**, while also **promoting** and **celebrating British Values**.

To enrich students' experiences, we regularly welcome a variety of **external speakers** who bring **fresh perspectives** and **real-world insight** to our themes. In addition, our **School Council** plays an active role in leading **assemblies**, delivering **important messages** and **sharing updates** on initiatives and projects they have undertaken. Through this programme, assemblies become a **powerful platform** for **student voice, personal development** and **community cohesion**.



Extra Curricular Activities

At **Burton Borough School**, we believe that learning doesn't end when the school day does. Our **extra-curricular programme** is a vital part of school life, offering students a **wide range of opportunities** to **explore their interests**, **develop new skills**, and **enjoy meaningful experiences** outside the classroom.

Our **after-school clubs** are designed to enrich the **student experience** by encouraging **creativity**, building **teamwork**, boosting **confidence**, and supporting **physical** and **emotional wellbeing**. We want every student to discover **new passions** and feel a **sense of belonging** in a school environment that **inspires** and **includes** everyone.

Clubs take place from **3:15pm** to **4:15pm** and include a **diverse mix of sport, performing arts**, and **creative opportunities**. Students can take part in activities such as **indoor cricket, badminton, football, netball, dodgeball**, and **elite dance**. For those with a passion for the **arts**, we offer **choir, concert band, junior band, drama club**, and **show rehearsals**. Creativity continues with our popular **creative writing** and **book clubs**.

Getting involved in **extra-curricular activities** is a fantastic way for students to **make new friends, build confidence**, and truly make the most of their time at **Burton Borough School**. Whether **performing on stage, competing on the field**, or **expressing ideas through writing**, there's **something for everyone**, and every student is **encouraged to take part**.



Rooted in the Community: Celebrating Connections and Strengthening Bonds in Newport, Shropshire

We are **exceptionally proud** of the **strong** and **enduring links** we have built within the **Newport community**, and we are **deeply grateful** for the generous **support** of all our **Platinum Partners**. These partnerships enrich the **life of our school** and provide **invaluable opportunities** for our students to engage **meaningfully** with the **world beyond the classroom**.

Community involvement is at the **heart** of our ethos. Through our **extensive community work**, students are given a **wide range of opportunities** to participate in **local events** and **initiatives**, developing **confidence**, **responsibility** and a **strong sense of civic pride**. Our students are **regular** and **enthusiastic contributors** to **key community occasions**, performing at events such as **Newport Carnival**, **Newport Show**, the **Christmas Lights Switch-On**, the **Civic Carol Service**, and **Remembrance Service** at **St. Nicholas Church**.



We actively encourage our students to play a **full** and **positive role** within the **local area**. Many of our **Platinum Pathways** incorporate **volunteering opportunities**, enabling students to **develop leadership skills**, **compassion** and a **lifelong commitment to service**. As the **school** serving the **Newport community**, we take great **pride** in our role at the **heart of local life**, **fostering aspiration**, **partnership** and **opportunity for all**.

Student Culture & Enrichment

Pathways to Platinum: Developing Character, Leadership, and Excellence at Burton Borough School

At **Burton Borough School**, we believe that education extends far **beyond the classroom**. We are committed to **nurturing well-rounded students** who demonstrate **excellence, resilience**, and a **strong sense of community**. Our **student culture** thrives on **participation, leadership**, and **personal growth**, and we are proud to offer a **wide range of enrichment opportunities** that allow **every student to shine**.

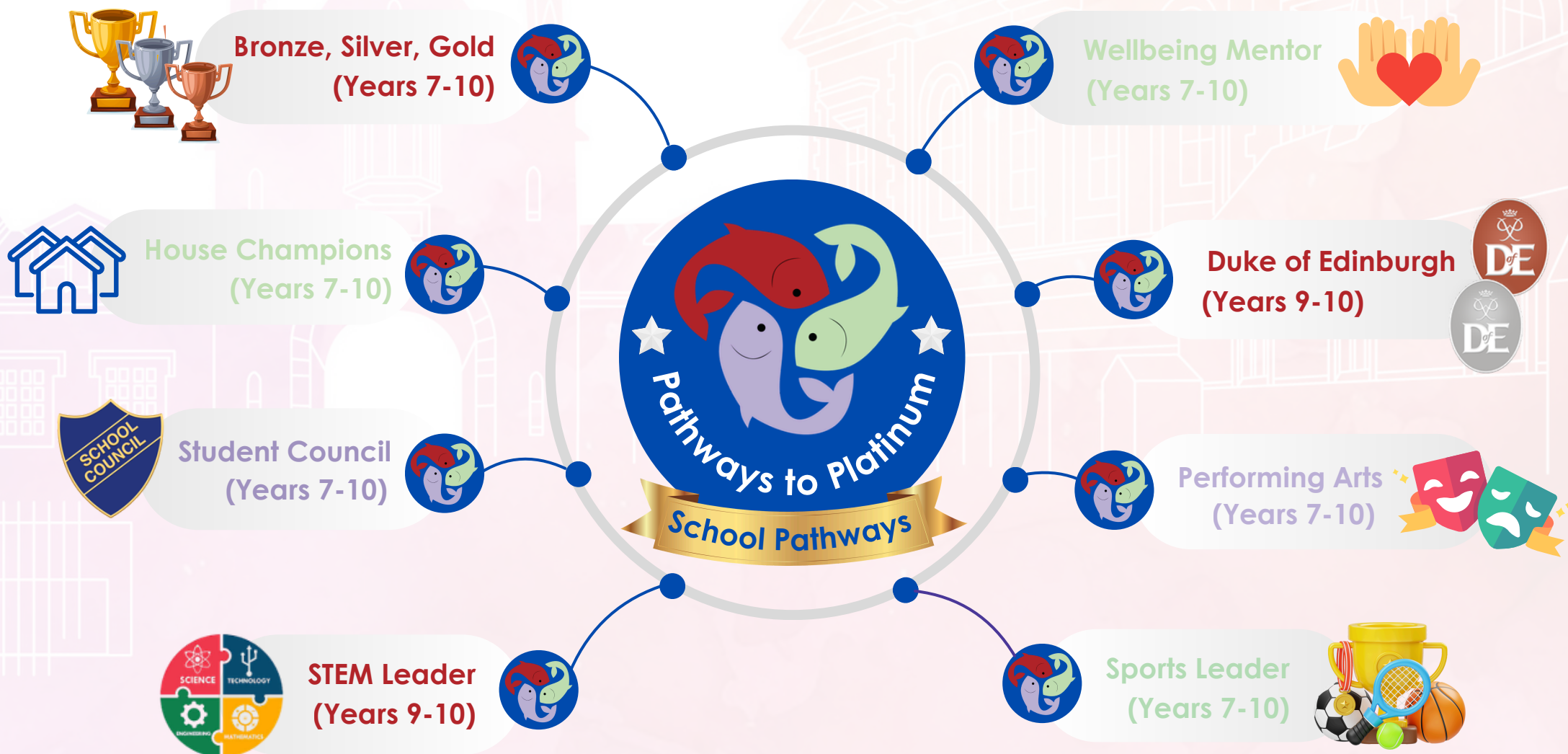
As part of this commitment, we are excited to introduce the **Pathway to Platinum programme**. This initiative celebrates the achievements of students who go **above and beyond**, offering a **structured and rewarding journey** for **personal development, leadership**, and **contribution to school and community life**.

Through this programme, **every student** has the opportunity to explore a **wide range of enrichment pathways** tailored to their **interests** and **strengths**. Should students successfully **meet the challenges** of their chosen pathways, they are then able to apply for **Platinum Status**, a prestigious recognition that not only acknowledges **personal achievement** but also opens the door to **further responsibilities** and **leadership roles** within the school, providing a platform for students to **inspire** and **support their peers**.



Pathways to Platinum: Building Belonging in the BBS Community

Designed to **enrich** the **student experience**, **Pathways to Platinum** offers a **range of opportunities** for students to **get involved**, **build connections**, and **take pride** in their school. Through **participation**, **leadership**, and **recognition**, students develop a **strong sense of belonging** within the **BBS community**. This pathway celebrates **positive engagement** and supports every student in feeling **valued**, **confident**, and **inspired to succeed**.



Pathways to Platinum: Real-World Engagement Beyond the Classroom

Designed to extend learning **beyond the classroom**, this pathway connects students with **meaningful opportunities** in the **wider community**. Through **clubs**, **partnerships**, and **enrichment programmes**, students gain **valuable experience**, develop **new skills**, and **explore their interests** in real-world contexts.



Pathways to Platinum Programme

The **Pathway to Platinum programme** offers **13** carefully designed routes for students to develop their **talents, interests, and potential**. All students at **Burton Borough School** engage in a pathway that **recognises** and **nurtures their growth**, whether through programmes **delivered in-house** or **in partnership** with **local organisations**.

These collaborations enable us to **celebrate achievements beyond the classroom**, acknowledging contributions made both **within school** and in the **wider community**. No student is left behind, each pathway provides **meaningful experiences, fosters skill development**, and **cultivates pride**. We are continually seeking to **expand our pathways**, ensuring that all students have the opportunity to be **recognised** for their **achievements**.

In-House Pathways

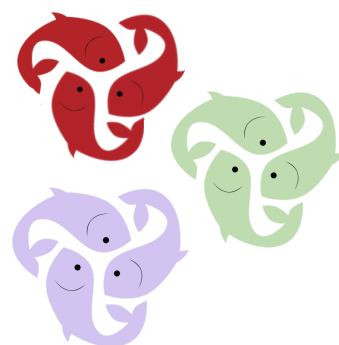
Bronze, Silver, Gold Recognition (Years 7-10)



Open to **all** students, this pathway recognises **consistent achievement** and **positive contribution** through **Daily Culture Points**. It rewards students who **demonstrate excellence** in **everyday school life** and encourages those who “**simply get it right**.” Students progress through **bronze, silver, and gold** awards, building a foundation for **further enrichment**.

House Champions (Years 7-10)

As part of our integrated **House system, Chetwynd, Hawkstone, and Aqualate**, this pathway gives students the opportunity to take on meaningful **leadership roles** within their House. Positions include **Head of House, Vice Head of House, and House Representatives**. Through these roles, students develop **teamwork, responsibility, and leadership skills**, while actively contributing to the **life of their House** and **inspiring their peers**. This pathway encourages students to take **pride** in their **House community** and play a **central role** in shaping a **positive and supportive school culture**.



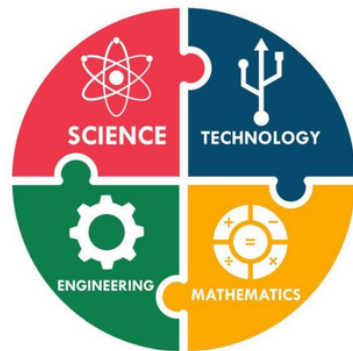
School Council (Years 7-10)



The **School Council** pathway empowers students to become **strong student voice champions**, representing their peers and shaping school life. Roles range from **Form Captains** in **Years 7–8** to **leadership positions** focused on areas such as **Diversity and Inclusion, Wellbeing, Environment, Student Voice, and Community Engagement**. Through these roles, students actively enact **British Values** already embedded within the school, including **democracy, mutual respect, tolerance, individual liberty**, and the **rule of law**, while further developing their **communication, leadership, and decision-making skills**.

STEM Leader (Years 9-10)

Open to students in **Years 9–10**, this pathway is designed for those with a flair for **Science, Technology, Engineering, and Maths**. It offers opportunities to **mentor younger students, support STEM events, lead clubs**, and build links with **STEM-based businesses**. Through these experiences, students **develop strong leadership, communication, and problem-solving skills**, while inspiring others to **explore STEM beyond the classroom** and into **future careers**.



Sports Leader (Years 7-10)



This pathway allows students with a **passion** for **sport** to **lead** and **support sporting activities** across the **school community**. Sports Leaders help **promote events, mentor** and **support younger students**, and assist with the **organisation** and **delivery** of sporting activities. Through this **hands-on role**, students develop **leadership, teamwork, communication, and organisational skills** within a **dynamic** and **practical environment**, while promoting **healthy lifestyles, participation**, and school **pride**.

Performing Arts (Years 7-10)

This pathway is ideal for students with a **love** for **music, drama, and performance**. It recognises commitment through **rehearsals** and **performances** while representing the school at a range of events. Students participate in at **least two Performing Arts events each year** and **attend regular rehearsals**. Through **sustained involvement**, students **build confidence, teamwork, creativity**, and **resilience**.



Duke of Edinburgh (Years 9-10)



This pathway enables students to work towards the **Bronze** and **Silver Duke of Edinburgh Awards**, developing **independence, perseverance, and leadership**. Students take part in **volunteering, skill development, and expedition training**, gaining **nationally recognised qualifications** that are highly valued by **colleges, universities, and employers**. The programme supports **personal growth** and encourages a **strong sense of achievement**.

Wellbeing Mentors (Years 7-10)

This pathway is designed for students who wish to **support the wellbeing** of others. Following training, **Wellbeing Mentors** work with peers to **offer guidance, encouragement, and support**. Students develop **strong empathy, communication, and leadership skills**, while being **supported by staff** to ensure they feel **confident** and **well guided** in their role.



Platinum Partners

We are **proud** to work with a **growing network** of **Platinum Partners**, local organisations based in **Newport** and the surrounding areas that already run **high-quality enrichment and development initiatives**. By partnering with these **respected community providers**, we are able to **recognise** and **celebrate the achievements** our students make **outside of school**, whether in **sport**, **arts**, **volunteering**, or **vocational learning**. This collaboration ensures that every student's **commitment** and **success**, both **within** and **beyond the classroom**, is **valued**, **supported**, and contributes to their journey towards **Platinum Status**.

The Hub Newport (Years 9-10)



Linked closely to the **local community**, this pathway provides students with the **opportunity to volunteer** while gaining **valuable vocational qualifications**. Working in partnership with the **Newport Hub**, students develop **real-world skills** in areas such as **customer service**, **hospitality**, and **workplace safety**. This pathway **builds confidence**, **responsibility**, and **employability**, making it an **excellent preparation** for **future employment** or **further training**.

Newport Rugby (Years 7-10)

In partnership with **Newport Rugby Club**, this pathway supports students who are actively involved in rugby. Participants commit to **regular training** and **demonstrate rugby values** including **teamwork**, **respect**, **discipline**, **enjoyment**, and **sportsmanship**, both on and off the field. Students also support the **development of younger players**, helping to **build leadership skills** and a **strong sense of community** involvement.



Forton Cricket Club (Years 7-10)



This pathway, delivered in collaboration with **Forton Cricket Club**, offers students the opportunity to develop **coaching** and leadership skills through a **structured programme**. Students take part in **high-quality training sessions** that promote **skill development**, **confidence**, and **teamwork**. The pathway encourages a **lifelong enjoyment of sport** while **supporting personal growth** and a **sense of belonging**.

Army Cadets (Years 7-10)

Delivered in partnership with the **Newport Army Cadet Unit**, this pathway supports students in developing a **wide range of practical and leadership skills**. Through regular **participation**, students engage in activities such as **drill**, **fieldcraft**, **first aid**, and **community service**. The **structured training programme** builds **resilience**, **confidence**, **self-discipline**, and **teamwork**, with **opportunities** to progress through **recognised achievement levels**.



Air Cadets (Years 7-10)



Delivered through **265 (Chetwynd) Squadron Air Training Corps** as part of the **national Air Training Corps**, this pathway enables young people to develop **practical, aviation** and **leadership skills**. Cadets take part in activities including **drills, first aid, flying, aerospace studies** and **community service**. The structured training programme builds **resilience, confidence, self-discipline** and **teamwork**, with **clear progression opportunities** and **recognised achievements**.

Swimming Club (Years 7-10)

Delivered through **Telford Aqua and Newport Swimming Club** in partnership with **Swim England**, this pathway supports swimmers to develop alongside their training through **coaching, teaching** and **mentoring opportunities**.



Participants can gain experience **assisting sessions, supporting coaches**, and **developing key skills** such as **timekeeping** and **officiating**. The programme builds **confidence, teamwork** and **responsibility**, while providing **clear progression routes** towards qualifications including **Level 1** and **Level 2 Assistant Teacher**, helping **swimmers** grow both **in** and **out** of the pool.



Newport Hockey Club (Years 7-10)



In partnership with **Newport Hockey Club**, this programme offers students the chance to **refine their hockey skills** while **building leadership** and **mentoring experience**. Through **structured coaching** and **competitive opportunities**, students enhance their **game awareness, communication** and **collaborative skills**. The pathway nurtures **commitment, self-belief** and **sportsmanship**, encouraging continued participation in **sport** and fostering a **positive connection** to the **local community**.

Nova United Football Club (Years 7-10)

Working alongside **Nova United Football Club**, this pathway enables students to **advance their football ability** while gaining **valuable leadership experience**. Regular **training** and **match play** support the development of **technical skill, decision-making** and **effective communication** on and off the pitch. The programme promotes **resilience, discipline** and **respect**, inspiring a lasting passion for football and **meaningful engagement** within the community.



Newport Cricket Club (Years 7-10)



This pathway, delivered in collaboration with **Newport Cricket Club**, offers students the opportunity to **develop coaching** and **leadership skills** through a **structured programme**. Students take part in **high-quality training sessions** that **promote skill development, confidence**, and **teamwork**. The pathway encourages a **lifelong enjoyment of sport** while **supporting personal growth** and a **sense of belonging**.

New Phase Tae Kwon-Do (Years 7-10)

Delivered through **New Phase Tae Kwon Do**, this pathway develops both **martial arts ability** and **leadership skills** in a **structured environment**. Students progress through two levels towards **SWAT Leadership**, gaining experience by **supporting classes**, **assisting instructors** and **mentoring younger participants**. Alongside **technical training**, the programme encourages **responsibility**, **confidence**, **discipline** and **teamwork**. Clear **progression opportunities** allow students to develop their **coaching** and **leadership skills** while continuing to advance through their grading in **Tae Kwon Do**.



The Rylands Medical (Years 9-10)



Delivered in partnership with **The Rylands Nursing and Residential Home**, this **6-week Medical Pathway** introduces students to the **clinical aspects of care**. Participants gain an understanding of **healthcare routines**, **patient safety**, and **professional conduct** within a **residential care environment**. Through **guided observation** and **practical experience**, students develop **communication**, **organisation** and awareness of **health and wellbeing roles** within the sector.

The Rylands Holistic (Years 9-10)

Also running as a **6-week placement** with **The Rylands Nursing and Residential Home**, the **Holistic Care Pathway** focuses on supporting **residents' social and emotional wellbeing**. Students assist with **planning** and **delivering engaging activities** that encourage **interaction**, **enjoyment** and **companionship**. The placement helps develop **empathy**, **patience** and **teamwork** while promoting an understanding of **person-centred care** and **respect for individuals in a care setting**.



Community Library (Years 7-10)



**Newport
Community
Library**

Delivered in partnership with **Newport Town Council (Shropshire, UK)**, the **Community Library Pathway** provides students with the opportunity to **volunteer in a local library setting**. Students support **day-to-day activities** including helping with **reading sessions**, **organising resources** and **assisting visitors**.

This pathway develops **communication**, **responsibility** and **community awareness** while encouraging a **positive attitude** towards **learning** and **community involvement**.

Let's Shape Futures Together

We are inviting **local organisations**, **clubs**, and **community groups** to join our **Pathways to Platinum programme** at **Burton Borough School**. This is an exciting opportunity to **inspire young people**, **share expertise**, and help **shape meaningful pathways** beyond the classroom through **real community connections**. Contact us for more information.

Applying for Platinum Status – Year 10

Students who actively engage in **one** or **more pathways** are encouraged to apply for **Platinum Status in Year 10**. This prestigious recognition marks **commitment**, **leadership**, and **excellence** within our **school community**, highlighting those who consistently **go above and beyond**. The application process is designed to **mirror real-world experiences**, supporting students in developing **confidence**, **independence**, and **ambition**.

It includes:

- Selecting pathways that best demonstrate sustained **commitment** and **achievement**
- Completing a **formal application**
- Taking part in an interview to **evidence leadership**, **initiative**, and **contribution**

Successful applicants will:

- Demonstrate **excellent attendance** and **exemplary behaviour**
- Show a **positive attitude** towards **learning** and **school life**
- Be willing to undertake a designated **Platinum Responsibility**

This process is not only about **recognition**, but also about **personal development**. It encourages students to **reflect on their journey** so far, **take pride** in their achievements, and set **meaningful goals** for the future. Achieving **Platinum Status** at the end of **Year 10** reflects not only **academic success**, but also **character**, **leadership**, and a **commitment** to **strengthening the school community**, preparing students for the **increased responsibility** and **leadership opportunities** in **Year 11**.



Platinum Status – Year 11

Platinum Status represents the **highest level of recognition** at **Burton Borough School**. It is awarded to students who consistently demonstrate **excellence**, **responsibility**, and **leadership** across **all aspects of school life**.

Year 11 Platinum students take on key roles supporting our school community, including:

- **Internal** and **external** events support
- Transition leadership
- **Nurture** and **wellbeing** support
- **Library** and **reading** partnership roles
- **PE** and **sports** support

In addition, **Platinum students** may apply for the prestigious roles of **Head Student** and **Deputy Head Student**, acting as **ambassadors** for the school and leading by example. These roles carry significant **responsibility** and **privilege**, providing invaluable experience in **leadership**, **organisation**, **communication**, and **teamwork**.

The **Pathway to Platinum** programme ensures that every student has the opportunity to be recognised for their **commitment** and **achievements within** and **outside school**, developing the **skills**, **confidence**, and **character** needed for future success.



Future Focused: Unlocking Potential and Raising Aspirations at Burton Borough School



At **Burton Borough School**, we are committed to delivering a **high-quality Careers Education programme** that equips every student with the **knowledge, skills** and **confidence** to shape a successful future. Our aim is to inspire **ambition**, **broaden horizons** and **empower young people** to make **informed decisions** about their next steps.

Careers guidance is woven throughout school life. Through **dedicated PSHE lessons**, **subject-specific Careers in the Curriculum** learning, **personalised guidance**, **meaningful work experience** and a wide range of **in-school** and **external events**, students gain **valuable insight** into the pathways available to them. Regular encounters with **employers**, **training providers** and **further education institutions** ensure that guidance is **timely**, **relevant** and **inspiring**. Our **Careers Bulletin** further supports **students** and **families** by providing **up-to-date information** on **opportunities**, **events**, **apprenticeships** and **labour market trends**.

We place a strong emphasis on developing essential **employability skills**, including **communication**, **teamwork**, **resilience**, **problem-solving** and **leadership**. These skills are embedded **across the curriculum** and reinforced through **real-world experiences**, helping students to see clear links between their **education** and **future aspirations**.

Fully aligned with the **eight Gatsby Benchmarks**, the national standard for **excellent careers provision**, our **structured** and **progressive programme** ensures **impartial**, **inclusive** and **aspirational guidance** for all. At **Burton Borough School**, we are dedicated to preparing **every student** to move forward with **confidence**, **ambition** and **purpose** — ready for **further education**, **apprenticeships** or the **world of work**.



Pastoral Support

Here for Every Step

At **Burton Borough School**, we believe that **emotional wellbeing** is just as vital as **academic achievement**. Our **pastoral provision** is built around a **committed** and **experienced** team who work tirelessly to support every student's **personal development** and **wellbeing**.

Our **pastoral team** includes:

- **Five Heads of Year**, each leading their year group with a focus on both **academic progress** and **pastoral care**.
- A **Pastoral Support**, who ensures **consistency** and **strategic oversight** across **all pastoral initiatives**.
- **Year Group Tutor Teams**, who provide **daily support** and build **strong, trusting relationships** with students.

We also deliver a **tailored tutor time programme** designed to meet the evolving **pastoral needs** of our students. This includes:

- **Weekly themes** focused on wellbeing, safeguarding, and personal development.
- **Structured activities** that promote **resilience**, **emotional literacy**, and **positive relationships**.
- **Opportunities** for **student voice** and **leadership**, ensuring pupils feel **heard** and **valued**.

We work closely with **families** and **external agencies** to ensure that students receive the **right support at the right time**.

Our **Early Help** offer provides **timely, practical support** to **prevent challenges from escalating**, and we are **proud** of our **collaborative approach** to supporting both **students** and their **families**.

In addition to our **core pastoral provision**, we offer **targeted interventions** for students who may need **additional support**. These include:

- **Access** to **mentors**, **key workers**, and **external professionals**.
- **Bespoke programmes** to support **emotional regulation**, **social development**, and **re-engagement with learning**.

Our **pastoral ethos** is rooted in **care**, **consistency**, and **connection**, ensuring every student feels **safe**, **supported**, and **empowered to thrive**.



Inclusion & Belonging

Every Individual. Every Opportunity.

We take **pride** in fostering an **inclusive learning environment** where every student is **ambitious** and supported to reach their **full potential**. We understand that students are **unique** and are **proud** of our **diverse** and **caring** community. Some of our students may require **extra support**, and we are dedicated to delivering **tailored assistance** that is **timely, effective**, and **compassionate**.

Every learner benefits from **quality first teaching**, with lessons **thoughtfully designed** and **adapted** to accommodate **all** our **students' educational needs**. Our **teachers** continuously **assess progress** and **refine their methods** to ensure **optimal outcomes**.



Our **staff** know our **students** well, that **student centred approach** is at the **heart of our academy**. For some students, their **presenting needs** may exceed those of their peers and **require additional support**.

For students presenting with **special educational needs** or **disabilities (SEND)**, we work **closely with families** to co-produce a **personalised Pupil Passport** that highlights their **strengths**, areas that they **find challenging**, and **adaptive strategies** to be used by staff to support their learning. These **passports** are then shared with **all staff** to guarantee **consistent** and **individualised support** throughout the curriculum. Our **inclusion team** collaborates closely with **educators, families**, and **external professionals** to ensure each child receives the **appropriate care** and **intervention** they deserve. We are fortunate to have **strong links** with **community groups** and the **Local Authority** to drive the **best outcomes** for our students.

We offer a **waved model of support** that allows **fluid movement** between waves as a student's needs dictate at a given time. This graduated approach moves from **wave 1 support** within the classroom to **wave 3 support** where external professionals are involved. We are **proud** to be continually evolving the support that is offered to our young people as their **presenting needs change**. This process of assessing our **students' strengths and needs, planning collaboratively** based on the **evidence collected, carrying out the plan** and then **reviewing the impact** of these steps for our students is the vehicle that drives our **ambitious SEND provision**. This method is known as **Assess Plan Do Review cycles (APDR)**.

Together, with our **students** and **their families** we strive to enable our young people to become **prosperous**, and **happy members of our communities**, and the **wider world**.

Safeguarding

Protect. Support. Inspire.

At **BBS**, we are fully committed to **safeguarding** and **promoting the welfare** of all our **young people**. We achieve this through the **continuous development** and **refinement** of **robust safeguarding processes** and **procedures**, ensuring that a **strong culture** of **vigilance**, **care**, and **responsibility** is embedded across our **staff** and **volunteer teams**. All staff members undergo a full **enhanced Disclosure and Barring Service (DBS) check**, reinforcing our **commitment** to providing a **safe** and **secure environment**. For further details on how we **keep children safe**, please refer to our **safeguarding policy**.

BBS is proud to be an **inclusive** and **welcoming community**, where students from a **wide range of backgrounds** are **valued** and **supported**. We have a **zero-tolerance approach** to **discrimination** and actively **challenge all forms of prejudice**. Likewise, we **do not tolerate bullying** or **unkindness** in any form. Through **education** and **open discussion**, we support our students in developing an **understanding of respectful, age-appropriate, and consensual relationships**.

All **BBS staff** are **fully qualified** and participate in **regular, ongoing training** to ensure they are **well-equipped** to respond to **any concerns** our students may have. Students are regularly reminded that staff members wearing **white lanyards** are **approachable** and available to **support them** with any issues. In addition, we have a **dedicated team of staff** who receive **enhanced** and **continuous safeguarding training**, offering **further guidance, support, and advice**.



Y6-7 Transition

Your Next Step Starts Here

At **Burton Borough School**, our **values** shape everything we do, especially when **welcoming** our **newest students** and their **families** into our **community**.

Supporting the Move to Secondary School

We understand that moving from **primary** to **secondary school** is an **important milestone** for **young people** and their **families**. It is a time of **growth**, **new opportunities**, and sometimes **natural anxiety** as students prepare for a **new environment**, **new friendships**, and **new ways of learning**. To help with this, we have developed a **carefully planned** and **supportive transition programme** designed to ensure **every Year 6 student** feels **confident** and **prepared** for the **next stage** of their education.

Our Transition Team

From **March** onwards, our dedicated **Transition Team**, including **Mrs Bedford** - Principal, and **Mrs Heins** - Assistant Head of Personal Development, and **Mrs Lewandowska** - Assistant Principal of Send & Inclusion, work closely with **local primary schools** across the **Newport cluster** and **surrounding areas**. This partnership approach allows us to gain a **clearer understanding** of each student's **strengths**, **interests**, and **support** needs. By **sharing information** with primary schools, we can organise **tutor groups** thoughtfully and ensure that any **SEND or inclusion** support arrangements are ready from the **first day** students join us in September.



What Our Transition Programme Includes

Primary School Visits

Members of the **Transition Team** visit **primary schools** to meet students in a **familiar** and **comfortable** setting. These visits help build **early relationships**, **answer questions**, and begin the process of helping students **feel excited** rather than anxious about **starting secondary school**.

After-School Transition Sessions

Students are invited to attend **four after-school transition sessions** where they can **meet their tutor groups** and **other students**, familiarise themselves with their **surroundings**, and **get to know our staff**, so by **September** they can walk through our doors with a **stronger sense of belonging**. The sessions are designed to be **fun** and **interactive**, helping students **build confidence** through **educational challenges**, **creative projects**, and **team-building games** including **rounders** and shared **picnic** time.

Transition Days

Transition Days give students the chance to experience a **real secondary school timetable**. Students take part in **lessons across core subjects**, as well as **PE, Design Technology, Art, and Languages**. To help students feel fully part of the first school day, they also enjoy a **free lunch in our Bistro Canteen**, allowing them to familiarise themselves with the **dining environment** and **social spaces** around school.

Parent and Carer Transition Evening

We also host a dedicated **Transition Evening** for parents and carers. This provides an opportunity to **meet tutors** and **key staff**, learn more about what to expect in **September**, and ask any final questions about the **move to secondary school**.

A Warm Welcome to Our Community

At **Burton Borough School**, we work closely with **families** and **primary schools** to make transition as **smooth** and **positive** as possible. Our aim is for every child to start secondary school feeling **ambitious**, **proud**, and **cared** for as they begin an **exciting new chapter** in their education.

Welcome at Any Stage

Admissions to LCT academies are managed in partnership with the **local authority** to ensure a **fair** and **transparent** process for all families. If you are applying for a **secondary school place**, you will need to submit your application through your home **local authority**. Depending on where you live, this will be either **Telford & Wrekin Council, Staffordshire Council**, or **Shropshire Council**. Each authority provides guidance on **admission criteria**, **deadlines**, and **school place allocation** within the **catchment area**.

We encourage families to apply by the **published national deadlines** to maximise the chances of **securing a place** at their preferred school. Details of the application process, including **key dates** and **supporting information**, can be found on your **local authority's admissions** website.

For students wishing to join us during the school year, known as **in-year admissions**, please contact the school directly to discuss availability. We will be happy to advise whether there are places in the **relevant year group** and guide you through the **next steps of the process**.

If you have any questions about admissions, our **school office team** is available to provide **support** and ensure **families feel confident** when making an application. We look forward to **welcoming new students** to our community.



Learning Environment

Modern Facilities that Inspire

Burton Borough School is **proud** to offer a **vibrant** and **well-equipped campus**, all situated on a single site with **four main buildings** arranged around a **central quad**. Our facilities reflect our **commitment** to **academic excellence**, **inclusivity**, and **community engagement**.

Main Buildings

Oldest Building (est. 1957): Primarily houses administrative offices and our dedicated Inclusion Centre, supporting pupils with SEND and those requiring additional care.

Main Teaching Block: Core academic classrooms and learning spaces.

Library: Fully resourced library that has been recently refurbished by the Newport Town Council and links with Newport Community Library.

Music Block: Purpose-built for music and drama education and practice.

Sports Hall: Equipped with a dedicated PE classroom, changing rooms and toilets, available for public rental.

Includes:

- **4** Badminton Courts
- **1** Full Basketball Court
- **2** Half Basketball Courts
- Outdoor Sports Facilities

Refurbished Tennis Courts (2025):

- **2** Tennis Courts
- **2** Netball Courts
- **2** Pickleball Courts

MUGA (Multi-Use Games Area):

- **6** Netball Courts
- **8** Tennis Courts

School Field:

- **1** Intermediate 11-a-side Football Pitch
- **1** 9-a-side Football Pitch
- **1** Rugby Pitch with brand-new posts





Coming Soon: 3G Pitch

Construction begins in **January 2026**, with completion expected by **Summer 2026**. This **state-of-the-art facility** will serve both the **school** and the **wider Burton Borough community**.

Performance & Events

Main Hall: A **bright, versatile space** at the **heart of the school**, used for **performances, assemblies, and community events**. Its **flexible layout** and **modern facilities** make it ideal for **concerts, drama productions, presentations, and large gatherings, fostering creativity** and a **sense of community**.

BBS Bistro Catering

Following a considerable **refurbishment** in 2024 by **Telford & Wrekin Council**, the school are **proud** to welcome all **students, staff** and **guests** alike to call into the **BBS Bistro**, where there is space to **sit** and **relax** and enjoy delicious food during **morning break** and **lunch times**.

Weekly menus are on offer, with a **grab and go** option at morning break. **Gluten free, Vegetarian** and **Vegan** diets are also catered for.

BBS Bistro catering services provides a variety of **school compliant food items**, including **allergen friendly healthy products**. Please visit the school **website** to look for **menu updates** and **theme days**.



Free School Meals

Your **child**, or **children** may be eligible to claim **Free School Meals** if you are on a **low income** and receive a **qualifying benefit**. Please use the link to access further information via the **Telford & Wrekin website**.



Life Beyond BBS

Burton Borough Alumni

At **Burton Borough School**, our connection with former students is at the **heart** of everything we do. Our **alumni** are not just **part of our history**, they are an **inspiration** for the **generations that follow**. Each **former student** carries forward the spirit of **Burton Borough**, demonstrating **ambition**, **pride**, and **care** in their own unique way. These qualities, nurtured during their time at **BBS**, continue to shape their paths long after they leave our classrooms.

By **staying connected** with us, our **alumni** play a vital role in **inspiring current students**. Their experiences offer **real-world insights** into the opportunities that lie ahead, helping young people to see what is possible when they apply themselves with **determination** and **confidence**. We are **proud** of the achievements of our **alumni** and celebrate the ways they **contribute to their communities**, their **careers**, and **beyond**. Explore their **journeys**, **successes**, and **stories** below, and discover the **lasting impact** of being our **BBS family**.

Elouise: From Classroom to Courtroom

Burton Borough School was a really **supportive place** that prepared me for **life beyond school**. From **Year 10**, I had the chance to do **two weeks of work experience** in a field I was interested in, which helped me **explore careers** and gave me material for **personal statements** and **interviews**. **Career fairs** and **workshops** also **boosted my confidence** when applying for **sixth form**, **university**, and **jobs**. The teachers went **above and beyond**, offering **extra revision** and **one-on-one support** in subjects like **science** and **maths**, helping me achieve things I didn't think were possible, like a **7 in GCSE maths**.

Some of my **happiest memories** are tied to **music** and **drama**. Playing **tenor saxophone** in the school band took me to **competitions across the UK and Holland** and gave me **friendships** that have lasted ever since. **Drama** lessons, especially at **GCSE**, taught me how to **perform in front of hundreds of people**, building confidence I now use **daily as a trainee solicitor**. The school also offered a **wide range of subjects** and **extracurriculars**, from **sociology** to **dance**, so everyone could follow their **passions**, not just the **traditional academic route**.



What makes Burton Borough special is the people and opportunities. Coming from a **small primary school**, I was welcomed straight away and introduced to other students, helping me find a **supportive circle of friends**. The school encourages students to **try new things** and **pursue what they love**. My advice is to **enjoy school**, **take every opportunity**, and **not worry if your goals change**. **BBS will support you every step of the way.**

Finding Direction: Lucy's Path to Therapeutic Radiography

I left **Burton Borough** in **2013** and went on to study **Animal Management** at **Walford College**, where I achieved a **Distinction, Merit, Merit**. After college, I decided not to go straight into university as I wasn't completely sure what direction I wanted to take, so I **worked part-time** at Primark. This gave me the chance to **save up** and **travel**, and I was lucky to spend time in **America** and **Canada in 2017**, with another trip the year after.



After returning home, I worked in a **few different roles**, still trying to figure out the **right career path for me**. In **2022**, my mum was diagnosed with **cancer**, and through her treatment I was introduced to the **world of radiotherapy** and the **incredible work** behind it. **That experience stayed with me** and eventually led me **back into education** after almost a decade away.

I completed a **higher education course** to help prepare me for university and am now **studying Therapeutic Radiography at Birmingham City University**. I'm really **enjoying the course** and **feel grateful** to have found something that feels **both meaningful** and **right for me**.

Some of my **favourite memories** from **Burton Borough** are the **Year 11 leavers' events** and the **Harlem Shake**, as well as a **student exchange trip** to **Slovenia**, which was an **incredible experience** and one I'll never forget. I always felt the school was really **inclusive**, with teachers who encouraged you to **try new things** and were always **approachable, supportive, and understanding**.





On Target: Lucas's journey to Team GB

While I would not describe myself as the most **academically driven** student at the time, my experience at **Burton Borough School** was still an important part of my **personal development**. I particularly valued the **social side of school**, where I built **strong friendships** and created many **positive memories** that have stayed with me.

During my time at **Burton Borough**, I was initially **quite reserved** and tended to **keep to myself**. However, as I **grew older** and **more confident**, I began to come out of my shell, becoming more **comfortable** in **social situations** and developing **stronger communication skills**. This **period of growth** helped **shape my character** and laid the **foundations** for the more **focused** and **determined** approach I would later bring to both **studies** and **sport**.

I left **Burton Borough** in **2023** and went on to study a **Uniformed Public Services BTEC** at **Stafford College**, where I spent two years continuing to develop both **academically** and **personally**. I completed the course with the equivalent of **AAA**, which was a real achievement for me and something I was **proud** of.

Alongside my studies, I continued to pursue my **passion for archery**. What began as something I simply enjoyed doing in my spare time soon turned into a **serious commitment**, as I began **training** more consistently and entering **higher level competitions**. I was fortunate enough to be selected for the **Archery GB** compound **youth international development squad**, which was a **major milestone** and a real **turning point** in my journey.



Since **2023**, I have achieved a number of **national successes** that have helped shape my development in the sport. These include becoming **Youth Indoor National Champion** in **2024** and **Junior Archery Series Champion** in **2025**, along with several other **strong performances** at competitions across the UK. Each event has taught me **something new**, whether that be **managing pressure**, **improving focus** or **learning from setbacks**, and has played an **important role** in my progression.

In **2025**, I was incredibly proud to be given the opportunity to represent **Great Britain** at the **European Youth Cup in Slovenia**, marking my **international debut**. Competing on the international stage was an **unforgettable experience** and something I had worked towards for a long time. I finished **17th individually** and **5th in the team** event, which was a **proud** moment for both **me** and **everyone** who has supported my journey so far.

As the **2026** outdoor season begins, I am continuing to **train** and **push myself** with **real determination** and **focus**. My goal is to keep progressing through the **international ranks**, with the **long-term ambition** of earning a place in the **senior Great Britain squad**. I am excited to see where the sport **takes me next** and to continue building on everything I have **achieved** so far.

Building Confidence in Care: Chloe's Journey into Paramedic Practice



After leaving **Burton Borough School** as part of the **Class of 2019**, I went on to study **Biology, Psychology** and **Maths** at **A-Level at NGHS**. I really enjoyed my time there and found that these subjects not only **challenged** me **academically** but also helped me begin to understand where my **strengths** and **interests** lay. It was during this time that I started to develop a **real interest** in **healthcare** and **working with people**.

From there, I progressed to the **University of Wolverhampton** to study **Paramedic Science**. University was both **exciting** and **demanding**, and I learnt a huge amount about **resilience, teamwork** and **working under pressure**. I was incredibly **proud** to graduate in **2024** with a **First Class degree**, which reflected a lot of **hard work** and **commitment** throughout the course.

Since qualifying, I have been a **registered Paramedic** since **August 2024** and have been working for **West Midlands Ambulance Service** as a **frontline Paramedic** for almost **18 months**. It is a role that is **fast paced, challenging** and **extremely rewarding**, and I feel privileged to be able to **support people** at some of their **most difficult moments**. It is also always nice to **meet colleagues** in the service who also **attended Burton Borough**, which gives an added **sense of connection**.

It is now nearly **seven years** since I left BBS, and I can really see how much my time there helped **shape my confidence** and encouraged me to **believe in what I could achieve**. **Being Head Girl of Aqualate Small School** in **2018** and **2019** is something I still look back on **proudly**, and it feels like the **beginning of a journey** that has brought me to **today**.

I thoroughly enjoyed my time at **Burton Borough School** and I am **really grateful** for the **support** and **encouragement** I received there. It has been lovely to **reflect on my journey** and **see how far I have come since then**.

Wiring a Future in Robotics: Chris's Path from School to AI Engineering

I'm **Chris Doyle**, a former student of **Burton Borough School** (September 2018 – May 2023). I joined **BBS** after moving from a small school in **Northern Wales, Ysgol Llandygai**. It was a **big change**, and adjusting to a much **larger school environment** took time, but it helped me **develop independence** and **resilience**.



Throughout my time at **BBS**, I worked **hard** and maintained a **positive attitude** towards learning. I consistently **completed homework**, had **strong attendance**, and **stayed committed** even when I found certain subjects **challenging**. I did **struggle academically** at times, particularly with Maths, and was initially **predicted grades 3s and 4s at GCSE**. However, through **determination** and **consistent effort**, I improved and achieved **4s across most of my subjects**, including the **core ones**. I left **Burton Borough** in **2023** proud of the progress I had made.

After leaving school, I was set on **joining the Army** and had been **training alongside my GCSE studies** for around **three years**. Unfortunately, I was deferred on **medical grounds** during the assessment process, which meant I had to **rethink my plans for the future**. I explored a **range of options**, including **apprenticeships** and **further education routes**, but nothing immediately worked out.

Eventually, I chose to enrol on a **BTEC Level 3 Engineering course** just days before it started. At the time, I **lacked confidence** in my academic ability and did not expect to do well. This decision turned out to be a **turning point**. I discovered I could **succeed in engineering** and developed a **real interest in the subject**. I achieved **DDD***, along with a **Merit in the maths exam** and the **only Distinction awarded** in the **micro-electronics exam that year**. I graduated in **2025**.

During college, I also completed a **100-mile charity cycle over three days**, finishing at **Burton Borough School**, raising **£800** and gaining **local media coverage**. It was a **challenging but rewarding experience** that I am very **proud** of. I am now studying **BEng Robotic Engineering** at the **University of Plymouth**. I achieved **60/100** in my **maths exam** and **75% in Electrical Principles coursework**, and I am currently on track for **strong results** across my other modules. I have also **joined societies** such as **badminton** and completed a **first responder course**, which has helped me settle into **university life**.

Looking ahead, I want to continue developing my **involvement in charity work** on a **larger scale** and explore the **role of AI and robotics** in **improving people's lives**, particularly in **healthcare**. My long-term goal is to **specialise in medical robotics** and complete a **PhD in robotics and AI**.

My main message is simple. **Progress takes time, effort and persistence, but opportunities can come from unexpected paths.**

Burton Borough School

Learning Community Trust

The **Learning Community Trust** is a **multi-academy trust** supporting **education** for **young people** from the age of **2** through to **16**, and up to **25** in our specialist settings. We are **proud** of our **strong reputation** both **regionally** and **nationally**, and we place our **young people, staff, and families** at the **heart of everything** we do. We want our **young people** to **thrive**, enjoy their **educational journey**, and understand the **importance** of **respect, empathy, and community**.

We believe every **young person** deserves access to an **exceptional educational experience**; one that nurtures a **mindset for success, builds resilience**, and prepares them to **flourish as global citizens**. The **Learning Community Trust** exists out of a **deep commitment** to providing **outstanding academies** for our communities. We celebrate the **uniqueness of each academy** and its **local context**, embracing **equality, diversity, inclusivity, and individuality**, because we believe that what **unites us is stronger than what divides us**.

Our Mission

“Delivering an **inclusive, compelling and transformative education** that **empowers young people**, both in the **classroom and beyond**, preparing them for the rapidly changing world ahead.”





Our Values

A trust with heart

We place our **young people, staff and families** at the **heart of everything we do**; we **empower** our **young people** to become **compassionate, caring, humble** and **inspirational individuals**.

Successful young people

We create a **pride** in our academies and a **thirst for learning** that **raises aspirations** and ensures our **young people are ambitious** - both **within school life** and through **extensive enrichment offers** - to prepare them for the **global community**.

Never leave a child behind

We support all our **young people** to ensure that - **regardless of their background or starting point** - they can **achieve exceptional educational outcomes**.

Learning for all

We deliver **compelling, transformative** and **reflective learning** in our classrooms, celebrating the **differences of each academy's community**, inspiring all our **young people** and **staff** to be the **very best that they can be**.

Thriving Community

We passionately believe that a **positive, thriving community** is the **heartbeat of the academy**. We embrace our **collective strength** to create a **range of opportunities** that **enhance the lives** of our **young people** and **families** whilst also **acknowledging** and **celebrating** the **distinctiveness** and **individuality** of **each academy's community**.

Respect for all

We celebrate **equality, diversity, inclusivity** and **individuality** because we believe that we have far more in common than that which divides us.

Together we are stronger

We are **united in our vision** to ensure the **best learning experiences** for our **young people, staff, and community** through **strong relationships** and **effective collaboration**.

Coping with the challenges of life

We develop **resilience** within all our **young people** and **staff** to ensure a **mindset for success** and **readiness** to thrive in an **ever-changing global community**.

Contact Us

Burton Borough School



Audley Avenue, Newport, Shropshire, TF10 7DS

 01952 951408

 burtonborough@lct.education

 www.burtonborough.org.uk

  @burtonborough



“

Together we **empower** every student to **grow, succeed,** and **step forward** with **confidence** into their future.

”



BBS is an **inclusive** school where everyone is a **valued** and **PROUD** member of our community. We create a **culture** of **CARE** and **AMBITION** where everyone can **discover** and **reach** their **true potential**.



Wall Art.

by Promote Your School

With thanks to Promote Your School for
the Burton Borough School illustrations.