



SHIRELAND CBSO ACADEMY

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YEAR 7 PROSPECTUS



Shireland CBSO Academy will open its doors to Year 7 students for the first time in September 2023.

Find out how to apply for a place at the end of this prospectus, where you can also find out more about our music aptitude programme.

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Welcome

It isn't often that you get to establish a school in collaboration with a world class orchestra; in fact, Shireland CBSO Academy is unique – the first such school in Britain.

Alongside the City of Birmingham Symphony Orchestra (CBSO), we have worked hard over the last four years to make our vision a reality. It is incredibly exciting to be meeting the young people who will go on to become our very first cohort of Year 7 students.

We are proud to be a part of Shireland Collegiate Academy Trust and our students will benefit from the expertise and connections that the Trust brings. From this strong foundation, we will build our own reputation for musical and academic excellence.

Serving Sandwell and the wider West Midlands, Shireland CBSO Academy will be a non-selective state school that reflects the diversity of our community. It will deliver a broad curriculum and welcome children of all backgrounds who have a passion or talent for music.

We look forward to meeting you and beginning our learning journey together.



Sir Mark Grundy
CEO of Shireland Collegiate Academy Trust



David Green
Principal Designate of Shireland CBSO Academy



“We are hugely excited to be able to move ahead with our plans for this new specialist music school, which will offer access to music education, regardless of background, in an area where such opportunities are so desperately needed.

The CBSO has a long tradition of innovation in music education and community work. We were the first British symphony orchestra to present concerts for young people and the first to establish a specialist education department and to build a community facility – all of which have allowed us to make a real musical impact on young people and the wider community in the West Midlands. We are delighted to part of launching an inclusive and nurturing school which will help create the musicians of the future.”

Stephen Maddock OBE

Chief Executive of the City of Birmingham Symphony Orchestra



City of Birmingham
Symphony Orchestra





Our partnership with the City of Birmingham Symphony Orchestra

The Shireland CBSO Academy is the result of an exciting partnership between Shireland Collegiate Academy Trust and the City of Birmingham Symphony Orchestra.

Shireland Collegiate Academy Trust is a recognised leader in education. Led by Sir Mark Grundy and founded by three-times Ofsted 'Outstanding' Shireland Collegiate Academy, the Trust has a reputation both locally and nationally for being innovative in its teaching methods and using technology to enhance levels of progress.

The academic rigour provided by the Trust will be combined with the musical prowess of the City of Birmingham Symphony Orchestra. The Orchestra presents over 150 concerts every year around the world, regularly collaborating with internationally renowned musicians.

By combining the knowledge and strengths of both organisations as nationally recognised leaders in their respective fields, we believe that our students will receive the best academic and musical education possible. This will provide them with a real and genuine opportunity to achieve musically at an elite and national level.

Our philosophy

We want to inspire our students to be outstanding young people. Students at Shireland CBSO Academy will be expected to meet high standards of academic and musical performance and demonstrate the skills and qualities that we associate with success, such as self-discipline, empathy and collaboration. The Academy's focus on music provides an excellent backdrop for the development of these attributes.

We believe that every student should be safe, happy, ambitious for themselves and respectful of all. There will be a culture of openness and mutual support at the Academy where students' wellbeing is prioritised.

We are determined to provide our students with the opportunities to enable them to perform at the highest level, showing them that a young person from Sandwell is equal to any other.

Our approach echoes the values of Shireland Collegiate Academy Trust:

Our mission for staff

Leading learning | See further | Promoting cohesion

Our mission for students

Aim higher | Changing attitudes | Be concerned for all

Shireland CBSO Academy will build on the features of our Trust, such as its effective use of technology and its commitment to providing students with a broad and rounded education that focuses on students' personal development as well as their academic success.





Musical experiences

Students will be immersed in musical experiences throughout their time at the Academy, both inside and outside the classroom.

In addition to thematic curriculum delivery, students will have the opportunity to practise, rehearse and perform together, developing transferable skills that will support them to achieve academic and musical excellence as they grow to become confident and empathetic young people.

Find out more about our music aptitude programme at the end of this prospectus.





The range of musical opportunities and experiences will include:

- Instrumental or vocal lessons for all students.
- Support with graded practical and theory examinations.
- Visits to Symphony Hall to see the CBSO perform.
- Regular visits to the Academy by members of the CBSO and other music-industry professionals, who will lead workshops on key skills and techniques.
- Opportunities for individuals and groups to perform, record and share their music with wider audiences.
- An extensive enrichment programme including, for example, instrumental experiences, development of solo and ensemble skills and introduction to a range of musical styles.
- Work with professionals to develop a wider understanding of the careers that complement musical performance and composition, gaining access to working environments and equipment.

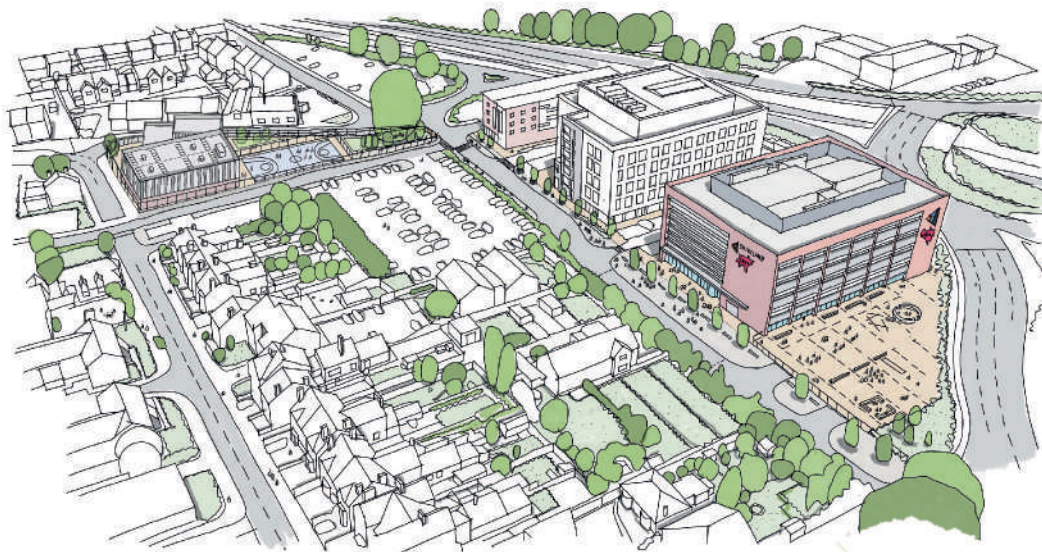
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Outstanding facilities

The Academy will open its doors to Years 7 and 12 in September 2023 on the site of the former BT building in Providence Place, West Bromwich. The building has been designed to support music education and performance, with careful consideration given to the acoustic requirements of such a specialist venue.

Some of the exceptional facilities that students will enjoy include:

- A large three-storey auditorium.
- Specialist music classrooms.
- Music practice rooms.
- Recording studio.
- Drama studio.
- Immersive room.
- A two-storey atrium serving as our library.





Sport at Shireland CBSO Academy

Our students will have access to our brand-new sports facility, just a few hundred metres away on Sandwell Road which includes an outdoor sports court, indoor sports hall and activity studio.





Our curriculum

At Key Stage 3, the Trust's well-established Literacy for Life programme, which has been developed over the last 15 years, will form the basis of students' academic experience. At Shireland CBSO Academy, the Literacy for Life curriculum has been adapted to reflect our focus on music.

Children can struggle to make the jump to secondary school. In many schools, they find themselves in an unfamiliar environment with many teachers who may see them only rarely. In Literacy for Life, students have 17 hours with the same teacher in Year 7, 13 hours in Year 8 and 5 hours in Year 9.

The Literacy for Life model allows for a smooth transition from primary school, enabling us to produce great outcomes and you can be sure that your child has a teacher whose top priority is their progress and welfare.

More importantly, this provides a contact for you in the school who really knows how your child is progressing in terms of both their pastoral and academic needs. Students across our Trust who have completed this Key Stage 3 programme have shown excellent results at GCSE and A Level over a sustained period and have a skill profile which equips them to achieve in their future studies and career.

How is Literacy for Life different to a 'standard' curriculum?

In Literacy for Life, students seek to master a series of competencies to develop themselves as rounded individuals who can contribute effectively to society and operate as independent learners.

We aim to develop students who are not just academically and musically successful but:

- Are self-motivated, inquisitive and capable of independent study.
- Believe that they can improve their skills and abilities through practice and hard work.
- Have strong and resilient coping mechanisms to deal with change.
- Are willing to take risks.
- Have a love of learning.

As part of this we have five areas of development that deal with students' academic progress and four that look at how students are developing as people, their ability to learn and their aspirations.

In Literacy for Life, the National Curriculum is taught across a series of themes; subjects are combined to let students learn in context with more exciting experiences that allow them to see the links between subjects. The themes are technology-rich experiences; every student will be provided with their own device to use at the Academy to enable them to take advantage of the latest resources and developments in learning.



What is a theme?

One of the exciting parts of our Literacy for Life curriculum is its thematic approach to learning. A theme is a topic that is around three or four weeks long, which students use as a focus for their learning.

Overall, themes cover all areas of the National Curriculum, but not every theme contains a full balance of every subject. For example, some may be more geography-based, while another may contain more drama. Students will study bespoke musical themes that explore the principles of music, written in partnership with world-renowned musicians.

By writing the curriculum this way it allows for stronger experiences and more extended blocks of time to produce high quality outcomes. A student can compose a soundtrack to convey a mood in our 'Elementary' theme or create an instructional manual in a theme based on robotics; they can learn shape, space and measure skills in our 'Grand Designs' theme. Engaging topics focusing on real life experience can help students to know more and remember more.

Themes have within them certain key characteristics: a large piece of extended writing, time set aside for developing reading, and several competencies that the students will develop.

Within the themes there are trips, experiences and opportunities to produce outstanding pieces of work and to share them with each other and the outside world. There are also extended opportunities to embed and assess the knowledge and skills that the students gain in the form of review and exam weeks.

Art, Languages, Physical Education, Dance, practical Science and Design Technology are taught outside of the integrated curriculum though will occasionally have a presence in themes. Music will feature strongly in both Literacy for Life themes and stand-alone lessons.





Year 7 themes

- Citizen Me
- Journey to the Centre of the Earth
- In Days of Old
- Elementary
- Fairy Tales
- Journeys
- iRobot
- Growing
- Water
- Off with their Head
- Silent Movies

Year 8 themes

- Pudding Lane
- Grand Designs
- Coming and Going
- India
- Da Vinci
- Freedom
- Coast
- Apps for Good
- Please Sir
- Over the Top
- Sounds of Science



Key Stage 4

Students will take GCSEs in English Language, English Literature, Mathematics, combined Science and at least one of the English Baccalaureate (EBacc) subjects – Geography, History, a language, Triple Science or Computer Science. It is also expected that students will study at least one GCSE relating to Music.

It is the Academy's aim that all students will study at least nine GCSE (or equivalent) qualifications, with the core offering described above supplemented by a range of optional subjects.

In addition to the formal qualifications detailed above, students will have timetabled Physical Education lessons and also receive education in areas such as relationships and sex education, citizenship, careers and religious education, which are delivered through tutor time and our focus day programme. Focus days account for approximately 10% of students' time at the Academy, where students encounter immersive academic, thematic and pastoral experiences.





Key Stage 5

At Key Stage 5, our students will have the opportunity to access a large range of courses at Shireland CBSO Academy and across our Trust's Sixth Form consortium, which also includes Shireland Collegiate Academy and Shireland Biomedical UTC.

The Shireland CBSO Academy campus will focus on music and music technology, allowing students to capitalise on opportunities provided by our facilities and links with external organisations.

All of our Sixth Form learners receive a tablet device and this will be the same at Shireland CBSO Academy. There will be 60 Sixth Form places per year available at the Academy.

The school day

The school day begins at 8:45am with tutor time. During this period, students receive Personal Development lessons and discuss any concerns that they have with their tutor.

Lessons are one hour long but a feature of the Literacy for Life curriculum is that students often remain with their teacher for longer blocks of time to provide opportunities to deepen their learning.

The main academy day will end at 3:25pm, although there will be a variety of extra-curricular activities available throughout the week.



Forming a community

Within the Trust, we have a national reputation for our use of technology and some of this can be seen in the way that our students work and the way that we communicate with you.

All students will have their own device for use in school. Every class will have a Microsoft Teams site where teachers will upload resources, which students can access from anywhere and complete the assignments they are given.

We promise to report back to you on your child's progress several times per year, with one of those times being a full end of year report, in addition to a formal parents' evening.

We want to work in partnership with you to create parent and family groups that have a real impact on the life of the school, the students and their future. Throughout the year we offer several events that families are welcome to attend, or you can stand for election to our Standards and Performance Committee.

You are welcome to contact the school at any time if you have concerns about your child. Your first port of call will be their form teacher who sees your child every day. Our administration team will be more than happy to assist you with any queries.



Pastoral support

Our pastoral support starts with the close ties that families and students make with their Literacy for Life teacher, who is the first point of contact for any issues or concerns you may have.

We want to create:

- Happy, healthy students, both mentally and physically who feel that their school and peers support them.
- Students who know how to stay safe outside of the Academy.
- Students with a sense of decency, who are respectful of others both within and outside the school.

We want to do this in partnership with parents safe in the knowledge that all of us are looking out for the best interests of the students.

We know that students do not always get it right in terms of behaviour. When this is the case, the school will remove students from lessons to reflect upon the reasons for their removal and, where necessary, work with professionals to improve their behaviour.

We believe that teachers should be able to teach and that those who want to learn should never have their learning disrupted by a minority. We show zero tolerance to bullying.

We know that students behave best when they: enjoy their learning; feel it has purpose; are celebrated and successful; and are supported by staff who believe in them. We will always strive to bring this positivity to each student at Shireland CBSO Academy.



Additional support

The school is committed to serving students of all abilities. Some students will need additional support provided by the Inclusion Department or the Trust's wider teams.

The Inclusion Department has two key roles. The first is to ensure appropriate systems are in place to identify any emerging Special Educational Needs or Disabilities (SEND) and secondly to enable students identified with SEND to reach their full potential.

The team can provide in-class support, working with teachers across a number of subjects so that identified students can, with additional help, develop subject-based skills and understanding and make as much progress as their peers.

For students with Education, Health and Care Plans (EHCPs) we will seek to provide the support detailed within these plans to ensure that students are happy and successful.

Staff within the department will also assess, monitor and review students' skills, offer advice on students with additional needs and liaise with outside agencies who provide specialist assessment and support.

Whilst the school has no formal specialist resource base or provision, the Academy offers a wide range of support where needs have been formally recognised via an EHCP.

Please contact us if you have any concerns regarding a SEND need and are considering applying to the school to seek advice about our available support.





Music aptitude

All students attending Shireland CBSO Academy will be expected to have a commitment to music, recognising that they will be immersed in a musical experience throughout their time with us.

Each year, we are able to offer a limited number of Year 7 places on our music aptitude programme for students who are already exceptionally talented in music. Obtaining a place at the Academy via this music aptitude route means that these students will be expected to be leaders amongst their peers and an example of key characteristics of a successful musician through, for example, their outstanding performance skills. They will be expected to act as ambassadors for the Academy and support our work with our local primary schools and community groups to help shape the Shireland CBSO students of the future.

To apply for a place via the music aptitude programme you will need to complete a separate form on our website in addition to your application form. Music aptitude applications will close in mid-late September. Further details about the application and audition process are available on our website.



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How to apply

Our inclusive admissions process will, at all times, be open, transparent and fair, and will meet the requirements of the national Schools Admissions Code, the Appeals Code and Admissions Legislation.

Please see our website for details on how to apply: shirelandcbsso.org.uk.

We will have 150 Year 7 places and 60 Year 12 places for the academic year beginning September 2023.

If you have any questions about the admissions process, please email: info@scbso.shirelandcat.net.

We will also be available to answer your questions on our open day in September, further details of which can be found on our website.

Nodal points

Where the number of applications for admission is greater than the number of places available in a year group, applications will be considered against the oversubscription criteria as described in our Admissions Policy.

We have six nodal points for admission located in the six towns of Sandwell – Wednesbury, Oldbury, Smethwick, Tipton, West Bromwich and Rowley Regis. In a nodal point structure, we look at how close students live to their closest nodal point rather than how far they live from the Academy, which will ensure that every child in Sandwell will have the opportunity to gain a place at the Academy. Our Admissions Policy provides more detailed location information.

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