




SAMUEL WARD

Samuel Ward Academy,
Chalkstone Way,
Haverhill, Suffolk CB9 0LD
Tel: 01440 761511 Fax: 01440 761899
www.samuelward.co.uk
swa@samuelward.co.uk



The best way to predict the future... is to create it.



SAMUEL WARD

UNITY Schools Partnership

The UNITY Schools Partnership is a partnership of schools located on the Suffolk, Cambridge and Essex borders. We share the same values, face similar issues and are geographically close enough to support and challenge each other.

We recognise, however, the unique characteristics of each of the communities we work in and how they are reflected in distinctive school cultures.

We encourage cultural diversity, celebrate the special qualities of each of our schools and recognise that for communities to become sustainable they must develop and grow.

We are not looking for corporate solutions but a partnership that respects, sustains and supports. Our model is about creating interdependence; schools that are more self-sustaining than stand-alone academies, less dependent than local authority schools and more independent than schools in corporate chains.

However, we do all subscribe to a set of shared values, principles and operational processes that ensure quality education for all our young people.

Our central belief is that every young life is special; open to possibility, gifted with the potential to change the world for the better but too often bound by the limits of their own circumstances.

Our ambition is to unlock the potential of all children, remove the barriers to aspiration and ensure that all our young people succeed.

Our board comprises a range of trustees from the commercial, financial and public sectors. Our job, as sponsor of Samuel Ward, is to provide both support and challenge to the school as it continues to develop and grow.



Welcome to Samuel Ward. I am proud to be the Headteacher of a school that values each and every individual. We have designed our curriculum to build confidence and responsibility in our learners, to offer them opportunities to become assured and active members of society as well as equipping them with both the skills and the knowledge they will need to achieve academic success. Our ethos is founded on the principle of mutual respect, a strong set of values, powerful, supportive relationships and high aspirations for all. We value honesty and integrity, we stimulate creativity, we foster independence and we celebrate resilience. Our school buzzes with life, with creative excitement, with the unmistakable spirit of a thriving learning community.




This is an inclusive school with excellent support for students with special educational needs or disabilities. We are committed to equality of opportunity. We expect everyone to be the best that they can be and yet strive to be more.

We are a school that serves our local community with pride. Ambitious for every student, we are dedicated to teaching with passion and determination, to making every lesson as effective as it can be, to leaving no child behind. Our teachers are learners too, continuously engaged with their own development as practitioners. We expect excellence from everyone.

Our curriculum is broad and ambitious, taking students on a detailed learning journey which will equip them with the cultural and personal capital they will need as they become competent, compassionate, confident adults. Through our Aspire, Personal Development and Enrichment programmes, we provide rich opportunities for personal growth and exploration.

I want all of our students to go to great things; to be successful in life and in work. Our limitless ambition for our students demonstrates as clearly as it could our commitment to the school motto, that 'the best way to predict the future... is to create it.'

Andy Hunter
Headteacher



Our ethos is one founded on the principle of mutual respect, a strong set of values, supportive relationships and high aspirations and ambition for all.

Our Values

Compassion is caring about others. It is wanting to help those who are hurting. Compassion is showing kindness to all people.

Courage is being brave when we are scared. It is being able to do something when we feel bad or fear we might fail.

Hope is wanting good things to happen. Hope is doing what we can to make good things happen.

Integrity is being honest. It is being trustworthy. Integrity is being true to yourself and your beliefs.

Justice is making sure that we treat others and ourselves fairly.

Resilience is about being able to stay strong when things go wrong.

Respect honours the good things that others and we do. Respect values people and things for who and what they are. Respect honours people and things of special worth.

Responsibility is taking care of the people and things that are ours. Responsibility is keeping our promises. It is doing our duty for our family, school, community and country.

Wisdom is gained through learning and doing. Wisdom is knowing what to do. It is knowing right from wrong, good from bad.

We know that starting a new secondary school might be a daunting prospect for your child. Our experience, and a great deal of educational research, tells us that the best way to overcome this is to make your child feel safe and secure as quickly as possible. Year 6 students spend several days in July at Samuel Ward Academy getting to know the layout, the routines and the staff. This gives us a chance to address any worries or concerns early on, so that students can enjoy a relaxing summer holiday before joining us in September as confident and well prepared as possible.



Transition

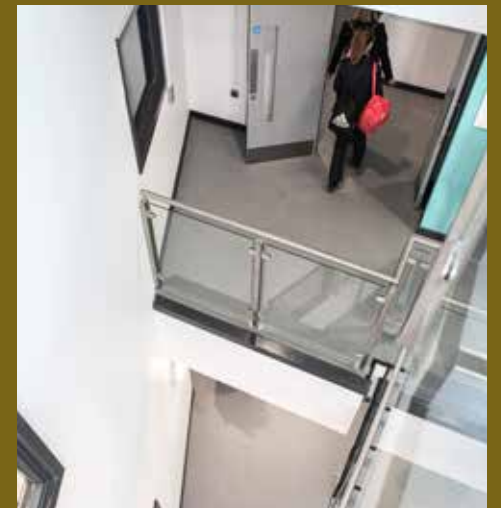
We plan our transition activities with thought and care to make sure that the experience is as smooth as possible.

We also know that in order to feel secure, your child will need to feel that they belong, that they are known well by staff and that they have opportunities to make new friends.

Belonging

We know that in order to feel secure, your child will need to feel that they belong, that they are well known by staff and that they have opportunities to make new friends. To ensure that this happens, each student is given a form tutor on entry. Your child's form tutor will do much to help them. They will be mentor, coach and advocate. They are the first port of call for any queries or concerns you may have, and in addition your child's Head of Year or Inclusion Officer can also be contacted should the need arise. We see every student as individual, and we know that high quality relationships count; trust needs to be well established in order to allow challenge and growth. Samuel Ward also welcomes and celebrates diversity and we believe that having high self-esteem is crucial to students' wellbeing.

Our SEND team are exceptionally well-qualified and experienced. Reasonable adjustments are made to the environment, curriculum and timetable to address students' needs by alleviating substantial disadvantage, including providing auxiliary aids and services to students with physical disabilities. We endeavour to offer all students equal opportunities to participate fully in school life, including after-school activities and school trips.



Tutor Time

An opportunity for your child to discuss topical issues, engage in enterprise initiatives and to take leadership roles with the other members of their tutor group.

Your child's day will start with Tutor Time. This is an opportunity for your child to engage with topical issues through regular assemblies and take on leadership roles within their tutor group. Tutor time focuses on the development of literacy through guided reading and spelling activities. Discussions develop oracy and thinking skills as well as teamwork.

It provides an opportunity for students to engage with our values in a safe, supportive environment where preconceptions can be challenged. It also allows us to ensure every student starts the day in full, smart uniform and with all of their equipment.





The Houses

Darwin, Cavell and Brunel houses are communities in themselves and they involve all students from Year 7 through to Year 13

Your child will join one of our three houses which they will stay in until they leave Samuel Ward. Chosen because they exemplify our values, Darwin, Cavell and Brunel houses are communities in themselves and involve all students from Year 7 through to Year 13. Each house has its own identity and values, and these form a focus for assemblies, Tutor Time and events throughout the year.



Belonging to a house engenders pride and a sense of belonging, provides opportunities for competition and teamwork and promotes and embeds our values, often through charitable work. The houses also provide a mechanism to connect with students from other years.



The curriculum that your child will follow in Years 7-9 is one that is designed to provide a firm base for continued success at GCSE and beyond. It is also a curriculum that recognises that not every child is the same. Every student will study a full range of courses: English, maths, science, French, history, geography, the arts, product and graphic design, food & nutrition, computing, religious education, PSHE and P.E. Some students will have the opportunity to study German in Year 7 and then decide which language to take forward in Year 8. In Year 9 we introduce film studies and photography, giving a taste of further subjects that can be chosen at GCSE. Lessons are an hour long, though some subjects may be taught in double lessons. Each lesson begins with a "Do Now" task, completed individually in silence, which settles the class and provides either a brief recap of prior learning or an

introduction to new learning. Some lessons will involve instructional activities that will help your child develop the skills needed to recall information quickly and accurately; others will have an enquiry focus, enabling students to spend longer carrying out investigations with increasing amounts of independence. In English, we will spend time encouraging students to be avid, capable readers as well as developing their skills in writing and critical evaluation. In maths, the focus will be on mastery, the process of ensuring full and complete understanding before moving on. Every other Wednesday afternoon, students will participate in personal development, or PD lessons. These lessons are generally taught in tutor groups though there will be occasions where students join together in more than one tutor group, a year group or a house. These lessons extend the principles of Tutor Time and allow us to explore topics such as democracy, community, personal finance and online safety.



A Curriculum for Everyone

The curriculum that your child will follow in Years 7 is one that is designed to provide a firm base for continued success at GCSE and beyond

The personal development of each student is at the forefront of our focus for every individual within the academy. Each year group has a personal development programme that is tailored to their age and need. Within this area of our curriculum students will receive financial education, they will explore diversity and British Values and get to hear from external speakers such as the police and the school nurses. Throughout both KS3 and KS4, personal development lessons aim to enrich the cultural capital of our students, embedding life skills such as communication through whole class debates and the importance of research and reflection in order to construct educated opinions differentiating between fake news and fact. Personal development also embeds leadership skills



within its programme and within the school students are encouraged to confidently apply themselves to a plethora of roles such as the Junior Community Sports Leaders Award and the Duke of Edinburgh Award, as well as positions as Peer Mentors, Ambassadors, Language Leaders, Learning Leaders and more. In year 11, students are invited to apply for the prestigious role of Student President and Vice President. The successful candidates will oversee the school council, host termly meetings during Personal Development lessons and discuss the outcomes of the meeting with the senior leadership team. Furthermore, they will work alongside the heads of house and the school ambassadors to organise student-led initiatives and charity events.



We offer a plethora of leadership qualifications, many of them nationally accredited.

Leadership

School Clubs

We believe that enrichment opportunities are an essential part of your child's education.

At Samuel Ward Academy we believe that enrichment is a right, not a privilege. Enrichment is a core part of our curriculum and this is why we are dedicating curriculum time to this.

The Personal Development (PD) Enrichment Programme is for Year 7 – Year 11 students. This is a one-hour super-curricular experience per fortnight, on Wednesday period 5 in week B. We are offering a vast array of experiences including physical and emotional, creative, cultural, and environmental activities. All activities are appropriate for ages 11-16 as groups will be vertical (mixed year groups).

This is an excellent opportunity for students to try something new and to broaden their horizons. PD Enrichment encourages teamwork, competition and resilience.

We encourage students to develop leadership skills, with students being able to take part in a wide range of opportunities such as School Ambassadors, Sports Leaders, The Duke of Edinburgh Award, School Council and Eco Club.

We also host 'SAM Speaks' workshops – where we invite inspirational people to come and share their motivational advice and experience with our students.



Aspire for all

We believe that high aspirations underpin academic achievement and personal development.

We believe that high expectations and aspiration underpin academic achievement and personal development. We will encourage your child to believe in their potential, providing them with regular feedback, ambitious targets to reach for and careers advice and guidance to help them mould their future pathways. This is an organic process: your child's tutor, year team and teachers will regularly review their ambitions and the progress they are making towards their targets.

Our Aspire programme encourages a wide range of our partnership universities and businesses to run

workshops/master-classes giving students a taste of a wide range of under-graduate courses and careers. We are supported by the University of Cambridge, University of Oxford and University of East Anglia. In addition to this we run a careers and higher education fair for students in September. In November we host the annual Aspire Event where students and parents can explore careers opportunities.



Our teachers are committed, expert professionals who set the highest expectations of excellence for themselves and their students. We believe that the school is a learning community where teachers are thoughtful, reflective and kind – seeking out the best innovations in our profession and carefully assessing the students and their work to provide the most helpful support. We expect our teachers to challenge themselves to be better every day and we provide a range

of CPD opportunities to support this ambition. Alongside a weekly diet of Takeaway Teaching and CPD breakfasts, our teachers are participating in Masters' degrees in education, the suite of National Professional Qualifications and working alongside prestigious organisations such as the Ambition Institute and the Chartered College of Teaching. We believe that teaching and learning is best when teachers are learning too.



Teaching and Learning

Your child will experience excellent teaching and learning.

The curriculum at GCSE is complex and offers a wide range of subjects to choose from as students begin to increasingly tailor their own learning. At the core of our curriculum is a belief that breadth is good. The English Baccalaureate (English, maths, science, history or geography and a language) provides the best range of experiences for many learners and achieving highly in these subjects will serve them well when it comes to university applications and employment opportunities. All students will take maths, English and science. We recommend that where students are likely to be successful, they take both a humanities subject and a language. Everyone will take at least one of French, German, history and geography. We have worked hard to offer more choice, so now if students want to take more than one humanities subject, they can. If they want to

take both art and drama, they can. Students can take separate courses in biology, chemistry and physics if they are keen on the sciences. Our visual arts department, offering film studies, photography and fine art, is a real strength. In the last two years we've added exciting opportunities for students to study engineering, sociology, business studies, Health and Social Care and computer science. We firmly believe that the key to success at GCSE is to take courses that challenge you and that you enjoy.



A Broad Curriculum

Students begin to increasingly tailor their own learning.

Students achieve well here. In English and in maths, roughly three quarters of our GCSE students achieve a grade 4. Students achieved more grades 8 and 9 here last year than ever before. Results at A-Level are on an upward trend too, with more students achieving the highest grades. However, we are ambitious for results to improve further. We have high expectations of teaching and learning and a culture where teachers expect to visit each other's lessons to observe and share ideas as part of our continuous professional development programme. We record information about students' progress centrally in Go 4 Schools, visible to parents at any time. You can log on to see your child's targets, recent assessments, attendance and reward or consequence points. Those numbers won't tell you the whole story, but they will act as the starting point for a conversation about your child's progress.

Our achievements are celebrated in other ways too. We hold a National Citizenship Service Gold Award. We are a Centre of Excellence for Financial Education. In the arts, we have been awarded the prestigious Artsmark Gold Award 6 times. The quality of filmmaking, artwork, photography and dramatic performance is stunning.



We expect students to make exceptional progress from their starting points, no matter their ability.

Achievement

Years 12-13



COMMUNITY

SIXTH FORM

When students begin Advanced Level study they enter the Haverhill Community Sixth Form. Here they have their own purpose built block that includes a range of study areas, a dedicated computer room and a cafe. Although the Sixth Form has its own distinct identity, it still retains school connections with the academy through the mentoring of younger students and the sixth form student leadership

team. The Sixth Form offers over 25 different post-16 courses, including A Levels in science, maths, history, geography, psychology, sociology, English, film studies, art, photography, economics and more. We also offer a range of vocational courses at Level 3, including health & social care, business, ICT and sport. More details about the Sixth Form are available online at: haverhillcommunitysixthform.co.uk



The Sixth Form has its own distinct identity.

The Sixth Form

Our focus in the Sixth Form is to equip our students with the skills, mind set and behaviours needed for successful, increasingly independent study. Students are expected to take greater responsibility for organising their time effectively, for meeting deadlines and for preparing in advance for lessons. We recognise, however, that these skills take time to develop, and for some it takes longer than others. That is why we

provide comprehensive support for each student by allocating them a tutor and an inclusion officer who advises and guides them, as well as ensuring through our Futures Programme that they have the information they need to make sensible and informed decisions.



Independence

Our focus in the Sixth Form remains on equipping our students with the skills, mind-set and behaviours needed for successful and increasingly independent study.



Progression

Over 60% of our students apply to university.

Over 60% of our students apply to university and many have gained places at Russell Group institutions, including Oxford and Cambridge. Our Futures Programme offers diverse opportunities to help to ensure that our students leave the Sixth Form as confident, resourceful and responsible adults, ready to create their own future. We have an in-house Careers Advisor who has strong links to local businesses, apprenticeships and the community, ensuring that those students who wish to progress into high quality jobs and apprenticeships are given the advice and support they need to do so.





Confidence

Looking forward to the future with confidence, a strong sense of purpose, a firm set of moral values and a responsible character.

As your child's time in the Sixth Form draws to a close and they prepare to face the challenges of university, work or the wider national and international community, they can look forward to the future with confidence. During their time with us, they will have become more self-assured, will have gone a long way towards mastering the art of learning and will have become more able to evaluate their options and make their own choices.



We hope too that they will have developed a strong sense of purpose, a firm set of moral values and a resilient and responsible character; one that understands the needs of the communities around them, how to work with others and how to bounce back from disappointment. Armed with these attributes and a strong set of academic and other achievements, your child will be able to realise our and their ambition that 'the best way to predict the future... is to create it.'

