

*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.



**UNITY**  
SCHOOLS PARTNERSHIP



Welcome to Samuel Ward. We are proud to lead 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.



This is an inclusive school, with excellent support for pupils with special educational needs or disabilities. We are committed to equality of opportunity. Our ethos is founded on our determination that all of our students should be aspirational, brave and compassionate. 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.

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.


As part of the Unity Schools Partnership we work closely with colleagues in other schools to share best practice and develop innovative approaches. We are especially excited and proud to be working so closely with Westfield Primary Academy, our closest neighbour and one of our largest partner primary feeder schools. By working together, we will be able to ensure smoother transition, greater access to resources, more opportunities for leadership development, greater sharing of expertise and a common approach to supporting all of our students to achieve. Our commitment is to provide excellent education, excellent care and excellent opportunities from early years to A-Level.

We want all of our students to go to great things; to be successful in life and in work. Our belief in our students' abilities and our limitless ambition for them all 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  
Executive Headteacher

Kev Geall  
Head of School





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



I am **aspirational**. I seek opportunities and strive to develop my skills and knowledge.

I am **brave**. I am willing to step out of my comfort zone and stand up for what is right at all times.

I am **compassionate**. I treat everyone with respect and support others who are in need.

Personal development is a vital area within the student's curriculum, something that we prioritise in order to encourage our students to discover their strengths and passions. We have dedicated PD lessons once a fortnight, but we also include within our PD offer assemblies, tutor times, enrichment, trips, clubs, charity events, competitions, careers education and anything else that helps our student grow into the kind of young people that we can all be proud of.

We want all of our students to be Aspirational, Brave and Compassionate. Those three values form the spine of all the personal development work we do. PD lessons, tutor times and assemblies are all colour coded to make clear which value or values they are focussing on.

Over the course of each year, there will be a menu of activities to undertake relating to each value. Students who successfully complete five challenges from the menu for a particular value will earn a badge to wear on their blazer. If a student earns all three badges in a year, they can trade in those three badges for one which combines all three ABC values.



# Transition

We plan our transition activities with thought and care to make sure that the experience




## Years 7-9

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. We will also run our one-week Year 6 Summer School in the week beginning 21st August 2023.



is as smooth as possible.



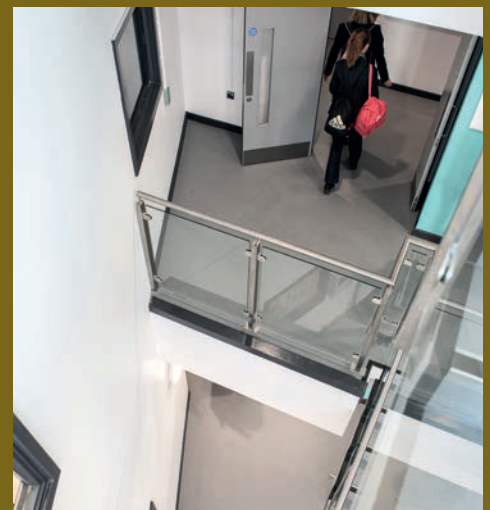
We also know that in order to feel secure, your child will need to feel that they belong, that they have opportunities to make new friends.

# 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.



are known well by staff and that



# TutorTime

An opportunity for your child to discuss topical issues, and to take leadership roles with the other members of



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, values, team work and curiosity about the World. 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.



engage in enterprise initiatives  
their tutor group.





# The Houses

Darwin, Cavell and Brunel houses are communities in themselves and they  
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 they 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.



involve all students from



# 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



## Years 7-9

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.



success at GCSE and beyond





We offer a range of leadership opportunities and programmes.

# Leadership



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 such as Peer Mentors, Sports Reps, Charities Reps, Equalities Reps 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 various representatives to organise student-led initiatives and charity events.







# School Clubs

We believe that enrichment opportunities are an essential part of



## Years 7-9

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. 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 Representatives, 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.

your child's education.





# Aspire for all

We believe that high aspirations underpin academic achievement



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 April we host the annual Aspire Event for students and parents to attend to explore careers opportunities.



and personal development.





# Teaching and Learning

Your child will experience excellent



## Years 7-9

Our teachers are committed, expert professionals who set the highest expectations of excellence for themselves and their students. We believe that the classroom and 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 continuing

professional development (CPD) opportunities to support this ambition. Alongside a varied diet of CPD such as weekly Teacher Talks, coaching, mentoring and peer working, 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.





# A Broad Curriculum

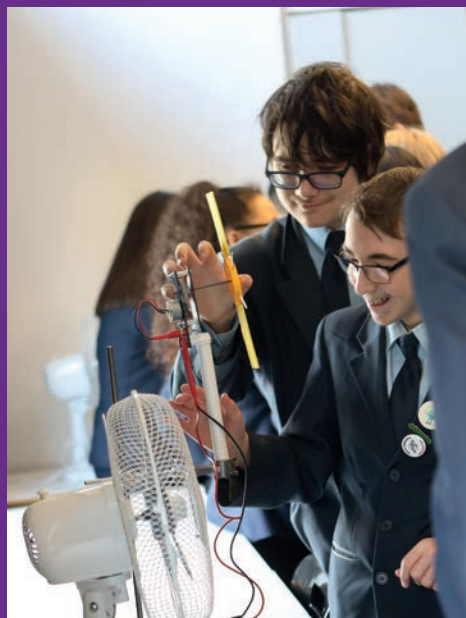
Students begin to increasingly tailor




## Years 10-11

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. Students' year on year improvements in attainment and achievement are proof that our approach works.



their own learning.

A young woman with long brown hair is lying on her back on a dark-colored couch. She is wearing a light-colored, long-sleeved top. Her eyes are closed, and she has a peaceful expression. The room is dimly lit with vibrant, multi-colored ambient lighting in shades of blue, purple, and green. The lighting creates a dreamy and serene atmosphere. In the background, there are some indistinct shapes, possibly shelves or furniture, also illuminated by the colorful lights.

We expect students to make exceptional progress from their starting points,

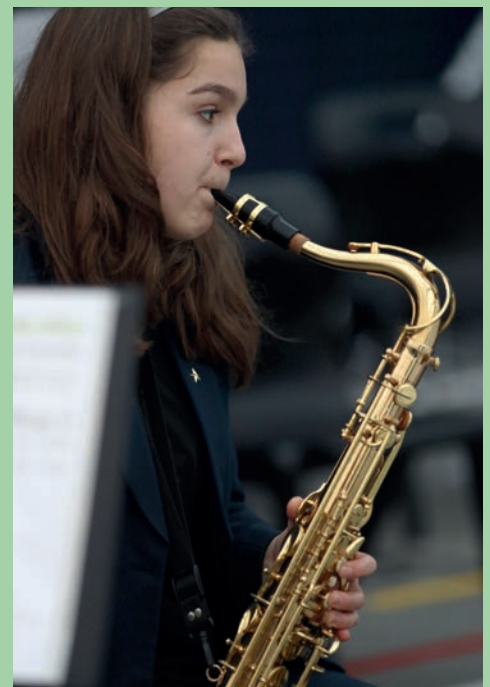
# Achievement



## Years 10-11

Students achieve well here. The proportion of students achieving a grade 5 (equivalent to the old grade B) or above in both English and maths has risen from 35% in 2019 to 52% in 2022. Three quarters of students achieve a grade 4 (equivalent to the old grade C) or above in both English and maths. Two students achieved the maximum grade nine in every one of their nine subjects. 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.



no matter their ability.





The Sixth Form has its own distinct identity.

# The Sixth Form





# 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. And 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](http://haverhillcommunitysixthform.co.uk)





# Independence

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



## Years 12-13

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.



mind-set and behaviours needed



# Progression

Over 60% of our students apply



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.



to university.



# Confidence

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



## Years 12-13

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.'



a responsible character.






**SAMUEL WARD**

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