




SAMUEL WARD

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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, stimulate creativity, foster independence and 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 pupils 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. We expect excellence from everyone. At the heart of our Key Stage 3 curriculum are stories about ordinary people who achieve exceptional things, stories which serve as an inspiration for our students and demonstrate our belief 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.



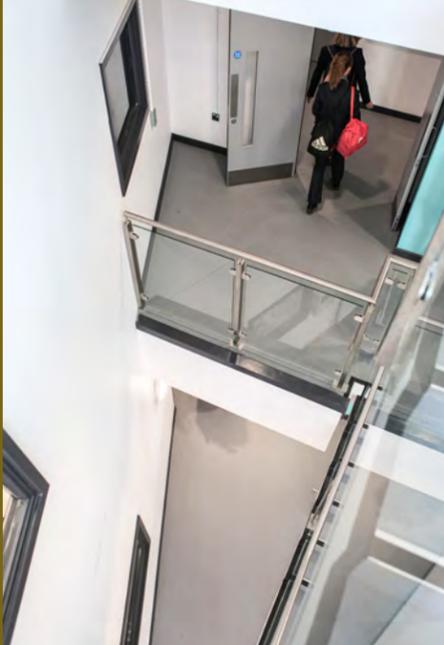
We also know that in order to feel secure, your child will need to feel that they belong, that they are known well by staff and that they have opportunities to make new friends.

Belonging

We 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. To ensure that this happens each pupil is given a tutor on entry to the school, a specialist member of staff that then acts as the academic and social mentor for your child. Your child's tutor will do much to help them. They will be mentor, coach and advocate. They will work with you to identify your child's strengths and passions, any barriers to their learning and the solutions to overcome them. They are the first port of call for any queries or concerns that you might have, and in addition your child's



Head of Year or Inclusion Officer can be contacted at any time should the need arise. We see every pupil as an individual, and we know that high quality relationships count; after all, trust needs to be well established in order to allow for challenge and growth. We will get to know your child very well indeed, and in doing so help them to realise their potential.





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 discuss topical issues, engage in enterprise initiatives and to take on leadership roles with the other members of their tutor group. Tutor Time focuses on skills such as the development of oracy, thinking and teamwork.

It provides an opportunity for students to engage with our values and a safe, supportive environment in which to challenge their preconceptions. It also allows us to ensure that 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 pupils 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 they involve all pupils 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 for pupils from all years to connect, meet and shape their identities.



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 curriculum that your child will follow in Years 7 to 9 is broad, rich and 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 in Year 7 will study a full range of courses: English, maths, science, French, history, geography, art, product design, food & nutrition, P.E., PSHE, RE, Classics and IT. As students move through Key Stage 3 they will be able to enjoy even more subjects such as Photography and Film. Students in Year 9 will choose their subject options for study in years 10 and 11. In Year 7 students are placed in broadly streamed classes which helps to ensure that each student gets the right challenge. This class is the same for virtually all subjects, helping our Year 7s to make friends and find their way around the school with their peers, all of whom have the same timetable. In later years we set where we believe it is of most benefit - in maths, science and languages – and we set each of those subjects independently of the others, so a student who is strong in science but less so in French can be in the appropriate set for both. In English, there are two sets for the most able and several parallel mixed ability sets. Crucially, students can move between sets for the whole of Key Stage 3, providing both flexibility and motivation.

Lessons are an hour long, though some subject 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. Student feedback greatly informs the PD curriculum and this is an area where we really help students to learn what they want to know about the world and their place in it.

School Clubs

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

We believe that enrichment opportunities are an essential part of your child's education. That is why we invite your child to choose from a wide range of after school clubs that take place on a Tuesday and Thursday.

The range is broad and ever changing, with staff leading session according to their own interests and skills. Through enrichment comes the confidence born of trying something new, of broadened experiences and of a wider set of friendships. Enrichment encourages teamwork, competition

and resilience. It also develops leadership, with pupils being able to take part in a wide range of opportunities such as School Ambassadors, Sports Leaders, Drama Leaders, Language Leaders, the Duke of Edinburgh Award, the Eco Council and the School Council. We recognise and accredit the development of these skills, along with a number of others, in the MidBacc Award, the completion of which requires pupils to reflect on their learning and in doing so make clear the steps that they have taken.



We believe that high aspirations 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 futures. We know that this is an organic process, so your child's tutor will review their ambitions and progress regularly. We also recognise that many of our pupils will ultimately want to consider

applying to university, but that others capable of doing so may not have thought it possible for them. Our Aspire USP Programme aims to address this, providing enrichment activities run in conjunction with a number of Higher Education institutions and businesses, including the University of Cambridge, The University of East Anglia, Anglia Ruskin University, Wates Construction and Addenbrookes Hospital Trust.



Ambitions & High Aspirations

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

Teaching

Your child will experience excellent teaching and learning.

Years 7-9

Samuel Ward Academy is the lead school in the Suffolk Borders Teaching Alliance. It enjoys close links with a number of outstanding training providers and offers a wide range of professional development for its teaching and support staff. The approaches that Samuel Ward teachers use are at the cutting edge of educational practice (all of our teaching staff engage with educational research of one description or another). What this means for your child is that they will experience excellent teaching and learning not only during their time in Years 7 but also as they move through the Academy.



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. Typically the proportion of students taking all of those important subjects at Samuel Ward has been double that of the national average for schools. 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. More able students can take separate courses in biology, chemistry and physics. 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. If they want to take two languages, they can. Our visual arts department, offering film studies, photography and fine art, is a real strength. 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.

Years 10-11

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

The focus on leadership development remains as students progress into the Academy. We offer a plethora of leadership qualifications, many of them nationally accredited like 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. Many of the students that engage with these schemes also help out in our highly regarded summer school, and in doing so help the next generation of students to successfully make the transition to Samuel Ward. Our students also connect with



people their own age from different parts of the world. We have links to schools in India and China and have been awarded International Schools Status.



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

Leadership



Partnership

We know that real success is achieved through partnership and mutual support.

We believe that a positive mind-set can make a significant difference to a learner's sense of themselves and of what they can achieve, so we provide targeted feedback, plenty of practice and an enormous amount of emotional support to ensure that our students are ready to encounter the challenges they will face. We have a strong focus on the building of resilience and, through our programme of carefully considered examination preparation, we help our students master the techniques they will need in order to be successful. We know, however, that real success is achieved through partnership and mutual support, so we will also work with you to ensure that you feel well



equipped to support your child in their learning. Students leave the Academy having grown in confidence, further developed their leadership skills and having achieved the high quality examination results and learning habits that they need to access Sixth Form study and Higher Education beyond that.





HAVERHILL

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 strong connections with the academy through the mentoring of younger students and with the house system. The Sixth Form offers over 25 different post 16 courses, including A Levels in

science, maths, languages, history, geography, psychology, sociology, English, media, art, photography, product design and more. We also offer a range of vocational courses at Level 3, including health & social care, business, ICT and sport. Most students will start their A Level programme of study taking three courses, though some students may be able to study a fourth. 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 of tutorial sessions. 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 learning coach who advises and guides them, as well as ensuring through our PSHE provision and careers advice 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.

Sixth Form students also have a large part to play in the life of the school. They often act as mentors to new pupils entering Year 7, showing them around and making sure that they enjoy a successful transition. Others volunteer to assist younger pupils to read, or take up positions as coaches, leading activities in our Enrichment provision.

The Sixth Form also has its own student leadership team, responsible for organising the social, sporting and charitable events that, along with long hours of study, characterise Sixth Form life. They also act as a voice for the students, helping us evaluate and shape our approaches to learning.



We provide comprehensive support for each student.

Sixth Form Life

Over 60% of our students apply to university and many have gained places at Russell Group institutions, including Oxford and Cambridge. With our strong links to the University of Cambridge, as well as a number of other Higher Educational institutions, our students have access to a range of trips, lectures and visits hosted by them. This diversity of opportunity helps 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.



Progression

Over 60% of our students apply to university.



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.'

