



Enriching minds, enabling success

PROSPECTUS 2023



CONTENTS

- 2 Headteacher's Welcome
- 3 Admissions and Transition
- 4 Our Values and Ethos
- 5 Our Academic Curriculum
- 6 Our Unique Curricular Elements
- 7 Our Social Curriculum
- 8 Safeguarding, Wellbeing and Attendance
- 9 Raising Achievement and SEND
- 10 Careers and SPA+



Enriching minds, enabling success

HEADTEACHER'S WELCOME

Welcome to Sewell Park Academy, where we believe that every student should have the highest aspirations for their future.

Our dedicated staff work tirelessly to ensure every student receives the opportunities to succeed, through high standards of academic achievement and social conduct. We achieve this through our vision of 'enriching minds, enabling success'. Our values of being calm, creative, engaged and respectful underpin everything that we do, while maintaining the pastoral care and personalisation that students require through their academic journey.

At the heart of a large community, we are an inclusive school which is moving from strength to strength. Our teaching facilities combine modern, purpose built workshops and laboratories alongside our historic main building, all set in green and spacious grounds.

It's a very exciting time for us at Sewell Park Academy and we warmly welcome your visit.

Mr David Day
Headteacher



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enabling success* 

ADMISSIONS AND TRANSITION

Choosing the right high school is a very important decision and we are delighted that you are considering Sewell Park Academy for the next stage of your child's education.

Our Open Evening and events are an excellent opportunity for you to speak to our staff and ask any questions you may have, as well as seeing what our school has to offer to prospective students.

We recognise that the move up to Year 7 can be an anxious time for both students and parents, as well as very exciting! In order to ensure a successful start at Sewell Park, we will work closely with our local primary and junior schools to make the transition as smooth and worry-free as possible.

Our Year 7 induction programme is well-established and will provide a wide range of activities, events and ways of supporting each and every student through their first year at the school.

Applications for in-year transfers are also welcome and should be made via Norfolk County Council.

“I was scared about moving to high school, especially about getting lost but all the staff have been really helpful at helping us find our way around. I've made some new friends too, which is great.”

Year 7 student

UNIFORM



We believe that a student who turns up in full, smart uniform is displaying the right attitude to want to learn and fulfill their potential.

All students are expected to follow the uniform code and the wearing of the correct uniform is an integral part of the school ethos, which promotes positive attitudes, high standards and a sense of personal pride.

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OUR VALUES AND ETHOS



At Sewell Park we believe that school is a place for providing the experiences and guidance necessary in order to grow a young person into the most successful possible version of themselves that we can. During their five years with us, we want them to learn the best of what is known about our world and their role within it; to embrace challenge and not shy away from tackling difficult things; to explore hundreds of future careers of value and aspire to pursue one; to understand that our values direct many of our behaviours; and to accept guidance on adopting positive social values as their own character attributes. We also want to develop within them a progressive, sophisticated body of societal knowledge and positive social and essential skills – ways of perceiving the world and behaving within it in a way that best supports high level success.

Our approach to developing our students into the best possible version of themselves is based upon both our course design and learning methods that enrich minds. In addition, we enable success through both an insistence and adherence to our core values of being calm, creative, engaged and respectful, as well as through the careful teaching of a rich curriculum of social knowledge, interpersonal and essential skills. In essence our pastoral, disciplinary and rewards programmes all share the aim of developing specific 'successful habits' in our students' ways of being that are most likely to bring success both in school every day, as well as in the wider world both now and in the future.

OUR ACADEMIC CURRICULUM

Years 7 and 8

Our Key Stage 3 programmes have been designed to ensure full coverage of the specified National Curriculum content. The courses are knowledge rich, deliberately challenging and are punctuated with quizzes and assessments to probe understanding and develop greater learning.

Within the subjects of: English, Maths, Science, History, Geography, Spanish, Religious Studies & PSHE, Music, Performing Arts, Computer Studies, Technologies and PE; are a specified number of hours dedicated to the teaching of our unique curricular elements: Future You, Big Ideas and Academic Literacy.

As Year 8 students, they will start to think about and choose their GCSE Options, which will start mid-point through Year 9. This does not mean Year 9 students experience a reduced curriculum throughout GCSE study, quite the contrary in fact. Our new 'Big Ideas' programme will expose students to rich and culturally valuable knowledge from all subject areas of the GCSE programme, regardless of whether they have chosen to study at exam level or not.

Years 9, 10 and 11

Just as with KS3, all our Key Stage 4 examination courses have been carefully considered with Delivery Maps for all years of study. Each of these details the intended lesson by lesson journey through the year's curriculum.

All students will study core subjects: English (Language and Literature), Maths, Combined Science, PE and PSHE.

Students will then need to select an EBACC subject of either Geography or History and have a choice from a wide range of further subjects: Art, Computer Science, Design and Technology, Enterprise and Marketing (Business), Health and Social Care, Media Studies, Music, Performing Arts, Photography, Psychology and Spanish.

Each subject curriculum has been designed such that the teaching and assessment of exam-board materials takes no longer than the Qualifications and Credit Framework (QCF) 140 hour ceiling.

OUR UNIQUE CURRICULAR ELEMENTS



The **Future You** strategy ensures that students receive continual exposure in their subject lessons to the huge range of professional futures that are available to pursue.

This curricular element is a deliberate school-wide attempt to humanise future careers and workplaces and to raise aspiration through providing broad awareness of future professional possibilities.

The **Big Ideas** strategy is designed to ensure that our students are exposed to 'the best of what is known', thereby enhancing their cultural capital. All subjects deliberately programme the teaching of important, exciting and/or amazing things that aren't already in the National Curriculum or exam board specification. Such Big Ideas lessons explore knowledge and understanding that we feel enhances lives.



Academic Literacy

The **Academic Literacy** strategy ensures that in all subjects across the school there are lessons that have been deliberately designed to increase skill and understanding in essential communication skills, including: analytical reading; oracy and presentation skills; extended writing, with an understanding of genre and development of technical vocabulary.

Every lesson includes a **High Challenge** task or activity being shared with students. These are small additional tasks that push students to think that bit harder, to make links between subject ideas or to put in that extra bit of effort that leads to excellence. Completing High Challenge tasks results in students being awarded Brain Stars and a series of reward badges.



High Challenge



Every lesson also includes the sharing of a specific **Successful Habit** - a way of being that we believe should be adopted by our students, as acquiring such habits will underpin future success. This is a five year programme to progressively develop essential skills, positive behaviours and societal knowledge.

OUR SOCIAL CURRICULUM

Our social curriculum is built upon two distinct but linked approaches – the teaching and ongoing insistence on a set of non-negotiable **Social Routines** and the development, over five years, of a suite of **Habits for Success**.

The school's **Social Routines** are carefully scripted procedures that we expect students, and staff, to adopt in different scenarios across the whole school day – from 'arriving at school' to 'leaving school'. These are carefully and frequently taught and represent our behavioural norms, thus preventing unproductive lesson time and antisocial behaviour.

Our detailed **Habits for Success** model is built around three levels of sophistication:

1. Essential habits
2. Transitional habits
3. Post-16 habits



We have identified three areas of a person's attributes that could conceivably be developed through a well-considered social curriculum of knowledge, character attributes and social, essential and basic skills.

Through our social curriculum, our students are trained in social habits that we consider to be most likely to enhance their future; taught socially and culturally valuable knowledge; and taught about other aspects of character that are decent. The ultimate aim of our work being that students acquire social 'competencies', best described as the automatic application of skills and knowledge to a live situation and the ability to readily apply them where appropriate.

Over their time with us, in addition to achieving academic qualifications, we want all of our students to acquire a broad range of automatic, socially successful behaviours which allow them to do well in a wide variety of personal and professional scenarios.

SAFEGUARDING AND WELLBEING

At Sewell Park we are committed to ensuring that every one of our students is safe and protected from harm. For all children and young people at our academy, this means we will always work to protect them from maltreatment and prevent impairment of their health or development. We will also ensure they grow up in circumstances consistent with the provision of safe and effective care and take action to enable them to have optimum life chances and enter adulthood successfully. We give clear guidance to all staff, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote wellbeing of our students.

Alongside our designated safeguarding team, each year group has their own Year Leader for pastoral care, who assist the Heads of Year with behavioural and welfare concerns and support students' emotional, social and physical wellbeing. They are the first port of call for any issues, no matter how big or small, treating concerns carefully and only sharing with the appropriate professionals. They can help with referrals to see one of our school counsellors.

We really value young people's mental health and wellbeing and share weekly notices to students, and staff, signposting them for self help and further support if needed.

“*Staff are highly vigilant in ensuring pupils' well-being and safety...Pupils feel welcomed and protected.*”
Ofsted 2022

ATTENDANCE

We expect Sewell Park students to attend school daily and punctually, which will give them the greatest chances to achieve their full potential. Good attendance at school is linked to academic achievement and we want all our students to have every opportunity to access their education in an interactive classroom environment amongst their peers.

We seek the support of parents in ensuring regular attendance and request prompt communication should a student not be able to attend for any reason. We will keep parents informed if attendance starts to fall below a satisfactory level and will work together to improve this and address any underlying issues.

RAISING ACHIEVEMENT AND SEND

“Going from primary to high school is a big leap for both parent and child. It's even more daunting when your child has multiple SEN needs. We can't believe how well our child has settled into Sewell Park and how amazing the school has been at supporting her. As a parent all you really want to know is that your child is happy at school, which she is, so we know we've made the right choice”

Year 7 parent

At Sewell Park we believe in a personalised approach to learning. We ensure that our staff and curriculum take into account the individual needs and abilities of the diverse student body, in both teaching and assessment. Support and intervention is provided to students who need it, throughout all year groups.

Through this structured and responsive learning environment, an ethos is created in which all our young people are able to participate, make progress and achieve.

Whether they have a learning difficulty, disability or special talent, **all** students are supported to maximise their full potential. Our Room 22 Raising Achievement base provides a wide range of additional support and programmes beyond the classroom.

We are committed to teaching our students with Special Educational Needs in an environment that builds confidence and self-esteem and enables them to make good progress.

We value the presence of every child, irrespective of need. We are sensitive and proactive about devising ways in which a student with any disability can undertake any, if not all, of the same activities and curriculum as other students.



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Information, Advice and Careers Guidance

From Year 7 our students will receive information and guidance through regular PSE (Personal and Social Education) lessons, which includes preparation for KS4 option choices.

Our careers programme encourages students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school. It develops confidence and independence and aims to remove barriers to ensure students' readiness to take their next step in their learning or career.



- Community
- Leadership
- Enrichment

SPA+ is our website for students and parents to find out about life at Sewell Park beyond the classroom. There are lots of extra opportunities on offer, from Pop Up clubs to Student Leadership.

#NR3theplacetobe

We love where we live and our community. If you do too and are involved in projects outside of school you could earn our Community Champion badge!

Scan the QR code to find out more...

“Leaders provide pupils with rich information and guidance about future training, education and careers”
Ofsted 2022



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