

Welcome to Nunthorpe Academy



Nunthorpe
Academy

Information Pack

A guide for new students

A Welcome Message



Nunthorpe Academy, part of Nunthorpe Multi Academy Trust (NMAT), is a high performing 11-19 Academy that prides itself on the support and guidance given to every one of our students.

At the core of our ethos are the valued positive relationships between staff and students and we are proud of our friendly and purposeful atmosphere. Acknowledging and rewarding excellent behaviour, hard work, personal responsibility and participation are all integral to our high levels of achievement.

We believe that success is built through partnership between parents, staff and students and welcome the views of all of our stakeholders for the further development and increased 'aspirations' of all who attend the Academy. To support this, we have a well-established Parent Voice Group and new members are always welcome!

A key ingredient in our continued success is recruiting and retaining the very best staff who are committed to our students. High quality classroom practice is crucial in supporting students' academic success and to this end we ensure that teaching and non-teaching staff are engaged in thoughtful reflection and collaborative training as part of our drive towards further improvement.

Our curriculum is based on a rigorous academic core but with the ability to offer a range of vocationally based courses. This means every student can follow a pathway to success. Our curriculum develops the knowledge and skills required for our student's future success and we are proud of the high number who further their studies at Colleges and Universities.

We have an enviable reputation for excellence in all that we do. Our GCSE and A Level results are some of the best in the area and have led to our enhanced status as the lead school of the North East Schools Training Alliance - *teaching the teachers of the future*.

I am very proud of our Academy and despite everything that our staff and students have achieved, know that we are striving towards even greater success. We welcome you to come and visit us, speak to our staff and students and get a feel for what life at Nunthorpe Academy is really like.

Please use our [Calendar](#) (or add to your favourites) to keep an eye on opportunities for your involvement and participation.

Best wishes,

Mr Lee Brown
Executive Principal

Mrs Kate Kell
Head of School

Ready Respectful Safe



Our Ethos:

The simple message of READY, RESPECTFUL, SAFE is promoted at every opportunity and used throughout all aspects of life within the academy.

At the core of our ethos are the valued positive relationships between staff and students and we are proud of our friendly and purposeful atmosphere. Acknowledging and rewarding excellent behaviour, hard work, personal responsibility and participation are all integral to our high levels of achievement.

Uniform is purchased from Ross' Ltd (www.rossltd.co.uk)

Compulsory items from Ross's

Items	Gender	Description
Business Jacket with Academy Logo	Boys	Colour: French Navy Boys cut: Front pockets, mobile phone pocket, fully lined
	Girls	Colour: French Navy Girls cut: Side pockets, mobile phone pocket, fully lined
Academy House Tie	All	House Ties – Triumph (Blue), Invincible (Red), Endeavour (Green), Valiant (Orange), Victory (Yellow)

Other Items that can be purchased from anywhere but must meet the uniform expectations

Items	Gender	Description
Jumper	All	Colour: Navy Design: V neck jumper (tie must be visible)
Trousers	All	Colour: Dark Grey Design:
Skirt	Girls	Colour: Grey Design: Knee length, straight or pleated but must not have slit up the sides or raise up the leg when walking
Shoes	All	Colour: Black Design: Plain shoe (not boots) with not logos, or patterns. Images can be found on shoe website
Shirt	All	Colour: White Design: At least 35% cotton, short or long sleeves but must be long enough to stay tucked in at all times. Collar must be pointed
Socks	Both	Colour: Grey or Black Design: Plain, no design
Tights	Girls	Colour: Black Design: At least 40 denier, no design

Nunthorpe Academy have high expectations when it comes to uniform.

Uniform expectations must be adhered to at all times.

Sports Kit

Sports kit must be purchased from Ross' Ltd (www.rossltd.co.uk)

Items	Gender	Description
Reversible long sleeved sports shirt	Boys	Colour: Navy and white Brand: Falcon sports 100% polyester
Hooded Sports Sweatshirt	Both	Colour: Navy Blue
T-Shirt	Both	Colour: Navy and white Brand: Falcon sports
Shorts	Both	Colour: Navy Brand: Falcon sports long length
Socks	Both	Colour: Navy

Optional items from Ross's are:

Items	Gender	Description
Jogging bottoms to match hooded sweatshirt	Both	Colour: Navy
Leggings	Girls	Colour: Navy Design: Must be purchased from Ross's
Skort	Girls	Colour: Navy and white

Additional compulsory kit that can be purchased anywhere are:

Items	Gender	Description
Trainers	Both	Must be sports trainers, no plimsoles or fashion/casual trainers
Football boots	Both	Any football boots with studs or moulds.

Sports kit expectations: Only sports kit purchased at Ross's can be worn during PE lessons and extracurricular commitments

Our House System



Since September 2007, we have been successfully running a House system, with all students split into five Houses. The Houses are all named after famous ships (Endeavour, Invincible, Triumph, Valiant and Victory) and each House is based as closely as possible in one geographic location in the academy.

Each House is led by a Senior Pastoral Manager or Progress Leader and an Assistant Pastoral Manager, with the whole pastoral system in the academy coming under the leadership of one of our Assistant Vice Principals.

There are between 10 and 12 tutor groups in each House, and the tutor groups within a House work closely together to develop their own ethos and learning environment. Each tutor group has their own tutor, and every House team has support staff, who are available to work more closely with students and to support tutors. In addition to these there are 12 Core Tutor groups designed to support Year 11 in their final year with specific Maths, English and Science intervention in the period leading up to their important GCSE exams

Why we believe in the House system

"To achieve a creative community of staff and students working together to support and develop everyone on their journey to OUTSTANDING achievement." - Our Pastoral Vision

In essence, the Pastoral Team's ambition is to support every single student, no matter what their age, ability or circumstances, to be the best that they can be. The idea of community is important to us, whether it be the form community, the House community, the academy community or our contributions to our local community and beyond.

Vertical Tutoring (Temporary suspended due to Covid-19 restrictions to all students in year group bubbles)

Within the House system, we operate Vertical Tutoring; this means that each tutor group contains approx 3-4 students from each of Years 7-10. The benefits of this system are too numerous to mention, but they include:

- Allowing students of all ages to mix more freely and learn to work with people outside of their normal peer group;
- Developing leadership skills in students, by expecting them to act as a guide and role model for our younger students;
- Giving tutors more focused, meaningful one-to-one time with students at crucial times of the year; for example, the three or four Year 11 students get much more support with revision techniques and planning than they could have received from a traditional Year 11 tutor;
- Providing students of all ages with automatic mentors in the years above them; for example, Year 9 students naturally consult Year 10 and 11 students for advice when choosing their options;
- Creating a real sense of community within the House; an impression of a small "academy within an academy", which is particularly valuable as our academy continues to grow;
- Breaking down the traditional barriers between year groups, thus allowing students to feel safer and more supported wherever they are on the academy campus.

As a team, we spend a huge amount of time putting students into tutor groups to ensure that every child is allowed to flourish in the right environment for them. Where possible, we like siblings to be in the same House, as this allows parents to have one point of contact for all academy issues.

What happens in tutor time?



Form Period

We have a carefully planned and structured programme of activities during form periods, aimed at encouraging the development of personal skills and qualities, as well as building a sense of community. There is a timetable of activities for each House for each day of the week.

Assemblies (Delivered remotely currently due to Covid-19 restrictions on large gatherings)

All students will have a House/Year assembly once a week, which will normally be led by either the Senior Pastoral Manager, Pastoral Manager, a member of the Senior Leadership Team or a visitor. Assemblies provide us with the opportunity to:

- Create and communicate our vision for the House and our expectations of the students;
- Develop a clearer understanding of the wider academy, local, national and international communities and look at some of the issues faced by those communities;
- Give students the opportunity to reflect on moral, ethical and spiritual issues and achieve a sense of true British Values;

Celebrate the successes of the House, tutor groups and individual students.

Reflection Time

Students are given opportunities to reflect on a weekly theme or a current issue; they are also given time to reflect on their own week to assess things that went well and targets for improving in the next week.

Current Affairs

As part of our commitment to considering community issues with our students, we have introduced a weekly activity based on the local, national and international community. Some weeks, this will involve students taking part in a discussion about an issue which is currently affecting our society, for example bullying, terrorism or poverty. There will also be work on chosen charities, perhaps taking part in fundraising planning or learning more about the work of the charity. We will also use some of these sessions to contribute to our local community, perhaps by supporting a local initiative or organisation.

Community Builders

Weekly community builders are games or activities specifically aimed at building the relationships between students of different ages, as well as developing important cross-curricular skills such as listening, communication, teamwork and leadership.

Academic Monitoring

On three occasions throughout the year (Data collection 1, 2 and 3), subject teachers report on the progress of every student in the academy. In addition to updating parents on their child's progress in every subject, this gives tutors the opportunity to consider how their tutees are doing and what steps need to be taken to ensure that every student

Support Systems



Supporting every student during the seven years (if they stay on for sixth form) with us is at the heart of what the Pastoral Team stands for. Clearly the level and type of support which is appropriate varies according to each individual, but some of the people who may be involved in supporting your child are as follows:

Senior Pastoral Managers (SPMs)

There are four SPM's, one for each year group between 7-10. They are responsible for the welfare of every child in their House, both socially and emotionally. They are the leaders and visionaries for each House and work closely together to develop the whole academy ethos and vision for the pastoral system.

In addition to line managing the team of tutors and support tutors and planning the weekly activities and assemblies, SPM's are involved in monitoring the academic progress and behaviour of some of the more challenging or underachieving students. This may include putting students on report, carrying out one to one mentoring with them (or referring them to someone else to mentor), initiating PSP procedures (Pastoral Support Programme) or liaising with other agencies involved with that child, such as social services or medical staff.

Assistant Pastoral Managers (APMs)

The Senior Pastoral Managers are supported by Assistant Pastoral Managers. The PMs role is to support the students in their wellbeing, development and achievement, as well as ensuring that the Academy's high standards of behaviour and organisation are met. They are also responsible for attendance of some groups of students within their House, both praising and rewarding students with good attendance, as well as following up on any absences to make sure that every child in their House is given the very best chance to succeed at Nunthorpe Academy and beyond.

Form Tutors

The form tutor is at the very centre of every student's academy life and should always be the first port of call for any concerns or queries. As well as running the daily activities and encouraging students to develop their skill set, they are also crucial in the academic monitoring process, analysing data to spot trends and patterns and helping students (and where necessary parents) to take appropriate action. Form tutors provide a strong link with parents and will often contact home to see how things are going or to discuss a specific incident. In effect, the form tutors act in loco parentis during the academy day, and they should always be kept informed of any developments in a child's life which may be affecting their progress or behaviour in the academy.

Attendance Officer (AO)

The Attendance Officer monitors attendance across the academy (11-19) and works closely with the Pastoral teams, families, students and the Local Authority to ensure all students are attending the academy and receiving the best opportunities possible for them.

Inclusion Mentors

Many of our students go through periods of unrest at the academy, whether caused by family circumstances, adolescence, medical issues, friendship issues or other reasons. During these times of high pressure, we often see students crying out for attention through non characteristic behaviours within those they usually demonstrate, such as, by behaving inappropriately or being unusually emotional. We therefore have two Inclusion Mentors who are available to do more intensive one to one work with students who need support. This may include activities on self-esteem issues, friendship problems, bullying, behaviour or anger management. It gives students some calm, uninterrupted time working one to one with an adult who is not a teacher, and it is often all these

Rewards and Sanctions

Rewards

In addition to the whole academy rewards, the Houses regularly recognise the achievements of individuals and groups of students in various ways.

Each House nominates a "Student of the Month" on a specific theme; these students are recognised with a certificate and their photograph on the TV screens around the academy. Themes for SOTM nominations have included categories as varied as Most Improved Student, Commitment to Fundraising and Sports Achievement. House assemblies often contain an element of celebration, with House achievement awards, the presentation of certificates or rewards.

In addition, each House chooses one student every term to be recognised at the Governors' Commendation Evening. The reasons for being nominated might include all-round positive attitude to academy, commitment to House activities, mentoring younger students or improvements in behaviour and achievement.

Sanctions

Our Behaviour policy is outlined in the student planner and displayed in detail around the academy, and our students are given clear guidelines on what we expect from them.

Should students fail to meet our expectations, action will be taken by subject teachers initially. However, for serious incidents, issues around the academy campus (for example at break or lunchtime) or for problems which are occurring across the curriculum, action is sometimes needed from the Pastoral Team.

Students may be put on report, either to their form tutor or to their SPM / APM. They then have two weeks to prove that they have improved, otherwise it will move up a gear (from form tutor to SPM / APM, or from SPM / APM to a member of the Senior Leadership Team). Detentions may be issued for failing to engage with the report process or failing to meet the Academy standards, or there may be periods of isolation. Parents will often be invited in to meet with the form tutor and/or SPM / APM to discuss the issues and the resulting actions.

Ultimately, a small number of students prove to need more support from us and they may be placed on a Pastoral Support Programme (PSP). This involves an initial, formal meeting between the SPM / APM, the student, the parents and a representative of the Local Authority, at which the issues are discussed and targets set. There will then be review meetings until the issues have been resolved.

Attendance

Attendance Matters

Regular school attendance is an important part of giving you the best possible start in life. Students who miss school frequently can fall behind with their work and do less well in exams. Good attendance shows potential employers that you are reliable. Research suggests that students who attend school regularly could also be at less risk of getting involved in antisocial behaviour or crime.

ATTENDANCE DURING ONE SCHOOL YEAR	EQUIVALENT DAYS	EQUIVALENT SESSIONS	EQUIVALENT WEEKS	EQUIVALENT LESSONS MISSED
95%	10 Days	20 Sessions	2 Weeks	50 Lessons
90%	20 Days	40 Sessions	4 Weeks	100 Lessons
85%	30 Days	60 Sessions	6 Weeks	150 Lessons
80%	40 Days	80 Sessions	8 Weeks	200 Lessons
75%	50 Days	100 Sessions	10 Weeks	250 Lessons
70%	60 Days	120 Sessions	12 Weeks	300 Lessons
65%	70 Days	140 Sessions	14 Weeks	350 Lessons

Unauthorising Future Absences

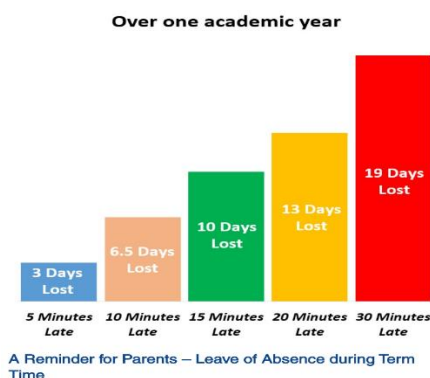
Should attendance fall to below 92% we will send a letter informing you of our concerns. We will ask for medical evidence to be supplied in order for any further absences to be authorised. This can be in the form of an appointment card, prescription or medical letter.

Unauthorised absences can lead to more formal legal monitoring and you could be at risk of being issued a Fixed Penalty Notice

Should attendance fall below 90% you will be invited into school so we can support you in improving your child's attendance. A child with attendance below 90% is classed as being "persistently absent", schools are expected to take action to address this area of concern. We are committed to working in partnership with parents to ensure students' have the best possible chance of achieving their full potential.

Every Minute Counts

If you arrive late to school every day, your learning begins to suffer. Below is a graph showing how being late to school every day over a school year adds up to lost learning time.



About the curriculum

Students follow a broad, balanced curriculum. Our curriculum is designed and personalised to meet the needs of all our students. The delivery of the curriculum uses a variety of learning methods where the students participate in a wide range of activities and are encouraged to be more than simply passive observers.

In order to match work to students' need, and to accelerate progress, we employ a mixture of mixed ability and setted groupings. This means that students are placed in groups dependent on their ability to access the curriculum.

In English and mathematics students are setted in all year groups. For Year 7 this is done primarily through the use of KS2 data. In all other year groups the setting is based upon the ongoing regular formal and informal assessment that occurs throughout the year.

In science students are placed in mixed ability groupings for Years 7 and 8. Once the students move in to Year 9 to Year 11 these groupings become setted. These sets are based on the KS2 data and the formal and informal assessment that has occurred over Year 7 and 8.

In the modern foreign language subjects (French and German) students are placed in half year groups where they will either study French or German for all of Years 7, 8 and 9. The decision on which language a student takes is taken at the beginning of Year 7 and is then fixed until KS4 (Year 10). Within each half year group students are setted upon their ability. It is the academy expectation that the vast majority of the students at Nunthorpe will study a modern foreign language at GCSE and the decision on which students fall into this category is taken by the academy based on DFE guidance.

All other subjects in Years 7, 8 and 9 are taught in mixed ability groupings. Within these groups there is a nurture group available to support students who need help in accessing the academy curriculum.

Students go through the option process during Year 9 where they will be able to narrow their curriculum but increase the depth at which they study the remaining subjects.

The option process is not a completely free process and students are streamed into particular pathways. The decision on the pathway a student is in is taken by the academy using guidance by the DFE.

Curriculum—Key Stage 3



Students study the following subjects at KS3 (Year 7 to Year 9). The number of hours per week are shown in brackets.

- English (4)
- Mathematics (4)
- Science (3)
- Modern Foreign Language, either:
 - French (2) or
 - German (2)
- Humanities:
 - History (1)
 - Geography (1)
 - Philosophy & Ethics (1)
-
- Art (1)
- Computing (1)
- Drama (1)
- Design Technology (1)
- Food Technology (1)
- Life (1)
- Music (1)
- Physical Education (2)

Students will study one modern foreign language (either French or German) throughout Key Stage 3. A very small group of students who have the greatest literacy needs will not study a foreign language, but will receive 2 hours of additional literacy lessons instead. The expectation of Nunthorpe Academy is that the vast majority of students will go onto study a foreign language at GCSE.

Students will study a programme of learning covering PSHE in the subject of Life and their tutorial time.

Curriculum—Key Stage 4



At KS4 (Year 10 and 11) all students study the following subjects (the number of hours per week are shown in brackets):

- English (4), which contains the following 2 subjects:
 - *English language GCSE*
 - *English literature GCSE*
- *Mathematics GCSE* (4)
- *Combined Science GCSE* - 2 grades awarded (5), which contains the following 3 subjects:
 - *Biology*
 - *Chemistry*
 - *Physics*
- *Core PE* (1)
- Life* (1) - a PSHE programme and accountancy qualification

Optional Study

Students choose to study courses in four additional subjects for 2.5 hours each per week. The option process is not a completely free choice and students are streamed into pathways. The decision on which student is in which pathway is made by the academy based on DFE guidance. It is the expectation at Nunthorpe that the vast majority of students will study a foreign language at *GCSE*.

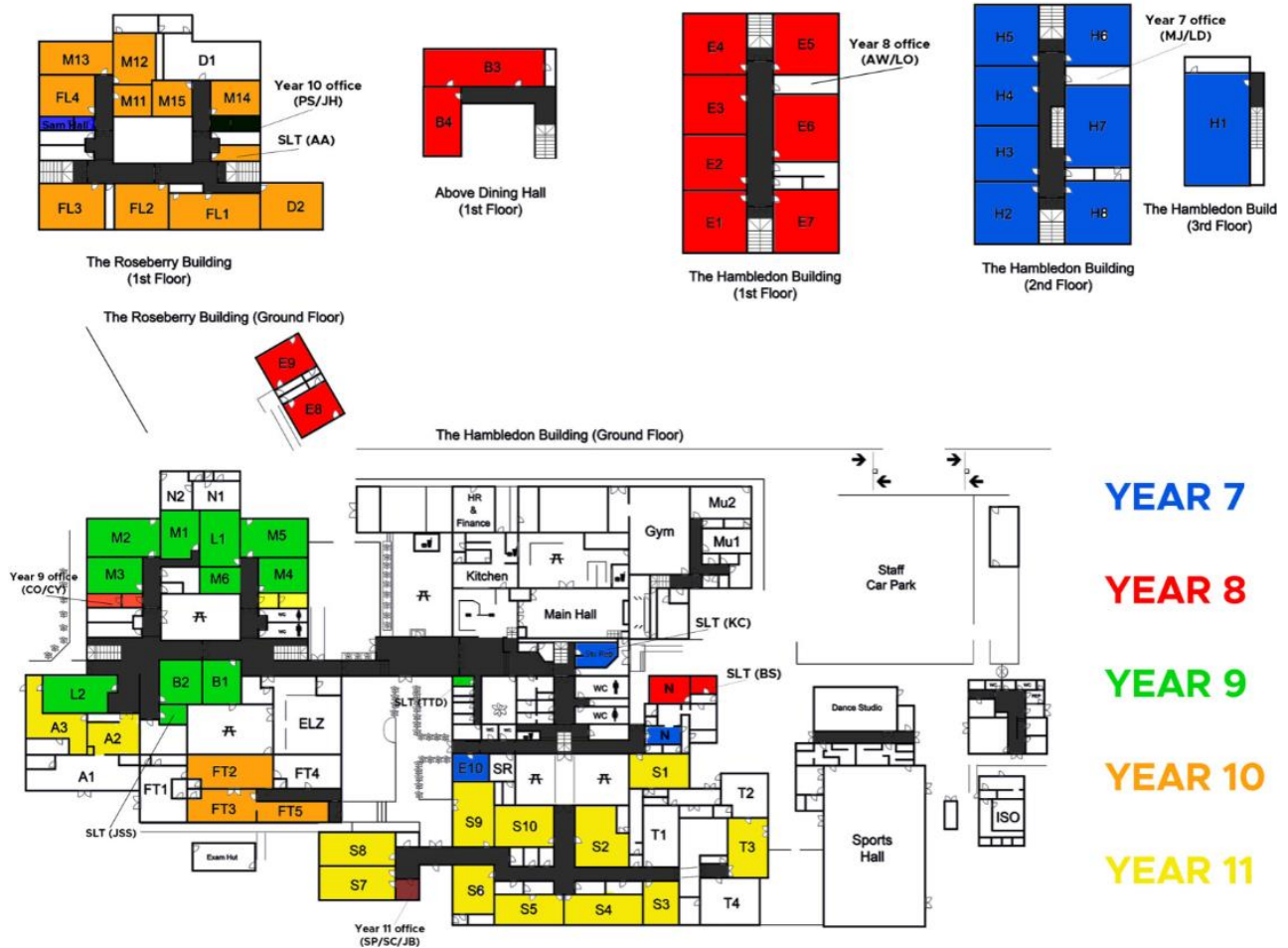
Courses are offered in:

Art and Design	Food Technology	Physical Education Studies
Business Studies V-Cert	Geography	Separate Science
Child Development	German	Spanish
Design Technology	Health and Social Care BTEC	Sport VCERT
Drama	History	
Engineering BTEC	Music	
French	Philosophy and Ethics	

All subjects are *GCSE* unless indicated by either VCERT or BTEC.

Our Academy

Our current set up due to Covid-19 restrictions



Timings of the school day

Our current set up due to Covid-19 restrictions

Time	Y7	Y8	Y9	Y10	Y11	Y12/Y13
08:20	Start of Day				Start of Day	Start of Day
08:30	Tutor Time				Tutor Time	
08:40		Start of Day				Start of Day
08:50		Tutor Time	Start of Day	Tutor Time		
09:00		Tutor Time	Tutor Time	Tutor Time		Tutor Time
09:10	Period 1	Period 1	Period 1	Period 1	Period 1	Period 1
10:10	Period 2	Period 2	Period 2	Period 2	Period 2	Period 2
10:50	Break	Break				
11:10	Period 3	Period 3	Break	Break	Break	Break
11:30	Lunch		Period 3	Period 3	Period 3	Period 3
12:00	Period 3	Lunch	Period 3	Period 3	Period 3	Period 3
12:30	Quiet Reading	Quiet Reading	Period 4	Lunch	Period 4	Lunch
13:00	Period 4	Period 4	Lunch	Period 4		Lunch
13:30			Period 4		Period 4	
14:00	Period 5	Period 5	Period 5	Period 5	Period 5	Period 5
14:40	End of Day					
14:50		End of Day		End of Day		
15:00			End of Day			
15:10						End of Day

Parent online/app services



ParentPay – Our online payment service

We as an academy are a cashless organisation. No payments will be accepted through cash. As an academy we use a secure website called ParentPay where parents can pay online using credit or debit card. All payments, for example, lunch money, trips, music tuition will be paid using this method.

Getting started with ParentPay:

We will use your current email address (provided in this pack) to send you your account activation username and password, once you receive these:

Visit www.parentpay.com

Enter your activation username and password in the account login section – You can only use these details once

Provide the necessary information and choose a new username and password

Once activation is complete go straight to my payment items, select which item you wish to pay for and follow the simple on-screen instructions to complete your payment

School Gateway – Download the app

Through School Gateway parents can view the child (ren)s interim reports, timetable, monitor attendance and inform school of unexplained/future absences, check contact details the academy hold for you and send and receive messages to the academy for free.

Getting started with School Gateway:

Download the School Gateway app or go to the website <http://login.schoolgateway.com>

Click new user

Enter your details (ensure they are the same details that we have on our system) and you will receive a text message with a PIN number

Use the PIN number to log into School Gateway

Class Charts – Download the app

As an academy we use ClassCharts as a tool to inform parents about achievement and behaviour data as well as viewing homework that has been set for your child.

Getting started with Class charts

Get your activation code which can be found in your child's planner

Download the ClassCharts app or go to the ClassCharts website

Enter the activation details and start using

If you don't have access to your activation code please email classcharts@nunthorpe.co.uk

Other opportunities available



'Colour Run'



Sports Team



Threatre show for mental health support



Celebration Evenings



Charity events—Stand up to Autism



Trips and visits



Community Event—Christmas Party



Mock Interviews

Ready Respectful Safe



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