

# Winterton Community Academy



## Prospectus 2017 - 2018



Personal Success for All Through High Quality Learning



# Winterton Community Academy

2017 - 2018

**Headteacher: Mr K Rowlands**

Winterton Community Academy  
Newport Drive  
Winterton  
Scunthorpe  
North Lincolnshire  
DN15 9QD

Tel: (01724) 732777

Fax: (01724) 733051

Email: [reception@wintertoncommunityacademy.co.uk](mailto:reception@wintertoncommunityacademy.co.uk)

Website: [www.wintertoncommunityacademy.co.uk](http://www.wintertoncommunityacademy.co.uk)

[web@wintertoncommunityacademy.co.uk](mailto:web@wintertoncommunityacademy.co.uk)

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# Introduction

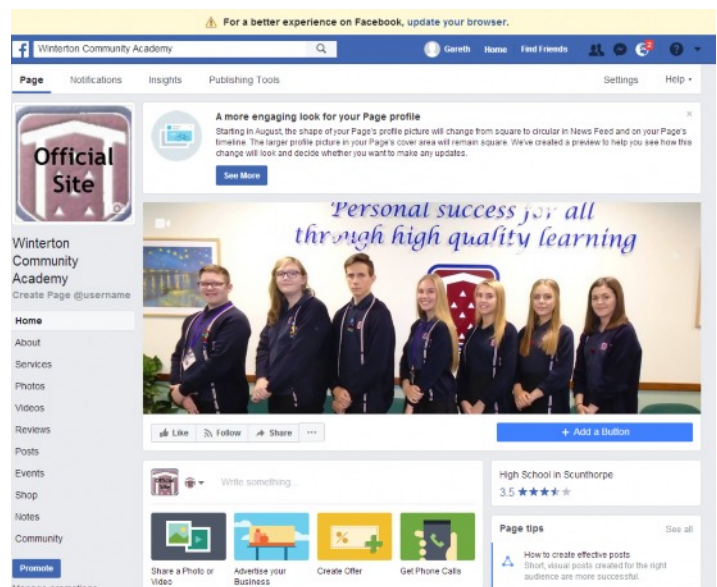
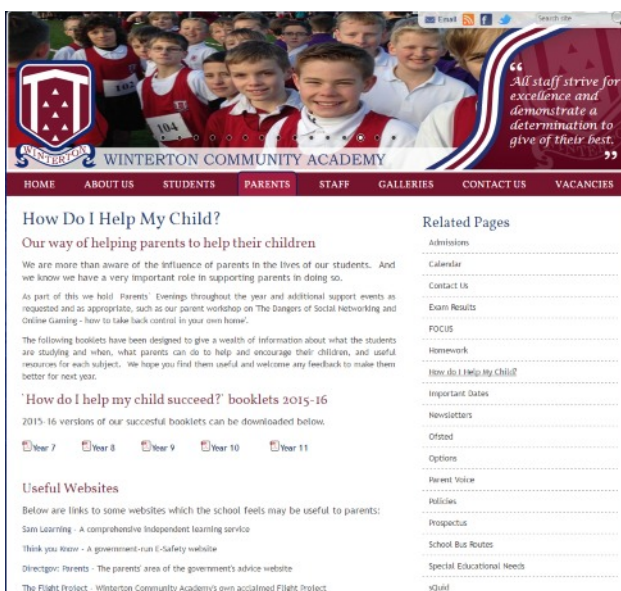
## Summary

We have a happy school and a disciplined school, one where relationships, based on mutual respect, can flourish and one where learning is an exciting and stimulating process. But as we never do anything without a great deal of thought, it is also an 'open' school. We have nothing to hide and nothing to fear, therefore we welcome any constructive critical appraisal of what we are doing, particularly if it comes from our parents.

We are very conscious of the responsibilities we take on when parents entrust their children to us, and we welcome the opportunities we have to involve parents in their children's education. A Termly Report to parents is issued on each child with an annual after school parents evening when parents are invited to discuss with the staff any points which they may wish to bring forward. In addition, any parent can at any time have a further report on request if there are matters which are causing concern.

This offer of co-operation is very important we feel, but it cannot be only one way. Just as parents are encouraged to come into school to discuss any problems they might have, so too do we expect to be able to provide parents with as much information as we can. In return we expect to be informed of anything that will help us in our dealings with our students and, as we support our parents and understand their hopes and aspirations for their children, we require equal support and understanding of what we are trying to do.

We are proud of the achievements of our students. It requires us all - Staff, Parents & Governors - to work wholeheartedly together to ensure that they profit from and enjoy their time at Winterton.



# GCSE Results

## Exam Results 2017

These results demonstrate clear progress from our 2016 results and are a big step in the direction for higher levels of success in future years.

### Key Benchmark Figures

**With many changes to GCSEs, including moving to a number grade system for maths and English in 2017 it is important to understand that the old C grade and above (or A\* to C) is now represented by the new 4 and above grades or 4+.**

Where I refer to 'similar schools nationally' I am referring to the range of ability of our students on entry to the Academy and therefore performing above similar schools nationally is a measure of the success of our school.

The key benchmark figure for this year are provisionally (subject to remarks) as follows;

### **5 A\* - C grades (including English at 4+ and Mathematics at 4+) - 56%**

This is equivalent to the National Average in 2015 & is 9% above our 2016 result

This is an old measure and not tracked by the DfE - it is included for comparison purposes only

### **'The Basics' - 4+ for English and 4+ for Maths - 61.4%**

Very close to national average for 2016 and 13% above our 2016 result

This would put us in the top 20% of similar schools. For those in education this surpasses FFT20

### **4+ (A\*-C) in English – 75%**

This would put us in the top 20% of similar schools. (Surpasses FFT20) & is 13% above our 2016 result

### **4+ (A\* - C) in Mathematics - 67%**

This would put us in the top 20% of similar schools. (Surpasses FFT20) & is 12% above our 2016 result

### **Progress 8 (new measure in 2016) – Data not yet available**

Provisionally an improvement on 2016 but this data is not yet published by the DfE

### **EBACC - 24%**

This matches the 2016 National Average & is 8% above our 2016 result

This benchmark includes 4+ in English, Maths, and three A\*-C grades in any of Sciences, MFL, Geography or History.

To read more about the exam results from the Headteacher please go to the school website:  
<http://www.wintertoncommunityacademy.co.uk/Parents/Exam-Results>

# Curriculum

As a school firmly committed to the principles of comprehensive education we strive to create a warm, friendly atmosphere in which every child is valued, challenged and developed. Our philosophy is that all members of the school have a positive contribution to make to the life of the school community and we work to create the conditions whereby these contributions can be encouraged.

## **In Key Stage 3 - Years 7, 8 & 9**

Students in Key Stage 3 are being provided with a curriculum that will inspire and challenge all learners and prepare them for life in our fast-changing world. It is a curriculum that strives to influence and reflect the values of society, and the kind of society we want to be. Consequently we aim for our students to be successful learners who enjoy learning, make progress and achieve; confident individuals who are able to live safe, healthy and fulfilling lives; and responsible citizens who make a positive contribution to society. Students are placed in mixed ability teaching groups in Year 7, (see page 5 for details) before moving to groups in Year 8 & 9 based on their ability to support the learning styles of the students.

Complementing this is the pastoral system where students have a sense of inclusion within their tutor groups, year group and house, knowing who to turn to and to ask for support where necessary and so helping them to achieve personal success. The Pastoral system also helps to develop an awareness of the community and world around them in the work done in tutorial.

## **Key Stage 3 Curriculum - subjects studied by all students**

English  
Mathematics  
Science  
Design & Technology  
Art  
Geography  
History  
Modern Foreign Languages  
Music  
Physical Education  
PSHCE  
Drama  
ICT  
Religious Education

## **In Key Stage 4 - Years 10, 11**

Key Stage 4 provides a challenging and varied diet of curricular and extracurricular ingredients. GCSE and BTEC qualifications are studied across a range of subjects. The four tutorial groups are divided into subject classes according to ability across the Core subjects with more mixed ability teaching in the optional and other mandatory subjects.

The school makes extensive use of outside agencies and resources to enhance the learning experience of all students.

## **Key Stage 4 Curriculum - subjects studied by all students**

English (GCSE)

Mathematics (GCSE)

Science (GCSE)

Personal, Social, Health and Citizenship Education (PSHCE)

Information Communication Technology (ICT)

Spiritual, Moral, Social and Cultural (SMSC)

Physical Education (GCSE)

Religious Education (GCSE)

Other subjects are grouped into **OPTIONS** from which you will select up to four other subjects to build up your own individual timetable.

## **GCSE**

Art & Design, Computer Science, Design & Technology, D&T, Engineering, Geography, History, Modern Languages, Music and Physical Education.

## **BTEC**

Business, Health & Social Care.

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## Year 7 Mixed Ability Classes

The Sutton Report and other educational publications have long championed mixed ability classes. Here are some of the reasons we switched in 2016.

- Greater motivation, self-esteem and social benefits
- Helps to further stretch the more able
- Raises the attainment of the middle and lower abilities
- Improves behaviour for learning
- Raises aspirations for all
- Greater sense of school community
- Equality of opportunity and outcomes
- Less negative 'labelling' of students

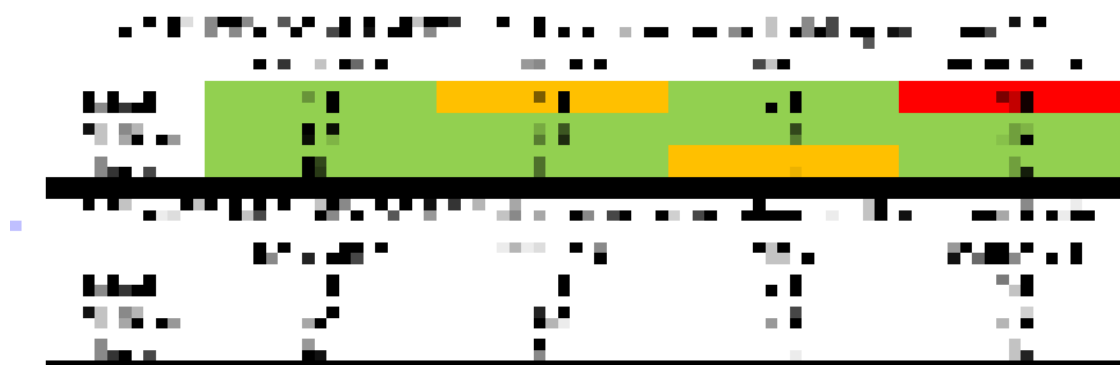
The majority of lessons are delivered by 'teaching to the top' to challenge the most-able and then further support is given to other students as required. This helps to challenge all students and raises the aspirations further of the middle and lower ability students.

There were many reasons for switching to mixed ability groupings and some additional information gleaned from our recent pupil survey helps to support that the move has been positive:

- 95% of students agree or strongly agree that they receive the support they need to help them progress.
- 95% of students agree or strongly agree their lessons are appropriately challenging.
- 99% of students agree or strongly agree that their lessons are well taught.
- 94% of students agree or strongly agree that their lessons meet their needs.
- 98% of students agree or strongly agree that they feel happy at school.

### A Positive Impact on attainment

- Splitting the students into Higher, Middle and Lower banding we can see that this cohort is out performing the previous 2 cohorts at nearly every 'band' level across Maths, English, Science and MFL(see table below)
- ALL higher except Lower Ability Science (1 sub level down), Lower Ability Maths and Higher Ability MFL which are the same
- The conclusion is this is overwhelming evidence that the move to Mixed Ability classes for Year 7 has been successful.
- Using the individual student's data, across **all** their academic subjects, we can now broadly band them by ability moving into Year 8



## Assessment

In all areas of the curriculum all students are encouraged to achieve their full potential, whilst appreciating that they cannot all be expected to reach the same standard. Great care is given to planning a programme of study to suit the needs and abilities of every individual. Every student's progress is kept under continuous review, and for every student the progress made towards meeting the teacher's objectives is noted. All assessments and examination results are important indicators in deciding whether or not students are under-achieving or are placed in inappropriate teaching groups. If a student's progress gives cause for concern at any time during the year, parents will have the problem brought to their attention with the option of discussing the matter or they may be formally requested to come into the School. All assessments form the basis of the Report to Parents

## Homework

We feel that it is important for our students to both receive and do homework on a regular basis. Homework is important not only because it both encourages and develops the personal organisation and self-discipline necessary for effective study, but at times it is necessary in order to ensure that either a piece of work is completed or, indeed, the course of study is completed.

All students will be issued with a homework timetable in order for them to plan their study and to ensure that they are not receiving excessive amounts on any particular day. Details of the homework should be entered by the student into his/her JOURNAL. Parents are asked to co-operate in ensuring homework is completed under the best possible conditions and by checking their child's Journal.

### Teachers

- Set homework and 'stamp' the students journal.
- When completed VIVO's will be awarded as appropriate.
- A 'not done' or 'ND' will be written next to the stamp if not completed.

### Students

- Record details of homework.
- Attempt the work.
- When completed, attempt to improve the work through 'green penning'.
- Check VIVO account for rewards.
- If not done; ensure the work is completed as soon as possible.

### Home

- Check journals to see what homework has been set, and ensure work is attempted.
- Encourage 'green penning'.
- Check for 'not done' or notes in the journal and act accordingly.
- Use the 'How do I help my child succeed booklet' to set extension work if necessary.

## How often is Homework set and which days for which subject?

**Homework Model** - was created after consultation with parents, staff and students.

Please note these timings are all approximate

	Year 7 and Year 8	Year 9	Year 10 and Year 11
Approximate time of each homework activity	Typically, tasks will take up to 20 minutes	Typically, tasks will take up to 30 minutes	Typically, tasks will take up to 60 minutes
Approximate time of homework per week	3 to 4 hours per week	4 to 5 hours per week	5 to 6 hours per week
Approximate time of homework from core subjects per week	Typically, 1 hour per week. (English, Maths and Science combined)	Typically, 1.5 hours per week. (English, Maths and Science combined)	Typically, 2 hours per week. (English, Maths and Science combined)
Approximate amount of homework to be set per subject	Typically, homework tasks will be set every 2 to 3 lessons. e.g. A student who has English 3 lessons per week will receive a minimum of 1 homework task per week and a maximum of 2 homework tasks per fortnight.		

### Key points of the homework model are as follows:

- The responsibility for completion of homework lies mainly at home.
- The responsibility for sanctions for non-completed homework lies mainly at home.
- All students will receive a minimum of 3-6 hours of homework per week (of which 1-2 hours of that time to be set from core subjects combined).
- Homework is to be set by staff every 2 to 3 lessons.
- Homework set is to be recorded by a 'stamp' in the student's journal.
- All students should attempt to improve their homework tasks through 'green penning'.
- Homework completed is to be rewarded using VIVO'S as appropriate.
- Homework not completed to be recorded in the special section on the journal page.

## Reports

We will send you a report detailing progress, attendance and attitude once every term. All students will receive reports giving a grade for attainment and also a grade or grades relating to their work in class, their homework and their behaviour in class. The grades are explained on the report.

**In addition,**

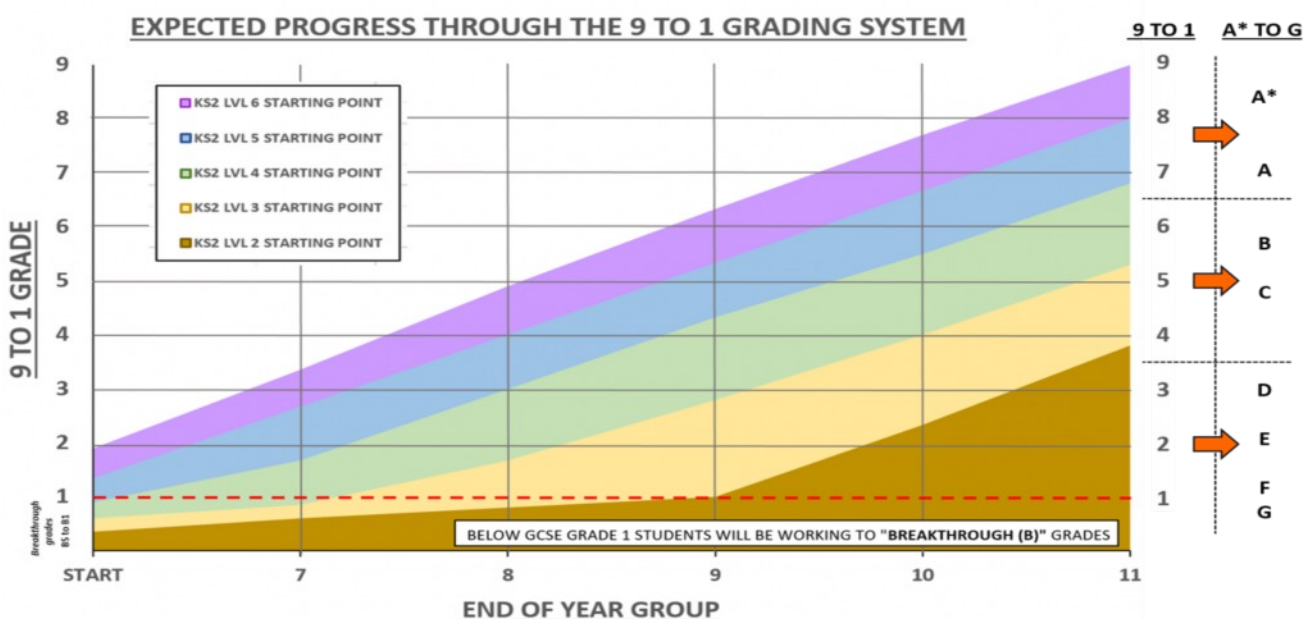
## Whole School Target Setting

The vast majority of all GCSEs and equivalent examinations are now graded on the new 9-1 grading system and by 2019 all the subjects we offer will be graded in this way.

As such and with the new freedoms given to us by the government on how we track progress we have taken the following steps:

1. All targets for all year groups are based on the new 9-1 grading system, including some breakthrough grades for lower school
2. All targets are aspirational and based on flight paths carefully designed by the school.
3. If your child meets these aspirational targets they will lead to your child being within the top 5% of similar students.
  - a. Similar students are those with a similar academic entry profile in Year 7.
4. The flight paths for each student can be adjusted so they are neither a hindrance or ceiling to their capabilities.

When you receive your termly report this will reflect their current working grade in year 7, 8 and 9 and in Year 10 and 11 this will show the professional prediction for your child based on where they are now and their potential for further progress between the time of the report and the final exam season. The graph below shows that if a student receives a target of Between a high 1 and mid 2 (blue band) they should go on to achieve 7's & 8's at GCSE.





# **Student Welfare and Behaviour**

## **Transition**

Close links with all our local primary schools ensure a smooth transition for students from primary to secondary education.

An Open Evening is held in October for Year 5 and Year 6 students and their parents and visits during the school day can be arranged with the Headteacher, Mr G L Morris. In the Spring Term parents, and Year 6 students who are to join the school in September are invited to a meeting to meet their Tutor and hear details for their transfer to the school. Miss C Lovell, the teacher responsible for transition, works with the children transferring to us in the term preceding their move to secondary school. At this time all Year 6 students spend induction days in the school familiarising themselves with the school and its routines. Our aim is to ease any worries students and parents may have at this important phase in the child's education. If they have any concerns during this period Miss C Lovell or Mr R Featherstone (Deputy Headteacher) should be contacted.

## **Behaviour**

We expect the highest standards of behaviour from our students not only in school but also at any time that they can be recognised as belonging to the school. The school operates a "Code of Conduct" which is a guide to expected behaviour. All students are expected to sign the Home/School agreement, with parents/guardians also signing it.

We all recognise that positive behaviour should be rewarded and this can take the form of Vivos, certificates, postcards and other rewards, both through the subject departments and the Pastoral system. By reinforcing this, we seek to maintain a culture of behaviour for learning that allows all students to reach their potential.

Should students misbehave there are various courses of action possible. The punishment, we believe, should fit the students and not the misdemeanour. The school follows a 'strike' system to reinforce the expectations of the teacher and support the behaviour for learning in lessons. The matter may be dealt with by a reprimand, by extra work, by detention or removed from lessons. The school also operates an 'On Report' system to monitor poor work and/or unsatisfactory behaviour and in such cases parents are involved by seeing and contributing to the daily Report Form. In more serious circumstances, a period of isolation or even 'Refocus' may be utilised to help address concerns. In extreme cases of indiscipline students may well be excluded from school. Our fundamental aim is to create in every student a mature approach towards self-discipline, and thereby a positive environment in which students will learn and teachers will teach.

## **Student Journal**

In order that day-to-day contact between home and school can be maintained each student is given a Journal. The purpose of the Journal:

- To enable students to record daily, the homework that they have been given and to help them organise their time to complete this homework.
- To provide parents with a daily link with the school.
- To provide parents with readily accessible information on school procedures and activities.
- To be an aid to learning using the resources printed within it.

A student is expected to carry her/his Journal with her/him in school and, present it to their parents each evening. Parents are requested to sign the homework section at the end of each week and, if this is not possible, parents are asked to inform their child's Form Tutor. The homework section will then be signed by the Form Tutor on a Monday morning. This two-way method of communication is invaluable and we rely on everyone making full use of it. The journal also offers students the opportunity for self reflection after the reports are issued, and a resource for the mentoring programme.

## **Home - School Liaison contact**

We welcome and encourage parental interest in all aspects of the life of the school. Whenever, there is something a parent does not understand, or something that is worrying, we want to hear. Parents who need to speak to the school at any time, can telephone and an appointment will be made for them to speak to whoever is most appropriate. The school operate an "open door policy" and parents/guardians are always welcome at the school.

## **Student Absence**

Attendance at school is very important and has significant impact on progress and attainment. If a student is absent from school we ask to be informed of the reason via telephone between 8.00am and 8.50am on the first day of absence. A medical note will be required on the third day. Unauthorised absences will be reported on the child's Report to Parents.

student Absence Line: (01724) 732777 Ext 1

student Absence Email: [pupilabsence@wintertoncommunityacademy.co.uk](mailto:pupilabsence@wintertoncommunityacademy.co.uk)

## **Illness In School**

When a student feels ill in school, she/he first reports to the subject teacher (when in class) or to the teacher on duty (when out of lessons). They will then be sent down to reception. If the child is unfit to be in lessons the parents/guardians are contacted by the school.

## **Medical Information**

The school appreciate parents passing on any medical, or personal facts which would help the school in dealing with their children. Any information will, of course, be treated as confidential. A dated note is also essential if a student is to be excused from participating in Physical Education.

# Uniform

## **Worn with pride at all times**

**We feel that as a student of Winterton Community Academy you should be proud of your school and want to identify yourself with it by wearing school uniform.**

The school has a dress code which is detailed below. This standard dress must be worn by all students at all times. It is a way of identifying with the school and reinforces the sense of belonging. No other alternative forms of dress will be permitted. This school dress is thought appropriate in a learning environment.

**The full uniform list is as follows and can be purchased from Shah's in Scunthorpe:**

### **Trousers - Boys or Girls**

- Must be plain black or dark grey, tailored style fitted on the waist.
- Minimum length to the anklebone - socks (dark) should not be visible.

***Not allowed:*** Jeans or jean like, chinos, tight fitting trousers including leggings, trousers with prominent zips on the pockets. Rolled up trousers showing socks.

### **Skirts - Girls**

- Must be plain black or dark grey, preferably no shorter than knee length. If shorter skirts are worn then thick black tights **must** also be worn.

***Not allowed:*** Lycra, cord and miniskirts or skirts with a high slit.

### **Cardigans / Sweaters - All Students**

- School badged cardigan or sweater **must** be worn at all times in and around the building. Staff may allow students to remove their cardigan/sweater during lesson only. They must be put back on prior to leaving the lesson.

***Not allowed:*** No exceptions unless with medical approval.

### **Polo Shirts - All Students**

- School badged navy polo shirt

***Not allowed:*** No exceptions.

### **Shoes and Footwear**

- Black sensible footwear only. To help clarify what is suitable these should be leather or synthetic leather with the ability to be polished. Boots of the same nature will only be allowed if they are fully covered by the student's trousers. All footwear must be suitable for the school environment, including in workshops, and food technology, appropriate for walking around the school and to and from school if applicable. Please be aware of this particularly with girls' shoes.

***Not allowed:*** Fully or partially canvas/material shoes or other footwear. Open toe or sling backs. Any footwear with a sports logo.

## Outdoor Coats

- Any normal type of outdoor coat, anorak, waterproof etc. is acceptable.

**Not allowed:** Hoodies other than official school hoodies (hoods **must** be down in and around school). There is a great deal of flexibility in outdoor coats as we are aware they are bought for multiple purposes.

## Jewellery

- For students with piercings only one stud is permitted per ear. In the interests of safety and to prevent loss, we do not encourage any other jewellery to be worn.

**Not allowed:** More than one stud per ear, any other type of earring. Piercings in other visible parts of the body – eyebrows, lips, nose, tongue etc. Any jewellery for PE.

## Hair

- Hair should be a natural colour. Ask if you are not sure. Hair should be of a sensible business like length.

**Not allowed:** Extreme and bizarre styles of appearance are inappropriate. No hair should be cut shorter than a 'Number 2', nor should patterns be 'cut' into hair.

## Make-up

- Make-up should be natural looking, and therefore not clearly visible. Nail varnish should be a natural colour.

**Not allowed:** No black nail varnish. We also do not encourage other coloured nail varnish or false nails of any type, especially those of a long nature or nails that are coloured in a multi-coloured fashion.

## Outdoor PE Kit

**Boys** - Maroon rugby/games shirt

**Girls** (optional for Boys) - Maroon hooded sweatshirt

**Girls only** - October half term to February half term - Plain black leggings

**All** - Plain black shorts

**All** - Maroon football socks

**All** - Appropriate Trainers

**Boys** - Football boots

**All** - Shin Pads

## Indoor Kit

Plain black shorts

Maroon polo shirt

White socks

Trainers

**Not allowed:** Canvas or other non-robust material, fashion trainers or high tops

**Additionally** - Under layers are permitted although not compulsory (e.g. under-armour skins) these **must** be white tops and black bottoms only.

*All personal property should be clearly marked with your name.*



# Special Educational Needs

## Welcome to SEND at Winterton Community Academy

Here at **Winterton Community Academy SEND department** we are committed to creating an inclusive learning environment where we value every student for who they are now and who they could become. The school is continuously developing and implementing its Special Educational Needs Policy by building on good practice, encouraging training, and monitoring and evaluating outcomes of students.

## Admissions

students with a wide range of need are admitted to the school. A lift provides ready access to all parts of the building; wheel chair ramps, specialist PE equipment and other aids can be provided in order that every student can participate fully in all areas of the curriculum and other school activities. Parents of students with special needs are encouraged to make arrangements with the Special Educational Needs Co-ordinator (SENCo) to visit the school during the year before admission if extra provision or specialist equipment is felt to be needed.

## Personnel

The school's Special Educational Needs Co-ordinator is Miss E Forman. All staff at Winterton Community Academy are involved in helping all our students to achieve, including those with special educational needs, through **quality first** teaching and if necessary differentiated work. The school has a good record and long history in addressing the special needs of students, seeking to be inclusive in its approach.

The **SEND team**, including teaching assistants and learning mentors, is based in the **ALU (Additional Learning Unit)**. All Teaching Assistants hold a qualification in Learning Support with some holding other specific qualifications and we believe that we have the qualities, skills and experience to make your child's learning journey at **Winterton Community Academy** a successful and memorable one.

A further team of staff work to support students with behaviour difficulties. The Mathematics and English departments have their own Learning Mentors who provide targeted additional support specifically in their own subjects.

- The SENCo works very closely with Mrs J Simon, Inclusion Officer
- Our Designated teacher for Looked After Children is Miss E Forman
- Our Special Educational Needs Governor is Mr K Francis

## Identification

All our staff are involved in the identification of students with special educational needs with a process of “plan, do, assess and review”. The school seeks to identify Year 7 students as soon as possible and through on-going assessment throughout the students’ school career.

## Assessment

Assessment is based on:

- Information and assessment (SAT results) from primary schools
- Teacher observation and assessment
- Diagnostic testing procedures
- Student views
- Parent views
- Specialist reports and assessments from outside agencies

## Assessment Outcomes

In accordance with Code of Practice (2014) students identified as having special educational needs will be placed on the special educational needs record and classified as having:

- **SEN single category**
- **Education, Health and Care (EHC) plan**

## Provision and Resources

A range of provision and resources has been made available throughout the school to meet the needs of students. There is an excellent distribution of ICT facilities throughout the school which can be used to consolidate the learning of students with Special Educational Needs.

## Provision includes

- In class support
- Small group teaching
- Withdrawal for intervention work
- Access to specialist support services
- Supporting students in exams
- Supervised base for vulnerable students at breaks
- Lunch time activities
- Peer mentors support system
- Anti-bullying

## **Support services and agencies**

ASET (Autism Spectrum Education Team)  
CAMNET – Complex and Medical Needs Education Team  
CRUSE – Bereavement counselling  
DELTA – Drugs/Alcohol Education  
Educational Welfare Service  
Educational Psychological Service  
Visual Impairment Service  
Hearing Support Team  
Speech and Language Service  
Community Health Service  
Schools Nursing Service  
SENDIASS

## **Monitoring and Record-Keeping**

Full details of student progress are kept and shared with parents. The Special Educational Needs Coordinator (SENCo) and Learning Support Manager review students progress. Parents and students are invited to a meeting to discuss progress. In addition parents receive reports showing progress in all subjects.

## **Liaison and Transition at primary schools**

The SENCo works closely with the primary schools to ensure a continuity of provision and support. There is also a very successful transition programme in place which involves the schools Peer Mentors and Peer Mediators.

## **Exams Access Arrangements**

A small proportion of students with **persistent and significant** difficulties may be entitled to special exams access arrangements. This might be an extra time allowance, a reader, a scribe etc when they sit exams. The SENCo will make a judgement as to whether a student has an identified need for exams access in KS3. A requirement for exams access for external exams will be assessed early in Year 10 by an external assessor, an entitlement will then be in place and valid for all BTEC and GCSE examinations that take place in Key Stage 4 for all exam boards.

# Pupil Premium

## Pupil Premium Statement

### Strategic Summary

Pupil Premium is additional funding given to the school and is being used exclusively so that we can support disadvantaged students and close the attainment gap between them and their peers. We use the Pupil Premium to fund three whole school activity types: **Support, Intervention, Enrichment.**

**For more information on Pupil Premium funding and pupil numbers please visit our school website at [www.wintertoncommunityacademy.co.uk](http://www.wintertoncommunityacademy.co.uk)**



# Pupil Premium

## How we spent the funding to support students

PP Spending	Example of Provision	Cost in £'s
Staffing to include: Inclusion support officer; Learning Mentor (English); Learning Mentor (Maths); Specific Literacy Support	An inclusion officer is in place to support the pastoral and emotional needs of the students and liaise with external agencies and monitor student welfare alongside Heads of Year (including home visits). Specific members of staff are trained to support all students in English and Maths, specifically those from a disadvantaged background (in class and withdrawal support – plus lunchtime and afterschool sessions). Additional staffing and support to work with disadvantaged students in need of Literacy support on a withdrawal programme of intervention.	£87000
One to one and small group Literacy support in Key Stage 3	Specialist Literacy teacher working with targeted students on a one to one or one to two basis to help students to 'catch-up' with their peers	£5000
One to one and small group Numeracy support in Key Stage 3	Specialist Numeracy teacher working with targeted students on a one to one or one to two basis to help students to 'catch-up' with their peers.	£5000
One to one and small group Numeracy support in Key Stage 4	Specialist Numeracy teacher working with targeted students on a one to one or one to two basis to help students to 'catch-up' with their peers. (With a particular focus on higher ability disadvantaged students).	£5000
Enrichment Activities	Visits, trips, school camp etc.	£1000
Music Tuition	Peripatetic music lessons provided by the school as an enrichment opportunity for our disadvantaged students.	£500
SAM Learning	Online learning programme accessed by all students to support their progress and learning.	£2200
SEN Support for Literacy	Additional staffing and support to work with disadvantaged students in need of Literacy support on a withdrawal programme of intervention.	£21999
Student support materials	Materials, such as: stationery, uniform, P.E. kit, ingredients for cooking, revision guides, text books etc. are bought to support our disadvantaged students.	£1000
External agency Support	Fluency coaching, CAMHS, Cruise	£31000
Alternative external provision	College placements, Pupil Referral Units, reciprocal agreement within the North Lincolnshire Education Consortium	£10000
Extra English support groups in Years 10 and 11	An additional timetabled lesson for a small group of students who are in need of additional support in their English.	£4000
Extra Maths support groups in Years 10 and 11	An additional timetabled lesson for a small group of students who are in need of additional support in their Maths.	£4000
Additional intervention support and booster classes in key examination subjects	Across the year and particularly in the months preceding the G.C.S.E. exams, additional lessons at lunchtimes and afterschool are in place to support targeted students.	£2000
Peer mentor reading programme and resources	Including staffing, student training to facilitate the sessions, membership of the national Literacy Trust – access to reading schemes and reading programmes.	£1000
SISRA	Effective data tool to enable the school to robustly track the progress and achievement of disadvantaged students.	£2000

# *Careers Advice*

## **Advice On How To Shape Your Future**

The aim of Careers Education at Winterton Community Academy is to provide students with the information and skills to choose the best possible route for themselves when they leave.

Careers Education is delivered through Key Stage 3 during PSHCE lessons and develops into Key Stage 4 when all students will be given guidance and support in making a smooth transition to further education.

We achieved The Humber Gold Standard in 2017 and this is a key element of a significant piece of work the Humber LEP has led on by working in partnership with the four local authorities and local provider network to improve access to careers information to raise aspirations and inform resident's choice.

This innovative work has been recognised for its collaborative approach on a wider regional and national level. The Gold Standard is jointly funded by Deflog VQ Trust and the Humber LEP and has been designed for 11-19 schools, academies, colleges and providers in the Humber area.

### **In Key Stage 3**

Lessons are allocated towards skills and needs for the students' future career paths. The key focus is on generic skills and attributes that will develop as students seek employment in later life.

### **In Key Stage 4**

students continue work within PSHCE but are also given guidance in picking a route when they have left school that is appropriate for their needs. students will spend time working on personal statements and interview techniques that will help to create a positive impression.

## **Annual Careers Convention**

The annual careers convention is open to all students in years 9, 10 and 11. A range of colleges and universities attend the evening to give students and parents an overview of what is offered and what is needed to be accepted. The evening is also attended by representatives from the Armed Forces, Emergency Services and various local training providers such as British Steel. Careers advice is also available on the night.

## **Year 10 Work Experience**

All students in year 10 complete a one week placement in June. Placements are provided although we do encourage students to be proactive and self canvass a placement that meets their exact needs.

Mrs F Fisk is available to speak to every Friday about any careers advice. To book an appointment please see Mr Florence.



# *Admissions Policy*

## **Applying for a place**

Details of how and when to apply, and how places will be offered, are in the “Determined Co-ordinated Admissions Scheme for Secondary Schools in the area of North Lincolnshire Council for the academic year 2017/18”. When they are published they will be available on the North Lincolnshire Council website [www.northlincs.gov.uk](http://www.northlincs.gov.uk)

Parents may seek a place for their child outside of the normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. The council will consider their request on the circumstances of each case and in the best interest of the child concerned. This will include taking account of the parent’s views; information about the child’s academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely; and the views of the head teacher of the school concerned. After consideration, the council will make a recommendation to the school on the request but it will be for the school to make the final decision on whether the request will be agreed. Details of how to make such a request are in the admissions schemes (as mentioned above).

## **Oversubscription criteria**

Where applications for places exceed the published admission number set for the academy the following factors will be taken into account in priority order when deciding which students will be allocated places in accordance with receipt of their online submission or a common application form.

## **Children with Statements of Special Educational Needs or Education Health and Care Plans**

These children will be dealt with in accordance with the Code of Practice on Special Educational Needs. Where Winterton Community Academy is named in a child’s statement or plan the academy has a duty to admit the student, this will reduce the number of places available.

## **Factor 1**

### **Looked after children and previously looked after children**

A “looked after child” is a child who is:

- (a) in the care of a local authority, or
- (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989) at the time of making an application to a school.

A “previously looked after child” is a child who:

- (a) ceased to be looked after because they were adopted, or
- (b) became subject to a child arrangements order, or
- (c) became subject to a special guardianship order.

# *Admissions Policy*

## **Factor 2**

### **Children who live in the academy's designated catchment area.**

Parents can see which catchment areas cover their address by following the link from the school admissions page at [www.northlincs.gov.uk](http://www.northlincs.gov.uk). Alternatively, they can contact the council's Admissions Team on 01724 297133.

The address taken under this factor will be that on Thursday 15 December 2016.

Parents who move after submitting their preference **must** inform the council's Admissions Team of any change of address.

For admission purposes, the home address is where a child usually lives with their parent or carer. You must not give the address of a childminder or relative. Where a child lives with parents with shared responsibility, each for part of the week the Admission Officer will apply the address of the parent who claims the child's benefit as the student's address for determining this criterion. If neither parent claims child benefit other documentary evidence (eg medical card) may be required. If it is found that you have given a false address your child may lose their place.

## **Factor 3**

### **Children who will have a sibling attending the academy at the time of their admission.**

Included in this factor are siblings (step-brothers and sisters and half-brothers and sisters) living at the same address and who will be attending the academy at the expected time of admission. In the event of two applications for one vacancy using the above criteria, the academy will apply a tie breaker decision based on geographical distance.

### **Siblings for the same year group (twins, triplets etc)**

Where there are twins or triplets to be admitted to the academy in the same year group. If there are insufficient places available for all siblings, and one can be allocated a place, the admission number will be exceeded to allow them to be placed in the academy.

## **Factor 4**

### **Children who live closest to the academy.**

The distance will be determined by measuring the shortest available route using the public road network from the student's home to the main academy gate, as determined by the academy. The distance will be measured by using a computerised geographical information system (GIS). Priority will be given to those living nearest to the academy using this system. Students living in flats where the distance measures the same, priority will be given in ascending order of flat number/letter/floor.

## **Tie Breakers**

Where the offer of a place would lead to oversubscription under any of the above factors places will be allocated by reference to subsequent factors in order. In exceptional circumstances where it has not been possible to decide between applications, because they have the same distance measurements, the place will be allocated by drawing lots independently verified.

## **Appeals**

1. Any parent whose child is not offered a place for which they have expressed a preference has the right to appeal to an independent appeals panel.
2. Parents who intend to make an appeal must request a Notice of Appeal and return the form by the stated date.
3. Normally appeal hearings will be held within 40 school days from the closing date for receiving the notice of appeal.

More details please go to our website:

[http://www.wintertoncommunityacademy.co.uk/docs/policies/Admissions\\_policy](http://www.wintertoncommunityacademy.co.uk/docs/policies/Admissions_policy)



# School Policies

## Policies refer to Winterton Community Academy

### Developed by the School for the School

We always strive to act in the best interests of the school, our students, our parents and our community. All our policies and procedures are developed with this in mind.


On our website you will find links to many documents outlining the school's policy on various matters. If you require clarification on the content of any of these documents, or require information that is not covered by any of the supplied documents, please contact the school and an appropriate member of the school staff will be happy to help you.

<http://www.wintertoncommunityacademy.co.uk/Parents/Policies/>

### These policies refer to Winterton Community Academy

Admissions Policy 2016 to 2017  
Admissions Policy 2017 to 2018  
Anti Bullying Policy  
Assessment Marking Policy  
Attendance and Registration Policy  
Behaviour and Discipline Policy  
Bereavement Policy  
Charging Policy  
Community Cohesion Policy  
Complaints Procedure Policy  
Curriculum Policy  
Equal Opportunity Policy  
Equality and Diversity Policy

First Aid Policy  
Gifted and Talented Policy  
Health and Safety Policy  
Healthy Schools Policy  
Home School Agreement Policy  
Homework Policy  
ICT Policy  
Intervention Policy  
Privacy Notice Policy  
Promoting Modern British Values Policy  
PSHCE Policy  
Pupil Access to the Internet Policy  
Safeguarding



The screenshot shows the Winterton Community Academy website. The header features a large photo of students in school uniforms, the school crest, and the motto "Driven by the belief that we will be Outstanding." Below the header is a navigation menu with links: HOME, ABOUT US, STUDENTS, PARENTS, STAFF, GALLERIES, CONTACT US, and VACANCIES. The main content area is titled "Policies" and includes the sub-header "Developed by the School for the School". The text on the page states: "We always strive to act in the best interests of the School, our students, our parents and our community. All our policies and procedures are developed with this in mind. On this page you will find links to many documents outlining the school's policy on various matters. If you require clarification on the content of any of these documents, or require information that is not covered by any of the supplied documents, please contact the school and an appropriate member of the school staff will be happy to help you. These policies refer to Winterton Community Academy." Below this text is a list of 15 policies, each with a document icon and a file size in MB: Admissions Policy 2016 to 2017 (0.24 MB), Admissions Policy 2017 to 2018 (0.24 MB), Anti Bullying Policy (0.66 MB), Assessment Marking Policy (0.55 MB), Attendance and Registration Policy (0.11 MB), Behaviour and Discipline Policy (0.31 MB), Bereavement Policy (0.13 MB), Charging Policy (0.16 MB), Community Cohesion Policy (0.38 MB), Complaints Procedure Policy (0.36 MB), Curriculum Policy (0.29 MB), Equal Opportunities Policy (0.14 MB), Equality and Diversity Policy (0.19 MB), and First Aid Policy (0.19 MB). To the right of the policies list is a "Related Pages" section with a list of links: Admissions, Calendar, Contact Us, Exam Results, FOCUS, Homework, How do I Help My Child?, Important Dates, Newsletters, Ofsted, Options, Parent Voice, Policies, Prospectus, School Bus Routes, Special Educational Needs, and Subjects.

# Keeping Children Safe in Education

## Safeguarding for School Visitors

All visitors must report to Reception on arrival.

You will be asked to show identification, sign in and be given a visitors badge. This must be worn for the duration of your visit.

Visitors are asked to stay with their hosts at all times. Visitors who are working with students or independently must have a current DBS clearance.

All our staff wear name badges with photographic identification and DBS details.

Keep yourself safe.

Please do not take photographs during your visit.

On your departure please sign out and return your visitor badge.

In the event the fire alarm is sounded please leave the building by the nearest exit and make your way to the playing field at the rear of the school. Please report to a member of staff.

**It is everyone's responsibility to keep children safe from harm. Abuse can be identified as:**

**Neglect** means that a child is not being properly taken care of. This could be about poor hygiene or poor diet, being left alone at home, not being taken to appointments or being sent to school.

**Physical** abuse is where the child is deliberately hurt, hit or injured.

**Emotional Abuse** is where someone shouts at, uses threats or makes fun of a child to make them feel worthless or unloved. A child seeing violence between other people can also be harmful.

**Sexual abuse** is where someone influences, involves or forces a child to look at or take part in sexual activities. This could include encouraging unwanted touching, involving a child watching pornography or forcing a child under the age of consent to have sex. It is also concerned with grooming, female genital mutilation and honour based violence.

Please visit our website to view our policies.

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people>

**Safeguarding means that:**

Children are protected from mistreatment

Children's health and development is protected

Children grow up with safe and effective care

Action is taken to ensure the best outcomes

Safeguarding is the action we take to promote the welfare of children in our care and to protect them from harm.

**We take this very seriously.**

No child should suffer harm of any form, either at home or at school. Everyone who works at or visits our school has the responsibility to make sure that all our children are safe.

**If you have any safeguarding concerns please contact a member of staff or speak directly to a member of our designated safeguarding team.**



Child Protection Lead Mrs Joy Simon



Child Protection Deputy Miss Emma Forman

If you are unable to please contact  
**Children's Services 01724 296500**

# **School Day**

## **2017 - 2018**

### **The School Day**

<b>Start of School</b>	<b>8.40am</b>
Tutorial and Assembly	8.50am - 9.10am
Lesson 1	9.15am - 10.15am
Lesson 2	10.20am - 11.20am
<b>Break</b>	<b>11.20am - 11.35am</b>
Lesson 3	11.35am - 12.35pm
<b>Lunch</b>	<b>12.35pm - 1.25pm</b>
Lesson 4	1.25pm - 2.25pm
Lesson 5	2.30pm - 3.30pm
<b>End of School</b>	<b>3.30pm</b>

# **Term Dates For The Academic Year 2017 - 2018**

## **Autumn Term Starts**

The School will open on Wednesday 6<sup>h</sup> September 2017

## **Autumn Half-Term Holiday**

The School will close on Friday 20<sup>th</sup> October 2017  
and re-open on Tuesday 31<sup>st</sup> October 2017

## **Christmas Holiday**

The School will close on Friday 22<sup>nd</sup> December 2017  
and re-open on Monday 8<sup>th</sup> January 2018

## **Spring Half-Term Holiday**

The School will close on Friday 9<sup>th</sup> February 2018  
and re-open on Monday 19<sup>th</sup> February 2018

## **Easter**

The School will close on Thursday 29<sup>th</sup> March 2018  
and re-open on Monday 16<sup>th</sup> April 2018

## **May Day**

The School will be closed on Monday 7<sup>th</sup> May 2018

## **Spring Bank Holiday Half Term**

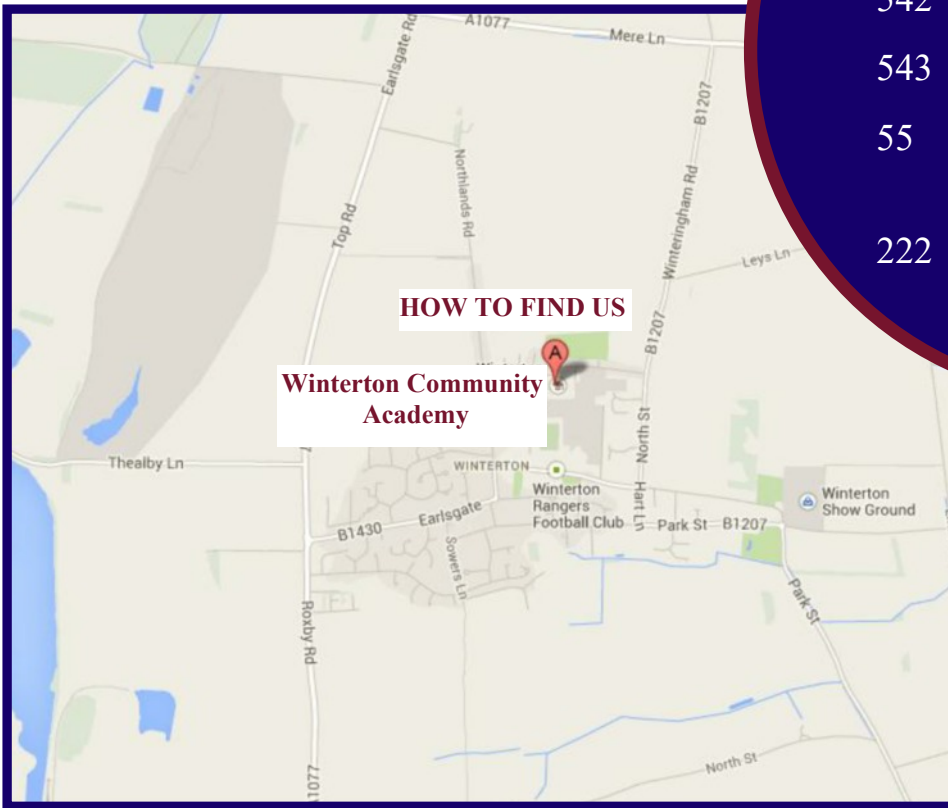
The School will close on Friday 25<sup>th</sup> May 2018  
and re-open on Monday 4<sup>th</sup> June 2018

## **Summer Holiday**

The School will close on Friday 20<sup>th</sup> July 2018

## Bus Routes

- 540 Burton
- 541 Burton, Flixborough, Thealby, Colby
- 544 Burton, Thealby
- 542 Alkborough, Whitton
- 543 Winterringham
- 55 Scunthorpe, Santon Appleby, Roxby
- 222 Goxhill, Barrow, Barton, South Ferriby



## WINTERTON COMMUNITY ACADEMY MISSION

It is the purpose of this School to ensure that all pupils maximise their potential to achieve personal success and fulfilment through the high quality provision of wide ranging learning opportunities in a challenging and caring environment.

## PERSONAL SUCCESS FOR ALL THROUGH HIGH QUALITY LEARNING

### Winterton Community Academy

Newport Drive  
Winterton  
Scunthorpe  
North Lincolnshire  
DN15 9QD

**Telephone** (01724) 732777

**Fax** (01724) 733051

**Email** [reception@wintertoncommunityacademy.co.uk](mailto:reception@wintertoncommunityacademy.co.uk)

**Website** [www.wintertoncommunityacademy.co.uk](http://www.wintertoncommunityacademy.co.uk)

[web@wintertoncommunityacademy.co.uk](mailto:web@wintertoncommunityacademy.co.uk)

