



THE GRANGE ACADEMY

ASPIRE



MEMBER OF THE
**WADE DEACON
TRUST**

“

Transition is excellent.

Ofsted 2016

My son has settled thanks
to the excellent Transition
at the Grange.

Parent 2018

”

2



A WARM WELCOME FROM THE PRINCIPAL

I am extremely proud to address you as Principal of this unique “all-through” school. Here at The Grange Academy your child will receive the highest quality education from a committed and talented team of staff. Our children range from age 3 to 16 years and we all share a wonderful state-of-the-art learning environment both inside and outside the building.

Relationships between students and staff are extremely strong and we offer as much support as possible to ensure students succeed in everything they do. As part of the Wade Deacon Trust we have an exciting opportunity to work with other schools to fulfil our new vision – “Aspire for Excellence.”

We ‘Aspire for Excellence’ through demonstrating our core values and we are proud of the learning culture we have created which ensures that all within our community are continuing to develop skills, knowledge and understanding each and every lesson. We expect and insist upon the very highest standards; exceptional manners and respect, exemplary behaviour and an expectation that students wear their uniform with pride and stand out in the local and wider community. We ensure that all staff make every effort to see that our students are happy and safe at school.

Achievement at The Grange Academy has improved significantly across all phases of learning, and the progress made by many hard working individual students is exceptional. We aim to offer life changing experiences that will ignite curiosity, build character and provide a platform for all our students to become well-rounded and be fully prepared for life beyond The Grange Academy.

Working together with parents and carers is fundamental to our success and I would encourage you to see what we have to offer and our exceptional learning environment.

Kindest regards,

Ian Critchley - Principal
BSc(Hons), PGCE, MA, NPQH

I am passionate about ensuring that all students, regardless of their background or prior achievements are given the skills, knowledge and the experiences necessary for them to take charge of their own future. Underpinning The Grange way are our key values of ASPIRE, which is something I embody within my role as a teacher and leader. We are committed to developing students with the understanding and confidence to explore a range of ever-changing opportunities, and the ability and aspiration to fulfil them. As one of the longest serving members of the school community, I look forward to continued collaboration with all students and their families in striving to provide the best educational experience possible here at The Grange Academy.

Jane Thomson - Associate Principal

It is very important to me that our primary aged students have a positive, exciting, safe and enriching experience at school. Developing new skills, making friends, building confidence and gaining new knowledge are all essential elements of a young child’s learning journey. We will ensure that children enjoy being children, that they are stretched and challenged, they achieve their best, learn to be resilient, are cared for and also find and use their gifts and talents. Key to this is our relationship with parents, carers, wider family and community members and the fantastic facilities available to us at The Grange. Together we can ensure all our students succeed.

Moira Kenneway - Head of Primary Education

OUR STRONG VALUES UNDERPIN THE SUCCESS AND CHARACTER OF OUR STUDENTS

Our core values of Achievement, Support, Perseverance, Integrity, Respect and Enrichment (ASPIRE) underpin all that we do in this school. The staff, governors, students and our parents / carers work hard to embed the values that underpin the work we do at The Grange Academy. Our motto of "Aspire for Excellence" ensures we set high expectations for our students and we want them to achieve well.

We have high standards and insist that all students follow our core behaviour principals that ask they are respectful, demonstrate excellence, persevere and are safe.

The wide ranging curriculum and enrichment opportunities we offer help us to develop ambitious young people that achieve well. We actively promote a culture of aspiration and high achievement and believe our students will succeed if they embed resilient attitudes when faced with challenges along their journey.

We offer a wide range of extra-curricular opportunities such as sports, music, drama, science club and offer trips that will stay in memories forever to places like New York, Iceland, London & Paris.



“

All students at The Grange will receive a world class education that prepares them for life in the 21st Century.

”

OUR CORE VALUES

A | Achievement

S | Support

P | Perseverance

I | Integrity

R | Respect

E | Enrichment

ACHIEVEMENT

Across all phases of the school, The Grange Academy staff are very proud of the progress made by our hard working students. Good progress demonstrates that we are adding value to our children's education and future opportunities. Robust monitoring systems allow us to track the progress of individual students, intervene and support as and when appropriate and provide regular feedback to parents to ensure that we work together.



SUPPORT

We offer a wide range of both academic and pastoral support for our students and their families. The happiness and welfare of every child within our school is of the utmost importance to us. We are an inclusive school that hosts local authority funded specialist learning resource bases at all key stages. Our Special Educational Needs Department take great pride and care in identifying and addressing personal needs, regardless of what age or stage a child may be engaged within school.

We have an excellent pastoral system, where experienced teaching and support staff lead teams in guiding our children appropriately. Every student belongs to a class/progress group, managed by a dedicated class teacher/progress tutor, who acts as their main point of contact. All teaching and support staff provide pastoral guidance to ensure the best care for our students, in terms of both academic progress and emotional well-being. This is further supported through our Family Support Worker who is available to liaise with parents directly.

Parent surveys say:

- My child is very well supported at school and has improved a lot in behaviour and academically
- I feel that my children are happy at the school and the teachers are dedicated
- I have always been happy with this school and it always responds well to my children's needs.
- My child is a happy child due to the support and assistance she gets here. Her confidence has grown since being here and the encouragement she receives is fantastic. Love the support the school give to me as well and the communication between myself and school is great.
(Resource Base student)

PERSEVERANCE

Here at The Grange Academy we take pride in the fact that we prepare our students for life in the 21st Century. Communication, independence, perseverance and resilience are important skills for the ever changing and competitive work place our children will find themselves in as young adults. We have formed valuable partnerships with post-16 providers, universities, businesses and other schools, in order to ensure learning opportunities are meaningful and prepare our children for their future. All children receive specialist careers advice and Year 10 students take part in work experience placements. Our Personal, Health, Social and Citizenship curriculum addresses and engages our students in awareness raising activities that challenge stereotypes, healthy relationships and bring to the fore acts of kindness.

6

INTEGRITY

Honesty, integrity and strong values underpin everything that we do. Student leadership at The Grange Academy is incredibly important. We strongly encourage all children to take responsibility for the things they would like to see improve further. Students of all ages take on roles as leaders or ambassadors to help guide/support their peers and school improvement such as prefects and head boy/girl. The children in our school want to be represented positively. The school engages with many external agencies which promote a safe and inclusive learning environment that empowers students and staff alike to celebrate our many differences and challenge prejudice.

“

Graduating to the next stage in my learning was something to aspire to. I felt very proud to celebrate my hard work in front of my parents.

”



RESPECT

Students at The Grange Academy are considerate and courteous. Our environment is precious to us all. Students at The Grange Academy look after and cultivate the space around them well. We believe that deep understanding comes from experiences. Educational visits and inspirational speakers frequently help to enrich learning. Our children take responsibility for their own learning environment.

As an all-through school, students of all ages frequently support each other. This considerate behaviour is encouraged across all phases of learning. Play Leaders, Teens and Tots, and Prefects are just some examples, of roles students undertake.

ENRICHMENT

‘Enrichment activities provide excellent opportunities for pupils’ social and cultural development.’

There are a huge range of clubs, activities and study support lessons which take place after school throughout the year. Sporting, creative and academic interests are fully catered for. We encourage everyone to try and find time to participate in one or more of these opportunities.

We deliver a comprehensive range of additional educational activities, which supports classroom learning and provides wider intellectual and academic growth. This includes links with universities, external providers and educational trips.



All students at The Grange are encouraged to reach their full potential - academically, personally and socially.

Parent



STUDENT LEADERSHIP

Student leadership at The Grange Academy is a central strand of student achievement that enables confidence building to raise aspirations and recognise the talent of the student body. We aim to provide opportunities for students to develop leadership skills throughout the Academy, creating a shared vision and contribution to the community they live in. There are many opportunities open to our students to develop their leadership skills such as form captains, Anti-Bullying Ambassadors, Student Mentors and Prefects.



“

Student Leadership provides me with the opportunity to help others, I enjoy being a prefect at The Grange Academy and feel it provides me the chance to develop my own confidence and develop skills I can use in my future.

Student leadership, Year 11 Prefect

”

A young woman with her hair in a ponytail, wearing a dark school blazer and a blue tie, is holding a Canon EOS 200D camera up to her eye to take a photograph. The background is a blurred school hallway with blue walls and wooden railings.

HOUSE SYSTEM WORKING TOGETHER

Every student at The Grange Academy belongs to a house. The four houses are named after the patron saints of Scotland/Blue, Wales/Yellow, England/Red and Ireland/Green. The house system is designed to embed the core values and ethos of the school and is an important part of our community. It 'stimulates healthy' competition and ensures a sense of belonging throughout the school, with the aim of raising the achievement and confidence of students.

CURRICULUM TO SUIT ALL ABILITIES

PURPOSE. Our 'all-through' curriculum is designed to meet the needs of students from the ages 3-16 to ensure we create well-rounded students that are fully prepared for life beyond The Grange Academy. The curriculum is carefully planned to ensure there is clear fluency through the year groups in order to strengthen learning. The main purpose of the curriculum is to give our students the knowledge, skills and understanding to be successful both academically and personally ensuring that we support and encourage social mobility.

KEY PRINCIPLES:

- Depth before breadth in order to maximise learning and deepen knowledge and understanding.
- An emphasis is given to both English/Reading and mathematics to ensure that students have the essential skills needed for life and to access the full curriculum.
- Opportunities for students to display their talents and encourage them to become well rounded individuals and build upon their cultural capital.

Through our unique PACE Curriculum students will be given the opportunity to express their knowledge, skills and understanding through Participation, Application, Communication & Exploration. The PACE framework allows students to demonstrate their learning and ensure they have experiences and knowledge to build upon. The curriculum balances the national expectations and an all-encompassing range of experiences allowing our children to develop academically and personally.

Clear strategic planning allows the curriculum to be dynamic and adapt to the context of the school and children's needs. High expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. The curriculum has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong cross curricular links. Bespoke feedback policies provide a range of opportunities for students to reflect on their learning and think deeply.

In the Early Years Foundation Stage (EYFS) the curriculum is responsive to the needs, interests and experiences of the pupils. Themed topics provide structure and are linked to the Early Learning Goals. Discrete sessions to teach phonics, number and whole word recognition ensure all pupils gain the key basic skills to be able to access future curriculum experiences. Stories and reading are a key feature of the curriculum as we introduce pupils to a rich world of vocabulary, other worlds and develop their imagination and creativity.

KS1 and KS2 are taught the full range of subjects and are sometimes supported by specialist teaching from secondary staff. The curriculum is designed using concepts and themes so that links can be made across subjects and year groups. Concepts such as Justice, Power or Friendship allow themes to be taught in a more meaningful and relevant way for pupils. Each half term pupils work towards or from a real outcome or experience. Examples may include; writing a story for a younger pupil, preparing a museum for parents or designing, making and marketing an item to sell. The aim of this is to bring the curriculum to life for pupils, to give them a reason to learn and a way to link their learning to real life opportunities.

Reading is a key element of the curriculum. Texts and books form the basis of teaching a theme. In addition, pupils are taught to read for understanding, to question, analyse and evaluate a range of texts. Pupils have access to class, Key Stage and School libraries as well as having specific texts to read.

Assessment is based upon age related expectations and standards and is continuous. Phonic skills are taught daily from Nursery to Y3. Outcomes are recorded at the end of Years 1 and 2 with phonics standardised tests are completed twice a year in all year groups (NFER) and external standardised tests are completed at the end of Year 2 and Year 6.

As an "all-through" school we utilise the knowledge and expertise of the KS2 staff and curriculum to ensure that standards remain high and progress continues into KS3. Our Year 7 students have a carefully structured timetable which includes a well-planned induction period where work is gathered and used as a reference and baseline for pupils and staff. Students study the full range of National Curriculum subjects in Years 7 and 8. Languages taught alternate between French and Spanish. In all subjects, pupils benefit from subject specialists who are passionate about the experiences and opportunities pupils receive. Subject teams work together and across subjects to match topics so that skills and knowledge can be utilised, revised and built on across the whole curriculum. The KS3 curriculum is enhanced with enrichment opportunities so that pupils have experiences to draw on in their learning.

Assessment is completed regularly using short unit or previous lesson quizzes and tests as well as more formal and assessments. Subject teams work closely with teams across the Wade Deacon Trust to plan, share resources, assess and moderate. The curriculum however is for our pupils and is adapted appropriately to meet the needs of pupils and ensure the curriculum is challenging and relevant.

Pupils start their GCSE or equivalent qualifications in Year 9 and continue their studies in Years 10 and 11. Quality advice and guidance is provided for all students making sure they are able to make important decisions about their future. GCSE courses from the English Baccalaureate (EBacc) suite and foundation subjects are offered as options. These are complemented by vocational courses to suit individual need and interests.

At KS4 careful guidance is provided to allow students to follow personalised and appropriate pathways. GCSE or equivalent courses that begin in Year 9 allow for deep learning and the mastery of the foundation skills that lead to success across a range of subjects. Students will all follow core subjects as a priority, with opportunities to study Modern Foreign Languages, Humanities, Physical Education and many foundation subjects, including Art, Photography and Drama.

WE REVIEW THE CURRICULUM
REGULARLY TO ENSURE IT
REMAINS CHALLENGING,
RELEVANT AND SUPPORTS THE
VERY BEST OPPORTUNITIES
FOR OUR CHILDREN'S FUTURE.



THE
GRANGE
ACADEMY



MEMBER OF THE
WADE DEACON
TRUST

The Grange Academy

Latham Avenue, Runcorn WA7 5DX

Telephone: 01928 562660

Website: www.thegrangeacademy.co.uk

E-mail: info@thegrangeacademy.co.uk

Twitter: @grange_school Instagram: thegrangeacademy

ASPIRE