



SIR WILLIAM ROBERTSON
ACADEMY

PROSPECTUS



Our School aims to encourage all our pupils to ASPIRE



**Achieve...
Support...
Pursue...
Involve...
Respect...
Extend...**

their full potential as individuals
each other as members of a caring community
knowledge and understanding
themselves in the wide range of activities we offer
other people's values, beliefs and customs
their horizons, striving to achieve their best

Sir William Robertson 1860 - 1933

We are immensely proud to be named after a unique member of the British armed services whose childhood home was in the village of Welbourn, where his father was the local post-master and tailor.

William Robertson, born in 1860 is the only member of the army to have risen from 'Private' to 'Field Marshal', and this was at a time when the class system that prevailed within society was rigidly structured and worked against such aspirational movement through the classes.

Everything that is written about this extraordinary man testified to his perseverance, tenacity, attention to detail and his support for his fellow officers and the men serving under him. Typically very blunt when expressing his opinions, he earned the respect of all around him and finally achieved the highest rank in the British Army. Part of his success was that he learned five different Arabic dialects, in addition to speaking French (by his own admission badly!) that he learnt from the local minister of Welbourn parish.

We are proud of the Sir William Robertson name - a name that captures the principles that we now use to drive our school forward and to equip our young people with the qualities they need, enshrined in our mission to ASPIRE. Our pupils know and stand by those attributes every day.

In sending your child to The Sir William Robertson Academy, you will be signing up to a commitment of the ideas espoused by Sir William Robertson.



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Welcome to Sir William Robertson Academy



Sir William Robertson Academy is a highly successful 11 – 18 co-educational non-selective school. Our school is proud to be one of the most sought after schools in Lincolnshire, with parents recognising the benefits of choosing a very successful school set in a peaceful and rural location. In addition to serving our local catchment area, high levels of parental demand have led the school to offer daily school transport to Newark, Grantham and Sleaford and the surrounding villages.

Sir William Robertson Academy is delighted to have been judged as 'Good' in all areas of the school following its Ofsted inspection in June 2015. The inspection report praised developments across the school, highlighting the progress and behaviour of pupils and their engagement in their learning as a particular strength. All aspects of the school were inspected ranging from leadership and management; behaviour and safety of pupils; quality of teaching; achievement of pupils within its Sixth Form provision and found all areas to be 'Good'. The school has been recognised as being one of the 'Top 100 non-selective state-funded schools in England' in a letter from Nick Gibb MP – Minister of State for Schools (February 2016).

The school has developed The Aspire Schools Trust, a highly innovative Lincolnshire-based Multi Academy Trust, educating pupils of all abilities from the ages of 4-18. Our family of schools is set to grow and can see huge benefits for our community in the establishment of a successful and progressive cross-phase MAT, rather than one linked narrowly to the primary or secondary phase.

The school is driven by the aim to ASPIRE and this directs the work of all staff and pupils as we strive for year-on-year improvement. The curriculum is designed to meet the needs of every child and we offer a broad choice of academic and vocational options. These combine to enable us to offer a 'curriculum for every future'.

As you browse through our prospectus you will see written commentary and photographic evidence of our unique school and the benefits that this brings to our pupils. One highly regarded factor is the security of being in a rural location with no opportunity for pupils to disappear into the local town. Indeed, it is our policy to keep all pupils on site throughout the working day, including lunch and break-times, offering a range of activities and clubs to occupy their social times. We pride ourselves on getting to know your children as individuals and value the opportunities that can be provided through our small class sizes which help to create a supportive and stimulating environment for your children.

Making a decision about secondary education is not easy and is best achieved by gathering as much information about possible schools in advance. At Sir William Robertson Academy, we aim to provide a range of opportunities for parents/carers and their children, to visit the school to make that decision – one that is fully informed by experience. Our Summer Open Evening (normally held in late June), Open Week and Open Evening (held during mid-September), provide a chance to see the school working and meet with pupils who have very recent experience of starting in Year 7. In addition, it is possible to make individual appointments to see the school on a working day throughout the school year. Appointments and further information are available by ringing the school office where our team will be pleased to help you.

The artistic and sporting life of the school is rich and vibrant. We have an annual school production which provides a focal point for the school year. Recent shows have included Our House, Grease, Les Miserables and Oliver with Hairspray being performed in December 2018. The school offers a wealth of opportunities for pupils to showcase their considerable talents at school events, award ceremonies or through fun events like Will Rob's Got Talent.

We have developed high levels of participation in a range of sports. These range from the more traditional school sports to new developments such as boxercise, handball, archery and lacrosse.

We are committed to preparing all of our pupils to be active and responsible citizens in modern British society. We hope that you will choose to apply for a place at our school if you share our vision for a twenty-first century education in a calm, disciplined and supportive environment.

**Mark Guest
Headteacher**

Students make good progress and achieve well across a range of GCSE subjects.

Ofsted 2015



Achieve their full potential as individuals

Parent Partnership

It is our firm belief that pupils will achieve to the best of their ability and be happiest at school when there is a successful partnership between home and school.

A smooth transition:

We recognise that transferring from primary to secondary school can be an unsettling time for youngsters. We work very closely with all of our feeder primary schools and with parents in order to provide a comprehensive programme to ensure that we can support individual pupils' academic, social, moral and personal welfare, allowing them to settle quickly into their new school.

An initial visit is made to all pupils in their primary schools allowing them to meet key members of the House teams, understand the support mechanisms and begin to feel part of our school community.

Our induction programme continues with a visit to us for a whole day where pupils are involved in a range of activities including meeting their new tutor and learning team, as well as involving themselves in a range of activities designed to reflect the varied curriculum and opportunities which they will enjoy in Year 7.

Where pupils have additional needs an extended programme of visits routinely takes place based on the needs of the individual. We have really well-established relationships with our partner primary schools and we work together to ensure a smooth and happy transition for your child.



Each academic year, parents are invited to join us for:

Parents' Evening – an opportunity to meet with your child's subject teachers and discuss their needs and progress.

Key transition meetings – Year 6, Year 8, Year 11

Information Evenings – e.g. Paris Trip

Parent Information Evenings – There are many opportunities for parents to attend sessions on various topics, eg 'keeping my child safe online' or 'preparing for GCSEs' etc.

The Local Governing Body has elected parent members and co-opted members who represent the views of parents and who not only play a full part in supporting and challenging the school leadership team and linked departments, but who also help to review and formulate policies and monitor the school's performance.

We are keen to receive the opinions of all parents and our parental survey is available at all parents' evenings with any key issues and our responses highlighted through the school newsletter or website.

In addition we commission Keele University to gather the opinions of our parents and the responses are analysed against national data results. We publish these results on our school website and also communicate key areas via letter and newsletter.

During the year we publish regular letters, newsletters, option booklets which give information regarding general topics. Updates and key information is also shared on Social Media – Facebook and Twitter.

We regularly update our website and for key publications we will also alert parents via text that the publication has been sent.

Communicating about your child

On a daily basis, the most effective form of communication is the pupil planner. Pupils carry these with them at all times and the planner outlines key school procedures and practices. In addition, pupils are encouraged to reflect on their achievements each week with their parents and parents are asked to sign the planner and to communicate any messages directly to the tutor. Using the planner is an easy and effective way of communicating with your child and the school and ensuring effective partnership.

A phone call can often be helpful, and school staff will contact parents as necessary. Your child's tutor is your first point of contact and if you would like them to speak to you, a note in the pupil planner or a call to reception is the most efficient way. Teachers will aim to speak with you as soon as teaching commitments allow.

We send progress reports termly and a full annual written report. In addition, your child will set targets with their base tutor and the record of this will be sent home.

Letters and postcards home to celebrate achievements, effort and progress are a regular feature of our rewards programme.

Where support with improving behaviour is a focus, a daily communication card between home and school can be used to communicate really effectively.

We welcome all suggestions from parents about how we can continue to communicate effectively and work in true partnership to support you and your child.

Support each other as members of a caring community



**Students' behaviour is good.
They are courteous and respectful.**

Ofsted 2015

Teaching & Learning



The Curriculum Overview

The Curriculum Policy at Sir William Robertson Academy is consistent with the philosophy and aims of the school. Sir William Robertson Academy ensures that a broad and balanced curriculum is provided to its students, incorporating English, Maths and Science qualifications along with the provision of Religious Education teaching for 11-16.

For Sixth Form students a range of subjects are offered, including enrichment activities, to provide students with the most relevant pathway for further study or employment. It is the intention and aim of the school that all students are involved in some form of extra-curricular activity.

The curriculum for Years 7-11 follows the National Curriculum. Wow Days give ample opportunity to cover a comprehensive programme of personal, social and health education, along with careers advice and guidance. Base time every day give opportunities for assemblies, Thought for the Day, reading activities and the peer support programme.

The curriculum aims of Sir William Robertson Academy are:

1. That pupils should become aware of their abilities and in so doing should develop them to their maximum potential.
2. That pupils should be aware of the needs of the community and be prepared to contribute fully to the life of the community.



3. That all pupils should be offered a curriculum that has breadth and depth. It must be tailored to each pupil and satisfy their requirements.
4. That pupils who leave Sir William Robertson should be articulate, literate and numerate, and have lively, enquiring, independent minds.
5. That pupils who leave Sir William Robertson should:
 - be confident in their dealings with adults and peers
 - be able to develop good working relationships with others
 - have knowledge of a wide range of cultures and through this come to respect the rights and needs of others
 - be able to make good moral judgements
 - have developed a love of learning that will last for the rest of their lives
 - be adaptable enough to react to the needs of a fast changing world

The Curriculum

In Year 7 and 8 all subjects are blocked together and pupils are taught in ability sets.

Along with English, Maths and Science, all students study D&T, History, Geography, French, PE, Religious Studies, Computer Science, Art, Music and Drama. Options are chosen in February of Year 8 to start in September of Year 9.

In Year 9 and 10 English, Maths and Science are taught in separate blocks set by ability. All pupils begin to study their option subjects along with GCSE Religious Studies which is completed at the end of Year 10. Other non-GCSE courses that students can study include BTEC Sport, BTEC Music, BTEC Travel & Tourism, NCFE Childcare & Development and NCFE Business & Enterprise.

In Year 11 students have more lesson time studying English, Maths and Science as they have now completed their RS course.

More detailed information on the core and options curriculum is set out in the Year 8 Options Booklet.

Pursue knowledge and understanding



**Teaching is good...Lessons are
engaging and enjoyable.**

Ofsted 2015

Key Stage 3 & 4 (Years 7-11)

Number of lessons per week:

Subject	Year 7 & 8	Year 9	Year 10	Year 11
English	4	4	4	4
Maths	4	4	4	4
Science	4	4	4	5
MFL (French)	2	Options*	Options*	Options*
History	2	Options	Options	Options
Geography	2	"	"	"
D&T	1	"	"	"
Art	1	"	"	"
Music/Drama	1	"	"	"
Computer Science	1	1	1	-
Religious Studies	1	2	2	-
PE	2	2	1	2

*Top two sets are expected to study French

GCSE Option subjects include the following:

- Art
- Business
- Expressive Arts
- Music
- Drama
- Media Studies
- Food & Cookery
- PE
- BTEC Sport
- Computer Science
- Resistant Materials
- Graphics
- Second Modern Foreign Language

Special Educational Needs

We believe in 'inclusion' and seek to create an environment where all pupils are equal and welcomed. In fulfilling this aim, we recognise that some pupils may have a specific educational need, learning difficulty or physical difficulty which has been identified either in primary school or from our own testing and observation.

Obviously, needs will vary according to the individual and, in order to support, we have built up an extremely successful Learning Support Department. We pride ourselves on having a caring and watchful staff who ensure that every child's needs are catered for to the very best of our ability.

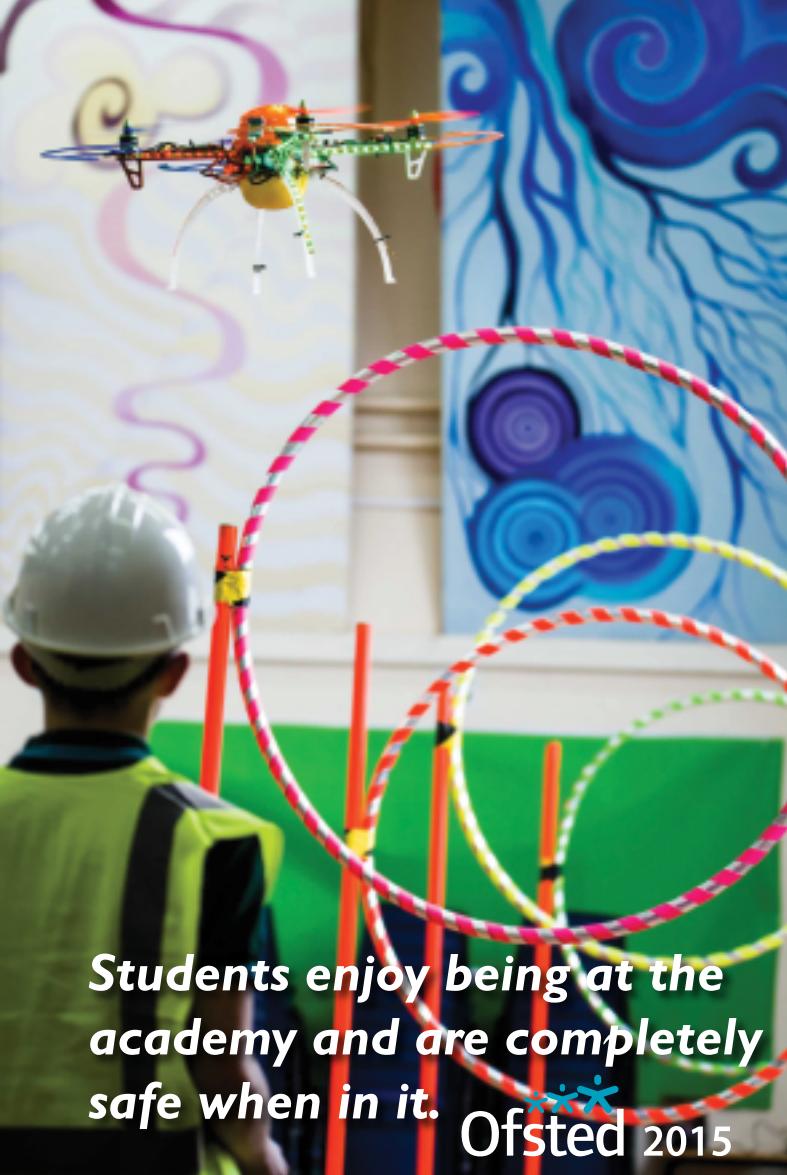
We have underlined our commitment to our pupils by providing them with a superb Learning Support area.

We provide support within the classroom, withdrawal of pupils for specific help and a wide range of lunch time activities.

Options for Key Stage 4 allow a personalised and reduced curriculum for pupils who would benefit from the option to concentrate on fewer GCSEs. The group is deliberately small to ensure that pupils have the individual help necessary to enable them to achieve their potential.

Pupils who are particularly able or who have a talent in a specific area are stimulated and challenged both within the classroom and through a programme of other activities co-ordinated by our nominated teacher. These measures aim to ensure that individuals are challenged and developed.

Our aim is to build and strengthen positive learning in all our pupils so that all areas of the school curriculum can be experienced with confidence.



**Involve themselves in a wide range
of activities that we have to offer**

Growth Mindset Programme

As a school we believe that we have a duty to stretch and challenge all of our students, regardless of their ability. This is enshrined in the school's motto of ASPIRE and supports the philosophy of the new Progress 8 measures. We believe in encouraging our students to develop a Growth Mindset and, consequently, we do not believe in labelling any student as 'gifted & talented'. Instead, all of our students are encouraged to be the best that they can be in all aspects of their school life. The benefits of promoting a Growth Mindset with students are well documented in pedagogical literature, most notably through the work of Professor Carol S. Dweck. Over four decades and countless studies, Carol Dweck and other Mindset researchers including Barry Hymer and Mike Gershon, have provided empirical evidence that people with Growth Mindsets are more:

- Open to challenges and constructively critical feedback
- Resilient in the face of obstacles and initial failure
- Convinced that individual effort makes a difference
- Likely to attribute success and failure to their own efforts, rather than to their innate abilities
- Able to learn well with and from others
- Likely to rise to the top – and stay there

Each week teachers nominate students who they see as 'Fearless Learners'. These students are chosen for demonstrating a positive attitude to learning and pushing their limits and remained undaunted by any setbacks that they have encountered along the way. Fearless Learners are published on our website and social media and an email is sent to parents/carers.

Sex and Relationships Education

Sex and Relationships Education (SRE) is taught within the Wow Day programme and Religious Education Programme.

Key elements are:

Attitudes and values – the importance of values and individual conscience and moral considerations; the value of family life, marriage and stable and loving relationships for the nurture of children; the value of respect, love and care; exploring, considering and understanding moral dilemmas; developing critical thinking as part of decision-making.

Personal and social skills – to manage emotions and relationships confidently and sensitively; developing self-respect and empathy for others; to make choices based on an understanding of difference and with an absence of prejudice; an appreciation of the consequences of choices made; managing conflict; to recognise and avoid exploitation and abuse.

Knowledge and understanding – learning and understanding physical development at appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships; learning about contraception and the range of local and national sexual health advice, life-long sexual health, contraception and support services; learning the reasons for delaying sexual activity and the benefits to be gained from such delay; the avoidance of unplanned pregnancy.

Parents and carers are the key people in teaching their children about sex, relationships and growing up. The school will endeavour to work in partnership with parents in order that the SRE programme will complement and support their role as parents.

Any parent who wishes to withdraw their child from the non-statutory part of the SRE programme should express this, preferably in writing, to the Headteacher. Parents who wish to withdraw their child will be invited to discuss their concerns or specific issues with a member of the Senior Leadership Team.



The spiritual, moral, social and cultural development of the students is at the heart of the curriculum.

Ofsted 2015



Respect other people's values, beliefs and customs

Drama

Drama is part of the curriculum for all students in Year 7 and 8. The Drama Department has developed an exciting, forward thinking syllabus which provides the pupils with an excellent palette of different styles of Drama.

At Key Stage 3 we study modules including Devising, Ernie's Incredible Illucinations, The Exam, Problem Solving and History of Theatre. Students have the opportunity to develop their Making, Developing and Evaluating skills which they are assessed on at the end of each module. There is then the opportunity for students to move forward to GCSE Drama in Year 9 and then A Level Drama & Theatre.

Alongside what happens in the classroom, students also have the opportunity to take part in extra-curricular clubs and showcases in Drama. The school production is always an inclusive experience for all. We produce four performances to over 1000 people.

This opens up many chances for students to perform in different locations around Lincolnshire. Many trips are available for the students to attend, from a trip to the Leicester Curve to see the likes of Matilda, to a 3 day visit to London, or a 5 day visit to New York in 6th Form.

Music

At SWRA we offer an exciting and inspiring music curriculum for pupils across the school. We believe that music can open up opportunities for young people allowing them to become confident and creative. The learning experience in music is delivered through a diverse programme of study and is geared towards developing pupil's skills and understanding that will take them forward to BTEC and then A Level. The Music Department is a warm and welcoming place for students to explore music in and out of lessons. There are various opportunities available for students such as a choir, orchestra and the annual school production. We work together with the Lincolnshire Music Service to offer various instrumental lessons.



Physical Education

The students at SWRA are blessed with an environment that allows for a PE curriculum that is balanced and focussed on utilising our wonderful natural setting. We pride ourselves on ensuring students have a curriculum mapped out according to their strengths and weaknesses. With over 25 activities taught in lessons we can focus our curriculums on either a GCSE pathway where there is a concentration on skills and performance or a curriculum where skills are taught yet there is an appreciation to ensure students develop lifelong skills such as leadership, resilience and communication skills. We have Sports Ambassadors in each Year group who are role models and help with the many sporting events we run during the year. Our students take part in competitive sports within their houses and compete against other Kesteven schools locally and if successful will compete for Lincolnshire in sports such as football, rugby, netball, cross country and athletics. We pride ourselves on developing all of our students to ASPIRE through sport; this can be achieved within lessons, during a mud soaked cross country run, leading Primary school children at a kwik cricket competition or raising funds for charity through our annual Colour Run and Mudathon events.

Academically we deliver outstanding results at GCSE PE, L2 BTEC Sport and the Level 3 BTEC Sport qualification which we now offer as an Extended Certificate (equivalent to one A level) and the Extended Diploma (equivalent to three A Levels). Physical Education at SWRA allows our students the chance to perform at a high level and also gives others the chance to participate with fun and enjoyment whilst developing their confidence.

Extend their horizons, striving to achieve their best



**Classrooms are calm,
harmonious places...
High levels of co-operation
and respect from students
are the norm in all classes.**

Ofsted 2015



Careers Education



We offer careers education and guidance to all pupils through tutorial time, an external Careers Adviser, visiting speakers, Wow Days and through the core subject areas. We are committed to ensuring that pupils can plan appropriately at the different stages of their education. For younger pupils, the focus is on raising self-awareness, investigating careers, planning for options and learning how to access information. Older pupils will undertake practical activities including designing a Curriculum Vitae, drafting letters of applications for posts, and developing interview techniques.

Work experience placements in Year 10 and Year 12 form an essential part of our careers programme and our pupils undertake a comprehensive programme of preparation in order to ensure that they gain the maximum benefit from their placement. Pupils are supported and encouraged to

approach employers and develop the skills that they will need for their futures. The school works with the Education Business Partnership and placements are monitored. In de-brief activities our pupils consistently report that they feel more confident, have gained new skills and have widened their outlook about possible career plans.



Religious Education

Religious Education is taught to all pupils at a variety of levels and uses a wide range of teaching methods including utilising artefacts, visits and outside speakers. Pupils are enabled to learn about world religions and a range of ethical and philosophical issues. The approach enables pupils to learn about, question and debate religious, philosophical and ethical issues and relate these to their own experiences of life. It allows for the exploration of current issues to which there are no standard answers and encourages students to think things through for themselves. Through learning about religious convictions, faiths and values that are different to their own, pupils come to see that the world is a varied and diverse place.



Pupil Welfare & Guidance

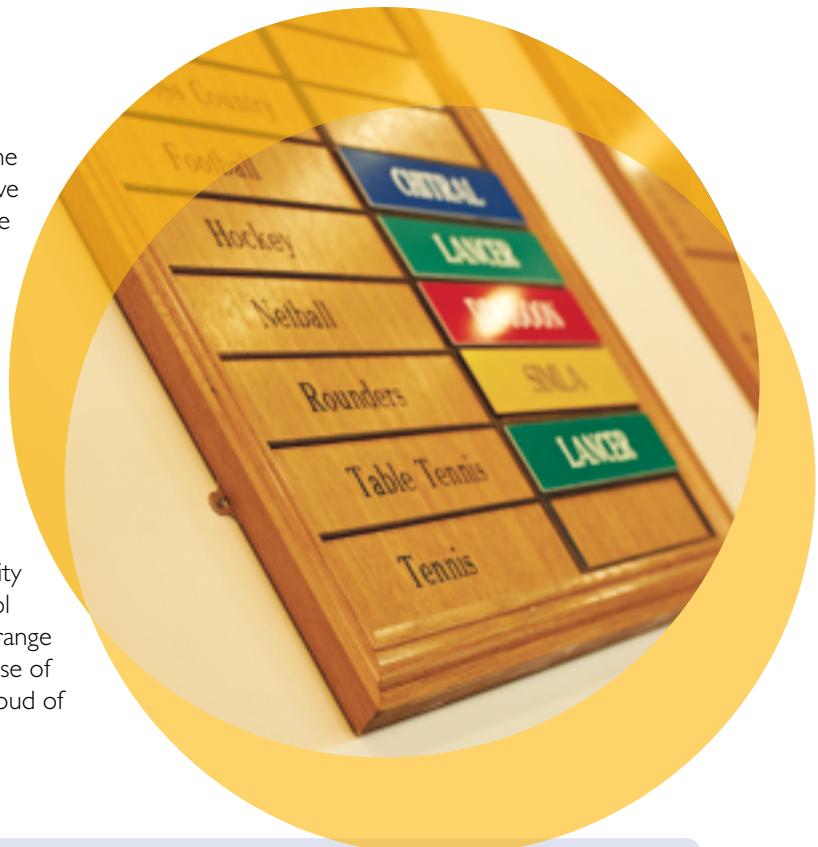


Our unique rural location offers a beautiful and safe environment in which our pupils thrive. Our location considerably enhances the overall ethos of a calm and purposeful school where mutual respect is the hallmark; we actively encourage prospective pupils and their parents to book a tour of our school in order to see the calm, co-operative working atmosphere that pervades during the school day.

We are committed to the principle that all children should be happy in school; happy children make effective learners and will, therefore, achieve through the delivery of effective teaching. Our pastoral care is organised to create the most supportive structure for each individual child and to ensure that every child is cared for and known as an individual.

The House System

On entry to the school, our pupils are organised into one of four houses, we recognise that many of our pupils have come from small schools and we care that our pupils are able to feel a sense of belonging and identity straight away. Each house consists of mixed age pupils cared for by a team of tutors and led by a Head of House. This allows our pupils to belong to a smaller community, within our whole school community, and to be known and cared for as individuals, in order to achieve their best. The four houses have developed their own identities and are recognised by their names, which are linked to key places or events in the life of Sir William Robertson, house mascots, and their house colour tie. House competition is important to our whole community and house points are awarded for contribution to school life, participation in events, achievement and for a wide range of inter-house events, allowing pupils to foster a real sense of belonging in every aspect of their school life and feel proud of their house and their school.



House Name	Chitral House	Dragoon House	Lancer House	Simla House
Head of House	Mr D. Costello	Mr I. Statham	Mrs C. Mower	Mrs E. Brewin
House Colour	Blue	Red	Green	Yellow
Sir William Robertson Connection	Chitral is one of the mountainous states bordering India on the North. Sir William Roberston worked in intelligence with the 'Chitral Relief Force'.	In June 1888 Sir William Robertson was made second Lieutenant in the third Dragoon Guards.	'Queens 16th Lancers' was the first regiment that Sir William Robertson worked with at the age of 17.	The British Headquarters in India, where Sir William Robertson served in 'intelligence'. People were chosen for their significant ability.

Tutoring

Pupils spend the first fifteen minutes of every day in their Base Group. Each Year Group is split into Base Groups of roughly twenty-five pupils, each of which is led by a Base Tutor. Where possible, the Base Tutors will stay with their group throughout their journey through school from Year 7 to 11 so that they have the opportunity to get to know their pupils really well. This means that Tutors are well placed to be the first point of contact for parents should they wish to discuss any aspect of their child's academic or social development. Tutors maintain an oversight of how each of their tutees is progressing and work hard to ensure that all children feel supported and ready to realise their potential.

The principles of our tutoring:

- Human relationships are at the heart of learning conversations at all levels. The individual child and parent voice is heard and responded to by the team for the benefit of individuals.
- Teaching and learning in a collaborative atmosphere. The tutor group is the 'guide by the side', aspirations are high. Tutor time is an opportunity to broaden the curriculum in the widest sense.
- Tutors actively using the data available to guide effectively and target set with individuals.
- Leadership and growing leaders in school. Providing active opportunities for true citizenship.
- Family mentoring: the tutor can facilitate a place for everyone in a more natural environment that is educationally and achievement orientated.

Base groups follow a programme of activities during tutor/base time. The programme covers literacy skills, Thought for the Day, Peer Support, organisational skills, homework advice, curriculum choices and personal development. Assemblies and Thought for the Day enhance opportunities for social, moral, cultural and spiritual understanding and a wide range of visiting speakers and groups provide pupils with different perspectives.

Themes are chosen to enable our students to develop socially, morally, spiritually and culturally. They help them to understand the opportunities and challenges of living in modern Britain and how to work together to the advantage of themselves and others. For parents, the tutor is the first point of contact at school who will work with you to fully support your child as they learn and grow within our community.



Expectations

We believe that everybody in this school should be polite, considerate and tolerant. Our expectations are embedded in the Home/School Agreement.

I am expected to

- work to the best of my ability
- arrive at class and other activities on time and make sure I attend every lesson
- listen to others and respect their opinions
- not distract or annoy anyone and allow them to get on with their work
- consider the impact of what I say and do on members of the school and public
- manage my behaviour in class and around school to reinforce school values
- complete my homework and all tasks to the best of my ability and meet deadlines
- wear the correct school uniform at all times
- make sure I have the appropriate equipment for each lesson

I can expect my teachers and other staff to

- arrive at class and other activities on time
- keep me informed of what I am learning and why
- help me to achieve my best
- support or help me to overcome my difficulties in learning
- mark my work and offer guidance on how to improve it
- treat all members of the school with respect and consideration
- apply our rewards and sanctions policy fairly and consistently
- follow school procedures to maintain order in the classroom

The Home-School Agreement

Working together, our home-school agreement and basic expectations are designed to promote positive attitudes. Expectations are published in the pupil planner; displayed in school and pupils are regularly reminded throughout the school year.



HOME/SCHOOL AGREEMENT

Name of pupil:

Year group:

THE STAFF AT THE SCHOOL

We shall aim to support all pupils to:

- Achieve their full potential as individuals
- Support each other as members of a caring and creative community
- Pursue knowledge and understanding
- Involve themselves in the wide range of activities which the school offers
- Respect other people's values, beliefs and customs
- Extend their horizons, striving to achieve their best

THE PARENTS/CARERS

I/We shall aim to:

- see that my child goes to school regularly, on time and properly equipped
- make the school aware of any concerns or problems that might affect my child's work or behaviour
- support the aims of the school and any policies and guidelines for behaviour that the school implements
- support my child in homework and other opportunities for home-learning
- attend parents' evenings and discussions about my child's progress
- get to know about my child's life at the school

Signature(s):

THE PUPIL

I shall aim to:

- attend school regularly and on time
- bring all of the equipment I need every day
- wear the school uniform and be tidy in appearance
- behave according to the school rules and expectations
- do all of my class work and homework as well as I can
- be polite and helpful to others
- take advantage of all of the opportunities offered to me

Signature:

Promoting Positive Behaviour*

We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It is important to stress that our pupils are usually well-behaved and respond positively to our school aims of ASPIRE. Exclusions are rare, but pupils do understand that unacceptable behaviour will not be tolerated. We seek to create a caring and learning environment in the school by:

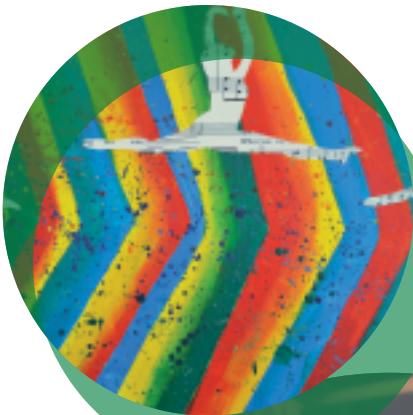
- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour; whilst considering the circumstances of each individual pupil;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

Enshrined in the school aim to 'ASPIRE' are the core elements of the school's approach to appropriate behaviour: To Support each other as members of a caring and creative community; To Respect other people's values, beliefs and customs.

We believe that everybody in this school should be polite, considerate and tolerant. Our expectations are embedded in the home / school agreement and basic expectations (published in the pupil planner) and in our school aims of ASPIRE.

All strategies for managing behaviour are centred on achieving a positive climate for learning. By implementing a rewards system, by providing support structures, identifying unacceptable behaviours, and by operating clear and appropriate strategies, Sir William Robertson Academy will encourage positive behaviour. All aspects of behaviour are monitored through a database from which staff can respond to patterns of behaviour and devise strategies as appropriate for rewards and sanctions.

Anti-Bullying Strategy*



Within our 'ASPIRE' aims our anti-bullying stance is embraced through the slogan 'R is for Respect.' And our beliefs and procedures are published in the pupil planner and on posters, designed by our pupils, and displayed throughout the school. We are a 'telling' school and whilst we have very little bullying, when it does occur our response is rapid and effective. Pupils and parents repeatedly report positive experiences both through our in-house surveys and externally undertaken questionnaires and we are proud of our record, but not complacent. It is our constant aim to ensure that all pupils are happy and free from bullying behaviour.

Supporting Achievement



We all perform better when someone takes the time to praise and encourage us. Our system of rewards is just one way of encouraging our pupils to give of their best. Positive rewards whether verbal, written or in other forms provide benefits to all of those involved. Our reward system is based on our school aim to ASPIRE with merits being awarded to correspond with the element of our school aims in which they have excelled. In this way, our rewards system encourages pupils to strive to achieve our school aims. Merits lead to Bronze, Silver and Gold awards as well as entry into the prize draw. Regular letters home inform parents of their child's achievements and rewards are issued for success in all aspects of their lives both in and out of school. In our school we value and celebrate the achievements of every individual.

Preparing for the Future

We believe that it is essential for our pupils to be fully prepared and informed in order to make the right choices for a successful future that is rewarding and allows them to achieve economic wellbeing. We encourage this in the following ways:

Time is allocated during Wow Days to deliver aspects of economic awareness that help pupils to understand budget planning and prepares them to manage their own money. Time is also spent in helping pupils to prepare for application processes whether this is for Further or Higher Education courses or employment. Our pupils regularly take part in 'Embedding Enterprise' challenges which allow them to demonstrate their considerable skills and understanding.

Work experience placements form an essential part of our careers programme and our pupils undertake a comprehensive programme of preparation in order to ensure that they gain maximum benefit from their placement. Monitoring of placements is thorough and careful and ensures that pupils have an opportunity to reflect on what they have learned and to inform their longer term career aspirations. Our work experience de-brief programme demonstrates the benefits of this area with pupils consistently reporting that their skills are enhanced and their outlook widened.

Our pupils benefit from our innovative 'Industry Day' and 'Futures Day' where they undertake a series of challenges, activities and interviews working with representatives from local businesses. Over time our established relationships allow pupils to experience what 'real' employers want. These days provide invaluable experiences and allow pupils to gain confidence when presenting themselves and their views to a range of audiences.

A very high percentage of our pupils move on to further education when they leave with many, subsequently, taking up University places. It is virtually unheard of for any of our pupils to move into the NEET (not in education, employment or training) group. The opening of our new Sixth Form represented the realisation of a long-held ambition to provide students with access to high quality post-16 education within the unique learning environment that students enjoy at our school.

Make a Positive Contribution

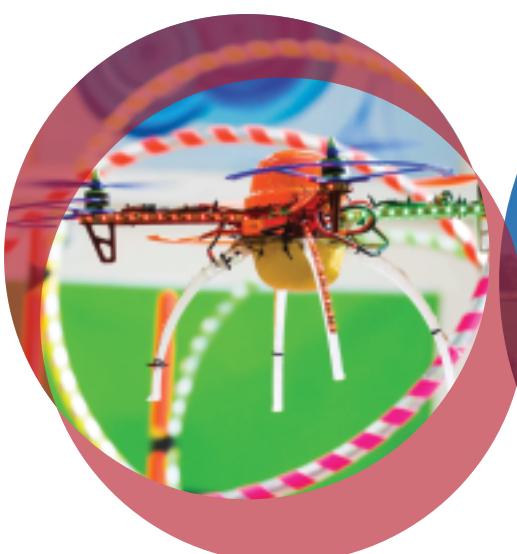
In encouraging community cohesion, the school aim of ASPIRE and pervading ethos are pivotal in creating a clear, shared vision and understanding of what it means to be part of the community of Sir William Robertson Academy. These values coupled with the tutoring and House Systems ensure a feeling of community spirit within the school, which our pupils are then encouraged to promote at a local, national and international level through the many and varied links forged and as a rural school with a presence in many communities across Lincolnshire and Nottinghamshire.

Within the Wow Days, specific modules offer opportunities to challenge prejudice, discrimination and stereotyping and to value difference. Assemblies and 'Thought for the Day' activities regularly encourage learners to value diversity and develop a better understanding of UK society and the world in which we live.

Links with other secondary schools and primary schools through Modern Foreign Languages, our Growth Mindset programme, Sporting initiatives, National Citizen Service (NCS) and World Challenge Expeditions provide incredible opportunities for pupils to involve themselves locally and globally to forge and sustain learning partnerships..

House and school council provide a vehicle for pupils to express their opinions about their school and we encourage all pupils to make a positive contribution to their school community by taking part in this process. All tutor groups have representatives on the council and time is made available to discuss issues raised. The work of the school council is seen as a vital part of our decision making processes.

Through the 'S' element of our school aims, we consistently seek opportunities to celebrate the achievements of those members of our school community who have 'gone the extra mile' to support their friends, other youngsters or members of the public. Through our aims and practice, we identify with the need to enhance the caring nature of our society with our pupils continually looking for opportunities to show support.



Safeguarding Children and Child Protection*

Sir William Robertson Academy fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

Every member of staff has a statutory duty to work in accordance with the safeguarding and child protection policies and all staff are made aware of their statutory duty to report disclosures made by children.

The role of the designated person for child protection includes referral of suspected and alleged abuse to the relevant agencies.

Keeping Children Safe at Sir William Robertson Academy – Visitor Information

In accordance with good practice, all visitors to the Academy will be asked for identification and, where appropriate, evidence of an up-to-date DRB disclosure. Where this is unavailable, visitors will be accompanied by a member of Academy staff at all times.

All visitors must sign in at reception, using the electronic service. This will create a badge that must be worn at all times with a lanyard. Lanyards come in four colours:

Blue - indicates a member of staff at the school

Green - indicates a visitor with DRB clearance

Red - indicates a visitor without DRB clearance (must be accompanied at all times)

Black - indicates a school governor or sixth former

At Sir William Robertson Academy, we enjoy a safe and happy working environment. Instances of Child Protection concern are rare, however, as with all schools; instances that require investigation do occasionally arise.

In the event that you identify a concern over a young person's safety, whether this is from a direct disclosure or something that you observe, it is imperative that this concern is raised immediately with one of our Child Protection Officers.

You should report that you have a concern at the Academy reception, whereupon you will be directed immediately to either of our two Child Protection officers, Steve Grant or Sarah Davies.

Should your concern arise through the conduct of an adult in the Academy, you should report it to the Headteacher, Mr Guest, immediately.



Attendance*

The highest possible attendance rate for every child is a school priority and we are constantly monitoring attendance and punctuality to ensure that each individual can achieve of their best and fulfil our shared aims.

The school cannot generally authorise holidays during term times and should parents or carers choose to take their child on holiday during term-time then they must accept that these absences will not be authorised.

* Full copies of key policies are available on the school website, or by contacting the school.

Uniform

We expect students to take pride in their appearance. All pupils are, therefore, required to wear the school uniform.

Y7 - Y11 Girls

- plain navy blazer with embroidered school badge.
- white school shirt. Must be long enough to tuck into trousers or skirt.
- tie with house colour.
- plain, dark grey/black tailored trousers (no skinny fit trousers) or dark grey/black knee length skirt.
- low heel, plain black leather school shoes.
- plain navy blue (black is not acceptable) v-neck woollen jumper (no cardigans).

Y7 - Y11 Boys

- plain navy blazer with embroidered school badge.
- white school shirt. Must be long enough to tuck into trousers.
- tie with house colour.
- plain, dark grey/black tailored trousers (no skinny fit trousers, no jeans).
- plain black, leather school shoes (no trainers).
- plain navy blue (black is not acceptable) v-neck woollen jumper.

Socks: Socks or tights should be worn and should be plain black, navy or dark grey.

Belts: If a belt is worn it should be plain black, navy or dark grey.

Outdoor Clothes: Denim, leather and multi-coloured jackets are not permitted in school.

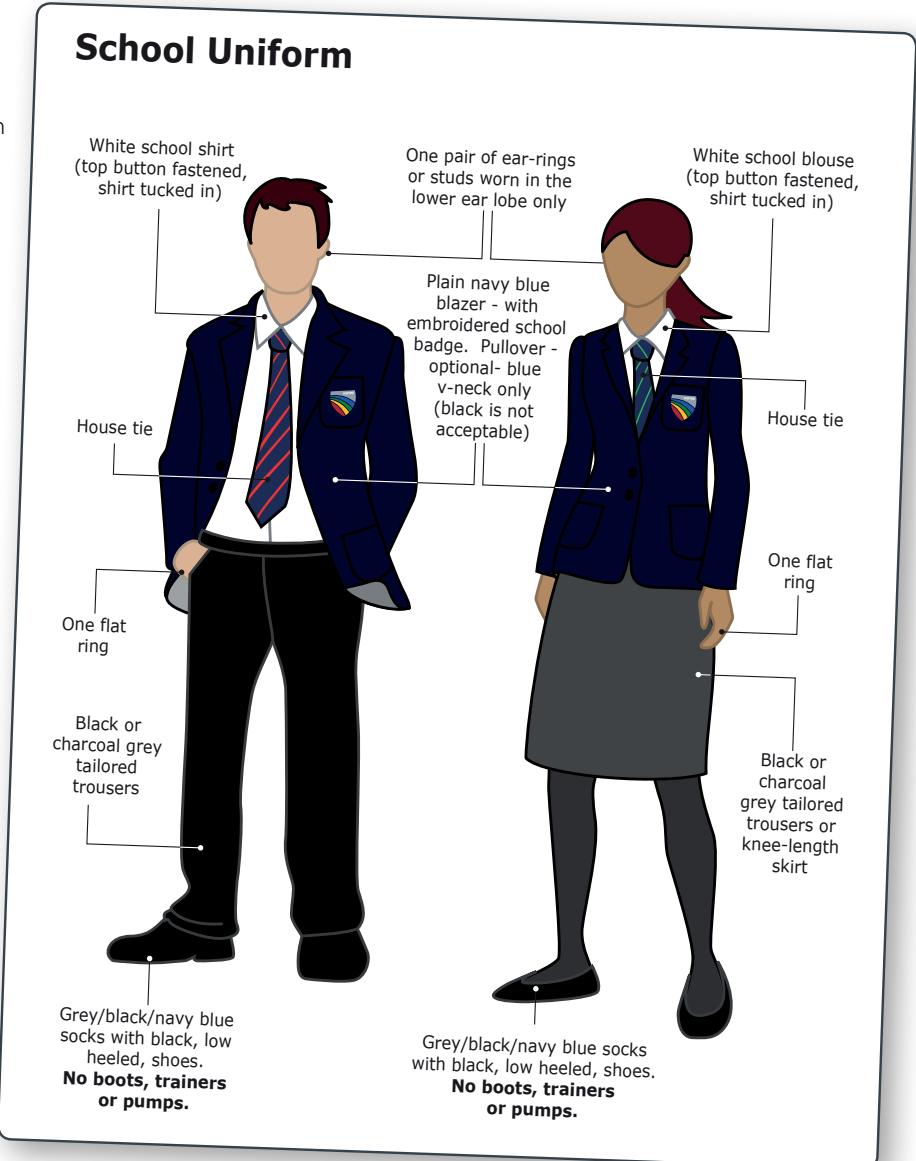
Jewellery: Earrings, other than one pair of small studs, are not allowed in school as they constitute a health and safety hazard. In the event of a child having her or his nose/eyebrow/lip/tongue/upper ear; etc. pierced, the stud must be removed during school hours. Plasters simply covering up these types of piercings will not be acceptable.

Make-up and Hairstyles: We consider it unnecessary for make-up to be worn at school. With this in mind, excessive self-tanning, foundation, highlighting, HD brows, false eyelashes, eye shadowing, blushers and lipsticks are not acceptable. Pupils are not permitted to wear any nail varnish and should not have nails of a length deemed unsafe. Nail Extensions, tips, acrylics, and gel nails are not acceptable. Pupils should not adopt 'extreme' hairstyles for example, bold unnatural colours or extremely short styles with shaved patterns. Long hair will need to be tied back in some lessons for health and safety reasons.

Physical Education Kit

Outdoor winter activities kit: Black and white hockey / rugby shirt (plain black thermal top can be worn underneath for warmth), Black shorts (girls must wear a black skort for netball and hockey), Black socks with a white trim, Trainers, Studded football or hockey boots, Gum shield (advised for rugby, hockey and lacrosse), Shin Pads.

Indoor winter and summer activities kit: Plain white and black polo shirt (must have collar) with SWRA emblem, Black shorts, White socks, Trainers.



Welcome to our Sixth Form



SIR WILLIAM ROBERTSON
ACADEMY



The sixth form is good. Leadership and teaching are good and students taking academic courses generally achieve well.

Ofsted 2015

I am delighted to welcome students to join the new era at Sir William Robertson. The opening of our Sixth Form in September 2012 represented the realisation of a long-held ambition to provide students with access to high quality post-16 education within the unique learning environment that students enjoy at our school.

Sixth form learning provides students with considerable academic challenge but huge potential for reward and self-fulfilment. Sixth form study also provides a gateway to entering higher education, higher and degree apprenticeships and the university system. We aim to ensure that all teachers and students in the school enjoy mature working relationships built around mutual respect and shared responsibility.

We value all our students and, through our pastoral support systems, target setting and monitoring, we offer

personalised guidance and support throughout the Sixth Form.

Our aim is to provide our students with the best opportunities to progress into higher education or into the world of work, equipped to meet the challenges of the twenty-first century. We provide care and continuity and we are confident of the breadth and quality of the education and support we offer.

If you are currently studying for your GCSE examinations in another school but wish to join our sixth form, we would also love to hear from you. Please contact the School Office for further details and we would be happy to arrange a tour of our school.

Admissions process

There is a rigorous application process for all students who wish to join Sir William Robertson Sixth Form. The process begins with our Sixth Form Open Evening held in the Autumn, where students have the opportunity to find out more information about the subjects they would like to study.

All applicants will then need to submit an application form. Interviews will then take place after the winter break and conditional offers made to successful candidates. A Sixth Form Induction programme is held after the GCSE examinations for all students who have received a conditional offer. This is an opportunity to experience taster lessons in your chosen subjects and to begin to adjust to a new way of thinking and learning. You will also have an opportunity to get to know your new colleagues and explore the opportunities sixth form has to offer. The minimum entry requirements at Sir William Robertson Sixth Form is 5 GCSE grades at 4-9 including English and Maths. We would also normally expect you to have at least a grade 4 or 5 (course depending) at GCSE, where taken, in the subject or course you wish to take. Where the GCSE has not been taken, the Core and/or a related GCSE will be used to determine suitability.

In addition, due to the academic demands of some subjects, special entry requirements will apply. Further details regarding any special requirements will be provided at the Sixth Form Open Evening.

On receipt of GCSE examination results in August, students who meet the conditions of their offer will enrol for their courses in September. Students who do not meet the conditions of their offer may not be able to join the Sixth Form in September or need to select alternative courses and this will be confirmed in writing.

In addition to achieving the correct grades, students must demonstrate excellent behaviour and commitment to academic study throughout KS4. This will be determined by references from staff at SWRA and for external candidates, Heads of Year / Tutors.



**The academy's provision
of good, impartial careers
advice helps students to
plan their futures.**

Ofsted 2015



Making informed choices

Selecting subjects at Advanced Level

Selecting subjects for A Level or Level 3 BTEC is one of the first very significant career decisions that you will have to make. The outcomes are both exciting and important. If you already have a clear ambition to follow a particular path, such as to be an architect, the option choices are fairly well defined. However, if you have no clear idea of a pathway to follow then your choice may be more difficult to make.

You have to think very hard about the subjects that you have enjoyed at school and those that you have so far excelled in.

You must find out as much as you can about what is involved in the subjects that you are considering and then select a combination of subjects that will help you continue your path after leaving Sixth Form into higher education, an apprenticeship or employment. The process must involve speaking to the relevant subject staff and also the Careers Advisors as they are all willing to help and ensure that you get onto the correct pathway for you and your future.

No university will require more than three A Levels or a single Level 3 Extended Diploma and due to the new linear assessment model, we expect students to select one of these pathways in Year 12 to continue to completion in Year 13.

Arriving at your final choice of sixth form subjects means some important factors must be taken into consideration:

- Your own abilities and skills
- Your strengths and academic interests
- Your career choice and how flexible you can be
- Your subject range and subject combinations

These decisions are pivotal to your future and should not be taken lightly. There is a large support network within school and this will remain the case throughout your time spent with us. You are supported through tutorials and through individual careers interviews. There is a comprehensive Careers Library available and you have access to numerous websites for information. These are here to help and support you and it is very important that you make use of these facilities as often as you feel you need them.

UCAS (Universities and Colleges Admissions Service) applications begin in Year 12, so it is necessary to remain focused on your post-18 plans and research as much as you can. Pastoral care within Sir William Robertson is outstanding and it is important to note that this support will continue throughout your Sixth Form career via your Enrichment Teacher, Academic Tutor and Head of Sixth Form. Remember that the support is there for you to use.



Sixth Form Bursary

A grant may be available to students who meet a means tested criteria to help with their costs to study/travel to school/subsistence. Application forms will be available when students start in Sixth Form and will be available on the website.

“Our aim is to provide our students with the best opportunities to progress into higher education or into the world of work, equipped to meet the challenges of the twenty-first century.”

***Sixth Form students are
good role models for
younger students.***

 Ofsted 2015



SIR WILLIAM ROBERTSON SIXTH FORM



Students are mature, courteous, polite and friendly. They are smart in their appearance and participate well in school life.

Ofsted 2015

Sixth Form life

Our aim at Sir William Robertson is to create well-rounded students, equipped with the skills necessary to bring them success in their studies and beyond. The sixth form student experience will be enhanced through a system of mentoring, academic tutorials, enrichment and extra-curricular activities.

Pastoral support

We take great pride in our ability to provide outstanding care and guidance to our students. Sixth form students will be overseen by their Academic tutors in conjunction with the Head of Sixth Form.



Academic tutorials

The academic progress of our sixth formers is closely monitored by a team of Academic tutors who meet with their students every day to offer support and guidance.

Additionally, our enrichment programme works on students developing the following areas:

- Thinking and analytical skills
- Capacity to construct arguments and draw conclusions
- Facility to deal with broad considerations and subject matter
- Communication and presentation skills
- Ability to work both independently and with others

Work Experience

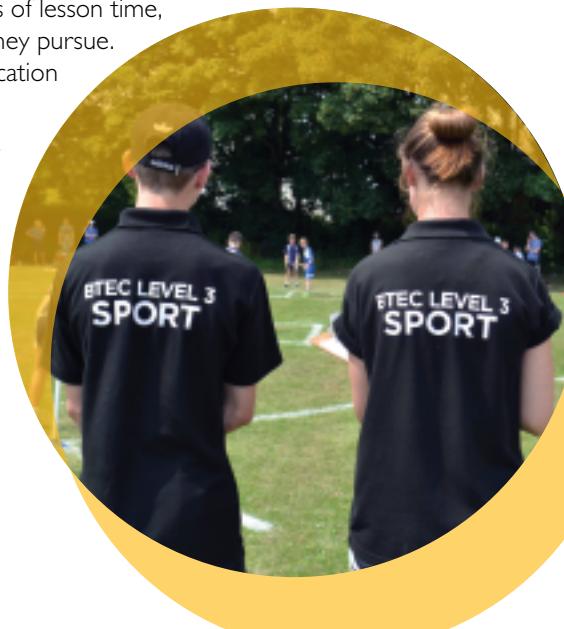
In the summer term of Year 12, all students are expected to take part in a week-long work experience placement. We believe that this invaluable experience of the world of work builds confidence and allows students to try out potential future careers to see if it is right for them. Sixth Form students take responsibility for organising their own placements with the guidance of our dedicated Work Experience Co-ordinator to make sure their placement is something they are passionate about pursuing. We have had students complete placements at engineering firms, pharmacists, primary schools, local radio stations and newspapers, pharmacies, local sports teams and within the NHS – the list goes on! Additional placements can be completed upon request if students feel it would be valuable to their post-18 applications.

Curriculum Model

Sixth Form follows a 4-3-2 curriculum model based around students having 4 hours of lesson time, 3 hours of independent study and 2 hours of homework a week for each subject they pursue.

With Extended Diploma qualifications, these timings should be tripled as the qualification is worth the equivalent of three A Levels.

- 4 hours of contact time is for interactive delivery of the course by our excellent teaching staff. Students should utilise this time to gain knowledge and skills from their teachers and raise any concerns they are having with their studies.
- 3 hours of independent study work is set by staff on Show My Homework for students to complete in their allocated study periods. The tasks usually comprise of tasks that help students to prepare for learning or extend their existing knowledge e.g. pre-reading, creation of revision notes and research.
- 2 hours of homework is set by staff on Show My Homework for students to complete in their allocated study periods or at home. These tasks should consolidate the learning happening in lessons such as questions, essays and coursework.



Private study

Sixth form students have access to the library and dedicated Apple Mac suite during study periods to enable them to complete the independent study tasks required by their courses. In addition, there is open access to the Sixth Form Common Room and the Dining Hall for more informal or group study sessions.

Enrichment

Alongside their academic studies, sixth form students enjoy an extensive enrichment programme designed to prepare them for life beyond school. During the year students benefit from a number of activities including presentations from guest speakers, UCAS workshops, charities, various sporting fixtures and external visits.

For students with an interest in music, recording facilities and practice rooms are available to book during private study periods. Our Art rooms are open for student use.

Visits

In addition to the various off-site excursions associated with their studies, our sixth formers have the opportunity to take part in a number of extra-curricular visits including attending UCAS conventions, Bishop Grosseteste Next Steps 4 Study Programme, World Challenge, ski trips and a drama and theatre trip to New York.



School Council & Committee

Each year an election takes place to select the Head Boy and Head Girl who oversee the school council. They are great ambassadors for the school and help shape our future direction. In addition there is a Sixth Form Committee which provides a platform for our students to have views heard. The decisions made by the committee are integral to the evolution of our sixth form and shape its identity as we continue to expand and develop our Post 16 provision.

“Our Sixth Form is friendly, welcoming and purposeful. By encouraging hard work and a constructive contribution to the running of the school, we strive for an adult atmosphere in which freedom and responsibility are evenly balanced.”

Links to some useful websites

Post-18 choices

- www.totalprofessions.com/home
- www.direct.gov.uk/en/EducationAndLearning
- www.nationalcareersservice.direct.gov.uk
- www.apprenticeships.gov.uk
- www.notgoingtouni.co.uk
- www.movingonmagazine.co.uk

www.moneysavingexpert.com/students

www.bis.gov.uk/studentfinance

Thinking of University?

- www.ucas.com
- www.cukas.ac.uk
- www.unistats.direct.gov.uk
- www.opendays.com/
- www.prospects.ac.uk/city_guides.htm
- www.nus.org.uk
- www.ucas.com/connect/videos
- www.push.co.uk

Student Finance and Lifestyle

- www.thestudentroom.co.uk
- www.education.gov.uk
- www.studentcashpoint.co.uk/Default.aspx

A separate Sixth Form Prospectus is available on our website or by calling the School Office.



Other Information

Charging policy

Sir William Robertson Academy is committed to the principle of free education and believes that central to this is an entitlement to a broad range of curriculum opportunities and experiences. It is not expected therefore that the school will charge for activities which have been resourced through budget. It may, however, be necessary for the school to seek financial contributions from parents if the expenses of a particular activity cannot be wholly met from within the funds normally available to the school. Please visit our website to read our full Charging Policy.

Complaints procedure

The staff at Sir William Robertson Academy prides itself on working closely with parents and carers of pupils at the school. Effective communication is at the core of our school and we have established clear channels for parents to convey their concerns. At the simplest level, this focuses on the use of the 'pupil planner' as a mechanism for communication, moving through a conversation with the base tutor, Head of House or Domain Leader, Assistant Headteacher or Headteacher. It needs to be stated, however, that the primary function of the school is teaching and that contacting staff during the working day will depend upon their availability. Please visit our website to read the full Complaints procedure.

Transport

Pupils who travel to Sir William Robertson Academy may be entitled to be included in the county's transport system. If you live over three miles away from school you may be eligible for a free bus pass. If you live fewer than three miles away a system of concessionary places on the coaches may be available.

If you live outside the catchment area, for example; Grantham, Long Bennington or Newark, transport is available on a fare paying basis. There are four buses feeding Newark and surrounding villages and one bus to Grantham/Long Bennington. The contracts are arranged by the school for the benefit of pupils and parents and routes are revised regularly to ensure the most cost-effective and convenient transport is available. More information on Lincolnshire County Council Bus services is available by calling 01522 782020. Other bus information is available by calling the School office.

School meals

Our catering team have reviewed every aspect of food provision for our pupils and all food served complies with the nutritional standard requirements. Breakfast and lunchtimes are harmonious, with pupils enjoying high quality food in pleasant surroundings. We have achieved the National 'Healthy Schools Award' which takes into account nutritional provision, physical activity and emotional health provision.

Find out if you are eligible for Free School Meals by checking the criteria on our website.



Easily Accessible from...

Newark, Grantham, Sleaford, Lincoln and the surrounding villages.
Our school can be found on the A607 between the villages of
Leadenham and Welbourn.

Newark •

• Lincoln

• Welbourn

• Sleaford

• Grantham



Sir William
Robertson Academy



@swracademy
@performingSWRA

Chair of Local Governing Body: Mrs Kerry Hamilton
Headteacher: Mr Mark Guest BA MA MBA NPQH



SIR WILLIAM ROBERTSON
ACADEMY

This is a **GOOD** school

Students make good progress and achieve well

Ofsted June 2015



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