



Prospectus

# Introduction to the school

As a relatively new school which opened in 2012, Sandymoor School has a fresh new approach to education. The school's rapid growth through its popularity with the local community has seen pupil and staff numbers increase exponentially since opening. The growth of the school has enabled it to provide a truly personalised curriculum through the use of technology to support learning and gain the status of a Microsoft Global school, one of only five in the country. At the same time, this truly unique school, through the continuing support and guidance of its founders remains true to the core original vision for the school.

As the School continues to go from strength to strength, we continue to welcome input into how we deliver 'a fresh approach to education' from all of our stakeholders. The reason for the success of the school is down to the collaborative approach of pupils, parents, staff, governors and the local community working together to ensure we move forward in the right direction. With all of these parties working together, this ensures that Sandymoor School will provide a quality education for all of its pupils and recognise individual strengths and areas for development.



# Curriculum Overview

We have high standards and aspire for all of our students to live up to these, particularly with regard to the respect with which they hold all other members of the school community. At the core of all we do, we believe that we are all equal and deserve to be treated with respect. These principles are reinforced regularly with the students, during assemblies and tutorials but also in the day to day interactions between members of the community.

**Our curriculum is organised under these five areas:**

- Personalised learning
- Student ownership
- Integrated curriculum
- Community engagement
- Enhanced pastoral support

*"The great majority of students achieve well across the range of subjects."*

Ofsted January 2014

*"A good school with outstanding leadership and management."*

Ofsted January 2014



## The School's ethos

The inspiring vision of our founders is at the heart of everything we do here at Sandymoor.

"Sandymoor School aims to be an 11 – 18 school, producing intelligent, employable global citizens who demonstrate social competence, a desire for learning and respect for each other and the world around us."

## Reporting home

Sandymoor operates on a 6-weekly review cycle; progress monitoring, student report cycles, and Inset Schedules all work to this cycle and an Assessment Schedule is issued to all members of the school community in September.

Levels / grades are reported home every 6 weeks, but via Bromcom / My Child At School. Beyond that, we also encourage parents to contact us with any queries as they arise and not wait for the parent consultation evening or the full report. We will also reciprocate this and subject teachers and tutors will be in touch with any reward or cause for concern they may have regarding a pupil.

Parental consultation: For the different stages takes place at different times in the year, depending on the approaching events, such as external examinations or options choices. The dates of these are published on the school website. This is a 15-20 minute dialogue about the whole child. Follow-up meetings are then scheduled with subject teachers following this meeting if they are needed.

Full reports are then written at the end of the Academic Year and sent home. These are synoptic, summative comments about the student's progress as a whole.



# Curriculum Provision



As part of our fresh approach, we have renamed key stage three, four and five to draw attention to the main purpose of each stage at Sandymoor School.

## The Sandymoor Foundation

This comprises of Year 7 and 8 pupils. The Foundation stage is designed to ensure that the pupils develop the independent learning skills needed to access GCSE and BTEC Level 2 once they enter the Pathway stage. This Foundation curriculum has a great emphasis on mixed ability grouping, team work skills, engaging with communities in order to have a positive impact on them and sessions on how to use Office 365 properly to support their learning.

## The Sandymoor Pathways

This is a longer Key Stage Four as it includes Years 9, 10 and 11. This is to give pupils more flexibility whilst studying their GCSE and BTEC Level 2 courses and allows them to still enjoy extra-curricular opportunities, encouraging the work hard, play hard approach. The courses studied are placing pupils on a pathway towards their future, whether that be arts or science based with an academic or vocational emphasis. We also offer a Sports pathway to accommodate pupils who engage in National competition level.

## The Sandymoor Gateway

This is the newest stage to be offered at Sandymoor School. The 'Gateway' is the final stage of study at Sandymoor School as it sees our students embarking on A Level and BTEC Level 3 courses in order to gain access to the next stage of their chosen career.

*“Behaviour in all areas of the school is very impressive. Students are polite, friendly and supportive of each other’s learning.”*

Ofsted January 2014



*“They fully engage with the learning, are enthusiastic, work extremely well together and demonstrate pride in their work.”*

Ofsted January 2014

# Curriculum Delivery

## Personalised learning

At Sandymoor School, we start with the statement:

**At Sandymoor School, every student will be provided with the opportunity and support required to fulfil their full potential.**

So we start with the assumption that each student is an individual, with his or her own specific needs and talents. For the majority of individuals, the structures and delivery of the curriculum is sufficient to enable them to make the aspirational progress we expect of them. This is called 'Quality First Teaching' and is at the heart of our lesson observations and performance management – providing we offer a high quality of lessons, then most students should make progress.

Any student who is unable to make the progress expected within the 'standard' delivery is defined as a student with Higher Needs. Progress is measured every 6 weeks and these cumulative working levels (CWLs) are compared against the end of year targets (EOYTs). Students who are likely to miss their EOYT are flagged and investigated. If after investigation there is a significant likelihood that they will not make the expected progress, they are defined as a Higher Needs student and placed on the provision map, with an Individual Education Plan (IEP) or an Individual Monitoring Plan (IMP) generated to support them in their learning journey.

Students who join us from previous schools with some element of prior SEN provision are automatically categorised as a Higher Need student and placed on our provision map.

Please also be aware that our able, gifted and talented pupils also come under the definition of Higher Needs as we recognise that these pupils can become bored easily and so not make the progress they should over time. These pupils are also identified through our monitoring and tracking process and they are placed on our 'Sandymoor scholars' list. This is to ensure that there is another support mechanism in place to give these pupils the correct level of challenge and satisfaction when learning.

## Student ownership

As all of our pupil work is uploaded into their OneNote classbooks for each subject, we expect our pupils to take responsibility for their learning. Within the electronic book you will find schemes of work, lesson and course materials, personalised tasks to meet individual needs and evidence of teacher feedback to improve pupil learning. We expect all of our pupils to respond to the teacher feedback given as feedback will only be given to help pupils develop and improve further.

Our pupil voice is strong and the use of email and the ability to communicate electronically allows our less confident pupils to ensure their voice and opinion is heard. Sandymoor pupils know that their feedback is valued and staff respond positively to pupils taking charge of their learning and being proactive in the acquisition of knowledge.



*“I am very impressed with Sandymoor and in particular with the philosophy of the school and of course as a businessman I love the business-like ethos. There are some brilliant children out there, who with the right mentor can reach for the stars.”*

David Briggs,  
Lord Lieutenant of  
Cheshire



## Integrated curriculum

Whilst individual subjects have their own specific skills and knowledge bank, we very much believe that we are creating lifelong learners who can make connections between subjects and transfer knowledge, skills and understanding as needed to formulate a plan of action or find a solution. This is why schemes of work are shared with our pupils so that cross curricular links can be highlighted and a themed approach is used to further support this.

*“The senior leaders’ and governors’ vision for success, combined with their hard work and determination, is having a positive impact of all areas of the school’s work.”*

Ofsted January 2014

## Community engagement

We also look to show progress with students in other areas of their life; students who regularly fall below our standards of behaviour will also be expected to show progress in their attitudes and all students will be expected to demonstrate ‘progress’ in their social development. All our systems are based around measuring the impact they have on student progress & any systems we have in place that do not show positive impact are reviewed and if necessary replaced.

In fact, as a school, we are committed to the principle of growth and development (‘betterment’) and strive to build all our systems around making positive impact, whether that’s the students, the school/local environment, the wider community or ourselves as individuals. If a thing isn’t helping to make a positive difference in people’s lives the question has to be asked as to why that thing still exists.

## Enhanced Pastoral support

All of our pupils have many members of staff actively seeking for them to reach their full potential during their time with us. As well as subject teachers, pupils have a personal tutor (aka form tutor) who provides support with developing the softer skills needed to succeed when working with others and the academic tutor who works with a pupil to ensure they are receiving a personalised learning experience that enables them to make the best academic progress that the child can.

**Across the school pupils are reminded to focus on displaying the following characteristics, to be:**

- Safe
- Respectful
- Responsible
- Honourable
- Achieving

# Holistic Education

## Attitude to learning

**Willing to learn:** In lessons, students are expected to want to engage and participate. Our ‘minimum’ standards of student engagement are:

- Attitude to learning makes a strong contribution to progress.
- Is generally enthusiastic, interested and motivated.
- Tries hard to contribute to group discussion.
- Demonstrates good independent learning skills.
- Is generally well organized and efficient.
- Achieves well in tasks.
- Completed home learning / preparation necessary for lesson.

If a student is working at this level, we would expect them to, therefore, make good progress and their Attitude to Learning (A2L) grade would be recorded on the register as a 2.

**Ready to learn:** As well as being willing to learn, our students need to be ready to learn. This means that they need the right equipment and levels of presentation.

*“Students’ outstanding spiritual, moral, social and cultural development is enhanced by the very many opportunities the school provides for them to engage in charitable, artistic, sporting and other activities.”*

Ofsted January 2014



*“We respect our teachers because they respect us. They don’t treat us like little kids. They make us responsible.”*

Year 8 student

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