



# John Flamsteed Community School

Ambition - Resilience - Excellence



**CHALLENGE**  
Add a simile to your writing.  
The sunset was as pink as a ripe peach.

**CHALLENGE**  
Use direct address in your writing.  
"You can help a starving child."



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JOHN FLAMSTEED  
COMMUNITY SCHOOL

MAIN ENTRANCE  
**Welcome**

**Mrs L Walton BA (Hons) and Mrs L Hilton BA (Hons), MA**  
Executive Headteacher and Head of School

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We are delighted to introduce you to John Flamsteed Community School. Our school is, as our name suggests, a community. Students, teachers and support staff alike strive to live by our motto: Ambition, Resilience, Excellence. These attributes are the foundations that our school is built upon and, as staff, we endeavour to role model these to the students in our care. We are ambitious for our students and aim to provide them with the best possible education. Through modelling hard work, dogged determination and resilience we hope that our students will become pillars of excellence in their adult lives.

Our school grew out of the original 'Smithy School' in Denby which was founded in 1894 to accommodate just 150 students. Today John Flamsteed is a thriving educational hub of nearly 800 students aged 11 – 16 and is a founding member of the East Midlands Educational Trust. Parents and visitors often comment on the welcoming nature of staff and students at our school. We embrace guests and visitors and are delighted to show them our school. We pride ourselves on "one culture" where students and staff are equally valued, respected and supported.

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We believe that our high expectations underpin our success. Lessons and learning that takes place within them are paramount. Our lessons are structured to propel students of all abilities to ask questions, demonstrate their learning and reflect on what they discover. No time is lost. Teachers challenge, inspire and encourage students to fulfil their academic potential through our broad and balanced curriculum. Our dedicated specialist teachers encourage our students to think beyond the four walls of the classroom and consider the world around them.

Our motto is inspired by the man who lends his name to our school whose love of learning made him ambitious to achieve. John Flamsteed's journey to excellence was not easy. He had to overcome years of ill health before his work was recognised and he became the first Astronomer Royal. As our school is named in his honour, it is only fitting that we uphold these admirable qualities which enable our students to achieve their own ambitions. If you would like to know more, take a good look at this prospectus, visit our website or speak to those who know us best – our students and parents/carers – and visit us to find out for yourself.



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At John Flamsteed Community School, students thrive in an aspirational and inclusive curriculum where ‘precious learning time’ is viewed as an entitlement for all. Staff are invested in their curriculum and they use their subject passion to create vibrant and engaging lessons. Our curriculum offer is broad, balanced and academically rigorous. We strongly believe that our students have the right to access the best that has been said and thought. As such, students in Year 7 can expect to be exposed to authors from the traditional canon of English Literature, world renowned scientists and mathematicians from all parts of the world. Our curriculum ensures that pupils are knowledgeable enough about the world around them to transform it in the future.

### Key Stage 3 (Years 7 – 9)

Students first three years at John Flamsteed Community School are for establishing a strong and broad foundation for further study. Students will undertake study a range of subjects which will build upon and broaden their primary experiences. Students are taught in a variety of different ways, dependent on their needs and abilities.

Students will study the following subjects:

- Mathematics
- English
- Science
- Geography
- History
- Modern Foreign Languages  
(French and German)
- Design and Technology  
(Resistant Materials, Paper and Board and Food)
- Computing
- Art
- Music
- Drama
- Physical Education
- SMSC

### Key Stage 4 (Years 10 – 11)

Our KS4 curriculum is designed to provide the most appropriate pathway for our students so that they can achieve success as they prepare for adult life and their future careers. There is a full consultation with parents, carers and students in the KS4 options process which begins in Year 9. Students are offered taster sessions in the subjects that they have not previously studied at Key Stage 3.

In addition to the core subjects (English, Maths and Science), students will choose from further GCSE and BTEC courses including:

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|-----------------------|------------------------|
| • Art and Design      | • Geography            |
| • Business Enterprise | • German               |
| • Computer Science    | • Health & Social Care |
| • Construction        | • History              |
| • Design & Technology | • Music                |
| • Drama               | • Physical Education   |
| • Food & Nutrition    | • Travel and Tourism   |
| • French              |                        |

It is expected that most students will choose a combination of subjects contributing to the achievement of the English Baccalaureate (eBacc) qualification.

# Curriculum



*Teachers are “extremely aspirational for pupils’ success”*  
- Ofsted 2019



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**Ambition**

*“All staff and pupils believe in the concept of ‘precious learning time’”*

- Ofsted 2019

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### Inspirational Learning

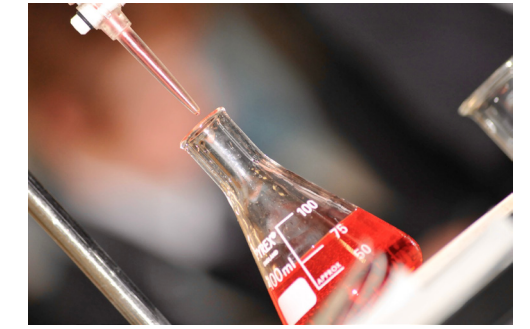
We place great emphasis on providing pupils with the skills to learn for themselves and to think critically in an intellectually vibrant and academically stimulating atmosphere. We also aim to foster the individual resourcefulness and entrepreneurial skills that will allow our students to flourish in the highly competitive modern world.

Lessons are the most important time in school and the time within them is precious. Our teachers have worked to establish a culture of excellence in teaching and learning using our ALPS model. This involves ‘accelerated learning’ whereby all students are challenged to achieve their very best, whatever their starting point. Students are active participants and not merely passengers in lessons. We are determined to push all students to achieve their potential and therefore stretch and challenge forms a part of every lesson.

Teaching and learning should take place within an atmosphere of mutual respect. Positive behaviour in lessons does not happen by accident. It is a result of well planned, challenging lessons, with good pace, clear objectives and outcomes and well-rehearsed routines. Teachers are punctual to lessons, greet their students at the door and model positive professional behaviour at all times.

Our facilities and our site are good: we have purpose-built Science laboratories and Technology specialist areas and a state-of-the-art Drama studio which includes a 200-seat theatre. Our Music department is equipped with a suite of practice rooms and the latest in music technology. The site has plenty of green spaces and there is an overall campus feel. Recently, the dining hall has been extended to accommodate our growing intake and has been refurbished to allow a modern dining experience. The library is well-stocked and provides a valuable academic resource which encourages reading, research and independent work. It is a sanctuary at the heart of the school.

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## Enrichment

Life at John Flamsteed is an enriching experience for students. Many of the extra curricular activities offer focus on students building relationships, voicing their opinions or working as a team. There are a wide variety of clubs, activities and trips available to participate in outside the classroom. We have enrichment activities across all areas of school life which provide a great way for students to try something different and make new friends. Our subject related activities include sports clubs, music lessons, science clubs and much more. We also offer non-subject related activities, such as The Duke of Edinburgh Award Scheme, School Council and book clubs such as The Carnegie Group. There really is something for everyone.

We are focused on ensuring that students are ready and prepared to face the options open to them after school. Using a wide variety of resources including outside speakers, industry links, and careers services, we support our students to become informed about their future choices.

Careers action planning, lessons, appointments and interviews are available at various stages through a student's school life. Careers education formally starts in Year 9, when students also have the opportunity to meet the school's career advisor. The GCSE options process also involves presentations and assemblies from business and specific career pathways. We think this helps our students get a truly broad taste of the diverse and exciting careers options available to them! It also helps them to see the potential implications behind their Year 10 option choices. In Year 10 all of our students enter into the world of work with the school's 'Work Experience' module in the Summer Term. This highly successful week in a real life workplace has led to many students getting a taste for a specific career and pursuing it after their time with us.



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**Resilience**

*“Emphasis is placed on developing pupils’ oracy and social skills.”*

**- Ofsted 2019**



# #weAREjfc Excellence

*“Staff model positive behaviours, which pupils replicate. There are extremely positive relationships between staff and pupils, and between pupils.”*

*- Ofsted 2019*

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## Conduct and Character

We are keen to create an environment where we are all working for the betterment of all of our students. We want students to work hard with motivation and dedication because they value their education, not just because they have to. The goal is always that excellent conduct and character should be second nature, not something that one has to work at constantly; it should simply be the way that we are. As such, all members of staff role model expected conduct. Honest, purposeful and professional conversations dominate our school life and students are encouraged to lead as partners in their education.

As such, our school community will absolutely not accept bullying, racism, vandalism, hooliganism, illegal items, illegal substances, illegal practises or bad language.

## Conduct Expectations for Students

1. Follow all instructions from staff at the first time of asking.
2. Listen carefully whilst others are talking.
3. Wear your uniform with pride and have all appropriate equipment.
4. Use your learning time effectively – it is precious.
5. Behave appropriately and be respectful at all times.

Unfortunately, we do sometimes have to use sanctions when students fall short of our shared values. This might mean a detention, a phone call home or being placed on a behaviour report. This means that after every lesson each teacher signs the student's report, commenting on behaviour, punctuality, effort as appropriate and the student then takes it home for their parent / carer to review every evening.

## Attendance and Punctuality

If students are late or absent - they cannot learn! We want everyone to benefit from the opportunities available to them in school. We are committed to ensuring that our attendance rate is excellent. We would very much appreciate appointments with dentists or opticians to be made outside of school hours. Family trips and holidays should be taken in school holidays. 'Precious learning time' really is our mantra and all time missed can affect a student's progress.



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At John Flamsteed Community School, we believe wholeheartedly in building lasting relationships with our pupils and we hope that our alumni return to lead assemblies, present prizes at our Celebration Evening and inspire the next generation of students through events such as our Business Breakfasts.

For this reason, we value student voice and encourage students to lead throughout their time with us. Our Student Council is prolific in leading fundraising for charity and other areas of outreach work. By Year 11, our students can apply for positions of responsibility such as joining the Prefect body or Learning Ambassador team. Prefects are pillars of the school and conduct duties in and out of school such as delivering speeches at public events. Learning Ambassadors focus on supporting the transition of students from Year 6 into Year 7.



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#### Corey - Head Student

During my time at John Flamsteed Community School, I have been given some amazing opportunities to push myself and become the best student I can. I have been able to perform in events such as school concerts, private events, celebration evenings... the list goes on! Working together with the school's amazing music department, I have had chances to direct band rehearsals, run small workshops, create other ensembles and teach other students.

I have also learnt how to speak to an audience having performed talks at multiple events. John Flamsteed Community School strives to give every single student everything they deserve, giving them a great foundation for their future lives after secondary school.

#### Maisie - Head Student

There have been many highlights and things I've loved being a part of during my time at JFCS especially being selected to lead the Student Leadership Team. I've had many fun memories in the History Club. We were lucky enough to go on a field trip to take part in an archaeological dig! Also, I particularly enjoyed researching and delivering presentations on historical figures.

There are so many amazing clubs and competitions at JFCS such as the Oracy Competition, Drama Club, Book Club and Student Council. I've had the pleasure of taking part in all of them and would highly recommend that you do too! There's so much you can take from them: great memories, friends and new knowledge.

# Student Voice and Leadership



*"Pupils are proud to be members of  
the school"*  
- Ofsted 2019

# Support to Succeed

*“A culture of belief in which all feel valued”*

- Ofsted 2019

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Here at John Flamsteed, we believe that every student needs to be supported to ensure that they are successful both academically and in life. Beyond our tutors and Heads of Year, Student Support Services operates as a ‘triage’ and ensures that students and their families know that they will be directed to the appropriate staff member for expert help, guidance and care. We firmly believe that by building positive partnerships every student can succeed.

We strive to ensure our students are healthy, open-minded and confident citizens. Throughout their time with us all students take part in activities and learning, to support these aims. Some of this will take place in curriculum areas such as SMSC (Spiritual, Moral, Social and Cultural education). We are also proud of our assembly programme which is led by senior staff, outside speakers or the students themselves! These assemblies further celebrate our community spirit, recognise our students’ achievements and offer an opportunity to put across shared values and promote social cohesion.

We celebrate and reward achievement and good conduct in a variety of ways:

- Positive signatures on a students reward card
- Verbal praise
  - Attendance certificates
  - Emails, letters, postcards and phone calls home
  - Praise assemblies
  - Celebration of Achievement Evening
  - Exceptional conduct is rewarded through a commendation letter from the Head of School.

## **Students with Special Needs**

At John Flamsteed Community School, the Study Centre supports our students with all manner of special educational and emotional needs. However, we are fully committed to a comprehensive curriculum for all students so most of this support takes place in the classroom, through quality first teaching and assisted by Teaching Assistants. A full literacy programme is targeted towards specific students in Key Stage 3.

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## **Year 6 Transition**

We all remember how daunting it was to move from primary to secondary school! At such an important time we pay careful attention to the needs of our new students and we build on the good education they have received at their primary school. Every effort is made to make the change as smooth as possible. We have an extensive transition programme where a specialist Head of Year 7 spends a year ensuring that students are ready for the demands of secondary learning before handing them over to the Head of Year 8 for their second year with us.

The transition programme begins with primary school visits where our Year 6 transition team visit primary schools to meet with prospective new students and with primary staff. Our transition team will liaise with primary staff to ensure that they get to know your child and their needs. We then offer three transition days at the end of June which allow students to spend a length of time at the school so that they can take part in a range of lessons, meet their future Head of Year and Form Tutor, find their bearings and generally get to know what will be their new ‘home’ from the following September. We also offer further transition days for those who need a more bespoke programme.

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