



ARDEN MULTI ACADEMY TRUST

Station Road, Knowle, Solihull, B93 0PT

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MISSION STATEMENT

Arden is a centre of excellence; we have the very highest aspirations across the whole range of curricular and extra-curricular work.

Outstanding academic performance is underpinned by exemplary care and guidance; our ethos is fundamental in ensuring that everyone works together and is supported and challenged appropriately to achieve their very best.

We pride ourselves in being a happy and safe school rooted in the local community.

The school has a proven record of success at GCSE and A Level. In summer 2018, 84% of pupils gained A*-C/9-4 grades in 5 or more subjects with 86% of students also gaining a grade 4 or above in English and Mathematics (62% gaining grade 5 or above). In 2018 the average attainment 8 score was 55.5 with a progress 8 score of 0.27. 29% of GCSE grades awarded were at 7+/A+ and 39% of pupils achieved the English Baccalaureate. At A Level 99% of pupils achieved A*-E with an average grade per candidate of a B-.

As a Trust we are committed to maintaining our core principles as we grow – working with schools where we believe we can help and who in turn can enrich and provide real benefit to the existing AMAT family. The Multi Academy Trust consists of Arden Academy in Knowle, Park Hall Academy in Castle Bromwich and Lode Heath School in Solihull.

Location and Catchment Area

Arden serves an area of mainly owner-occupied housing. Both Knowle and the nearby villages of Dorridge and Bentley Heath are thriving self-contained communities with a good range of shopping facilities.

There are four principal contributory Primary schools in the area served by Arden: Bentley Heath C of E Primary School; Dorridge Primary School; Knowle C of E

Primary School and St George and St Teresa Catholic School. Close and positive relationships are maintained with each of them.

Curriculum Structure

Key Stage 3

Currently, all students are taught French in Year 7 where they have four hours of learning every two weeks. In Year 9 students may opt to begin a second language which they will study alongside French.

2018–2019 Subject	Periods allocated to subject per fortnight		
	Year 7	Year 8	Year 9
Mathematics	7	7	7
English	7	7	7
Science	6	6	6
IT	2	2	2
Design	4	4	4
French*	4	5	5
Geography	4	4	4
History	4	4	4
RE	2	2	2
Art	2	2	1
Music	2	1	2
PE	4	4	4
PSHE	1	1	1
Drama	1	1	1

Total	50	50	50
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* With a second language introduced in year 9

Key Stage 4

2018–2019 Subject	Periods allocated to subject per fortnight	
	Year 10	Year 11
Mathematics	7	7
English	7	7
Science	7	7
Core PE	2	2
RE	1	0
PSHE	1	2
Options x 5 subjects	25	25

In Years 10 and 11 all students study GCSEs in English Language, English Literature, Mathematics and Science. Students choose five options from the following list of subjects which must include either Geography or History.

Options

Students follow a choice of optional subjects for twenty five hours per fortnight in Year 10 and Year 11. In order to ensure that each Individual's Personalised Learning Programme at KS4 is broad, balanced and equips students with the transferable skills needed for successful transition post-16, students make a guided choice from the following courses:-

GCSEs

GCSE Art

GCSE Drama

GCSE Music

GCSE Design Technology

GCSE Hospitality & Catering

GCSE Food & Nutrition

GCSE PE

GCSE Media

GCSE German

GCSE Italian

GCSE Spanish

GCSE Geography

GCSE Triple Science*

GCSE RE

**subject to academic ability*

GCSE History

GCSE Computer Science*

GCSE Business

BTEC Programmes

BTEC Enterprise

BTEC Health & Fitness

BTEC Travel & Tourism

Cambridge Ntl. Engineering

BTEC Health & Social Care

Cambridge Ntl. i-media

VCTC Hair & Beauty

Key Stage 5

Key Stage 5 students are encouraged to follow a course of three A levels but there is an opportunity for students with a very strong GCSE profile to take 4 subjects. Each subject is taught for nine hours per fortnight. In addition students may study for the Extended Project (EPQ) and Core Mathematics (AS). The option blocks change every year as they are constructed to meet the best match of student choices.

The option blocks for the current year are below.

Option Block A	Option Block B	Option Block C	Option Block D	Option Block E
Drama & Theatre Studies	Biology	Business	Art & Design	Business
English Literature	Computer Science	Chemistry	Biology	Chemistry
French	Law	English Language & Literature	Economics	English Literature
Physics	Mathematics	Geography	History	Further Mathematics
Product Design	Photography	German	IT Technical Award	History
Psychology	Politics	Mathematics	Mathematics	Physical Education
	Spanish	Physics	Music	Religious Studies
		Psychology		

Students do not have formal lessons timetabled on a Wednesday afternoon and are expected to take part in enrichment activities, the Extended Project (EPQ qualification), volunteering and sport.

General

Homework is an integral part of the work of all pupils. There is regular reporting to parents. Effective liaison is seen to be important. A flourishing and energetic Parent/Teacher Association, highly valued by the school and the community, organises well-supported social events and raises funds.

Pastoral care and progress in learning is based on the role of their Form Tutor supported by a structure involving the Associate Headteacher, Assistant Headteachers, Heads of Key Stages and Year Heads. In addition, there is an active, 'vertically' organised House system, to provide a vehicle for extra curricular activities and a structure to support our rewards system.

All pupils are expected to wear school uniform and there is a dress code for Post 16 students. There is firm but fair discipline, based on encouragement and support wherever possible, with a clear range of rewards and sanctions.

The academy arranges many visits, at home and abroad, to enhance its work within the curriculum. Other extra-curricular activities include a vigorous and successful sporting programme; music performances and drama productions etc.

Equal Opportunities/Anti Racism

“The academy is committed to Equal Opportunities for all persons within the structure and activities of Arden”. (*Equal Opportunities Policy*). “Arden seeks to eliminate racial discrimination and to promote equal opportunities and good race relations in all areas of school life. We value diversity and treat every member of the academy as an individual”.

Academy Philosophy

Arden has a reputation as an academy with very high academic standards. These standards are prized but are only part of a breadth and variety of provision which we desire for the Academy’s pupils and parents. Links with industry, school sport, outdoor pursuits, music and drama, the House system and other club activities, are central to our intention to run a busy and energetic academy, developing the full range of interests and talents that youngsters have. We also wish for Arden to be, at its heart, an academy where the pupils care about their relationships with fellow pupils and staff and a school, in turn, where the staff exercise the highest standards of professional care and concern for all pupils. It is also our aim that Arden is an academy which, as a whole, cares about its wider relations with parents, governors, the community which it serves and beyond. In turn, we trust that these groups and the local community as a whole will care deeply about their academy.

Further information on the Academy can be found on our website

www.arden.solihull.sch.uk

Updated: December 2018