

# Prospectus 2019



Founder Academy of the  
Mercian Trust



# Your Child's *Education*



**W**elcome to Aldridge School. I am delighted that you are considering entrusting your child's secondary education to us. I believe that as a comprehensive school it is our responsibility to work to meet the needs of every individual, challenging them to achieve their best, supporting them to become responsible young adults and preparing them for their next steps into the world of work or further education. Our aim is to develop young people who are Respectful, Responsible, Resilient and Ready to Learn.

Aldridge School has a dedicated, talented and conscientious team of staff who work together to provide a high standard of teaching, excellent pastoral care and professional support services. Our broad curriculum is designed to meet national expectations, be relevant and interesting, support our students in achieving the best possible standards in external examinations and equip them with the skills they need to be successful in adult life. Students at Aldridge School are friendly, polite and respectful. Strong relationships between staff and students contribute significantly to ensuring that students are happy and feel safe.

Aldridge School is a good school. It is a school which is proud of its traditions and successes which have been achieved through hard work and high expectations. If your child joins Aldridge School I believe that they will enjoy seven happy and successful years of secondary education.

If you would like to find out more, please contact us to arrange a visit to see our school at work. We look forward to meeting you.

**Ian Bryant**  
**Headteacher**



# Your Child's *Learning*

**W**e offer a broad and balanced curriculum which puts challenge, enquiry, thinking, questioning and independence at the heart of everything we do.

Our secondary curriculum is broadly delivered in three key stages and we aim to make each of these phases varied and challenging. All of our students will experience lessons and activities that are exciting, relevant, challenging and, at times, deliberately difficult. We teach our students to be resilient and equip them with the skills they need to meet these challenges.

Our curriculum aims to:

- Continually reinforces the messages of the 4 Rs
- Encourage students to learn from their mistakes through completing Follow Up after assessments
- Encourage students to be responsible for their own success through regular review of learning at home, creating revision resources and regular low stakes testing
- Maintain a breadth of subjects in all key stages including arts, technology and humanities which are available to all students regardless of individual abilities and needs
- Prepare students for adult life, teaching them to stay safe, live independently and contribute positively to society through discretely taught Personal, Social, Health and Citizenship Education lessons and assemblies
- Enable students to live together with others through teaching about British values and helping them to understand a range of religious beliefs
- Enable students to participate in a wide range of extra-curricular activities through Flexible Fridays
- Prepare students for future success in education, employment or training



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The curriculum is broad and balanced. At key stage 4, the school provides a good range of subjects and qualifications to meet the needs of pupils.

OFSTED

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# Supporting *Your Child*

## Student Development

**W**e will never leave a student behind, whatever their needs or circumstances. Our Student Development department offers a full complement of additional educational services for students who need a helping hand or some personal focus to help them achieve their full potential.

### Staff

We have a Learning Support teacher on site who also functions as the Special Educational Needs Co-ordinator. We also have a team of Teaching Assistants and Higher Level Teaching Assistants, who provide in-class support, as well as booster sessions and intervention lessons for special educational and additional needs students.

### Support

**Social club:** we offer a wide variety of support services, including a lunchtime social club, which gives vulnerable students a safe and nurturing environment in which to play games and connect with other students.

**Pragmatics:** our pragmatics group supports any student who may have speech, language or communication needs, and is visited regularly by a member of the Speech and Language Therapy Service.

**Booster sessions:** if your child does not have special educational needs, but is having difficulty meeting our expected progress rates in core subjects.

**SEN interventions:** if your child has special educational needs regarding cognition and other learning difficulties, we can extract them from their timetabled lessons to support them with a personalised programme for numeracy and literacy.

# Your Child's *Pastoral Care*

**H**igh quality pastoral care and support for all students is our priority. Our house system helps your child to settle in quickly to life in a large, exciting environment like Aldridge School, and builds a family-style community of support, trust and care during their time with us.

Aldridge School takes the care of students seriously. We have a team of experienced staff whose sole responsibility — along with a dedicated form tutor — is to look after the welfare of every student and to keep in regular contact with you regarding this.

Our strong ethos of care and welfare has been praised by OFSTED, who commented that students are safe in school and students overwhelmingly say that they feel safe. They value the work of pastoral leaders based in 'the hub' who listen to their concerns and take action when necessary.

Our rewards structure is linked to the house system and aims to encourage team work and a sense of responsibility. A wide range of events take place to promote community spirit and healthy competition between the Houses.

## **Personal, Social, Health and Citizenship Education**

**A**ldridge School recognises the importance of education in its widest context and as such deliver a comprehensive programme of Personal, Social, Health and Citizenship Education (PSHCE). PSHCE is delivered via form time, assemblies, event days and the formal and informal curriculum. We cover all statutory content including Relationship and Sex Education and Health Education as well as most topics suggested by the PSHCE Association and ensure local issues are reflected. Our aim is to facilitate and encourage the 4Rs by motivating our students, contributing to improved examination results and developing core employment capabilities providing students with the best possible preparation for adult life.



• BARR HOUSE •

— Bravery, Integrity, Boldness —



• LINLEY HOUSE •

Loyalty, Pride and Courage



### Careers Education, Information, Advice & Guidance

**O**ur careers education helps to prepare your child for adult life. We provide them with the knowledge and skills to manage their journey through learning, training and work.

All students follow a Careers Education programme that includes enterprise days, visits to universities and one-to-one interviews with an independent careers advisor.

### Safeguarding

**T**he safety and welfare of your child is paramount at Aldridge School, with all staff and volunteers sharing in this commitment. We have an experienced team who are dedicated to child protection issues. The safeguarding team is led by Mr Eaton.

These staff members should be your first point of contact for any child protection concerns. We deal with all matters in the strictest confidence and we also have external expert help available. You can read the full Safeguarding Policy on our website.

### Inclusion

**T**he primary aim of our inclusion services is to work closely with students, parents and staff to facilitate personalised programmes of support and create an enjoyable and successful educational experience for all. We have specialist staff working across a range of areas to ensure that the needs of every child are met.

Our support ranges from help with organisation and life skills to alternative curriculum arrangements for gifted and talented students who need a different timetable to pursue their specific interests. Our specialist staff also support students with any social, emotional or behavioural issues.

We have access to a diverse selection of professional agencies outside of school which includes Youth and Family Support Services, CAMHS and health services. The inclusion and pastoral teams work together to ensure every student receives the right level of support. Students' academic and personal progress is regularly reviewed so that support can be provided and students continue to grow and flourish as individuals.



# Your Child's *Core values*

The work of the school is intrinsically linked to our core values. The four simple ideas, "Respectful, Responsible, Resilient and Ready to Learn" perfectly capture the traits that we believe allows each of our students to reach our aim which is to allow them to "Be the Best they can Be".

## **Respectful**

Students of the school show respect for themselves and the community. At school this can be as simple as listening and accepting others' views, recognising that not everyone is the same or learning about cultures or celebrating differences. On a personal level it is through a healthy, active and proactive lifestyle that they learn self-respect alongside the self-discipline that comes from recognition that respect for effort brings rewards.

As a school we respect the views of students and work with the student ambassadors to ensure that they are active in school developments. As a community it is essential that they understand that we value their opinions and thoughts.

## **Responsible**

Our students understand that they are responsible for their own actions and development, they take pride in their school, their environment and their uniform. We constantly reinforce to students that we are individually responsible for our own actions, our own drive, our own reflection and self-improvement. As students grow they develop the understanding that personal responsibility extends beyond themselves to being active and responsible citizens of tomorrow.

When students realise that they have responsibility for everything in their life this is the moment that they truly understand how they can follow any dream that they have; their actions can positively impact, not only on themselves, but on others as well.

**Ready to learn**



**Respectful**

**Resilient**

# Respectful

Respectful



Responsible

Responsible

## **Resilient**

Try. Fail. Learn. Repeat.

We encourage our students to be reflective and embrace opportunities to apply learning and seek continual improvement in every aspect of life at Aldridge School. This growth approach is a key characteristic of our school. It is about "bouncing forward." Resilience does not just mean getting back to normal after facing a difficult situation. It means learning from the process in order to become stronger and better at tackling the next challenge.

It is not limited to tragedies or major life events, either. Resilience applies to more common struggles too. In fact, when students respond to any type of challenge, including difficulties with learning, it creates an opportunity to bounce forward. It helps them learn coping skills and how to find solutions to problems. We work on the belief that all students are capable of making outstanding progress given the right approach to learning. Therefore, we expect our students to believe there are no limits to what they can achieve.

## **Ready to Learn**

For a student to get the most out their education they need to attend as much school as possible. We expect students to arrive at school and to lessons on time every day. A student who is ready to learn rarely has time off school. They are well organised and plan their time to ensure that they are not late and that they bring the right equipment and books each day.

Students who are ready to learn are curious. Making sure they are attentive to detail and observe as much as possible what is going on around them and learning how things are done. They are open to new experiences and get involved. They use their initiative and creativity, give it a go, and get out of their comfort zone.

# Play, *Create*, Perform and *Explore*

## *Opportunities inside and outside the classroom*

**O**ur students are given a wide range of opportunities to excel in activities beyond the classroom. These include: the arts, sport, technology, languages, raising money for charity and The Duke of Edinburgh's Award to name but a few.

We want our students to be inspired and open to new challenges and new experiences. To this end, we offer a wide variety of enrichment opportunities in school. We also offer a range of residential trips both in this country and abroad.

Our music and drama productions are always highly acclaimed and our sports teams have an excellent success rate both locally and at county level.

### **Flexible Friday**

**T**here are over 100 extra-curricular clubs and societies at Aldridge School that take place during Friday Form time ranging from America Football to Zumba. Students are encouraged to pursue their interests and expand their passions by taking up one of many extra-curricular activities on offer. Our extra-curricular programme is fundamental to life at Aldridge School as we firmly believe this enriches and broadens the educational opportunities open to our students.

We want everyone to have the opportunity to experience something new at Aldridge School.



# Music *scholars*

**A**ldridge School has a long and proud tradition of outstanding musical teaching, in both our general curriculum and our scholarships, which are awarded to twenty five of our most gifted and aspiring students each year. Aldridge School has an ambitious annual music making programme and your child will have the chance to join one of our many instrument ensembles. We support our music students with exemplary teaching staff, who are supplemented by a group of passionate, high level instrumental tutors.

Music scholars take part in extra studies, which sets them on the path to the highest level of music and academic qualification. Their lessons include performance, Grade 5 theory and exploring different musical styles to develop their composition skills. They could reach as high as Grade 8 on two or more instruments and may even elect to take a performing diploma.

A long line of past students have continued their studies at Oxford, Cambridge, major universities and the Royal Music Colleges. Several will have done so this summer.



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All music teachers are united in their aim to help pupils achieve the highest standards possible. A music scholars programme is a real strength of the school

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OFSTED

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