

CARE ASPIRE SUCCEED



# **CROFTON** Academy PROSPECTUS 2023/24

# Welcome

We believe pupils thrive when they belong to a community which nurtures and encourages them to be the best they can be; not only in regards to examination results, but as a valued member of the community. We provide our pupils with a safe and happy environment, ensuring they have the right qualities to be successful in whatever path they choose. We openly promote good relationships with parents/carers and fully appreciate our pupils as individuals. Emphasis is placed on good attendance and pupils taking pride in themselves.

## School Values

### Care

At Crofton Academy, we have high expectations of pupil's behaviour. We expect that our pupil's grow to respect themselves and others, to look for the good in others and to be honest and trustworthy. We believe that this is essential throughout school, allowing our focus to be solely on learning and progress. We want to make sure that your child is a happy, confident individual who feels valued so that they can make a positive contribution during their time at secondary school.

Your child will face the most significant physical, mental and social changes of their lives during their time with us. Our pastoral programme is designed to support pupils and their families with these changes. Your child's Group Tutor should always be your first point of contact as a parent/carer.

The Year Leader will lead the year as a group through their time at the Academy.

### Aspire

In a changing world, we have to prepare our pupils to achieve great things and compete locally, regionally, nationally or internationally for the future. Our curriculum is designed to give pupils the best exposure to learning opportunities both in and outside of school. Your child will be challenged on an "I can't do it" attitude to encourage a change in mind-set whereby they learn to think "I cannot do it yet!" This mind-set will equip pupils well for the challenges they will face in the future by building confidence and raising aspirations.

### Succeed

Here at the Academy, we work hard to unlock potential and develop talent at all levels of ability to ensure that everyone does their best, and that no child is left behind. The curriculum ensures that every pupil leaves with excellent levels of literacy and numeracy, essential for everyday life. We look to find and develop other talents including sporting, artistic, musical, dramatic and technological talents. We have state of the art facilities to help achieve fantastic opportunities.

If you choose us, we will work in partnership with you to ensure that your children achieve great things whilst here at Crofton Academy.



# Vision & Values

Our vision is simple **“working together to achieve excellence for all”**.

Within the Castleford Academy Trust, in our pursuit of excellence, we work hard to ensure that no child is left behind. The Academy Trust puts pupils at the heart of everything we do. In our commitment to excellence, we place ourselves at the forefront of educational developments and create an innovative environment that is a positive climate for learning and attainment, and fully supports pupils' social and emotional developments.

**The Trust has a set of simple ‘non-negotiables’ – these are our expectations for all Castleford Academy Trust academies. We value individuality but when an academy is not yet ‘good’ intervention will take place to realise this vision.**

**1. Total commitment to improving the life chances and aspirations of pupils – high expectations and a relentless focus on pupil progress and attainment so that no child is left behind.** Commitment to the very highest pupil outcomes for our children, at all key stages. Headteachers and senior teams that focus on pupils and their outcomes, with everything else as peripheral. This is not at odds with a broad and balanced curriculum or enrichment, but it is establishing a success culture in all. *“We must be judged by standards. Governors must focus on this and nothing else.”* Heath Monk – Future Leaders Trust.

**2. Outstanding and proactive leadership at all levels that is visible and has a positive impact. Leaders that ‘see it, sort it’ and develop a culture of ‘no excuses’.** *“Leadership sets the tone for any organisation, our leaders will inspire, be visible, act as role models for other leaders and for pupils, will be proactive and build high performing, unified teams.”* Sir Daniel Moynihan – Harris Trust

**3. Exemplary behaviour based on a consistent, fair and positive behaviour management approach. High expectations for all and zero tolerance to low level disruption, so that teachers can teach and learners can learn.** *“The quality of teaching, learning and behaviour are inseparable. The management of behaviour and the management of learning should be aligned and consistent.”* Sir Alan Steer – The Cambridge Primary Review Board.

**4. A coherently planned and sequenced curriculum that allows pupils to accumulate the knowledge and skills for future learning and employment.** *“Knowledge is fertile, generative and highly transferable. Our knowledge is carried by the narrative and performs functions that we cannot always see.”* Christine Counsell

**5. Positive caring relationships, where pupils, staff, parents and governors work together for the benefit of the community. Safeguarding the welfare of all students is paramount.** *“Every child deserves a champion and an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be. How powerful would our world be if we had kids who were not afraid to take risks, who were not afraid to think, and who had a champion?”* Rita Pierson TED Talks Education TV.

**6. Recruit, retain and develop highly effective staff who are committed to a culture where there is no acceptance of teaching less than good.** *“The quality of teaching is more important to pupil outcomes than anything else a school can control, so it is essential that the education system can recruit, train, develop and retain the best possible teachers.”* Educational white paper

**7. Always strive to improve and do things better with no complacency.** Our Academies will always strive to be outstanding for the communities they serve, there will be no excuses for underperformance. *“We would be deluding ourselves if we thought the battle to raise standards had been won. There is still much more to do.”* Sir Michael Wilshaw - Chief Inspector of Schools.

**8. All academies within the MAT are able to generate a positive financial outcome at the end of each financial year to deliver its aims through efficient, forward and effective curriculum led planning.** *“Education in schools has operated in a relatively benign financial climate for a long time. But a new generation of school leaders is going to have to emerge to cut their cloth to drive efficiencies. This is one of the biggest challenges facing the school system: schools will increasingly have to do more with the same money.”* Lord Nash

# About the School

**Crofton Academy** is a co-educational comprehensive with 1,043 pupils on roll in Years 7 to 11 as at September 2022.

During the summer term we hold a Year 6 Family Induction Evening when parents/carers of pupils who have been offered a place are invited to listen to short talks by members of the Leadership Team and the Year Leader.

Also during the summer term, prospective pupils spend a whole day with us, meeting some of the staff and acquainting themselves with the buildings, joining in lessons and activities.

## Governing Body

Our governing body consists of members of the community, parents and staff. In addition to regular governing body meetings, members are divided into sub-committees to deal with important areas of the Academy in greater detail.

Crofton Academy Local Governing Body:

Peter Walker (Headteacher)  
Roy Vaughan (Chair of Governors)  
Tim Morris (Vice Chair of Governors)  
Claire Barron  
Iain Hadley  
Sally Kilbride  
Suzanne Pease  
Steve Wood (Staff Governor)



## Policies

Crofton Academy produces and updates a number of school policies and guidance/information booklets each year. Our governing body work hard to ensure that these policies are constantly scrutinised and updated to reflect changes in legislation and recommended guidance from the DfE. In order to improve sustainability, our policies are available on line. Hard copies can be provided on request either by writing to us, by email, or via a telephone call to **01924 862985**.

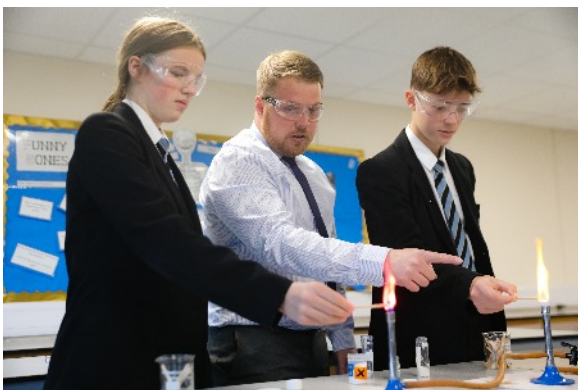


At Crofton Academy pupils enter at age 11 and leave at age 16. Whilst in our care, in addition to teaching the importance of study, we give pupils a sense of belonging, pride and above all a sense of community. We are very much a "family" school and the foundation for that is for each child to be happy, cared for, feel supported and to be valued.

We are very proud of what we can offer all our pupils, including teaching and learning, a wide range of resources and excellent facilities. Our PE, Music, ICT, Technology and Drama departments are equipped with state of the art facilities and offer a wide range of extra-curricular activities.

Crofton Academy prides itself on being all-inclusive offering a variety of personalised support to pupils with special educational and physical needs. We are the Local Authority's designated comprehensive centre for pupils with visual impairment and have a well managed and supported resource base.

We have well established links with junior/primary schools, both within our catchment and the wider area. Our PE department has good associations with local rugby, football and cricket clubs which allows us to take advantage of their expertise and skills.





# Admissions

Crofton Academy has an annual admission level for pupils in Year 7 of 210 and all admissions are controlled by Wakefield Local Authority. Pupils in each Year Group for 2022/2023 are:

## The Admissions Policy

The policy on admissions to community and voluntary controlled schools/academies is determined by the Local Authority following consultation with governing bodies. The administration of admissions is the responsibility of the Admissions Team at the Education Department based at County Hall.

The Academy's Admissions Policy is available on the school website: [www.croftonacademy.org.uk](http://www.croftonacademy.org.uk) or on request at [admin@croftonacademy.org.uk](mailto:admin@croftonacademy.org.uk).

The Admissions Team at Wakefield Local Authority is happy to advise parents/carers on all aspects of admissions to schools/academies. Please contact:

**School Admissions**, Wakefield Council, County Hall, Bond Street, Wakefield, WF1 2QL.

**Telephone:** 01924 306052.

**Email:** [admissions@wakefield.gov.uk](mailto:admissions@wakefield.gov.uk)

	Boys	Girls	Planned Admission Number
<b>Year 7</b>	110	99	209
<b>Year 8</b>	108	106	214
<b>Year 9</b>	118	95	213
<b>Year 10</b>	101	109	210
<b>Year 11</b>	106	91	197
<b>TOTALS</b>	<b>543</b>	<b>500</b>	<b>1,043</b>

# Pastoral Structure

The pastoral structure at Crofton Academy has a teacher responsible for each tutor group and a Year Leader who oversees the whole year group.

The Pastoral Team, led by an Assistant Headteacher, includes all Year Leaders, Group Tutors, the Special Educational Needs Co-ordinator (SENCO), a team of Mentors and an Education Welfare Officer.

Every effort is made to establish good relationships and ensure that every pupil receives high quality care and guidance throughout their five years. Our pupils and their families frequently consult us about personal, medical and social problems. At these times sympathetic and discreet assistance is readily available. If this cannot be provided within the school, contact is made with outside agencies who have specialist resources at their disposal.

The Academy operates within the guidelines of child protection and wellbeing laid down by the Local Authority and a copy of the school's '**Child Protection Policy**' is available on request or via the school website.

# Uniform

It is important for the Academy and pupils that the way pupils present themselves is positive and acceptable and creates the impression of a disciplined and well-ordered establishment. It is expected that all pupils will come to school every day in a neat, clean uniform, giving the message that our pupils take pride in belonging to Crofton Academy. The support of parents/carers is essential to this process.

The uniform policy can be found on our website, setting out the compulsory and optional items of uniform as well as our uniform expectations.

# Conduct

The Academy believes in building relationships for learning. We have a good record of behaviour management which is founded on positive relationships between staff, pupils and parents/carers.

The Academy has expectations designed to manage day to day life. The Group Tutor and Year Leader are key contributors to the welfare of pupils. Both seek to solve any problems that arise, no matter what the cause or circumstance.

Full details regarding behaviour may be found in our '**Behaviour Policy**', available on the school website.

Pupils are not permitted to use mobiles phones (including smart watches) on site. Phones which are seen or heard (accidentally or otherwise) will be confiscated until the end of the school day when they will be returned. However, if a child has their phone confiscated more than once during the year it must be collected by a parent/carer on every subsequent occurrence.

# Pupil Leadership

Pupil leadership is incredibly important at Crofton Academy. It is an opportunity for pupils to voice their views on improvements to our school and to discuss the day-to-day running of the school. There are numerous opportunities for our pupils to get involved in leadership both in and around the curriculum.

**Student Leadership Council** - During Year 7, pupils can apply for a position on the Student Leadership Council (SLC). The SLC is made up of three elected representatives from each year group across the school. Once elected, pupils will remain on the SLC until they leave in Year 11. The purpose of the SLC is to give pupils an opportunity to develop leadership skills by organising and carrying out school activities and community projects. In addition to planning events that contribute to school spirit and community welfare, the SLC is the voice of the student body.

**Year Group Councils** - Pupils in Year 7 through to Year 10 can apply for a position on the Year Group Council. Each Tutor Group elects two representatives who attend meetings to discuss issues and share ideas that affect their own specific Year Group. The Year Group Councils work closely with the SLC and collaborate on charity events, themed weeks and specific year group initiatives.

**Prefect Team** - At the end of Year 10, pupils are given the opportunity to apply for the position of Head Prefect or to be part of the wider prefect team. Prefects represent the voice of Year 11 and are role models for their peers and younger pupils in school. Prefects are key ambassadors for our school and work with the SLC to promote good behaviour, positive attitudes to learning and high expectations for all.

Throughout the year our pupil leadership teams will continue to support projects linked to 'Our School has a Mind to be Kind' and uphold the values and traditions established by previous leadership teams.

# Attendance & Absence

We want all pupils to take advantage of the opportunities provided by Crofton Academy. Good attendance helps pupils to develop a sense of responsibility and helps them to form good habits that prepare them for the world of work. Evidence shows that there is a link between poor attendance and underachievement.

Your child is expected to attend school for **190** days per year, which leaves **175** days per year for family time. Exceptions to this are they are too ill to attend, they have a medical appointment that cannot be made outside of school hours, or other circumstances authorised by Crofton Academy.

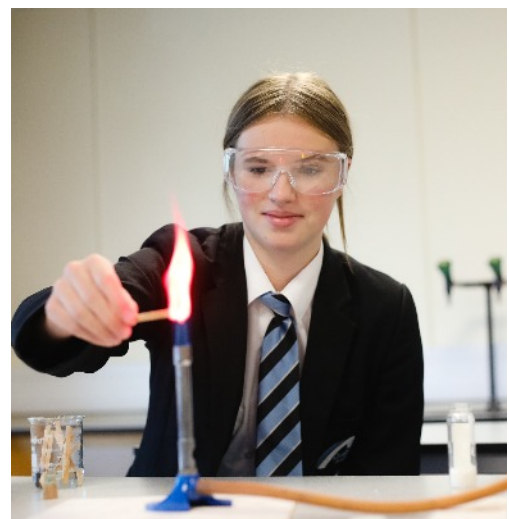
Unauthorised absence occurs when a child has been absent and the absence has not been explained or we do not consider the reason for the absence to be acceptable. Some reasons we consider unacceptable are: taking the last day of term off, lack of uniform, looking after younger children, birthdays, shopping and taking holidays in term time.

Our drive to improve attendance to support neighbouring schools and primary feeder schools means that there has been a change in how we respond to term time holidays. Since 2018, term time holidays have not been authorised. Penalty notices have been issued by Wakefield Council for any incidences of 10 or more unauthorised absences ( $\frac{1}{2}$  day is one absence). This brings us in line with government guidance. We do not receive any financial benefit from this policy; penalties are processed by Wakefield Council through the courts and any monies are retained by the Council.

We also expect pupils to be punctual to every lesson and would ask that parents/carers reinforce this with their child. Late entry to lessons disrupts the learning of other pupils and we will take action if an issue with lateness persists.

To monitor attendance and punctuality:

- We will contact parents/carers on the first day of absence via a telephone call, if they have not informed us a child is absent;
- We will contact parents/carers on every subsequent day a child is off school if we have not had a reason for their absence;
- If we have not heard from parents/carers after three days of absence our Education Welfare Officer will pay a home visit;
- We will send attendance and punctuality statistics as part of our progress reports.





# Wellbeing

We understand that growing up can be challenging. When a child joins us in Year 7 they undergo a lot of personal development before they leave us in Year 11. We will support pupils every step of that journey. Whether it be issues regarding friendship, study techniques, workloads, social pressures, social media conflicts, hormones or simply trying to understand the world, we are there. We also know how tough it can be for parents/carers and wider family, trying to steer them in the right direction.

Mental health and wellbeing play a vital role in the work we do at Crofton Academy with all members of our community. We aim to create an environment in which everyone is cared for. Our website supports this wellbeing journey. It contains a vast amount of information and we hope it gives pupils the tools needed to find help, access support, understand how individuals are feeling and discover new techniques to help them help themselves. It also provides information for parents/carers to help them along the way.

The school has a dedicated counsellor to whom pupils can be referred for appointments by their Year Leader. We work closely with outside agencies alongside parents/carers to ensure that all pupils who require support receive appropriate direction and referral. Parents/carers are welcome to discuss issues relating to their child's mental health/wellbeing at any time. In certain circumstances the school will undertake a risk assessment and put in place a support plan to help pupils in need.

# Rewards

Every effort is made to recognise and reward pupils for sound attitude, good effort and high achievement, whether it be by an individual, group, class or whole year group. Good attendance, hard work, sporting activity, individual initiative and public service are all encouraged and acknowledged through our Epraise system, school certification, publicity and internal reporting.

# Homework

Homework is a vital part of life at Crofton Academy. The purpose of homework is to:

- Embed knowledge that has been taught in school;
- Deepen understanding of different topics through further research;
- Practise skills learnt in lesson;
- Promote independent learning and encourage pupils to take responsibility for their own learning; and
- Provide an opportunity for discussion about work with parents/carers.



# Curriculum

## Key Stage 3 Curriculum

Our Key Stage 3 (KS3) curriculum is designed to enable pupils to achieve a deep understanding of a range of knowledge from a broad, balanced and relevant curriculum, encompassing those set out in the National Curriculum. The planning of the curriculum enables pupils to know how the learning is connected to long term objectives, other subjects and the wider curriculum. Pupils learn essential knowledge built around a 'Learning Journey' and 'Big Ideas' to ensure they have a deep understanding across a range of subjects. The 'Learning Journey' shows pupils the skills and knowledge needed to progress in each subject through a series of knowledge statements. This will allow pupils to see what they need to be able to know and do to progress, and encourages pupils to focus on deeper learning to ensure real understanding of key concepts. Each 'Big Idea' topic accompanies a planned Learning Journey with clear statements setting out what pupils need to know, understand and do to reach their aspirational target grade.

The National Curriculum content is carefully tracked to ensure that pupils have covered all areas of non-statutory Key Stage 4 (KS4) subjects by the end of Year 9. There are also many opportunities built into lessons to secure the need to recall and retrieve previous learning so that knowledge is fully embedded. Indeed teachers continue to develop pedagogy, particularly related to metacognition, so that pupils can remember and recall information from a deep understanding of their learning. The learning in KS3 provides a platform for pupils to be able to access the next stage in their Learning Journey, as well as learning for their future and becoming positive citizens within their community.

Pupils have the opportunity to study a range of creative and performance related subjects, enabling us to identify any gifted and talented pupils, whilst also allowing pupils to discover and embrace what can become lifelong personal interests and talents.

The Option process takes place in year 9 and GCSE courses commence in Year 10. This enables teachers to ensure National Curriculum coverage, but to also plan transitionary, creative Year 9 units of work that allow pupils to fully engage in the breadth and depth of these subjects before beginning the KS4 course. This is a deliberate action to engage pupils and enable pupils to really enjoy their subject and learn the depth of their subject. The curriculum model allows pupils to choose four subjects in addition to the core maths, English, science, PE, computing, RE and personal development lessons.

## Knowledge Statements and The Learning Journey

Each subject area has developed a Learning Journey which will allow our pupils to develop the knowledge needed to be a successful learner. The Learning Journey is shared with pupils at the start of the topic so that they are aware of how their learning will develop over each half term.

For pupils to do well in a subject, it is essential that they have a good understanding of the basics. For this reason, in some subjects, it is not simply more knowledge that is needed to achieve to a high standard. In some areas, pupils will be expected to 'master' the basics and will then be assessed depending upon their ability to apply the skills and knowledge they have acquired in a different context.

# Special Educational Needs

Crofton Academy is an inclusive school which is committed to ensuring equality of access, participation and opportunity for all pupils, whatever their age, gender, ethnicity, attainment and background. The Academy strives to develop the potential and aspirations of all.

All pupils are of equal worth, with equal rights to access and progress within Crofton Academy. We will create an environment where all pupils have the opportunity to study a broad and balanced curriculum, relevant to their needs, abilities and aspirations. Our aims are:

1. To promote the inclusion of pupils with special educational needs in Crofton Academy by:
  - a) setting suitable learning challenges;
  - b) responding to pupils' diverse needs; and
  - c) overcoming potential barriers to access learning and assessment for individuals and groups of pupils.
2. To develop individual and group learning programmes. To structure support in departments which enhances the school's role in meeting pupils' special needs.
3. To offer support and advice in each curriculum area so that all teachers can contribute their expertise in meeting the needs of all pupils in their care.
4. To make teachers aware of the full range of special educational needs and, through shared practice and effective training, to develop their skills of diagnosis and response.
5. To develop teaching strategies which promote self-confidence, self esteem and independence and are sensitive and responsive to pupils special educational needs.
6. To develop accurate and effective procedures for the assessment, recording and monitoring of pupils' special educational needs, ensuring that the needs of all are met.
7. To develop and implement appropriate programmes of intervention and support to help all our pupils make progress.

## Progress

Each pupil is involved in reviewing their progress and setting targets for further study within each department. The Group Tutor's role is one of monitoring progress in all areas and agreeing the best course of action for each child.

Parents/carers will receive progress checks during the school year. This provides information about progress made, attitude to learning and any concerns from subject teachers.

Feedback from parents/carers regarding pupil progress is welcomed and there is an opportunity to attend at least one Parent/Carer Consultation Evening each year.



# Personal Development

At Crofton we work hard to make sure that all pupils understand how to get the best out of their time with us. It's crucial that pupils are **Ready** to learn, **Respectful** of others and **Safe** at all times. It's also vital that alongside working with pupils for exam success, we also prepare them for their futures. We want to support pupils to be able to contribute positively to society and to find success and happiness in the choices that they make. Our 'Personal Development Programme' underpins this. It's about attitudes and behaviours.

All pupils follow a five-year programme that incorporates: traditional PSHE; Careers and Progression Guidance; Social, Moral, Spiritual and Cultural education; Fundamental British Values work; and leadership opportunities and experiences, alongside work that supports the building of character. The programme supports pupils to learn how to appropriately debate and guides them to be able to make their own informed decisions. It will support pupils in their development - teaching them how to build strong, positive relationships and providing opportunities and experiences to learn about our world. This work takes place in curriculum lessons and through drop-down days, registration activities, assemblies and trips.

A backdrop to this planned programme is the focus on 'Our School Has A Mind To Be Kind'. Many opportunities and activities are planned to teach pupils the value of kindness, as we aim to embed this across the year groups.

Extra-curricular work also forms a considerable part of our personal development curriculum. For example, pupils will be able to work together to support others, be supported to be resilient and curious, alongside having trips and experiences that will broaden their horizons

## Trips/Visits/Visitors

Trips and visits vary from year to year, however past visits have included: Yorkshire Sculpture Park; Hatfield Outdoor Activity Centre - Doncaster; winter skiing in Italy; languages trips to France, Germany and Spain; Ullswater; Sandal Castle; Wakefield Wildcats; Cadburys World; Alton Towers; Manchester Airport; York Theatre Royal; Barnsley Football Club; The Clothes Show Live; Flamingo Land; Wimbledon; Herd Farm; Malham; Mappleton and Flamborough; Thackray Medical Museum; Beth Shalom Holocaust Museum; and Outdoor Pursuits in Wales.

Visitors are in school frequently with the aim of enhancing pupils' learning, and in the past these have included: Grassroots Theatre Group from Zimbabwe; Yew Tree Theatre Company; Electronics Yorkshire; Annapurna Indian Dance Group; a Ghanaian Cocoa Farmer; Khayaal Theatre Company; 3Sixty Stunt Bike Team; Operating Theatre Live, the Hepworth Gallery, and pop group New Kings Order. Various popular children's authors have visited the school as well as cartoonists and artists.

**World Challenge:** In the past few years trips to Norway and Croatia have taken place. Pupils experience a variety of challenging activities: trekking, camping and canoeing, which is paid for by the pupils themselves who are involved in raising funds. The whole event, from fundraising to the trip itself is designed to encourage pupils to develop team building and life skills whilst growing confidences and friendships.

**New York:** In 2018 and 2019 the school ran successful trips for pupils taking business studies, media and art at KS4, who enjoyed the sights and sounds of New York. A further trip to New York is already planned for Easter 2023.

# Key Stage 4 Results

The Government announced that it will not publish any school or college level education performance data based on tests, assessments or exams for 2020 and 2021. The results published here are for 2022.

9-4%	9-5%
English & Maths	English & Maths
70%	50%

## Post-16

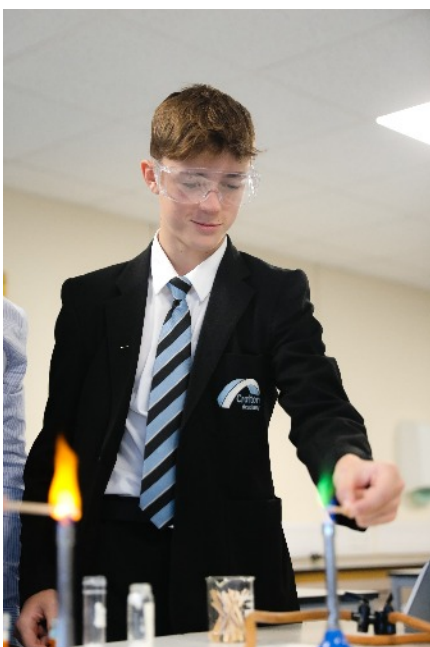
All pupils are treated as equally important and are encouraged to develop their own style of learning. We ask that pupils respect one another and are sensitive to the needs of others. This builds a strong foundation for life after Crofton Academy.

Just as we do during transition into Year 7, we try to make the next stage of a pupil's journey as easy as possible. We have excellent relationships with a variety of sixth form colleges across the district and beyond including Wakefield College, New College Pontefract and Barnsley College. All colleges encourage pupils to visit and take part in events and regularly provide information about open evenings and taster days, in addition to coming into school to deliver assemblies to Year 11 pupils.

All pupils from Year 7 to Year 11 undertake a structured programme of careers education. From introducing our youngest pupils to the world of work, we develop their knowledge and understanding to ensure that every child fulfils their post-Crofton goals. Our website supports all aspects of career planning.











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