



**THE FARNLEY
ACADEMY**

An Exceptional Student Experience For All

PROSPECTUS 2023/24



CONTENTS

3	The Principal's Welcome
4	Mission Statement
5	Core Values
6	Y6 Transition
7	Pastoral Support
8	Positive Discipline
10	SEND Support
11	Attendance
12	Achievement
13	Curriculum
14	Extra-Curricular
15	Teaching and Learning
16	Careers Guidance
17	Deputy CEO



WELCOME

As Principal of The Farnley Academy, I am delighted to welcome you to our school.

As part of GORSE, The Farnley Academy has gone from strength to strength and now boasts a number of educational accolades including more recently a prestigious position in the **Top 5% of all schools nationally!** GORSE is an organisation driven entirely by the desire to provide an exceptional education to some of the most disadvantaged students in Leeds.

The Farnley Academy is a consistently high performing secondary school serving the community of Farnley and other surrounding areas. In 2021/22, our students achieved a remarkable 73% grade 4+ and 58% grade 5+ in both English and Mathematics, firmly cementing our academy as the highest performing secondary school in the area by a significant margin. We are proud to be one of the highest performing secondary school in Leeds.

As an academy, we are fortunate to be housed in exceptional buildings which underwent a £23m refurbishment in 2012. The staff and students of the academy benefit from a bright, vibrant, heavily-resourced learning environment, which is highly flexible to meet the needs of the 21st century learner.

Within our academy, our approaches to discipline are traditional and we expect the very highest levels of behaviour and attitudes to learning from our students at all times. This traditional approach is, however, coupled with an excellent level of pastoral care and a curriculum which is both rich and diverse. At key stage 3, students experience a broad curriculum that will allow them to have a wide range of learning opportunities before selecting their GCSE options at the end of Year 9. At key stage 4, students have the choice of a large number of courses suited to the various requirements of our bold and ambitious students.

Members of staff at The Farnley Academy, and GORSE, are wholeheartedly dedicated to ensuring that all students in our care receive a first class education and achieve their goals in life, whatever they might be. Our staff value each of our students as individuals and work tirelessly to ensure that students achieve excellent GCSE examination outcomes, and also develop into positive members of society.

I look forward to working in partnership with you to ensure that all of our students are successful in both their time with us at The Farnley Academy and also their future studies and careers.

Mr C Stokes
Principal



MISSION STATEMENT

At The Farnley Academy, our vision is simple; to deliver 'An Exceptional Student Experience for All'.

To us, the 'Student Experience' is all encompassing of a child's educational journey. We get to know our students before they arrive to us in Year 7 and keep in touch with them long after they leave us in Year 11.

Students who attend The Farnley Academy receive nothing but the best and we ensure that no matter how much money a family may / may not have, this does not impact on a child's educational opportunities. The full 'TFA Student Experience' is available to all.

Our work as an academy is of the very highest order and is, always, centred around the child. We believe passionately that all young people, irrespective of their background, can achieve and be successful in their lives. Our goal is to ensure that we provide the appropriate level of guidance, support, and opportunities to make this a reality.

We seek to ensure that our students are:

- Inspired and motivated to succeed
- Equipped to deal with setbacks
- Immersed in a culture of compassion
- Supported and developed as an individual
- Recognised and rewarded for doing the right thing
- Empowered with a voice
- Prepared for the future
- Provided with the 'Gift of Choice'

Together with our whole community, including parents and carers, we seek to ensure that all students enjoy school and go on to achieve their dreams, whatever they might be.

Leaders are ambitious for pupils. They do not shy away from expecting pupils to achieve as much as possible.

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CORE VALUES

At The Farnley Academy, our core values are what we aspire to achieve every day. All decisions made across the academy are run through our values to ensure we live up to our own very high expectations.

Our core values are alive within our academy and students will come into contact with them on a daily basis, whether that be in assemblies, lessons or even in general conversations with staff.

AMBITIOUS

We are ambitious for ourselves, work hard everyday and aim high. We understand effort is the key ingredient to being successful. We are also ambitious for society and know we can contribute to making the world a better place.

RESILIENT

We learn from our mistakes and never give up. Failure only makes us stronger. We believe in ourselves and help others to do the same. We know the measure of a person is not how they behave when everything is going their way, but how they behave when times are tough.

KIND

We are respectful, tolerant and considerate to all. We know good behaviour, punctuality, politeness and positivity are signs of kindness. We go out of our way to make people feel welcome and valued. Working collaboratively with others and being a team player is an essential part of being kind.

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CORE
VALUES

Inspectors could see from the words and deeds of pupils that everyone is valued.

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Y6 TRANSITION

We appreciate the transition from any primary to secondary school can be daunting. With this in mind, we ensure that students and families have numerous opportunities to familiarise and prepare for life at The Farnley Academy. As well as the exciting Year 7 intake day, students and their families are invited to an intake evening where they can meet their Form Tutor and learn all about academy life. All families and primary schools are contacted; we pride ourselves on sharing key information through regular liaison with feeder schools to ensure a smooth transition takes place.

During our exciting intake day, our priority is that students have an opportunity to meet both their new Form Tutors and make new friends, with taster lessons and team building activities. The Year 6 students work with our dedicated transition buddies (current exemplar students) and the student leadership team to ensure they are prepared and have all their questions answered. Each year we include a variety of activities to engage students in the curriculum on offer and sample some of our extra-curricular opportunities such as Science experiments and performances from our Drama club.

Alongside our outstanding transition package, we also offer extra transition days entailing bespoke activities for those students who may benefit from some additional time to familiarise themselves and ease any worries. We are also proud that our designated transition team offer to attend primary school events, including parents' evenings, as well as accommodating individual communication, meetings and tours, if required.

Students who are due to join The Farnley Academy in September 2023 will be invited to attend our free Summer School. Summer School takes place in the summer holidays and is a fantastic opportunity for new Year 7 students to settle into school life ahead of their start in September.

There are lots of activities for pupils to join beyond lessons. Many of these activities link to curriculum subjects... many pupils, including those who are disadvantaged, take up these opportunities.

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PASTORAL CARE

At The Farnley Academy we pride ourselves in providing first class pastoral care for our young people, which enables them to feel happy, safe and cared for. We aim to support students with situations, activities and opportunities which help develop resilience and resourcefulness, a fostering of positive attitudes and, above all, the values and moral dimension which will sustain their wellbeing throughout their lives. We hope our students leave the academy instilled within them the instinct to care for themselves and others.

Pivotal to the objectives of this pastoral care is the important role of the Head of Year. They will have regular contact with your child, supporting them with their organisation, monitoring and maintaining high standards of uniform, behaviour and attendance as well as addressing any concerns they have quickly and effectively. They will ensure students' achievements are recognised, valued and celebrated.

If your child requires additional support, the pastoral team includes an inclusion and safeguarding team who are highly experienced and trained in supporting young people with social, emotional and mental health concerns. They have excellent relationships with external agencies and wider support available through GORSE. This enables a tailored package of support to be placed around your child.

We encourage parents / carers to contact the pastoral team if they have any concerns relating to their child's emotional health and wellbeing as we will endeavour to maintain strong communication links with home. Where specialist support is required, we employ our own team of on-site counsellors.

Upon arrival at The Farnley Academy, your child will be placed in a form group and have an allocated Form Tutor who will meet with them every morning. Our Form Tutors are highly effective and recognise the importance of being excellent role models and ensuring your child feels that school is a safe and secure environment.

Form Tutors have high expectations of their form and expect that standards of behaviour and uniform are in line with school policy. They will also be the first point of contact for your child for seemingly small matters to more serious disclosures of a child protection nature. Where concerns are identified, the Form Tutor will liaise with parents / carers and colleagues to ensure the appropriate support is provided.

Form Tutors follow a planned programme which will include exploring Personal, Social and Health Education (PSHE), current affairs, British values, Careers, Information and Guidance (CIAG), the importance of attendance and literacy.

Pupils told us they feel safe and well cared for in school. Every pupil we spoke to told us that bullying is rare. They said, if it does happen, staff sort it out so that it stops.

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POSITIVE DISCIPLINE

Positive Discipline is the tool that underpins the foundation of behaviour management at The Farnley Academy. It is based on incremental pyramids for sanctions and rewards.

- It ensures members of staff are consistent and fair in our approach to young people in lessons and around the academy.
- It guarantees that students do not feel aggrieved by sanctions and that ultimately standards do not fall, which would impact on all aspects of our work.
- It helps build respect and positive relationships between students and members of staff, which promotes outstanding attitudes to learning that ultimately progresses over time.
- It ensures clear boundaries are in place allowing students to feel safe and know that their wellbeing is always a top priority.
- Positive Discipline is very much about rewarding the positive choices that young people make.

In terms of establishing a key set of rules for the classroom, we recognise the importance of simplicity and flexibility.

Classroom Rules:

1. Arrive on time, fully equipped and ready to work for each lesson.
2. Do as you are told by staff – first time, every time.
3. Listen carefully when the teacher or another person is talking.
4. Put your hand up and wait for permission to speak.
5. Always try your best without disturbing others.
6. Always complete your work in line with the 'Magnificent 10'.
7. Always write your homework in your planner.
8. Stand in silence at the end of the lesson until you are dismissed.
9. Always do your homework to the best of your ability and hand it in on time.

Pupils work hard. They behave well and are keen to succeed.

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POSITIVE DISCIPLINE

Around the Academy Rules:

1. Be polite and show respect for other people.
2. Do as you are told by staff – first time, every time.
3. Wear your school uniform correctly at all times.
4. This is your academy; look after it. Look after your property and put litter in a bin.
5. Eat and drink in the right place, at the right time.
6. Walk around the academy sensibly and quietly. Remember to use the one-way system and keep to the left
7. Outside lessons, keep to your designated areas.
8. The academy opens at 8.15am; be in your form room and ready for morning registration at 8.30am. The academy closes at 2.50pm (3.40pm Monday) ; after 3.00pm (3.50pm Monday) no student should be on site without staff permission.

Rewards

We recognise the importance of designing a rewards framework, which encourages the active and direct involvement of as many teachers and as many students as possible. It is essential that all students, regardless of ability, gender or age, are given the opportunity to operate within the rewards framework.

Central to the philosophy is the right of staff to praise students, including contacting parents/carers, as a matter of routine. Such spontaneous day-to-day praise is a key foundation in our school.

The types of rewards your child can receive are:

1. Ongoing departmental reward system: Curriculum areas have a stamp to be used by all departmental members. Stamps are given for excellent contributions, effort or work in line with the Positive Discipline Stamp Policy. The chosen stamp leads to the awarding of credits to all students.
2. Credits: Credits can be awarded both within and outside the classroom, offering various opportunities for staff to reward students as and when excellence in all its many forms is noted.
3. Certificates: Credits lead to recognition through our system of certificates.
4. Reward Trip: Students will be eligible for the Positive Discipline Reward Trip if they gain their Diamond Award and have not served a period of Isolation.
5. Postcards: At the heart of one of the termly curriculum area meetings will be a review of student performance. Largely but not exclusively based on credit records, commended students will receive a departmental 'postcard' which will be sent direct to their home.
6. Senior Team Involvement: Senior staff will be attached to form groups. During PD lessons the SLT Head of House, will visit form groups to praise students. Members of the SLT will award 3 SLT Special Stamps (worth a Credit each). Students who are working exceptionally well will be referred on to the Principal for additional praise.
7. Major Awards Ceremonies: Whole academy and individual year group displays of achievement of an academic and an extra-curricular nature will be central to the reward ceremonies.

There is a strong culture of safeguarding throughout the school. Pupils feel safe.

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SEND SUPPORT

The Farnley Academy is committed to ensuring that all students make exceptional rates of progress and reach their potential regardless of their background or ability.

The Special Educational Needs & Disabilities (SEND) Team is overseen by a Director of SENDCo with extensive knowledge and experience of planning and teaching students with special educational needs. Our Director of SENDCo monitors the environment, curriculum and classroom organisation for students with special educational needs to ensure, where required, statutory requirements are being met and that expected progress is being made.

The Director of SENDCo is supported by the SEND Administration Assistant and SEND Manager who helps with the administrative aspects of the strategic planning, liaising with external agencies and carrying out statutory work. In addition, there is a team of experienced Teaching Assistants who in many cases are qualified to Level 3 Diploma in Specialist Support for Teaching and Learning in Schools.

Every student on the SEND register has an Individual Education Plan (IEP) which highlights a student's individual needs and the strategies staff can adopt to support the child in their lesson. These are reviewed and updated where necessary every term in collaboration with the student, parents / carers and staff. Those students with Educational Health Care Plans (EHCP) or who have a specialised need, also have a key worker allocated. They meet with the child every week / fortnight, reviewing targets and support, ensuring the child's academic and holistic needs are being met.

Where required, some students may access intervention groups run by the SEND Team, pastoral team or external agencies to support the child's academic progress or social and emotional development.

All staff receive quality training throughout the year to ensure they have the knowledge, skills and expertise to support all the specific requirements of all of our students with special educational needs. Where necessary, support is sought from external agencies to maximise learning potential.



ATTENDANCE

At The Farnley Academy, attendance is our obsession!

Research proves that there is a very clear relationship between excellent school attendance and academic achievement. Year after year, the students with the best school attendance achieve the best results.

We are passionate about providing students with the best possible life chances and, as such, know they have to 'be here to get there.' All students at The Farnley Academy are set an attendance target of 97% or above. Students with 97% attendance and above are more likely to:

- Be appointed to a well-paid job.
- Make the best progress in their subjects.
- Develop good habits for work and wider life.
- Achieve higher than average grades in their GCSE's.
- Secure a place at a college, university or a training course.
- Maintain strong and sound friendships.



Our Attendance Process

At The Farnley Academy, students, families and staff take a joint responsibility for monitoring attendance using our Traffic Light Group system. Every form room has a display board on the wall on which students will position their photograph each week, depending on the group they are in. The aim is to always stay in the green groupings! In addition, Form Tutors will work closely with their tutees to keep their attendance tracker up to date in the front of student planners. Parents and carers are then able to monitor weekly the group their young person is in. Excellent attendance is celebrated and rewarded regularly, with a range of special activities and treats being available to those students in the green groups.

The 100% Attendance Club

Maintaining an attendance record of 100% is a brilliant achievement and one that we are delighted to reward and celebrate. Students who achieve 100% attendance will be given a much deserved place in the 100% Attendance Club. Membership of the club entitles students to a range of rewards, including celebration activities, trips and pop up events throughout the year.

A 100% Attendance Club pin badge is presented to students when they enter the club. It is expected that this badge is worn with pride at all times around the academy. This is a student's pass to a raft of rewards and treats including a specially allocated queue in the dining room, ensuring priority and speedy serving at lunch and break times. Students who maintain attendance above 97% will be able to access some of the same rewards given to those in the 100% Attendance Club.

Supporting Excellent Attendance

We understand that, at times, attending school may be difficult due to being unwell, marking a religious observance or in an exceptional situation. As an academy, we are sympathetic and understanding that some students and their families may require support to maintain excellent attendance.

Our team of Attendance Officers are at hand to offer advice and support for students in their year groups. The attendance team may visit students' homes to discuss any attendance concerns we may have. The purpose of making home visits is to have a conversation with families about their young person's attendance, complete a safeguarding check and offer support where applicable. Together, we are confident that we can work collaboratively to ensure students can be healthy, happy and safe at school, enabling them to access an outstanding education.



ACHIEVEMENT

Colleagues at The Farnley Academy believe students should finish Year 11 with the gift of choice; at the heart of this is student achievement and progress. Communication with parents and carers is essential to meet this aim, we will celebrate your child's fantastic achievements and also let you know how they can improve further.

All curriculum areas have carefully designed detailed curriculum maps that allow students to develop knowledge and skills over five years of study. Students are regularly monitored to ensure they are reaching their potential in all curriculum areas through iterative tests, assessments that test recent and past learning, as well as formal Trust wide assessments. Through high quality teaching students are supported and challenged to do their very best. If a young person is not meeting the expected standard, they will be further supported with high quality interventions and a clear plan will be put in place to help the individual.

Every lesson your child attends will be well planned to meet every students' needs and include challenging work that stretches them during The Purple Zone.

Student outcomes are well above the national average and the progress young people make year on year is exceptional.

The Farnley Academy is committed to ensuring that Year 7 students who arrive below national standard in English and Mathematics are provided with additional support in the classroom and additional interventions outside the classroom. The aims of these additional interventions are to accelerate progress and reduce the gap with other students as quickly as possible and of course access the wider curriculum.

The following intervention strategies are being employed to support students:

- Additional classes in English and Mathematics with small teacher to student ratios.
- Numeracy and literacy catch up in Key Stage 3, where required.
- Reading is identified as an academy priority, with additional intervention where required.
- Monitoring and mentoring of students by pastoral colleagues and Heads of Year.
- Additional, targeted sessions after school for English and Mathematics.
- In lesson support through Teaching Assistants.
- Catch up club.
- Homework club.
- Focused competitions and rewards.



CURRICULUM

We have 6 periods of 50 minutes every day (7 on a Monday) making 31 periods in the week. There is a form period of 30 minutes at the beginning of each morning and a floating Positive Discipline lesson that takes place during a different period every week, where students spend the lesson with their form tutor. Break (20 minutes) is between periods 2 and 3 and lunch (30 minutes) is between periods 4 and 5. School starts at 8.30am and finishes at 2.50pm (3:40pm on Monday).

PSHE is taught through a dedicated lesson each week. Additionally, all students will attend at least one assembly each week that is well planned and coordinated to support the delivery of social, moral, spiritual and cultural aspects of learning, including the promotion of British values.

Key Stage 3: Years 7, 8 and 9

Years 7, 8 and 9 allows students to study a broad range of subjects that, at the end of key stage 3, enable them to make informed choices for their GCSEs. Students are taught in groups that reflect both their ability and their pastoral needs for all subjects. Subjects studied include: Art, Citizenship, Drama, English, Geography, History, Computing, Mathematics, Modern Foreign Languages, Music, Ethics, Philosophy and Religion, Physical Education, PSHE, Science and Technology (Product Design, Food, Technology and Textiles).

All students will study a Modern Foreign Language at The Farnley Academy; this is either French or Spanish. Where parents have a preference, this can be shared with us once a place is secured.

Students choose their GCSE course options in Year 9. To support your child in choosing their options, an options evening will take place in March for all Year 9 students. Additionally, students have the opportunity to try 3 GCSE subjects in Year 9.

Key Stage 4: Years 9 and 10

Students now begin their GCSE courses. Students will study both English Language and English Literature, along with Mathematics, a Double Award in Science, Citizenship and either French or Spanish. Students also pick three options from a combination of GCSE and Level 2 vocational courses. They will also continue to have two Physical Education lessons per week.

A selection of the possible subjects which are available for students to select are: Art, Business Studies, Computer Science, Geography, Health and Social Care, History, Hospitality, Performing Arts, Product Design and Sport.



EXTRA-CURRICULAR

The Farnley Academy believes that participation in extra-curricular activities is an essential part of education, exposing students to new experiences and broadening their horizons. Our comprehensive weekly extra-curricular programme caters for all ages and interests. As well as a wide range of sporting activities, with the PE department running an extra-curricular opportunity after school most days, students can take part in many other activities such as Debate club, Science club, Board Game club, Language Masterclasses, Coding club and Amnesty International. Our Performing Arts department also have a range of opportunities for all ages and abilities including Choir, Jam Band, African Drumming, Musical Theatre and Shakespeare club, in addition to our annual school production.

We currently have around 300 students enrolled in The Duke of Edinburgh's award programme, developing their leadership and team building skills through expeditions and residential trips. Students have the opportunity to take part in practice expeditions in the beautiful local locations such as Harewood and Bramhope. The students then take part in their assessed expedition in Bolton Abbey, Ilkley and Guiseley. Although the most common volunteering is through sports clubs both coaching or refereeing, many students truly partake in something 'extra' and volunteer with local Brownies, Guides, Scouts & Beavers groups. We are also proud to support our students who volunteer in the West Specialist Inclusive Learning Centre (West SILC) and in local charity shops as part of their extra-curricular commitments.

At The Farnley Academy in key stage 3, all students are expected to take part in at least one extra-curricular opportunity per week, with a view to this continuing in key stage 4. Alongside weekly extra-curricular activities, students are encouraged to take part in a wide range of enrichment activities which include trips during the school day and at weekends as well as a number of international visits each year. We are determined that all young people, regardless of financial circumstances, should have access to such experiences and encourage families to apply to our supporting achievement fund, as required, for assistance.



TEACHING AND LEARNING

Our dedicated teachers are passionate about their subjects and ensure all our students are given every opportunity to succeed. High expectations permeate the academy as we encourage and support our students to develop a love of learning and an appreciation of the importance of effort. All lessons are carefully planned to engage, inspire and challenge. We understand learning time is precious and we make the most of every moment.

The most effective learning takes place when positive relationships exist between students and their teachers. Our behaviour management system, Positive Discipline, is consistently applied by all teachers and ensures classrooms are controlled, happy and respectful environments where students can flourish.

Our outstanding teachers are supported to continually develop their own practice, as we recognise there is always room for improvement. We provide our teachers with a wide range of professional development support and opportunities to further enhance their examination and subject knowledge. This means a true learning culture exists across the whole academy, for both staff and students.

We have identified 3 teaching and learning priorities pertinent to our academy. These priorities support us in providing our students with a truly world class education.

These are:

1. Teaching and learning that creates an inspiring and engaging climate for learning.
2. Teaching and learning that challenges students, whilst developing key skills and encouraging autonomy
3. Teaching and learning that ensures students are prepared for their future lives.

Each priority has a set of specific criteria that guides and shapes teaching practice in the classroom but is also used to both train teachers and quality assure the standard of teaching and learning across the whole academy.

In addition to creating expert classroom practice, we also know it is vital to ensure marking and feedback is of the highest quality. We have, therefore, established a clear set of marking and feedback criteria. The criteria are based on ensuring teacher time is used efficiently, student independence is developed; and the very highest standards are adhered to in terms of presentation, quality and quantity of work, thereby giving students the very best opportunities to succeed.

Homework plays an important part in our curriculum and, as such, is set weekly at The Farnley Academy.

Leaders have thought about what pupils should learn, when it would be best for them to learn and why.

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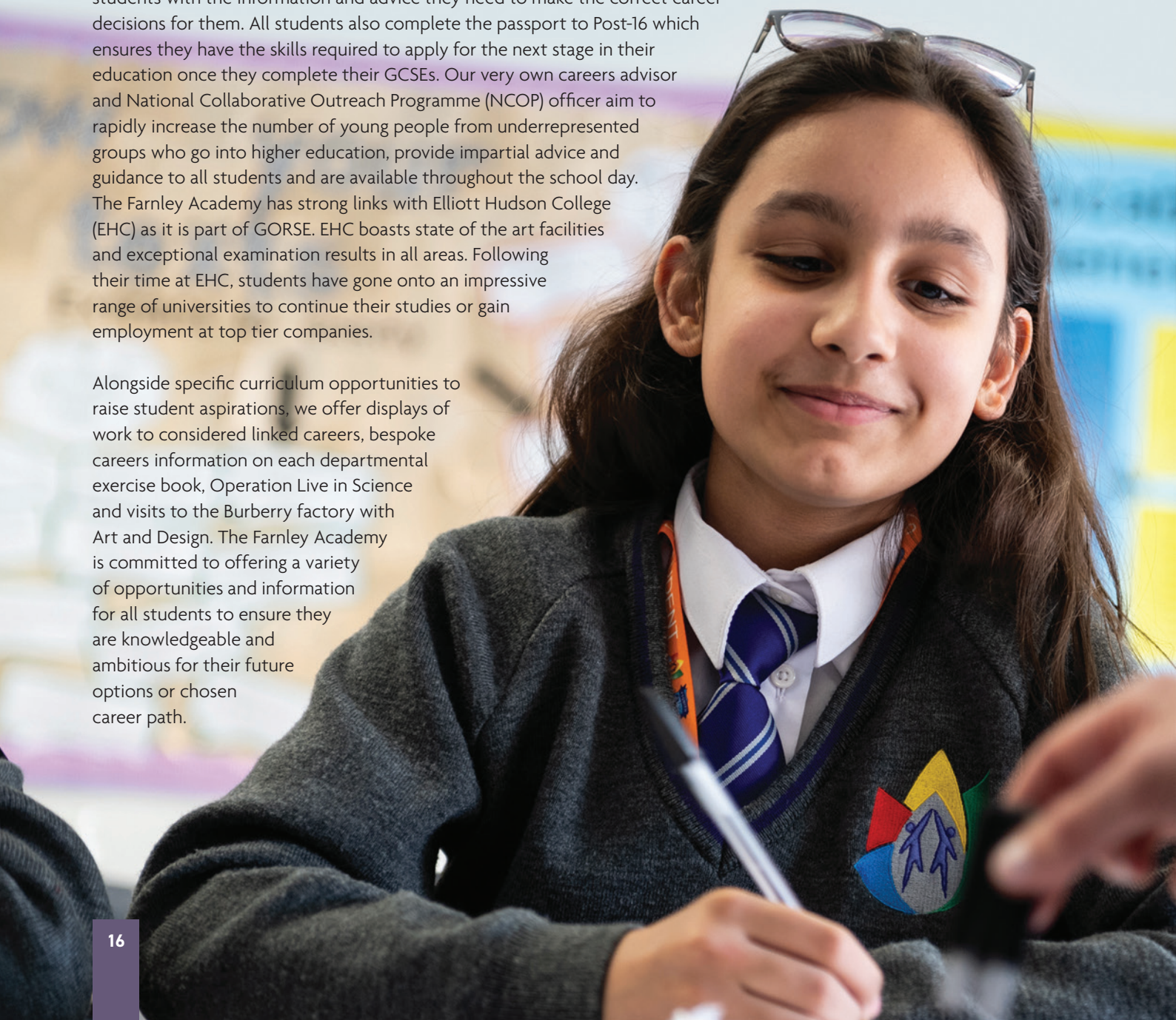
CAREERS GUIDANCE

The Farnley Academy offers a careers education programme that prepares students for the next steps in their education, training or employment. The academy is committed to providing comprehensive and high quality information, advice and guidance to all students to enable them to make effective decisions for the future about a wide range of career pathways. The programme aims to inspire students, raise aspirations, broaden horizons and challenge stereotyping.

We provide access to a wide range of activities that inspire young people which includes employer talks, motivational speakers, online careers programs, workshops, mock interviews, workplace visits, college and university visits and our annual Careers Fair that takes place every October.

Students across all year groups take part in career related assemblies including presentations from those in industry, such as Burberry, LUFC and the Armed Forces. Students of all ages also take part in specific Empowerment Day sessions, empowering students with the information and advice they need to make the correct career decisions for them. All students also complete the passport to Post-16 which ensures they have the skills required to apply for the next stage in their education once they complete their GCSEs. Our very own careers advisor and National Collaborative Outreach Programme (NCOP) officer aim to rapidly increase the number of young people from underrepresented groups who go into higher education, provide impartial advice and guidance to all students and are available throughout the school day. The Farnley Academy has strong links with Elliott Hudson College (EHC) as it is part of GORSE. EHC boasts state of the art facilities and exceptional examination results in all areas. Following their time at EHC, students have gone onto an impressive range of universities to continue their studies or gain employment at top tier companies.

Alongside specific curriculum opportunities to raise student aspirations, we offer displays of work to considered linked careers, bespoke careers information on each departmental exercise book, Operation Live in Science and visits to the Burberry factory with Art and Design. The Farnley Academy is committed to offering a variety of opportunities and information for all students to ensure they are knowledgeable and ambitious for their future options or chosen career path.



DEPUTY CEO

Within GORSE we are relentless in our determination to provide our young people with the highest possible standards in teaching and learning so that they are all fully able to engage with adult life. To do this we ensure there are no barriers or limitations to our students achieving their potential so they are able to reach the highest possible standards of academic, social and personal development.

It is exceptionally important to us that students are able to work in genuine partnership with professionals so that they are empowered to be active in their learning journey and to make informed decisions. Our students' happiness, now and in the future, is always at the forefront of our minds.

I have conveyed to our students on many occasions that I firmly believe the greatest gift we can give them is the 'gift of choice'. I passionately believe that it is our job to support them in the learning process so that they can acquire the skills they need to be able to learn anything they wish and ultimately to go on to acquire qualifications that allow them to choose their next steps, rather than have avenues closed off to them due to a poor skill-set or a lack of qualifications. We are determined to ensure that every young person emerges from GORSE with the gift of a formal, academic education which equips them for study at the best universities in the world and to flourish in the most demanding jobs.

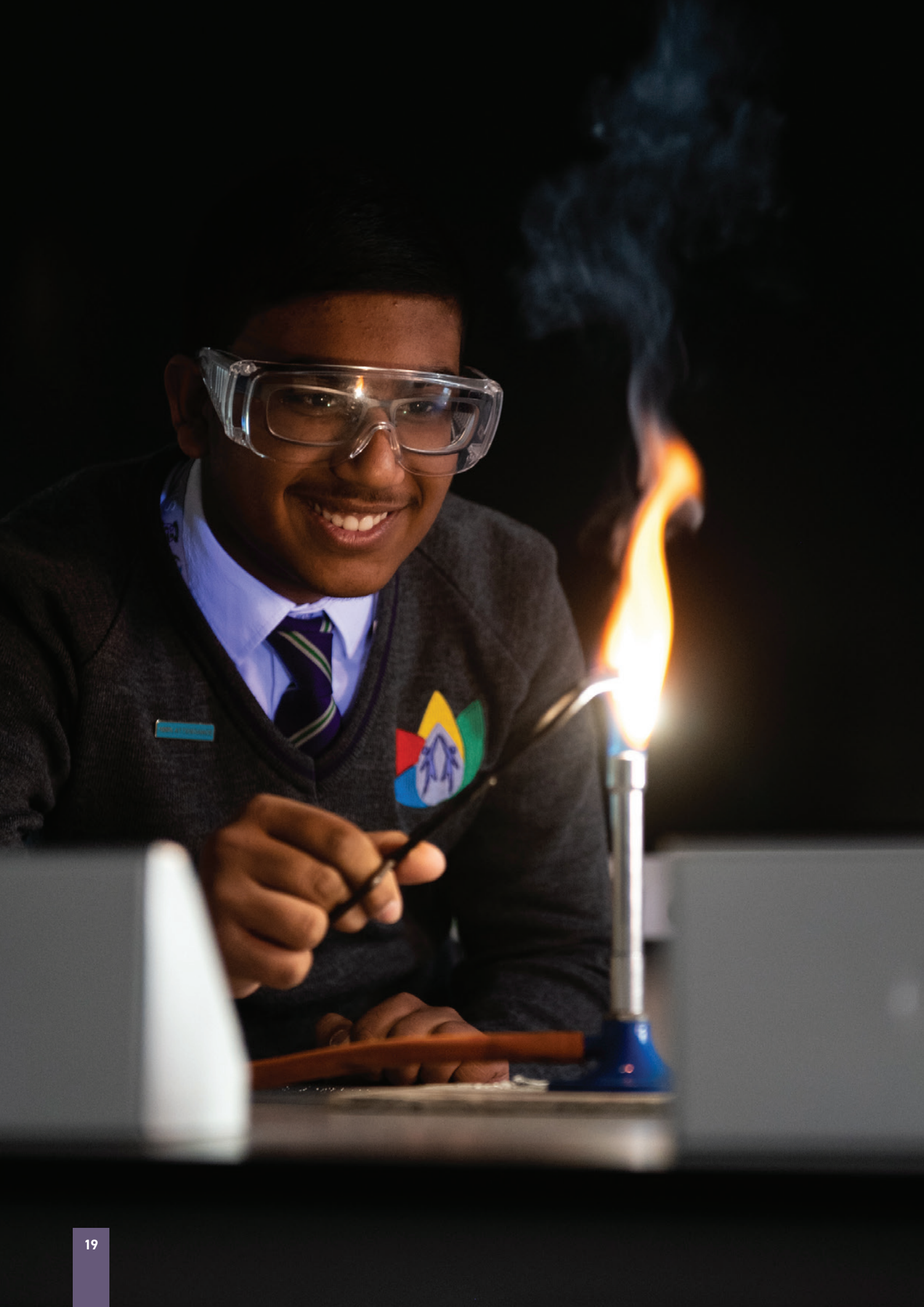
Now, more than ever before, our students need to be aware of the power of technology; the benefits it has to offer and the dangers that face those who misuse it. As professionals, it is our responsibility to broaden our students' horizons and give them numerous opportunities to consider and debate social, moral, spiritual and cultural issues. It is our fundamental belief that we must take opportunities with our students to tackle challenging concepts, to ensure they emerge as well-rounded citizens able to construct informed, articulate arguments and make impactful decisions.

As an organisation, GORSE seeks to utilise our national connections to ensure we stay abreast of educational policy and are well placed to ensure our learners thrive within the ever changing educational landscape. We are committed to working collaboratively to enhance the learning experiences of our students and, ultimately, to facilitate outstanding rates of progress. The trust aims to enrich the lives of all that it touches, providing an environment in which students, parents, carers and professionals work together to explore new concepts and embark upon unique journeys. No one journey will be the same, undoubtedly no journey will be plain sailing, but the secret lies within the sturdy arms of support that our trust provides: a culture which develops resilience through challenge and empowers calculated risk taking for all.

Leanne Griffiths
Deputy CEO

GORSE







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