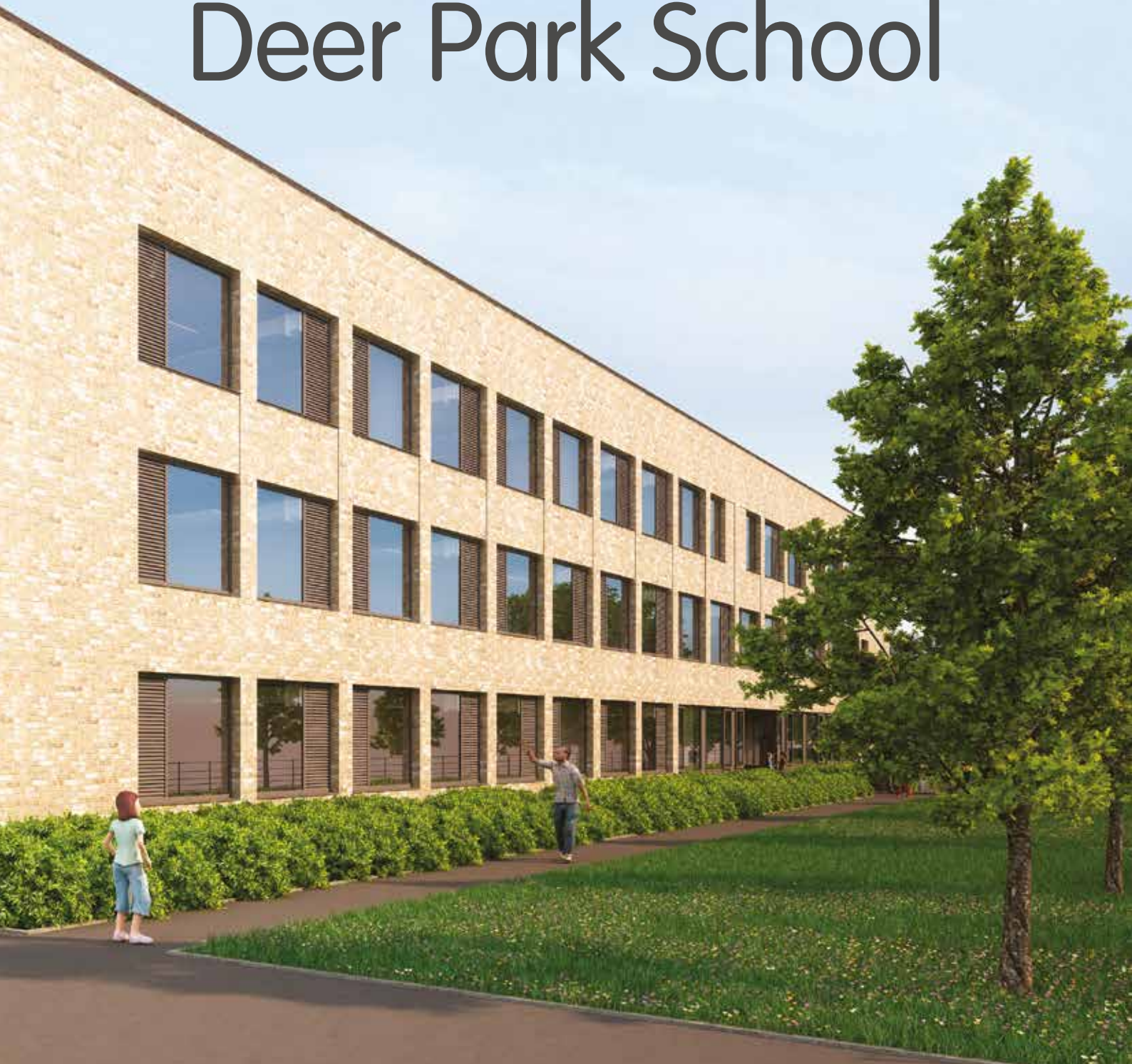


# Deer Park School



Prospectus

2020-2021

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# Welcome

Dear Parents

I am delighted to introduce you to Deer Park, a new secondary school in your local community. I have had the privilege of being involved in each stage of the school’s development: from early design drawings; to the first spade in the ground; to the fit out and formal opening. This involvement has enabled me to look at each aspect of student learning, from room layouts to specialist facilities.



Deer Park will offer outstanding learning for all students. We will build positive relationships and a culture focused on achievement and success within a new environment, where each individual will grow and flourish. The teachers and leadership team are excited about the journey ahead and we are looking forward to welcoming our first year group.

Deer Park will have its own special identity and I am proud to say that it will sit within the Wildern Academy Trust family of schools. The principles of Care, Opportunity, Quality remain our core values and we will work with students to help them develop as global citizens who have confidence and ambition as well as respect for themselves and each other. We will work together to support and challenge our learners to become independent, resilient and articulate individuals.

As parents of the first year group, we value your contributions in shaping the school and being part of a new and growing community, which has the school at its heart.

Your child will join a school with high quality, experienced teaching staff who are caring and have the expertise and attributes to bring out the best in your child, in an environment that gives the sense of belonging to a special new community of learners.

**Miss Marie Louise Litton**  
Executive Headteacher

**‘No child left behind’; each child is at the heart of what we do**

# Wildern Academy Trust

The key principles and ethos of Wildern Academy Trust are built on **Care, Opportunity and Quality**. Our aim across the Trust is to provide an outstanding learning experience for each child within the school community.

We are ambitious for all our students and offer a clear focus on achievement for all and high quality teaching in a stimulating environment.

The key features of the vision for Deer Park include:

- **‘No child left behind’**; each child is at the heart of what we do.
- All learners are supported and challenged to become independent, resilient, confident and articulate individuals who are aspirational and ambitious.
- Learning is personalised to stimulate each student’s enjoyment and love of learning.
- A culture of rights, respect and responsibility.
- An ethos that is inclusive, where each individual is valued and there is a focus on well-being and achievement.
- High quality professional learning for staff, developing strong and sustainable partnerships where innovative practice is



jointly developed and linked to educational research and high quality teaching.

- Clear lines of accountability, underpinned by strong management systems.
- Outstanding leadership at all levels to realise the vision.

Our vision for each school is to enable high rates of progress and sustained learning as students move through each phase of their school experience. We recruit high quality professionals who plan and deliver together across these phases to meet students’ needs and establish continuity and expected levels of progression.

There is a culture of high expectations, mutual respect and excellent behaviour in all our schools.

We are committed to building capacity and supporting the wider system. We provide high quality professional learning across the Trust and local schools in order to increase expertise and continuous improvement. This has been achieved by creating a culture where students and staff are innovative, creative and prepared to take risks and learn from the experience and evidence.

There are three schools in the Trust: Boorley Park Primary School, Wildern Secondary School and Deer Park Secondary School. Each school has its own unique identity that contributes to the Trust’s vision and aspirations.

# Deer Park School

**Deer Park School is a modern, purpose-built 7FE Secondary School with capacity for 1050 pupils and potential for future expansion.**

It is located at the heart of the Uplands Development in Hedge End and backs onto a Site of Importance for Nature Conservation (SINC).

The school consists of two buildings - the main school building, which is three stories high and a separate

two storey Sports Hall building. The school has been designed to provide a high quality learning environment that is safe and stimulating, and supports and facilitates the school's ethos of care, opportunity and quality, is non-discriminatory and encourages participation of all students.

At the heart of the school building is a light and airy triple height atrium. A wide variety of teaching spaces flow around this central space, including a central library/learning resource centre (LRC), general classrooms, information

communication technology (ICT) studios, science labs, art /design and technology rooms, special educational need (SEN) rooms, and a music and drama performance hall. The Sports Hall building includes a four court sports hall, a multi-use activity studio and associated changing facilities.

These two buildings lead out onto hard paved and grassed social areas, with a wetland habitat area beyond. Other external facilities include a Multi-Use Games Area (MUGA) with three netball courts, a combination of grassed sports

pitches and a running track, which are accessed via our private pedestrian boardwalk that spans over a stream flowing through the woodland setting.

## Teaching and Learning

**Teaching:** Our high quality, experienced teachers are committed and skilled professionals. They have excellent subject knowledge and are energetic and enthusiastic in their approach. Lessons are well planned and resources engage students' interest. The opportunity to extend knowledge and skills is built into all lessons, with a clear sequence to the learning, and assessment is continually used to inform planning.

Students will receive specific and clear feedback about their work and progress in different forms to ensure they know their strengths and weaknesses, and how to improve. We encourage and support students to act upon the feedback they are given and to take responsibility for making improvements.

**Learning:** The process of recording, reviewing and assessing student progress is essential in the management of learning. We know it is an area where close co-operation between school and home will benefit each student. Effective teaching and learning takes place when students' progress is tracked, monitored and reviewed regularly.

Students learn best when the environment is stimulating, calm

and purposeful. At Deer Park students will be encouraged to think, ask questions and take responsibility for their learning, working independently and

cooperatively with others. Learning will continue beyond the classroom, with teachers setting work to extend students' knowledge and study skills.



# Curriculum

## In line with Wildern Academy Trust's vision and principles, Deer Park offers a broad and balanced curriculum to enable all students to pursue their passions and interests across a wide range of subjects.

Students will follow a deep, rich, relevant and differentiated curriculum that will prepare them for the opportunities, responsibilities and experiences of adult life and inspire a lifelong pursuit of learning.

The curriculum is designed to ensure that students are able to acquire the knowledge required to be successful, alongside the skills of self-regulation to ensure this knowledge is mastered and expertly applied in multiple contexts. All students will work within the National Curriculum. The curriculum supports individual students of all abilities and, wherever possible, an appropriate and personalised curriculum is provided that suits the individual's needs and ability.

The curriculum will enable students to:

- Increase their knowledge, skills and understanding.
- Develop a positive disposition to learning.
- Develop independence of learning and the skills and attributes for lifelong learning.

- Appreciate human achievement.
- Be aware of the spiritual and aesthetic dimensions of life.
- Develop attitudes, values and beliefs that are reasoned and acceptable within society.
- Develop a sense of self respect, resilience and confidence.
- Be prepared for life in modern Britain, whilst promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and those without faiths.
- Experience learning that encourages them to go on to further and higher education.
- Have the opportunity to explore work-related and apprenticeship opportunities.

The school is committed to giving all our students opportunities to: achieve and experience success; establish sound, constructive relationships; develop a sense of responsibility for their actions and to share a concern for their own environment and the world as a whole.

The curriculum has been carefully planned with a clear focus on curriculum intent and implementation that will enable students to pursue their passions and interests, and secure excellent outcomes for all.

At Key Stage 3, students will be taught in mixed ability teaching

groups in all subjects. At Key Stage 4 students will follow their personalised pathways programme based on the EBacc curriculum model. All subjects will be taught in mixed ability classes with some broad banding in core subjects. Students will be placed in mixed ability tutor groups on entry and will stay within these groups for five years. Transition data and information is used to create balanced tutor groups with students from all our linked primary school.

### Assessment

Students' learning is supported by using a variety of assessment opportunities, which will be used to assess their progress. This will be completed in a range of ways:

- Informal/formal.
- Individual/group.
- Teacher assessment.
- Tests/examinations.
- Oral/written.
- Peer/self-assessment.
- Non-examined assessments.
- Using new technologies where appropriate (online communication etc).

Parents and students will receive their assessment data termly. In the final term this will be a more formal report with additional commentary from the students, the Tutor and Head of Year.

**Students will follow a deep, rich, relevant and differentiated curriculum**

# Curriculum

Achievement is recognised in a variety of ways. Positive referrals are awarded to all year groups through our electronic monitoring system and students track their referrals, together with their achievement levels. At the end of the year, students that have excelled will be recognised at an Awards Evening.

## Beyond the classroom

Learning beyond the classroom is hugely important. Sport and recreation play an important part in a child's development. A range of sporting activities will be offered utilising the excellent sports facilities at the school. Accessible to all students will be a range of sports clubs as well as competitive team sports.

In addition to sports, there will be opportunities for students to develop their interests and skills through clubs in other subjects such as music and drama. We believe that student involvement in extra curricular activities helps to develop confidence, independence and individual interests. It increases social interaction with others and takes a love of learning beyond the classroom.

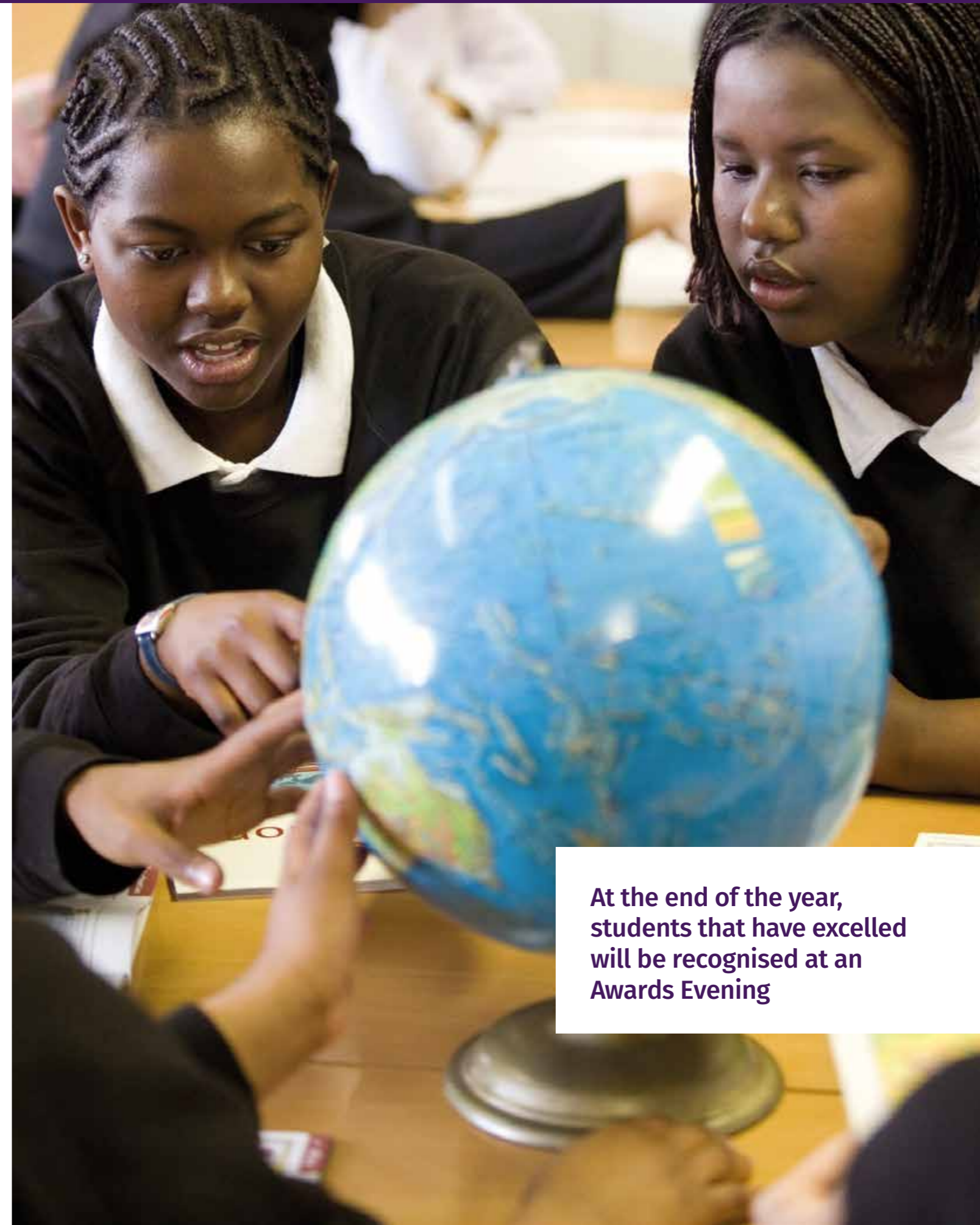
## School trips

Developing global citizens extends beyond the school gates and creating opportunities for students to visit and learn in different environments is vital to their development. Year 7 students will be invited to a team building event



where they will get to know other students across the year group. The activities they will experience on this day will also develop a range of other skills such as communication, patience and the ability to support

their peers. Other opportunities will be offered as our students progress through the school, which will include day trips and residential trips abroad.



**At the end of the year, students that have excelled will be recognised at an Awards Evening**

# Student welfare

## The school has high expectations of students with regard to their behaviour as well as social and personal development alongside their academic progress.

The culture and ethos of the school is built on key principles of respect for others, responsibility, honesty and kindness.

We believe these principles support both well-being and positive attitudes to learning. The principles of Rights and Respect underpin the work across the Trust, and will be integral at Deer Park from day one and continue as our school community grows. It is a school where students and staff work together in partnership and where student voice is highly valued and plays a crucial role in developing and empowering our students to enter the wider world being active global citizens.

Pastoral support for each individual is central to our ethos. We will work closely with parents to ensure that students are supported by a strong home-school partnership. Working together is fundamental to a student's success. Communication is integral to this. The student planner will be used to share information and messages as well as contact with the form tutor, or subject teacher. The Head of Year, who will have oversight of all students in the year group, will work closely with parents.

## Tutor groups

Students are placed in a tutor group on entry and form tutors normally stay with their group for the five years that the students are at the school. They are the first point of contact for each student every day and will follow together a structured tutor programme that supports their learning and development.

## Transition

Smooth and well planned transition from primary school to secondary school is critical to enable all students to make rapid and sustained progress at all stages of their learning. A strong partnership and close liaison with our primary cluster is well established and embedded.

A carefully planned induction process is in place to ensure that students feel confident about moving to a new school. Working with our linked schools we arrange an induction day to enable students from across the cluster to work together and familiarise themselves with the secondary school setting and the expectations of Key Stage 3 learning. This will help students feel a sense of community and ownership in 'their new school'.

For identified SEND and disadvantaged students, who may find transition to a new school challenging, there will be additional support. A plan will be created following professional dialogue and exchange of information between schools.

## Attendance

A high level of school attendance is essential for a child to reach their full potential. Parents and teachers share the responsibility for supporting and promoting excellent attendance and punctuality. We strive for consistently high attendance to enable students to take full advantage of the educational opportunities offered at Deer Park. This means being on time every day unless an absence is unavoidable.

## Careers

All young people need a planned programme of activities to help them make 14-19 choices that are right for them, so they are able to manage their careers throughout their lives. The school will provide a planned programme of tailored careers education for all students from Year 7 – 11. Deer Park will follow the national framework for careers information, advice and guidance based around the eight Gatsby benchmarks. This will include career education lessons as well as specific group and individual activities.



# In the community

**Deer Park is at the heart of a new and growing community. Serving our local community is important and we look forward to fostering strong community relationships with both established and new communities as the school grows over time.**

We will provide high quality learning experiences for our local children and develop our community offer to engage and involve members of our wider locality.

Deer Park is part of the local Wildern Primary Partnership (WPP), which is an established strong cluster of schools with a successful track record of working collaboratively together. For a new school and community this is invaluable for sharing good practice and supporting the new student cohort within the local area.

We welcome visitors to our school and the opportunity to build on our established and strong partnerships.

## Facilities

Deer Park lies at the heart of the development and will play an important role in the new

community. Community use was carefully considered as part of the building design to ensure that security of the school can be maintained whilst providing access to core facilities at Deer Park.

In addition to use of the sports hall, changing facilities and pitches, some of the facilities in the main school building will be available for use by community-based groups and sports organisations out of school hours.

More details of the spaces and facilities, and a programme of when they can be accessed, will be available when the school opens.



**We will provide high quality learning experiences for our local children**





**To find out more about Deer Park School:**

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**Deer Park School**