



John Smeaton
Academy

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WELCOME

The opportunity to educate other people's children is a privilege. It brings with it a great responsibility to provide an exceptional all-round education as we aim to prepare the students of our Academy for fulfilment and success in their adult lives.

At John Smeaton Academy we take this responsibility extremely seriously. Central to this responsibility is our care for the individual and our pride in the warmth of a community in which all our students feel valued.

The times in which we live are rapidly changing and exciting, and this means that providing an exceptional, progressive and well-rounded education is of great importance. John Smeaton Academy is a happy and harmonious place. That sense of fun and enjoyment is a key foundation stone upon which success is built. We see it as our fundamental responsibility to bring out our students' talents, to broaden their interests and to develop their personal qualities.

We aim to develop and foster confidence, the ability to persevere, kindness and rectitude; to enhance communication skills; to embrace creativity; to encourage teamwork; and to instil an open-minded and outward-facing mentality so that our students are equipped to make a really positive contribution to their wider community.

We seek to build on the traditional values which have been our guiding principles for many years whilst at the same time remaining a forward-thinking school that embraces new opportunities and innovation with enthusiasm.

And, of course, John Smeaton Academy sits inside a partnership of schools within The GORSE Academies Trust which is altering the educational landscape unrecognisably and for the better across the whole of the Leeds city region.

Kind Regards

Sir John Townsley
Chief Executive
Officer

The GORSE
Academies Trust



PRINCIPAL'S WELCOME

On 1 September 2021 John Smeaton Academy joined The GORSE Academies Trust. When it did so the Ofsted ratings of previous years became formally a part of the past and its new, fresh-start future began, a future in which the students and community of John Smeaton Academy will work together in partnership to ensure our students achieve outcomes aligned with their top-performing peers nationally.

These outcomes will, in turn, give them access to progress into their chosen, high-quality destinations in Education, Employment and further Training (EET) and ultimately to go on to study in some of the best universities in the world.

Why is it that I can be so confident that the above will be achieved? Well, within The GORSE Academies Trust we have proved, time and time again, that we are able to bring about the rapid transformation of a school for the benefit of its students and the community. Our established schools consistently dominate the top of the performance tables both regionally and nationally. Furthermore, students within the trust experience what we call an 'Enrichment++' offer that provides the opportunity to acquire a skillset that has previously only been afforded to students in the private sector and within this offer, students' confidence and self-esteem flourish.

The trust's Positive Discipline system, in place within all our 11-16 mainstream academies, gives rise to an outstanding climate for learning, where students are able to engage fully in the awe and wonder of their lessons. Within each lesson students also experience the 'Purple Zone' which is a period in the lesson where students work independently on challenging content that supports their ability to develop resilience and assists in the crafting of the skillset which is needed to be successful in rigorous external examinations. Ultimately we are seeking for students to 'Secure the Gift of Choice', the Gift of Choice being their ability to choose their next steps at any point in their future rather than having avenues closed off to them as a result of a poor skillset or qualification suite. Our students have connected powerfully with the importance of this message and are excited about the opportunities ahead of them.

It is an exceptionally exciting time to become a part of what is taking place at John Smeaton Academy! If you have any questions or would like to make an appointment to come and look around our remarkable Academy please do not hesitate to contact us by email at enquiries@johnsmeatonacademy.org.uk or by telephone on 0113 8313 900.

Leanne Griffiths
Principal

MEET OUR TEAM

MEET THE SENIOR LEADERSHIP TEAM



Leanne Griffiths
Principal



Liz O'Connor
Senior Vice Principal



Rachael Dubas
Assistant Principal



Lucy Smail
Assistant Principal



Andrew Huddleston
Assistant Principal



Andy James
Assistant Principal



Zira Hanif
Assistant Principal



Georgie Lamble
Assistant Principal



Chris Phillips
Assistant Principal



Mark Stuart
Assistant Principal



Vicky Winters
Assistant Principal



Rachael Law
Assistant Principal
(Head of Horizons)



Matthew Walton
School Business
Director



Kathryn Bell
Director of Pastoral
Care

THE CURRICULUM

We take great pride in ensuring that our students are equipped with the knowledge and skills they need for further study and employment. The curriculum at John Smeaton Academy is developed in a way that fosters a curiosity and love of learning that will stay with our students for life.

To this end, we constantly strive to achieve the following in terms of our curriculum:

- Our curriculum is designed and organised to ensure that students are constantly learning and consolidating knowledge in a coherent structure so that it is retained year on year;
- Our curriculum is designed to be inspiring and engaging for students so that they develop a passion and enthusiasm for learning not just in the classroom, but beyond;
- Our curriculum ensures that students are routinely exposed to challenging and difficult concepts and ideas where they are required to apply the knowledge they have acquired to different and challenging contexts;
- Our curriculum develops the skills of independence and autonomy so that students are not over reliant on the support of others, including their teachers;
- We place the development of literacy and numeracy at the centre of our work so that students have a mastery of the key skills needed to be successful in further education and employment.



IMPORTANCE OF TEACHING

Sustained excellence in teaching and learning is our core business. We believe this leads to outstanding rates of progress for all students throughout their time with us.

To do this, we ensure that there are no barriers or limitations to our students achieving their full potential. Now part of The GORSE Academies Trust, John Smeaton Academy will benefit from ground-breaking trust approaches to teaching, learning and assessment. These include:

FORENSIC READING

As they spend their time with us our children and young adults will establish a coastal shelf of knowledge, vocabulary, understanding, phraseology and experience that forms a basis for success in difficult examinations and the challenges of adult life beyond their time with us. Forensic Reading will expose students to challenging, complex and academic texts which will not only develop students' vocabulary but also their ability to appreciate what makes a great writer.

PURPLE ZONE

Students will be routinely exposed to challenging or difficult concepts which require them to think and apply their prior knowledge to unfamiliar contexts. Purple Zone is designed so that students are required to struggle with difficult concepts from which they will learn more.

The use and extension of Purple Zone activities is deep-rooted in our work. Purple Zone work is formally linked to the process of assessment, linked in its own right to Iterative Assessment.

CURRICULUM/RUBRIC MAPPING

Students experience a well-organised and coherent curriculum which has been planned meticulously by expert professionals so that learning develops lesson by lesson, year by year.

The curriculum maps detail for each subject: the knowledge to be taught, when it will be taught and how it might best be taught. Curriculum maps also directly link to homework and Iterative Assessment.

ITERATIVE ASSESSMENT

Iterative Assessment is the process of assessing the accumulation of knowledge over time. We do not focus solely on what has been taught most recently, instead, we assess students in terms of current and prior learning.

Students will be regularly tested against the knowledge that has been delivered through the curriculum. The curriculum is driven through a detailed professional understanding of the curriculum and examination rubric.



ENRICHMENT++ AT JOHN SMEATON

At John Smeaton Academy, we are passionate about the experiences that students have outside of the classroom. Under our Enrichment++ programme, there are many opportunities for students to socialise with other students and create friendships, whilst also having a positive influence on self-esteem, wellbeing and confidence.

Offering a rich and varied Enrichment++ programme, students can choose to participate in the trust's BIG 3, The Trinidad Legacy and GORSE Debating, in addition to the more 'traditional' activities such as art, charity and community work, dance, drama, music, sport and technology.

We encourage all students to participate in a minimum of one extra-curricular club per week in order to support their progress and engagement with learning. By taking part, students will also be rewarded with extra credits as part of our Positive Discipline system.



EXTRA-CURRICULAR SPORT

Students at John Smeaton Academy will have access to a wide and diverse extra-curricular sporting programme.

The introduction of The GORSE Academies Trust BIG 3 (karate, rowing and volleyball) has already taken place. Each of the BIG 3 sports is taught by specialist coaches, and students have the opportunity to take part in inter-academy competitions across all of the trust's secondary schools, as well as national competitions.

Other mainstream sports are also offered for students to take part in and include football, cricket, gymnastics, rounders, tennis and rugby league.

Unique to John Smeaton Academy will be the creation of the UK's first Junior National Triathlon Centre at the Academy. Working in partnership with the University of Leeds, Leeds Beckett University and The Brownlee Foundation, John Smeaton Academy will become the primary partner in supporting the next generation of triathlon athletes to continue the success Great Britain experienced in the Tokyo Olympics.



PARENTAL ENGAGEMENT

At the heart of the success of John Smeaton Academy is its partnership with parents; we are an Academy of its community and for its community. We believe that the partnership between home and the Academy is the crucial force in the child's development, learning, and success. We maintain a proactive and strategic approach to liaison between home and the Academy and because of this, we are able to maintain an open, welcoming atmosphere where parents are able to be actively involved in their child's education.

OUR KEY EVENTS FOR PARENTS INCLUDE:

- Parents' information evening for new students in Year 7;
- Parents' evenings for each year group throughout the year;
- Reports of student data at three times per year;
- Open evening;
- Prize presentation evening;
- Praise postcards are sent home on a termly basis;
- Options evening for Year 8;
- Post-16 progression evening.

THE ACADEMY'S COMMUNICATION PLEDGE

Our Academy aims to ensure that through a wide variety of communication methods, all families are up to date and have accurate information around their child. We will contact you individually for the following reasons:

- As part of the rewards system, we will contact home if your child has shown outstanding levels of effort over a period of time;
- You will receive a letter or phone call if your child has displayed an exceptional attitude and has represented the school in the community;

- As part of our Assessment and Reporting system you will receive regular reports home as to how well your child is performing both academically and behaviourally.

In addition to this you will also be contacted if:

- Your child is absent and the school has not been notified;
- Your child has received a detention or isolation (this will be communicated through the student planner);
- Your child has been issued with a fixed term exclusion;
- We have any specific concerns about your child.

THE STUDENT PLANNER

The Student Planner is used as the main method of communication between school and home. Teachers will make note of rewards and sanctions and your child will also use this to record any homework issued. In addition to this, the planner will be used to report on your child's progress at key points throughout the year. The planner contains a wealth of information including school policies and contacts. As a parent you must check your child's planner and sign it each week.

PERSONAL DEVELOPMENT

Personal development involves knowledge, attitudes, skills, relationships and behaviour that can be utilised in and outside the classroom. This involves thinking processes, managing emotions, values and relationships along with a range of life skills that assist young people in coping with the challenges of everyday living. This is inclusive of their present needs and helping them in their development toward adulthood.

At John Smeaton Academy we are committed and passionate about developing our students' Spiritual, Moral, Social and Cultural (SMSC) awareness; it is the 'golden thread' woven through all curriculum areas and every aspect of Academy life. Within the specific areas we aim to:

- Spirituality – provide students with an opportunity to reflect upon their place in the world whilst also acknowledging and respecting other people's faiths, feelings and values;
- Moral – ensure that our students understand the difference between right and wrong whilst also being able to debate empathetically and reasonably why other people's moral and ethical standpoints may be different from their own;
- Social – provide students with opportunities to discuss and engage in wide-ranging enrichment and community-based initiatives with other groups of people from different socio-economic backgrounds, faiths and cultures;
- Cultural – develop students' awareness of the wide-ranging cultural influences that have shaped their own lives and heritage, whilst also acknowledging that there are a whole range of influences from further afield which have helped shape Britain's history, values and place in the world. We are committed

to providing our students with a variety of sporting, artistic, musical and cultural opportunities.

PSHE CURRICULUM

We are proud of our bespoke Personal, Social, Health and Economic (PSHE) curriculum, which is embedded across curriculum subjects, as well as being explicitly taught through the tutorial programme, assemblies and Be Smart days. Students develop life skills and character attributes such as resilience, self-esteem, risk management, team-working and critical thinking in the context of three core themes:

- Health and wellbeing;
- Relationships;
- Living in the wider world (including economic wellbeing and aspects of careers education).

The curriculum covers a range of issues in depth, topics include: preventing radicalisation and extremism; lesbian, gay, bisexual and transgender-inclusive education; female genital mutilation; child sexual and criminal exploitation; revenge porn and youth-produced sexual imagery; drug, alcohol and substance misuse; understanding the relationship between physical and mental health and how to make safe and discerning choices online. In addition, students are taught financial decision-making through enterprise initiatives. Our curriculum fully incorporates the statutory aspects of relationships, sex and health education, which is pivotal to our students developing age-appropriate knowledge, skills and attitudes. Our PSHE team work with a number of external agencies to ensure the PSHE provision is up to date and relevant to the students in our Academy.

PASTORAL SUPPORT

Our first priority is to know all our students well. This means getting to know their passions, their academic strengths and where they need particular support – both on an academic and personal level. We pride ourselves on the relationships we build with our students to support them in all they do. This helps pupils feel safe and confident to talk when they need to. We have excellent relationships with outside agencies to provide specialist support for our young people and families around their mental health and wellbeing. This work enables the young people in our care to maintain strong mental health, and develops their ability to try new experiences, build up resilience and achieve academic and social success.

PASTORAL SUPPORT STRUCTURE

In addition to the Form Tutors and Heads of Year, John Smeaton Academy has a dedicated team of pastoral leaders. The pastoral support of all our students is of a paramount importance. For students to realise their potential they must feel happy, safe, supported and respected in their school environment. John Smeaton Academy has a dedicated team of pastoral leaders who will provide extensive support to all students and parents/carers to ensure the highest standard in pastoral care is provided.

- **Liz O'Connor**
Senior Vice Principal
- **Kathryn Bell**
Director of Pastoral Care
- **Dan Johnson**
Head of Year 7
- **Dom Green**
Head of Year 8
- **Rachel Wade**
Head of Year 9
- **Tom Clarkson**
Head of Year 10/11



POSITIVE DISCIPLINE

At John Smeaton Academy we have high standards and expectations for our students including their attitudes to learning, behaviour and standard of uniform. Positive Discipline is the framework which sets out our expectations and ensures that students, alongside members of staff, can work together in a positive environment where they feel safe and secure whilst in the Academy.

Positive Discipline rewards students positively and incrementally for their positive behaviours around learning. Students can access a range of rewards such as credits within their planners, certificates and rewards trips across each academic year as well as the annual prize presentation ceremony attended by parents/carers.

It is our belief that clear guidelines around behaviour teaches our students how to become good citizens. This will equip them for their future and support them in understanding how to make the right choices around their behaviour throughout their lives.

- Positive Discipline creates a structure within which student behaviour is outstanding;
- It allows parents and carers to track how their child is doing on a daily basis;
- It ensures that staff are fair and consistent in their approach to young people in lessons and around the Academy;
- It builds respect and positive relationships between students and members of staff, promoting outstanding attitudes to learning, facilitating progress over time;

- It gives clear boundaries, ensuring that children feel safe because their wellbeing is always our top priority.

THE STUDENT PLANNER

Central to the success of Positive Discipline is the Student Planner which is the key channel of communication between school and parents. Personalising of the Student Planner is not permitted and lost or damaged planners will need to be replaced at a cost of £5.00. The planner must be brought to school each day with identified sanctions for students who forget or lose the planner.

REWARDS

The rewarding of stamps is of paramount importance to the success of Positive Discipline across the Academy. Stamps should be an integral part of all lessons and not something that is simply an 'add on' or 'bolt on' at the end of a lesson. All students should know why they are receiving stamps and be aware of how they can be rewarded further. We would expect students to be aiming to achieve 3 stamps per lesson.

ACADEMY UNIFORM EXPECTATIONS

All students must abide by the Academy's uniform policy, and are expected to maintain a high standard of personal appearance. The Academy's dress code includes:

- Black blazer with Academy logo and name embroidered onto breast pocket;
- Plain black full-length tailored trousers or knee-length black skirt. Trousers must not be tight fitting to the leg. Jeans or leggings are not permitted;
- White shirt with standard collar to be worn tucked into trousers or skirt, with top button fastened;
- Academy black V-neck jumper with striped collar and embroidered Academy logo and name (optional);
- Academy tie to be worn with Academy logo clearly visible underneath the knot;
- All students must wear plain black leather or 'leather-look' school shoes.

N.B. knee-length socks/stockings are not permitted. Shorts are also not permitted.

It is essential that every item of clothing worn in the Academy is named. This can be done via pens designed for this purpose, washable stick-on labels, iron-on labels or sew-on labels. Please note that the Academy is not responsible for any loss of clothing items.

It is important that students wear their uniform with pride and in accordance with the Academy's uniform policy.

Further details can be found at:

www.johnsmeatonacademy.org.uk/parents-and-carers/uniform-and-equipment/



CAREERS GUIDANCE

At John Smeaton Academy, we recognise the importance of effective Careers Education, Information, Advice and Guidance (CEIAG) for young people, and we expect all our students to develop high aspirations and consider a broad and ambitious range of careers. We aim to inspire every student through more real-life contacts with the world of work to help them understand where different choices can take them in the future, and we wish to ensure that our students are not restricted by circumstances or location from becoming self-confident, well-educated and enterprising individuals. We work hard across the school in all our lessons and form periods to prevent all forms of stereotyping to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers including those that are often portrayed as primarily for one or other of the sexes.

We have a comprehensive careers programme planned for the year 2021-2022 and this includes:

- Bespoke programme of careers education as part of form time and drop-down days, including hearing from external speakers so that students have an awareness of the full variety of job roles and progression pathways available to them in the future, including work, volunteering, university, sixth form, college and apprenticeships;
- Bespoke careers assemblies at key points in the Autumn, Spring and Summer terms;
- National Careers Week and National Apprenticeship Week, including a full programme of activities targeted specifically at each year group;
- Access to a careers fair for all KS4 students, with opportunity to speak with a wide range of different employers, universities, sixth forms, colleges, apprenticeship and training providers from the local area and further afield. Opportunity to speak with a qualified careers advisor with parents/carers at GCSE options evening and parents' evening;
- Access to a qualified careers advisor;
- Access (both in school and at home) to the Start careers software platform, which allows students to explore where their skills and interests can take them in the future.





YEAR 7 OPEN EVENING

Thursday 7 October 2021 6pm–8pm

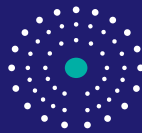
Refreshments available

Presentation at 6.30pm and 7.15pm

Sir John Townsley (CEO of The GORSE Academies Trust) and Leanne Griffiths (Principal of John Smeaton Academy)



JOHN SMEATON
ACADEMY



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