



Stamford Welland
Academy

**EVERY CHILD IS KNOWN,
VALUED AND SUPPORTED**

OUR VALUES

Each day at Stamford Welland Academy, we will live out our values by:



Providing aspiration for all, through high-quality teaching and learning experiences



Demonstrating integrity in everything we do



Embracing responsibility through teamwork and strong leadership



Showing understanding of all in every situation



Encouraging all to show resilience in challenging circumstances

The purpose driving Stamford Welland Academy is to provide high-quality learning for all, so that: *Every member of our community is known, valued and supported to achieve in all areas at the highest level to become successful, confident and responsible for the pursuit of lifelong learning.*

We will deliver the vision behind our purpose and values in the academic curriculum through the Stamford Welland Way and in parallel experiences through the PLEDGES.

OUR PLEDGES

We have an uncompromising commitment to ensure that every child achieves their academic potential at Stamford Welland Academy.

Our curriculum has been carefully designed to secure the best possible outcomes for our pupils. We also have systems in place for students that need extra support and guidance to achieve. In order to support our challenging curriculum, we have also developed and invested in a simple but broad set of Academy PLEDGES that students are expected to complete during the course of their time at the academy, at Bronze, Silver and Gold levels.

PLEDGES is an awards system which offers students a range of character building

opportunities that enhance their learning and development. It is an expectation of every pupil to complete their PLEDGES during their time at the academy. The Pledges system aims to encourage and support many important qualities in students, such as responsibility, expectation, intuition and citizenship, all of which are crucial for giving students employability and brighter futures.

PLEDGES is also designed to help students meet requirements of the Duke of Edinburgh Award scheme up to Gold level.



OUR HOUSE SYSTEM

Stamford Welland Academy has three houses:

The houses provide crucial support and guidance, and the needs of every student are acknowledged and understood by their tutor and head of house. The system enables individual progress to be monitored much more closely and the house is the key focus of the relationship between the academy and families, with siblings joining the same house.

The house offices are a great base for students and parents to find the support and assistance they may need. Each house has a dedicated senior leader and student support advisor. There are five tutor groups per house with each tutor taking responsibility for 15 students ranging from Year 7 to Year 11.



**Austyn
House**



**DaVinci
House**



**Newton
House**

VERTICAL TUTORING

The mixed aged tutor group system is known as vertical tutoring. Each tutor group will have a mixture of pupils from all year groups.

The vertical tutoring system has many benefits, fostering a family spirit where older students offer guidance and provide support to younger students. It also ensures students have a sense of the whole school picture as the younger pupils see the older ones

preparing for work experience, subject choices and important examinations.

The tutors will follow the students from their first few days to their last at the academy.

This allows them to easily build great relationships with students and their families and ensure they receive the support they need. Each tutor will contact a child's family three times

in the year to discuss progress and address any concerns.

An encouraging house ethos for students to strive in is developed and strengthened by healthy competition. Students will have the opportunity to compete alongside their house peers in a variety of activities in order to claim victory and win the prestigious House Cup.



STAFF VALUED



We are very proud of our teachers and staff at Stamford Welland Academy who through their commitment and enthusiasm ensure our students are inspired and supported to reach their full potential.

The friendliness of staff is evident from the moment you enter the school and this is reflected by the students who follow the excellent role models who are teaching and supporting them.

We are also very proud of the links we have with teachers and staff from other local schools in the community. We believe that these links bring new ideas and passion to the learning of our students.



YEAR 7 TRANSITION

Our aim is to make the transition from Year 6 to Year 7 as smooth as possible for each individual child. Through meetings with your child's teacher, discussions with parents, transition workshops at their primary school and induction sessions at the academy, we are able to find out more about their prior learning experience, their strengths and areas for development.

As we get to know each child, we develop a personalised transition programme for them. We want to be sure that by the time, they start in September, they are enthusiastic and without any concerns about starting secondary school.





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Cambridge Meridian Academies Trust (CMAT) exists to provide, support, and champion high-quality education at the heart of local communities.