



Tuxford Academy
Excellence through Teamwork



Academy prospectus
2019/2020



Diverse Academies
Learning Partnership

Welcome to Tuxford Academy

It is with great pride that I introduce you to our academy – which is amongst the best in the country and has continuously held an outstanding Ofsted status since 2009.

The combination of high quality educational standards, strong values and extracurricular opportunities makes places at our academy sought after across the county. Students, staff, parents and governors have all contributed to this success.

Expectations are high, community spirit within the academy is excellent and examination results continue to exceed expectations.

Fantastic outcomes are achieved at Tuxford by focusing on the key elements of any outstanding academy:

- high quality teaching and learning
- high standards of behaviour and uniform
- a clear focus on achievement
- building an outstanding community spirit within and beyond the academy
- high quality leadership and management in every aspect of the academy's work

Visitors to the academy often comment on the positive atmosphere, the polite, smartly dressed students and a strong sense of purpose that exists in our academy. This is only possible by working in partnership with parents and we plan to strengthen these relationships even further.

We hold an annual open evening every September and run term-time visits all year round, so I hope that you will have the chance to experience our academy for yourself.

I look forward to meeting you,



Mr David Vernon, Principal

Visitors often comment on the strong sense of purpose that exists in the academy.





Academy ethos and values

Our ethos

At Tuxford Academy, we have developed an ethos which is simple, yet effective, and focuses on ensuring our core values are reflected in all that we do. Our students, staff and parents are committed to working together towards a common goal, and go the extra mile to ensure our success.

High aspirations and high expectations leading to high achievement for all – within a safe, supportive and challenging environment.

Our values

Every member of our academy community is expected to live by our core values, which drive the distinctive culture we have here at Tuxford and what makes our academy such a special place to learn and work.

High aspirations:

- to raise aspirations, motivate and inspire people to reach their full potential and to experience success
- to identify talent in everyone and to provide a stimulating environment to develop it
- to encourage imagination, resourcefulness and responsibility

High expectations:

- to promote high expectations through combatting complacency, encouraging positive attitudes and setting challenging targets
- to meet the academic, personal and social needs of students in preparation for adult life and the world of work

Teamwork:

- to promote good teamwork, high levels of co-operation and respect for others
- to play an integral part in the life of the local community

Life at Tuxford

We believe that a child's educational experience doesn't begin and end in the classroom. We have extremely high expectations of our students and staff, and ensure that our academy is an engaging, warm and welcoming place to learn and work.

We ask that parents support us at home – whether by helping with homework, encouraging extracurricular activities, helping with revision or simply by communicating with us when they feel we could be doing something differently.

Likewise, we know that our students' parents and carers place a huge amount of trust in us. We aim to ensure that we give your children the best possible opportunities and go the extra mile in all that we do for them.

We are very proud of our reputation of quality communication with parents, carers and the wider community. We encourage all parents to visit our website, Facebook and Twitter pages frequently for updates and news, along with useful details on our policies and procedures.

We visited a number of other schools with 'outstanding' Ofsted reports, but Tuxford Academy stood out for us. It then surpassed all our expectations.

Parent



Embedded within the curriculum is the opportunity for students to experience and develop their spiritual, moral, social and cultural awareness. ’

Ofsted

A personalised curriculum

At Tuxford Academy, our aim is to serve the needs of all of our students by providing a broad, balanced and coherent curriculum. Our ambition is to develop and nurture young people to become well educated, well-rounded individuals with the skills and characteristics to contribute fully to society.

We strive to offer a curriculum that will provide students with the opportunity to meet, and exceed, their academic potential as well as equipping them with a growth mindset for learning. The curriculum is comprehensive and balanced throughout key stages 3 and 4, and also provides the flexibility for a degree of specialism at key stages 4 and 5.

Embedded within the curriculum is the opportunity for students to experience and develop their spiritual, moral, social and cultural awareness – as well as promoting their reading, writing, communication and maths skills.

Broad

Our students are offered a broad curriculum with tailored pathways offered for students of differing abilities.

For example, at key stage 3, students have exposure to four creative arts subjects and, where appropriate, a choice of three modern foreign language subjects, a full complement of technology subjects, and three humanities subjects.

At key stage 4, students have an extensive choice of GCSE subjects to select, as well as a range of Level 1 or 2 qualifications. At key stage 5, a wide range of A Level subjects and Level 3 qualifications are offered.

Our extracurricular enrichment activities are also extensive and complement the timetabled curricular provision.



Balanced

The curriculum is intentionally designed to provide students with a balanced learning and curriculum experience. A range of creative arts, humanities, foreign languages and technology subjects complement the core subjects of English, maths, science and PE.

At key stage 4, all students have a balanced traditional English Baccalaureate curriculum, complemented by a wide offering of further GCSE and Level 1 or 2 qualifications. Subtle curriculum pathways are designed for students of differing abilities and interests.

Inspiring students to learn

We have developed a set of alternative curriculum days, which dovetail with the day-to-day provision, providing unique enrichment opportunities to widen students' educational experiences, as well as provide moments of inspiration.



The academy's well structured and flexible curriculum is central to securing students' positive engagement and achievement. »

Ofsted



We are so proud of our son – he constantly surprises and delights us. He has always seen Tuxford as a large family and I know he will be sad to leave. »

Parent



Beyond the classroom

The key to excellence in education is to focus on much more than what happens in the classroom, and we believe that it is crucial to develop the whole child. By giving our students a varied programme of extracurricular activities, clubs, trips and responsibilities to choose from, we can help them to find their passion and grow socially, emotionally and physically into well-rounded young adults.

Our enrichment timetable is refreshed every term, and includes a wide and varied choice of clubs and activities such as:

- gardening
- astronomy
- reading
- chess
- sports
- martial arts
- music
- craft
- dance
- Duke of Edinburgh
- drama
- mindfulness
- bird watching

All students also have the opportunity to act as leaders of activities, meetings and teams, as well as the chance to take on roles such as college presidents, prefects, lunchtime supervisors, form reps and ambassadors.

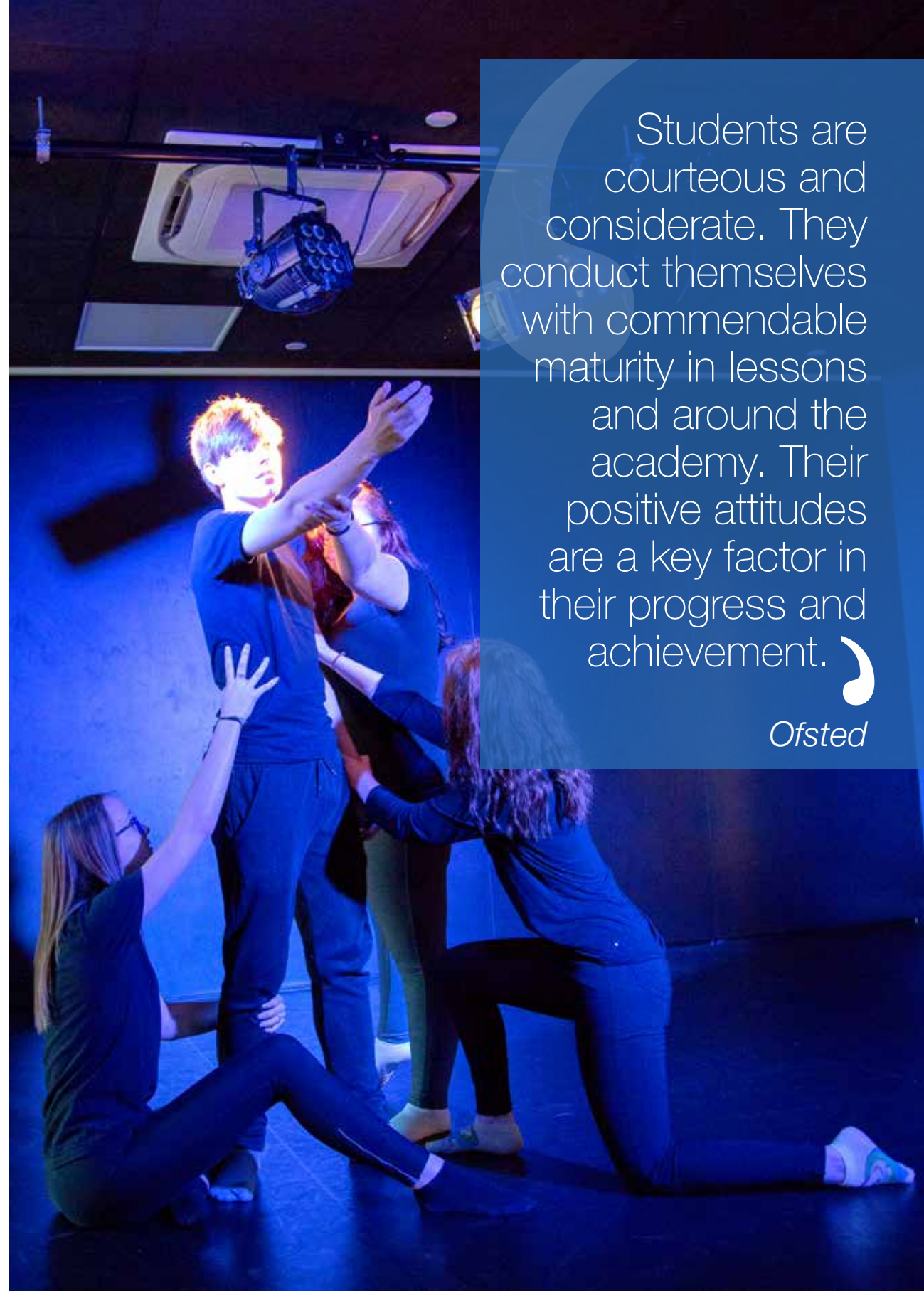
As an academy, we are passionate about the arts, with extensive and modern facilities in drama, music, art, and design and technology. Every two years, we stage full scale academy performances, which are widely renowned for being of a professional quality, and welcome an audience of over 1,000 people throughout the course of the week.

These performances offer students the chance to showcase their talents in acting, lighting, make-up, set design, sound engineering and much more.



Students are courteous and considerate. They conduct themselves with commendable maturity in lessons and around the academy. Their positive attitudes are a key factor in their progress and achievement.

Ofsted





“The academy promotes exceptionally well the students’ spiritual, moral, social and cultural development by encouraging them to be reflective and to value one another’s qualities and differences.

Ofsted

Mentoring and guidance

Tuxford is a large academy and many of our students are from small rural communities. We place great emphasis on helping all individuals feel at home and settled as quickly as possible. Students join a small, vertical tutor group for the whole of their time at the academy. Approximately four students from each year group are placed in tutor groups – totalling about twenty students at any time in a unit, which functions like a family in many ways.

The tutor groups are led by teaching and support staff. Two or three post 16 students are also attached to each group for part of the week. This means that there will be help, support and guidance available during tutor time.

Each tutor group is organised into four colleges, led by heads of college and supported by progress leaders.

The colleges co-ordinate pastoral support, learning programmes, inter-college sporting events, debates, quiz competitions and much more. The colleges also lead the academy’s Investors in Pupils Award, which aims to develop young people’s understanding of the function of schools, their leadership skills and awareness of community values.

Careers advice and guidance is delivered through the tutor groups. Students are given access to careers software platforms and websites, which help them identify potential pathways for the future.



Identifying and stimulating talent

Whilst our academic record over a number of years is impressive, and widely recognised, we maintain a focus on recognising other skills and qualities in our students and staff.

One of our strengths is our development and enterprise culture. Gaining a platinum Investors in People award and the Investors in Pupils status is testament to our fundamental belief in growing our own talent and searching for excellence at all levels.

Staff are encouraged and supported to pursue professional development opportunities both within and outside the curriculum, ensuring our academy is such a busy and exciting place to work.

The sustained flow of talent in the teaching force at Tuxford comes from committed individuals who want to contribute above and beyond their daily duties, with learning support staff retraining as teachers, and ex-students returning to us as employees.

The Tuxford ethos continues to grow every year as a result. Students' talents are noticed early, through our gifted and talented, sports and dance leadership, ambassadorial, and creative arts programmes.

Our staff look for qualities outside the classroom, nurturing and celebrating these in their own right.





Innovation

Classroom innovation at Tuxford includes the use of detailed performance data to set learning targets for every student, a focus on developing students' thinking skills as well as their subject knowledge, and the extensive use of challenges and rewards.

We have a strong reputation for both the quality of our teaching and our professional development. As a teaching school and a national support school, we are tasked with helping other academies and schools to raise their standards.

At the heart of the way in which we operate is the partnership with parents and students. If we work closely together, with full co-operation on both sides, we believe that students can be more effectively supported in their learning and development.

We have also been involved in two national research and development projects. International research has shown that significant long-term learning gains are made through encouraging the development of a growth mindset – a 'can do' way of thinking.

At Tuxford Academy, we are continually looking to develop and enhance the learning experience for all our students, to increase and enhance motivation for success.



“Tuxford students are renowned for achieving top leadership positions and have gone on to be successful in subjects such as politics, medicine, law and engineering.

Leanne Murphy, Head of Post 16



Tuxford Post 16 Centre
Excellence through Teamwork

Post 16

Our popular Post 16 Centre offers students the opportunity to excel within a lively, dynamic learning community. With a wide range of A Level and Level 3 courses to choose from, students can focus their studies on the subject areas that they are passionate about and take the first steps towards building a successful future.

In September each year, several students join the academy for the first time at post 16 level, but we also enjoy an impressive staying-on rate.

Life as a Tuxford post 16 student is hard work but enjoyable. This is balanced with a greater responsibility for personal progress and is echoed in the business dress that all students wear when joining in year 12.

Every student receives a personalised timetable to reflect an individual pathway to their chosen qualifications.

Students enjoy greater freedom between lessons to organise their study time. Our students have their own learning space and have lots of opportunities to take part in extracurricular clubs and societies.

The centre has a well-equipped fitness suite, a refectory serving refreshments throughout the day, video conferencing facilities, a car park and plenty of space for private study

We also recently won a grant from the Wolfson Foundation, which will enable us to invest £48,000 in an innovative network solution for our post 16 students to use from September 2018.



Visit us and find out more



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Diverse Academies Learning Partnership

Tuxford Academy is part of the Diverse Academies Learning Partnership – a group of academies committed to the development and improvement of schools through collaboration and partnership.

Our core focus is the achievement and development of each individual student. We have an established framework of core principles and practice to which all academies subscribe, whilst maintaining and developing each academy's unique identity and individual characteristics.

For more information, visit **www.dalp.org.uk**



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A partnership between the Diverse Academies Trust (Marnham Road, Tuxford, Newark NG22 0JH; registered company number 07664012) and the National Church of England Academy Trust (Annesley Road, Hucknall, Nottingham NG15 7DB; registered company number 07708713). Not for profit charitable trusts with exempt charity status, registered in England and Wales.

