

What is an Academy?

Academies are publicly funded independent schools that provide a first class, free education to local pupils of all abilities. They bring a distinctive approach to school leadership drawing on the skills of sponsors and other supporters. They give Principals and staff new opportunities to develop educational strategies to raise standards and contribute to diversity in areas of disadvantage.

The Department for Children, Schools and Families (DCSF) meet the capital and running cost for the Academy in full.

The Academies programme aims to challenge the culture of educational under-attainment and to deliver real improvements in standards.

The Gateway Academy aims to provide an excellent environment for teaching and learning that is comparable with the best available in the maintained sector. As well as providing the best opportunities for students, the Gateway Academy will play a key part in the regeneration of the Tilbury and Chadwell communities. The Gateway Academy will offer local solutions for local needs.

The Ormiston Trust : Sponsor of The Gateway Academy

The Ormiston Trust – through its delivery bodies Ormiston Children and Families Trust, and Ormiston Education – works to promote the well being of children and young people, especially those disadvantaged by their life experiences or circumstances. This is achieved through direct service provision and by raising awareness of related issues through research, publications, conferences and events.

Many of the children and young people they work with are:

- experiencing stigma and isolation caused by prejudice and discrimination
- in danger of becoming isolated and excluded both from school and the wider world
- affected by the imprisonment of their parent
- at risk of, or experiencing, emotional or physical harm
- caring for parents or siblings within their family

The Ormiston Trust is one of the largest voluntary providers of support services to children and families in the Eastern Region. Ormiston opened its first project in 1981 and it currently has 29 community and prison based projects across five counties.

The Ormiston Trust Vision

‘Our vision is that of a society where every child and young person feels valued, safe, and free from prejudice, isolation and stigma’.

The Ormiston Trust Mission

‘Our mission is to reach those children and young people most disadvantaged by their life experiences and circumstances’.

Our Mission Statement:

The mission of The Gateway Academy is to offer everyone opportunities to develop as: high achieving, confident, healthy, caring and fulfilled members of society through:

1. excellent teaching and learning;
2. positive relationships;
3. an inspiring, safe, accessible and supportive learning environment;
4. a curriculum that challenges and fosters learning and meets the aspirations of all students;
5. comprehensive information, advice and guidance.

Community Cohesion – Vision

All different and all equal

Imagine the Gateway Academy... a thriving and prosperous place where people from all different backgrounds are equal, and where everyone matters whether old or young, settled or new, black or white. An environment exists where all groups feel that they are treated fairly, and that they have responsibility to others that transcends the difference between them. An environment where people are not fearful of others, and where they don't see individual differences as a barrier to the success of the whole community.

Aims of the Gateway Academy

We are an ambitious Academy, keen for all our students to do well. We seek to be a place of learning, where students and staff work hard and also enjoy themselves. Among many other things, we aim:

- to enable and encourage all our students to realise their full potential, and develop their self esteem;
- to develop each individual taking into account specific needs, aspirations and talents, within a context of equality of opportunity for all;
- to demand from all members of the Gateway community a sense of fairness, integrity, tolerance, respect for others and for the environment;
- to develop a sense of togetherness, characterised by shared values and an enthusiasm for learning;
- to celebrate success across the full range of worthwhile endeavours;
- to provide a broad, balanced and challenging education that prepares all students for successful lives and careers;
- to develop strong and mutually supportive partnerships with parents and with the wider community and to be an integral part of that community;
- to involve all staff, governors, students and their parents/carers in the continuing development of The Academy.

Academy Details:

Principal: Mr Kevin Sadler

Chair of Governors: Mr Ian Cleland

Status and character: Co-Educational Academy for Students Aged 11-18

Number of students intended to admit in September 2010: 180

Address: Marshfoot Road
Tilbury/Chadwell
Essex RM16 4LU

Tel: (01375) 489000
Fax: (01375) 489001
Email: info@thegatewayacademy.org.uk
Website: www.thegatewayacademy.org.uk

Dates for the Academic Year 2010-11:

Autumn Term: 1 September – 17 December 2010
(Half term: 25 - 29 October 2010)

Spring Term: 4 January – 8 April 2011
(Half term: 21 - 25 February 2011)

Summer Term: 26 April – 22 July 2011
(Half Term: 30 May - 3 June 2011 and May Bank Holiday 2 May 2011)



An invitation to our
OPEN DAY & EVENING

Tuesday 22 September 2009
Open Day School Tours 9.15am-12.30pm
Open Evening starts with the
Principal's Presentation at 7.00pm

You are welcome to tour the Academy any
Friday between 8.30am and 10.30am in September & October
Please call in advance to book a tour – 01375 489000

Are you thinking of joining the Gateway Academy?

If the answer is 'YES', you will need to visit us to see what we're about ...

The following details dates and times when you can visit:

From 9.15am-12.30pm on **Tuesday 22 September 2009**, the Academy can be seen in action during a normal working day.

Open Evening will take place on **Tuesday 22 September** from 7pm when the Principal will start the evening with a presentation to parents and students.

You are welcome to tour the Academy with your child on **any Friday in September and October** between 8.30am and 10.30am (please call 01375 489000 to book a tour)

Remember, the deadline for applications for a place at the Academy is 23 October 2009. Please do not hesitate to call our Admissions Officer, Mrs Jan Howard (01375 489000), if you need any further support or guidance.

On Wednesday, 7 July 2010 at 4.30pm a further opportunity to visit is extended to parents of students who will be joining the Academy in the following September.

All applications must be submitted directly to the Local Authority (Thurrock Council, Children, Education and Families, Civic Offices, New Road, Grays, Essex RM17 6GF), or to the Local Authority via your child's primary school. Please note that the Local Authority is responsible for the administration of this process. The Gateway Academy plays no part in the selection of students for Year 7.

Admission Criteria

The Gateway Academy will consider all applications for places. Where fewer than 180 applications are received, the Gateway Academy will offer places to all those who have applied (although in certain circumstances the Academy can refuse admission - for further details ask for a copy of our Admissions Policy).

Procedures where the Academy is oversubscribed

Where the number of applications for admission is greater than the published admissions number, applications will be considered against the criteria set out below:

- a) Children who are in the care or interim care of a local authority pursuant to sections 31 and 38 of the Children's Act 1989, or children who are accommodated by a local authority pursuant to section 20 of the Children's Act 1989.
- b) Each year the Academy will admit up to 10% of its intake according to aptitude in the Academy's specialist area of Performing Arts.
- c) Admission of students for whom it is essential to be admitted to a specific school because of special circumstances to do with significant medical needs.
- d) Admission of students whose siblings currently attend the Academy and who will continue to do so on the date of admission;

For the purpose of allocating places, sibling means :

- Full sibling living at the same address as the applicant
 - Step sibling living at the same address as the applicant
 - Half sibling living at the same address as the applicant
 - Long term foster sibling living at the same address as the applicant
- e) Admission of students on the basis of proximity to the Academy using straight line measurement:
Distance from the Academy will be measured in a straight line in metres by a digital mapping system from the Academy's main gate to the front door of the home.
- f) Children with a Statement of Special Educational Needs are allocated school places under different regulations and will override all other categories or priority.
- g) Notwithstanding the provisions of paragraphs a – f above, the Secretary of State may direct The Gateway Academy to admit a named pupil to The Gateway Academy on application from a Local Authority.
- h) Waiting List – If there are no places available, parents/guardians must confirm in writing to The Gateway Academy if they wish to have their application placed on the waiting list. The waiting list will be maintained in order of the oversubscription criteria and not in the order in which applications are received or added to the list. Names are normally removed from the list after six months unless parents/guardians submit a written request asking for their application to remain on the waiting list.

Admission By Aptitude

If your child has a talent in the Performing Arts (Music, Dance, Drama), they may be able to gain a place at the Academy by demonstrating their skills at an admission workshop.

This will be held on Thursday, 1 October 2009 at 4.00pm – please collect an application form from Reception or via our website.

Caring for new students

At The Gateway Academy, we believe that a child will achieve greater success if they feel happy and secure during their time at school. It is a belief which prompts so many visitors to comment upon the friendly but disciplined atmosphere that prevails around the Academy.

An interest in our students begins whilst they are still at primary school. Members of staff visit the various contributory primary schools and meet both the students and their teachers. Through these visits, a bridge is built between the schools, giving the children familiar faces to relate to and a reassuring awareness of a new situation to come. The students also visit the Academy and take part in lessons to develop a better understanding of secondary education.

During the Summer Term, parents of students who are transferring to the Academy, as well as the students themselves, are invited to the school to discuss the Gateway Academy Partnership for Learning. There will also be an opportunity to meet the Head of College and the tutor who will be responsible for individual students.

The Academy Day

The compulsory part of the Academy's day starts at 8.15 and ends at 2.30.

However, the Academy is keen that all students will continue beyond the end of the day opting to take part in the rich variety of extended school activities.

		KS3	KS4
Period 1	08.15		
Period 2	09.15		
		BREAK 09.55-10.15	
			BREAK 10.25-10.45
Period 3	10.45		
Period 4	11.45		
Tutor / Break		Tutor (Red + Blue) 12.45	Break 12.45
		13.05 Change over	
		Break 13.10	Tutor (Green + Yellow) 13.10
Period 5	13.30		
	14.30	LUNCH	LUNCH
	15.00	EXTRA-CURRICULAR All departments provide study support and enrichment	
	16.00	EXTENDED SCHOOL A broad range of study support, additional courses, sports, arts, IT, etc, available to students, their families and the wider community	
	21.00		

The Curriculum

At the Academy, students at Key Stage 3 (Years 7 and 8) are allocated to one of 4 learning pathways according to ability. Within each pathway, the students may be divided into 'sets' for English, Maths and Science. This allows the teachers to design lessons that challenge the students at their particular ability level. The allocation of students to pathways and sets is reviewed at the end of each term.

The curriculum is organised into 45, one-hour periods over 9 days. We call the tenth day Focus Friday. On this day the students will have an in-depth learning experience in just one subject (there are 19 Focus Fridays in the course of one academic year so all subjects are adequately covered). In Year 7 students receive the following periods for each subject:

	Year 7 and 8 Pathway 1	Year 7 and 8 Pathway 2	Year 7 and 8 Pathway 3	Year 7 and 8 Golden Group
English	7	8	8	Personalised curriculum through project work
Mathematics	6	7	8	
Science	5	5	5	
Physical Education	4	4	4	
ICT	3	3	3	
Competency Curriculum*	-	-	12	
Design & Technology	5	5	5	
French	3	-	-	
History	2	3	-	
Geography	2	2	-	
Music	2	2	-	
Drama/ Dance	2	2	-	
Art	2	2	-	
Citizenship	2	2	-	

*The Competency Curriculum teaches key learning skills through a combination of the Humanities and Arts subjects. A key focus of the competency curriculum is the development of literacy and numeracy skills.

At Key Stage 4, which at the Academy starts in Year 9, students work towards their GCSEs and are able to 'personalise' their curriculum by following one of four Learning Pathways. (See the Options booklet for details).

Religious Education

RE at the Academy is taught as part of the Citizenship course. RE reflects the diversity of religious, social, cultural and moral beliefs inherent in the UK today and follows the Thurrock agreed syllabus. At Key Stage 3, Christianity, Islam, Buddhism, Judaism and Sikhism are integral parts of the programme of study.

Careers Education

Careers education is a part of the curriculum for all students, more especially from Year 9 onwards. All students undertake a work experience placement for two weeks in Year 10. A section of the library is devoted to careers. Advice on careers and entry to college and higher education form an essential part of the Year 11 Citizenship curriculum.

Daily Collective Act of Worship

At the Academy, we fulfil the requirement of the Education Reform Act 1988 through our 'Thought for the Week' programme. Each week, during mentoring time, or in assembly, students will be encouraged to discuss, debate and reflect on a wide range of issues. Parents wishing to exercise their right to withdraw their child from this part of the curriculum should write to the Principal, who will make alternative arrangements.

Sex and Relationships Education

We take great care to plan and deliver the RE and Sex and Relationships curriculum to develop the knowledge and understanding that young people need so that they may make informed judgements and choices as they mature and take their place in society.

Aspects of health education are an essential part of our provision for students aged 11-16. This is intended to develop the individual's responsibility for him or herself and others, and to promote mutual and self-respect. This area of the curriculum includes hygiene, good sexual health practices, body awareness and the physical, emotional and moral aspects of sex education. The Academy recognises that parents bear the primary responsibility for ensuring that their children have an understanding of all physical, emotional and moral aspects of sexual maturity. The approach adopted is therefore sensitive to the wide range of views held by parents on these issues. Sex education is a component of the Citizenship curriculum.

Parents/carers do have the right to withdraw their child from these lessons. To do so, a request must be made, in writing, to the Principal.

Home Learning

Students are issued with a planner at the start of each academic year and parents are expected to sign this each week. This acts as an immediate form of communication between a parent and the student's form tutor.

The time required for each subject will vary according to the student's age and the nature of the work being undertaken. It should be noted that, in addition to writing, home learning might involve reading, learning, observing, interviewing, researching, experimenting or any other learning skill.

Home learning is monitored and marked by staff. Parents are expected to regularly check the Home Learning Planners and talk to their children about their work.

Home Learning Clubs are organised throughout the week during breaks, lunchtime and after school to provide support and guidance for students. A Learning Mentor is on hand in the Library for an hour after school each day (except for Friday) to provide support and guidance as necessary.

Behaviour

At the Academy, we believe that positive behaviour, attitudes and actions contribute towards effective learning. It leads to high quality time for all in a safe, orderly and purposeful environment. Students are encouraged to take responsibility and to develop self-discipline.

To that end, the students have devised their own behaviour charter:

- *Treat everyone with respect in both what you say and do*
- *Be polite - never interrupt while someone is speaking*
- *Bring all necessary equipment and books to lessons*
- *Always arrive on time wearing your uniform correctly*
- *Aim for 100% attendance*
- *Do your very best in every aspect of Academy life*
- *Eat and drink only in the designated areas*
- *Follow instructions from members of the Academy staff*

Bullying or racist, sexist or discriminatory behaviour will not be tolerated at the Academy.

The Academy Council

Celebrating Success

We aim to ensure that good behaviour and other achievements are noticed and acknowledged. It is our intention to give feedback to students and parents. We believe in the effectiveness of encouragement for all students and it is our intention to encourage and reward extensively.

The following methods are available:

- Praise and congratulations by a member of staff
- Letters to parents/carers
- Good news postcards
- Interviews / assemblies
- The Gateway Academy Awards
- Jack Petchey Achievement Award
- Certificates from Heads of College and Heads of Subject
- Annual Awards Ceremony
- The annual Gateway Challenge

We believe that student involvement in school life such as inter-college competitions, productions, charity events, Student Council, the prefect system etc. all contribute towards encouraging students to take responsibility by acting positively.

We are aiming to create an attractive work environment where students' work is displayed throughout the school.

Detentions

Classroom discipline depends essentially on the classroom teacher who is the professional acting as a role model and demanding high standards of behaviour and work. When behaviour is not appropriate, sanctions can include extra work, detentions or, as a last resort, removal from lessons.

Staff are able to keep a student for 10 minutes at the end of the day without any notice.

An after-school detention requires 24 hours notice. This will be indicated in the student's planner. If a student fails to produce a planner, it becomes the responsibility of the student to inform their parent.

If a lunchtime detention is given, 15 minutes is allowed for the student to get something to eat.

Restorative Justice Programme

Restorative Justice is an alternative to sanctions when dealing with conflicts within the Academy community. Although the fear of punishment is a deterrent for the majority, what happens when punishment fails? In a school context, the offender is quite often not required to participate whilst a punishment is being imposed. Furthermore the student remains silent, resents the authority figure and sees themselves as a victim. The real victim does not get their needs met and hostility remains between the community offender and victim. When punishment fails, it can only be escalated resulting in school and or other forms of social exclusion.

The aims of Restorative Justice are for the following outcomes:

- All members of the community are given the opportunity to share their thoughts on how they have been affected and what can be done to resolve a conflict or anti-social act.
- It gives people the opportunity to put the problem behind them and move on.
- Reduction in the fear of re-victimisation.
- Mutually acceptable ways forward and outcomes are identified.
- Emphasis placed on the behaviour not the person.
- Victim and offender both have the opportunity for closure.
- Offender has a safe forum to apologise and offer reparation to the victim.
- All parties feel that their needs have been met, with everybody still belonging to the community and with positive relationships being able to continue.
- Everybody is empowered.

Anti bullying policy

At the Academy we define bullying as *'the willful, conscious desire to hurt, threaten or frighten someone and includes any sort of physical or mental intimidation of a person by another or group which causes anxiety or distress to the 'victim'.*

At The Academy we say to bullies: ***Not Here, Not Now, Not Ever!***

Our Anti-bullying policy states that students should:

- Be able to attend the Academy and be safe and happy;
- Be able to talk and be listened to in confidence;
- Support other students that are being bullied;
- Know who to talk to and what to do when bullying happens;
- Be confident that something will be done to stop the bullying;
- Be prepared to learn strategies for dealing with bullying, whether as victims or as bullies;
- Keep a written record of all incidents.

Teachers should:

- Provide a safe and welcoming environment;
- Be good listeners, preserve confidentiality (where appropriate) and be prepared to talk and counsel students;
- Provide support to the victims of bullying and keep parents informed of any action taken;
- Help the bullies to understand the effect of their behaviour and to raise their self-esteem;
- Ensure that all incidents are properly reported.
- Ensure that issues are appropriately reported to the Child Protection Officer.

Parents should:

- Be confident that their child is attending a safe and welcoming school;
- Be able to talk, listen and be listened to in confidence;
- Support their child with suitable strategies;
- Be confident that something will be done;
- Explain to their child the consequences of not addressing the bullying;
- Observe their child and be aware of any anxiety or changes in behaviour and make a note of these.

Charging and Remission Policy

In order to fund optional visits, parents are occasionally asked to make voluntary contributions towards the cost. If insufficient contributions are made, it is possible that the particular visit may be cancelled. Parents are also asked to make a contribution towards the cost of disposable items (e.g. ingredients for cooking in food technology). No child would ever be excluded from an activity that is part of the curriculum because a contribution has not been made.

Academy Uniform

The wearing of the Academy uniform is compulsory at the Academy and strictly enforced. We use the phrase, 'if your look smart you act smart' to try to get the students to understand that uniform worn smartly, helps them to feel good about themselves which has a knock-on effect with how they function within the Academy. We are convinced that school uniform promotes a positive attitude; high standards and a sense of belonging to the Academy.

The uniform consists of:

<p><u>Boys</u></p> <p>Black blazer and Academy badge White shirt and Academy tie (with college coloured logo) Black trousers Academy jumper (plain navy blue 'v' neck jumper with Gateway Academy logo) Plain black socks Sensible black shoes (sensible shoes should be leather or leather-like, all black, including laces, with no obvious branding)</p>	<p><u>Boys PE Kit *</u></p> <p>College coloured Academy polo shirt with logo Academy reversible black and white rugby shirt with logo (optional) Plain black shorts Black tracksuit trousers (optional) Black or white sports socks Sensible trainers for outside wear **</p>
<p><u>Girls</u></p> <p>Black blazer and Academy badge White shirt, buttoned to the neck and Academy tie (with college coloured logo) Black trousers or <u>knee length</u> skirt Academy jumper (plain navy blue 'v' neck jumper with Gateway Academy logo) Plain black or neutral tights/black or white socks Sensible black shoes (sensible shoes should be leather or leather-like, all black, including laces, with no obvious branding)</p>	<p><u>Girls PE Kit *</u></p> <p>College coloured Academy polo shirt with logo Black sweatshirt with Academy logo (optional) Plain black shorts Black tracksuit trousers (optional) Black or white sports socks Sensible trainers for outside wear **</p>

* Each student will be allocated to either Red, Yellow, Green or Blue College and will need the corresponding coloured polo shirt.

** It is important that only trainers or plimsolls with non-marking soles are used, otherwise the Sports Hall floor becomes marked.

It is preferable that no jewellery is worn for safety and security reasons. However, a wrist watch and a small sleeper/stud in the ear, if pierced, would be the maximum allowed. No facial piercing is allowed at the Academy.

Food

At The Academy, students are able to purchase 'healthy eating' food at both break and lunchtime. A range of food is available including baguettes, pizza, sandwiches and wraps. Hot meals such as shepherd's pie, curry or pasta and salads are also available. There is also a vegetarian option available each day. All students are encouraged to carry a bottle of water with them which they are allowed to drink during lessons (except for those where there may be a safety concern: ICT for example).

NB: Students are not allowed to bring fizzy/energy drinks such a Coke and Fanta to the Academy. If they do, these are likely to be confiscated.

Mobile Phones and MP3 Players

Students are permitted to bring these to school strictly at their own risk. Mobile phones must be switched off during all lessons. Sending or receiving calls or texts during a lesson or using a device such as an iPod may result in confiscation.

The Parent / Academy Partnership

The Role of Parents / Carers

It has long been our belief at the Academy that the most important influence on the education of young people is that from parents. The Academy will never take the place of the home, but it will work with parents in a partnership that will influence the quality of their children's education. This means that the Academy has a duty to provide a professional service and parents have a duty to support the standards and code of conduct of the Academy. It is vital that all children receive a quality education.

All parents are invited to a personal interview prior to their child's admission to the Academy as part of our Parent/Academy Partnership that is signed by all parties.

To support effective learning parents should:

- attend consultation evenings;
- monitor the completion of homework;
- read regularly with their children;
- communicate with the Academy if concerns exist;
- support the Academy's rewards and sanctions policy;
- ensure their children are properly equipped for the Academy;
- ensure their children wear the correct Academy uniform;
- play an active role in their child's education.

Communication between the Academy and Parents

As part of our partnership, we aim to keep you informed at all stages of your child's school career about progress, achievements and, if necessary, problems. In the first term we will hold an informal get together where students can introduce their parents to the teachers. In January, we hold an Advocacy Day, where students and their parents will meet the child's form tutor to discuss progress to date. In addition, each year group has one consultation evening a year (for parents to meet all of their child's subject teachers). You will receive a report each term on your child's progress. There is also an internal system of review meetings that ensures every student has their progress checked. This is followed by individual tutorials with students. All students are given the opportunity to write their own Personal Statement, which forms part of the report.

Concerns that fall outside of this schedule can always be pursued, at any other time, by contacting the Academy. These enquiries will initially be dealt with by your child's Personal Tutor or Head of College.

Information available to parents

Under the Education Act regulations, the following documents are available to view at the Academy:

- The Governing Body's curriculum aims and policy
- Syllabuses of public examination courses for each curriculum area
- Sex Education policy statement
- Complaints Procedures
- A Policy for Behaviour and Discipline
- The Special Educational Needs Policy
- The latest Ofsted Report
- Attendance information and analysis

Many of these are available via our website at: www.thegatewayacademy.org

The following publications are distributed to parents at appropriate times:

- Academy Brochure and Prospectus
- Welcome to The Academy – A booklet for new intake students
- Key Stage 4 course booklet - details and deadlines for Years 10 and 11
- Academy Calendar
- Awards Ceremony booklet – listing student achievements
- Public examination results and analysis
- Year 11 destinations information

Parent Staff Association

There is a Parents' Association to which all parents automatically belong once their child becomes a member of the Academy. The PSA organises various social and fund-raising functions through which it is hoped that the quality of the education provided for the young people in the Academy will be enhanced. It is hoped that all parents will want to give active support to the PSA and the Committee of the Association will be pleased to hear from any parent who can help in any way.

Members of the Governing Body

Ian Cleland	Chair	ICT; Performance Management; Humanities; MFL; FMSIS; RE and Collective Worship
Vacancy	Vice Chair	Health & Safety; Arts; Technology; Science
Peter Murray	Sponsor	SEN; Behaviour, Discipline and Bullying; Child Protection; Gifted & Talented; PE/Sports
Christine Tinkler	Local Authority Governor	English/Literacy; Maths/Numeracy; Equal Opportunities; Ethnic Minorities and Race Equality
Kevin Sadler	Principal	
Phil Yeldham	Support Staff Governor	Vocational & Life Skills; Looked After Children
Tony Hayes	Teacher Governor	
Peter Saunders	Co-opted Governor	Complaints; Community Cohesion
Mary-Ann Connolly	Co-opted Governor	Student Support
Lynn Worrall	Governor	
Pam Wright	Parent Governor	Link Governor; Attendance
Mark Baker	Parent Governor	

All governors can be contacted via the Clerk to the Governing Body.

Complaints Procedure

If you have a complaint about any aspect of the Academy, there is a formal procedure laid down by the Governing Body. Details of this formal procedure are available from the Academy. It would be expected however that the complaint would first be taken up with the Principal and the formal procedure used only in the event that the Principal is unable to resolve the concern.

We have always taken pride in the provision of a high quality and responsive service at the Academy. If you are worried about any issues relating to your son or daughter, please contact us in order that we can discuss the situation.