



Ormiston Park Academy

in partnership with South Essex College



'Believe and achieve'







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Welcome to Ormiston Park Academy

A very warm welcome to Ormiston Park Academy. We are a highly aspirational, popular secondary school serving the community of Aveley and its surrounding areas in Thurrock. Our buildings and grounds offer outstanding facilities for our students. Our teaching and support staff go above and beyond on a daily basis. Combine this with students, of whom we are extremely proud, and the resulting mix creates an academy that is a pleasure to work and learn in. Ormiston Park Academy has been graded 'Good' in all aspects of our provision (Ofsted 2017).

Ormiston Park Academy provides a safe, secure and supportive, yet academically challenging environment, where all students can succeed and excel. Students are at the centre of everything we do and relationships are very important for us. We expect all students to work hard and to achieve their very best academically, as every learning moment is critical for their life chances. We provide our students with the skills and attributes relevant for higher and further education and employment the 21st Century.

Our vision is for students to 'Believe and Achieve' so that they gain confidence that affords them no boundaries in life.

At Ormiston Park Academy we pride ourselves on the superb level of pastoral care and support we provide for all our students and families; this enables the students to progress seamlessly through our school. We are committed to a strong home-academy partnership and actively promote and support parent/carer engagement in our work. Our whole community contributes to ensuring that all of our students are happy, healthy and enjoy coming to school.



Mr Mark Roessler
Principal
Ormiston Park Academy



Sponsor's message

Ormiston Academies Trust (OAT) is one of the largest not-for-profit multi-academy trusts in England. Multi-academy trusts are charities that run schools to give local children a great education. We educate over 30,000 pupils across six English regions, in 32 secondary schools, seven primary schools and one special school.



Each academy is led and run by the principal and senior leaders and as OAT believes that every academy and community is unique, it does not take a one size fits all approach. It provides a balance of focused support and challenge, a breadth of opportunities, and it enables us to collaborate with academies across the network, to share best practice and to ensure we benefit from the wealth of expertise.



Everyone in the OAT family shares the same vision – to be wholly committed to young people, ensuring that they have access to the highest academic, social and practical skills required to achieve their full potential, whether going on to study at a leading university or entering the world of work. We are all determined to become part of the Trust that makes the biggest difference, both inside and outside the classroom.

The impact is clear – with more than three quarters of the academies being rated 'Good' or 'Outstanding' by Ofsted since joining the Trust. For many years, OAT has successfully raised academic standards, including in disadvantaged communities, and the Trust is committed to ensuring that all children and young people across the academies benefit from the high-quality education being delivered across the network.

OAT has been recognised as one of the top performing education providers in the country by government, placing OAT as the fifth best in England for primary school performance, out of 153 multi-academy trusts.

OAT's strategic direction comes from its Board of Trustees, who have a wealth of experience in the education sector. The Trust is also guided by its founding body, Ormiston Trust, which is a national charity founded by the Murray family in 1969 to improve the life-chances of children and young people so they can fulfil their potential and lead happy and productive lives. The family takes an active role in OAT and every one of its academies.



Believe & Achieve

Our Vision - always excellent teaching, support and encouragement so that every student believes in themselves and achieves their full potential.

Our Values - we instil academic values of **Aspiration, Resilience** and **Creativity** and equip our students with personal values of **Respect, Integrity** and **Responsibility** so that all become successful members of society.



Aspiration

Resilience

Creativity

Respect

Integrity

Responsibility

Admissions

Applying for a place at Ormiston Park Academy

To apply you need to complete the local authority's (LA) common application form (CAF) and submit this directly to the LA by the deadline.

Visit <https://www.thurrock.gov.uk/secondary-school-admissions/admissions-timetable>.

All offers of secondary places will be made through the LA. The academy will not contact parents about the outcome of their application until the offer from the local authority has been received. All offers will be made on the secondary national offer day (1 March or the next working day).

We are offering students and their families the chance to explore the Academy through both virtual open evenings and personal tours. If you or your child would like to visit, our staff will be more than happy to accommodate you. Please email the Transition Team at Transition@ormistonpark.org.uk



Applications for in-year admissions

Applications for in-year admissions are considered in the same way as those made at the beginning of the academic year and are dealt with in accordance with the local authorities Fair Access Protocol. In-year admissions forms can be obtained from <https://www.thurrock.gov.uk/in-year-admissions/transferring-schools>

Students included in the Fair Access Protocol will take precedence over those held on the waiting list. Once a student has been identified for admission to the academy under the Fair Access Protocol, the academy will notify the local authority within seven calendar days of the decision to accept or refuse the student's admission. If the academy refuses entry, the local authority may request a direction from the Education Funding Agency (on behalf of the Secretary of State). The academy will set out its reasons for refusal in writing to the local authority within 15 calendar days (for CLA this is reduced to seven calendar days) and may make further representations directly to the EFA (these will be made within seven calendar days). The decision of the Secretary of State will be binding upon the academy.





Transition

We understand that the transition from Primary to Secondary education can be an exciting and challenging process for both parents and students. Here at Ormiston Park, we have a team of dedicated staff who work with our feeder Primary schools to ensure the transition process is as seamless as possible. OPA staff visit future students in their primary schools early on and encourage parents to become involved with the transition process. This is done through various meetings and information evenings in order to alleviate any concerns prior to starting in September. On these visits staff will meet with key year 6 staff to make sure we have all the relevant information on each student so the transition process is made as easy as possible for them.



Early in July, those students offered a place at Ormiston Park are invited to spend a week with us experiencing academy life and building their confidence through participating in a variety of lessons.



“My first week at OPA was good. I enjoyed the lessons and the school is nice. Everyone seems caring and the teachers are great”

“My first week at OPA was really good as we had all subjects in a safe and fun way. We also got to meet all our teachers that will teach us”

Student Welfare

Student welfare and pastoral care is of the upmost importance at Ormiston Park Academy. Pastoral care is provided in the first instance through the tutoring structure led by Heads of Years. Outside of that is a wide-ranging team of other colleagues who all contribute to meeting the needs of our students including SEN learning support mentors, Pastoral Leads, NHS Nursing Team; external specialist organisations and specialist counsellors.

Each Head of Year shares in the academy vision to create an aspirational ethos wherein students 'Believe and Achieve'. Tutor time activities strive to embed the importance of personal responsibility, leadership, and confidence for academic success. The strategies used to embed this ethos are both innovative and bespoke to students, dependent on age and need. A wide and diverse PSHE programme is also delivered through bespoke lessons as well as a range of assemblies, challenges, competitions, guest speakers, and classroom work and discussion.

Form Tutors also monitor and hold students to account for their progress throughout their time at the academy. This includes achievements, academic progress in subjects, attendance punctuality, readiness to learn and finally behaviour for learning. As a result of the monitoring, tutors are able to create bespoke interventions for students serving as a regular link between the student and other stakeholders.

It is the vision that all students feel a sense of belonging within their tutor team, with their tutor providing the resources and opportunities for every student to have the confidence to take action and become an aspirational young person within the academy and, the wider community.



What is a Curriculum?

A curriculum encompasses everything that pupils acquire: what they know, what they can do, what experiences they have had and how they are likely to behave.

A broad and balanced curriculum provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals.

Key Stage 3

From day one your child will experience a broad and balanced curriculum, teaching of the highest quality and an engaging combination of lessons structured to ensure that every child achieves their potential.

Every child at the academy has a tutor with whom they meet daily. This is a partnership that supports the development of confidence, decision-making skills and student well-being. During Years 7, 8 and 9, there is a considerable emphasis on accelerating progress in English and maths in order to enhance progress across the board.

At OPA, we view learning as an exciting journey with each student being placed on an aspirational Flight Path for each of their subjects during Year 7. Regular and rigorous assessment ensures that all students, and parents, are aware of current pupil progress.

By Year 9, students have fully developed the confidence and ability to manage the demands of the National Curriculum. Subject knowledge has increased and advice and guidance is in place, so that students can begin to explore the GCSE and Vocational options they have available to them.

Key Stage 4

Students move into Year 10 on either the Traditional, Integrated or EBacc pathway, having selected KS4 options appropriate to their interests, abilities and future educational plans at the end of Year 9.

We offer a variety of subjects, reviewed and adapted each year to match the interests, and meet the needs of, the particular year group.

A personalised approach to option planning means that students' progress well as a result of the courses meeting their particular interests and needs, allowing teachers to inspire and motivate students beyond what might normally be expected.

In Year 11, students continue with an individualised programme which is planned to ensure they are on track to succeed. Sophisticated tracking, monitoring and mentoring ensures that all students benefit from a precise balance of challenge, intervention and support during this crucial stage. Key Stage 4 students are also carefully supported in their exploration of post-16 options, available to them through bespoke Careers Education Information and Guidance.

Literacy and Numeracy

All teachers at Ormiston Park Academy are teachers of Literacy and Numeracy above all else, and are committed to accelerating progress in these essential skills in order to maximise opportunities for life-long learning and achievement.

On leaving us, our students enter one of the most competitive employment markets experienced for decades. We believe it is the absolute right of each of our students to enter that market with communication skills at least equal to their peers.

Central to our ethos is the belief that strong Literacy and Numeracy skills upon entering either the workplace or further education are the key to success. A broad, balanced and creative curriculum offers students the wealth of opportunities required to master the art of communicating effectively, enabling them to face the world with confidence. Schemes of learning are explicitly planned and regularly reviewed, to ensure key basic skills remain a priority at all stages of learning.

Extensive assessment and regular monitoring of essential basic skills is undertaken, and a range of highly effective intervention programmes, such as Accelerated Reader, Lexia and Maths Watch are available to students needing to accelerate in these areas.



SEND Support

At Ormiston Park Academy we employ the graduated approach to support. The first element of support for our learners with SEN is through high quality inclusive teaching. Teaching staff use their knowledge of the student's individual needs to tailor their teaching and learning sequences; work is differentiated and the students partake in all areas of the curriculum. The second offer of support is through small group targeted intervention including a range of intervention programmes, often focusing on literacy and numeracy. Finally, 1 to 1 support will be put in place where needs are still posing a barrier to making good progress after other types of support have been used. In the same way that all teachers are teachers of Literacy and Numeracy, all teachers are able to provide an appropriate level of personalised support for students with additional learning needs, and lessons are planned to ensure there are no barriers to learners with SEN.

Every effort is made to ensure the provision of specialist equipment and furniture for those students who require it.

The Academy uses the following systems for the early identification and assessment of SEND students:

- Liaison visits to feeder schools during the spring and summer terms by the SENCo.
- Extra Induction days for SEND students in the summer term.
- Screening of all year students by use of standardised testing twice in the academic year for KS3 students, and as required KS4.
- Screening all students admitted to the academy mid-year using standardised tests.

In all cases, test scores and other information are circulated to all staff at the earliest opportunity to inform lesson planning and differentiation.

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

The SENCo aims to meet with all parents of new students or potential students who have special educational needs or disabilities prior to them joining the academy. Education Health Care Plans and other documentation are requested from the primary school or previous secondary school in advance to ensure provision to meet the students' needs can be put into place. Each child with an EHCP or a statement is assigned a member of the SEN team as their key worker and first point of contact. The SEN team are available at all parents' evenings and by appointment at other times. Outcomes of intervention programmes are shared and discussed with both the parent and pupil and all pupils with an EHCP or a statement have full review meetings at least annually.

Enrichment

At Ormiston Park academy, our vision extends beyond academic achievement to encompass the holistic social, moral, spiritual and cultural development of each and every student.

“Our aim is to inspire young people to develop their skills, talents and character through a wide range of activities, to use their curiosity and creativity to find new ways of achieving their potential and to have the confidence, drive and resilience to follow their dreams.” Ormiston Academies Trust – Enrichment

Students are encouraged to explore new experiences and discover new talents and interests. We firmly believe enrichment activities are fundamental in helping students to be happy and confident at school, therefore impacting positively on their progress and performance.

There are extensive opportunities for students to take part in a wide range of extra-curricular activities before school, during food breaks and after school. From Art to Boxing, Chess to Socialisation, our extra-curricular provision caters for all interests and talents. There are numerous sports clubs; opportunities in the performing arts; music groups; show choir, debate club, film club; cooking club and science club. At the last count there were 40 well-attended clubs, attracting students with a wide range of talents or students looking to learn a new skill. Year 7 pupils attend a Fresher’s Fayre in their first term to sign up for the wealth of extra-curricular clubs available. Attendance at extra-curricular clubs is tracked and monitored and pupils are rewarded for their commitment. This enables us to ensure that all students take up the social opportunities which clubs offer.

School Trips and Visits

A key part of our enrichment ethos is the contribution that exposure to travel, excursions and trips make towards enriching both the curriculum and the lives of our students. Our traditional trips include visits to France, a ski trip, sports trips, camping, leadership and numerous reward trips, as well as several visits to museums, shows, art galleries and exhibitions, mostly in central London. You will receive information regarding planned visits and trips throughout the year.





Spiritual, Moral, Social and Cultural Development

At Ormiston Park Academy we champion a holistic education, experience and curriculum that ensures that our pupils are 'rounded and grounded'. We recognise that the spiritual, moral, social and cultural development of pupils, plays a significant part not only in their ability to learn and achieve, but also in their ability to successfully access and relate to the world they live in.

We therefore aim to provide an education which provides children with opportunities to explore and develop their own values, whilst recognizing and accepting how those of others may differ.

Beliefs and the development of a personal spiritual awareness are developed throughout the curriculum, alongside an expectation of only the highest standards of personal behaviour.

Students are actively encouraged to possess and demonstrate a positive, caring attitude towards other people. We are proud of the range of programmes and events our students both participate in, and organize for community involvement, which celebrate diverse social and cultural traditions. An appreciation of the diversity and richness of other cultures are all critical skills and attributes that we value and foster through our curriculum and enrichment offer.

Frequent and regular trips to the theatre, exhibitions and student conferences also ensure our students are able to broaden their cultural horizons and experience learning opportunities outside the classroom environment.

Physical Education and Sport

PE and Sport play a crucial part in the holistic development of students at OPA. It is essential for lifelong health and well-being that students have the opportunity to learn to value and enjoy physical activity.

With this in mind, opportunities to participate and develop skills are on offer in a wide range of sports including basketball; football; rugby; dance; netball; handball; softball; rounders; badminton; multi-gym; gymnastics; cricket and athletics.

The PE department are committed to embedding an aspirational sporting culture for our students. Passionate and highly skilled PE staff support students to become confident and independent learners during the lower key stages, building a sporting foundation of understanding which will enable progression into the option subjects at KS4.

For those students not opting to continue with PE as a KS4 Option subject, Core PE remains on the KS4 timetable with the focus shifting to ensuring that students remain active and healthy through continued participation in physical activity.

Students in Core PE are given more control in their choices of activities and will work collaboratively with PE staff to plan their lessons following a specific pathway;

- a) Competition
- b) Recreation
- c) Leisure

Extra-curricular Sports

Students are actively encouraged to participate in the wide selection of extra-curricular sporting activities and clubs on offer at OPA which currently includes football; badminton; netball; basketball; fitness; dance and athletics.

Inter-form competitions and fixtures against other schools are organised throughout the year across a variety of sports and our annual 'OPA Games' in July always proves to be a popular whole academy event showcasing the sporting efforts and achievements of our students.

OPA has links with a number of local organisations including Thurrock Hornets Basketball Club, Thurrock Gymnastics Academy and The U do it Dance Foundation. Students are encouraged and supported in joining external clubs to further develop their skills, knowledge and performance.



Student Voice

PARKLIFE is a group of students from all year groups who give ALL students in Ormiston Park Academy a voice. PARKLIFE represent the student voice and student council. They work together to improve learning, the school environment and strive to make OPA the best it can be; a place where everyone enjoys being. PARKLIFE students meet weekly to discuss and explore new ideas, find solutions, fund raise and work on various projects throughout the year. Year 7 students can apply to be part of the PARKLIFE team after their first term.

Student Leaders

Student Leaders do not fit a certain 'character profile' but what they do have in common is an enthusiasm for school life and a willingness to get involved in activities that are often outside their comfort zone. They demonstrate the very highest standards of behaviour and uniform, have a positive attitude towards their studies, and are reliable and demonstrate positive relationships with students and staff.

Being part of the Student Leader family offers the opportunity to practice and showcase new skills they are developing, such as mentoring and interpersonal skills, self-confidence, public speaking, team-building, collaborative working and problem solving. All of these skills and qualifications will be invaluable when applying for sixth form, college, jobs and university.

The Student Leaders go through a rigorous recruitment process and uphold their own high standards. If you visit the school for a tour, you will likely be shown around by one of the team, such is the significance of their role in the Academy and our confidence in them to uphold our values and ethos.



Combined Cadet Force

The Academy proudly runs a Combined Cadet Force contingent of approximately 20 cadets, offering our students a broad range of challenging, exciting, adventurous and educational activities.

Being a member of our Cadet Force gives each student an opportunity to develop values that will help them get the most out of their lives, and to contribute to their communities and country. Cadets engage in activities that develop qualities such as self-discipline, loyalty and respect, strong leadership, teamwork and resilience. These will help them achieve excellence and shape their own future.

Cadets are expected to parade once a week after lessons and attend a one-week summer camp. In addition they may participate in an overnight camp, trips and other training activities. The training is organised by our School Staff Instructor (SSI) and staff holding CCF Commissions. We are also lucky enough to have a number of volunteer staff and a body of highly competent senior cadets.

The Cadet experience helps give our students the life skills and self-confidence to take charge of their lives so that they can reach their full potential at the Academy and beyond, including in employment and at University.





ASCEND - A Specialist Centre for Education, Nurture and Development

ASCEND provides specialist education for students with specific social, emotional and behavioural difficulties. The centre operates within its own outstanding base within the Ormiston Park grounds. At ASCEND we believe that in order to create an environment of respect, trust, nurture and cooperation, we have to work as a team. This must include staff, students and parents alike.

During every day we make dozens of decisions that affect us in many different ways. Some decisions may change our lives forever; others have little or no impact on us. The important fact to consider is that we decide who we are, what we will be and where our lives will take us. It is our duty to guide our students to believe that their future is in their hands.

Our aim is to create students who can make a positive contribution to the wider community who are confident about themselves. It is vital that we empower and support our students to make positive choices whilst at school and then later throughout their lives.

The centre has a high ratio of staff to students and provides for 30 pupils. The high ratio allows for very small teaching groups in which the students follow a broad curriculum very similar to that of the mainstream school. We deliver English, Mathematics, Science, Food Technology, Resistant Materials, Physical Education, Information Computer Technology and Humanities. Also within the curriculum, there is time allocated to work with the students on a one to one basis to accelerate their skills in Reading, Writing, Communication and Mathematics.

Achievement and positive attitude are reinforced continuously through our strong and well-structured rewards system which revolves around a simple set of rights and responsibilities. It is the expectation that students are at school to work hard and learn as much as possible. The opportunity to attend weekly and termly reward trips. This gives the students and staff further opportunities to get to know each other, which provides us with a more in-depth understanding of the student and creates outstanding relationships.

ASCEND is an inclusive provision. Whilst expecting nothing but the best from our students, we accept there will be times when making the right choice can seem problematic. In these cases our expert staff will work one to one with students to empower them to make the appropriate decision or choices.

Uniform

Girls
<p>School skirt: Mid-Grey, knee-length Skirt (tailored non-stretchy, fashion skirt not permitted). Girls may also wear mid grey tailored, business style trousers.</p> <p>PLEASE NOTE: As of Sept 2019, skirts from any school uniform retailer will be permitted.</p>
Navy Blue Blazer with OPA logo
White Shirt and OPA Tie
<p>Optional: Academy Jumper with logo PLEASE NOTE: no other jumpers/cardigans permitted</p>
Plain Neutral or Plain Black Tights, or white socks (NOT socks and tights together)
<p>Coats must be plain black/ navy blue, conventional in design and without motif or writing Leather, suede and denim jackets or brushed cotton hoodies are NOT acceptable Important: Coats are not allowed to be worn in the academy building at any point in the day</p>
Plain black shoes with very low, wide heels (NOT trainers or plimsolls). Laced shoes must have black laces.
PE - Girls
Plain Black Shorts OPA White Polo Shirt. OPA Blue Fleece. Suitable Trainers.

Boys
<p>School trousers: Mid-Grey Trousers, business-style trousers, full length; NOT denim, brushed cotton, stretch material, chinos or 'jeans style'</p>
Navy Blue Blazer with OPA logo
White Shirt and OPA Tie
<p>Optional: Academy Jumper with logo PLEASE NOTE: no other jumpers/cardigans permitted</p>
Black or white socks
<p>Coats must be plain black/ navy blue, conventional in design and without motif or writing Leather, suede and denim jackets or brushed cotton hoodies are NOT acceptable Important: Coats are not allowed to be worn in the academy building at any point in the day</p>
Plain black shoes, (NOT trainers or plimsolls). Laced shoes must have black laces.
PE - Boys
Plain Black Shorts OPA White Polo Shirt. OPA Blue Fleece. Suitable Trainers.

- **Hairstyles** - Only natural hair colour and tones are allowed. If you are thinking about changing the colour of your hair, speak to a member of the Pastoral Team first to check that it is within the Academy's expectations. **Extreme styles and colours are not acceptable, including shaved or patterned styles.**
- **Jewellery** - One watch and one pair of small, plain ear studs may be worn. **NO** other body piercing is permitted.
- **False Nails** - For health and safety reasons false, gel or acrylic nails are not permitted. We accept clear nail varnish. Any students wearing nail varnish other than clear nail varnish will be asked to remove it using nail varnish remover.
- **Make-Up** - Discreet make-up is allowed, which means we should not easily see the student is wearing make-up. **Any students wearing make-up that is obvious will have to remove it using face wipes. False eye-lashes are not permitted and these will need to be removed.**
- **Hair bands/Ribbons** - must be plain black or plain white



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