

Sybil Andrews Academy



P R O S P E C T U S

UNITY SCHOOLS PARTNERSHIP

Unity Schools Partnership is a partnership of schools located in Suffolk, Cambridge, Essex and London. We share the same values, face similar issues and are geographically close enough to support and challenge each other. We recognise however, the unique characteristics of each of the communities we work in and how they are reflected in the distinctive school cultures.

We encourage cultural diversity, celebrate the special qualities of each of our schools and recognise that for communities to become sustainable they must develop and grow.

We are not looking for corporate solutions but a partnership that respects, sustains and supports. Our model is about creating interdependence; schools that are more self-sustaining than stand-alone academies, less dependent than local authority schools and more independent than schools in corporate chains.

However, we do all subscribe to a set of shared values, principles and operational processes that ensure quality education for all our young people. Our central belief is that every young life is special: open to possibility, gifted with the potential to change the world for the better but also bound by the limits of their own circumstances. Our ambition is to unlock the potential of all children, remove the barriers to aspiration and ensure that all our young people succeed.

Our board comprises a range of trustees from commercial, banking and the public sector. Our job, as sponsor of Sybil Andrews Academy, is to ensure that the school has the support and challenge to become outstanding. We are confident that it will.





Welcome



Welcome to Sybil Andrews Academy.

Sybil Andrews was an internationally successful artist, gifted teacher and a determined and tenacious individual who overcame many obstacles to succeed. Reinventing herself on numerous occasions, Andrews was a student, an artist, a welder and a teacher. Her outlook embraced the world, leading to a successful career in this country before relocating to Canada after World War II. Andrews is remembered for her passion, innovative style, her hard work and her ability to coach the best out of others. It is this approach to learning and to the challenges that life brings that we want to develop in our students.



Our ethos, therefore, is one founded on the principles of mutual respect, powerful, supportive relationships and high expectations. We expect everyone to be the best that they can be, and yet strive to be more. We value honesty and integrity, encourage creativity, foster independence and celebrate resilience.

Above all we are a community; one bound together by a strong set of values and a common mind set. We place great value on each individual, have high aspirations for all and work together to ensure that every child realises success.

We are Bury St Edmunds' newest secondary school, part of the highly successful and well regarded Unity Schools Partnership and we benefit from wonderful state of the art facilities.

Miss Trenica King
Principal





Our Values

Our ethos is one founded on the principle of mutual respect, a strong set of values, supportive relationships and high aspirations and ambition for all.

Compassion is caring about others. It is wanting to help those who are hurting. Compassion is showing kindness to all people.

Courage is being brave when we are scared. It is being able to do something when we feel bad or fear we might fail.

Hope is knowing and wanting good things to happen. Hope is doing what we can to make good things happen.

Integrity is being honest. It is being trustworthy. Integrity is being true to yourself and your beliefs.

Justice is making sure that we treat others and ourselves fairly.

Resilience is about being able to stay strong when things go wrong.

Respect honours the good things that others and we do. Respect values people and things for who and what they are. Respect honours people and things of special worth.

Responsibility is taking care of the people and belongings that are ours. Responsibility is keeping our promises. It is doing our duty for our family, school, community and country.

Wisdom is gained through learning and doing. Wisdom is knowing what to do. It is knowing right from wrong, good from bad.



High Aspirations

We believe that high aspirations underpin academic achievement

We believe that high aspirations underpin academic achievement and personal development. We will encourage your child to believe in their potential, ensure they have regular feedback and ambitious targets to reach for, and provide careers advice and guidance to help them mould their futures.



We know that your child will need on-going guidance and support. On entry to the Academy, every child will be assigned a Tutor (an academic and pastoral mentor) who will care for them, and support their individual needs.



Your child's Tutor will review their ambitions and progress regularly and work with you to ensure that they achieve success. We also recognise that many of our students will ultimately want to consider applying to university, but that others capable of doing so may not have thought it possible for them. We think it is important to open new possibilities to students.



As we are proud of the standards that our students can achieve, we publish the very best work across all subjects annually in a quality volume, *Meliora*.

and personal development.



We know that confidence and responsibility come through working with

Developing Confidence



We want your child to achieve academic success, but we know that they will also need to develop their confidence, understand what it is to be a responsible citizen and learn how to think creatively if they are to be successful in the next stage of their lives. Our approach to education, from the curriculum that we offer to our enrichment activities and trips, Tutor Time and the development of oracy, aims to prepare them for sixth form life and beyond.



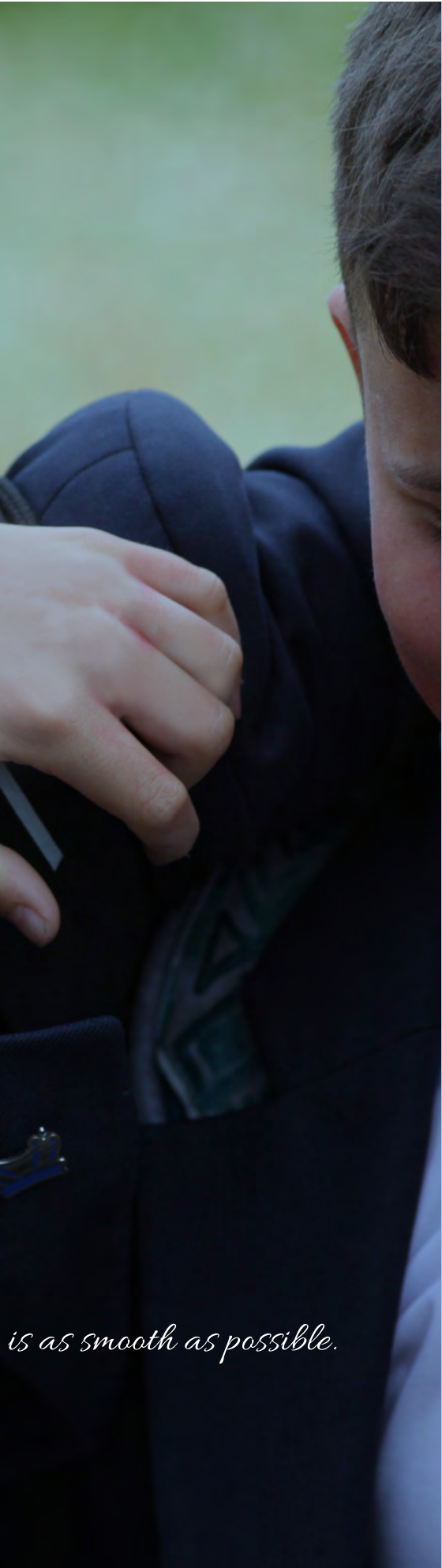
Our students engage in a rich diet of activity that is designed to challenge them to grow. Students can take up leadership positions in the school, go outward bound with the Duke of Edinburgh Award or push themselves in any number of other ways. Along the way, we will ask them to pause and reflect on what they have learned and what this might mean for their futures.

and leading others.



Transition

We will plan our transition activities carefully to make sure that the experience



We know that starting a new secondary school might be a daunting prospect for your child. Our experience, and a great deal of educational research, also tells us that the best way to overcome this is to make your child feel safe and secure as quickly as possible. We also know that in order to feel secure, your child will need to feel that they belong, that they are known well by staff and that they have opportunities to make new friends.

Transition will begin before your child joins the Academy. Once we know that your child has chosen to come to us, we will invite them and you in to meet staff. This will begin the process of transition and provide the opportunity to find out about their likes and dislikes, strengths and areas to develop. It is this dialogue that will characterise our relationship with you and your child, one that continually reviews progress and looks to remove barriers to success. Transition is not a moment in time; it is instead a continual journey. It is one that we are sure will be successful.



is as smooth as possible.



Belonging

We also know that in order to feel secure, your child will need to feel that they are known well by staff and that they have opportunities to make new friends.

Our school is smaller than average. This means that students get to know the site quickly and form new and powerful friendships. It means that our staff will also get to know your child rapidly. But we do not leave this to chance. To ensure that your child settles in quickly, they will be given a Tutor on entry to the Academy, a specialist member of staff that then acts as the academic and social mentor for your child.

Your child's Tutor will do much to help them. They will be mentor, coach and advocate. Your child's Tutor can be contacted at any time and as the need arises.

We see every student as an individual, and we know that high quality relationships count; after all, trust needs to be well established in order to allow for challenge and growth.



Providing a Tutor for every individual is one way to ensure that we get to know your child, and in doing so help them to realise their potential.



belong, that they are



Tutor Time

An opportunity for your child to discuss topical issues, engage in enterprise leadership roles with the other members of their Tutor group.

Your child's day will start with Tutor Time. Run by their Tutor, Tutor Time is an opportunity for your child to discuss topical issues, engage in enterprise initiatives and to take on leadership roles with the other members of their Tutor group. Tutor Time focuses on the development of oracy, thinking and teamwork. It provides an opportunity for students to engage with our values and provides a safe, supportive environment in which to challenge their preconceptions.



initiatives and to take



The curriculum that your child will follow in Years 7 and 8 is one that is designed to provide a firm base for continued success at GCSE and beyond.

A Personalised Curriculum



The curriculum that your child will follow in Years 7 & 8 is one that is designed to provide a firm base for continued success at GCSE and beyond. It is also a curriculum that recognises that not every child is the same. The lessons that your child will take part in will vary in length and in terms of the types of learning that takes place. Many will involve instructional activities that will help your child develop the skills needed to recall information quickly and accurately. Others will have an inquiry focus, enabling students to spend longer carrying out investigations with increasing amounts of independence.



Some lessons will be much longer, with a practical component and will encourage the development of skills in the Arts, Product Design and Sport, whilst our Forest Schools groups will engage with outdoor learning.



A young woman with reddish-brown hair in a braid, wearing a dark blue school blazer over a white shirt. She is smiling and looking to the right. She is holding a black handheld device in her right hand. On her blazer, there is a red crown-shaped badge and two name tags, one green and one purple.

A Broad Curriculum

Students begin to increasingly



tailor their own learning.

The curriculum at GCSE is more complex and offers a wide range of subjects to choose from as students begin to increasingly tailor their own learning. At the core of our curriculum is a belief that the English Baccalaureate (English, Maths, Science, Humanities and a Language) provides the best range of experiences for the vast majority of learners, and that achieving well in these subjects will enable them to access university and more skilled employment. Students then select from a range of other subjects such as Technology, Art, Performing Arts or Media. Under this umbrella sits an expansive list of qualifications to suit each individual, some with a strong vocational element.



More able students can also take separate courses in Biology, Chemistry and Physics, whilst there are other options available to students who need additional support with Maths, English and work related learning. We have developed a strong partnership with West Suffolk College which will also provide other opportunities.





Club Programmes

We believe that club opportunities are an essential part of

We believe that club opportunities are an essential part of your child's education. That is why all students choose from a wide range of activities that take place after the school day. The range encompasses clubs from orchestra to dance fit. Some of these are taught by coaches from outside of the school. Through clubs comes the confidence borne of trying something new, of broadened experiences and of a wider set of friendships. Clubs encourages teamwork, competition and resilience. They also develop leadership.



your child's education.

A close-up portrait of a young woman with long, straight brown hair. She is smiling broadly, showing her teeth, and looking off-camera to her right. The background is a soft-focus mix of red and light blue. The word "Leadership" is overlaid in large, bold, yellow font at the bottom of the image.

Leadership

We offer a plethora of leadership qualifications, many of

At Sybil Andrews Academy we have an intentional focus on the development of leadership skills, with students being able to take part in a wide range of opportunities that encompass School Ambassadors, Sports Leaders, Peer Mentors, the Duke of Edinburgh Award and the Student Librarians, amongst others.

Our students also connect with people their own age from different parts of the world. We have welcomed visitors from other countries and have developed links with schools in other parts of the world.



them nationally accredited.



Partnership

We know that real success is achieved through partnership and mutual support.

We know that real success is achieved through partnership and mutual support, so we will also work with you to ensure that you feel well equipped to support your child in their learning. We will report on their progress several times a year and ask you to contact us immediately when a cause for celebration or concern arises. We believe that the relationship between your child, the Academy staff and yourself is central to their success.



At the same time, we will also make sure that you have the information you need to support them in their learning, and that you can access our staff when needed, whether by email, telephone or by other means.

When students leave the Academy they will have grown in confidence, further developed their leadership skills and achieved the high quality examination results and learning habits that they need to progress. Our partnership with you will be a key component in realising this end.





Your child can expect to experience excellent teaching and outstanding learning.

Teaching



We are fortunate to have outstanding facilities at our disposal. However, we know that ultimately it is the quality of our teaching staff that will determine the success of your child, and that what will enable them to remain at the cutting edge of their profession, is access to the highest quality professional development.

As part of the Unity Schools Partnership, Sybil Andrews Academy is also part of the Suffolk Borders Teaching Alliance. We enjoy close links with a number of outstanding training providers and offer a range of professional development for our teaching and support staff.



This ensures that teaching is of the highest possible quality with all our teaching staff being supported effectively. Our staff also engage with the latest educational research as part of the Unity Schools Partnership Research School.

What this means for your child is that they can expect to experience great lessons during their time at Sybil Andrews Academy.



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