



Appleton Academy

Education Brief Document

Vision & Ethos Statement

March 2009

Developed through collaboration between Bradford College (the sponsors), Place Group and Key Stakeholders



Place =

Vision & Ethos Statement for Appleton Academy

NB. 'We' and 'our' in the following vision and ethos statements refers to the Sponsor Bradford College and Dixons City Academy, their education partner.

The Vision

The Appleton Academy vision is to positively transform the achievement, education, skill levels and progression of children and young people from predominantly the Wyke area, so that they achieve their full potential as citizens, leaders and employees in a rapidly changing world.

This will be achieved through close collaboration and in partnership with staff, parents, our local community, other education establishments and our key stakeholders.

The Academy will ensure that children and young people develop the skills in addition to the understanding required to be healthy, stay safe, and enjoy and achieve in their learning and in their chosen progression pathways post 16.

The Ethos

Underpinning this vision is a set of core beliefs and values.

The Academy beliefs include:

- All our learners, and those who support them, will benefit from having their horizons and expectations extended.
- All our learners can achieve to these personal horizons.
- All our learners should have access to the 'best' opportunities and teaching available.
- Success comes from active engagement with, and ownership of, their own learning.
- Learning must be appreciated as a lifelong process that will constantly open up new opportunities.
- All young people need to have self confidence, a strong sense of personal and social responsibility, and eventually 'work' and life skills.
- Staff are our most important resource.
- The best results come from a 'culture' of collaboration and partnership.

The values that underpin our beliefs and actions should include respect for ourselves, respect for and tolerance of others and respect for the environment. These are seen as the key aspects of citizenship. The Academy will also value:

- Openness.
- Honesty.
- Creativity and inspiration.
- A healthy, critical perspective on new ideas.
- A 'can do attitude and approach.
- Hard work, perseverance and striving for excellence.

- Empathy and being prepared to listen to what others have to say.
- Helpfulness and a thoughtful attitude and approach to others.
- Being responsive to feedback.

Delivering the Vision

To deliver the vision the Academy will be committed to:

- The achievement of each individual.
- Team working, community and partnership.
- Establishing a dynamic and relevant curriculum framework and content.
- Ensuring learning is the focus for every individual in the Academy, irrespective of role or position.
- Access for everyone to physical facilities as well as curriculum and learning opportunities.
- Providing educational and social structures that enable everyone to be included.
- The professional development of all our staff.
- Ensuring the infrastructure and environment are sustainable.

NB. Reference to community includes local, regional, national, global and virtual communities that might bring positive input to the Academy and to whom we might make a positive contribution.

Measuring success

Further detailed work will be carried out to refine the success criteria and measures. However, they will include clear, measurable performance indicators that will include among others:

- Improvement in achievement (including all elements of Every Child Matters).
- Improvement in attainment.
- Improvement in engagement.
- Improvement in attendance.
- Raising children's and young people's enjoyment of learning.
- 100% progression to further education, training and/or jobs with training post 16.
- Improved progression to sustainable jobs and career pathways.
- Improvement in progression to further and higher education.
- Increasing the relevance of the curriculum offer to our learners.
- Increasing the range of learning and teaching approaches and practice.
- Increased opportunities for staff development.
- Increased staff retention.
- Recognition as a centre of excellence specialising in Science and Sport.
- Becoming the first choice 'school' for families locally.
- Becoming a focal point and learning hub for our community.
- Increasing collaborative and partnership activity with key stakeholders, multi-agency groups, other education establishments (particularly the feeder primary schools).

Curriculum

The curriculum offer to be developed will provide all learners with the opportunities to develop the skills, competencies, knowledge & understanding, qualities, characteristics and strengths to be effective learners and citizens, as well as 'successful' leaders, employers, employees and entrepreneurs in a rapidly changing world. Design of the curriculum will ensure that learners see and appreciate the context and purpose of their learning. The Academy believes that two key outcomes of this approach will be raised aspiration and broader horizons.

The learning approaches and teaching practice in the Academy will be personalised for each learner to ensure engagement and the development of a joy for learning. Life-wide learning will be a particular focus. Such an approach will develop the skills, knowledge and understanding required to be:

- **successful learners** who enjoy learning and make progress and achieve;
- **confident individuals** who are able to live a safe, healthy and fulfilling life; and
- **responsible citizens** who make a positive contribution to their communities and society.

NB Based on the QCA Curriculum Aims.

We will expect Appleton Academy students to be clearly identifiable when they leave at 16 because they will be:

- competitive yet caring;
- hard working (at their studies) yet have time for a wide range of cultural, sporting and social activities;
- leaders and key influencers;
- the 'soul' of groups and communities they become part of;
- successful at forming positive friendships and relationships;
- racially and socially integrated and tolerant;
- mature and self-confident;
- well qualified in terms of GCSEs, diplomas, apprenticeships etc;
- likely to have started diplomas and other qualifications early;
- numerate and literate;
- ICT literate;
- progressing on a personal learning and/or training pathway that is the result of raised aspirations; and
- unlikely to be involved in drug abuse or criminal activity.

