



***“Our vision is to be an outstanding learning community where every individual is enabled to achieve their true potential. We are utterly committed to the development of all through high quality teaching and learning and wider opportunities to contribute to the life of the Academy itself and the world beyond.”***

## **A warm welcome to The Archbishop Lanfranc Academy**

Your son’s or daughter’s education is as important to us as it is to you and we are dedicated to ensuring that each student is supported on their journey towards achieving excellence.

Our motto, Learning Changes Lives (*Eruditio Vitas Commutat*), reflects our belief in the importance of our work. Our core purpose is to ensure that every student makes outstanding progress.

We have high expectations of every student and insist on the highest standards of behaviour and respect.

The Academy’s ethos promotes a rich and diverse learning environment in which every student is offered the opportunity to grow in maturity and understanding. The curriculum has been devised to enable students to develop the skills and comprehension necessary to succeed in an increasingly competitive world.

We draw strength from strong partnerships: with our parents, the community we serve and the close links we have with Coloma Trust and Coloma Convent Girls’ School. Together we have extensive experience and expertise to guide our work.

This prospectus gives you a brief insight into our ethos and our labour. Do come and visit us to see our principles in action.

I look forward to welcoming your daughter or son to The Archbishop Lanfranc Academy.

Michael del R o  
Principal



## **Vision and Ethos**

**Learning** – we aspire to create an environment in which learning is central and remains our core focus at all times

**Achievement** – we aspire to enable our young people to make the best possible progress through a broad and balanced curriculum

**Nurture** – we aspire to provide an environment in which students feel welcomed, happy and safe at all times

**Fellowship** – we aspire to develop life-long friendships which sustain, challenge and develop our students

**Resilience** – we aspire to support the evolution of character which allows us to confidently deal with the challenges of life

**Active** – we aspire to promote full participation in all aspects of Academy life

**Nobility** – we aspire to engender a sense of morality which leads our students to take on a greater sense of responsibility for themselves and others

**Community** – we aspire to encourage all our students to give generously of their time and abilities to support the further growth of themselves, the Academy and the local community

## **Learning**

All students follow a broad and balanced curriculum built around a core consisting of English, Mathematics, Science, RE, PSHE/ Citizenship and PE. Students are taught in a variety of groups which may be mixed-ability, set by attainment or single-sex. The wide range of subjects taught at Key Stage 3, including History, Geography, French, Spanish, Music, Art, Technology and Computing, offer a stepping stone to specialisation at Key Stage 4 through the selection of option subjects.

The Academy makes provision for the individual needs of all students through high-quality teaching and differentiated learning opportunities to challenge and stretch its students.

*“Teachers draw upon their strong subject knowledge to test and probe pupils’ skills and knowledge. They ask questions that seek to challenge pupils’ preconceptions and push their learning on.”* [Ofsted, March 2017]

## **Progress and Outcomes**

The progress of all students at the Academy is monitored through regular marking and feedback and the completion of a series of standardised, moderated, assessments. Students are given the opportunity to improve their work in response to the feedback they receive and individual targets are set to support progression.

*“In 2016, pupils overall made significantly better progress than the national average.”* [Ofsted, March 2017].

## Personal Development, Behaviour and Welfare

The Academy insists on the highest standards of personal conduct and expects all students to wear their uniform with pride. Our ethos as a place of professional learning constantly reinforces the necessity to behave in a manner consistent with our environment.

The core curriculum enables all students to participate in Citizenship and RE lessons designed to foster greater respect for self and others and offer the opportunity to contribute to community development projects through philanthropic endeavour.

*“Leaders have ensured that pupils’ all-round development is as much the focus of their work to improve standards as pupils’ academic outcomes.”* [Ofsted, March 2017]

## Enrichment

In addition to the wide range of subjects delivered as formal classroom-based learning at the Academy students also benefit from a full Enrichment programme offered three times a week on Monday, Tuesday and Thursday afternoons. Activities as diverse as sport, cookery, debating, participating in the Academy’s musical production and philosophical discussion are on offer.

## Transition

Moving from a primary to a secondary school can be a daunting prospect and so we endeavour to make the transition process as smooth as possible by ensuring good communication lines exist between the primary school, parents and the Academy. All new parents will be invited to a welcome evening in the summer term of Year 6 and all new students entering Year 7 will benefit from an Induction day in July as well as a second day at the beginning of September.

We are delighted to welcome families to tour the Academy during the working day; details of upcoming tours are published on our website.

## The Academy Day

- Line-Up 08:15
- Registration/ Assembly 08:20 – 08:40
- Period 1 08:40 – 09:30
- Period 2 09:30 – 10:20
- Break 10:20 – 10:40
- Period 3 10:40 – 11:30
- Period 4 11:30 – 12:20
- Lunch 12:20 – 13:00
- Period 5 13:00 – 13:50
- Period 6 13:50 – 14:40
- Enrichment 14:40 – 15:30



(Monday, Tuesday, Thursday)

All students should be lined-up in the playground in their form group for 08:15 in the morning. On days when students are involved in Enrichment activities they will finish at 15:30; on all other days they will finish at 14:40.

## Post-16

In order to ensure the continued provision of high-quality learning opportunities to our students the Academy is working in collaboration with The Quest Academy to deliver a post-16 curriculum that includes a wide variety of A Level and Level 3 Vocational qualifications.



## Partnerships

The Academy works closely with the other two secondary schools sponsored by the Coloma Trust.

Coloma Convent Girls' School has been judged 'Outstanding' in all four of its Ofsted inspections. Coloma consistently has one of the highest GCSE and A Level examination success rates of all comprehensive schools in the country.

The Quest Academy, opened by the Coloma Trust in 2010, was awarded "*Secondary School of the Year*" by Croydon Council in 2013. In 2015 it was judged as "*Good*" in all aspects by Ofsted.

## Ofsted

The Academy was inspected for the first time in March 2017 and rated as 'Good' in all four categories and 'Good' overall. "*Leaders have been highly effective in changing the culture of the school and raising standards since the school opened in September 2014.*" [Ofsted, March 2017]

### ***It's all good!***

[Ofsted Inspection, March 2017]

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|--|---|------|
| • Leadership and Management                    | ✓ | Good |
| • Quality of Teaching, Learning and Assessment | ✓ | Good |
| • Personal Development, Behaviour and Welfare  | ✓ | Good |
| • Outcomes for Pupils                          | ✓ | Good |