



PROSPECTUS 2016





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I really believe the Archer Academy is a role model for how schools should be and hope that, in the future, other schools will look to you for inspiration. This is a vital stage of learning for any child and I know that my son is getting the very best possible education. *Archer Academy parent*

The Archer Academy aims to be an outstanding secondary school at the heart of our community, providing girls and boys from all backgrounds with the inspirational education they need to live successful and fulfilling lives.



Welcome,

It is a real pleasure for me to introduce you to the Archer Academy, a thriving school at the heart of our community which is growing in every sense.

Our school provides students with an ambitious, rigorous and creative learning environment which enables them to flourish and succeed, encouraging and empowering them along their journey into adulthood. From the moment they arrive, they are challenged to aim high, think big and achieve more than they ever thought possible.

We strive for academic excellence, offering a curriculum which is both traditional and creative, providing specialism, range and depth in equal measure. We believe that our students perform best when they are motivated, involved and excited by their learning, and we work incredibly hard to ensure that the time they spend with us is enriching in every way.

We also place great importance on knowing each of our students as an individual, and ensuring we give them the support, challenge and guidance they need to thrive. Our school is a secure, happy and productive environment in which achievements are celebrated, passions are encouraged and talents unleashed. We teach our students to take responsibility for themselves and to value one another, instilling them with a sense of community and belonging that stretches far outside the school gates.

We firmly believe that the Archer Academy offers an exceptional range of opportunities, allowing each and every one of our students to find their niche and develop a sense of curiosity and a lifelong love of learning. This prospectus will give you a taste of what makes our school unique, but to really understand what life at the Archer Academy is like, do please come and see us.

I am thoroughly looking forward to welcoming you to our school.



**Lucy Harrison**  
Headteacher *from September 2015*

## OUR GUIDING VISION

Our vision for the Archer Academy is rooted in our desire to provide an outstanding, inclusive and ambitious education for local children, an experience that they will relish and that will prepare them for adult life. We believe that by giving them a love of learning, transferable skills and the determination to succeed, we will help them rise to whatever challenges they face.

Our three-fold **vision** underpins every aspect of life at the Archer Academy, and is the benchmark against which we measure our success.

**Realising potential.** Helping students to achieve personally, socially and academically to the best of their abilities. Our exceptional teachers set high standards and challenge each and every student to fulfil their individual potential, both in their studies and through extra-curricular activities.

**Inspiring creativity.** Providing an enjoyable and inspirational education that encourages students to be analytical, inventive and self-motivated. This commitment to creativity and analytical thinking applies across the whole curriculum as well as our extra-curricular opportunities.

**Engaging with our community.** Ensuring that students respect others and value working with others for mutual benefit. The Archer Academy is a school with its roots in the community, and so responsibility and participation are fundamental to our ethos.

Working alongside this vision is a set of **values** which are at the heart of Archer Academy life. These values are designed to guide our students in how to approach their learning, and indeed all other activities, at school and beyond.

### **ACHIEVEMENT**

We will strive to achieve to the best of our abilities and to experience the delight of success.

### **RESPECT FOR OTHERS**

We will treat everyone with kindness and both listen to and value different opinions, beliefs and cultures.

### **CURIOSITY**

We will delight in being inquisitive, analytical and having a strong desire to know and learn more.

### **HARD WORK**

We recognise that personal motivation and determination are an essential part of achieving success.

### **ENJOYMENT**

We will take every opportunity to experience the fun and excitement of learning.

### **RESPONSIBILITY**

We pride ourselves on being globally aware and making a positive contribution to the life of the school and wider community.

## VISION AND VALUES

Together, our vision and values underpin our students' learning journey and ensure that, by the time they leave the Archer Academy, they have developed **core qualities** which will be invaluable to their future success. They will grow to become:

### ARTICULATE

Able to express their ideas confidently, fluently and coherently using words, numbers and new technologies.

### CREATIVE

Able to be original, expressive and imaginative.

### REFLECTIVE

Able to be contemplative and thoughtful about their own and others' ideas and performance.

### ANALYTICAL

Able to investigate and apply reason and logic to construct opinions and evidence.

### COLLABORATIVE

Able to work with all people to achieve shared goals.

### RESILIENT

Able to recover readily from adversity and face challenges robustly.

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Students have a highly sophisticated understanding of how their behaviour impacts on learning and are on track to make outstanding progress from their starting points. *Miranda Perry, School Inspector*



# CURRICULUM, TEACHING AND LEARNING

The Archer Academy is committed to achieving the highest standards for each and every student. We place a high value on academic attainment and aim to ensure that Archer students are well-rounded individuals with the qualifications and skills that universities and employers will be looking for in the years ahead.

Students follow an accelerated national curriculum until the end of Year 8, allowing us to introduce more personalised opportunities from Year 9 onwards.



## KEY STAGE 3: YEAR 7 AND YEAR 8

Our Key Stage 3 curriculum is built upon a foundation of core knowledge and skills, providing students with deep learning opportunities through a broad and balanced programme. We believe it is crucial that our students grow up to be independent learners and so encourage them to explore their thinking and understand how they learn, within a curriculum which is relevant, creative and academically challenging.

Our teaching and learning strategies are designed to make students feel engaged, enthused and eager to do their best, and our teaching staff are approachable and well qualified with a passion for learning. We believe that learning is an active process and that it should always be rewarding, never dull and often fun.

Students are taught in mixed ability groups for all subjects for the first half term of Year 7, while they settle into their new school. From the second half term, they are set by ability for English, Mathematics, Science, Humanities, PE and Foreign Languages, and taught in mixed ability groups for other subjects; a blend of learning environments which we feel best meets the needs of all students.

The setting process is reinforced by a programme of target setting, monitoring and analysis through our individual learning plans, ensuring that students make sustained and confident progress. Sets are reviewed each term to ensure that each student is in the right set for them.

The subjects studied across Year 7 and Year 8 are:

English Language and English Literature
Mathematics
Science - Physics, Chemistry and Biology taught separately
Creative & Performing Arts - Dance, Drama, Music
Humanities - History, Geography, Citizenship, Religious Studies
Foreign Languages - French, Spanish
Physical Education
Art, Design & Technology
Thematic Learning
Lifelong Learning - Learn 2 Learn and Personal, Social & Health Education

### OUR SPECIALIST SUBJECTS

We specialise in English and Mathematics, believing that the core skills of literacy and numeracy underpin a student's achievement across the curriculum. Over 25% of the timetable in Year 7 and Year 8 is devoted to the teaching of these two subjects, and the corresponding skills are reinforced through Thematic Learning and built into all areas of the curriculum.

Our **English** curriculum is designed to develop articulate students with confidence and flair in their self-expression and understanding of the written word. We explore a wide range of literature, through which students develop their creative and analytical abilities, as well as technical language skills and those of comprehension, listening and discussion. Literacy skills are taught both explicitly and discretely to ensure all students master a high level of spelling, grammar and punctuation.

We also encourage a love of the subject through half-termly author visits, regular theatre trips, involvement in national writing competitions and our Carnegie shortlist project.

**Mathematics** is promoted as a skill as well as a subject. The curriculum is built on the principles of challenge and enjoyment, with a focus on ensuring that every student truly understands how numbers work. We give priority to the application of mental methods, so that all students become numerically confident as well as competent, with numeracy skills taught in intensive weekly sessions alongside the main curriculum.

Beyond the curriculum, Mathematics is celebrated through activities such as computer programming, astronomy and participation in the UK Junior Maths Challenge.

## THE WIDER CURRICULUM

In addition to our specialisms of English and Mathematics, our students study a broad range of other subjects at Key Stage 3. Although we follow the national curriculum, we see this very much as a starting point; our Thematic Learning curriculum and enrichment programme far exceed statutory requirements.

Our **Science** curriculum focuses on developing confident, enquiring minds with an emphasis on practical and investigational learning. Students study Chemistry, Physics and Biology separately from Year 7 onwards, ensuring that they have a secure theoretical understanding of each discipline, alongside confident practical skills.

Cutting-edge practical work, observation, data analysis, open-ended investigations, use of ICT and an emphasis on applying theory to practice ensure that our students can master complex theorems and understand evidence.

Our **Humanities** curriculum (History, Geography, Citizenship and Religious Studies) promotes students' investigative skills, through the use of evidence, reasoning and critical questioning. Students are encouraged to examine complex issues and challenge their own values and beliefs, based on their growing understanding of our world.

We believe that the study of **Foreign Languages** will support our students in becoming successful, employable adults. Students study French or Spanish in Year 7, with the opportunity to study both languages in Year 8. Additionally, Italian, Latin and Mandarin are available outside of the school day, offering students extra depth and challenge.

Our **Arts and Technology** curricula allow our students to master traditional and modern techniques throughout Art, Dance, Drama, Music and Design & Technology. Imagination and creativity are celebrated within these subjects, and our students perform and produce their own work to impressively high standards.

Music holds a central place within the cultural life of the Archer Academy, with well over a third of students learning one or more musical instruments. Small group and individual specialist tuition is available, and students are encouraged to join groups such as our choir, rock band and orchestra.

Our **Physical Education** curriculum promotes competitive sport and the enjoyment of physical activity as a launchpad for lifelong sporting participation. Students make full use of the new facilities at our Stanley Road campus, taking part in a range of sports including football, cricket, hockey, netball, climbing, basketball, trampolining and athletics. We also offer a range of sporting opportunities beyond the curriculum, and compete in both local and national competitions.

### THEMATIC LEARNING

Central to the philosophy behind the Archer Academy curriculum is the importance of creative, analytical thinking. So in addition to emphasising the value of knowledge, we also teach our students to weigh up evidence and to be critical of what they hear, see and read.

One of the ways that we achieve this is through our Thematic Learning curriculum; a flexible and creative programme which allows our students to deepen their knowledge and develop their capacity for independent learning. The curriculum is grouped into two schools: the **School of Communication and Expression** (comprised of English, Arts, Humanities and Foreign Languages) and the **School of Logic and Invention** (Mathematics, Science, Technology and Physical Education).

Each half term, students work independently and collaboratively on a series of projects across each school to explore themes, evidence, knowledge and ideas. This accelerates their academic progress across the wider curriculum, as well as stimulating their curiosity and helping them make links between different subjects. The projects are assessed against the curriculum and celebrated in an exhibition at the end of the half term.





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The school is very well-structured and organised, with high standards of teaching and attention to my daughter's personal academic direction. *Archer Academy parent*

### THE ROLE OF ICT

ICT is fundamental to all aspects of 21st century education, and as such is embedded in all subjects at Key Stage 3 as an essential tool to enhance teaching and learning. Digital literacy is considered a core skill and the teaching of packages such as PowerPoint, Photoshop and Excel takes place across the curriculum, using state-of-the-art technology. Computer Science and Programming are also taught through our extended curriculum.

### HOME STUDY

We have high expectations of our students' study outside the classroom. Each student is given a homework timetable which sets out core tasks to be completed on a weekly and fortnightly basis. Year 7 students should expect to spend around seven hours each week on homework tasks and this will increase as they progress through the school.

All students are welcome to attend our teacher-led homework club, which takes place after school every day and provides a peaceful environment for individual study.

## YEAR 9 AND BEYOND

Our Key Stage 4 curriculum is deliberately flexible, with a staggered approach to specialisation which allows students to benefit from a broad and balanced curriculum, whilst beginning to focus more strongly on their academic interests and passions.

Students begin their GCSE courses in core subjects in Year 9, and have the opportunity to make some curriculum choices for this year. Further choices then become available for Year 10 as each student creates a personal pathway through which they can realise their full potential.



## YEAR 9: BREADTH AND THE BEGINNINGS OF CHOICE

Our Year 9 curriculum builds on the foundations of our excellent provision across Year 7 and Year 8, allowing students to sample a range of new courses, as well as beginning to specialise in subjects at which they have begun to excel. This supports them in making informed choices about the subjects they may wish to study at GCSE and into Key Stage 5.

### COMPULSORY SUBJECTS

All students begin their GCSE courses for the core subjects of **English Language and Literature**, **Mathematics and Science** in Year 9. We believe that studying for these important exams across three years enables our students to develop a greater depth of understanding, as well as increasing the likelihood that they will achieve the top grades.

Technology is second nature to most of our students, but we are keen to ensure that they are skilled, confident and creative IT experts, rather than merely passive users. So all students study **Computer Science** in Year 9, with the subject becoming an option from Year 10 onwards. The curriculum covers aspects of computer science, digital literacy and creativity, and provides students with a fundamental understanding of how computers and networks work, alongside strong practical skills.

We consider **History** and **Geography** to be important academic subjects, particularly as a qualification in at least one of the humanities is a key component of the English Baccalaureate. We therefore increase the teaching of these two subjects in Year 9, preparing students to take one or both subjects in Year 10, depending on their interests, abilities and aspirations.

All students also study **Physical Education** and **PSHE/Citizenship** in Year 9.

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The school's specialism in Mathematics means we allow more time than most schools for this key subject. As a result, our students have already made progress far in excess of national expectations and, with the additional concepts being embedded in the new GCSE course, they are well-placed for future success. *Lindsay Gilham, Assistant Headteacher, Teaching and Learning*

### ADDITIONAL CHOICES

In addition to the compulsory subjects, our students are able to choose a number of other courses to study in Year 9, which they may wish to pursue to GCSE level and beyond.

Within the visual and performing arts, students choose two of the following disciplines to study in greater depth:

Art  
Design & Technology  
Dance  
Drama  
Music

Students then choose a number of further subjects, which they may either study just for the duration of Year 9 or take forward into their Year 10 curriculum. Choices include:

Classics	Latin
Computer Programming	Spanish
Food Technology	Philosophy & Ethics
French	Photography
Graphics	Physical Education
Italian	Psychology

## YEARS 10 AND 11: DEPTH OF STUDY AND SPECIALISATION

From Year 10, our students are offered a wider choice of additional courses, as well as their core subjects, from which to build their GCSE portfolio. We work closely with each student throughout the selection process to ensure that the choices they are making support their aims and ambitions for Key Stage 5 and beyond.

Our curriculum offers flexible pathways which allow students to start making decisions about the direction they wish their studies to take. For example, one student could opt for a pathway with a weighting towards Science, Maths and Technology; another could follow an Arts based route; while a third could choose a pathway with a greater emphasis on Languages and Literature.

All Archer Academy students continue to study the GCSE courses in English Language and Literature, Mathematics and Science which they began in Year 9, and we also expect a large number of them to study one or more foreign languages. Core, additional and separate Science options are available.

We encourage and support our students in achieving good GCSE grades in the key subjects that will allow them to qualify for the English Baccalaureate, believing that this will widen the range of opportunities available to them in the future.

We also offer a select number of BTEC and vocational courses to supplement our GCSE options for students for whom this is appropriate. Additionally, we offer some courses with more advanced material than GCSE, as a result of our three-year approach to the Key Stage 4 curriculum.

### COMPULSORY SUBJECTS

All students study the following subjects in Year 10 and Year 11:

English Language	Science
English Literature	Physical Education
Mathematics	PSHE/Citizenship



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One of the best things about the Archer Academy is that our teachers are always pushing us to a higher standard, because they know that we can accomplish more than we think. *Archer Academy student*



### ADDITIONAL CHOICES

Depending on the pathway they have chosen, students will then choose further courses drawn from the list below which match their interests, skills and aspirations:

- |                  |                     |
|------------------|---------------------|
| Art & Design     | Latin               |
| Classics         | Mandarin            |
| Computer Science | Music               |
| Dance            | Philosophy & Ethics |
| Drama            | Photography         |
| Economics        | Psychology          |
| French           | Resistant Materials |
| Geography        | Sociology           |
| History          | Spanish             |
| Italian          | Textiles            |

### EXTENDED PROJECT

From Year 9 onwards, our students work on an extended project, which builds on their experience of Thematic Learning in Year 7 and Year 8 and secures the independent learning skills needed for Key Stage 5.

The aim of the extended project is to encourage creativity and curiosity in our students by giving them the time and support to focus on an area of learning that they are passionate about – whether from within or outside their main curriculum. Each student is supported by a designated tutor, with expertise in the area of their chosen topic, who meets regularly with them to offer encouragement, challenge and guidance.

The project is completed in a series of stages throughout Key Stage 4, culminating in assessment through a range of media such as formal presentations, productions and written reports. It also forms part of our plans for Key Stage 5, at which point, with some further development, it would be accredited as an AS level.

### OUR PLANNED SIXTH FORM

We intend to open a sixth form in 2018, ready for our first intake of students, and are currently developing our plans to achieve this.

## ENRICHING OUR STUDENTS' LIVES

We believe that an outstanding education does not just take place within formal lessons in the classroom, but also through the broad range of extra opportunities which make the Archer Academy an exciting place to be.

Our aim is to make our students feel enthusiastic about learning and school, teach them important skills that help them in and beyond their lessons, and enable them to discover new passions. We seek to spark their imaginations and open their minds to new ideas, to taking risks and to thinking critically about the world around them.

### OUR ENRICHMENT PROGRAMME

Enrichment takes place twice a week, on Tuesdays and Thursdays, towards the end of the school day. Both staff and students are passionate about the extra opportunities that this compulsory programme offers, and it is a real highlight of Archer Academy life.

Year 7 and Year 8 students attend an Enrichment Fair at the beginning of each term, following which they make a Tuesday choice and a Thursday choice. The activities are designed to help students to find their niche, develop their leadership skills, broaden their experiences and grow strong friendships – whilst also having a great deal of fun. Popular choices include film making, creative writing, choreography, experimental science, choir, football, drama, astronomy, cookery, website design, manga, circus skills and debating.

From Year 9 onwards, our enrichment programme becomes more tailored. Students spend one session on an **Academic & Vocational** activity and another on a **Leadership & Employability** activity. These provide students with the opportunity to take accredited courses, learn practical skills and gain some work experience within a fun, team-based environment. Courses on offer include the Duke of Edinburgh Award Scheme, Philosophy, Latin, Young Enterprise, LAMDA, and the opportunity to qualify as a Sports or Arts Leader.



### ADDITIONAL LEARNING OPPORTUNITIES

On Monday, Wednesday and Friday afternoons, we offer a number of optional after-school activities. Many of these, such as our homework club, orchestra, choir and sports clubs, are included as part of the school provision. Others, such as Mandarin, Latin, Italian, Classics and LAMDA, are paid for in a similar way to music tuition.

### BRIGHT IDEAS LECTURES

Our Bright Ideas lectures are designed to inspire and engage our students in their learning, develop them as independent thinkers and help them stretch and challenge themselves through discussion and debate.

Through this programme, we introduce our students to individuals who are specialists in their fields or who have interesting experiences to share, inspiring them to think about the world outside the school gates and the part they could play in it. Previous lectures have focused on such diverse topics as **How a computer really works** and **Why become a doctor?** as well as a **cartoon masterclass** and a **first-hand account of the Kindertransport mission**.



### **AUTHOR VISITS**

We encourage all our students to be ambitious, independent readers and place significant importance on reading for pleasure to promote creativity, literacy and understanding. Renowned authors visit our school each half term to share the joy of storytelling and spark students' imaginations, with past visitors including Michael Morpurgo, Anne Fine and Sita Brahmachari.

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Your students were wonderfully engaged and made the talks a really good experience for me.  
*Anne Fine, author*

## MOVING ON FROM PRIMARY SCHOOL

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Our daughter is growing into a confident and independent learner at the Archer Academy, taking responsibility for and the initiative with her work. We are grateful for the experience and for our daughter's start at secondary school being so positive. *Archer Academy parent*





The transition from primary to secondary school can be an anxious time for both students and parents. We believe that building strong links with primary schools, and regularly visiting and spending time with children from Year 5 onwards, is the key to making the move as smooth as possible.



Our informal transition process starts early, allowing students to become familiar with us before they really start thinking about secondary school.

- We start visiting local primary schools and getting to know prospective students in Key Stage 2.
- We arrange taster events at the Archer Academy for Year 5 children, so our future students can begin to feel confident and excited about the next stage in their educational journey.
- We work in partnership with local primary schools to bring students and teachers together. This includes running events and competitions, as well as inviting primary school students to take part in activities such as Science Week and pre-SATS booster classes.

The more formal transition to the Archer Academy begins in Year 6.

- Early in the year, parents and students are invited to events at the Archer Academy, so they become familiar with our school and our staff.
- Once a student has accepted a place, we meet them and their parents at their primary school for an informal chat. We also hold a one-to-one meeting with their Year 6 class teacher and run workshops and induction events for our students-to-be.
- Our Year 6 students are given access to a special section of our website, designed to prepare them for life at the Archer Academy. This VIP Zone includes weekly challenges as well as information about their future teachers and curriculum.
- We also ask all our Year 6 students to put together a portfolio of the Key Stage 2 work they are most proud of and bring it with them to the Archer Academy.
- This extensive programme ensures that we really know our future students, and they know us, before they even leave primary school.

The settling-in process continues once they join the Archer Academy, with the first two weeks of the autumn term being focused on induction, helping students to build friendships and encouraging teamwork in class as the curriculum is introduced. There is also a residential visit in the first term.

All parents are invited to a settling-in meeting in early October to discuss how well their child has settled into Year 7.



## PASTORAL CARE

The wellbeing and happiness of our students is central to the ethos of the Archer Academy. Our separate lower and upper schools allow each age group their own space in which to grow and develop, and small tutor groups of just 25 students give teachers the time to focus on each one as an individual.

The unique atmosphere at the Archer Academy instils in our students the importance of acting with integrity, consideration and dignity and this is fostered through our pastoral system. Our students remain in the same tutor group throughout their time with us, and also enjoy the support of a head of year who provides further care and guidance.

All students belong to one of our three school houses; Seacole, Ignatius and Lovelace. The house system offers a nurturing, inclusive environment across our year groups, as well as creating healthy competition amongst students and teachers through a range of sporting, artistic and academic challenges.

We encourage our students to recognise, respect and value individual differences, aiming to cultivate informed and articulate individuals who will have a positive impact on the world. As part of this, we provide a range of leadership opportunities, such as our student and sports councils, which actively represent our students. Similarly, students are able to apply for positions within the library, as house and class representatives, in school charity groups and as ICT leaders.

### **WORKING IN PARTNERSHIP WITH PARENTS**

We believe parents have a huge part to play in supporting our school and helping our students to flourish. We pride ourselves on the strong partnerships we build between parents, students and staff, based on mutual trust and maintained through clear communication. We also make it a policy to contact parents about everyday triumphs and achievements, rather than only when problems arise.

Parents are invited to meet with teachers throughout the year at learning review days, workshops and parent consultations, and receive written reports on their child's progress each term. We also offer sessions for parents on topics such as e-safety and supporting children in English and Mathematics, and bring parents and staff together at celebration events, performances and through our Friends Association.

## BEHAVIOUR FOR LEARNING

We have high expectations for each and every one of our students, who we expect to leave our school as active and aware members of society. We believe that good behaviour and firm discipline are the basis of a happy and productive learning environment, and insist on a culture of respect between and amongst students and staff.

Our starting principle is that all students are entitled to learn in a safe, secure and calm environment. Rules are in place for good reasons, and a clear consequence system ensures that students understand what will happen if they do the wrong thing. We have a zero tolerance approach to bullying, and do not hesitate to sanction any student whose behaviour does not meet our expectations; we believe in acting swiftly to prevent small problems becoming big ones.

Underpinning our behaviour policy is a positive emphasis on success and choosing to make the right decisions. The Archer Academy is a happy place and we treat our students as sensible young people who are able to take responsibility for their actions. Our school ethos promotes the understanding of the relationships between effort and achievement, and between behaviour and exciting opportunities.

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We were particularly struck by very well-behaved students, thoroughly engaged in the subjects they were learning, who barely gave us even a cursory glance when we walked in, so engrossed were they in their literature books. *Good Schools Guide*

Our rewards system encourages good behaviour, motivation and academic progress. We believe in recognising, celebrating and rewarding achievement of all kinds, whilst fostering a healthy sense of competition.

Students may be rewarded for a number of reasons, including:

- excellent work of a high academic standard
- academic progress
- tremendous effort
- co-operation and teamwork
- involvement in activities or projects within the wider community

Student rewards include:

- house points, with students able to secure bronze, silver, gold and platinum awards
- postcards and letters home
- celebration assemblies and lunches
- time in our reward room
- recognition at our annual prize giving ceremony



DEVELOPING POTENTIAL

We believe that every student at the Archer Academy has unique learning requirements, and work hard to provide each one with the right level of support and challenge. We are also conscious that our school is not just a place of education, but an environment in which children grow into young adults, so we start preparing our students for the next stage of their lives from the moment they arrive.

### INDIVIDUAL LEARNING PLANS

We create an individual learning plan (ILP) for each student, which is focused on their personal progress and success. The process starts before they even join us, during their transition from primary school, and is fine-tuned as they move through the Archer Academy at our termly learning review days, with the active involvement of parents, students and form tutors.

Our ILP structure allows us to look at each child's aptitudes in relation to their academic progress. It helps us identify and reflect on their specific skills, and set ambitious, measurable targets. Additional support is offered to students with identified needs, and the progress of all students is carefully monitored, ensuring that no child is allowed to drift or fall behind.

Through this personalised approach, all students are encouraged to stretch and challenge themselves and reach their full potential, wherever they may be in the academic spectrum. It is our hope that with the right individual support, encouragement and space to grow, our students will become confident young adults ready to make their mark on the wider world.

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The Archer Academy is a tight-knit community of fantastic people; our students are very well behaved and motivated and our staff work hard to do the best for each individual and make sure no one is left behind. Our school is an incredibly supportive and nurturing environment in which our students are able to develop and become responsible young adults. *Emma Neagle, Head of SEN & Inclusion*

### SPECIAL EDUCATIONAL NEEDS

Our provision for students with special educational needs (SEN) is driven by our determination to be an inclusive school for the whole community.

We believe that all students identified as having SEN should be fully included in the educational and social life of the school, whilst recognising that additional support and intervention may be needed to accelerate and consolidate progress. We achieve this through a three-way partnership between the student, their parents and the school.

Our designated learning support assistants work with students within the classroom, as well as leading creative intervention programmes in areas such as reading, spelling, mental maths and self-esteem. We have also built strong and supportive relationships with external agencies such as the Hampstead Dyslexia Clinic, enabling us to offer tailored intervention and specialist teaching.

### HIGHLY ABLE, GIFTED AND TALENTED STUDENTS

The Archer Academy encourages all students who demonstrate a particular aptitude for a subject or skill to develop their talents and to have pride in their achievements, whether these are academic, sporting, musical or creative.

Our teaching places great emphasis on differentiation, so that our most able students are challenged and stretched at all times. We set our students by ability in key subjects from early in Year 7, and ensure that we meet the needs of our highly able, gifted and talented students by offering:

- termly stretch and challenge projects, which run in parallel with Thematic Learning
- a Philosophy for Children lunchtime club
- subject enhancement lectures delivered by university students and specialists
- visits to universities
- parent workshops focused on stretch and challenge
- involvement in national competitions and performances

We have also developed close working partnerships with London Gifted & Talented and King's College London. These allow us to secure regular, high-quality training for our staff, and extra support for parents and students, as we create effective independent learning strategies that promote curiosity and access to the highest academic grades.

### EMPLOYABILITY AND FURTHER EDUCATION

A key principle behind our vision is the need to equip our students to tackle the demands of 21st century life. So we have made it a priority to work closely with employers and universities to ensure that we are developing students with relevant skills, qualifications and experience.

Our approach to employability focuses on providing advice and guidance on careers, subject options, further and higher education and training opportunities. Students are offered workplace opportunities and university visits within both Key Stage 3 and 4, and are encouraged to develop a range of applied skills including time-keeping, professional communication and team working.





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I feel privileged to be part of a school in which literacy is so highly valued by all; both inside and outside the classroom. From author talks, to Globe theatre trip visits, to book clubs, to everyone dressing up as their favourite literary characters on World Book Day, literacy is certainly a living and breathing entity at the Archer Academy. *Liz Victor, Head of English*

## LOCATION



The Archer Academy is located at two school campuses in the heart of East Finchley; a lower school, situated at Stanley Road, and an upper school, at Beaumont Close. Together, they offer bespoke learning environments with exceptional facilities, designed to reflect and facilitate our curriculum and vision.

### STANLEY ROAD

Our Stanley Road campus is a new £12million development, funded by the Education Funding Agency with the support of the London Marathon Charitable Trust. It is home to students in years 7, 8 and 9.

As well as a suite of classrooms and multi-use spaces for sport and recreation, the new facilities at Stanley Road include: a state-of-the-art, all-weather pitch; an indoor climbing wall suitable for all abilities; three cutting-edge science laboratories; two specialist Art & DT studios and a recording studio.

We are keen to ensure that people of all ages enjoy the benefits of the investment that has been made into our Stanley Road campus, and so are making the sports facilities available to the community outside of school hours.

### BEAUMONT CLOSE

Our Beaumont Close campus is located in a bright, airy building near East Finchley station, and will be

home to students in years 10 and 11. It will be modified during the summer of 2016 to prepare the facilities for our first Year 10 students and their GCSE requirements. Beaumont Close students will have PE lessons at our Stanley Road campus.

### GROWING UP IN AN URBAN CAMPUS SCHOOL

Our urban campus set-up allows our students to grow and develop alongside others of a similar age, whilst still being part of the wider school. For younger students, it offers the chance to begin their secondary education without being surrounded by much older children. Equally, older students gain a sense of pride and responsibility when they move to the upper school, and are able to mature in a more grown-up setting.

Our students therefore enjoy the advantages of a large school – such as facilities, budgets, staffing levels and breadth of curriculum – whilst spending day-to-day life in a more nurturing environment. We are nonetheless keen to encourage the sense of a whole school community, and so regularly bring the different year groups together for house and other activities.





# APPLYING FOR A PLACE AT THE ARCHER ACADEMY

The Archer Academy will offer 150 places for Year 7 in 2016-17.

Applications are made through your local authority’s admissions process, which all London boroughs use for secondary transfer. Applications should be made via the eAdmissions website, although if you require a paper application you can request one from your local authority.

Your local authority will write to you about the process for applying for secondary schools, including the Archer Academy.

## OUR ADMISSIONS CRITERIA AND PRIORITY POSTCODES

The Archer Academy was created in response to a specific shortage of mixed, non-selective, non-denominational secondary school places, with the support of more than 1,000 parents, 90% of whom lived within N2, N3 and NW11. We have therefore prioritised these areas in our admissions criteria.

Our admissions policy states that, after four priority groups (such as siblings and looked-after children) have been taken into account, priority will be given to children living in N2, N3 and NW11 postcodes. Places will be offered to children within these postcodes in relation to how close they live to the school, based on measuring the distance from their house to the front gate of the Stanley Road campus in a straight line.

Once places have been offered under these five criteria, any remaining places will go to children living outside the priority postcode areas, again in relation to how close they live to our Stanley Road campus. So if you live outside N2, N3 and NW11, you are still able to apply to the Archer Academy; however given that the school has been substantially oversubscribed for the last two years, it is possible that offers may not stretch outside these priority postcodes.

We will review our admissions policy each year to ensure that our school continues to serve the local community. You can read the policy in full on our website.

## TIMETABLE FOR 2016 ADMISSIONS

Date	What happens?
1 September 2015	Online application system opens
31 October 2015	Closing date for applications
1 March 2016	Offer letters and emails sent to parents
15 March 2016	Acceptance deadline
March – September 2016	Further offers from waiting lists
May – July 2016	Appeal hearings for schools



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We are delighted with the Archer Academy and with our daughter's progress. The school makes her feel part of the school community, and we feel part of it too. It really has been an excellent transition from primary to secondary school. *Archer Academy parent*



[www.thearcheracademy.org.uk](http://www.thearcheracademy.org.uk)  
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**Beaumont Close Campus**

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The Bishops Avenue  
London N2 0GA

Realising potential. **Inspiring creativity.** Engaging with our community.

Design: Peter Copley Photography: Philip Vile Print: J G Bryson, East Finchley

The prospectus is a guide only and is believed to be correct at the time of publication. Nothing herein shall form the basis of a contract. Those wishing to place specific reliance on any matter should seek further clarification from the school.