



***“Our vision is to be an outstanding learning community where every individual is enabled to achieve their true potential. We are 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. 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 Río**  
**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 deal confidently 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 consisting of English, Mathematics, Science, RE, Humanities, a Modern Foreign Language, Technology, Computer Science, 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 offer a stepping stone to greater 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]

## **Monitoring of Progress**

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.

Families are updated with the progress of our students regularly through termly reports for each subject. A meeting with the subject teacher is scheduled for all students but the avenues of communication are always open for updates.

## **Preview (Homework)**

Students are required to complete regular preview learning independently which will advantage them in the preparation for their next lessons. This may be in the form of preparatory reading, watching identified clips on the internet, writing to show understanding or undertaking research.

## **Literacy: Accelerated Reading Programme**

All year 7 students will undertake a reading assessment at the beginning of their time at the Academy. Following this, ability appropriate fiction and non-fiction will be issued based on student choice. The expectation is for the text to be read daily both in the Academy and at home, followed by a comprehension test with the aim to progressing on to more demanding texts at an appropriate pace. Literacy is also addressed across the Academy in classes to address the skills and knowledge required to be successful in specific subjects.

## **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 on Tuesday (Key Stage 4) and Thursday (Key Stage 3) 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 also invite all Year 7 students on a three day residential at the end of the first half-term to enable them to develop team-building skills essential to curriculum success.

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**

Arrival (breakfast available)	From 07.30
Students line up in playground	08.15
Start of the Academy day	08.20
Morning registration	08.20-08.40
Period 1	08.40-09.40
Period 2	09.40-10.40
Breaktime	10.40-11.00
Period 3	11.00-12.00
Period 4a/ 1 <sup>st</sup> lunch	12.00-13.00/ 12.00-12.35
Period 4b/ 2 <sup>nd</sup> lunch	12.35-13.35/ 13.00-13.35
Period 5	13.35-14.35
*Enrichment	14.40-15.30 ( <i>Tuesdays for Years 9, 10 &amp;11; Thursdays for Years 7 &amp; 8; on Mondays, Wednesdays and Fridays students are dismissed at 14.35</i> ).

\*Enrichment encompasses a range of activities based on students' choices. These may be 1:1 personal tutoring; targeted intervention work or extra-curricular activities. The library closes daily at 16.30.

### **Lessons**

As a smaller than average secondary academy, staff and students enjoy a close, personal working relationship. The 60 minute lessons (with some doubles for extended study) are sequenced with a range of activities to segment learning pathways in manageable units. Class sizes are comparatively smaller than the national average with a lower pupil - teacher ratio.

### **EAL, SEND & HPAs**

Provision is in place for students who are screened on entry for English as an Additional Language, Special Educational Needs or Disability and for those who are Higher Prior Attaining Pupils.

*"Pupils who speak English as an additional language are particularly well catered for, reflecting leaders' accurate identification of the needs of the different groups of pupils in the school."* [Ofsted, March 2017].

## **Pastoral Care & Communication**

All students are issued with planners that chart the Academy year programme, student timetables and rules and regulations. The tutor is the first point of call, with a dedicated Achievement Co-ordinator overseeing progress and wellbeing for each year group. Contact details for all staff are available on the Academy website. The Academy is dedicated to close contact with families, both on a day to day basis and with on-going information about progress. A programme of mentoring operates weekly, with trained students in Year 10 supporting younger students to overcome any challenges they may experience in their first years at secondary phase.

## **Partnerships**

In March 2019, The Archbishop Lanfranc Academy became the founding member school of The Bec Trust. Prior to this, the Academy was sponsored by The Coloma Trust.

The Academy works closely with other Croydon schools as well as external organisations which provide specific services to our students. These include the highly successful *Football Beyond Borders* organisation and *KICK London*.

Our regular programme of Academy Days includes work with many of our nearest feeder primary schools and student ambassadors/ leaders undertake regular liaison work with students in Key Stage 2.

Academy students participate in a diverse range of opportunities during the three Academy Days across the year when the timetable is suspended and off site activities are organised to enrich social, cultural and sporting experiences.

We also host a number of borough-wide sports events throughout the year.

## **Facilities**

The current site was completed in September 2017 with the accommodation offering state of the art facilities for ICT, creative and performing arts, technologies and science. The new sports hall, fitness suite and dance studio, coupled with the floodlit multi use games area and extensive playing fields offer students the very best amenities. The new buildings provide excellent opportunities for students to flourish, nurturing and developing talents and skills to high performance.

## **Safeguarding**

Three dedicated senior leaders are available as the first point of call for any student. Security is paramount at the point of entry to the Academy. All staff are DBS checked and visitors to the site are checked in, validated and accompanied. All students are issued with Academy email accounts and have access remotely to the Academy computer drive– these are closely monitored to ensure student internet safety at all times.

## **Examination Outcomes**

Students make at least expected progress based on their performance at Key Stage 2 in primary school. This has been the pattern since the advent of the Academy. In 2019 the Progress 8 outcome for Year 11 students stood at +0.67, placing the Academy in the “Well-above average” results category.

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

## **Careers Guidance and Destinations**

Following their examination success at the end of their study at the Academy, the vast majority of students progress to local sixth forms or colleges following academic or vocational routes prior to university or employment. Some embark on apprenticeships with companies that are allied to training institutions. There is a full programme of careers education encompassing: visits to higher education establishments; in-house visits; participation in an annual careers’ fair; a work experience programme; individual careers’ interviews conducted by a qualified professional. These activities are designed to fully support students’ choices for immediate destinations and future pathways.

*“Careers advice and guidance have supported pupils to access suitably aspirational destinations after they leave school.”* [Ofsted, March 2017].

## **Alumni**

The Academy is proud of the rich history of its alumni, with celebrations through our annual Memorial Day and recognition of past students’ achievements. A database of the alumni has been set up to draw on skills and experience of past students to share with current cohorts: this assists with assemblies and careers and education guidance for the current students’ future pathways.

## **Staff**

Teaching staff are well qualified to teach subjects delivered to students. Teachers undertake regular in service training to be up to date with developments in education, including working alongside higher education colleagues to mentor and guide trainee staff. Many teachers serve as examiners at GCSE level which ensures that students are fully briefed on the requirements for their courses.

## **Uniform**

Uniform is available to purchase from School Wear International (SWI) our online provider. Ties and brooches may be purchased directly from the Academy. All students wear the Academy blazer with trousers for boys and either skirts or trousers for girls. Ties that identify each year group are worn by boys; brooches identifying year groups are worn by girls. All students wear regulation footwear. Full details are on our website.

## **Canteen**

With the two sessions of lunch, queues for food are virtually eliminated. Plenty of space is available for each student to sit comfortably following the self-service food choice. Parent Pay is in place for speedy service with a biometric system for efficient processing. Menus rotate every three weeks with religious, cultural and vegetarian diets always included. The canteen is also open before the Academy day for breakfast and at break time with a range of snacks and drinks available for purchase.

## **Expectations**

Students are expected to engage fully with their learning and represent the academy with pride and confidence. Rewards range from recognition of the weekly values card to achievement points that contribute to the House Competition and reward trips as well as in-house events. The Academy participates in The Jack Petchey Award Scheme that recognises outstanding contributions to the community. Students are regularly celebrated in whole school or year group assemblies. 100% attendance, achievement and effort are all recognised to accentuate the emphasis put on these values.

Sanctions, where appropriate, include a range of measures designed to correct behaviour with restorative conversations. The emphasis is on support, emotional intelligence and collaboration to prepare students for the future, working with families to secure a desirable outcome.

Whilst students may bring mobile phones to the Academy site, they must be turned off and kept out of sight or risk confiscation. All education research indicates that this distraction is a barrier to learning.

## **Houses**

Each student is allocated to one of four Houses (Fawcett, Fleming, Seacole and Wilberforce) for the purposes of sports and other competitions. The achievement points accrued by students contribute towards the total tally for the end of year House Cup. Although students identify primarily with their year group, the Houses offer the opportunity to engage with students from different age groups collaboratively.

## **Nursery**

The Academy also benefits from an on-site nursery, also rated "Good" in all respects by Ofsted, which benefits from brand-new, bespoke, facilities including access to a large outdoor area for supervised play. The nursery is open throughout the academic year from 8.00am to 4.00pm.



## 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 |

## Map and Transport

The entrance to the Academy is on Mitcham Road.

 **Tramlink:** 5 minutes walk from Therapia Lane

 **Bus Route:** 264

