



SHIRELAND  
COLLEGIATE ACADEMY

# PROSPECTUS



UNLEASHING  
BRILLIANCE

# Shireland Collegiate Academy

Shireland Collegiate Academy is an Ofsted Outstanding school in Smethwick. We pride ourselves on our academic achievements but also on the way that we care for the whole student. We serve our local community with care and compassion whilst providing a world class education and enrichment opportunities that are second to none.

We have worked collaboratively with parents through some challenging years to ensure a continuity of education that ensured that our students continue to excel.

Our 6th Form provision has supported students in achieving their academic aims and all students who apply to University have gained places.

We are very excited to show you our school and what the students and staff can achieve by working together. We hope you choose Shireland for the next stage of your child's education.



# Welcome

"Shireland is an exceptional Academy"

Ofsted 2013

This was the phrase used in our last Ofsted inspection. I believe that we are better now than we were in 2013 and all of our key indicators such as attendance, achievement, attainment and progress support my theory.

I want a school where students are happy and achieve well above their potential, somewhere that they feel valued and important. I want to develop their awareness of their own health and wellbeing, physically and mentally. Our students should be ambitious for themselves and others and feel that they are capable of achieving their ambitions. We should develop students with a sense of pride in the Academy, who want to be involved in all aspects of Academy life. Students who believe that they can and will improve their skills, knowledge, abilities and life chances through the practise of hard work.

I look forward to welcoming you as you look around our wonderful Academy.



**Sir Mark Grundy**  
CEO of Shireland Collegiate Academy Trust



**David Irish**  
Principal of Shireland Collegiate Academy

# Our Philosophy

Our philosophy is about inspiring students to be fantastic people as well as fantastic learners. At its core we believe in an inclusive education for local students at every ability level, a rigorous grounding in academic fundamentals and that every student should be equipped for the future through the acquisition of cutting-edge skills for the era in which they live.

Most importantly, we believe that every student should be safe, happy, ambitious for themselves and respectful of all. A great student is also a decent person and we put decency at the heart of our philosophy. Furthermore, we want every student to have access to a 'Whole Education'. By this, we mean that we want every student to develop the range of skills, qualities and knowledge they will need to succeed and thrive in life, learning and in the workplace. We want to help to make learning more relevant and engaging, with students taking ownership of what they learn, and we want to support learning across various settings (online, outside, at home, through volunteering and work) while engaging the wider community.

## Our Mission for staff

Leading Learning  
See Further  
Promoting Cohesion

## Our Mission for students

Aim Higher  
Changing Attitudes  
Be Concerned for all

## Our Values

We support aiming higher through innovation. Pushing the boundaries for learning particularly in the use of technology for an ever changing world.

We support changing attitudes through providing students and staff opportunities to widen their horizons, experience new things and learn in different ways.

We support being concerned for all through encouraging collaboration. We work hard to create environments where students and staff have opportunities to work together, sharing ideas and caring for each and every member of our community.



# A Strong and Growing Trust

Shireland Collegiate Academy Trust was established in 2007 and founded by Shireland Collegiate Academy, an outstanding school located in the Smethwick area. We have a reputation both locally and nationally of being innovative in our teaching methods and using technology to enhance levels of progress, inspiring individuals within our care. We aim to maintain this reputation throughout all the schools within our Trust to provide the very best educational opportunities for all of our young people.



## Lead Learning; Aim Higher

We believe in developing an ethos of learning for all stakeholders of the school community and creating a culture of innovation and challenge which combine to create the very best learning experiences that drive forward school improvement and raise standards.

## Changing Attitudes; See Further

We believe that success is possible for every child, that high expectations are in place for every learner; that every pupil will make significant progress during their time at the school and that each Academy has a strong, rigorous academic curriculum.

We recognise the importance of developing learners for life who will be able to build upon their primary education as they move through their secondary phase and beyond with a desire to expand their horizons and aspirations.

## Promoting Cohesion; Be Concerned For All

We believe in promoting a shared vision that all people in the community make a positive contribution and have a sense of belonging to improve their life opportunities. By developing a strong sense of rights, responsibilities and trust within the school community, across the wider local community and through technology reaching out to the global community, the academies will help contribute towards building a more understanding, tolerant and fair society.

We believe that it is vital for pupils to develop a sense of belonging and responsibility across the schools and beyond for their behaviour and conduct.

# Our Curriculum

At KS3, students study the well-established Literacy for Life programme developed over the past 12 years and increasingly used in schools across the region.

Children can struggle to make the jump to secondary school: in many schools they find themselves in an unfamiliar environment with a large number of teachers who may see them only rarely.

The Literacy for Life model allows for a smooth transition from primary school, allows us to produce great outcomes and you can be sure your child has a teacher dedicated to their progress as their top priority. More importantly, there is a link for you in the Academy who really knows how your child is progressing, that you can contact to know how your child is doing and who is looking after their pastoral and academic needs.

Students who have been through this KS3 programme have shown excellent results at GCSE and A-level over a sustained period of time and the curriculum has previously been judged outstanding by Ofsted.



# What is a Theme?

One of the most exciting parts of our Literacy for Life curriculum are the themes. A theme is a topic that is around three or four weeks long which the students use as a base for their learning.

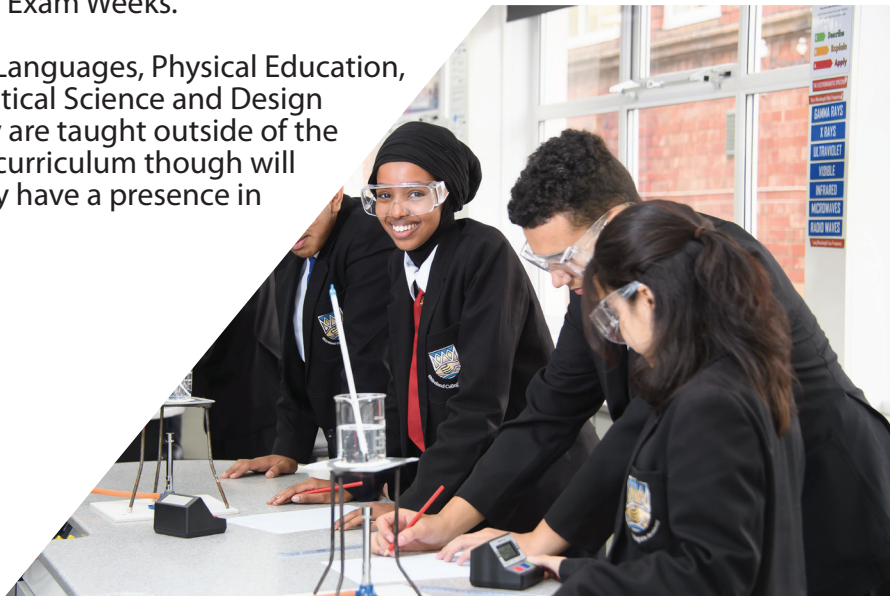
Overall, themes cover all of the areas of the National Curriculum, but not every theme contains a full balance of every subject. Some might be more Geography-based, while another may contain more Drama.

By writing the curriculum in this way it allows for stronger experiences and more extended blocks of time to produce high quality outcomes. A student can perform a piece of diary writing in a 'Great Fire of London'-based theme or create an instructional manual in a theme based on Robotics; they can learn shape, space and measure skills across architecture in our Grand Designs theme. Engaging topics focusing on real life experiences can help students to know more and remember more.

Themes have within them certain key characteristics: a large piece of extended writing, time set aside for developing reading, and a number of competencies that the students will develop.

Within the themes there are trips and experiences, opportunities to produce outstanding pieces of work and to share them with each other and the outside world. There are also extended opportunities to embed and assess the knowledge and skills the students gain in the form of Review and Exam Weeks.

Art, Music, Languages, Physical Education, Dance, Practical Science and Design Technology are taught outside of the integrated curriculum though will occasionally have a presence in themes.



# Year 7 Themes

Citizen Me  
Journey to the Centre of  
the Earth  
Days of Old  
Fairy Tales  
Journeys  
iRobot  
Water  
Growing  
Silent Movies  
Off with their Head



"I enjoyed making the silent movie, and having the new experience of working from home over Microsoft Teams."



# Year 8 Themes

Pudding Lane  
Grand Designs  
Coming and Going  
India  
Da Vinci  
Freedom  
Coast  
Please Sir  
Over the Top  
Follow the Leader

"I'm looking forward to learning about new topics and growing more into a good person. I am also excited to interact with other students and my new teacher."

## KS4

All students at the Academy will take GCSEs in English Language, English Literature, Mathematics, Combined Science and at least one of the English Baccalaureate (EBacc) subjects – Geography, History, German, French, Triple Science or Computer Science.

In recent years, there has been a national focus on students achieving the EBacc, comprising English, Mathematics, Sciences, a Language and either History or Geography. This suite of qualifications demonstrates to future employers that students have a strong grounding in key academic subjects and so the academy is committed to giving students the opportunity to study this group of qualifications. Students choose their options at the end of Year 9 and begin studying their options at the start of Year 10. Our option blocks are created in such a way as to maximise students' opportunities to study the EBacc.

The Confederation of British Industry has identified that more than three quarters of businesses expect to increase the number of higher-skilled roles over the coming years and in response to this, many students at the academy study Design and Technology – Product Design and Graphics; we feel that these qualification supports the development of many of the skills that will be required, such as the ability to work with new technology, manage projects, collaborate with others and solve problems.





# OUR AIM

It is the Academy's aim that all students will study at least nine GCSE (or equivalent) qualifications, with the core offering described above supplemented by the other subjects that students can opt to study.

In addition to the range of qualifications detailed above, students have timetabled Physical Education lessons and also receive education in areas such as Relationships and Sex Education, Citizenship, Careers and Religious Education which are delivered through tutor time and our focus day programme.

At Shireland, exceptionally high standards of behaviour are driven by the non-teaching Behaviour Management Services (BMS) team led by the Assistant Principal for behaviour.



Our approach is driven by the following core principles

- We have very high expectations of all of our students – they know and appreciate their education and the opportunities they receive at Shireland are dependent on them consistently meeting our expectations.
- Teachers need to be able to teach free of disruption in order to maximise student learning.
- Our staff should endeavour to build excellent professional relationships with all our students and their families to support their academic and holistic development.

# THE BMS TEAM

The BMS team supports outstanding behaviour across the Academy in the following key areas:

Immediate availability of dedicated staff to respond to both students and staff in their desire to deliver uninterrupted lessons.

Immediate communication to families on the outcomes of incidents or queries to ensure that matters are dealt with swiftly and fairly.

Consistent staffing on duty at the beginning of the day, break, lunch and the end of the day to ensure a consistent approach to behaviour management and recognisable faces to support students.

They run interventions to support students to meet the high standards of behaviour that are expected at all times at Shireland. This will occasionally mean liaising with other departments within the Academy but also agencies outside such as community mentoring.

The BMS' approach guarantees consistency for all stakeholders and is a key contributing factor to the superb behaviour and attitudes our students routinely display, both inside and outside the Academy.





# EXTRA-CURRICULAR

Extra – Curricular activities refer to all of the opportunity that is offered to students outside of the regular teaching hours. Shireland provides a substantial list of diverse activities that happen every afternoon, after school. With so many clubs on offer each week, your child is sure to find something that suits their interest, and we fully encourage them to try and get involved.

In order to get the most out of a students time here at Shireland we encourage all students both new and existing, to make use of the free opportunities that are put on. Attending a club regularly will help build knowledge, show commitment and above all be a lot of fun for the pupils. A student who embraces and takes advantage of Extra – Curricular opportunities will make a more well-rounded University applicant as well as showing qualities desirable in future work or apprenticeships.

With a range of activities stretching from Sports based, Performing Arts as well as a number of classroom and academic based, there is opportunity to stretch and improve students knowledge and understanding in subjects that they are familiar in or try something completely new.



# THEATRE SCHOOL

Our partnership with Birmingham Hippodrome (HEN- Hippodrome Educational Network) has been an exceptional experience.

Shireland Theatre school creates two shows each year. These shows are then performed to families and Academy students. Previous shows include: Guys and Dolls, Peter Pan, Aladdin, Matilda, Mary Poppins, Hairspray and many more. By taking part in such large-scale projects students have had the opportunity to develop their personal well-being, confidence, developed tenacity, friendships and transferable skills to apply throughout everyday life.

Additionally, our partnership gives our students access to attend professional shows at the Hippodrome and even to the cast where they can explore the opportunities of becoming a professional in the industry. It has formed a unique experience enabling our students to see world class Theatre and develop their understanding of the process and dedication required, not only to work independently but most importantly as part of a team.







# FOCUS DAYS

Focus Days are a concept that has long been running throughout Shireland Collegiate Academy Trust. Their usage has been an innovative process that has been the subject of a number of conference presentations for the SSAT and Whole Education. At Shireland Collegiate Academy the concept was presented to inspectors in the last Ofsted Inspection, where the content of the curriculum was described:

“The range of subjects and courses available to students is innovative and imaginative and is extremely carefully planned to meet their precise needs and interests.”

At their heart, departments are assigned a particular year group to work with throughout the day on structured, specific activities either from a departmental perspective or to fulfil key statutory elements of students' education.

## 1. In Depth Learning

In depth intent for each day can be found in the Focus Day area of the Academy Learning Gateway. Here each subject details the activity and curriculum coverage of the Focus Day programme in individual documents for each day.

## 2. Time is Not “Borrowed” from other Departments

A common frustration has always been that departments who undertake trips and visits take that curriculum time from others, this can be seen in all sorts of areas from Language oral examinations and extended Art pieces, to simple trips for any subject. By aligning Focus Days, we can ensure that these trips and visits occur on designated times ensuring fairness in the curriculum.

## 3. An Opportunity for Educational Visits and Visitors

Conversely, this of course means that there are clear opportunities for staff to plan offsite educational visits at points throughout the year to ensure that students get a rich diet which enhances their cultural capital. Even during lockdown, innovative experiences such as virtual field trips took place on these days.

#### 4. Opportunities for CPD

On any given day you will usually have one department who are not allocated a year group, this allows this department to undertake CPD or moderation.

#### 5. A Real Focus on Non-subject Areas

Planned Focus Days allow a focus on areas of students' personal development outside of the normal range of lessons.

These include sessions related to the Personal Development curriculum. Personal Development includes Relationship and Sexual Education, Health Education, Careers, Religious Studies and Social, Moral, Spiritual and Cultural Education.

Focus Days also encompass sessions directly aimed at promoting physical and mental wellbeing.

They may also feature elements of Careers, Enterprise, Citizenship, and Employability

At KS3 they also support transition between the Key Stages, both to allow Primary visits and Options tasters.

Focus Days provide an innovative path through the curriculum. They provide experiences that students layer into their education and are a core part of providing a stimulating interconnected experience for all.



# TIMINGS OF THE SCHOOL DAY

The Academy day begins at 8:40am - students must be on site by this time and ready to attend their Form Time session each day. This is an important vehicle to deliver the PSHE curriculum to students and to have an opportunity to discuss with students any concerns they may have. We also deliver an assembly to each year group one day per week where key themes are delivered in addition to celebrating the achievements of students. Academic skills and other aspects of the curriculum are also delivered during these sessions.

Lessons are nominally one hour, but as part of the L4L curriculum students often have extended periods of time to deepen learning and produce great outputs. The start and end times of the day are the same for all year groups. The lesson times shown here will be followed by Year 7 students.

## — YEAR 7

Year 7 Entrance and exit via Grange Road

8.00-8.30	Breakfast club
8.30-8.45	Gates open to students
8.45-8.55	Registration
8.55-9.25	Pastoral Development
9.25-10.25	Lesson 1
10.25-11.25	Lesson 2
11.25-12.25	Lesson 3
12.25-13.15	Lunch
13.15-14.15	Lesson 4
14.15-15.15	Lesson 5
15.15-15.25	Registration



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# INCLUSION

Students identified with SEND are able to access the general curriculum within the Academy, achieved by using a range of strategies designed to meet the needs of individual students. This includes a range of 1:1 and small group interventions, including both direct teaching and the use of computer software.

The Inclusion department also provides some in-class support, working with teachers across a number of subjects. Students with Social, Emotional and Mental Health (SEMH) needs are also able to access support from our SEMH Intervention Manager in The Hub.

Students with Speech, Language and Communication Needs (SLCN) or Autism Spectrum Disorder (ASD) needs are also able to access support The Link. Here students may receive targeted 1:1 interventions or participate in small group work.



# Safeguarding

Shireland Collegiate Academy is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside.

We have a number of policies and procedures in place that contribute to our safeguarding commitment, including our Child Protection Policy which can be viewed in the Policies section of our website.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our students are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

We support the police enforcement of Operation Encompass.

Our Designated Safeguarding Lead is Mrs Rogers (Safeguarding Manager), Mrs Cusworth-Yafai and Mrs Thornton (Safeguarding Officers).



# How to Apply

Last year the Academy received over 630 applications for 250 places and still has a waiting list of over 150 students who wish to move to the Academy.

Our inclusive admissions process will, at all times, be open, transparent and fair, and will meet the requirements of the National Schools Admissions Code, the Appeals Code and Admissions Legislation.

Due to of this demand for places, applying early and placing Shireland as your first choice is essential. We operate a fair banding system which ensures that we take equal numbers of students from across five different ability bands. To achieve this, students are required to take a test in October.

We also have a limited number of places available (25) on our Arts Aptitude Programme for pupils who are gifted and talented in Art, Dance, Drama or Music. Please fill in an Arts Aptitude form available from reception if applying for one of these places.

For in-year admissions, contact Sandwell Local Authority: 0121 569 6765

Our Sixth Form continues to go from strength to strength, with a record number of students this year attaining a place at their first-choice university, with an increase in the number at Russell Group universities.

Our expanding sixth form provision meets the needs of our students by providing a rich and diverse programme at level 1, 2 and 3. Last year we received over 280 applications for 140 places.

We are proud to inform you that 62% of our A Level students have accomplished three or more passes at grades A\*- C. In addition to this, 99% of students undertaking BTEC courses have also achieved qualifications equivalent to three or more A Level passes at grades A\* - E.



Innovate | Inspire | Collaborate



@ShirelandCA



@ShirelandCAOfficial



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