



# LYDIARD PARK ACADEMY

Lydiard Park Academy is situated in West Swindon, a large town of around 250 thousand residents in the South West. The population has grown exponentially in the last twenty years, with housing projects being rapidly constructed on existing farm land. New schools have been built at the centre of these emerging estates and there are now fourteen secondary schools in the town. The population around Lydiard Park Academy is 89.5% white British, and West Swindon has a lower average income than nationally or other areas within Wiltshire.

Despite its size, Swindon maintains the status of a town. Young people are therefore not routinely exposed to many of the conventional cultural and academic attributes of a city that are found in nearby Bath, Bristol and Oxford. The town is located close to places of historical interest such as Cirencester and Avebury, but the local area remains remote to many pupils and parents.

Having grown around the railway in the mid-1800s, Swindon has maintained high employment figures due to its many service and manufacturing industries. Job security may account for the relatively low geographical and social mobility with data suggesting that young people from Swindon are among the least likely in the country to go on to university.

It is within this context that Lydiard Park Academy aims to engage pupils and parents with a wider cultural and academic experience. Our motto of "Potential into Performance" is formed from our collective wish that all pupils leave our school with the qualifications and skills that will give them opportunity and choice in their futures. By graduating to Post-16 study, either within our own Trust or at another provision, we hope that increasing numbers of Lydiard Park pupils will continue into Further Education and recognise the life changing possibilities that a university education engenders.

The school population is predominantly white British around 70% (14% white other), 24% of pupils are eligible for free school meals, 15% SEND and 16% have English as an additional language. We have been oversubscribed for a number of years and a strong retention rate into our sixth form.

The academic profile of the intake is average, pupil premium lower. The intake has changed as a result of Abbey Park School being fully subscribed (this is our other Trust Secondary School) and a rise in numbers of pupils in our catchment area. We consistently have a large number of CLAC pupils compared to other secondary schools within the town. **Reading scores are typically below national average scores.**

## Curriculum Statement

Our curriculum is constructed in response to the school context and is based on the 3Cs- Character, Culture and Currency (attainment). Its fundamental aim is to offer all pupils a broad and inspirational, challenging curriculum, while fulfilling individual learning needs. To fulfil our overarching aim of allowing each pupil to turn their 'potential into performance' we need to ensure that our curriculum gives access to a broad spectrum of subjects and opportunities, so there is something that each pupil can access and develop in response to their own profile of skills, abilities and interests. Our curriculum thus seeks to place an equal importance on each subject giving a



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suitable time and resource allocation to allow each to be highly successful. Equally, we place a high importance on ensuring that all parts of the curriculum are delivered by well-qualified staff with the necessary amount of subject specialist knowledge to provide a knowledge rich and well-planned curriculum, delivered in a varied and engaging manner. To deliver our curriculum model, all staff are trained in TEEP (Teacher Effectiveness Enhancement Programme) which allows for a consistency of learning, language and structure. The framework is pedagogically based and is further enhanced by our teaching and learning strategy which focusses on staff exposing the following elements of teaching practice with pupils in all lessons: Challenge, Learning Intentions, Enriched Reading, Ask Targeted Questions and Retrieval.

Key to our intent is the national priority of opening doors for pupils by developing knowledge, understanding and application in all subject areas. We share a clear mission: to deliver the richest possible educational experience which enables young people to leave the Academy as responsible citizens equipped to fulfil their personal goals and career aspirations. Lydiard Park Academy also acknowledges its responsibility to develop independent learning skills as we prepare pupils for the ever-changing employment landscape and technological career pathways.

<b>Knowledge, skills and mastery</b>	<p>We deliver an enriched National Curriculum and English Baccalaureate so that pupils access a structured and academic curriculum which allows for cultural exposure. All pupils have the right to study the English Baccalaureate in Key Stage 4, regardless of prior attainment. The study of languages is an integral part of the KS3 curriculum and aims to equip pupils with a firm foundation for future academic study and careers aspirations.</p> <p>Our balanced Key Stage 3 curriculum, and subsequent GCSE options, ensure that the range of subjects' pupils study remains as broad as possible, for as long as possible. This allows pupils to expand their interconnected subject knowledge and better understand the world in which we live and their own identity within our multi-cultural world of work and aspiration.</p> <p>At Key Stage 5, the curriculum remains broad and balanced (20 A level courses and 5 vocational courses) with pupils afforded the opportunity to continue their GCSE studies at a higher level. Our Key Stage 5 curriculum is reviewed annually to ensure it meets the needs of our pupils in today's society and fully prepares them in progressing onto high quality Post-18 destinations.</p> <p>The curriculum has been developed in partnership with The Park Academies Trust community of schools to ensure that pupils' learning journey flow across all Key Stages. A structured and sequential curriculum enables learners to establish core concepts and master more detailed subject knowledge to underpin future study. This allows for the development of knowledge, skills and mastery from KS1 – KS5. The values of the TPAT learner promotes pupil independence with the aim that all learners move into aspirational post-18 courses and career pathways, the majority entering the TPAT sixth form.</p>
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<p><b>Literacy and numeracy</b></p>	<p>High levels of literacy, articulacy and numeracy are fundamental in ensuring the best outcomes for our pupils. Explicit teaching of literacy and articulacy is at the core of our curriculum. A variety of reading strategies are employed at every opportunity including our tutor reading and silent reading entry activity programmes at Key Stage 3. Our 'topic text' initiative, designed to encourage both literacy and cultural awareness, is established within the Key Stage 3-5 curriculum. To ensure that pupils are able to discuss their subject knowledge with precision, relevant terminology is explicitly taught in all subject areas. The capacity to structure extended written responses, so central to positive outcomes, is evident in schemes of work across all relevant subject areas. Pupils are also given provision to apply the core concepts that underpin mathematics in a wide range of subjects and contexts. Allowing pupils cross-curricular opportunities to practise these skills is key to them strengthening their mathematical understanding.</p>
<p><b>Entitlement and engagement</b></p>	<p>Personalised, and carefully timed, guidance is provided to support pupils' option choices for GCSE and Post-16 study. The aim is to achieve the best foundation from which to progress to the next stage without constraining choice. For pupils aspiring to go on to study Level 3 qualifications and progress to university the English Baccalaureate is actively promoted as a strong basis for further academic study. It is recognised that for some pupils, our vision of aspirational learning will be met through a different range of options to enable them to progress and excel in their chosen field. At Key Stage 5 we offer a variety of opportunities, in addition to the taught curriculum, to enable our pupils to develop and demonstrate a range of skills essential to Post-18 pathways.</p> <p>As a school, we have made it our mission to encourage a spirit of adventure in our pupils. This links to our focus for greater cultural exposure as we challenge pupils to aspire to career pathways beyond the industrial setting of the Swindon area. We employ careful questioning and collaborative learning to encourage pupils to be adventurous in their thinking as they explore new ideas. All pupils are given the opportunities to maximise their own personal development and explore the world beyond the classroom. School trips and visits, both local and international, ensure that pupils have access to the cultural capital to which all young people are entitled.</p> <p>We are committed to the inclusion of all pupils and we seek to ensure that the individual needs of pupils are fully met. We value high quality teaching for all learners and monitor both emotional and academic learning, putting intervention and support in place when needed. We aim to create learning environments which are flexible enough to meet the needs of all young people and to ensure that pupils always feel that they belong to our community. We monitor the progress of all learners through a planned system of assessment. We place value on the views and experiences of pupils and parents and use it to inform curriculum and pastoral practice.</p>



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<p><b>Aspiration and wellbeing</b></p>	<p>Pupil wellbeing is at the heart of our Academy and our staff undergo frequent training which allows them to support the emotional and academic needs of our pupils. Assemblies and our daily tutor programme incorporate a 'Thought of the Week' and consider British Values, as well as 'Word of the Week' to support our literacy focus and 'Career/University of the Week'. These aspects support our core aim of broadening our pupils' cultural exposure and expanding their own expectations and aspirations for the future. Teaching in these areas focuses upon the skills pupils need to stay healthy and build mindfulness and emotional resilience. We offer a high quality PSHCE, RSE and Careers programme which is fully compliant with the current guidance and is regularly audited and monitored. We are reactive to current national and local priorities including social issues, which are linked to safeguarding and KCSIE.</p> <p>Our pastoral structure is designed to ensure that there is a supportive and nurturing environment, balanced with an academic focus with teaching Heads of Year and non-teaching Pastoral Support Advisors for each cohort. Pupils are immersed in an environment that will further support the development of emotional intelligence and mental health enabling them to bounce back from adversity, demonstrating resilience and positivity.</p> <p>Through our Gifted and Talented Programme, which includes the TPAT Scholars, we aim to raise the academic aspirations of our highest prior attaining pupils.</p> <p>In order for pupils to develop into committed and resilient learners, we have embedded a consistent positive behavioural language. The central ethos of 'Think of the other Person' is built into our shared vocabulary, alongside our Behaviour for Learning policy. The combination of explicit teaching and a common language allows supportive teacher-pupil learning conversations and is supported through staff continual CPD within the TEEP T&amp;L programme and BfL inset. It is our aim that over time, pupils learn to self-manage their behaviour and become reflective learners and responsible members of the school community.</p>
<p><b>Community, respect and enrichment</b></p>	<p>Pupils are taught the skills and knowledge required to succeed in their future adult world. Spiritual, moral, social and cultural teaching is delivered across the academy to promote tolerance and respect for all faiths, lifestyles and cultures. Our curriculum demonstrates our dedication to pupils' wellbeing. We promote good physical and mental health and a strong sense of belonging. We develop character and culture by enhancing and celebrating the core skills of leadership, organisation, resilience, independence, communication and aspiration (LORICA).</p> <p>We believe that high-quality teaching, underpinned by a carefully planned curriculum and effective delivery of Personal, Social and Health Education, nurtures the opportunities for all our students to turn their 'potential into performance'. This facilitates the development of confident, responsible citizens, ready to play an active role in the local and wider community. Our LPA Learning Journey provides a platform of opportunity both academically and personally. Enrichment opportunities are at the heart of pupil self-development. An extensive session 6 provision provides opportunities for character and cultural development. Links to community providers, particularly in sport, are well developed.</p> <p>Career pathways are well developed, carefully monitored and tailored to each pupil. We are developing projects with local businesses who assist the academy through STEM workshops. We appreciate the support of our immediate community, many of whom are keen to encourage our pupils as they step out of school and into the world of work. At the same time, we seek out opportunities to develop pupils' employment aspirations beyond the local area.</p>



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TPAT Sixth Form students support the learning and wellbeing of pupils across the academy. TPAT students model behaviour and inspire younger pupils to aim high.

## Curriculum Implementation

The curriculum is implemented at Lydiard Park Academy in the following structure:

<b>Discrete curriculum offer</b>	<b>KS3</b>	English, Maths, Science, MFL, Humanities, DT, PE, Art, IT, Drama & Music
	<b>KS4</b>	<p><b>Compulsory offer:</b> English Language, Literature, Maths, Science (Combined and Triple), History or Geography &amp; PE (Core)</p> <p><b>Options offer:</b> Art, Textiles, Photography, Food Preparation and Nutrition, Business, Graphics, iMedia, IT, Travel and Tourism, Media, Computer Science, Sociology, PE (GCSE), First in Sport, Religious Studies, Music, Drama, French &amp; Spanish.</p>
	<b>KS5</b>	<p><b>Option offer:</b> <b>A level:</b> Fine Art (Art), Fine Art (Textiles), Fine Art (Photography), Biology, Business, Chemistry, Computer Science, Economics, English Literature, English Literature and Language, Extended Project Qualification, Geography, History, Mathematics, Mathematics (Further), Media Studies, Physical Education, Physics, Politics, Psychology &amp; Sociology. <b>Vocational:</b> BTEC Applied Science, BTEC Diploma in Sport, CTEC Business, CTEC Digital Media &amp; CTEC Information Technology.</p>



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## Curriculum Time Allocation:

<b>KS3 (Y7-9)</b>	<b>English</b> 4 hrs	<b>Maths</b> 4 hrs	<b>Science</b> 3 hrs	<b>MFL</b> 2 hrs	<b>Humanities</b> 4 hrs (1 hour dedicated to directed reading)	<b>DT</b> 2 hrs	<b>PE</b> 2 hrs	<b>Art</b> 1 hr	<b>IT</b> 1 hr	<b>Drama</b> 1 hr	<b>Music</b> 1 hr
<b>KS4 (Y10)</b>	<b>English</b> 5 hrs	<b>Maths</b> 4 hrs	<b>Science</b> 5 hrs	<b>PE</b> 2 hrs	<b>History or Geography</b> 3 hrs	<b>Option 1</b> 2 hrs	<b>Option 2</b> 2 hrs	<b>Option 3</b> 2 hrs			
<b>KS4 (Y11)</b>	<b>English</b> 4 hrs	<b>Maths</b> 3 hrs + 1hr*	<b>Science</b> 4 hrs	<b>PE</b> 2 hrs	<b>History or Geography</b> 2 hrs	<b>Option 1</b> 3 hrs	<b>Option 2</b> 3 hrs	<b>Option 3</b> 3 hrs*	<b>*Intervention</b> 1 hr (Maths or MFL)		
<b>KS5 (Y12-14)</b>	<b>Tutor</b> 15 mins	<b>Subject 1</b> 5 hrs	<b>Subject 2</b> 5 hrs	<b>Subject 3</b> 5 hrs	<b>Subject 4</b> 5 hrs (Optional)	<b>Supervised Study</b> 1 hr (Inc. EPQ)	<b>PSHE</b> 1 hr	<b>Enrich.</b> 1 hr	<b>PDP / Work Experience / Careers Programme</b>		



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