



Hall Park Academy

Prospectus 2023



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www.hallparkacademy.org.uk

Welcome to Hall Park Academy



At Hall Park Academy, we are ambitious and aspirational for all students. We strive to ensure that they achieve the very best they can because we believe that academic

success is vital in helping students reach their potential. This is the core purpose of Hall Park Academy.

Student outcomes are traditionally strong at both GCSE and 'A' Level, allowing students to move on to appropriate aspirational pathways at the end of Key Stage 4 and Key Stage 5.

A broad and varied co-curriculum complements the focus on academic achievement and students are encouraged to embrace the wider aspects of school life through participation in the many activities on offer. Hall Park Academy is committed to ensuring that all students feel safe and secure.

Our experienced pastoral team supports students to engage positively in school life, whilst maintaining a focus on academic progress. We work closely with parents, as we understand the value of a strong relationship between school and home in delivering the best outcomes for students.

The academy is set in attractive grounds and boasts high-class facilities in all areas. We provide a welcoming environment in which all students can thrive and as a result, deliver high quality teaching and learning in an environment, which inspires and enthuses.

In considering Hall Park Academy, I would strongly urge you to visit during the school day to get a real feel for what we have to offer and I look forward to welcoming you to our annual Open Evening.

Details can be found on the school website or by contacting the school website.

A handwritten signature in black ink, which appears to read 'D Crossley'.

David Crossley

Headteacher

A message from Redhill Academy Trust

Dear parents,
I would like to warmly welcome you to Hall Park Academy's prospectus for student admission in September 2024.

As CEO of Redhill Academy Trust, I believe strongly that successful academies have five key characteristics:

- High expectations of all students
- Valuing and celebrating academic achievement
- A commitment to equality and diversity
- Excellent teaching
- Widening students' experiences through a range of co-curricular activities, including sports, music and the performing arts.

These five principles will guide the development of Hall Park Academy, in partnership with Redhill Academy Trust, for the coming years. Working with Mr Crossley and the whole staff at Hall Park Academy, our priority is to support the students and ensure that academic outcomes remain consistently high. I now believe that the Academy has become the first choice for all parents and children in the local area.

Andrew Burns OBE
CEO, Redhill Academy Trust

School Ethos

Your child's learning and development is our most important goal, providing an education that will give them the best possible opportunities in life.

By offering a wide range of education pathways to each student – academic and vocational options and exciting co-curricular activities – we seek to accommodate many and varied talents and aspirations.

This demands the provision of both high quality teaching and high quality opportunities. Through continually improving our own teaching and learning, and simultaneously developing our students' independent learning skills, we guide young people on their journey to further and higher education or skilled employment.

Our active encouragement of independent thinking, self-reliance and social responsibility helps students grow in confidence and take responsibility for their development as rounded individuals.

Through providing a secure and stimulating environment, we nurture the life skills young people need in order to contribute positively to the wider community.

At Hall Park Academy, we are supporting the following key values, easily remembered by the acronym **DRIVE**:

- **D**emocracy
- **R**esponsibility
- **I**ndependence
- **V**alue = Tolerance of those of different faiths and beliefs
- **E**quality

Code of Conduct

We are committed to high standards in all we do, and expect all students to show respect for staff, for themselves and for each other, which means:

- Not letting themselves down
- Trying to see other people's points of view
- Communicating calmly and clearly
- Helping to keep the classroom environment a place for positive learning
- Helping to make the school a pleasant environment
- Moving about sensibly and co-operatively
- Remembering that they represent the school whenever in uniform
- Dressing in a manner that will command general respect
- Completing all work to the best of their ability

Students will experience a range of opportunities to develop these values in many areas of school life at Hall Park Academy. These include weekly house assemblies, weekly tutor time, PSHE/citizenship sessions, drop down days or special events, co-curricular activities, trips and visits and of course the everyday curriculum.



Partnership

How does this benefit my child?

We believe that optimising students' learning and development depends upon the strength of a three-way partnership between you, your child and their form tutor (usually the first point of contact between home and school).

We support the partnership through:

- Keeping in contact with parents through a newsletter at the end of every half term.
- Providing you with assessments of your child's performance two times a year, commenting on attainment and progress.
- Holding an annual parents' evening where you can discuss your child's progress with individual subject teachers, and monitor and review individual targets set.
- Holding an annual 'Review Week' for all year groups where you can discuss your child's progress with their form tutor.
- Year 7 information evening.

As parents, you contribute to the partnership:

- By ensuring your child's regular attendance to school on time, and to every lesson.
- By checking that homework is done and working with us on systems to check this.
- By contacting the school if you have concerns about your child's progress. We have well-developed policies and procedures in place to encourage positive and co-operative behaviour.

Curriculum

At Hall Park Academy our core purpose is raising the achievement of all of our students. We have an ambitious curriculum that will:

- Engage students with a broad and balanced range of opportunities that are carefully sequenced and structured to enable progression.
- Equip students with the knowledge and skills to succeed in education and participate fully in the modern world.
- Enrich students' experiences through deep and challenging learning within and beyond the classroom.

We offer a curriculum that fosters enthusiasm for learning, recognises progress and achievement, and has been developed to prepare students for their years ahead by offering aspirational pathways within and beyond the academy.

During Key Stage 3 students will study:

• Art	• French	• Music
• Computing	• Geography	• Physical Education
• Design & Technology	• German	• Religious Education
• Drama	• History	• Science
• English	• Mathematics	

In addition to this, all students study a wider curriculum involving PSHE (personal, social, health and economic education), RSE (relationships and sex education) and SMSC (spiritual, moral, social and cultural education). These important aspects of students' education take place during tutor time, assemblies and other co-curricular activities.

During Year 8 we advise students about their pathways for education at Key Stage 4 and beyond, including career planning activities. We invite parents to be part of the decision-making process.

At Key Stage 4 the majority of our students will study a curriculum that is academic at its core:

• English (and English Literature)	• Religious Education (GCSE Short Course)
• Mathematics	• Physical Education
• Science	

Students have the opportunity to select from this wide range of subjects:

• Art (GCSE)	• Engineering (BTEC)	• History (GCSE)
• Business (GCSE)	• Food Preparation & Nutrition (GCSE)	• Music (GCSE)
• Computer Science (GCSE)	• French (GCSE)	• Physical Education (GCSE)
• Creative i-Media (Cambridge National)	• Geography (GCSE)	• Triple Science (GCSE)
• Design & Technology (GCSE)	• German (GCSE)	
• Drama (GCSE)	• Health and Social Care (BTEC)	

“Pupils are keen to do well. They attend and behave well and respond positively to teachers’ high expectations.”

Ofsted



Appearance & Uniform

The academy takes great pride in the appearance of its students and we welcome the co-operation of parents in this matter. **We all need to work together to maintain our high standards.** This is extremely important to the general discipline and ethos of the school. Students need to wear the uniform correctly to reflect a smart, dignified appearance.

Uniform

- Navy blazer (crested)
- Tie
- Pair of mid grey trousers (crested) or pleated Bedford Check skirt
- Academy jumper (optional)
- White shirt with top collar button
- Plain black leather or leather look shoes (no boots or trainers)
- Plain black / grey / navy socks to be worn with trousers
- Navy tights or navy socks to be worn with skirts
- Belt, plain black (optional)
- School coat, plain in colour (large logos, sports jackets, denim jackets, leather jackets, gilets and hoodies are all not permitted)

Jewellery

- One pair of small studs or sleeper earrings (no other visible piercings)
- No other jewellery other than a practical watch

PE Uniform at Hall Park Academy


- Outdoor PE top, long sleeved (crested)
- Indoor PE top (crested)
- Pair of black PE shorts (crested)
- Plain black football socks
- Black leggings (crested)

Hair and Make-up

- We expect hair styles to be neat and tidy. We do not accept extreme hairstyles or colours. (Please check with the school if you need clarification or any advice on this matter.)
- Make-up and nail varnish are not allowed.

Headwear

- Baseball caps are not permitted to be worn in school or on the school premises
- Sensible headwear may be worn in inclement weather but must not be worn inside the buildings
- Headwear for religious reasons must be plain black

A photograph of two school pupils, a boy and a girl, standing side-by-side against a black background. The boy on the left has short blonde hair and is wearing a dark blue school blazer with a crest on the pocket, a white shirt, and a blue and white striped tie. The girl on the right has long brown hair and is wearing a similar dark blue school blazer with a crest, a white shirt, a blue and white striped tie, and a blue and white plaid skirt. Both pupils have their hands clasped in front of them. The floor is made of light-colored wooden planks.

“Pupils know that staff have high expectations of what they can achieve.”


Ofsted

All schoolwear is available direct from our suppliers:

Just Schoolwear – just-schoolwear.co.uk

Liss Sport (black leggings only) – info@lissport.co.uk

Admissions Policy

In the event of over-subscription we will apply the following criteria, in priority order, to determine which applications to grant:

Over-Subscription

Where the number of applications for admission exceeds the number of places available, the following criteria will be applied in the order set out below, to decide which children to admit:

1. Children who are looked after and previously looked after children.
2. Children, who, at the closing date for applications, live in the catchment area and who attend a linked primary school and have a brother or sister attending the school.
3. Children, who, at the closing date for applications, live in the catchment area and have a brother or sister attending the school.
4. Children, who, at the closing date for applications, live in the catchment area and who attend a linked primary school.
5. Other children who, at the closing date for applications, live in the catchment area.
6. Children who, at the closing date for applications, live outside the catchment area but who are attending a primary school linked to Hall Park Academy on 31 October preceding admission to secondary school and, who at the time of admission, will have a brother or sister attending the school.
7. Children, who, at the closing date for applications live outside the catchment area and who, at the time of admission, will have a brother or sister in the school.

8. Children who, at the closing date for applications live outside the catchment area but who are attending a linked Primary school on 31 October preceding admission to secondary school.

9. Other children who live outside of the catchment area.


In the event of over-subscription within any of the given criteria, we will give preference to children who live nearest to the school 'as the crow flies.' The distances we measure are from the entrance of a child's home to the entrance of our reception building.

Parents have the right to appeal the refusal of a place.

Admissions to year groups other than intake year

We will normally consider applications for admission to other year groups in relation to the published admission limit which applied when the year group was first admitted to the school. If places are available within the year group, we will consider applications on the basis of the above admission criteria.

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A young woman with dark hair tied back, wearing a white school shirt, a blue and white striped tie, and a brown apron, is focused on shaping a piece of clay on a pottery wheel. The wheel is mounted on a red-topped metal stand. The background is a blurred workshop or classroom setting with various pottery-related items.

"Pupils readily
contribute to the wider
life of the school and
its local community
through the school's
'pledge' programme."

Ofsted

