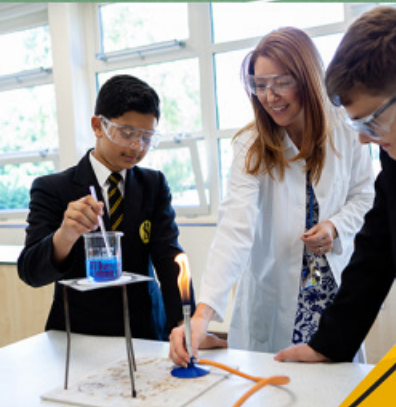




STOKE HIGH SCHOOL
Ormiston Academy

**RESPECT
INSPIRE
ACHIEVE**

PROSPECTUS 2025

[OAT]
Ormiston Academy Trust
AN OAT ACADEMY

Welcome

Welcome to Stoke High School,

Our philosophy of focusing on delivering our core values of "Respect, Inspire, Achieve" is key to our success in developing an ever-improving school for each and every one of our students.

First and foremost, students here are treated individually and are listened to; secondly, strong positive relationships are at the heart of everything we do; thirdly, our students are enabled to achieve the very best results they can, which will give them access to their next step; finally, extensive opportunities outside of the classroom support and nurture the passions and talents of each individual.

Working together, the team and I are ambitious for our students, setting high aspirations in all that they do. We aim to ensure that each student will leave us as a confident young adult who will step out ready to meet the challenges of the world today.

I am proud of the school and the journey that we have been on over the last five years. I am thrilled to be its Principal. Our ambition is to be the best school in Ipswich, to excel in everything that we do and to continue to find ways in which we can build our role in supporting and serving our community.

Please do not hesitate to contact the school if you would like to arrange an appointment to visit.

I look forward to meeting you.

Miss Karen Baldwin
Principal



Our Vision

To ensure that all young people, regardless of their background, achieve their best in a safe, secure, caring yet challenging learning environment where all our students are inspired to respect others. To develop their talents and to raise their aspirations to leave school with the academic, social and practical skills to lead a successful, happy and responsible life.

Our key words are – **Respect, Inspire, Achieve.**

A common set of values underpin our vision.

Excellence: outstanding teaching and learning underpinned by high quality professional development.

Inclusion: educational opportunities that tackle low expectations, demand the best of all students, regardless of their background or ability, and reflect community interests and needs.

Breadth: enrichment activities which enhance academic achievement as well as young people's personal qualities, practical skills, creativity and well-being.

Enjoyment: developing a life-long passion and curiosity about learning.

Partnership: working with parents, the local community, schools and businesses to enrich learning opportunities and build commitment and support for education.

Our aim is to be involved with a mutually supportive network of academies that work together and with the community to:

- Offer outstanding leadership and teaching and learning opportunities
- Support young people to fulfil their academic potential, regardless of their background
- Offer a broad, balanced and rich curriculum
- Develop new approaches to teaching and learning that reflect local circumstances and need
- Encourage and nurture a passion and curiosity for learning
- Support the development of rounded, caring and socially responsible young people
- Foster young people's physical, mental and emotional well-being
- Encourage community and family engagement to enhance students' learning outcomes

Pastoral

Heads of Year lead our pastoral care from Year 7 to Year 11. These teams are dedicated to supporting students if they are experiencing difficulties. We also encourage parents and carers to inform the school if there is anything happening outside of school which might have an impact on the well-being of their children. The ethos of fostering good communication between students and our pastoral team is encouraged throughout, and support, guidance and mentoring is readily available. Our school is characterised by mutual respect between all students and teachers, with everyone expected to accept responsibility for their own actions and to behave with care and consideration towards others.

The Academy Day

8:30am	Form time
9:05am	Period 1
10:05am	Period 2
11:05am	Morning break
11:25am	Period 3
12:25pm	Period 4
1:25pm	Lunch
2:05pm	Period 5
3:05pm	Period 6 for targeted Year 11 students or clubs
4:05pm	School closes



Curriculum

Our curriculum is broad, balanced, inclusive and ambitious. It is a curriculum which has core knowledge and literacy at its heart. We strongly believe that by supporting our students to develop their literacy skills (vocabulary, reading, oracy and writing) and by helping them to build their cognitive skills, it will enable students to be the best that they can be. Our curriculum will build character and will make a positive difference to every young person's life chances, opening doors to a brighter future.



In Years 7 and 8, students follow a traditional curriculum consisting of Maths, English, Science, History, Geography, French, ICT, PSHE, RE, Drama, Music, Art and Design and Technology.

Our curriculum offer in Year 9 broadens so that our students can explore aspects of our traditional curriculum in a new and exciting way which will inspire, motivate and prepare them for their next steps. Students study Philosophy and Ethics which draws upon their prior knowledge of RE. It allows all students to analyse a range of religious and non-religious world views, whilst also giving the skills to critically evaluate philosophical, theological, and ethical debates.

In Years 10 and 11, students follow a core offer of Maths, English, Science, PE, RE, PSHE and choose options from a range of subjects. All students choose at least one EBacc subject. Our curriculum offer values vocational and academic routes equally and we guide and advise students to study a combination of subjects that will give them the best foundation for their next stage, but do not constrain their choice.



Assessment, Feedback and Reporting

Students across key stages are regularly given feedback using a variety of methods, both formal and informal. The key purpose of all feedback and assessment is to ensure students make at least the expected progress from their point of entry at Stoke High School – Ormiston Academy. At Key Stages 3 and 4, progress and attainment data from core assessments is collated and shared with parents via a report on SIMS Parent.

Attendance

Good attendance is the basis for a happy and successful academic career. It must be emphasised, students must attend every day to ensure they achieve their very best. We monitor attendance rigorously. We call all parents/carers of absent students where notification of absence has not been received.

Attendance percentage	Days missed over academic year
100%	0 days
95%	10 days
90%	20 days
85%	30 days
80%	40 days

Academy Uniform

- Completely black shoes or trainers with black laces
- Plain black or white socks, or plain/natural tights
- Plain white shirt (long or short sleeved) with a top /collar button
- Plain black, tailored (e.g. no rivets, patch pockets, skinny cut, leggings or denim) academy style trousers
- Clip on tie
- Black academy jumper
- Black blazer with academy logo (optional)

PE

- Academy PE top
- Academy logo black shorts
- Plain black tracksuit (optional)
- Training shoes with non-marking soles

Students are permitted to wear stud earrings and/or a wristwatch. A single stud nose piercing is allowed. However, other body and/or facial piercings are not allowed. No items of jewellery can be worn during PE lessons. The academy cannot accept responsibility for valuable, personal items, including jewellery, brought into the academy.

Equipment

Compulsory Equipment:

- School Bag
- Phone Pouch
- Pens – black & green
- Pencil
- Ruler
- Homework book

Desirable:

- Highlighter
- Rubber
- Refillable water bottle
- Scientific calculator
- Reading book

Mobile Phones

Stoke High School – Ormiston Academy is a mobile phone free school. As part of the equipment requirements, parents will need to purchase one of our pouches. Students will put their phone in the pouch at the beginning of the day and unlock their pouch on their way out of school. Students must bring their pouch to school every day.

Form Time Programme

Form time is an important programme of activities which prepare students for a successful day of learning and is a chance for students to start their day in a positive way. Our planned form time programme explicitly teaches our character values where students can discuss, debate, and reflect on character traits which help students develop and prepare them for a successful future. The form time programme encompasses modelled reading, assemblies, vocabulary sessions and oracy developed through debates. Our programme aims to support the personal development of every student by giving them the opportunity to develop a range of skills which they can use in the classroom and continue to develop for their future aspirations.



Character Education

Character education at Stoke High School supports all students with developing an understanding of our core values of respect, inspire and achieve. Our character education develops all students so they can thrive and be successful in their futures.

Through our curriculum, form time programme, assemblies, and our enrichment opportunities, students explore moral attributes including the virtues of resilience, perseverance, creativity, leadership, courage, and compassion. Character education empowers students to make the right moral choices, at the right times and for the right reasons and our ethos will be seen in classrooms, corridors and throughout our school.

Character education combined with high expectations ensures all students can develop into the person that they want to become. Developing character traits, combined with achieving excellent academic outcomes, means that students can flourish and reach their future goals ready to take their place in the world.



Years 7 and 8

During their first two years of school, we will actively, encourage students to work towards eight awards which will ensure that they have a wide and varied experience during their time at Stoke High School. They will complete some aspects during fortnightly form time enrichment sessions and be supported by their Form Tutor to complete other aspects in their own time. Students will aim to complete eight awards in order to achieve the 'Stoke Spirit Award'.

- Art and Culture Award
- Sports Award
- Discovery Award
- Citizenship Award
- Academic Award
- Careers Award
- Student Character Award
- Lifelong Learner Award



Years 9, 10 and 11

In Years 9, 10 and 11, the focus will move towards supporting students with their next steps. The experiences gained in Years 7-8 will support with this, providing students with a wealth of experiences to be able to draw upon when applying for post 16 provision. Mental wellbeing will continue to be supported by our range of extra-curricular activities. Alongside this, we will actively encourage students to develop their leadership skills, for example as part of the prefect team or supporting younger students as an Aunt or Uncle.

Enrichment Provision

At Stoke High School our core values Respect, Inspire, Achieve feed into the enrichment opportunities that we offer our students. We are proud of our extensive extra-curricular programme of activities that we offer at lunchtime and after school. The focus on giving the students opportunities to develop and grow outside the classroom is essential to their character education.

Our aim is to inspire our students to develop their skills, talents and character through a wide range of activities, to use their curiosity and creativity and find new ways of achieving their potential and to have the confidence, drive and resilience to follow their dreams.



Stoke Parliament

The values of Respect, Inspire and Achieve are fundamental in the development and running of the Stoke High School Parliament. Established in 2022, Stoke High School Parliament provides the student community with a voice to share ideas and concerns in making the school a better place to thrive and learn. Every year, the student body takes part in voting for their Prime Minister and other senior ministers. Those applying for these roles are encouraged to create campaigns to share their mandates across the school. Once a successful senior team has been elected, junior minister roles are available upon successful application.

The Parliament promotes an opportunity for a variety of groups to be heard. Each of our ministers work for one of the three major committees: Curriculum, Diversity and Equality and Enrichment.



Fieldtrips / Excursions

These include visits to the University of East Anglia, University College Suffolk and BT Adastral Park, The Brilliant Club for Years 7 and 8, subject based fieldtrips, visits to London, the theatre and sporting events for students and various opportunities to attend events hosted by other academies within the Trust. All students will get the opportunity to broaden their horizons and enrich their education whilst at Stoke High School - whether this be locally, nationally or hopefully internationally - in the future.

Fixtures / Representing the school

The students will be given the opportunity to take part in regular sporting fixtures and other competitions throughout the year against other schools both within the Trust and outside it. These will include league and cup matches as well as friendly fixtures to help the students develop a healthy relationship with both sides of competition.



School Production

The annual production which includes a variety of skills relating to the performing arts, such as singing, dancing, acting, production, lighting and promotion.

Induction: Commitment to Year 6 Transition

Pastoral support begins during transition when staff visit feeder primary schools and Year 6 students enjoy induction days and events at the academy. Throughout the year a series of events and projects are in place to support transition. On the induction days each new form will meet their 'Aunt' and 'Uncle' - these are Year 11 students that have applied for this very important job. The Aunts and Uncles will escort them from class to class.

There is a wide programme of social and emotional guidance at the academy. This is delivered through tutor time assemblies, parents' evenings, mentoring and many other opportunities. The academy takes e-safety very seriously. There is a dedicated programme to teach students how to keep themselves safe online.



Parental Support and Involvement

At the academy we aim to ensure that all students are happy and make good progress. The relationship between the academy and home is key to ensuring that all students realise their potential, and regular communication is an essential element in ensuring that happens.

Parents are invited into school for formal progress discussions once per academic year. In addition, there are extra supportive meetings that take place which are for specific year groups including, Year 7 Three Weeks-in Evening, Year 9 Options Evening, Year 10 GCSE Preparation Evening and the Year 11 Careers Evening.

We use an email system to send out letters and other communications to parents/ carers with texting used for urgent messages. We ask parents/carers to install the relevant app on their phone for school communications.



Inclusion

Stoke High School is a fully inclusive school. We are committed to meeting the needs of all students including those with special educational needs and disabilities (SEND).

There is a shared expectation that all students, regardless of their specific needs, should be offered inclusive teaching and appropriate support. Our aim is for all students to make the best possible progress in school, and to know that they are a valued member of the school community.

At Stoke, we are also committed to celebrating the diversity within our school. We take great pride in the range of cultures, ethnicities, languages, backgrounds, and individuals within our community. Amongst many others, we spend a significant time celebrating our Roma, Gypsy and Traveller Community; our LGBTQ+ Community and our African-Caribbean Community.

We place a huge emphasis on the emotional wellbeing of our students, and this includes speaking frequently about mental health and safeguarding issues. We do all we can to support every student with their mental wellbeing during their time within the academy. When necessary, we draw on the support of external agencies and specialists to work professionally with our young people.



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