



**THE CEDARS
ACADEMY**

Lionheart Educational Trust



THE CEDARS
ACADEMY

THE CEDARS ACADEMY

Be Kind, Work Hard, Take Responsibility.

PROSPECTUS

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Welcome To The Cedars Academy

From the Associate Principal

Welcome to The Cedars Academy. Our aim is to create an amazing school at the heart of the Birstall where the children in our community can achieve excellence. A school where lessons are free from disruption so pupils can learn and teachers can teach. A school where children can thrive in a calm, safe and focussed environment.

At our Academy we like to do things differently. We actively teach our pupils how to behave positively and how to present themselves in a polished manner using our shared language for behaviour. We memorise and recite poetry as a way of bringing our community together and as a way of learning how to learn.

We closely work with our families, and have an extensive pastoral team that support your child on their educational journey with us. We get to know every pupil as an individual and tailor their opportunities to ensure they thrive.

We believe in working together to get better outcomes for all.

A handwritten signature in black ink, reading 'James Rolfe'.

James Rolfe
Associate Principal



Academic Excellence

We've worked closely with our local primary partners on designing a curriculum that builds on prior knowledge and prepares pupils for future study at GCSE and post-16.

CURRICULUM

Maths and English of course continue to be at the centre of our curriculum. Pupils also have opportunities to conduct experiments in Science in our new state-of-the-art Science block, take part in a wide variety of sports with two hours of PE per week, participate in a Design & Technology curriculum that develops their cooking, drawing and practical skills, learn a new language in their French lessons and have lessons in Music, Drama, Computer Science, History, Geography and Religion, Ethics and Philosophy (REP)

“My experience of The Cedars Academy has been an absolute whirlwind. The teachers support us and give us the opportunity to learn at the highest standard. It is just fantastic. With all the extra-curricular activities you are spoilt for choice and you can't go wrong. No matter what you do the teachers are always there to support and encourage you.”

Jack, Year 7



TRANSITION FROM KS3 TO KS4

The process of transition from KS3 to KS4 begins during Year 9 when pupils make their option choices for subjects they wish to continue studying in Years 10 and 11.

In their core lessons (English, Maths, Science and REP) pupils will also begin work that prepares them for their GCSEs. Towards the end of Year 9 we offer pupils different pathways of study for their GCSE courses in Years 10 and 11. This allows pupils to opt for courses that match their interests and talents and also maximises their chances of achieving strong examination results by the end of Year 11.

We keep parents informed at all stages of the option process, which includes a Options Evening and a series of videos from each department that outline the courses available and can be accessed at your convenience.



SUBJECT	PERIODS PER WEEK <i>50 MINUTES</i>
English	5
Maths	5
Science	5
French	3
History	2
Geography	2
REP	1
Computer Science	1
Music	1
DT	2
PE	2
Drama	1



Our Subjects

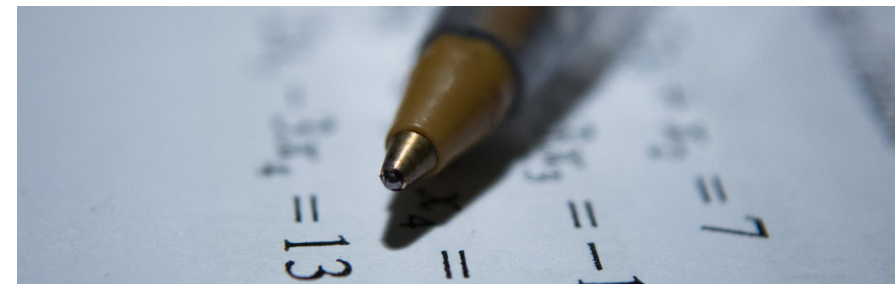
Information on subjects studied in Years 7 and 8 is detailed on the following pages. Further information on the curriculum of each year group can be found on our website.

“The teachers here are really supportive, I feel safe in the classroom environment and many make an effort to include lots of important topics within lessons. I have been given lots of exciting opportunities to be part of theatre productions, sports teams and musical concerts.”

Amy, Year 10

ENGLISH

In English, pupils will foster an enjoyment of language and literature and develop a critical mind set in order to make inferences and deductions as they are reading. All pupils study a range of texts, including a Shakespeare play, pre-1914 fiction, non-fiction texts and contemporary literature. Pupils are able to develop their creative writing skills and there is a strong focus on improving technical accuracy in all lessons. There are opportunities for all pupils to participate in extra-curricular activities to enrich their love of literature. At Cedars we aim to inspire a love of reading, and so pupils are encouraged to read in and out of lessons and through the tutor programme.



MATHS

Mathematics is a creative and highly inter-connected subject. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and employment. Our aim is to teach for mastery in Mathematics, which embeds a deep, secure and adaptable understanding of mathematics to ensure pupils exhibit fluency, a growing confidence to reason mathematically and the ability to apply mathematics to problem solving. Becoming fluent in the fundamentals of mathematics involves varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to confidently recall.

SCIENCE

The KS3 Science curriculum prepares pupils for GCSE and beyond. Pupils explore key ideas such as the effect of forces on an object's motion or shape, the constantly changing atmosphere and the structure of the Earth. They discover the structures contained within cells, including genes, which determine the development and processes of entire organisms.

Our new Science block boasts state-of-the-art facilities to encourage scientific learning. Through enquiry-based learning, pupils have the opportunity to use practical skills to investigate scientific phenomena of the natural world. Pupils analyse and develop theories to understand the social, ethical and economic implications of science. Bringing a diverse range of experiences, pupils will build on the knowledge and skills embedded at primary school, developing a deeper and broader understanding of the world around us.

HISTORY

In History, pupils build on their Key Stage 2 literacy skills and apply them to the history curriculum, as well as starting to develop specific history skills including chronology, cause and consequence, continuity and change, and source evaluation and interpretation. Year 7 pupils study the Medieval Era, starting in 1066 and the establishment of Norman rule in England. Pupils learn about two key areas; monarchy and society, to help them develop the skills needed to be expert historians. This helps them prepare for the rest of Key Stage 3 and eventually, the demands of the GCSE curriculum.

GEOGRAPHY

Pupils develop a good working knowledge of the world's key geographical features found across different locations and within places. They also develop their existing understanding of the conditions, processes and interactions that explain geographical features, their distribution patterns, and changes that are seen in these patterns over time and space.

This subject needs and creates competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information. All pupils focus on themes which develop the knowledge, understanding and skills relating to these aspects of geography, allowing them to succeed at Key Stage 3 and eventually progression at GCSE level.



RELIGION, ETHICS AND PHILOSOPHY

The Religion Ethics and Philosophy (REP) programme of study aims to encourage pupils to study critically in depth about the driving principles behind our British values. This includes the benefits and challenges of diversity by exploring variety of religions, beliefs and traditions, which are different to their own, while at the same time exploring their own sense of identity more deeply. REP equips pupils with the knowledge, critical thinking skills and informed and balanced opinions to thrive in 21st century Britain as global citizens.

FRENCH

In Year 7 all pupils learn French and develop key language and communication skills, building on any previous knowledge. Pupils cover a range of topics and develop competencies across the 4 skills areas: Listening, Speaking, Reading and Writing; whilst also improving their knowledge of vocabulary and grammar. Pupils are introduced to key strategies to tackle unknown vocabulary and begin to produce extended written pieces. In addition, they learn to communicate competently in speech across familiar topics. They also become familiar with key aspects of life in France ages at GCSE level in Key Stage 4.



COMPUTER SCIENCE

At Key Stage 3 the Computing curriculum has been designed to build upon skills, knowledge and understanding that would have been developed at primary school. The topics pupils learn are mapped against the following six key competencies: Algorithms, Programming and Development, Data and Data Representation, Hardware and Processing, Communications and Networks, and Information Technology. The Key Stage 3 curriculum introduces the core concepts that will be taught at Key Stage 4 if the pupils opt to take OCR Computer Science GCSE or Cambridge Nationals Information Technology.

PHYSICAL EDUCATION

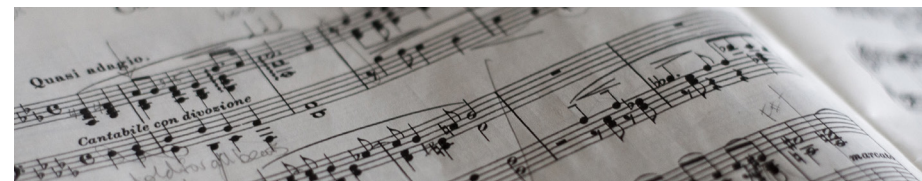
Physical Education allows pupils to engage in a challenging and enjoyable environment. Throughout the learning journey in PE, pupils experience activities focusing on fundamental motor skills such as running, throwing, catching, hitting and kicking, alongside tailoring skills to more traditional sports, with activities including football, netball, handball and gymnastics.

Pupils encounter a number of themes both in lessons and in our extra-curricular opportunities, including high levels of physical activity, competition and challenge, as well as the development of skills and personal qualities, which incorporate the 4Rs and leadership opportunities. Pupils will also have the opportunity to meet elite athletes and go on trips including the UK Basketball Finals, Wimbledon and Leicester Tigers rugby matches.

MUSIC

In Music the emphasis is on practical music making for all pupils. All pupils in Year 7 have a lesson of music per week, focusing on group performance work, as well as developing keyboard skills and exploring a range of musical instruments and genres. At KS3 we operate a 'have a go' policy encouraging pupils to explore a broad range of experiences to discover what enthuses them.

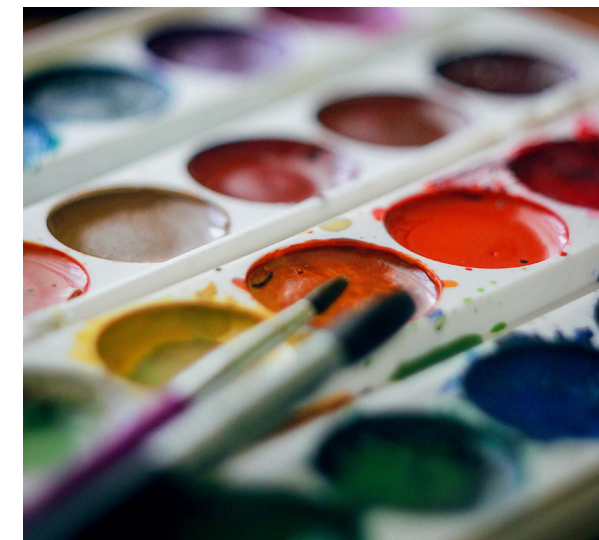
The music curriculum focuses on the key areas of Performing, Composing and Listening/Appraising. Across all topics the range of activities may include: composing and performing music using keyboards/tuned percussion; whole class ensemble playing; performing and composing in small groups using keyboards, percussion, guitars and voice; listening work; using music technology such as Logic, Garageband and DJ equipment.



ART

Pupils have the opportunity to access a wide variety of materials to create an exciting selection of artworks. They develop drawing and painting skills, investigating the use of tone and colour. Projects are vibrant and varied and are designed to have an element of flexibility for pupils to explore and create their own, imaginative responses. Pupils will gain an understanding of a variety of artists work and will be encouraged to show their artist knowledge and inspiration within the work they create.

Projects are skills based so that pupils can learn and build on their knowledge. The emphasis is on trying and testing materials and techniques and becoming more confident with drawing.



DRAMA

Drama offers pupils the opportunity to explore and create both scripted and devised performance material. They explore different styles and genres of acting and how to collaborate effectively with others. They also explore topical issues and develop problem solving skills. Drama is a creative art form and the subject promotes pupils' creative, performance and social skills. In Year 7 we initially focus on key physical and vocal acting skills and then use this platform to explore performance material and craft further. We study a set play as well as Shakespeare and characterisation. Pupils are given regular performance opportunities where their contribution as a performer and audience are assessed. Drama encourages pupils to interact sensitively and to regularly evaluate their progress.

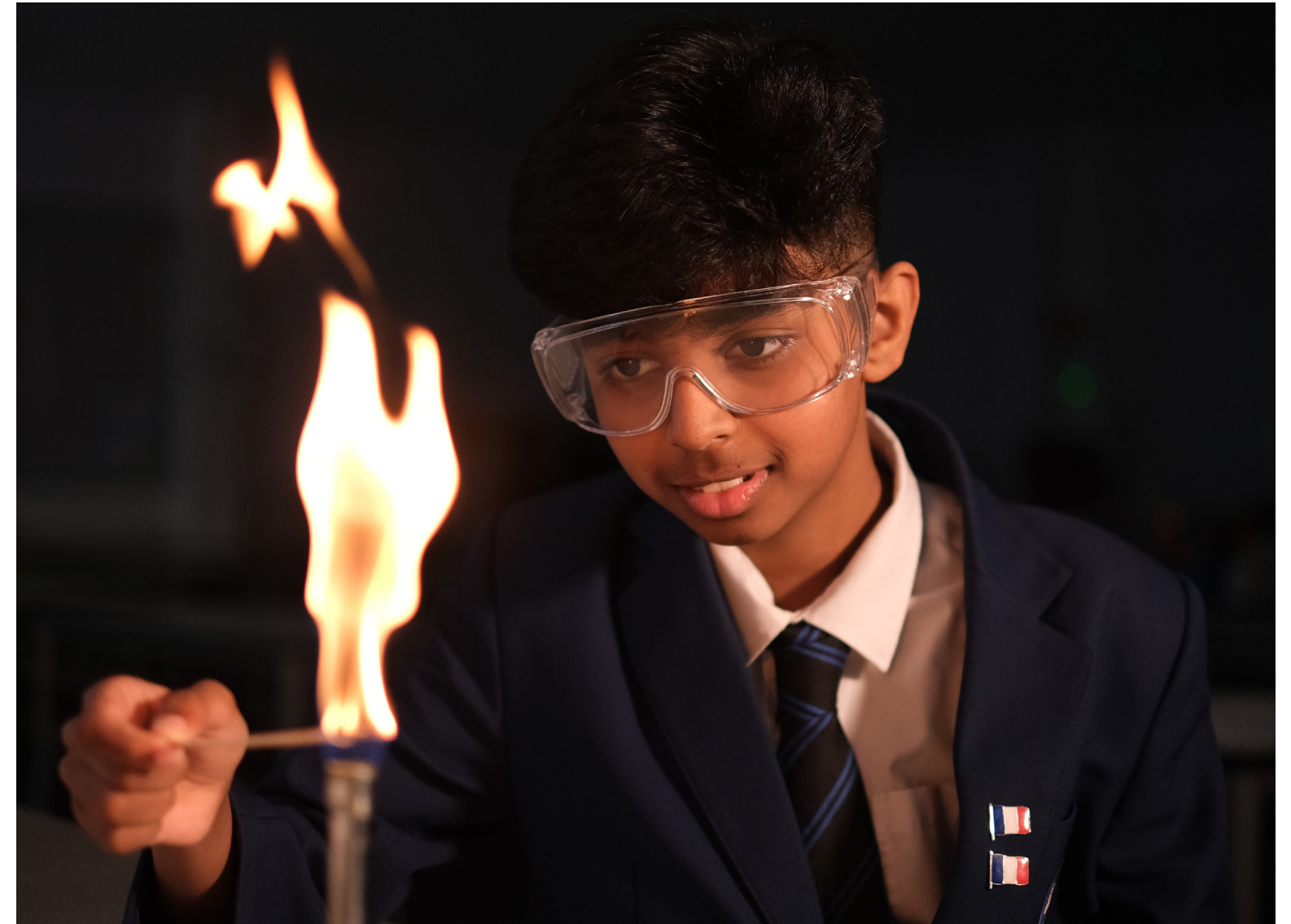


RESISTANT MATERIALS

From beautiful furniture to the smallest gadgets, our world is full of products. Pupils learn about the role that designers have in our world. They study the work of current prevalent designers as well as explore their creative process through design and make activities. Pupils have the chance to work with a variety of tools and equipment, develop good technique and importantly learn about health and safety in the workshop environment. Product design will challenge them to think about others, but be independent. These lessons help pupils problem solve and develop life skills.

FOOD TECHNOLOGY

Food Technology enables pupils to develop skills in both technique and taste. Our pupils explore a number of recipes that allow them to try food from different cultures as well as new flavours. Pupils have their lessons in our new Food Technology rooms with the latest equipment and a great learning environment. Food Technology also challenges pupils to be safe; we place emphasis on good health and hygiene in the kitchen. In class, pupils can work independently on cooking food to bring home - but there is always a strong team effort, with the pupils helping each other and clearing down. Within each new dish the pupils add a new skill and knowledge of nutrition. This, we believe, is a life skill and a great foundation for healthy living.



School Facilities

We are proud of our school which boasts clear open spaces and lots of natural sunlight, as well as open areas for our pupils to socialise and study in.

“At The Cedars Academy we have many opportunities to make our community a place where everyone feels welcomed and loves to be in. School Council helped me gain more confidence and I felt like I have a student perspective voice. The teachers are so kind and caring and always here to support individuals to try and be the best version of ourselves.”

Eeshani, Year 9



THE ACADEMY CAMPUS AND TEACHING SPACES

Over recent years considerable improvements have been made to large sections of the campus. The Academy now benefits from a new main entrance building, which also includes the administration and pupil support blocks. Numerous teaching spaces within the Academy have also benefited from significant renovation and improvement work. These include: new music classrooms and practice spaces, the renovation and re-fitting of the humanities and maths blocks, and refurbishment of the PE and Curriculum Support blocks.

STATE-OF-THE ART SCIENCE FACILITIES

We're particularly proud of our new, state-of-the-art Science block, which is purpose-built with the latest equipment and necessary tools to ensure pupils enjoy their experiences in science, and are readily equipped for the modern world of work.

RECREATIONAL AND SPORTING FACILITIES

The Cedars Academy benefits from two large playing fields and modern sporting facilities. These include spaces for football, rugby, athletics, tennis, basketball and rounders, as well as the refurbished sports hall and lower site main hall and gymnasium.

DINING FACILITIES

The Cedars Academy has a newly refurbished dining area which serves a range of hot and cold food that is popular with the students.



Pastoral

We have a clear set of beliefs that drive our school. Everyone works together to make the school a learning community where everybody is valued.

HOLISTIC DEVELOPMENT

At The Cedars Academy we pride ourselves on making sure that our school not only offers the best academic opportunities, but is also able to provide a pastoral system which focuses on safety, wellbeing, and enriching pupil educational experiences. We aim for The Cedars Academy to be caring, welcoming and inclusive.

TUTOR SYSTEM

At The Cedars Academy, pupils join a tutor group where they will be supported by their form tutor, head of year, pupil manager and a link senior leader. Form tutors are the main point of contact for any pupil and are the first point of contact for parents/carers. Form tutors meet with their tutor group every day, leading a range of activities to ensure that pupils are organised and prepared. Form tutors have daily discussions with pupils concerning their progress and can also raise relevant issues with a range of other people, such as the head of year, pupil manager, special needs co-ordinator and school nurse.

All pupils follow a Tutor Programme, which gives them the opportunity to focus on well-being and an awareness of key issues. Activities in tutor time explore aspects of the spiritual, moral, social and cultural (SMSC), and British Values. Tutoring also centres on helping to raise pupil aspirations, developing an understanding of future education and career pathways which is further supported through our Careers Adviser, our links with local employers through the LLEP and our Enterprise Adviser.

The Cedars Academy promotes a love of reading and literature. Educational research shows that exposure to words and concepts through literature can dramatically influence the academic achievements of a child. Therefore, tutor time includes a reading programme where pupils can quietly read a book themselves, or are read to by the tutor.

This work is supported by a weekly assembly during which SMSC themes are emphasised and pupils' achievements are celebrated and rewarded.

ATTENDANCE & CONDUCT

Research has proven that good attendance has a positive correlation with achievement and attainment. If your child is absent from school we will notify you by text and make follow up phone calls to make sure that they are accounted for and kept safe. The Cedars Academy expects and promotes positive behaviour and respect for each other. We believe that all pupils should be aware of the standards of behaviour that are expected of them and take responsibility for promoting these standards. Through the use of our behaviour policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils leave the academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

The Academy takes all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills and through our Diana Award trained Anti-Bullying Ambassadors.

At The Cedars Academy we work hard on noticing and rewarding pupils who make positive choices. We also know young people sometimes get things wrong. Alongside our rewards policy, we also use a clear, simple, same-day detention system, which we use as one of our strategies to encourage pupils to make better choices.





UNIFORM

Wearing uniform identifies students as members of The Cedars Academy community, showing pride in the institution and creating a sense of belonging.

Pupils wear a uniform of:

- Blue school blazer with The Cedars Academy emblem
- Black/grey skirt or black/ grey tailored trousers
- White stiff collared shirt
- School tie
- Black shoes or trainers

Further information about school uniform and how to order can be found on the website.



[Click here for more information and how to order](#)



Our Philosophy

We believe every learner has the right to an outstanding education and can be successful regardless of their background.

At the heart of our approach to education are the '4Rs' which underpin everything we believe.

RESILIENCE

Persevere, stick at it even when it's difficult and embrace challenge.

RESOURCEFULNESS

Making use of a range of resources and using what's around you to help and use imagination.

REFLECTIVENESS

Organise your work, reflect on what you have done well and what to do to improve.

RECIPROCITY

Knowing that pupils can work independently as well as collaboratively.

Our pupils demonstrate these 4Rs by being:

- Kind and respectful
- Ready to learn
- Responsible

We understand that a critical part of school is achieving good grades. We also know that we play a key part in shaping young people so that they stand out in the workplace with their positive attitude.

Through promoting these core values we believe we can help equip our young people to not only succeed academically, but also socially, spiritually, and culturally.

Enrichment

At The Cedars Academy, we pride ourselves on supporting pupils’ academic and personal progress through a strong curriculum and a number of enrichment opportunities.

EXTRA-CURRICULAR ACTIVITIES

The Cedars Academy offers an extensive range of extra-curricular activities that develop the variety of skills, behaviours and social competencies that our learners possess. As a school and a member of the Lionheart Educational Trust, we are committed to increasing the cultural capital of our learners so they are well rounded individuals that are prepared for modern careers and society. We encourage all pupils to take advantage of trips and visits, take part in our reading challenges and participate in our pupil leadership opportunities. A full list of our core and enhanced opportunities can be found on our website.

DUKE OF EDINBURGH AWARD SCHEME

We run a successful Duke of Edinburgh bronze and silver award, which offers pupils an amazing experience to take part in a range of activities. It involves learning and developing many skills including navigation, first aid and outdoor survival. But more importantly it teaches important life skills of resilience, reliance, independence and personal organisation.



TRIPS AND VISITS

We believe that learning ‘outside of the classroom’ is a valuable asset to all pupils’ educational experience. In their time at Cedars, there are many trips, including subject-based which act to complement classroom topics, or trips that explore ideas of the world of work and further education. We also run a significant number of ‘STEM’ (Science, Technology, Engineering and Maths) trips. In the past, we have visited Warner Bros Studios – The Making of Harry Potter for a creative writing workshop, areas of local interest for Geography and History and taken part in a week-long residential in France.

SPORTS

The Cedars Academy is proud to be the host school for the South Charnwood School Partnership. This creates opportunities for pupils to be involved within their community in PE, school and community sport. In addition we have a number of successful sports teams regularly competing in local and national events.



“My time so far at The Cedars Academy has been brilliant. The teachers are caring and helpful and there are lots of opportunities for us to take part in. I joined the School Council community and I feel that my voice as a student is being heard.”

Ethan, Year 8

Admissions Process

The Cedars Academy welcomes applications from pupils across the city and county.

We hope that as you have read this prospectus, you have been able to appreciate a sense of our excitement and passion for education. We welcome applications from students across the city and county; indeed we have a significant number of applications from outside the catchment area.

It is important to stress that whilst The Cedars Academy is an independent state-funded academy, we have commissioned Leicestershire County Council to manage and administer the application and appeals process.

ADMISSIONS PROCESS

Full details of the admissions process, including contact details for submitting your application, can be found on our website.

 [Click here to visit our admissions page](#)



Apply for school place by **31st October** on local council website.



Results given in early **March** on council website.



Access by signing into your online admissions account.

Accept your child's school allocation on the council website

OR

If you are not happy with your child's school allocation, you may appeal via the council.

CONTINUE YOUR JOURNEY

WITH LIONHEART EDUCATIONAL TRUST

CEDARS MARTIN SIXTH FORM

Cedars Martin Sixth Form offers pupils a range of A-Level subjects so that they can pursue their passion further.

Pupils in the sixth form are taught by expert teachers in small groups where they will be supported and challenged to make rapid progress and meet exacting high standards. Our well-resourced Post 16 hub, with fantastic facilities and excellent resources, allows pupils to make the most of their educational experience.

Our Post 16 provision is committed to the holistic development of each pupil. Personalised learning and pastoral care is at the heart of the school and opportunities for work experience, local and international trips and volunteering projects broaden the opportunities available to our pupils after their A Levels. Our student support team build strong links with the pupils' home, ensuring that there is support and understanding from all involved in the A-Level journey. Moreover, we believe learning in familiar settings, with staff that our pupils have worked with before, makes the transition from GCSE to A-Level smoother. Our partnership with local businesses and universities also mean that the sixth form provides a strong foundation for our pupils' next steps in to further education and the workplace.

By knowing each pupil, Cedars Martin Sixth Form works to instil confidence so that students make the most of their higher educational journey.

For more information on Cedars Martin Sixth Form, courses available and support offered, please visit our website <https://sixthform.thecedarsacademy.org.uk/>





Hire Facilities

The Cedars Academy boasts an extensive range of facilities which are available to hire to the community outside of school hours. Facilities include sports courts and pitches, a sports Hall, a modern theatre with tiered seating and adjacent green room, as well as numerous meeting rooms.

More information, including facilities at other Trust schools across Leicestershire, can be found at:

www.lionhearttrust.org.uk/venuehire



**THE CEDARS
ACADEMY**

Lionheart Educational Trust



Our Trust

The Lionheart Educational Trust was founded in April 2014 in order to establish a foundation for the improvement and enhancement of educational provision in the East Midlands.

Our aim is to provide a range of educational experiences that are challenging, equitable, enjoyable and are able to break down any barriers so that all can succeed. This involves seeking to create lifelong learners and offer outstanding provision for our 4-19 year olds.

Our educational mission is simple; To empower every person from every background to unlock their future and thrive in a competitive world. The Lionheart Educational Trust is committed to supporting young people to open doors to their futures and to feel confident that they can thrive in a competitive and ever-changing world.

We pledge this commitment through limitless enthusiasm and optimism to provide a platform for each young person's light to shine brightly. To fulfil our pledge, we commit to the 3 Ps: Pupil-Centred, Positive and Professional. We know that promoting this positive and proactive approach that celebrates success unites school communities and breaks down barriers to learning.

As our journey continues, we believe that it is our moral imperative to continue to work closely with a range of educational providers so that as many young people can benefit from the high educational standards we set ourselves. For more information, please visit our Trust website at: www.lionhearttrust.org.uk



**LIONHEART
EDUCATIONAL TRUST**



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