



THE
BASILDON
UPPER ACADEMY





ASPIRE - BELIEVE - ACHIEVE



A Unique Opportunity

Student welfare, academic progress and achievement is at the heart of everything we do at our Academies.

The Basildon Academies are situated across two sites: the Lower Academy (KS3) and the Upper Academy (KS4 & 5).

At the Upper Academy, our college based environments drive an ethos of independence, growth and academic excellence to encourage all students to start selecting the subjects they are passionate about.

Our Academy values are to drive:

- Social Mobility - equality of opportunity for our young people to succeed
- Moral Purpose - resilient positive decision makers
- Cultural Capital - equity of opportunity and life experiences
- Spiritual Awareness - reflective citizens and active curious learners

The Basildon Upper Academy is focussed upon creating the best environment and conditions for all students to fully achieve their true potential, make at least expected progress and attain the very best grades they can in their final exams.



Rebecca Rees
Headteacher

I believe passionately that our students' interests should be at the heart of everything we do. I have high expectations of all at our school, and I am determined to ensure that we provide the very best opportunities for your child to reach their full potential during their time here, and beyond.

It is a privilege to lead the Basildon Upper Academy and I am excited about everything we can achieve together. I look forward to meeting many of you and welcoming you into our happy, vibrant and successful school community.

Key Stage Specialist Site

Our Key Stage specialist site enables us to offer our students age appropriate curriculum choices, support, challenge and enrichment.

The Basildon Upper Academy has the ethos of a college environment. Our Sixth Form student body role model independent learning, academic excellence and leadership. We provide dedicated specialist learning spaces such as a Salon, Technology Block, Esports Lab, Photography Studio with Dark Room and Drama facilities which, all of our students are able to access.

This unique model supports the implementation of independent study skills. It also enables staff and students to build and foster positive, strong relationships that are underpinned with high expectations and support. Our staff become experts in their students and their needs, whilst giving them the room to grow into young adults. Our Tutoring Suite provides regular opportunities for those who need it most to engage in additional interventions, accelerating their progress and closing any gaps that may have occurred in their learning.

Our dedicated team works together with parents and carers, governors and our wider community to ensure that each student develops the knowledge, skills and independence to achieve. We believe that there are no limits to what they can learn. Every student has the right to the very best possible learning experiences and everyone can succeed.



We recognise the power and impact that quality enrichment can have on young lives and minds. Our enrichment programme is an essential and valuable part of our school day. All students engage in an enrichment session each day as part of their curriculum.

The age appropriate enrichment curriculum supports a 'Passion for Learning' in Key Stage 3, a 'Passion for Purpose' in Key Stage 4 and a 'Passion for Life' in Key Stage 5. Our enrichment curriculum builds student resilience, self-esteem, sense of belonging and love of learning. It provides equity of opportunity, stretch & challenge, employability skills and broad experiences supporting our student cultural capital and social mobility.

"School leaders, including governors, share a commitment to give pupils an effective education."

Ofsted

Opportunities to Succeed

We are committed to ensuring our students have the best possible opportunities to succeed at the end of Key Stage 4.

Year 9 students join the Upper Academy towards the end of the summer term. Throughout this time we get to know our new students and work with them to ensure their choices support their future progress, and aspire to achieve to continue their education into our Sixth Form and beyond.

Our dedicated staff run extra-curricular and enrichment activities, as well as running daily out of hours classes, to support all of our students.

Equality, Diversity and Inclusion are at the heart of our academy vision and student values. All students have the right to access a full curriculum offer, with groupings and pathways in place to support delivery. All of the subjects we teach are crucial to a well-rounded learner and therefore, have been deliberately implemented to ensure engagement and a passion for learning.

Our success is based on an effective partnership between students, staff and parents. We will always aim to build positive, trusting and long lasting relationships to support our students to be confident, aspirational and highly successful members of our community.



"Basildon Upper Academy looks after its pupils and knows them well. Pupils say that they feel safe and they are taught to make safe choices."

Ofsted



Academy Values

At the Basildon Upper Academy, we aim to provide an exceptional education in all areas, placing student welfare, academic progress and academic achievement at the heart of everything we do.

The values of our academy are to drive social mobility creating equality of opportunity for our young people to succeed, establish moral purpose through resilient positive decision makers, provide the cultural capital necessary for equity of opportunity and life experiences, and enhance spiritual awareness that results in reflective citizens and active curious learners.

We maintain a passion and commitment towards constant improvement and progression, aiming to maximise the potential of every student through a dynamic, focused curriculum and an unparalleled level of personal support.

Our students have agency over the values we promote as an academy. Our 6 student led values represent our role as UNICEF Gold Rights Respecting Ambassadors, the values of our curriculum, and are at the heart of our work in promoting activism in our young people.



Challenging the Most Able

We recognise that in every lesson, every student has a different starting point.

It is our job to find each student's starting point and act accordingly. We know that in every class there are lead learners who we must stretch and challenge to achieve their potential.

We are proud that the academy provides curriculum pathways catering for specific needs. To provide stretch & challenge for our most able students, we have developed an Express Pathway that serves to capture potential and ensure our most able continue making rapid progress.

At the Upper Academy our curriculum provisions are designed to include strategies and opportunities that support, stretch and challenge our most able learners, to ensure they achieve the highest outcomes.

We are committed to supporting our most able learners through exposure to many varied educational experiences. These include:

- Scaffolded learning through our curriculum
- Personalised interventions and support programmes that run outside of the academy day
- Enrichment and leadership opportunities to extend their learning, social and personal development.
- Mentoring opportunities that support progression



We are proud members of the National Association for Able Children in Education (NACE) and our teaching approaches are guided by their best practice. Every year group has an Express Pathway for those with high prior attainment and our groupings allow all of our learners to be only one step away from Express.

We actively promote a wide range of destinations to our students for post-18, including university and higher level apprenticeships. This work starts in Year 7 and permeates all the way through their journey with us. We are proud of our Sixth Form alumni, many of whom return to us to share their experiences of Russell Group university education, higher level apprenticeships and graduate pathways into employment.





Supporting Student Progress

Student progress is tracked on a Personalised Learning Checklist against a route planner to ensure they are always on track to meet their academic potential. If students ever fall behind, we run an intervention programme to help students catch up. Teachers use the checklist to track progress as well as to plan learning based on the needs of the individual.

There is a Personalised Learning Checklist for every subject which is constantly monitored to ensure progress is made. Students have formal assessments twice a year and following these assessments we will report progress to parents and carers through Progress Review appointments. The results of the assessments and discussion with parents and carers allow us to implement appropriate therapies and interventions, to drive further progress, create equity and remove barriers.

These interventions include:

- Academy 'Out of Hours Learning Programme'
- Homework
- Enrichment sessions
- Twilight sessions
- Saturday school
- Half term school
- Digital learning
- Our continued investment in digital learning tools such as Satchel, Mathletics & Reading Eggs
- Curriculum pathways catering for specific needs
- Student Development Teams
- External agencies to support mental health and well-being
- Funding to remove barriers

"Senior leaders have thought carefully about how they help and encourage pupils to get the most out of school."

Ofsted



Developing the Whole Child

At the Upper Academy we have extensive enrichment and extra-curricular programmes that broaden horizons, combat external negative experiences and build positive relationships.

We hold regular health and wellbeing days where students are able to interact with external agencies, organisations, employers, staff and older students to become better informed on issues relating to their personal health, safety and wellbeing.

In order to enrich and extend our provision, leaders have deliberately designed the curriculum to include non-assessed elements to support contextual knowledge and skill building beyond qualifications, including:

- Daily enrichment
- RE/Citizenship
- RSHE delivery (inc. RSE)



Parental partnerships play an important role in assessing the areas of need and development for our young people.

We also recognise there is more to life at the academy than just academic progress; we know it is our moral purpose to educate the “whole child” and develop the attributes of leadership, organisation, communication, initiative and resilience in every child.

"Pupils appreciate the efforts staff make for them and proudly say, 'They are really there for you.' Pupils' relationships with teachers are positive."

Ofsted

To support the excellent teaching, we have a number of additional adults available throughout the day. Our Student Development Leaders and Respect Champions are there to support learners in lessons and help them to overcome any barriers that might prevent them from learning.

Students who are Diversity Ambassadors, Sports Captains or on the School Executive Team are proud of these roles. They represent and support other students well.



Our Upper Academy Curriculum

At Key Stage 4 we ensure our curriculum is appropriate, accessible, and meets the needs of all of our learners.

The curriculum provides challenge and enrichment opportunities that broaden horizons, combat external negative experiences and build positive relationships, as well as fostering a passion for learning, both in and beyond the classroom. This focus ensures all students have the opportunity to participate and develop oracy, teamwork, leadership, and cooperative skills, and a passion for learning.

Our curriculum model increases the opportunities for our students to experience instant success, supporting their motivation and esteem.

The impact on our learners is enhanced active learning opportunities, early portfolio successes, strengthened core skills, and differentiated learning opportunities that maximise progress. Our students become strong reflective learners that take ownership of their progress.

Student progress is tracked using Personalised Learning Checklists. This allows lessons to continually diagnose the progress students make and provide interventions to support learners in the areas where they need it most.



Our enrichment programme is an essential and valuable part of our school day. The age appropriate enrichment model supports a 'Passion for Purpose' in Key Stage 4 and a 'Passion for Life' in Key Stage 5. Our enrichment curriculum builds student resilience, self-esteem, sense of belonging and love of learning.

"Pupils appreciate the efforts staff make for them and proudly say, 'They are really there for you.' Pupils' relationships with teachers are positive."

Ofsted

We are proud that the academy provides curriculum pathways catering for specific needs. To provide challenge for the most able students within Key Stage 4 and 5 we have developed an Express Pathway, and target support for those in need within Key Stage 4 and 5 with a Careers Education Pathway. It provides equity of opportunity, stretch and challenge, employability skills and broad experiences. The enrichment curriculum supports our student cultural capital and social mobility.



Wellbeing

We recognise and understand that we all cope in different ways.

The Upper Academy Wellbeing Centre offers support for our students in times of need. Dealing with your own needs such as anxiety, mental health, wellbeing, self-regulation, or bereavement can be a barrier to success. The aim of the Wellbeing Centre is to ensure you are not alone.

The Upper Academy Wellbeing Centre is a safety net for students who are not currently able to engage with lessons fully, and offers short and long-term interventions that are flexible for all.



As a Trauma Perceptive Practice school, our staff are trained to support children who have experienced adverse childhood experiences. There is a rolling programme of external agency support available to all, including counsellors, the school nurse and small group support.

"The schools support for mental health and wellbeing is well led and the school have invested significantly in training and additional staff within their wellbeing centres and wider pastoral teams over recent years to build capacity and expand what they can offer. "

Wellbeing Award for Schools 2022

A Nurture Pathway is available if students are identified as requiring a small group provision with a bespoke timetable, delivered by trauma perspective trained staff.

The Upper Academy Wellbeing Centre has resourced learning zones where students can access a curriculum of pre-recorded lessons, recorded by subject specific teaching staff, if they are unable to access their lessons for small periods of time.

Our student-centred support is designed to achieve the best possible outcomes and enable all to fulfil their potential.



Wellbeing Award
for Schools

2022-2025





Respect

We are proud recipients of the Gold UNICEF Rights Respecting School Accreditation.

To support the academy RESPECT ethos we hold 'Respect Days' with support from external organisations and speakers such as Julie Wilkinson and her award winning training programme for young people.

The Respect Days provide creative and interactive 'Solutions to Personal Wellbeing' training workshops which enable students to learn emotional resilience, confidence building tools and techniques, the importance of body language, respect and friendship skills.

As part of our commitment to supporting our students in applying these new skills, we have a member of our pastoral team in the role of Respect Champion. This unique role enables the Respect Champion to be responsible for:

- Fostering our respect culture with our young people
- Developing and supporting student emotional resilience
- Supporting our young people build self-esteem and friendships
- Co-ordination of Upper Academy respect and anti-bullying strategies



Our Respect Champion works closely with colleagues from our Lower Academy and ensures we have trained and experienced RESPECT Ambassadors available to support our students, running facilities and supporting our primary feeder schools.

Through our GRIT mindset programme, students undertake comprehensive sessions to develop GRIT (Growth, Resilience, Independence, Tenacity). This is achieved through curriculum planning, health and wellbeing events and active learning opportunities across the key stages.

These are recognised as key attributes throughout our rewards programme.

Rewards

Academy rewards centre around our VIPA (Very Important Pupil Awards) programme.

The rewards system ensures that rewards are available for all students every day, every term, every year.

Students can be rewarded for the following:

- Subject star of the week
- Star of the session
- Key stage star of the week
- Punctuality
- Being ready
- Being responsible
- Resilience
- Creativity
- Independence
- Leadership
- Teamwork
- Supporting school values
- Passion for reading
- Passion for numeracy



Students can be rewarded with credits, postcards for achieving the perfect week, certificates, badges, commendations, Silver Ties and a Golden Ticket for exclusive access to an annual rewards event.

Parent Partnership

Our success is based on an effective partnership between students, staff, parents and carers. We will always aim to build positive, trusting and long lasting relationships to support our students to be confident, aspirational and highly successful members of our community.



Leading Parent
Partnership Award

2023-2026

To help develop positive relationships between our school and parents, The Basildon Academies are participants in the Leading Parent Partnership Award (LPPA).

This LPPA Award helps our school to work in partnership with all parents and carers increasing parental participation in school life, leading to improved pupil progress, punctuality, attendance and behaviour. The framework encourages parents to be involved in their children's learning, leading to improved outcomes in all aspects of school life.

The trust has established a parents forum which is self-sustaining and is used as an effective sounding board for developments. The forum has also been involved in developing key policies alongside senior leaders with a direct link between the forum and the governing body. Our consistent approaches to parental engagement ensure our schools operate the same processes and practices.

We work in partnership with parents and carers in various ways. These include parent representation on all local governing bodies and an active and effective parent forum that is chaired by our parent trustee.

Effective parent communications are live on many channels; via social media, through high quality information on display to parents within our schools, regular newsletters, our websites, parent evenings, open-classroom events and through regular phone calls, texts and emails.

Transitions into and within the school are supported effectively with significant investment of time and effort to ensure they are successful. Programmes and workshops for parents are offered on a wide range of areas both by the school and, in partnership with external agencies.

Termly awards evenings provide the perfect opportunity to recognise the successes of all of our students and to share these with parents.

The schools within our trust have successfully achieved the prestigious Leading Parent Partnership Award, validating the effective work and partnerships we have with parents, as well as challenging our next steps.

Enrichment

We recognise the power and impact that quality enrichment can have on young lives and minds.

Enrichment at the Upper Academy is split into 4 pillars.

Core Enrichment engages students in:

- Student briefings and assemblies
- Numeracy activities
- Current affairs
- Religious Education
- Careers
- Any information in the news or relevant to the time of year (e.g. Remembrance Sunday)

Co-curricular offers include sports clubs, book clubs and the Duke of Edinburgh award.

Academic Enrichment incorporates interventions where students are able to broaden their frames of reference; these include Saturday School programmes which run sporadically throughout the year, concentrated around exam time.

Trips and experiences students embrace compulsory educational visits and the option to take part in both day and residential trips that build resilience and self-esteem. Experiences have previously included university campus visits, field trips to Walton-on-the-Naze and a fun residential to Wales.

The programme has been set up to support and positively impact:

- Student resilience
- Self-esteem
- Passion for learning
- Sense of belonging
- The ability to stretch & challenge
- Equity of opportunity
- Broad experiences and frames of reference
- Employability skills
- Student cultural and social mobility
- Motivation of 'hard to reach' students

The enrichment opportunities are student choice.



Destination - Sixth Form

Success at The Basildon Academies Sixth Form is based on persistent endeavour, targeted support, personalised interventions and quality experiences.



The Basildon Upper Academy Sixth Form will provide students with innovative teachers and support staff that will be with them every step of the way. Our unique pathways of subjects will allow students to thrive.

Our students are rightly proud of our Sixth Form and are highly appreciative of the level of personalised support that enables them to achieve well.

Sixth Formers receive a number of unique privileges, including a dedicated area for working and socialising, the chance to act as a role model for younger students through mentoring schemes and outstanding careers advice, including guidance on UCAS and job applications.



We provide the opportunity to follow a personalised timetable that will be inspiring. Our quality teaching and range of innovative learning opportunities will support students in unlocking a passion for learning.





www.basildonupperacademy.org.uk