



WELCOME TO CHADWELL HEATH ACADEMY

"Chadwell Heath Academy is a warm and welcoming community where pupils feel safe and are kept safe" Ofsted 2025



SCHOOL ETHOS & VALUES



Curiosity - We want our students to have an insatiable interest in the world around them, to be open minded and keen to see the bigger picture.

Honesty- At Chadwell Heath we believe in always being truthful to ourselves, and to those around us.

Aspiration- We want our students to be ambitious for their future, striving to do their best in all areas of school life.

Diversity - We are committed to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

Welcoming - Our school is a friendly, welcoming place where everyone is encouraged to do their best and work towards achieving their full potential.

Empathy - At Chadwell Heath we stand up for others, realise that everyone is different, and pay attention to how others are feeling.

Learning - We are a school that inspires a love of learning, where teaching is carefully planned to ensure everyone makes excellent progress.

Leadership - We want our students to be empowered to be leaders, to make positive contributions both within school and the wider community.

WELCOME

Dear Parents and Carers,

As Headteacher, I am pleased to welcome you to Chadwell Heath Academy.

We pride ourselves on the educational and personal development opportunities embedded in our curriculum. Embracing our school community and working closely with our parents and carers is important to us.

Together we will create a school which is a model of excellence in academic standards, personal development, and respect. Our school will ensure students are provided with every opportunity to achieve their full potential, develop, and demonstrate respect for all and build a strong moral purpose. Our students will be seen as role models in the community for their impact on the lives of others through their leadership and charity.

Every child has the potential to succeed, and it is our responsibility as a school to ensure this is achieved in every student at Chadwell Heath Academy. As a school we will ensure that your child's needs are supported and remove barriers to learning so that no child is left behind. We intend on giving every child the opportunity to develop the knowledge, skills and resilience needed to flourish and succeed in the modern world. All children are unique and have an entitlement to live safe and rewarding lives, the vision of achieving this is what drives Chadwell Heath Academy forward.

Our students deserve the best opportunities regardless of their individual circumstances or abilities. We will develop a love of learning, an enhanced sense of justice and empower students with the knowledge, skills, and drive to make a positive impact on society.

At Chadwell Heath Academy, we believe in a supportive school community that allows children to develop their talents and passions. Our nurturing environment encourages students to explore their interests, ensuring they receive the opportunities and guidance they need to thrive.

Yours sincerely,

Mr Poddington



Mr. R. Poddington
Headteacher

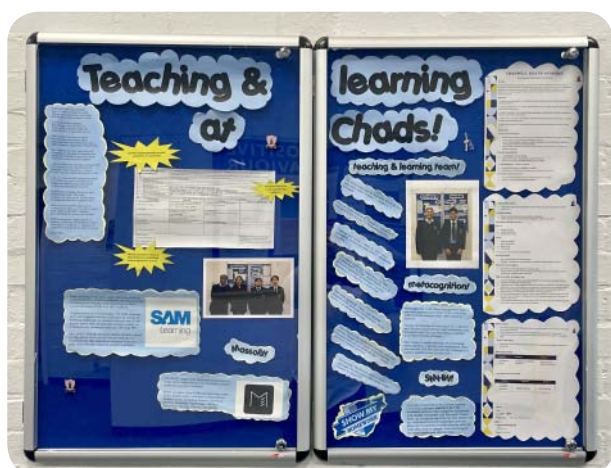
TEACHING & LEARNING

TEACHING & LEARNING AIMS

Excellent teaching and learning sits at the heart of what we are seeking to achieve for all pupils. It provides a consistently excellent educational experience. Enabling each of our pupils to maximise their effort and realise their full potential, irrespective of any disadvantage.

TEACHING & LEARNING PRINCIPLES

- Embedded routines-line up, stand behind chairs, orderly dismissal.
- Planned in accordance with the scheme of work to ensure sequential learning.
- Seating plan.
- Have a purposeful activity at the start of the lesson that:
 - Looks to retrieve knowledge
 - Helps to settle the class
 - Allows for the register to be taken
 - Bell to bell learning (Lemov)
- Teacher exposition
- New knowledge and skills being acquired.
- Pupil engagement with the module sheet.
- Modelling
- Scaffolding
- Application and practice of knowledge/skills.
- Reading opportunities where relevant.
- Applying vocabulary using specialist terms.
- Adaptive teaching strategies.
- Behaviour for learning strategies.
- Plenary - what did we do well? What do we need to do?



Priority 1	Priority 2	Priority 3
Embedding Formative Assessment	Adaptive Teaching	Talk for Learning

"Across the curriculum, the school has identified the key knowledge and skills it wants pupils to know and remember. The school has thought carefully about the order in which the curriculum is taught."

Ofsted 2025

THE CURRICULUM OFFER

KEY STAGE 3

Our curriculum for each year group is divided into 8 week modules and each module ends with an assessment, with an effort and attainment grade. This is sent to parents as a continuous guide to their child's progress. The subjects studied in Years 7 and 8 are: Art, Design & Technology, Drama, English, French, Music, German, Geography, History, Information Technology, Mathematics, Physical Education, Religious Studies and Science.

When pupils first enter the school they are placed on a reading programme as a first step in ensuring they continue to develop the skills to achieve their potential. This scheme continues through to Year 9, with pupils who have difficulty receiving additional support as required.

In addition, all pupils participate in a Personal and Social Education lesson.

Much of the teaching takes place in mixed ability groups, with the average group size being twenty three pupils. In each subject we aim to give our pupils the skills they will need to extend their knowledge and have the firm foundations necessary for success at GCSE and A level.

The curriculum in Year 9 continues that of Years 7 and 8 apart from Modern Languages, where, at the end of Year 8, pupils choose whether to continue with French or German as their Foreign Language in Year 9. Pupils then follow the National Foundation Certificate in Secondary Education for Modern Languages in either French or German.

Most subjects in Year 9 are taught in similarly sized groups, with setting in some subjects so that teaching can be carried out at a level most suited to the pupils' needs. Year 9 ends with pupils sitting their SATs examinations and deciding their GCSE subjects for Year 10.

KEY STAGE 4

All pupils follow a core curriculum consisting of English Language, English Literature, Mathematics, Physical Education, Personal and Social Education (which includes Religious Education and Citizenship) and Combined Sciences. Pupils will then take a further four GCSEs chosen from: Art & Design, Business Studies, Drama, German, French, Food Technology, Geography, History, Information Technology, Media Studies, Music, Product Design, Physical Education, Dance and Religious Studies. All of our subjects can lead on to further study, either in our Sixth Form or at a College of Further Education.

During Year 9, parents and pupils are issued with an Options Booklet outlining the range of GCSE and vocational courses available for study in Years 10 and 11. Final decisions on which subjects pupils should take are made after careful consideration and discussion with parents on the aptitude and ability of their child. Our aim is to ensure that pupils will achieve success in their studies and have clear career pathways open to them.

In Years 10 and 11, extra classes are created to ensure that average group size is below 20. All pupils in Year 10 will have two weeks of closely monitored and evaluated work experience, for which a certificate of competence is awarded.

SIXTH FORM

Our Sixth Form offers a full range of A-level subjects as well as a range of BTEC and CTEC courses. During Year 11, parents and pupils are invited to an evening at the school to explore and discuss the range of available opportunities for further study. On entering the Sixth Form, students are assigned to a Tutor who keeps daily contact with them and discusses how their studies are progressing. There is also an Academic Tutor who supports students in organising their studies and monitoring their performance. Students who have not achieved a minimum of a GCSE Grade 4 in either English or Mathematics, must continue with the subject and make it part of their programme of study. Students usually study three subjects at A-Level, although courses are tailored to individual need. Some students with exceptional GCSE grades may study four subjects. The range of courses changes from year to year, therefore parents and students are advised to consult the Sixth Form Prospectus available at the time of their application. There is regular assessment of progress in all subjects and this is discussed with the student. A report of this assessment is sent to parents. There is also an annual parents' evening. During Year 12 students receive advice and guidance on careers and university entrance. They are supported and guided through the UCAS process and each year we send the majority of our students on to university, college or other places of Further Education.

"In addition to their academic achievements, sixth-form students are well supported to be ready for living as independent adults. They learn a breadth of valuable skills, from collaboration to charity work. Pupils with SEND are included in all aspects of school life and access the same broad range of wider opportunities." Ofsted 2025

LITERACY PROGRAMME

A very important way in which parents can support their son/daughter is to support the school's Literacy Programme.

We believe that reading is essential for learning and all pupils are supported throughout the school to improve their reading skills and thereby fulfil their potentials. Each afternoon pupils will have time during registration to read a book of their choice.

Every pupil in Year 7 will have a Literacy Lesson each week where they will have the opportunity to work in a small group with their teacher. During this lesson they will learn the key skills needed to be good readers. These skills include improving their understanding of what they read, widening their vocabulary and understanding and analysing written information.

Pupils will be tested at regular intervals to check their reading progress. Those pupils with a reading score below their chronological age will have extra tutorials with trained Learning Support Assistants. These tutorials take place in morning sessions during the registration period.

"The school makes the teaching of reading a priority. Pupils have many opportunities to read carefully selected literature. Pupils actively engage with reading, demonstrate fluency and discuss texts with enthusiasm. Leaders identify pupils who may need additional support." Ofsted 2025



ART & DESIGN

The Art department provides a creative and dynamic learning environment which takes into consideration each student's needs and abilities, while having high expectations of all. The curriculum is designed to build students' knowledge on the formal elements, develop skills in a range of specialisms, analysing artwork created by artists and art movements, and exploring art around the world. In our department, we celebrate each student's independent thought processes and how they choose to express themselves with influence from a range of forms. Students are encouraged to explore a wide range of materials, techniques and also study the work of a range of contemporary artists and makers. Students are encouraged to have a growth mindset, and to approach each lesson with the belief in yourself, effort and willingness to improve. The Art department embeds skill and knowledge links across each KS3 modules and with reference to the Assessment Objectives used for GCSE and A Level marking schemes. This is with the intent to familiarize and prepare students for further study at GCSE and A Level.

BUSINESS

The Business Education department's intent is to provide an inclusive business curriculum which allows pupils to gain the knowledge and skills to grow personally, socially and academically. Our business curriculum is focused on rewarding and encouraging pupil effort and achievement in order to provide our pupils with opportunities in their future lives & working careers. We view the curriculum as a journey that is designed to provide our pupils with the tools to maximise their potential, irrespective of any disadvantage, special educational need or disability. The business curriculum is designed to meet the needs of our cohort at each stage of their development and learning, through its broad, balanced and educationally ambitious nature.

DRAMA

The Drama department's intent is to provide students with a broad and ambitious curriculum, and to ignite a lifelong love and appreciation for theatre as an artform. We want our students to develop autonomy around their own approaches to creating drama, and to produce imaginative work of which they can be proud. The department is committed to a representative curriculum that reflects the diversity of our school, we explore a rich, inclusive and socio-culturally relevant range of texts. We aim to promote a learning atmosphere conducive to exploration, giving students the insight to view mistakes as learning opportunities. We aim to promote an inquisitive and questioning mind-set so that students are confident to explore and question the world around them. The department aims to enrich the curriculum by providing pupils with exciting opportunities to experience live theatre and participate in performances, both in school and professional settings.



DESIGN & TECHNOLOGY

The Design & Technology Department at Chadwell Heath Academy is committed to planning, developing and delivering a program of study that provides our students with the broadest possible opportunity to experience and learn. At the root of the department is the desire to deliver creative, technical and practical skills which link to modern industries. Students are encouraged to become problem solvers, engage in analysis and solve real problems to create high quality outcomes. This is achieved by thorough imaginative teaching and learning, which embraces new technologies, whilst also retaining traditional practice. Above all we aim to encourage an independent and creative atmosphere, which allows students to take risks in a safe and positive environment, all of which is underpinned by secure knowledge and understanding.

ENGLISH

Excellent outcomes for all pupils in English enhances their life chances outside of the classroom. We want pupils to have a real sense of scholarship in their study of English based around a broad range of texts. This means a diversity of perspectives, encompassing a variety of time periods and experiences. They will be encouraged to be resilient and therefore able to question, interrogate and analyse texts in a critical way. Pupils should understand the value of English as a subject that broadens their horizons outside of the classroom and allows them to have empathy and an understanding of the ever-changing world around them. As a department we prioritise learning outside of the classroom and encourage external visitors to present the application of English in the local, national and international community.

GEOGRAPHY

The Geography department intends that students encounter a decolonised, adaptive, diverse, comprehensive and knowledge rich curriculum that enables them to become confident, questioning, independent, problem solvers who are equipped with the skills and understanding to continually develop a sense of intrigue about their world and their place in it.

HISTORY

The History department believes that students deserve a broad and deep History curriculum, rich in skills and knowledge. This will enable students to understand a range of cultures and enquire critically about the world. The department teaches a chronological, knowledge rich overview of British and World History, examining the key themes that shape societies whilst fostering a love of learning and a sense of enquiry for how the past has shaped the present.



ICT

We want our learners to be a part of the digital world rather than be passive consumers. Our educational approach provides a comprehensive foundation in technology, fostering creativity, logic, problem-solving, and adaptability in the evolving digital landscape. This is facilitated through carefully selected modules that equip learners with practical skills and broad subject knowledge for personal tech use and workplace readiness. The pedagogical method involves teacher-led modelling and objective-based tasks for a deep understanding of computer programs. The curriculum encourages curiosity and experimentation to nurture computational thinking and proficiency in programming. Learners are expected to use specialised terminology, showcasing their understanding of computers and programs. An electronic marking system ensures prompt feedback, tracks progress and skill development. In essence, this approach empowers learners to actively participate in the digital world, fostering competence and confidence in technology.

MATHS

Our curriculum is pupil-centred, with an aim to carry all pupils along their seven-year journey by building on previous knowledge and consolidating learning. Our curriculum sequence allows for knowledge retrieval using a variety of methods including 'Do Now' tasks, '5 a day maths' and regular review lessons which allow pupils to assess their understanding of various topics covered prior and address misconceptions. We focus on the application of mathematics in real-life problems and aim to increase fluency, confidence and resilience by following a carefully planned curriculum that builds on prior knowledge. Our differentiated schemes of work challenge and support pupils of all abilities.

MEDIA

The Media department at Chadwell Heath Academy is dedicated to fostering creativity, critical thinking, and technical proficiency in the field of media. We aim to empower our students with the skills and knowledge needed to become innovative storytellers, visual communicators, and media professionals. Our vision is to nurture a diverse community of creative minds who will shape the future of media.

MUSIC

Students deserve a broad and ambitious Music and Music Technology curriculum, rich in skills and knowledge, which ignites a lifelong love and appreciation for music as an artform and as a practical subject. It is a subject that requires both knowledge of and talent including skills in computer music concepts. To this end theory work is introduced alongside practical exploration from day one.



LANGUAGES

In Modern Foreign Languages we aim to foster a love and curiosity for languages through communicative, pupil centred and interactive learning. Our offer is to make languages accessible to all by supporting and challenging across the ability range as well as nurturing positive working relationships. Ultimately, coupled with opportunities to enrich student experiences outside the classroom, we intend to equip students with skills for life and prepare them for the world of work and life as a global citizen.

PE

Our aim is to deliver an engaging curriculum, full of 'opportunity', that is accessible to all and that allows all students to achieve their full academic potential. Our curriculum is not only designed to develop students' physical health but also uses PE and Sport as a vehicle to improve both their emotional and social well-being. As well as developing students' physical and cognitive skills through a variety of sports and activities, we are also concerned with students' personal development and value the importance of a holistic approach to their learning, which will provide them with the fundamental skills and qualities to succeed beyond Chadwell.

RELIGIOUS STUDIES

The Religious Studies department aims to provide a broad, pupil-centred curriculum that reflects the diversity of the community that we live in and beyond, enabling students to develop their own sense of mutual respect. We enable students to develop these outside the classroom through opportunities such as, Debate Club and Youth Activism workshops. In RS, the curriculum across all Key Stages is seen as part of a 7-year journey facilitating students' success at each stage.

FOOD TECHNOLOGY

Food Technology is an inspiring, rigorous and practical subject, focused on the development of technical skills. At Chadwell Heath Academy we understand the commitment to ensure that our pupils value food and its impact on our social and physical development. Students will understand and apply the principles of nutrition and learn how to cook in a safe and supportive space. Our focus is to ensure that all students can access the subject whilst instilling a passion for the creative elements that food can provide. Students will leave not only with practical, crucial life skills but how it can develop in areas of industry. Students in Key Stage 3 will acquire a broad range of subject knowledge and draw on disciplines such as mathematics and science.



SCIENCE

The Science department at Chadwell Heath Academy intends to provide an ambitious and broad curriculum that is meaningful and knowledge rich, developing the investigative, mathematical and practical skills to inspire the next generation of scientists who are scientifically literate and participate actively in their own learning, problem solving effectively.

We intend to design a curriculum that is coherently planned and sequenced to build upon prior knowledge and skills cumulatively. Pupils will also have the opportunity to re-visit and practice key materials previously covered.

We aim to break down the traditional stereotypes that exist within our discipline and show that science is 'for everyone', regardless of race, gender, or ability. We aim to highlight a broad range of distinguished scientists and science careers to our students, reflective of our diverse community.

It is our intent that students are competent in utilising practical equipment, obtaining meaningful data, which they can then analyse and evaluate effectively.

It is our intention that students will embed key scientific concepts and knowledge into their long-term memory and be able to recall this information successfully across the different key stages and through cross curricular.



PERSONAL DEVELOPMENT

Pastoral care and support are fundamental to ensuring that pupils achieve the best in all areas of school life. Chadwell Heath Academy provides a warm, friendly and caring environment in which pupils achieve outstanding success and seize the many and varied opportunities for personal and social development.

Pupils in each Year group are divided into six tutor groups for registration purposes. These six tutor groups are - **Austen, Bronte, Eliot, Orwell, Paton, Swift**. Each tutor group will typically consist of at least 31 pupils.

Each tutor group is assigned a **Form Tutor**. It is the general practice that a Form Tutor will stay with their tutor group as it progresses from Year 7 to Year 11. Form Tutors see their students daily and play a central role in the academic success of every pupil, through their daily contact with their tutor group and within the cycle of personal target setting and review sessions.

The school's tutorial programme enables students to develop study skills, social responsibility and an awareness of their place in the community, both within school and beyond. An easy way for parents to communicate with tutors is via their child's planner.

Each year group has a **Head of Year** who will progress with the year group through Years 7 to 11. The role of the Head of Year is to oversee the academic and social progress/behaviour of all pupils in the year group. This will involve them in discussing academic and pastoral problems with form tutors, subject teachers, Heads of Department and Senior Management.

If you have a concern about your child's academic progress or welfare please contact the appropriate Head of Year in the first instance.



CITIZENSHIP

Chadwell Heath Academy focuses on more than just exam results, encouraging self-esteem and respect for others, independence and responsibility, creative and critical thinking, innovation, problem-solving and a passionate interest in the wider world. As our students move through the school, we are committed to developing not only their academic standards and level of achievement but also their spiritual, moral, social and cultural awareness, embedding this in our curriculum and developing the 'whole child'.

STUDENTS WELLBEING

"I'm a student and need to report something"

If you have a concern about your own safety or the safety of another student, you can speak to a trusted member of staff, or the Safeguarding team in school.

WILL MY SON/DAUGHTER BE REWARDED AT CHADWELL HEATH ACADEMY?

Rewarding good effort and achievement is a positive means by which we encourage our pupils to achieve their best. The School has a clear structure of rewarding effort and achievement over a range of school activities.

HOUSE POINTS are awarded to pupils in Years 7 and 8 who have worked hard to achieve their potential within a classwork assignment or piece of homework or for high standards of conduct. The HOUSE POINTS are accumulated for the House Competitions and rewarded in Assemblies at the end of each module and finally at the end of each academic year.

The **JACK PETCHEY ACHIEVEMENT AWARDS** recognise effort and achievement. Each term, three of our pupils are nominated for the award by either teachers or pupils. Winners receive a Certificate of Achievement in the Headteacher's Assembly and a cheque to the value of £300 to spend on any aspect or area of the School. Each year the award winners are invited to a ceremony at the Town Hall where they are presented with a medallion.

EFFORT is recognised for pupils who achieve Grade 1 in all their subjects. They are rewarded in the Headteacher's Assembly. In addition, at the end of the academic year, each Year group has an Effort Shield awarded on Prize Giving Evening to the Form Group with the greatest number of Grade 1's achieved over the academic year.

ATTAINMENT AND PROGRESS PRIZES are awarded at the annual Prize Giving Evening held in the Autumn Term and consist of books, cups and medals. They are awarded to those pupils who have made: outstanding achievement or progress throughout the year (recommended by the Head of Year); outstanding achievement or progress in a subject (recommended by the Head of Department); outstanding contribution to the community, both within and outside the School.

SPORTS TROPHIES are awarded to the boy and girl in both the Lower and Upper Schools judged to be the best overall.

POSTCARDS These are linked to the school's ethos standards of **CHADWELL & RESPECT**

WHAT ACTIVITIES ARE AVAILABLE FOR MY SON/DAUGHTER AT SCHOOL?

OUR EXTRA-CURRICULAR OFFER

We lay on a broad range of extra-curricular activities both at lunchtime and after school. These fall into three broad categories:

Academic

These are aimed at exploring subjects beyond the curriculum or supporting pupils in their studies.

Enrichment

Extra-curricular activities are a great way for pupils to get the most out of their school life. They are fun, engaging and give pupils a chance to try new things or improve on their existing skills. These are vital to the school culture of Chadwell Heath Academy, and personal development of each of our pupils. We have a wide variety of enrichment opportunities on offer to the children that range from after school clubs, mentoring opportunities, lunch time clubs, form task activities and more. Across the academic year we ensure to recognise important calendar events and there are multiple whole school activities that all pupils can get involved with. Enrichment and the curriculum go hand in hand and ensuring that your child has an enriching time at school will only further improve their outcomes. Part of our enrichment programme also include inviting in external agencies, and including our school community as much as we can. There will always be a broad range of opportunities for your child to choose from whilst they are with us.

Sport

These activities are coordinated by the PE Department. They may be linked to school teams, but may also provide opportunities for pupils to practise a sport for the pure enjoyment of it. Some of these activities run throughout the academic year, whilst others are seasonal.



BRIGHT YOUNG THINGS

Learning Passport

At Chadwell Heath Academy we are very proud of our students engaging in a variety of extra-curricular activities and we would like to encourage our Year 7 and 8 pupils to take this concept a bit further. We have therefore created a “Bright Young Things” Learning Passport with the aim of inspiring this year group to commit themselves to complete additional learning tasks and to attend subject led clubs.

This is how it works:

- Students collect a Learning Passport from their tutor
- A list of subject related tasks, which pupils can choose from, is listed in the passport
- Alternatively pupils can attend a club offered by departments
- Tasks are meant to encourage independent study and research skills and are linked to the curriculum
- Once they have completed a subject task, pupils get a “visa” from each department (signed off in their passport)
- In June all passports will be collected in and there will be rewards for students who have completed the most activities

THE HUB



The Hub is situated in the school and is the central point for supporting all pupil. Our door is always open during the school day.

We offer support for:

- Special Educational Needs or Disabilities - The Hub is the home for the SENCO and a team of Learning Support Assistants who deliver a variety of interventions including support for literacy
- Students who would like to access mentoring or emotional support
- Students who had additional arrangements for examinations
- Students who are Looked After or have children's services involvement

The Hub is also the home of the Safeguarding Team.

The Hub is open every lunchtime Tuesday - Friday as a safe quieter space for pupils who find the playground overwhelming, or for those who want to access our Homework Club.

DEVELOPING POSITIVE BEHAVIOURS & ATTITUDES

ATTENDANCE & HOMEWORK

The programmes of study in all subjects follow on from one lesson to the next and therefore regular and punctual attendance is an essential ingredient for success. We monitor attendance and punctuality regularly and request that parents notify the school office on the morning of an absence and always supply a note when their child returns.

We ask, wherever possible, that a dentist or doctor's appointment be held outside of normal school hours.

Homework is given regularly in order to help develop self-reliance and the ability to work independently. It also provides the repetition and reinforcement which is indispensable in the acquisition of skills. Homework tasks are recorded in Pupil Planners and posted on 'Show My Homework' which parents will be able to access through the website or via their smart phone. The amount of homework set varies from subject to subject and from year to year. When homework is not set pupils should be writing notes, practicing skills, and revising. Each pupil has a log in to 'SAM Learning' and there is a minimum expectation that they will complete 4 hours of SAM in each 8 week module. It is also essential that pupils read regularly. It is important to establish a regular homework routine.

The time that pupils need to devote to homework or independent study is:

In Years 7,8 & 9 – around 30 minutes per subject each week

In Year 10/11 – a minimum of 1 hour per subject per week

In Year 12/13 - a minimum of 3 hours per subject per week

We ask parents to help their children by encouraging them in their homework and ensuring that there is a quiet time at home for it to be completed.





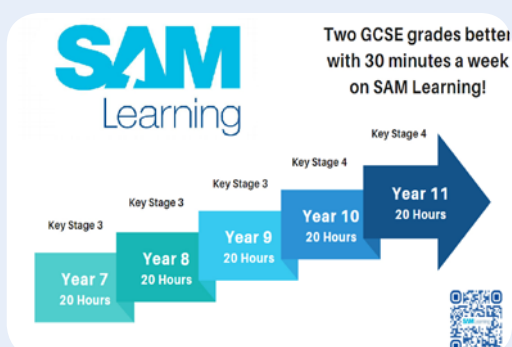
SUPPORTING LEARNING

SAM Learning

SAM Learning is an online service that offers a range of activities to complete across all major GCSE & KS3 subjects. All students in years 7-11 will be expected to use the platform on a weekly basis and complete 4 hours of SAM Learning in each 8-week module.

With 30 minutes a week on Sam Learning students can achieve two GCSE grades better.

Students can access the platform anytime and anywhere – on desktop, tablet or phone. It only requires them to use their school email for their ID and Password. (****@chadwellacademy.co.uk)



SAM Learning features

- It has adaptive A.I that guides students to improve if they have not achieved 80 %
- It encourages them to get a higher score than their friends and climb the leader board
- It makes subjects suggestions just like a teacher would do

Satchel One

At Chadwell Heath Academy all of your homework will appear on Satchel One, although you should also write it down in your homework planner as well. Your teacher will upload the homework instructions and will also record whether your work is submitted on time.

How Satchel One can help you:

- Keeps your homework organised
- Sends you reminders when homework is due
- Helps show you how much homework you have
- Keeps you up to date when you are away or absent from school
- Lets you message your teacher for help if you are unsure about the work



PARENTAL CONTACT

We believe that pupils progress most effectively when their parents are involved in their education. If problems occur, it is our policy to involve parents at an early stage and seek parental support in finding solutions.

Parents and pupils can also access homework through the 'Show My Homework' facility via the school website, or smart phone application.

Every eight weeks we issue effort and attainment grades in all subjects. This allows parents to monitor their child's development and provides the opportunity to discuss their child's progress

Parents may request meetings with the Head of Year and/or subject teachers to discuss any particular problems that may arise during the year.

A full academic report, which contains detailed statements about the knowledge and skills learnt in each subject, is issued once a year.

Parents are invited to a parents' evening each year to discuss their child's progress with staff. Staff are available at other times by appointment to discuss matters of special concern. Other evening events occur during the year to discuss specific issues.



STUDENT LEADERSHIP

STUDENT LEADERSHIP TEAM

Our goal at Chadwell Heath Academy is for the **Student Leadership Team (SLT)** to promote and foster the school ethos that will enrich all students. Through their leadership, teamwork, and commitment, they have driven numerous initiatives that have enriched both the student body and the wider community.

One of their most celebrated achievements has been the successful organisation and management of the annual Christmas Fair. Their dedication ensured that the event was not only enjoyable for students and staff but also a key fundraiser. The fair brought the school together in the spirit of celebration and giving, showcasing the creativity and organisational skills of our student leaders.

The team also made a significant impact through their coordination of a highly successful food bank donation drive on behalf of Barking Churches Unite. This initiative highlighted the compassion and generosity of Chadwell Heath Academy, with students and staff rallying together to support those in need. The food bank drive demonstrated the SLT's ability to inspire action and bring meaningful change beyond the school gates to the wider community.



In addition to these events, the Student Leaders has revitalised the school's commitment to sustainability through the establishment of the **Green Team**. This dedicated group is responsible for daily playground cleaning, ensuring a tidy and welcoming environment for students. They also attended an inspiring environment workshop with Redbridge Council, where they gained valuable insights and ideas to further their eco-friendly initiatives. The Green Team has led by example, encouraging students to participate in recycling programs and take pride in maintaining a greener school. Their work not only addresses environmental concerns but also promotes a sense of shared responsibility among the student body.

Further demonstrating their leadership, the team has taken proactive steps to improve the school experience for their peers. This includes holding meetings with the school canteen team to discuss feedback on food options, promoting student preferences and healthy eating. Moreover, the SLT has established a direct line of communication with the Headteacher, Mr Poddington, where they share ideas, address student concerns, and collaborate on ways to enhance the school environment. A suggestion box has been added to the newly created Student Leadership noticeboard to once again allow for all voices to be heard throughout the school.

The work of the Student Leaders has not only fostered a sense of pride and ownership among students but also created lasting benefits for the school community. Their initiatives embody the school ethos of energy, enterprise, responsibility and positivity. They are an aspirational group of leaders to all students across the school, setting a high standard for student involvement at Chadwell Heath Academy.



"Pupils readily take on leadership responsibilities as part of the 'teaching and learning team', as 'mental health ambassadors' and 'house champions', which fosters a strong sense of community." Ofsted 2025

SPORTS LEADERSHIP

LEVEL 2 LEADERSHIP IN SPORT

Those who have not chosen the GCSE PE as an academic option, but have a passion or desire for leadership, have the opportunity in year 10 to complete the Level 2 Leadership in Sport qualification during their core PE lesson. This is a nationally recognised qualification that enables successful learners to assist in leading purposeful and enjoyable sport/physical activity or dance, under direct supervision. The course is designed to develop students' leadership skills through intellectual and physical challenges which encourage students to work in a team, build confidence and develop the necessary decision making skills. The course will involve both guided & peer-to-peer learning, as well a wealth of leadership experience within the sector, to ensure that learners have all the skills needed to lead basic physical activities whilst developing key life skills to help with future employment.



LONDON YOUTH GAMES

Our Sports Leaders were nominated by the London Youth Games Foundation and awarded the 'Spirit of the Games Award' at the inaugural LYG Workforce Celebration Evening, supported by the City of London. This recognition is awarded to a group of Young Leaders who have demonstrated the values of London Youth Games in everything they do, these are inclusion, integrity, and collaboration. Our young leaders are being recognised for their dedication and hard work whilst supporting the London Youth Games at this year's Adapted Inspire Festival at Redbridge Sports Hub and various other events across the year.

SPIRIT OF THE GAMES AWARD 2024

"We are delighted to announce that the Spirit of the Games Award 2024 goes to Chadwell Heath Academy. A standout group where each young leader approached their role with enthusiasm and optimism which captured the hearts and minds of the SEND participants. They were respectful and extremely helpful, putting in the hours in before and after competitions." **London Youth Games**

WELLBEING

MENTAL HEALTH

At Chadwell Heath Academy, we prioritise the mental health and wellbeing of every student. We believe that mental health is just as important as physical health, and fostering a positive, supportive environment helps students thrive both inside and outside the classroom. As part of our commitment to mental wellbeing, we encourage students to explore and practice the **'Five Ways to Wellbeing'**.

Connect

Strong relationships are key to mental wellbeing. Whether it's connecting with friends, family, or teachers, talking to others, and sharing experiences can help you feel supported and valued.

How we support you: We have a range of extra-curricular clubs, student ambassador programmes, and mentor programs designed to help students build strong, positive connections with others.

Be Active

Physical activity releases feel-good chemicals in the brain, which helps reduce stress and boosts mood. Regular exercise can also improve sleep and concentration.

How we support you: Our PE Department offer a variety of sports, fitness activities, and our school offers outdoor spaces to encourage active participation. Whether you're interested in team sports or individual activities, there's something for everyone.

Take Notice

Paying attention to the present moment can help reduce anxiety and increase your sense of calm and appreciation for the world around you. Take time to appreciate the small things and notice how you feel in the moment.

How we support you: We encourage students to show gratitude and take notice of their thoughts, emotions, and surroundings as this is a great way to stay present and pay attention to our needs. We also recognise the important to give positive recognition as this serves as a catalyst for building self-esteem and self-confidence.

Keep Learning

Learning new things and developing skills not only boosts confidence but also keeps your brain active and engaged. It's an important part of personal growth.

How we support you: We offer a wide range of subjects across our school curriculum and extracurricular programme, as well as workshops, and enrichment programs to help students explore new interests and develop skills beyond the classroom.

Give

Helping others and contributing to the community can create a sense of purpose and fulfilment. Acts of kindness—big or small—can make a significant difference to your wellbeing and that of others.

How we support you: We encourage our students to get involved in community charity events, volunteer opportunities, and support one another through peer mentoring and group projects.



Wellbeing Ambassadors

At Chadwell, we believe in empowering students to take an active role in promoting mental and emotional wellbeing within our school community. That's why we have introduced the **Wellbeing Ambassadors Programme**, a student-led initiative designed to break down the stigma around mental health and to create a supportive and positive environment for everyone.

'Pupils' physical and mental health are well supported. Pupils value the opportunities they have to develop their talents and interests through participating in additional activities such as badminton, calligraphy and various performances.' **Ofsted 2025**

SCHOOL PERFORMANCE

Key Stage 4

Although these results will not be published in Performance League Tables until later in the year, I am able to give you an unofficial breakdown, where calculable, of what was achieved by the pupils of the school this summer.

- Attainment 8: 53.92
- Strong Pass in English & Maths: 61.5%
- Five or more Standard Passes (including English and Maths): 72%
- Standard Pass in English and Maths: 74.7%
- Strong Pass in English: 74.7% Standard Pass in English: 85.7%
- Strong Pass in Maths: 67.6% Standard Pass in Maths: 78.6%
- Standard Pass in two Sciences: 79.1%

These successes are reflected throughout the Year Group. The results achieved by SEND pupils and those who experience disadvantage continue to be excellent and a particular source of pride.

Note: A Strong Pass refers to Grade 5 and above. A Standard Pass refers to Grade 4 and above.

Key Stage 5

I am pleased to report that the performance of our students at KS5 remains a source of pride for the school. Although these results will not be published in Performance League Tables until later in the year, I am again able to give you an unofficial breakdown, where calculable, of what was achieved by students at the school.

- Average Point Score per A-Level: 28.21 Grade C-
- Average Point Score for best three A-Levels: 29.21 Grade C
- Average Point Score per Applied General Qualification: 30.80 Distinction -
- Average Point Score per Technical Level: 32.66 Distinction -

Perhaps more importantly, these results – underpinned by the effectiveness of our UCAS support programme – meant that every student who wanted to further their studies at university has been able to do so. It is a source of pride for us that – as a result of our Sixth Form entry policy – many students who would not have been able to study at A-Level or BTEC/CTEC in other schools have had that opportunity and been able to achieve their ambition of a university place.

These results – at Key Stages 4 and 5 – are indicative of the opportunity on offer at Chadwell Heath Academy and demonstrate our continued ability to add value to our pupils' education. Let me reiterate: these achievements are only possible with the commitment and support of pupils, parents, teachers and governors. Now the hard work must start again and we look forward to working with you and your children in the years ahead.



CURIOSITY

HONESTY

ASPIRATION

DIVERSITY



WELCOMING

EMPATHY



LEARNING

LEADERSHIP



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