



Park Vale Academy

Prospectus



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“High Expectations for High Achievement”

Welcome to Park Vale Academy

Thank you for taking an interest in our academy. Park Vale Academy is part of Redhill Academy Trust; a local outstanding provider, operating under the experienced and nationally recognised leadership of CEO, Andrew Burns.

At Park Vale Academy we are ambitious and aspirational for all of our students. We firmly believe that academic success is vital in ensuring that young people achieve their potential. As a consequence, we have extremely high expectations of our students in all aspects of their conduct and attitude to learning. Likewise, we pride ourselves on the high standards of teaching and learning we offer at the Academy with staff who are passionate about their subjects and committed to ensuring students make exceptional progress.

The impact of this aspirational culture can be seen clearly in the table below which demonstrates how the achievement of students has risen consistently since the academy opened, particularly in relation to **Progress 8** which is the main DFE performance measure when judging school performance.

A Clear Upwards Trend in Academic Performance

	2018	2019	20-22	2023	2024	2025
Progress 8	-0.78	-0.31	COVID	-0.1	0	N/A
Basics 4+	48%	56%		51%	57%	57.5%
Basics 5+	20%	32%		29%	34%	37%

As well as this clear focus on academic achievement, we also offer a wide range of co-curricular activities to develop students' skills and interests outside of the classroom. We actively encourage students to engage in these opportunities to ensure that they become fully rounded individuals and better equipped for the challenges of further education and future employment.

Park Vale Academy is absolutely committed to ensuring students feel safe and secure. Our experienced and dedicated pastoral team support the young people to make the right choices and engage positively with life in school whilst rigorously monitoring their academic progress. We always work closely with parents as we know that your support is crucial in ensuring that we are able to maintain our high standards and deliver success for each individual.

Park Vale Academy benefits from wonderfully spacious and well-designed buildings, set in beautifully landscaped surroundings. State-of-the-art facilities, boasting the latest educational technologies, provide the ideal learning environment for students to thrive both academically and socially.

We hope that you share our values and aspirations and choose to send your child to Park Vale Academy. On that basis, I would strongly urge you to attend our annual Open Evening or if this is not convenient, contact the Academy to arrange a visit during the school day. We look forward to meeting you.



Steve Bowhay
Head Teacher



A message from Redhill Academy Trust



Dear parents,
I would like to warmly welcome you to the Park Vale Academy prospectus for student admission in September 2027.

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

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

These five values will guide the development of Park Vale Academy, in partnership with Redhill Academy Trust, for the coming years.

Working with the whole staff at Park Vale Academy, our priority is to support continued, rapid, but sustainable improvement in all areas of the academy. I firmly believe that the next few years will be an exciting and very successful time for Park Vale Academy as it becomes the first choice for all parents and children in the area.

Andrew Burns OBE
CEO, Redhill Academy Trust

Curriculum

Our aim is to provide a curriculum that enables all students to enjoy and achieve their full potential during their time at Park Vale Academy as well as meeting all statutory requirements. We have a responsibility to prepare our students for further education and for life and work in a fast-changing and challenging world.

In Years 7-9 we aim to ensure that students study the widest possible range of subjects:

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

In Year 8 some students may be invited to study French in addition to Spanish. During Year 9 we guide students about their options for education between the ages of 14 and 19, and undertake career planning activities. We encourage parents to be part of this decision making process.

In Years 10-11 all students continue to study a strong academic core:

• English Language	• Religious Education, Philosophy & Ethics
• English Literature	• Science
• Mathematics	• At least one additional EBacc subject
• Physical Education (<i>non-examined</i>)	

Students then have the opportunity to specialise by selecting subjects from the following choice of options:

• Art	• History
• Business & Enterprise	• Hospitality & Catering
• Computer Science	• Music
• Creative iMedia	• Photography
• Dance	• Physical Education (<i>examined</i>)
• Drama (Performing Arts)	• Product Design
• French	• Spanish
• Geography	• Textiles
• Health & Social Care	• Triple Science

Students who achieve the required qualifications at GCSE will automatically be able to transfer to the Redhill Sixth Form Centre at the end of Year 11.

All students study the wider curriculum including personal, social, health and economic (PSHE) education, relationships & sex education (RSE) social, moral, spiritual and cultural education (SMSC), citizenship and British values. These are taught as discreet sessions as well as being integrated into the wider curriculum.

Co-Curricular at Park Vale

As part of our commitment to widening students' experiences, the academy offers an extensive range of lunchtime and after-school clubs to engage students outside of the classroom. There is a real variety of opportunities for students to challenge themselves, develop new skills and build relationships with others.



Some of the many activities include:

• AI Club	• Debate Mate	• Maths Puzzle Club
• Art Club	• Drama	• Minecraft Club
• Athletics	• Duke of Edinburgh Award	• Music
• Basket Ball	• Film Club	• Netball
• Breakfast Club	• Football	• Philosophy Club
• Brilliant Club	• Gardening Club	• Poetry Club
• Cheerleading	• Handball	• Pride Club
• Chess Club	• History Club	• Robotics
• Choir	• Homework Club	• Rounders
• Comic Club	• Indoor Rowing	• Stem Club
• Computer Coding	• Kayaking	• Study Skills
• Cooking Club	• Knitting	• Thai Boxing
• Craft Club	• Languages Club	• Trampolining
• Cricket	• Lego Club	• Uno Club
• Dance Academy	• Library Club	• Writing Club
• Darts	• Mandarin Club	• Woodwork

Students are expected to participate in at least one activity per week but are encouraged to attend more.

The academy also offers students the opportunity to participate in all sorts of exciting trips and visits to enrich their academic experience during their time at the academy. Please visit our website for further details.





Academy Ethos

Your child's learning and development is our number one priority, providing them with an education that will give them the best possible opportunities in life.

By offering each student a variety of educational pathways and exciting co-curricular activities, we aim to cater for a wide range of talents, interests and aspirations.

This is achieved through a combination of excellent teaching and high quality opportunities. By continually improving our own teaching and learning and simultaneously developing our students' independent learning skills, we guide young people on their journey to further education or skilled employment.

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

In addition, our School Values of Democracy, Responsibility, Independence, Valuing Others and Equality (DRIVE) are integrated into the life of the school. We use every opportunity to promote these attitudes and characteristics, which we see as fundamental in fostering balanced individuals within a harmonious community.

Academy House System

The academy is divided into four Houses; Clumber, Newstead, Rufford and Wollaton. Each one is led by a Head of House, supported by a member of the Senior Leadership Team. Within each House there is also a House Achievement Co-ordinator and a wider team of Tutors who have a role focused on supporting the achievement of every student. We also have House Support Assistants; these are non-teaching members of staff that help the students with day-to-day issues.

Tutors in each House are teachers and they play a vital role in knowing every student and supporting them through their time at the academy. Tutor groups are made up of mixed age groups comprising students from years 7 to 11 and this

creates a strong family ethos within the tutor group. Generally speaking, family members are assigned to the same House as their siblings. All Houses have a formal assembly at least once a week. As a parent, your main point of contact with the academy is through the Form Tutor or Head of House to which your child belongs.

We strongly believe that organising a secondary school in this way helps to shape the student population into cohesive groups, which promotes a sense of community and belonging. It creates a system where everyone is well cared for and their academic progress is closely monitored in an effort to maximise each individual's achievement.



The Quality of Education - *Good*

Behaviour and Attitudes - *Good*

Personal Development - *Good*

Leadership and Management - *Good*



Uniform Expectations

The academy takes great pride in the appearance and the behaviour of its students and we welcome the co-operation of parents in this matter. We all need to work together to maintain these high standards.

Uniform at Park Vale Academy includes:

- | | |
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| <ul style="list-style-type: none">• Navy blazer <i>(crested)</i> | <ul style="list-style-type: none">• 1 pair of small stud earrings (lower lobe) and/or a plain nose stud is allowed
<i>(no other jewellery should be worn)</i> |
| <ul style="list-style-type: none">• Tie <i>(with house colour)</i> | |
| <ul style="list-style-type: none">• Grey trousers / skirt <i>(crested)</i> | <ul style="list-style-type: none">• School coat, plain in colour
<i>(large logos, sports jackets, denim jackets, leather jackets, body warmers & hoodies are all not permitted)</i> |
| <ul style="list-style-type: none">• School jumper / cardigan <i>(crested)</i> | |
| <ul style="list-style-type: none">• White shirt with top collar button | <ul style="list-style-type: none">• P.E. top <i>(crested)</i> |
| <ul style="list-style-type: none">• Plain black leather shoes
<i>(not boots or trainers)</i> | <ul style="list-style-type: none">• Plain black bottoms
<i>(shorts, skorts, tracksuit bottoms or sports leggings)</i> |
| <ul style="list-style-type: none">• Plain black socks / tights | <ul style="list-style-type: none">• Quarter-zip P.E. sweatshirt <i>(crested)</i> |

Further information about our uniform can be found on our website:

www.parkvaleacademy.org.uk





*“Pupils enjoy attending Park Vale Academy.
The school has high expectations
of what pupils can achieve
and how they should behave.”*


Ofsted

Admissions Policy

Applications to Year 7 are managed through the local authority.

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

1. Looked after children
2. Children who, at the time of admission, will have a brother or sister attending the school
3. Other children who live in the catchment area at the closing date of application

If applications exceed the number of places available, the school will operate a waiting list, in which priority for places will be given on the basis of this criteria.

Students who have a statement of special education needs and where the school is named in the child's statement, will be admitted.

Measuring distance 'as the crow flies'

In the event of over-subscription within any criteria, preference will be given to children who live nearest to the school as the crow flies. Distances are measured from the entrance to the child's home to the principal entrance to the main administrative building of the school by the local authority, which currently uses a computerised measuring system.

In-year admissions

In-year applications need to be made through the local authority. If a place is not available in the year group for which a student applies, the application will be refused and placed on the waiting list. Names are placed on the waiting list in the rank order of our published over-subscription criteria, not in the date order by which they are received. Parents have the right of appeal to the refusal of a place.





*“There are positive
relationships
between staff and pupils.
Pupils are polite and
well-mannered.
They treat each other
respectfully.”*

Ofsted



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