



Welcome to Sharnbrook Academy





Interim Academy Principal

Dr Keating-Roberts





PURPOSE

Principal
Dr C Keating-Roberts

Vice-Principal
Ms K Tunnicliff

Attendance
Safeguarding

Assistant-Principal
Mr J Hankins

Sixth Form

Vice-Principal
Mrs L Watt

Progress / attainment
Examinations

Assistant Principal
Mr A Lovesey

Professional Tutor

Vice-Principal
Mr D Baxby

Culture and behaviour
Pupil premium

Assistant Principal
Mrs E Nicholls

SENDCO

Assistant Principal
Mrs SJ Eastwood

Teaching and learning

Assistant Principal
Mr D Wise

Tutor Programme
Pledges

THE SENIOR TEAM



THE HOUSE TEAM



Head Of House
Mrs J Bass

Student
Support Assistant
Mrs H Perry



Head Of House
Ms R Keen

Student
Support Assistant
Miss A Brunetti



Head Of House
Mrs L Thomas

Student
Support Assistant
Mrs H Kell



Head Of House
Mr A Lovesey

Student
Support Assistant
Mrs P Orr



Head Of House
Mr G Arnold

Student
Support Assistant
Mrs L Rance



Pastoral Care - House



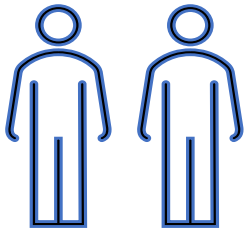
House Senior Tutor

House leadership
Parental contact
Medium and longer-term support



Student Support Assistant

Parental contact
Immediate and medium-term support
Safeguarding



Tutor x 10

Day to day information
and support

Pastoral Care – Whole School



Designated Safeguarding lead

Student and parental support /
guidance



Deputy Designated Safeguarding lead

Student and parental support
and guidance



Attendance officer

Daily communications on absence
Absence support



THE SCHOOL

THE SCHOOL DAY

	Start time
Tutor time	08.30
Period 1	08.50
Movement time	5 minutes
Period 2	09.55
Break	10.55
Period 3	11.20
Movement time	5 minutes
Period 4	12.25
Lunch	13.25
Period 5	14.00
End of day	15.00



We show respect for others and our environment

- We follow instructions from adults first time, every time
- We move around the site with care, pace and purpose – we don't run and we don't touch one another; **we respect one another's personal space**
- **We consider our language – we are polite to all**
- At front of school, we use the path and not the road
- **Care** is taken when moving around buildings (e.g. accessibility buttons used to open doors, footballs are held whilst moving, pace and purpose – no running)
- School facilities as used as intended – for example, toilets used for their purpose, fences are not climbed

DINING HALL EXPECTATIONS

WE ARE **POLITE** AND **RESPECTFUL**



WE CARE
FOR OUR
ENVIRONMENT



WE QUEUE SENSIBLY AND
SIT DOWN
IN THE DINING HALL



THANK YOU



We attend all lessons on time, every day



We are ready to learn

Equipment List:

- Pencil Case
- Pen (Black or Blue)
- **Pen (Red)**
- Pencil
- Ruler
- Rubber
- Sharpener
- Scientific Calculator

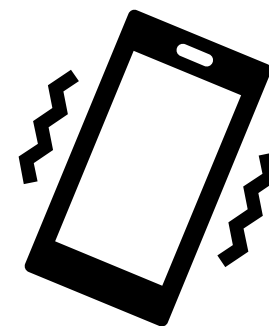


To ensure that we are all ready to learn, uniform and equipment is checked daily.

A reminder:

- Full pencil case
- House tie
- Black shoes
- Logo jumper or blazer
- Skirt or trousers
- Minimal jewellery

Mobile phones and headphones **must not be out, used or visible** anywhere on the school site during the school day



EXPECTATIONS

Tuesday 30th June

Students board at their nearest bus stop (see website)

All students should arrive for 8.30am

Gather on the top courts

Assembly

Lessons and CATs

Wednesday 1st July

Students board at their nearest bus stop (see website)

All students should arrive for 8.30am

Gather on the top courts

With tutors

Lessons and CATs

Final assembly

Buses

For further
information see
school website for all
routes and providers

TRANSITION DAYS



Things to remember and bring

- Uniform is white shirt with black trousers or skirt and normal school shoes, or normal primary school uniform
- Pencil case
- Bring a packed lunch (unless you have free school meals,) a snack for break and a water bottle
- Bring PE kit

TRANSITION DAYS

A decorative footer consisting of a horizontal row of six colored geometric shapes: a red trapezoid, a dark red rectangle, an orange trapezoid, a yellow rectangle, a green trapezoid, a dark blue rectangle, a blue trapezoid, and a purple rectangle.

COMMUNICATIONS

School is very different to primary - over 1600 students including a sixth form for 400 students; over 100 teaching staff and 60 support staff

Tutor/House Team are the first point of contact

Two academic reports – Term 2 and Term 5

Contact via MCAS, parent email, letters, social media & termly school newsletter

Buses via website / MCAS

Website





Common sense rules

Four items of branded uniform

The rest are all commercially available

Footwear

Accessories



SCHOOL UNIFORM



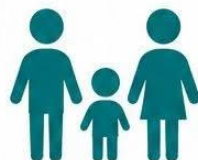
FREE SCHOOL MEALS 2026/27

Important changes for families receiving Universal Credit



FROM SEPTEMBER 2026

All children from households receiving Universal Credit may be entitled to Free School Meals (FSM).



TWO TYPES OF FREE SCHOOL MEALS



TARGETED FSM

Universal Credit + household earnings £7,400 or less



Free school meal every school day



Access to the HAF Programme during school holidays



School receives Pupil Premium funding for additional educational support



EXPANDED FSM

Universal Credit households above the £7,400 earnings threshold



Free school meal every school day



No HAF eligibility



No Pupil Premium funding



TRANSITIONAL PROTECTION IS ENDING

From 31 July 2026, previous FSM protection arrangements will end.



Eligibility will be checked annually



Some families may become eligible for the first time



Some families currently receiving FSM may no longer qualify



ACTION REQUIRED

All families must check their eligibility from:

1 JULY 2026

to receive Free School Meals from **SEPTEMBER 2026**.



Apply or re-check eligibility as soon as possible.



RECEPTION, YEAR 1 & YEAR 2

The Universal Infant Free School Meal Scheme is not changing.

Children in Reception, Year 1 and Year 2 will continue to receive free school meals as usual and low-income families can still apply for additional support through Key Stage 1 Pupil Premium.



HOW TO APPLY

Applications and re-checks of eligibility can be made from now via [Free school meals and pupil premium | West Northamptonshire Council](#). We recommend applying as soon as possible, as this will give more time for applications to be processed, ensuring that eligible children receive free school meals from the start of the September term.



Apply online via [Free school meals and pupil premium | West Northamptonshire Council](#)

Free school meals

SEND Team



Mrs Day
Assistant SENCO



Mrs Nichols
Assistant Principal
SENCO



Mrs Bailey
HLTA



Miss Brzozowska
SEND
Administrator

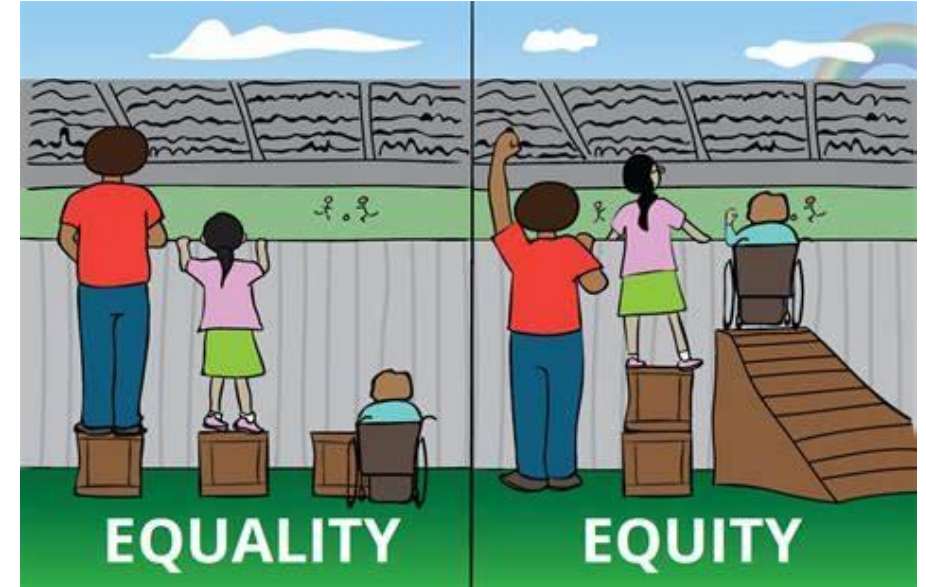
Plus, a team of Teaching Assistants

External agencies/commissioned support across two local authorities

Counsellors (referred into the Academy)

Contact: senco@sharnbrook.academy

Website: [Special Educational Needs Provision](#)



SPECIAL EDUCATIONAL NEEDS

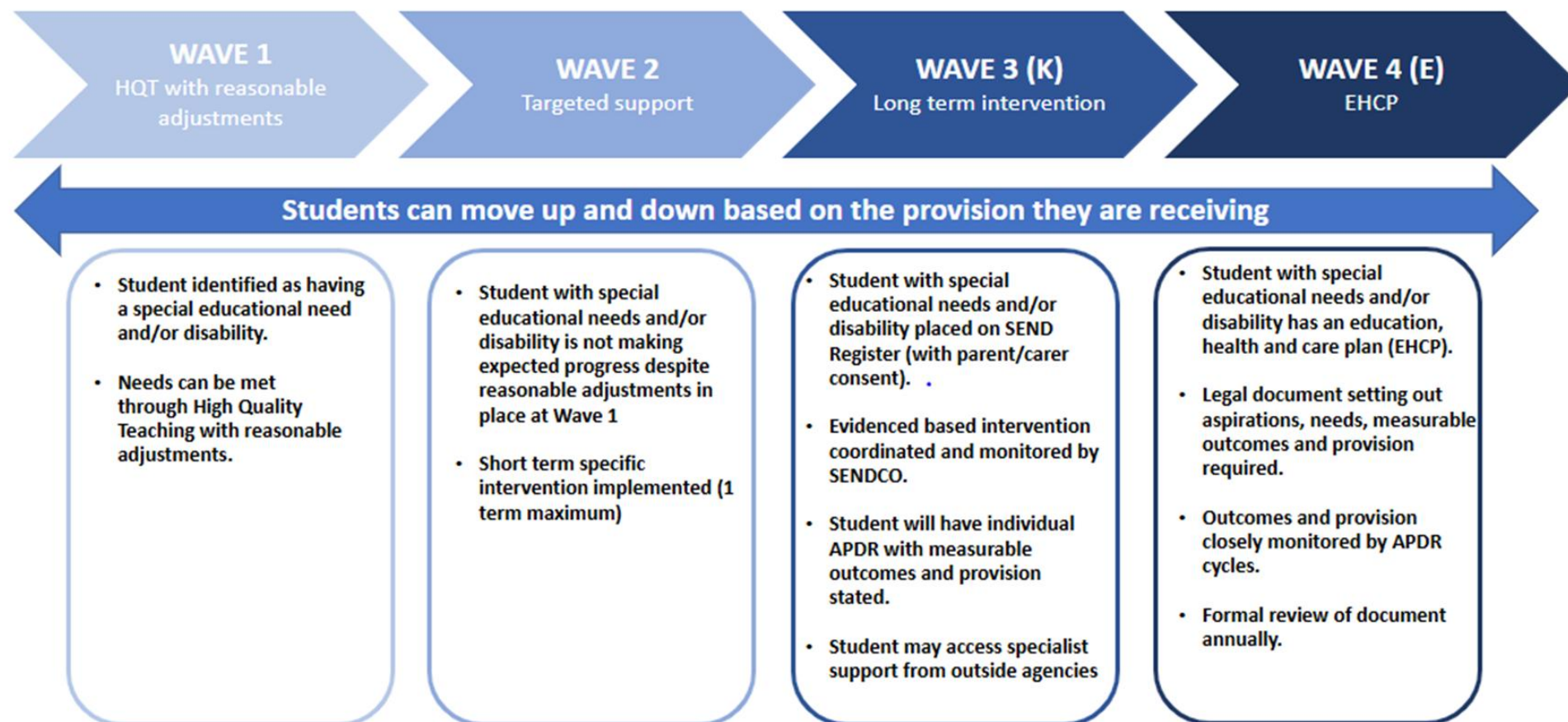
IDENTIFICATION

- Information sharing with Primary schools, during the summer term of Year 6
- Baseline, standardised testing on the transition days, and at the start of term: NGRT, CATs, and GL Progress tests in English, Maths, and Science
- Experienced teaching and support staff pass on all 'queries'
- 'If you teach...' communication: ensuring all stakeholders share their classroom experiences
- Close working relationships with House Teams, and Behaviour leaders
- Open communication with parents/carers



The Graduated Approach

Students are referred through the different Waves using the Assess, Plan, Do, Review (APDR) process



INFORMATION

Learning Plan for [redacted]

Stage: K
Date of birth: [redacted]
Teacher: Mrs Elizabeth Nichols Start date: 4/9/2024 Review date: 7/1/2025 Plan number: 2

SA
SHARNBROOK ACADEMY

Assess

Areas of strength:
Areas of concern:

Plan

Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff
Literacy	To develop confidence, reading and listening skills, in order to improve comprehension, measurable by an increase in Standard Age Score. To develop reading and writing skills to a functional level to enable the understanding of texts and write ideas successfully at KS4.	To make progress in reading comprehension in NGRT. To have an increased confidence in reading out loud in sessions. To answer simple retrieval questions regarding a text. To develop skills that can be applied to the GCSE curriculum.	* OPP with teaching strategies * Literacy intervention 2x 1hr weekly	

Pupil Passport - Emma Smith - Y4

Emma Smith
Date of birth: 1/1/2010
Head of Year: Mrs Smith
Year group: Y4
Tutor Group: Y4A

I would like you to know that...
I feel a bit shy if I work with someone so they can help me.

Things I like to do...
Having someone available in the lessons that I struggle to ask help me to achieve my best work.

I find it difficult to...
Read books or long pieces writing, spelling, writing quickly, getting what I want to say on paper with a reading error.

It would help me if you could...
• Understand I can get confused sometimes.
• Break the long writing into small exercises.
• Help me with my spelling.

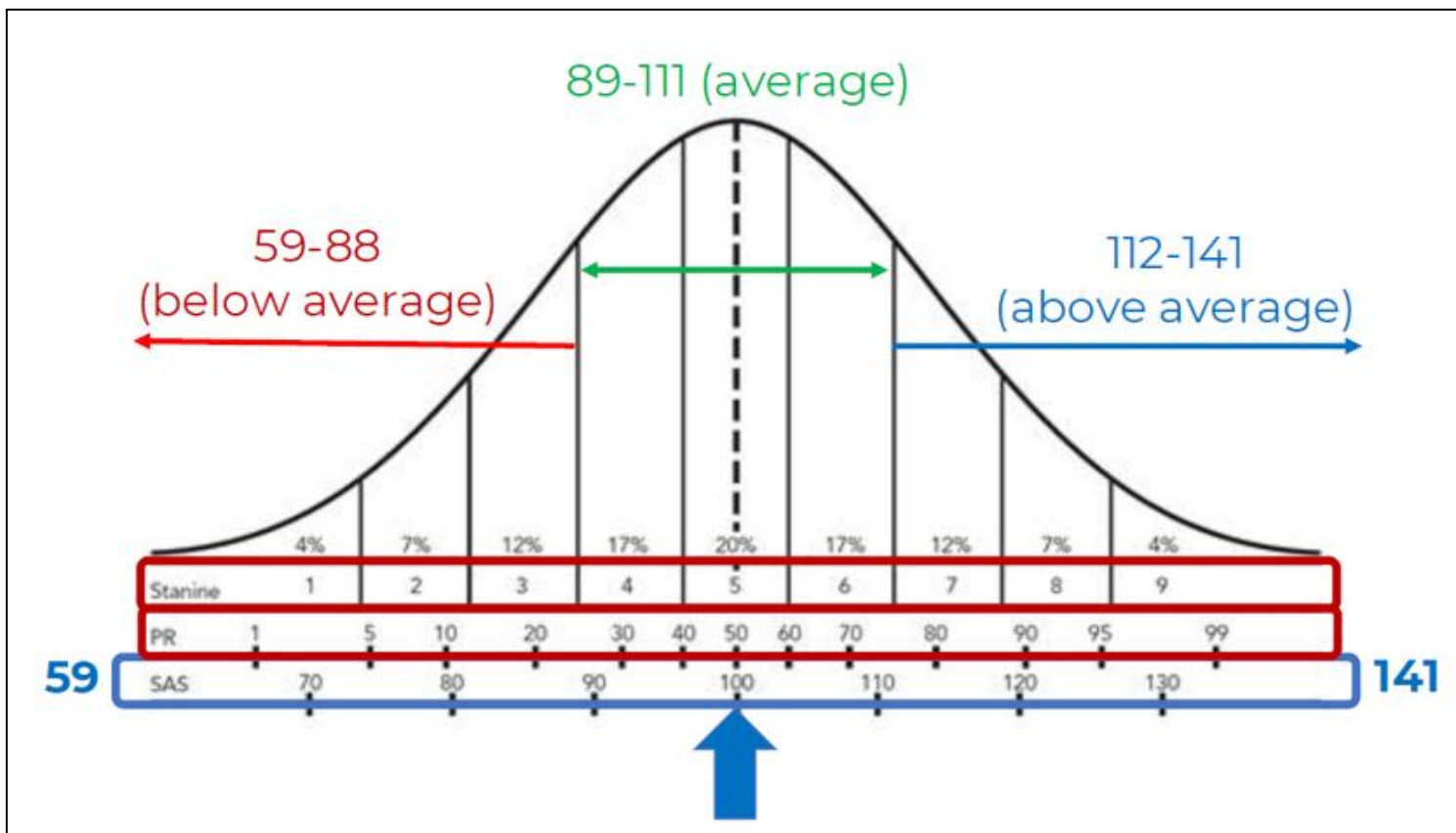
I will help myself by...
• Asking for help when I find I need it.
• Giving the teacher enough time to explain the task at hand.
• Make a list of my subject.

Additional support:
A support in English and Science.
Attendance on an individual basis.

Current arrangements:
Extra time to be given in reading lessons, to the agreed amount.

Sharnbrook Academy

- All staff have access to Bromcom Student SEND details and relevant documentation – SEND students are clearly flagged.
- Students with wave 3 or 4 support have a **Pupil Passport, and a Learning plan**, which all staff should use as part of their classroom teaching
- Key information is shared with staff through the weekly bulletin, weekly briefing, fortnightly tutor meetings and through Bromcom
- Weekly teaching and learning and pastoral briefings are used to highlight strategies to support students with similar needs



ST: Stanine
SAS: Standard Age Score
NPR: National Percentile Rank



CAT4

A child's verbal skills may be obvious in the classroom, but that's only part of the story.

July 2026



PASS

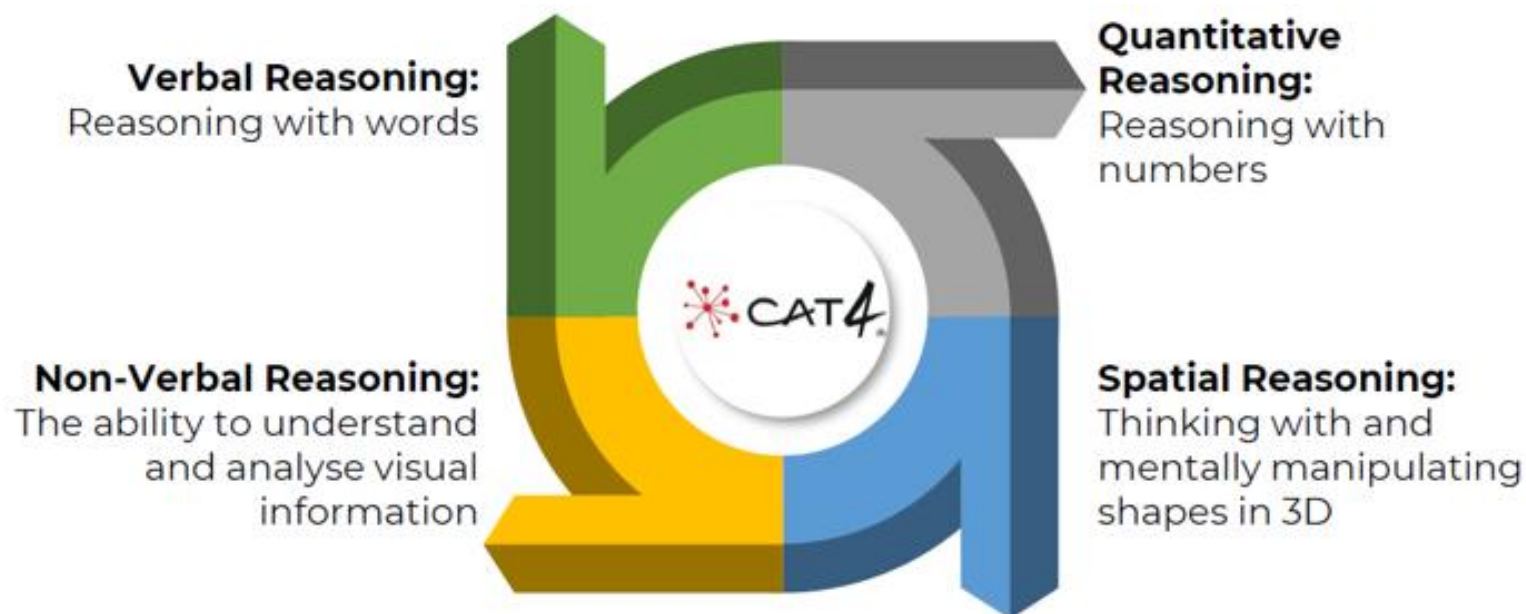
PASS takes the guesswork out of understanding why pupils may be reluctant, disengaged or disruptive by sensitively exploring social and emotional wellbeing.

Nov 2026

CATS AND PASS

Baseline point providing a view of both current skills as well as **hidden potential**.

Provides a unique profile of strengths and weaknesses across four areas ('batteries') known to make a difference to learning and achievement, allowing us to target support, provide an appropriate level of challenge and make informed decisions about a student's progress.



CAT4

A child's verbal skills may be obvious in the classroom, but that's only part of the story.

COGNITIVE ABILITY TEST CAT4

The verbal classification test (Part 1)

Several words presented which are related in some way. Students then need to select another word from the list which is associated in a similar way to the initial group.

CAT4

Verbal Classification

Directions

In each of these questions there are three words in bold type. These three words are similar in some way. Decide how they are the same. Then choose the word from the answer choices that goes with the first three words. Look at the example below.

green **blue** **red**

A colour B crayon C paint D yellow E rainbow

The verbal analogies test (Part 2)

Relationship between a pair of words needs to be determined. A third word will then be presented, and the student needs to use the relationship from the first pair to select a fourth word.

Verbal Analogies

In each of these questions there are three words in bold type. The first two words go together. The third word goes together with one of the answer choices.

new → **old** : **wet** →

A rain B drip C hot D sun E dry

VERBAL REASONING

The number analogies test (Part 1)

Provides pairs of numbers which are linked together in some way using a logical rule. The third pair needs to be completed by selecting from five options presented.

CAT4

Number Analogies

Directions

Each of these questions starts with two numbers that are linked together in some way. Next there are two more numbers that are linked in exactly the same way. You have to work out how the numbers are linked and then complete the third pair. Look at the example below.

[2 → 3] [9 → 10] [6 → ?] A 3 B 4 C 5 D 6 E 7

The number series test (Part 2)

Presents a series of numbers which are related using a rule or function. Students need to analyse the numbers, determine the function / rule, and calculate the next number in the sequence.

Number Series

Each of these questions shows a series of numbers. Pupils have to work out the rule or rules used to arrange the numbers, then decide which number should come next in the series.

15 14 13 12 → A 9 B 10 C 11 D 13 E 14

QUANTITATIVE REASONING

The figure classification test (Part 1)

Presents a group of shapes which are similar in some way.

Students need to select one of the other five shapes presented that also belong to the group due to the shared characteristic.

Matrices test (Part 2)

The change between the first two shapes will need to be applied similarly to the third shape to decide which shapes from the five options is the missing fourth shape.

CAT4

Figure Classification

Directions

In each of these questions the first three figures are similar in some way. Decide how they are the same. Then choose the figure from the answer choices that goes with them. Look at the example below.

A

B

C

D

E

Figure Matrices

In each of these questions there are figures arranged in a large square. One figure is missing and its place is shown by a question mark.

A

B

C

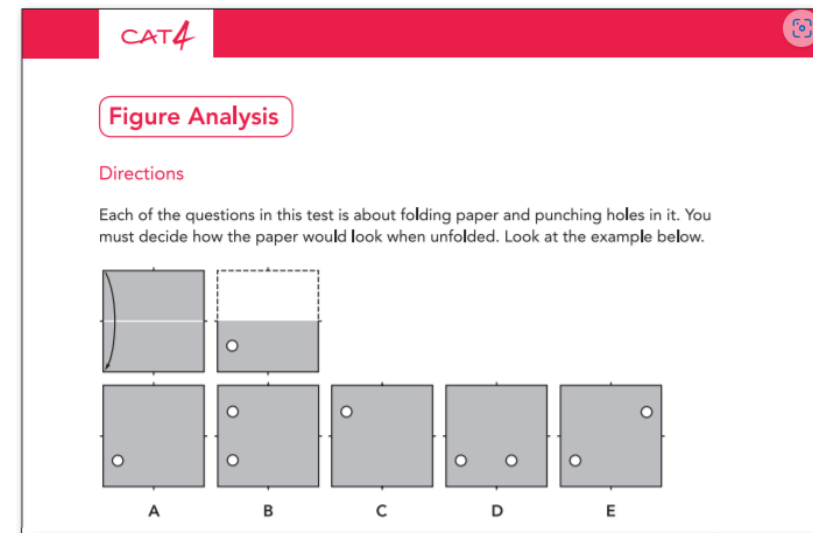
D

E

NON-VERBAL REASONING

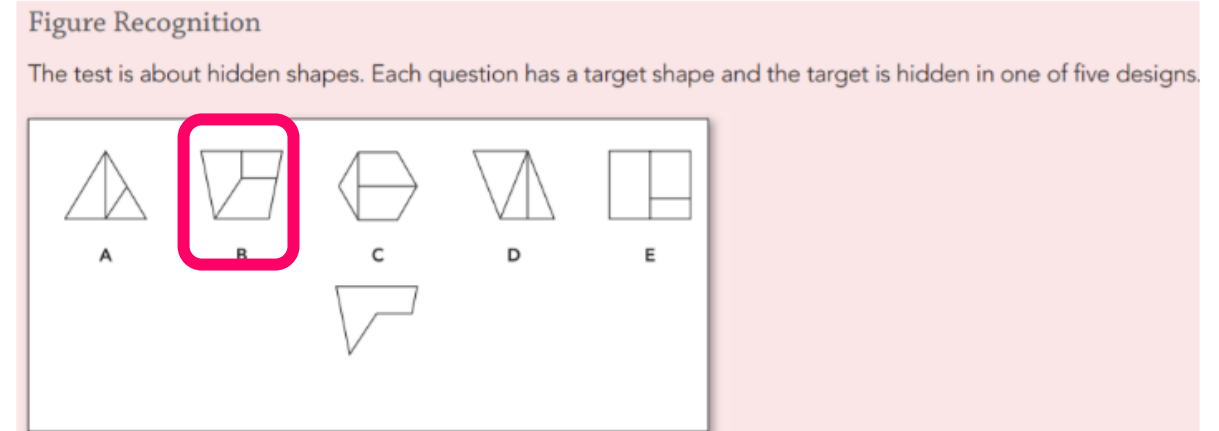
The figure analysis test (Part 1)

Presents a square that has been folded and hole punched several times. Students need to visualize how the square would look unfolded and select the correct option.



The figure recognition test (Part 2)

Evaluates the student's ability to recognize shapes within other shapes. The user is asked to simply identify the presence of a shape in one of five complex pictures.



SPACIAL REASONING

Designed to help you understand your child's results and the actions you can take to further their learning.

- **Profile** – An overview of your child's scores for each test, showing your child's performance in each area in relation to the age expected average (=100), enabling you to see where potential strengths and weaknesses lie.
- **Summary** – Suggestions for how to offer support at home, based on an understanding of your child's learning preference or strengths.

Name: Connor Gibson			
School: Test School			
Group: Year 7			
Date of test: 13/09/2011	Level: D	Age: 11:11	Sex: Male

Profile

Verbal	
Quantitative	
Non-verbal	
Spatial	

Summary

Connor's profile of scores from CAT4 shows he has a clear preference for learning that uses visual images – pictures, diagrams, moving images, etc. rather than learning by reading, writing and talking about topics.

- Connor should use online resources, videos and books with plenty of pictures to help remember key facts and information.
- Connor's good spatial skills can be used across the range of subjects and can help support relatively weaker verbal skills in subjects such as English and history.
- However, Connor may find some of his schoolwork difficult, particularly where a high level of reading and writing is required.
- Does Connor find reading difficult? If so, he may need some extra help at home with guidance from school.
- When you are helping with homework, make sure that Connor understands each step of the task before moving on. It is important that Connor learns at a pace that is right for him.
- Tell Connor to ask the teacher to explain anything that is not clear.

COGNITIVE ABILITY TEST CAT4



GRAFHAM 2026



October 2026

Team building and resilience day

Event	Date
First day in school	Thursday 3 rd September
NGRT tests	w/c 7 th September
Year 7 information and tutor evening	Wednesday 7 th October
Grafham Teambuilding	October
Flu Vaccinations	8 th October
Author visit	w/c 19 th October
Christmas Market	December
Parent consultations	Wednesday 20 th January
Report 1 goes home	w/c/ 14 th December
Careers fair	March
Report 2 goes home	w/c 26 th April
Maths Challenge	Tuesday 27 th April
Final term	Sports day Presentation evenings

YEAR 7 KEY DATES





Many Thanks

