



ASPIRE - BELIEVE - ACHIEVE



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HEADTEACHER'S WELCOME

It is a privilege to be the Headteacher of such a vibrant, ambitious and caring school. Every day, I see young people overcome challenges, discover new talents and achieve things they never thought possible. That is what makes our school such a special place to be.

At the Basildon Lower Academy, we believe that success should never be limited by circumstance. Everything we do is guided by our three pillars:

Great Teaching
Culture for Learning
Being Here Every Day

These pillars sit at the heart of our vision:

Students Learn
Students Belong
Students Succeed



We know that students achieve their very best when they feel known, valued and understood. That is why positive relationships, high expectations and genuine care underpin everything we do. We want every student to feel supported, challenged and inspired to become the very best version of themselves.

Belonging is central to life at the Basildon Lower Academy. Through our house system, students become part of something bigger than themselves. They build friendships, develop leadership skills, celebrate success and take pride in contributing to our school community. We want every student to know that they matter, that their voice is heard and that they have an important place within our school.

We are proud of the learning environment we provide, but we are never satisfied standing still. We continue to invest in our school, our facilities and the opportunities available to our students because they deserve the very best. What makes this particularly special is that our students and staff help shape that journey. Through collaboration, creativity and shared ambition, we work together to make our school even stronger year after year.

Most importantly, we believe that school should be filled with moments that students remember long after they leave us. The friendships they build, the opportunities they embrace, the challenges they overcome and the successes they achieve. These are the moments that create confidence, shape character and inspire future ambitions. They are the moments that make school exciting, meaningful and unmissable.

While we cannot remove every barrier or challenge that young people may face, we can make one promise: every day our students walk through our gates, they will experience a school worth coming to. A school where they are encouraged to learn, supported to belong and inspired to succeed.



I am incredibly proud to lead the Basildon Lower Academy and excited about everything we can achieve together. I look forward to welcoming you into our community and working in partnership to ensure that every student experiences unwavering success.

Rebecca Rees - Headteacher

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 Lower Academy offers a unique model of education that enables staff and students to build and foster positive, strong relationships that are underpinned with high expectations and support.

This unique model supports the implementation of consistency, structure and order. 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.



We recognise the power and impact that quality enrichment can have on young lives and minds. Our enrichment programme is a valuable part of our school day.

Pupils at Basildon Lower Academy experience a welcoming and inclusive environment. Classrooms are calm and orderly, with routines that support learning. Pupils behave respectfully and understand the school's expectations.

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WE LEARN. WE BELONG. WE SUCCEED.

The Lower Academy has always enjoyed a positive reputation for the way we care for and support learners. Everything we do is focused around the child and our aim is to give our students the tools to be successful at the Upper Academy when they move into Year 10, as well as for adult life.

Life at the Lower Academy is exciting; every day is full of wonderful learning opportunities designed to bring out the very best in all of our students.

Our learning experiences aim to deliver cultural capital - equity of opportunity for our young people to aspire and achieve. We are all committed to enriching wider frames of reference and supporting student passion for lifelong learning.

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 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.



The curriculum is ambitious, broad and coherently sequenced. It supports pupils to build knowledge in a logical way.

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OUR VALUES, OUR COMMUNITY

*Different
People
Brighter
Together*

Learning about our world ● Understanding each other ● Making a difference.

OUR VALUES	WHAT IT MEANS	PILLAR	OUR FOCUS
 EQUALITY	Everyone deserves fairness and opportunity.	 GREAT TEACHING	 Everyone can learn and achieve. Challenging inequality, celebrating identity, challenging stereotypes and removing barriers so everyone can make progress.
 BELONGING	Everyone should feel they have a place.	 BEING HERE EVERY DAY	 I belong here. Building a welcoming community where everyone feels included, valued and connected.
 KINDNESS	Small actions can make a big difference.	 CULTURE FOR LEARNING	 How we speak to, treat and respond to one another matters. Choosing kindness every day helps create a positive, respectful and supportive school.
 EMPOWERMENT	Everyone deserves a voice and the opportunity to succeed.	 GREAT TEACHING	 Learning gives us knowledge, confidence and choice. Developing skills, aspiration and opportunity so everyone can succeed.
 RESPONSIBILITY	My choices make a difference.	 BEING HERE EVERY DAY	 I take responsibility. Being here, being on time, engaging and making the most of every opportunity. The choices we make affect ourselves, others and our world.
 RESPECT	We value ourselves, others and our community.	 CULTURE FOR LEARNING	 Respect everyone. Always. Making positive choices, treating others fairly and creating a safe, inclusive community where everyone can be themselves and belong.

WE LEARN

WE BELONG

WE SUCCEED



ASPIRE. BELIEVE. ACHIEVE.

We recognise that every student arrives at the Academy with their own unique strengths, experiences and starting points. Our role is to understand each learner as an individual and provide the support, challenge and opportunities they need to flourish. We know that within every classroom there are students who require additional stretch to maximise their potential, alongside others who may benefit from targeted support to build confidence and secure success. By understanding where each student is in their learning journey, we can tailor our approach to ensure that all learners are challenged appropriately, make strong progress and achieve ambitious outcomes.

We are proud that the academy provides distinct curriculum pathways designed to meet the needs of all learners. Students are part of mixed-ability tutor groups, where they benefit from a diverse and supportive pastoral environment, while teaching groups are organised to ensure that learning is appropriately tailored, challenging and supportive. This approach enables us to provide the right level of challenge for students who require additional stretch, alongside targeted support for those who may need further guidance, ensuring that every learner is given the opportunity to achieve their full potential.



We actively promote a broad range of future pathways, including university, higher-level apprenticeships and skilled employment. This work begins in Year 7, with students encouraged to develop the knowledge, skills and aspirations needed for future success. Throughout their time with us, students engage with careers education, employer encounters and alumni experiences that help bring these opportunities to life. We are proud of our Sixth Form alumni, many of whom return to inspire our students by sharing their journeys through Russell Group universities, degree apprenticeships and graduate careers.







WE SUCCEED

Using data provided by primary schools, student progress is monitored through our Key Stage 3 Academic Flightpath to ensure that every student remains on track to achieve their academic potential. Where students begin to fall behind, targeted intervention programmes are implemented to provide additional support and help them catch up.

The quality of teaching at the Lower Academy is consistently strong because student progress is carefully tracked and informs teachers' planning. Through regular assessment and responsive teaching, learning is adapted to meet individual needs, ensuring all students are supported to make progress and achieve their potential.

Students have formal assessments twice a year; following these assessments we will report progress to parents and carers. The results of the assessments allow us to implement appropriate therapies and interventions, to drive further progress, create equity and remove barriers.

These interventions include:

- The Academy Out of Hours Learning Programme
- Regular homework and independent study tasks
- After-school intervention sessions on Tuesdays and Thursdays
- Continued investment in digital learning platforms, including SPARX
- Curriculum pathways tailored to meet specific student needs
- Support from Student Development Teams
- Access to external agencies that support mental health and wellbeing
- Financial assistance and funding to help remove barriers to learning
- Reading and literacy intervention programmes
- Numeracy catch-up support
- Small-group tuition and targeted mentoring
- Attendance support initiatives
- Study skills, revision and careers workshops
- SEND and EAL support programmes
- Breakfast Club and supervised learning opportunities
- Transition support from primary to secondary education



WE BELONG

At the Lower 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:

- 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.



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.

Pupils have access to a wide range of opportunities that extend their learning beyond the academic curriculum.

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WE LEARN

The key focus of the curriculum at the Lower Academy is Active Learning.

This focus ensures all students have the opportunity to participate and develop oracy, teamwork, leadership, cooperative skills and a passion for learning.

Our Key Stage 3 offer includes: English, Literacy, Maths, Science, History, Geography, RE/Citizenship, French, Music & Performing Arts, Computing & Design Technology, Art, Catering, PE and RSHE. This offer builds into Key Stage 4 and 5 pathways for students, allowing 2 free choice academic and technical qualifications, along with Statistics to support attainment in Mathematics.

The impacts on our learners are enhanced active learning opportunities, strengthened foundation skills, and differentiated learning opportunities that maximize progress. Our students become strong reflective learners that take ownership of their progress.

The progress students make is tracked using Pupil Progress. This supports the tracking of grades by providing ongoing evidence of a student's attainment and development over time. Through regular assessments, teacher observations and assessment point data, we monitor trends, measure improvements, and quickly identify any gaps in knowledge or skills that may require intervention. This allows teachers to continually diagnose the progress students make and provide therapies to support learners in the areas where they need it most. Progress is measured using our Key Stage 3 Academic Flightpath with Bands A-E used to benchmark students against their current attainment, progress and projected outcomes.



A whole school approach to the promotion of Literacy and Numeracy is at the heart of Lower Academy teaching and learning. All students in Year 7 & 8 study a literacy curriculum designed to secure foundation skills to support students across their curriculum subjects. Numeracy in Action is experienced throughout the curriculum, with identified numeracy strands being supported by each department.

We are proud that the academy provides curriculum pathways catering for specific needs. To provide challenge for the most able students and target support for those in need, we have designed 3 distinct pathways to ensure all students' needs are catered for in the correct setting.

WELLBEING

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

The Lower 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 Lower 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.



Staff know pupils well and identify their needs quickly. Pupils feel safe, trust staff, and know who to speak to if they have concerns.

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The Lower 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.





TUTOR TIME: EVERY DAY STARTS WITH PURPOSE

At the Basildon Academies, we believe that every successful day begins with a positive start. Our tutor programme is far more than a daily registration – it is a carefully planned programme that supports students to grow academically, socially and personally.

Each student belongs to a tutor group, led by a dedicated tutor who gets to know them as an individual, celebrates their successes and provides guidance whenever it is needed. Tutors are often the first point of contact for families and play a vital role in ensuring every child feels known, valued and supported throughout their journey with us.

Our tutor programme is designed to develop confident, respectful and ambitious young people. Throughout the week, students take part in a range of activities that promote academic excellence, personal development and wellbeing, including:

- Academic Excellence – Study skills, organisation, retrieval practice and preparation for assessments.
- Personal Development – Exploring key themes such as resilience, healthy relationships, online safety, equality, careers and British Values
- House Competitions – Developing teamwork, leadership and a strong sense of belonging through our House system
- Current Affairs – Encouraging students to understand and discuss the world around them, developing informed, thoughtful and responsible citizens
- Celebration and Recognition – Rewarding excellent attendance, positive behaviour, academic achievement and contributions to our school community

Tutor time is also where students receive important information about school life, reflect on their progress, set goals and prepare for the day ahead. It provides a calm, structured start to each morning, helping students feel confident, organised and ready to learn.

Our tutor programme is built around one simple belief: when students feel connected, supported and inspired, they thrive. Every morning is an opportunity to build relationships, raise aspirations and ensure every student is ready to achieve their very best.



REWARDS

Academy rewards centre around our VIPA (Very Important Pupil Awards) programme. This system ensures that rewards are available for all students every day, every term, every year.

Students can be rewarded with an attendance lottery voucher (vouchers to spend in the canteen), credits, postcards for achieving the perfect week, reward cinema trips, certificates, badges, commendations, silver ties and a Golden Ticket.



CULTURE FOR LEARNING

WHAT WE WILL REWARD

We celebrate the behaviours that build our culture and drive success.

 ACHIEVEMENT ✓ Excellent academic outcomes ✓ Meeting ambitious goals ✓ Subject excellence 	 IMPROVEMENT ✓ Making progress ✓ Closing gaps ✓ Personal bests 	 EFFORT ✓ Trying your best ✓ Excellent learning habits ✓ Perseverance 	 ATTENDANCE ✓ Excellent attendance ✓ Improved attendance ✓ Punctuality 	 CHARACTER ✓ Respect ✓ Kindness ✓ Resilience ✓ Integrity 	 CONTRIBUTION ✓ Leadership ✓ Helping others ✓ Representing the school ✓ Community involvement 
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Success looks different for different children.

**OUR MISSION:** To recognise and reward the things that help every student learn, grow and thrive – every day.



ASPIRE - BELIEVE - ACHIEVE

ENRICHMENT & EDUCATIONAL VISITS

Learning Beyond the Classroom

Education is about so much more than lessons. At our school, we believe that the experiences students have beyond the classroom help shape confident, resilient and well-rounded young people. Our enrichment programme is designed to inspire curiosity, develop talents and create memories that last a lifetime.

Our extensive enrichment programme includes:

- A wide range of lunchtime and after-school clubs including sport, music, drama, STEM, art, coding, reading and creative arts
- House competitions and charity events that build teamwork, leadership and school spirit
- Student leadership opportunities including ambassadors and House Captains
- Performing arts productions, concerts and showcases
- Competitions, guest speakers and themed enrichment days
- Careers events, employer encounters and university experiences
- Community and volunteering projects that develop empathy and citizenship



Inspiring Educational Visits

Educational visits bring learning to life by giving students first-hand experiences that simply cannot be replicated in the classroom. Throughout their time with us, students have opportunities to take part in a wide variety of visits, including:

- UK residential experiences
- Museum and gallery visits
- Theatre performances
- University and college visits
- Outdoor and adventure activities
- Sporting fixtures and competitions
- Cultural and historical excursions
- International visits and overseas trips



These experiences broaden horizons, deepen learning and help students develop confidence, independence and resilience.



At our school, enrichment is not an optional extra—it is an essential part of our curriculum. By combining academic excellence with exceptional experiences beyond the classroom, we help every student develop the knowledge, character and confidence to thrive both in school and beyond.

OUR HOUSE SYSTEM

From the moment students join our school, they become part of one of our four Houses. Our House system is at the heart of school life, creating a strong sense of belonging, healthy competition and pride whilst providing every student with opportunities to flourish beyond the classroom.

Every House is built upon the values of an inspirational role model, encouraging students to demonstrate resilience, kindness, ambition, curiosity and respect in everything they do.

Our House system provides opportunities for every student to contribute, regardless of their interests or talents. Throughout the year, students earn House points through:

- Outstanding effort and academic achievement
- Excellent attendance and punctuality
- Positive behaviour and demonstrating our school values
- Leadership and service to the school community
- Participation in House competitions and enrichment activities

Every contribution counts towards the overall House Championship, with students working together to achieve success for their House.

Student voice is central to our House system. Each House has a dedicated team of student leaders who work alongside staff to organise events, lead charitable initiatives, welcome new students and help shape school life.

Leadership opportunities include:

- House Captains
- Deputy House Captains
- House Representatives
- Prefects
- Student Ambassadors

These roles help students develop confidence, communication skills and a genuine sense of responsibility.



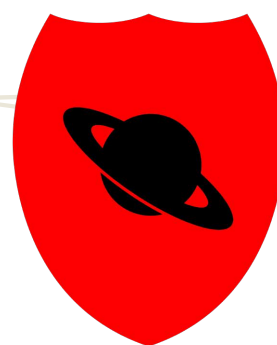
LOWER ACADEMY HOUSES



AUSTEN



SEACOLE



HAWKING



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