



## STUDIO WEST PROSPECTUS 2023-24



ACHIEVEMENT, STUDENTS  
& LEADERS MATTER



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# Vision & Values

## One Trust Rule

As part of the Northern Leaders Trust, Studio West upholds the One Trust Rule which binds us together and steers students, teaching and support staff towards a collective vision of expected behaviour.



Every student and adult is expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people and their wellbeing at all times.



## Our Vision

Students are at the centre of everything we do. Through collaboration, every aspect of our work is high quality. Our academies deliver an ambitious and inclusive curriculum. This enables all our students to have high aspirations and to excel academically and socially.

## Our Values

### Leadership

Leaders help themselves and others to do the right thing. We firmly believe that all students and staff within our Trust are leaders.

### Excellence

We are a Trust that strives to achieve excellence in academic, sporting and artistic pursuits.

### Integrity

We are honest and driven by a clear moral purpose. Acting with integrity means we strive to do the right thing at all times.

### Kindness

We value being kind to one another, using our manners and being considerate of each other's feelings.

### Inclusivity

All students are welcomed into our classrooms and their uniqueness is celebrated. We have high aspirations for all students: no groups or individuals will be left behind.

### Humility

We are humble in both success and failure. We acknowledge that our successes are achieved through the hard work of our students, parents, teachers and community.

### Together

We believe that the Trust is stronger together and that collaboration is always more effective than competition.

### Reflectiveness

We value reflection as a way to achieve improvement. We believe in inspiring all our learners to question, research, engage and therefore thrive.

# Welcome to Studio West



**We believe that everyone can be a leader and at Studio West, you will find a wide range of opportunities for students to develop their leadership skills within and beyond the classroom.**

Studio West is very literally one-of-a-kind. It is a forward-thinking and innovative school, entirely dedicated to ensuring students are properly prepared for work. At Studio West we work to a professional standard in collaboration with potential employers.

It is a vibrant place to learn at the heart of the community. Every student is listened to, encouraged and challenged to be the best they can be.

Our leaders, teachers and pastoral support team know our students well. Our students feel an important part of the whole school and consequently develop a much stronger sense of personal and communal responsibility.

We are committed to all students achieving their potential. We are inclusive and embrace collaboration over competition to help remove barriers to learning.

We are dedicated to our vision of putting students at the centre of everything we do.

Please feel free to visit us at any time to see our amazing school for yourself.



## Why study at Studio West?

Studio West combines academic and vocational-based learning, enabling our students to gain vital skills and experiences for life.

Our strong teaching, excellent guidance and outstanding pastoral care provide you with the best opportunities to succeed.

At Studio West you have access to a specialist team of staff with vast experience.

Curriculum is at the heart of our thinking at Studio West. Careful consideration goes in to designing sequences of learning for both knowledge and skill. Students are challenged to work to a professional standard and are given the opportunity to engage in projects which have been designed in conjunction with industry and employers.

Our broad curriculum has been designed to best equip our young people for the next stages of their lives after leaving our school. Our goals are simple: we want all our students to gain excellent qualifications, lead happy, healthy and successful lives and to be positive contributors to their local and global communities.

# Key Stage 3

## Subjects

Curriculum is central to our planning at Studio West. Each department is required to teach a curriculum that is appropriately challenging for all.



Studio West, in keeping with the One Trust Rule, aims to offer a broad and balanced curriculum that is ambitious, coherently planned and appropriately sequenced.

We operate a three-year Key Stage 3 and a two-year Key Stage 4. Students have a broad and engaging Key Stage 3 in Years 7 to 9 which builds on the Key Stage 2 National Curriculum and the work our feeder schools have undertaken. We aim to develop cultural capital and a love for learning so that students can make informed decisions about the subjects they wish to take in KS4.



We expect departments to teach every element of the National Curriculum in their subject area to all of our students, and to take opportunities to go beyond the National Curriculum and exam specifications in order to broaden students' experience and understanding.

Physical Education is taught in years 7-11 and Religious Education in years 7 to 9 - both are complemented in all years by a comprehensive personal development (PD) and Personal, Social, Health and Economic (PSHE) education programme, which includes age-appropriate relationships and sex education.

We set great store by our students achieving excellent examination results, whilst also developing intrigue, independence, creativity, resilience and individual talents.

### Curriculum time across a two-week timetable from September 2023

| Subject                               | Year 7 | Year 8 | Year 9 |
|---------------------------------------|--------|--------|--------|
| English Language and Literature       | 8 hrs  | 8 hrs  | 8 hrs  |
| Mathematics                           | 8 hrs  | 8 hrs  | 8 hrs  |
| Science                               | 8 hrs  | 8 hrs  | 8 hrs  |
| French                                | 3 hrs  | 3 hrs  | 3 hrs  |
| History                               | 3 hrs  | 3 hrs  | 3 hrs  |
| Geography                             | 3 hrs  | 3 hrs  | 3 hrs  |
| Religious Education                   | 2 hrs  | 2 hrs  | 2 hrs  |
| Physical Education                    | 2 hrs  | 2 hrs  | 2 hrs  |
| PSHE and CEIAG                        | 2 hrs  | 2 hrs  | 2 hrs  |
| Computer Science                      | 2 hrs  | 2 hrs  | 2 hrs  |
| Drama and Music                       | 2 hrs  | 2 hrs  | 2 hrs  |
| Music                                 | 2 hrs  | 2 hrs  | 2 hrs  |
| Art                                   | 2 hrs  | 2 hrs  | 2 hrs  |
| Technology                            | 3 hrs  | 3 hrs  | 3 hrs  |
| Leadership, Community, British Values | 5 hrs  | 5 hrs  | 5 hrs  |

# Key Stage 4

## Choosing Subjects

During Key Stage 4, the knowledge and skills established at Key Stage 3 are revisited and built upon, meaning there is depth to both student thinking and their understanding of each of the subjects they take.

Students now make decisions about their Level 2 choices during Year 9 in order to start KS4 in Year 10.

Academic subjects in the EBacc are at the heart of our Key Stage 4 offer. In Humanities, students choose History or Geography, with some opting to study both. All students can choose to continue studying French and we are keen to increase the number of young people who opt to do so.



The revised KS4 options process at Studio West now means that every student will complete a GCSE from the arts suite of subjects. Our goal is to ensure that all students have the knowledge and skills required of the next stage in their education and that they are well prepared to be positive contributors in their local and global communities. We hope that for the great majority of our students, the next step in their education will be to continue their studies. The curriculum and an ongoing careers programme are designed to widen the aspirations of, and the options available to, our students.

### Curriculum time across a two-week timetable from September 2023

| Subject  | Year 10 | Year 11             |
|--|---------|---------------------|
| PHSE, RSE, British Values, RE and CEIAG  | 5 hrs   | 5 hrs               |
| English  | 10 hrs  | 10 hrs              |
| Maths  | 10 hrs  | 10 hrs              |
| Science (Combined or Triple)   | 8 hrs   | 10 hrs              |
| Geography or History (can study both through Options)  | 5 hrs   | -                   |
| Physical Education   | 2 hrs   | 2 hrs               |
| Art Option   | 5 hrs   | 4 hrs               |
| Option A   | 5 hrs   | -                   |
| Option B   | 5 hrs   | -                   |
| Business Studies   | -       | 2 hrs               |
| 4 options from Geography, History, Art, RE, MFL, Hospitality and Catering, Product Design Construction, Music, PE, Health and Social Care and RE | -       | 3 options of 4 each |

## Curriculum time across a two-week timetable from September 2024

| Subject   | Year 12 |
|---|---------|
| PSHE, RSE, British Values, RE and CEIAG                   | 5 hrs   |
| English   | 10 hrs  |
| Maths   | 10 hrs  |
| Science (Combined or triple)                              | 8 hrs   |
| Geography or History (can study both using options below) | 5 hrs   |
| Physical Education  | 2 hrs   |
| Art option  | 5 hrs   |
| Option A  | 5 hrs   |
| Option B  | 5 hrs   |





## Pastoral Care

Pastoral care - the provision Studio West makes to ensure the physical and emotional welfare of all pupils - is a key ingredient in establishing the foundation for learning to take place.

In demonstrating high standards of pastoral care, we go far further than a basic commitment to welfare, with pastoral care extending to every aspect of school life in order to foster pupils' personal development as much as their academic progress.

| Year Group                          | Key Stage Lead | SLT Link  | Year leaders  |
|-------------------------------------|----------------|-----------|---------------|
| 7                                   | KS3            | Mr Mills  | Miss Thackery |
| 8                                   |                | Mrs Bell  | Miss Brown    |
| 9                                   |                | Ms Malik  | Miss Kelly    |
| 10                                  | KS4            | Mr Blythe | Mr Bouleau    |
| 11                                  |                | Mr Dryden | Mr Mackay     |
| <b>Designated Safeguarding Lead</b> |                |           |               |
| Mrs Bell                            |                |           |               |

### Why is pastoral care important?

All parents want their children to be safe and happy at school. Education and health are closely linked, and life skills, such as those taught in our PSHE (personal, social, health and economic) programme, are associated with greater wellbeing and higher achievement.

Good pastoral care in school is also fundamental to the development of character and social skills, which will be of critical importance to pupils in later life.

### We place students at the heart of all decision making

Each year group has a non-teaching pastoral lead who, where possible, will stay with their students for their time at Studio West.

### Which staff are involved in pastoral care?

Studio West has highly trained and dedicated pastoral staff, who are well placed to support students and where necessary connect students to external services for further support.



# Special Educational Needs & Disabilities (SEND)

Children are identified as having SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice, January 2015)

Different from or additional to provision is currently being made in Studio West for students with a range of needs, including:

## Cognition & Learning

**For example:**  
Moderate learning difficulties; Specific learning difficulties - Dyslexia, Dyspraxia.

## Sensory, Medical & Physical

**For example:**  
Hearing Impairment, Visual Impairment, Physical Disability, Epilepsy, Diabetes.

## Communication & Interaction

**For example:**  
Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties.

## Social, Emotional & Mental Health

**For example:**  
Anxiety, Depression, Attention Deficit Hyperactivity Disorder.

Studio West prides itself on being a fully inclusive school, which informs everything we do. Therefore, we are committed to a whole school approach to the education of learners with special educational needs (SEN).

We aim to ensure that every learner achieves their personal, social, emotional and academic potential in all areas of the curriculum.

We recognise that individual learners have a variety of needs, which vary during their school career. We try to take account of such diversity with sufficient variety of provision to enable learners to broaden their learning experiences, to succeed at school, and to achieve high standards of performance - aiming, overall, to enable each learner to realise their full potential.

It is a requirement that the schools' accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Accordingly, we have prepared a Special Educational Needs and Disability (SEND) Policy and an Accessibility Plan which provide procedures and guidelines that we follow in order for the school and its trustees to be as inclusive as possible.

Attached to this plan is a set of section plans showing how the school will address the priorities identified in the plan.

We also produce a yearly SEND information report.

All these documents can be found on our website.



# Assessment and Feedback

Assessment in all its forms sits at the heart of our curriculum delivery. Students are regularly assessed in class through retrieval activities, questioning and low-stakes quizzes in order for teachers to address misconceptions and plan next steps in learning.

The Northern Leaders Trust Learning Cycle helps students identify the part of the lesson they are in and the learning behaviours associated with it. This structure supports all students with their learning, especially those coming from a disadvantaged background or those with SEND. The cycle provides a framework for teachers to plan lessons, although they are free to have multiple new learning and application episodes. We communicate with families so they understand the cycle, our teaching and learning strategies and how they can best support learners at home.

## Retrieval

All lessons start with a retrieval activity. This written activity is typically in the form of a few short questions which encourage students to recall previously learnt knowledge – both from a recent lesson or further back.

These questions will often make a link between previously acquired knowledge and the lesson's new learning. Retrieval activities are completed in silence and without looking back at work in the books. It is the 'struggle to remember' and regular re-visiting of core knowledge that consolidates memories. What's more, creating connections between pre-existing knowledge and new learning strengthens students' understanding of the subject. Formative feedback is provided after key pieces of work – either as individuals or using a whole class feedback sheet.

## Any time Assessment

Questioning can occur at any point in the lesson to check and strengthen student understanding. Three key strategies are used by teachers and made clear to students:

1. **Cold calling** – students are asked not to put up their hand but to be ready to answer if asked. Questions are built upon and bounced from one student to another to develop deep understanding.
2. **Show me on 1** – mini white boards are used to allow the whole class to answer at once. All students are given time to write their response and then hold up their board at the same time after a verbal countdown. The teacher can then check every student and address misconceptions or build on interesting ideas.
3. **'Say it again, but better'** or 'say it how you'd write it' prompts students to use technical language and build their academic language skills.

At Key Stage 3 we measure the extent to which students have learnt the core declarative and procedural knowledge our teachers have identified in their departmental curriculum. Progress is defined as understanding, retention and ability to apply that core knowledge.

Following three formal assessments each year (Yr7/8/9), parents receive a report indicating whether their child is making progress indicative of success in Year 11. KS3 assessments are cumulative, covering both recently taught knowledge and knowledge taught earlier in the course.

Question Level Analysis of assessments is one form of evidence used to inform topics to be revisited in retrieval activities, to identify topics for targeted interventions and for future curriculum refinement.

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Classwork provides the basis of this decision and termly assessments assessing understanding of recently taught material and retention of previously taught core knowledge triangulate these judgements.

## Assessment Weeks

**We are committed to providing a rich diet of learning opportunity that extends beyond the classroom.**

During three 'assessment weeks' across the year in Yr 10, students sit tests designed to prepare them for their final GCSE examinations and to measure progress towards these.

These papers assess their learning so far and students are given a 'working at' GCSE grade as well as a predicted grade for the end of the course. The third assessment week in Yr 10 is a pre-public examination (PPE), which assesses all content covered on the course so far.

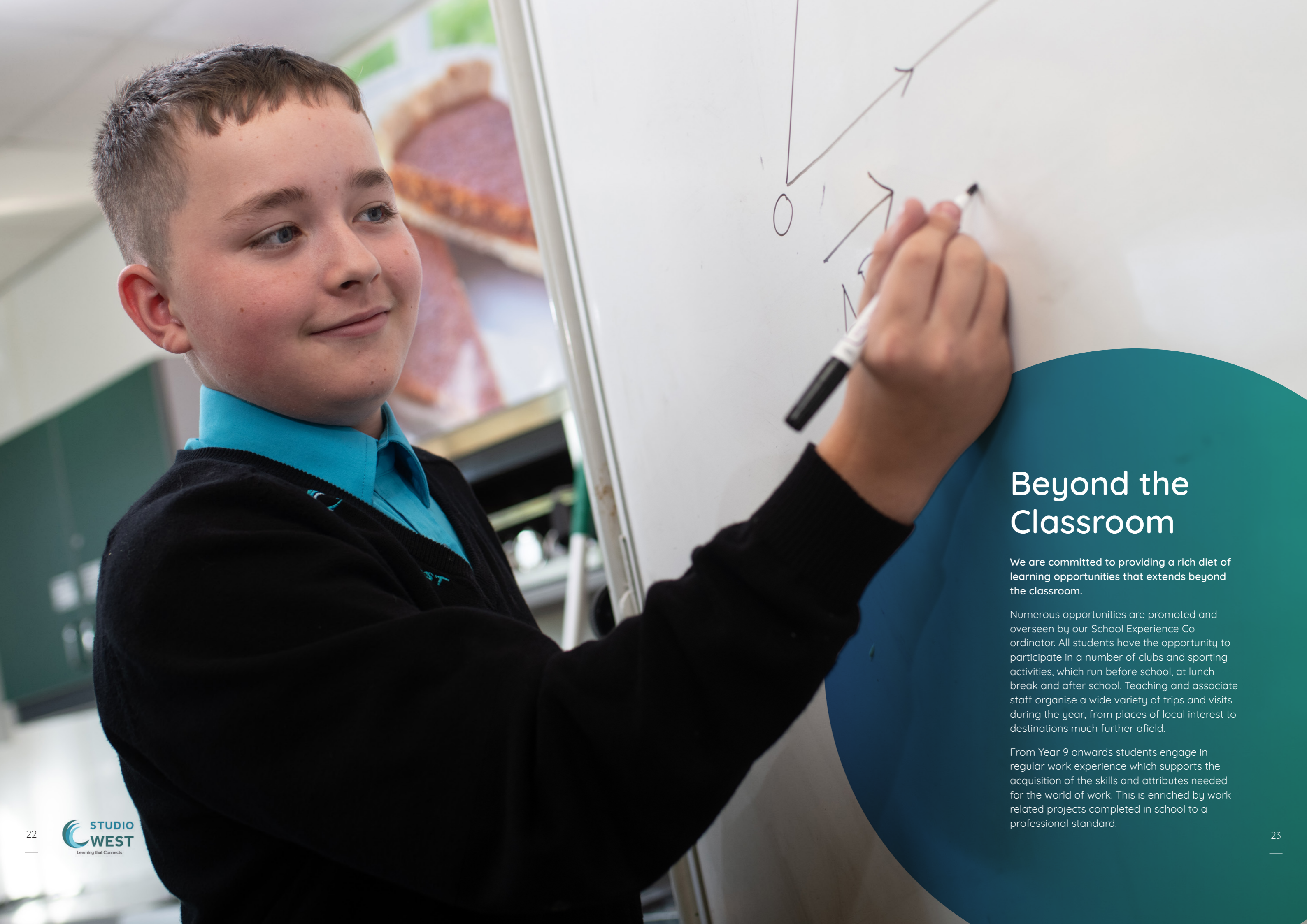
Yr11 complete PPEs in December and March, which are important stepping-stones towards the final examinations and students are supposed to master elements of the course in the build up to each of these PPEs.

Question level analysis of PPEs informs teacher planning, and 'next steps' information is provided to students as well as areas for targeted intervention. Subjects provide other informal short-tests and extended response opportunities as part of their ongoing revision planning.

**Formative feedback** is provided after key pieces of work either individually or using a whole class feedback sheet. For students in all year groups, we measure the extent to which students have learnt the core declarative and procedural knowledge our teachers have identified in their departmental curriculum.

Progress is defined as understanding, retention and ability to apply that core knowledge. Each half-term and for each student they teach, teachers answer the question "Has this student made the progress that could reasonably be expected of them?".

Where a child is judged not to have made reasonably expected progress, teachers indicate a classroom-based intervention to support them in their learning. Question Level Analysis (QLA) of assessments is one form of evidence used to inform topics to be revisited in retrieval activities, to identify topics for targeted interventions and for future curriculum refinement.



## Beyond the Classroom

We are committed to providing a rich diet of learning opportunities that extends beyond the classroom.

Numerous opportunities are promoted and overseen by our School Experience Co-ordinator. All students have the opportunity to participate in a number of clubs and sporting activities, which run before school, at lunch break and after school. Teaching and associate staff organise a wide variety of trips and visits during the year, from places of local interest to destinations much further afield.

From Year 9 onwards students engage in regular work experience which supports the acquisition of the skills and attributes needed for the world of work. This is enriched by work related projects completed in school to a professional standard.

# Facilities

Our exceptional facilities offer students the absolute best in cutting-edge technology and equipment supporting a vast range of subject interests.

In addition to an extensive art studio, we also have outdoor sporting facilities and a fully equipped gym, a music department with world-class instruments and recording equipment, a professional lecture theatre – used for school assemblies and student presentations, a PC suite for graphic design, a hospitality and catering facility, and construction workshops for practical experience of the built environment.

Education will not be limited to academic subjects. We also operate extra-curricular, CV-boosting programmes such as the Cadets, Duke of Edinburgh Award and Sports Leaders Award – the opportunities are endless.





## Wider Learning

The development of well-rounded, responsible citizens is as important to us as exam success. Spiritual, Moral, Social and Cultural (SMSC) aspects of life and British values permeate the entire curriculum and life at school.

PSHE is delivered through three half-hour form sessions each week and through half-termly 'personal development days', which address the themes of:

- Careers Education, Information, Advice & Guidance (CEIAG) and aspirations
- Healthy body, minds and relationships including the compulsory elements of relationships and sex education
- SMSC
- Financial literacy (including student loans, pay slips and credit cards – for 6th form)
- Democracy and the Rule of Law
- Individual liberty
- Mutual respect and tolerance

Delivering some aspects of wider learning through dedicated days allows experts to visit the school and work with more groups of students than would otherwise be possible. Personal Development Day lessons are planned to address specific local issues such as those identified by NHS England and from our termly safeguarding review.



### Life choices and deprivation

These both have a direct impact on life expectancy, which is significantly lower than the average in many of the wards we serve.

Our curriculum supports students in making better life choices. Deprivation is strongly associated with higher levels of obesity, physical inactivity, unhealthy diet, smoking and poor blood pressure control. All these factors lower life expectancy. Our curriculum has considered this carefully and by providing physical education and high-quality education throughout their time at school, our students will be able to make better life choices, which will have a positive impact on their health and ultimately, the communities in which they live.

## Mental health

Mental health is equally as important to us and our careful planning of mental health education in the curriculum and the high level of pastoral support around it, ensure that our students find strategies to cope with stress and mental health problems.

The impact from the personal development sessions and the strong mental health and well-being messages that thread through everything we do at Studio West help to protect and support our students as they develop into young adults, prepare for the stresses of examinations and take the next steps into higher education or places of work.



# Remote Learning

## Getting online

During the Covid-19 pandemic schools were forced to move to learning online. Now that school has returned to normal teaching, it is important that we still take advantage of technology to enhance learning. We want students to have a rich and varied experience and to be supported in their learning and develop independent learning skills.

We use Microsoft 365 and Teams to set assignments, mark work and provide feedback for a range of independent study.

All students are provided with their log in details and the following videos will help you further.

Please get in touch with your staff contact if you need assistance with this.

If you go to our website, you will find various programmes that can be downloaded to assist you such as a Students Guide to Microsoft Teams - Installing Teams on your Device at Home.

You will also find a how to guide showing you how you can log in to Microsoft Teams. Then all you have to do is Sign In.



## Online Safety & Advice

Online safety is very important and we want parents and students to be as informed as possible. We have included a number of guides on the website to help parents and students stay safe whilst online and maintain mental health and wellbeing.



## Next Steps...

If you would like to learn more about admissions or attend our next open event please visit our website at [www.sw.northernleaderstrust.org](http://www.sw.northernleaderstrust.org). For further help or guidance please contact the school and we will assist in any way we can. Please contact our main reception on **0191 481 3710** or email: [studiowest.enquiries@northernleaderstrust.org](mailto:studiowest.enquiries@northernleaderstrust.org)





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