



Colonel Frank Seely Academy

Prospectus



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A warm welcome to Colonel Frank Seely Academy



Thank you for taking an interest in our Academy. Colonel Frank Seely Academy is part of Redhill Academy Trust; a local outstanding provider; operating under the experienced and nationally recognised leadership

of Chief Executive, Andrew Burns.

'We believe we can inspire and challenge every individual to be their very best.'

We expect the very best from each other every minute of every day, because we believe that every one of us can succeed and be the best versions of ourselves. This is reflected in our challenging curriculum: we read ambitious books every day; we put interventions in place for every student who requires a boost and we provide access to complex and demanding knowledge concepts so that every student leaves us with results they can be very proud of and that set them up to succeed in the next stage of their education.

Every year there is an extensive range of opportunities for students to develop their ambitions to be their very best. Students can take in a range of activities from additional EBacc Lectures, drama and musical performances to a wide variety of sports teams. Being ambitious for their futures, students are willing and ready to learn and make an impact on their education. All of the opportunities and activities on offer at Colonel Frank Seely Academy give students the opportunity to develop their skills and knowledge outside of the traditional curriculum whilst developing their own individual character traits.

A successful careers programme, including one-to-one careers advice, throughout KS3, KS4 and KS5 has helped to shape students' character and their ambitious aims.

In considering Colonel Frank Seely Academy for your child you are strongly urged to come and see us at our annual Open Evening. If this is not convenient, please contact the Academy to arrange a visit during the school day.

We look forward to meeting you.

Jon Gale

Headteacher, Colonel Frank Seely Academy

A message from Redhill Academy Trust



Dear Parents,

I would like to warmly welcome you to Colonel Frank Seely Academy's prospectus for student admission in September 2025.

As CEO of Redhill Academy Trust, I believe strongly that successful schools 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 Colonel Frank Seely Academy, in partnership with Redhill Academy Trust, for the coming years. Working with Mr Gale and the whole staff at Colonel Frank Seely 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 Colonel Frank Seely Academy as it becomes the first choice school for all local parents and students.

Andrew Burns OBE
CEO, Redhill Academy Trust

Curriculum

Colonel Frank Seely Academy offers a diverse and stimulating curriculum designed to engage student interest and to optimise academic achievement.

Subjects taught in Years 7 to 11 are based upon the National Curriculum. All students follow English, Mathematics, Science, PE, Religious and Personal Studies.

During Key Stage 3 students also study Modern Languages, History, Geography, Art, Design Technology, Drama, Music and Computing. Students will be taught in classes with others of similar academic ability in many of their subjects or in mixed ability classes in subjects such as PE, where it is believed to be most beneficial to their needs.

During Key Stage 4 more individual programmes of study are available, with students opting for courses that suit their interests, abilities and career intentions. In addition to a full range of GCSE level subjects, there are a number of vocational courses. All students and their families are offered comprehensive support and guidance when making their study choices to ensure they choose the most appropriate curriculum pathway.

Whatever your child's academic interests, strengths and ambitions, Colonel Frank Seely Academy provides an exceptional springboard for future success.

Co-Curricular Opportunities

We define the curriculum as everything that happens in school and everything that the young people who attend our school experience and learn. In that sense, it is not just about the academic knowledge and skills delivered in lessons but also the array of opportunities and experiences we offer to our students outside the classroom. Student wellbeing is at the heart of everything we do. In addition to the students' timetabled day, the school encourages student involvement in our CFSA Co-Curricular Programme. The aim of this is to enrich student lives and improve wellbeing through encouraging student engagement with learning opportunities outside of their lessons. Students taking on specific leadership roles and an involvement in the broader life of the school and the community will only lead to a greater development of their character. It is vital that we develop outward looking students who want to contribute to the community they live in.

CFSA Co-Curricular Programme student experiences include:

- An extensive range of school trips, visits and residential experiences
- Performing Arts events ranging from school choir to annual performances
- A wide range of sports teams
- The Trust Games events
- Over 50 lunchtime or after school clubs and societies
- Duke of Edinburgh award scheme
- Involvement in school charity links
- Positions of responsibility and leadership available to students such as Sports Leaders, Performing Arts Captains, etc.
- Inter-House activities and competitions
- Targeted assemblies and guest-speakers
- School memorials and acts of remembrance
- Careers guidance and work experience
- Studying the CFSA Baccalaureate
- EBacc Lectures

CFS Character

Our Character education helps our students leave school with not just the best set of GCSE and A-Level results but also having developed their all-round character. Research and experience tells us that the development of character and educational attainment are not mutually exclusive; rather developed 'character' is the foundation for improved progress & attainment and enhanced employability (Professor James Arthur, Jubilee Centre for Character and Values).

Resilience, Independence, Ambition, Collaboration, Creativity, Leadership, Respect.

At Colonel Frank Seely Academy we provide opportunities whereby students can actively develop their character. We do this by asking students to reflect on the 7 key areas and record times they have shown character in their pledges during tutor time. We also award achievement points which are linked to the 7 key areas so that students can receive acknowledgment, for example, when they have shown good leadership during lessons or through co-curricular experiences. We also constantly refer to character in school assemblies and celebrate achievements in half termly assemblies.

Each tutor group maintains a Character Pledges log and it is used to help them think about how they are displaying and developing their own character. Tutors will provide students with a variety of examples and ideas about how to develop character in different ways.

House System

We put a lot of care into considering how we can best ensure that every student achieves their full potential, whilst also being cared for and valued as an individual.

The Academy is divided into three Houses: Dean, McKenzie and Whitehead. Each of the Houses are led by a Pastoral Leader who are led by a Principal Pastoral Leader and also have a member of the senior leadership team linked to them. Within each House there is a team of tutors who have a focused role in supporting the achievement of every student in their care. Houses' also have a House Support Assistant who works within the House team. Tutors in each House are teachers and support staff 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 atmosphere in the tutor group. Normally, family members belong 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 House to which your child belongs.

We strongly believe that organising a secondary school in this way helps to break the student population into manageable groups where we get to know every individual and where everyone is well cared for and their academic progress is very carefully monitored, giving them the maximum opportunity to achieve.



Academy Ethos

By continually improving teaching and learning and by developing a students' independent learning skills, our Academy guides young people, through education and training, on their journey to further and higher education or skilled employment. By offering a wide range of education routes and accredited learning outcomes for each student, we accommodate students' various talents and life aspirations.

Through encouraging independent thinking, self-reliance and social responsibility, Colonel Frank Seely Academy students grow in confidence and are able to take responsibility for their learning outcomes. Moreover, we work closely with parents to encourage their support and involvement in the development of the student's unique talents and competencies.

Colonel Frank Seely Academy's ethos and values nurture individual development, learning and social understanding providing students with the life skills needed to contribute positively to the wider community. The Academy provides a safe and secure pastoral environment encouraging open, positive relationships between students, mentors and staff.

Uniform

Our philosophy is to expect our students to present themselves smartly at all times. The Academy is a business-like environment and as part of preparing our students for the world of work we want their dress and general appearance to be appropriate. Here are some guidelines which we hope will bring some clarity.

Jewellery

- One stud in each ear with no other visible piercings
- No other jewellery other than a practical watch

Uniform

- Blazer and tie
- Black v-neck jumper
- White shirt
- Grey trousers or skirt with Colonel Frank Seely Academy logo embroidered on (available from our designated uniform suppliers)
- Plain black school shoes (leather or leather look)
- Plain black socks or tights
- Academy PE kit

Hair and make-up

- Make-up should not be seen
- Hairstyles should be appropriate and not contain exaggerated colours or styles

Admissions Policy

The proposed admission number for Year 7 in September is 180.

Students who have a Statement of Special Educational Need or Education, Health and Care Plan (EHCP) where this school is named in the Plan will be admitted.

Over-Subscription

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. Children looked after by a local authority and previously looked after children.
2. Children who live in the catchment area at the closing date for applications and 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 for applications.
4. Children who live outside the catchment area but who are attending a linked primary phase school (Bleasby CE Primary, Lambley Primary, Lowdham CE Primary, Sir John Sherbrooke Junior, St Wilfrid's CE Primary, Woodborough Woods CE Foundation Primary) on the closing date for applications and who, at the time of admission, will have a brother or sister attending the preferred secondary school.
5. Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the preferred secondary school.
6. Children who live outside the catchment area but who are attending a linked primary phase school (Bleasby CE Primary, Lambley Primary, Lowdham CE Primary, Sir John Sherbrooke Junior, St Wilfrid's CE Primary, Woodborough Woods CE Foundation Primary) on the closing date for applications.
7. Other Children.

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 the above criteria.

Measuring distance 'as the crow flies'

In the event of over-subscription within any criterion preference will be given to children who live nearest to the school as the crow flies. Within each of the criteria, priority will be given to children who live nearest to the school as the crow flies (by straight line). Distances are measured from the main administrative point at the school campus to an address point (using eastings and northings as defined by Ordnance Survey) to the child's home using the Local Authority's computerised distance measuring software. In the event of two distances being equal, lots will be drawn and independently verified.

In-year admissions

In-year applications need to be made directly to the school. Application forms are available.

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 this waiting list in the rank order of our published

oversubscription criteria, not in the date order by which they are received. Parents have the right of appeal to the refusal for a place. If, after the offer of places has been made up to the PAN, the school is oversubscribed, and all unsuccessful applications will automatically be placed on the waiting list which will be administered by the governors of the school in partnership with the Local Authority for the duration of the co-ordinated admission scheme.

Late applications

Late applications are those submitted after the closing date for the co-ordinated admissions scheme and will be dealt with in accordance with that scheme.

Late applications will be considered as specified in the coordinated scheme providing the applicant can provide evidence that they have moved into the area after the closing date for applications or can establish at the time of completing the form that there were exceptional reasons for missing the closing date. Examples of exceptional reasons include family bereavement, hospitalisation, family trauma. Supporting evidence may be required. The closing date for exceptional applications is 30 November.

When the school is informed by the Local Authority that a place has been offered, it will write to the parent(s) seeking written confirmation that they will take up the place. If this confirmation is not received within four weeks, the school will notify the Local Authority that the offer of a place should be withdrawn and offered to the child ranked highest on the waiting list.

Waiting list

If, after the offer of places has been made up to the PAN, the school is oversubscribed, all unsuccessful applications will be placed on the waiting list which will be administered by the governors of the school in partnership with the Local Authority for the duration of the co-ordinated admissions scheme. The position on this waiting list will be determined by the school's published oversubscription criteria. Once the coordinated scheme is closed, the waiting list will remain open until 31 December.

Independent appeals

Parents have the right to an independent appeals panel if you are not happy with the outcome of your application. Repeat applications in the same academic year will not be considered unless there is a significant and material change in circumstances. The deadline for lodging appeals allows appellants at least 20 school days from the date of notification that an application was unsuccessful to prepare and lodge your written appeal. Please address this to the Admission Officer and submit to the school.

Coordinated admission scheme

All applications for places in the normal year of entry are made to the home local authority on the common application. For entrance to the school in September the closing date of the coordinated admission scheme is 31 October preceding admission to secondary school. Places are allocated on National Offer Day: 1 March.

Admission to the Sixth Form including admission number for those admitted for the first time. Our PAN for the number of external students that can be admitted into Year 12 is 10. 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. Children looked after by a local authority and previously looked

after children.

2. Children who live in the catchment area and who at the time of admission will have a brother or sister attending the school.
3. Other children who live in the catchment area.
4. Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school.
5. Children who live outside the catchment area.

Exact entry requirements may vary from course to course. Details are available in the sixth form prospectus for individual schools.

To be accepted on to Level 3 courses pupils will need five or more GCSE passes at Grade 5-9, one of which should be in English or Maths. Applications are handled in the same way as other applications outside the normal year of entry. Any applicant refused entry can appeal against the decision. Should over subscription criteria be required, they will be as for year 7.

Withdrawing an offer of a place

Any offers of a place found to be made on the basis of inaccurate information can be withdrawn. Such examples would include fraudulent applications, intentionally misleading applications, a false claim to residence in the catchment area and the failure of a parent to respond to an offer of a place within a reasonable amount of time.

Admission of children outside the normal age group

Parents may seek a place for their child outside of the normal age group (this includes pupils moving from primary to secondary school, accelerated or delayed transition) for example, if the child is gifted and talented or has experienced problems such as ill health. Parents can apply for this in advance of normal transition.

Parents should submit a request in writing to Colonel Frank Seely Academy. Decisions will be made based on the circumstances of each case and in the best interests of the child concerned. When informing a parent of the decision on the year group to which the child should be admitted, the parent will be notified of the reasons for the decision.

Fair Access Protocol

The academy, as all admissions authorities are obliged to, participates in the local Fair Access Protocol.

Definitions:

Residence

This is defined as the child's ordinary place of residence which is deemed to be the residential property at which the child normally and habitually resides with the person or persons having parental responsibility for the child at the time of completion of the application form. If a child's parents live at separate addresses, whichever of the two addresses the child permanently spends at least three school nights (ie Sunday, Monday, Tuesday, Wednesday or Thursday) will be taken as the place of residence. Addresses of other relatives or friends will not be considered as the place of residence even when the child stays there for all or part of the week. Proof of residence and other evidence from the court regarding parental responsibilities in these matters may be required.

Looked after Children

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions in accordance with section 22(1) of the Children Act 1989 at the time of making an application to a school.

Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order). This includes children who were adopted under the Adoption Act 1976 and children who were adopted under section 46 of the Adoption and Children Act 2002.

Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

Brother or sister

The governors define brother and sister as:-

- brothers and/or sisters who share the same parent(s)
- a half-brother, half-sister or legally adopted child living at the same address
- a child looked after by a local authority placed in a foster family with other school age children
- a stepchild or children who are not related but live as a family unit, where parents both live at the same address as the child.

Where applications are received in respect of twins, triplets or children of other multiple births, the Governing Body will endeavour to offer places in the same school, admitting above the planned admission number where necessary. If this is not possible, the parent will be asked which child(ren) should take up the place(s). The parent will still have a right of appeal against a refusal of a place.

Parent

Section 576 of the Education Act 1996 defines 'parent' to include; all natural parents, whether they are married or not; and any person who, although not a natural parent, has parental responsibility for a child or young person; and any person who, although not a natural parent, has care of a child or a young person.

Having parental responsibility means assuming all the rights, duties, powers, responsibilities and authority that a parent of a child has by law. People other than a child's natural parent can acquire parental responsibility.

Catchment area

Details of the school's defined catchment area can be viewed on the Local Authority's website:
<http://www.nottinghamshire.gov.uk/search-for-a-school#catchments>



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