



# KENTON SCHOOL PROSPECTUS 2023-24



ACHIEVEMENT, STUDENTS  
& LEADERS MATTER

# Vision & Values

## One Trust Rule

As part of the Northern Leaders Trust, Kenton School 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

Our vision is to offer consistently outstanding teaching and learning methods for all students, so that knowledge is embedded and disadvantage is not a barrier, to ensure that all students reach their potential so that they are well placed for life beyond school on a global scale - and that all Kenton students leave school as confident, happy and resilient people, who treat others with compassion and respect.

## Our Values

- To equip our students with the necessary skills to be able to compete on a world-class stage
- Instil in our students a sense of community, belonging and compassion for those around them
- Ensure that each student feels a part of our school and is active in the school community
- We foster a sense of aspiration and achievement from day one
- We offer structure, support and opportunity for each student, irrespective of background or disadvantage
- Create an environment where every student is heard
- Support each individual to both achieve and exceed their future goals

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# Welcome

## From The Principal



I am delighted to welcome you to Kenton School and to share with you the amazing opportunities students are afforded every day. Experiences that allow them to grow and develop in to confident learners ready to succeed.

Our school is rich in diversity and culture. Our fantastic students make the Academy a brilliant and inclusive place to learn and achieve. Our priority is to provide a safe, secure and engaging learning environment – one that is inclusive, ambitious and challenging.

Our teachers and pastoral staff know their students well and encourage each of them to reach their full potential and achieve their aspirations. We put students at the centre of everything we do. Teachers are highly skilled and passionate about providing high-quality education and ensuring our students have the best possible chances of success, both while at school and in the future.

Along with a wealth of academic opportunities, our learners benefit from a wide range of extra-curricular activities. These are designed to help them grow into socially responsible and caring citizens.

We are immensely proud of our Academy and are especially proud of our inspirational students. Please feel free to visit us at any time and see our wonderful school for yourself.

*Sinead Green*

Sinead Green  
Principal, Kenton School



## Why study at Kenton School?



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

The Kenton curriculum ensures that students have the necessary subject knowledge and personal qualities, including self-reliance and resilience, to access higher education or training and employment through apprenticeships.

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

Leaders ensure that the elements of the National Curriculum and exam specifications are well sequenced so that topics are covered in depth, and there is a progressive accumulation of knowledge.

For this reason, we deliver a curriculum which focuses on expanding cultural capital and wider world knowledge because a strong knowledge base, built alongside cultural capital, supports students' understanding and appreciation of the worlds of arts, literature and science.



Our curriculum  
builds on the  
knowledge and  
skills taught by our  
primary colleagues  
at Key Stage 2

At Kenton School, every student completes 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 vast majority of our students, the next step in their education will be to continue their studies. The curriculum together with an ongoing careers programme are designed to both widen the aspirations of students and the options available.

Our curriculum is taught by subject experts and the core knowledge students need to learn is identified in knowledge organisers. We have systems in place to ensure that knowledge learnt is not subsequently forgotten.

Students with lower-than-expected standard Key Stage 2 scores on entry are targeted for 'catch-up' with a range of literacy and numeracy interventions, which assist in raising skill levels and self-esteem.

Our school is comprehensive and diverse. Our curriculum leaders plan to meet the needs of all students by identifying the core knowledge students require and developing a detailed and expertly-taught curriculum plan.

Every student is different but they are all equal and this is evident in our curriculum offer and in our planning for all pupils, supporting those with high prior attainment and those with SEND, equally.

# Key Stage 3

## Subjects



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

A great deal of consideration goes into deciding on the knowledge and skills we teach our students, the order in which we teach them, and how they are taught, so that we can ensure optimum retention levels.

At Kenton School 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 Key Stage 4.





Many of our students go on to study an art subject further such as architecture, graphic design, fashion marketing, interior design or photography



# Key Stage 3 Curriculum

Technology is taught in a carousel in Years 7, 8 and 9 to allow all students the chance to experience each area within design and technology and cooking and nutrition, which better enables them to choose a specialism subject in Year 10.



Students who are targeted for 'catch-up' and needing additional support to have a successful transition to secondary school, access the same curriculum but benefit by smaller class sizes, greater differentiation, intensive learning assistant support and consistency of location and teaching staff.



Students' reading ages are assessed and Lexia is used alongside other reading opportunities to develop reading fluency to age-appropriate levels - Lexia is a computerised reading programme that provides phonics instruction and gives students independent practice in basic reading skills.

An hour of Drop Everything and Read (DEAR) time each week and other reading initiatives such as book vending machines, develop a love of reading among our students. This is a crucial requirement for their ability to flourish with good grades in the future.



Curriculum time across a 50-hour fortnight is divided as follows:

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	1 hr	1 hr	1 hr
Physical education	3 hrs	3 hrs	3 hrs
PSHE and CEIAG	2 hrs	2 hrs	2 hrs
Computer Science	2 hrs	2 hrs	2 hrs
Drama	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

In Key Stage 4, we revisit and build upon the knowledge and skills established at Key Stage 3 so that there is depth to student thinking and an understanding behind each of the subjects studied.

Students make decisions about their Level 2 choices during Year 9 in order to start Key Stage 4 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 study a modern foreign language.

The profile of the number of students choosing to follow a full EBacc pathway is increasing year on year. All students study at least dual science and all, with appropriate advice and guidance, are given the option to study triple science.

Our curriculum options offer a broad range of both academic and technical subjects. At Key Stage 4, students choose from a suite of over 20 Level 2 qualification subjects, which give them the opportunity to study some subjects in specialist workshop style environments.

Parents and students tell us they value these opportunities, often citing them as a key reason for choosing Kenton School. This opportunity to provide students with such diverse choice is a unique benefit of being in a large school.





# Key Stage 4

## Curriculum

Curriculum time across a 50-hour fortnight is divided as follows in Years 10 and 11.

Subject	Years 10 and 11
English Language	5 hrs
English Literature	5 hrs
Maths	10 hrs
Science*	8 hrs
Geography or History**	5 hrs
Physical Education	2 hrs
Arts Option	5 hrs
Option A	5 hrs
Option B	5 hrs

\*Students have the opportunity to study Triple Science through one of their Options

\*\*Some students choose to study both Geography and History through their Options





Kenton School is recognised as a Beacon of Excellence for the Arts. The offer of a full suite of Arts subjects has enabled students to develop fully this creative element of study.

# 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 Kenton School 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.

**Kenton 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.

Kenton School is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all children and young people, irrespective of special need or disability.

We commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage.

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.



# Pastoral Care

Pastoral care - the provision Kenton School 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	Mrs Selby KS3	Miss Rice	Mr Charlton, Miss Campbell
8		Mrs Roderick	Mr Catherall, Ms Selby
9		Mr Ord	Mr Allan, Miss Hind
10	Mr Allan KS4	Mr Scherer	Mrs Gardner, Miss Driver
11		Mrs Green	Mr Antony, Mrs Batey
<b>Senior Mental Health Lead: Mr Allan</b>			

## 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

At Kenton School there is a dedication to high standards of pastoral care which considers the needs of students in every aspect of school life, from the ethos, the environment for learning, and the way personal development is fostered in the curriculum and co-curriculum. It is also apparent in the friendly and respectful staff-

pupil relationships, pupils are known and treated as individuals by all staff.

Our student-centric approach can be seen across all our school values too.

Many students believe that Kenton School is like a big family - staff know pupils as individuals and care about their progress; the excellent pupil-teacher relationships mean that issues are spotted and dealt with swiftly, and every student has several trusted members of staff they can go to if they have problems or difficulties.

## Which staff are involved in pastoral care?

Kenton School has highly trained and dedicated pastoral staff, who are well placed to deal with issues such as eating disorders, anxiety, depression, bullying and stress.

Every teacher recognises the important pastoral role they have to play.

# Assessment and Feedback

The Kenton Learning Cycle (KLC) helps students identify the part of the lesson they are in and the learning behaviours that go with it. This structure supports all students with their learning especially those 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 KLC, our teaching and learning strategies and how they can best support learning 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.

Students are regularly assessed in class through retrieval activities, questioning and low-stakes quizzes so that teachers can address

misconceptions and plan next steps in learning. 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.

## Assessment Weeks

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.

Yrs 12 and 13 follow the same assessment pattern as Yrs 10 and 11 with assessments used to check that key knowledge is being successfully understood and retained and that students are aware of the exam requirements.



# Beyond the Classroom



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



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.

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, in recent years visiting Russia, China and Tanzania, for example.

Our students in Year 13 are the presidents of their Students' Union, which is active in informing

decision-making processes within the school including in recent years, the decision to change to a blazer and tie-based uniform.

Our 6th Form students are provided with opportunities to develop as young leaders and ambassadors for our School and community. Students visit Universities for masterclasses and to inform them about possible next steps beyond Kenton School. Our young leaders support the delivery of sports clubs and provide their knowledge and passion to other creative enrichment opportunities offered to our younger students.

# 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 Kenton 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.

Students can access Place2B and Kalmer counselling to support their needs.

## Careers advice

Students in Key Stage 3 complete the Kenton Leadership Log programme which provides an opportunity for them to develop and reflect on the key values of leadership, excellence, integrity, kindness, inclusivity, humility, togetherness and reflectiveness.

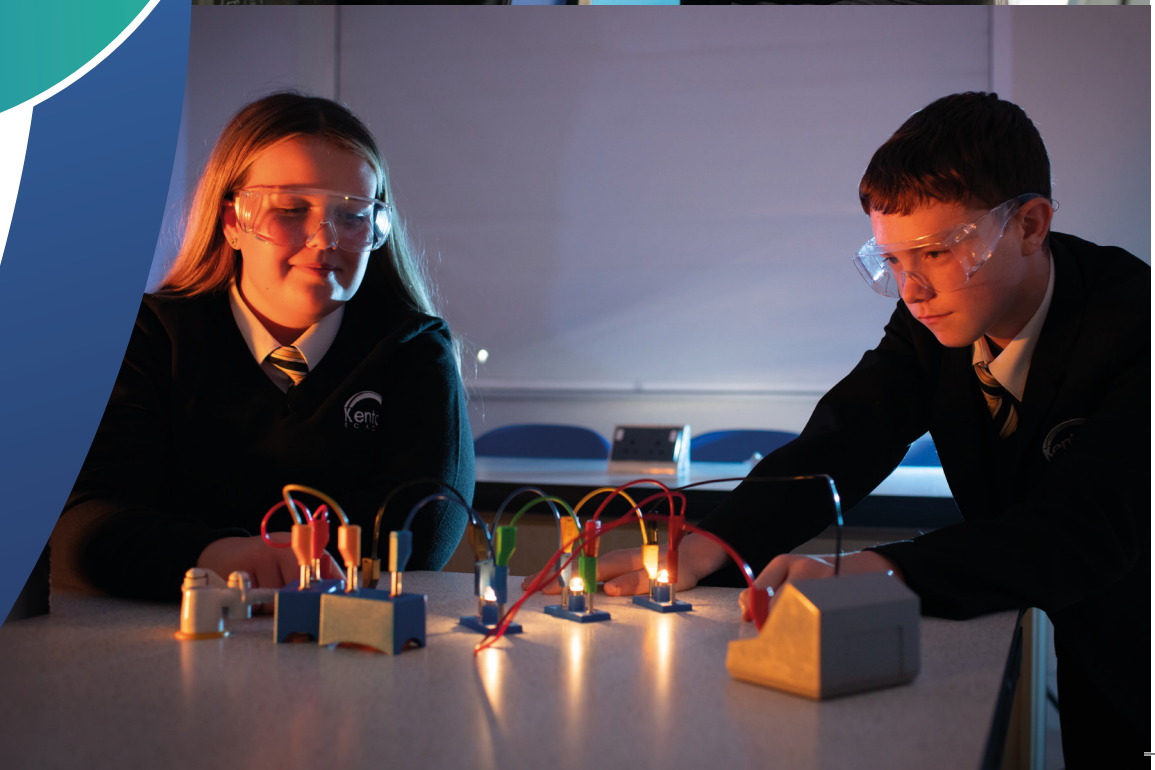
The school provides high quality and impartial careers education, information, advice and guidance, measuring our delivery against the eight Gatsby benchmarks. Careers education starts when students first visit the school in Yr6 and continues through to sixth form. It is an essential part of personal development. All students in Yr11 have an independent careers interview to guide them on the best route for them after Yr 11.



## Homework

Homework is set by all departments and is accessed via the Kenton Learning Zone. Online homework has the benefits of students' work being marked immediately, them learning from their mistakes or being able to 'have another go'. Teachers are able to see students' responses and plan feedback in lessons.

These online homework activities are designed to revisit prior learning, consolidate memories and reduce the impact of the forgetting curve



## Kenton Learning Zone, Homework, DEAR and Revise

The Kenton Learning Zone (KLZ) was developed as a response to the Covid lockdown of 2020 and the need to have an online platform through which students could access the resources necessary for learning remotely.

During that time, the KLZ allowed students to access the lessons they would have had in school 'on demand'. Lesson PowerPoints were enhanced with narration and videos from Kenton School teachers or from experts elsewhere. During periods of lockdown or self-isolation, the essential features of the Kenton Learning Cycle were visible in Kenton Learning Zone lessons, ensuring familiarity and accessibility for students.

In addition to homework, the latest version of the KLZ provides lesson resources for students to revisit lessons they found challenging, to revise, or to deepen their understanding. Learning journeys are available indicating the topics being taught over what is a seven-year journey in many subjects. Knowledge organisers detail the core knowledge to be learnt in each unit of work. Past papers and sample assessments are also available for students.

The KLZ is being continually developed to make increasing use of the technology available. It is already an essential part of day-to-day blended learning at Kenton School as well as providing a platform for periods of remote learning.

### DEAR - Drop Everything and Read

Twice each week the form is dedicated to Drop Everything and Read time (DEAR). During DEAR, the form tutor reads a book to their class as the class reads along with their own copy of the book. The teacher pauses at key moments to ask planned questions in order to clarify context or key words.

DEAR is designed to foster a love of reading through a shared year group experience. By hearing their tutor read, students also hear the expression and intonation that is essential for language learning and vocabulary acquisition that is missing when our only exposure to language is the written form.

Each year group reads books selected for them and reads them at the same speed. The books each year group reads have been carefully chosen by English teachers as being appropriate for their age and as being culturally enriching, exposing students to powerful contextual understanding. As such, DEAR is an important part of our 'personal development provision'.

### Kenton Revise

We recognised that students received a lot of information on how to revise, either from their subject teachers or from visiting speakers. It was felt that this could lead to confusion and that students would benefit from being explicitly taught a fewer number of strategies that educational research shows are successful strategies.

The Kenton Revises strategies complement our focus on retrieval as a key part of the learning cycle, are taught within lessons and are then shared for future reference on the Kenton Learning Zone. Teachers from different departments direct students towards the strategies that are the most effective in their subject. Students are taught the science of memory and how to avoid forgetting. Strategies currently taught to students are:

- Effective use of flashcards
- How to use past papers and mark schemes
- Using knowledge organisers to test and to reduce/explode information.





## Facilities

Our facilities are world leading. As the largest school in Newcastle, we have outstanding facilities.

In addition to extensive indoor and outdoor world-class sporting facilities, we also have a fully equipped gym, a radio station pod - ideal for broadcasting and podcasting - an amphitheatre and indoor hall for performing arts, a hair and beauty facility, garage and workshop for practical experience.

Our Sixth Form also benefits from a dedicated library and common room.

Your 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.

## Sixth Form

By the time you reach sixth form, as a mature member of our school, we offer opportunities for you to help as reading doctors, supporting younger members in the school with their reading. In addition, we also buddy up older students with younger students as part of our welcome and integration process, also offering first aid courses to further build your confidence and sense of citizenship.

If it's something rewarding you are looking for, we are plugged into global volunteer programmes in places such as Morocco and Costa Rica, ensuring a more well-rounded approach to your soft skills and giving you vital international perspective.

# Our Feeder Schools

The role played by our feeder schools is really important and Kenton School teaching and support staff work very closely with each of them. At the present time, our main feeder schools are:

## Kenton Bar Primary School

Kenton Bar Estate, Ryal Walk,  
Newcastle Upon Tyne, NE3 3YF

## Kingston Park Primary School

Cranleigh Avenue,  
Newcastle Upon Tyne, NE3 2EL

## Mountfield Primary School

Kirkwood Drive, Kenton,  
Newcastle Upon Tyne, NE3 3AT

## North Fawdon Primary School

31 Brotherlee Road, Fawdon,  
Newcastle Upon Tyne, NE3 2SL

## Stocksfield Avenue Primary School

St Cuthberts Road, Fenham,  
Newcastle Upon Tyne, NE5 2DQ

## Wyndham Primary School

Montagu Avenue, Gosforth,  
Newcastle Upon Tyne, NE3 4QP

## Next Steps...

If you would like to learn more about admissions or attend our next open event please visit our website at [www.ks.northernleadertrust.org](http://www.ks.northernleadertrust.org)

If you have a specific question; or, you would like to speak to us directly - please contact our main reception on **0191 214 2200** or email [kenton.admin@northernleadertrust.org](mailto:kenton.admin@northernleadertrust.org)

Scan this QR code to  
read the Kenton School  
Sixth Form Prospectus





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ACHIEVEMENT, STUDENTS  
& LEADERS MATTER



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