



HEADTEACHER

Mrs Elizabeth Robinson

BA (Hons) Oxon

TABOR
ACADEMY



Our vision is simple: we believe that by working together rather than in isolation we can accelerate our Academies to be outstanding schools. In doing so, together we create more opportunities for the lifelong success for our students as they become young adults.



Loxford School Trust

I have been the Chief Executive Officer of the Loxford School Trust since June 2013 and the continuing Headteacher of Loxford School since January 2008.

Our partnership consists of 3 Academies in East London. Loxford School is an All Through School, The Warren is a Secondary School and Aldborough is a Primary School. In April 2015, Tabor Academy joined the Loxford School Trust.

In the Trust we believe that students come first and that every child can find a route to happiness, prosperity and success. The Trust was created to enable staff to work more closely together to deliver the best education possible for the students who attend our academies.

We are proud of the improvements we have seen in exam results and every School that has been inspected by OFSTED since they joined the Trust is now either good or outstanding. More of our students than ever before now have qualifications that stand out in comparison with other young people in the city

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Thank you for taking the time to read this prospectus.

Mrs Anita Johnson, Chief Executive Officer

Headteachers Message

I am delighted to welcome you to the Tabor Academy Prospectus.

We are a school committed to the success of each and every one of our students, installing traditional values of respect, good behaviour and discipline alongside best practice in teaching and technology to ensure all can reach their true potential.

Through strong pastoral care and a curriculum which caters for all, we help our students become confident, motivated learners who have a desire to succeed at school and beyond, and the skills and qualifications which enable them to do so. We want every child to feel part of both the school and wider community.

As part of the Loxford School Trust, Tabor Academy benefits from the skills and experiences of the other schools within the Trust, enabling us to broaden our students' horizons and develop the skills that will enable them to be successful both at school and beyond.

I hope you will be able to come to one of our Open Events and see if this is the right school for your son or daughter.

I very much look forward to meeting you and your son or daughter.

With best wishes.

Mrs Elizabeth Robinson, Headteacher



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education that meets
the needs of young
people.*
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Our Promise

We are committed to seeking new challenges and opportunities to help children fulfil their potential, both academically and socially, so that they leave us with the widest range of choices in a challenging society.

To achieve this aim, we provide an education that meets the needs of young people, delivered in an educational environment that emphasises traditional standards of uniform, discipline and respect.

Everything we do at Tabor Academy is centred on ensuring that each individual student is educated and supported to succeed in the world today – as an individual, as a partner, as a member of a team and as a citizen.

The School is committed to the success of each of our students.

We aim to deliver:

- Exam success – we want our students to get the best possible qualifications
- Challenge, relevance and engagement – we want all our students to be fully involved in their learning
- Appropriate skills for living, for work and for happiness
- The skills to make our students active citizens
- An environment in which children enjoying their childhood
- Self-identity and a feeling of self-worth
- Opportunities and experiences that engage our students
- Healthy habits that are embedded for life.

Tabor Academy will transform the educational opportunities and aspirations of its pupils.





Our Aim

Our aim is that every pupil leaves the School at 16 with the opportunity to study the course of their choice and progress to university.

To realise this we expect every pupil to make rapid progress and to reach levels of attainment consistently above national averages.

We will nurture energetic and engaged learners who work hard and participate fully in the wider life of the School and its community. We believe in the immense potential of each of our pupils and we are committed to giving them every possible opportunity to succeed.

To achieve this:

- We have high expectations of pupil behaviour and achievement and equally high expectations of the quality of our teaching.
- We will create an inspirational environment, characterised by order and respect so that teachers can teach and pupils can reach their full potential.
- We aim to be a centre of excellence in everything we do.
- Success depends on the ability to work with others and to take responsibility for oneself. Our students learn the value of citizenship and the ability to engage with the changing economic landscape with discipline and discernment. They work together, compete together and play together; learning to solve problems, share ideas and take risks.
- Citizenship is not learnt in the classroom alone. We provide opportunities for our students to engage with their own and the wider community, to create plans to tackle community problems and to work together to realise solutions. Giving young people meaningful experiences that have a positive impact on their communities enables every student at Tabor Academy to become an engaged citizen and a positive role-model.
- This approach enables our pupils to develop confidence and inter-personal skills without fear of failure, helping them to achieve their ambitions and make a real contribution to society.



The Curriculum

Our students experience rich and varied lessons supported by the latest teaching techniques and equipment. Each subject has a highly qualified specialist team of teachers, teaching in rooms which have been equipped for their subject.

Age 11 – 13

For students aged 11 – 13, the School offers the National Curriculum including:

- English
- Mathematics
- Science
- History
- Geography
- Music
- Drama
- PSICHE
- Physical Education
- Art
- Information and Communication Technology
- Design Technology
- Modern Foreign Languages
- Religious Education

Age 13 – 16

For students aged 13 – 16 the School offers a full range of GCSE courses, as well as BTEC courses to suit every taste and aptitude. Our students start to follow the GCSE Maths and English courses in Year 9, allowing for a more flexible approach to Key Stage 4.

Religious Education

Religious Education (RE) encourages students to have confidence in their own beliefs and culture, as well as respecting the values and beliefs of others. Through RE students learn how to think through moral issues and learn empathy for others. Parents have the right to withdraw their children from RE Lessons.







Gifted and Talented

The School is committed to providing a high quality, challenging and relevant education for each one of our students. This extends to our most able and talented students who are stretched and developed as part of our extensive gifted and talented programme. Students are not only accelerated in the curriculum but also are presented with a range of opportunities within school such as workshops and trips and also extra-curricular activities such as residential which are hosted by TANGO and run across all the local schools.

Homework/Independent Learning

Regular homework is vital in securing the very best results for our students. It consolidates work done in lessons and encourages the development of self-discipline and independent study. The amount of homework given increases as students' progress through the School. All students have a diary planner in which to record their homework. If there are any concerns about either the quality or quantity of homework set, parents are encouraged to contact the form tutor or subject teacher.

The nature of homework varies greatly and is dependent on the subject.

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Attendance

Pupils are expected to be at school on time every day. Absence and lateness compromise academic performance and achievement in examinations. We expect pupils to be absent only if it is a medical necessity. Holidays during term-time are not permitted.

Home school agreement

We ask students, parents and teachers to sign a home-school agreement, demonstrating our shared commitment to putting in the effort to ensure that each child succeeds.

Participation: Work hard. Be nice

Lunchtime

Pupils are encouraged to sit down and eat a hot meal at lunchtime with sandwiches, hot and cold snacks are available at break-time. The school canteen operates a cashless system with the facility to top up on line or through the machines located around the school. There are a wide variety of clubs which students can participate in at lunchtime, and many also make use of the school Library to carry out research or spend time reading.

Expectations for parents

Relationships between parents and the school are as important as those between pupils or between pupils and staff. It is important for every pupil to feel that their parents are committed to their school.

We can only become an outstanding school if we have outstanding relationships with our pupils' families. So we want to get parents into the academy and make you feel part of the team.

We believe that every child can succeed, regardless of their starting point and that we never reach the finishing line.

Every child, no excuses







Special Educational Needs

We provide an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

The School follows the national guidelines in identifying, assessing and supporting pupils with special education needs. Individual Education Plans, regularly modified to meet pupils' differing needs, ensure effective provision.

Support is given either in a small groups or through withdrawal classes and is delivered by a team of skilled teachers, learning support assistants and specialist behaviour support workers.



English as an additional language

EAL pupils benefit from our extra support which we maintain until they reach expected year levels in English.

Through careful assessment, one-to-one teaching and strong support mechanisms in the classroom, our EAL pupils have full access to the school's learning opportunities. We are fortunate to be able to draw on the expertise of the other schools within the Trust to support this work.



Facilities at Tabor

Our new spacious, well-lit buildings offer high-quality facilities for both vocational and academic learning.

Our extensive sporting facilities include an athletics track, astro-turf pitches, dance studio, fitness suite and a climbing wall ensuring students experience a wide variety of sport throughout their time here.

All classrooms have interactive screens to enable a wide variety of resources to be used within the classroom environment.



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Loxford SCHOOL
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