



Prospectus

2024-2025





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Headteacher's welcome

Welcome to Chase Terrace Academy. We have high expectations for all of our pupils, and strive for our values to be lived out by all who work and learn here: to be respectful, community focused, tenacious and aspirational. Chase Terrace Academy is a school that has its community at its heart. The Governing Body and staff team work in partnership with our families, our local community and more widely with our family of schools within John Taylor MAT, to ensure the best possible outcomes for our pupils.

Success may look different for each of our children but, whatever the goal, the ambition is the same. All pupils are given the same opportunities within our curriculum and are challenged to immerse themselves in all areas of school life. The school is highly focused on achieving strong academic and personal outcomes for all pupils through rigorous challenge and support, resulting in excellent progression into higher education, training and employment. Progress of our pupils is strong, and pupils achieve well here. Our inclusive ethos creates a well-ordered, highly supportive and respectful learning environment, where diversity is celebrated, and pupils are treated as individuals. Relationships across our school community are an important part of our school life and our behaviour curriculum teaches these values and routines explicitly.

The Sixth Form is a strong feature within our school's provision and our sixth formers are great role models for our younger pupils, providing a significant contribution to school life. Many of our pupils choose to stay with us into Sixth Form and benefit from our strong progression route through a broad seven-year curriculum model, which has been planned to suit the aspirations of our learners.



Chase Terrace Academy has excellent working relationships with a wide range of local and national businesses, employers and other agencies. These partnerships enable pupils to understand the needs of employers, putting into context what they are learning. Furthermore, it facilitates us to play an active role in brokering work-related training for the wider community, including through the use of our CATCH Hub being created by staff and pupils, and run by Sixth Form pupils to provide support from our food bank, cooking supplies and advice, stationary and uniform supplies.

We hope that this prospectus gives you a sense of what our school is all about. There is however, no substitute for seeing the school for yourself, and we would be delighted to show you around. Staff and pupils are very proud of our school and our partnership with John Taylor MAT. We would welcome the opportunity for you to see them in action – they are the best advertisement we have.

We look forward to welcoming you to our Chase Terrace Academy community.

Ms N Mason
Headteacher

Welcome

on behalf of the Governors

It is my pleasure to extend a warm welcome to all prospective pupils, parents, and members of our school community.

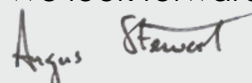
At Chase Terrace Academy, our commitment to excellence is unwavering. We, the Governors, are dedicated to supporting and challenging our Headteacher, Senior Leadership Team, and staff to continuously strive for the highest standards of teaching and learning while managing our financial resources effectively. Our passion for continual improvement drives us to deliver the best quality education for every learner who walks through our doors.

As a governing body, we understand the importance of our role in ensuring good governance. With a thorough understanding of our school's ethos and objectives, we hold ourselves and the staff to the highest standards, never wavering in our dedication to serving our pupils and their families.

However, amidst our responsibilities, we never lose sight of the heart of our school – our pupils. Here at Chase Terrace Academy, we foster a vibrant and inclusive community where respect, community, tenacity, and aspiration are not just words on paper but values we live by every day.

We believe that every young person who joins our school community will find a place where they can thrive, supported every step of the way to reach their full potential. Within our safe and nurturing environment, pupils are encouraged to explore, grow, and seize every opportunity presented to them.

We look forward to welcoming you and your family to our vibrant school community.



Mr A Stewart
Chair of Governors

Our Mission Statement

- To create an inclusive school culture where strong relationships are built on mutual respect, kindness and acceptance of others, always. We listen to others, share with others, and learn from others.
- To encourage all to engage positively in the school and more widely, acting with integrity and taking responsibility for our choices and achievements. We model tolerance and respect, developing personal integrity across our communities.
- To provide highly valuable and memorable experiences within and beyond the classroom that enhance personal development and academic excellence, remaining resolute in all we set out to do.
- To work together to secure success for all members of our community by having the courage to innovate through delivering effective, research-informed lessons that challenge and motivate pupils to work hard, persevere and achieve.

Our Values

Respect the CTA Way: Community, Tenacity and Aspiration

Our values underpin our beliefs as a school and are essential in establishing a strong whole school ethos. We recognise that our values are the link between deeds and actions; they help define our culture; unite our school community collectively; drive our ethical values and provide a moral compass for everyone. All pupils and staff are inspired to 'Respect the CTA Way', which represents how we work together to ignite the aspiration of all members of our school community. We strive for everyone to be tenacious and achieve more than they ever thought possible. Our values are centred around equipping pupils with essential social skills and tools, supporting them both during their academic journey and in their future successes beyond their time at Chase Terrace Academy.

"The values are the support beams of our school. We learn to work hard to uphold them."

(Charlotte, Year 8)



Respect

At Chase Terrace Academy, we place a strong emphasis on respect. To us, respect means being thoughtful of the feelings, wishes, and rights of others, as well as looking after each other and the environment we share. We expect our pupils to respect adults and their decisions, learning from their experiences and trusting their judgement on creating a positive learning environment.

Our commitment to fostering respect is evident through various initiatives. For example, our Pupil Leadership Team collaborates with Burntwood Town Council to create meaningful projects, such as the poignant poppy memorial in Princes Park, which teaches our pupils the importance of honouring traditions and commemorating significant events like Remembrance Day.



We believe that respect should be intrinsic in society, serving as the foundation for positive relationships and the development of social and cultural capital. It is essential for fostering a harmonious and inclusive learning environment. By nurturing a culture of respect, we empower our pupils to become compassionate, responsible citizens who contribute positively to their communities.

Community

At our school, we cherish community as a cornerstone of inclusion and kindness. We emphasise listening, sharing, and learning from each other, ensuring everyone has access to a safe and purposeful environment. These values shape our learning and daily activities, defining us as a strong and loyal team.

Our commitment to the community is demonstrated through regular community-based litter-picking days and participation in 'community kindness' events. Our CATCH Hub also provides essential resources like uniforms and foodbank assistance, along with special initiatives such as Easter eggs and Christmas drives. Open all year-round, our CATCH Hub embodies our dedication to supporting both our school and the wider community.



Pupils are encouraged to be active in supporting their local community and run their own food bank.'

(Ofsted 2022)



Tenacity

Tenacity means never giving up, being persistent, and staying resolute in our learning journey. We understand that true tenacity involves facing challenges head-on, listening to feedback, and using it to improve. Every day, our pupils are encouraged to attend school consistently, confront the difficulties of their learning, and continue progressing.

We foster an environment where tenacity is a daily practice. We maintain a positive attitude and do whatever it takes to complete our work. We believe that success can follow failure, and that valuable lessons are learnt from our mistakes. Effort is celebrated, and perseverance is the cornerstone of our educational philosophy.

Aspiration

At Chase Terrace Academy, we believe in only comparing ourselves with the best. Our relentless hopes and ambitions for all pupils drive us to help them become the best they can be at this crucial stage of their educational journey.

We are dedicated to fostering a culture of aspiration, equipping our pupils with the skills they need to thrive in their future careers. Pupils are regularly encouraged to dream big, set goals, and take action to ensure their success in the long-term. Through regular careers events featuring guest speakers from diverse fields, our pupils are inspired to explore a multitude of career opportunities.

We believe that by instilling a sense of ambition and providing practical support, we are nurturing the next generation of confident and capable professionals.

Our Senior Team

I have been privileged to be Headteacher at Chase Terrace Academy since April 2022. I am responsible for making sure our young people get the best opportunities both inside and outside of our school community, and that they thrive with tenacity and resilience as they move in to adulthood. We live by our Trust values of 'keeping the main thing, the main thing', by prioritising our people, time and energy to continue to relentlessly drive improvement.



I joined Chase Terrace Academy in 2019 and have thoroughly enjoyed the exciting journey we have been on with pupils, parents and staff during that time. I am responsible for pupil progress and outcomes across the school. This includes assessment, reporting, exam arrangements and planning interventions to support all pupils to achieve the best grades possible.

I started working at 16 joining the Army, a time that I am immensely proud of, but I knew then that I wanted to work toward becoming a teacher. Over the course of several years, I completed the qualifications needed and trained to teach. I joined Chase Terrace Academy in January 2023 as Deputy Headteacher for Culture and Development. I lead the Pastoral Team, Personal Development and line manage our SENDCo.



I started Chase Terrace Academy in September 2023 as an Assistant Headteacher for Behaviour and Values. I have the overview of the PSHE and Personal Development Curriculum and believe in the powerful nature of this to help shape our pupils for their futures through in depth PSHE lessons, informative assemblies and the power of outside speakers.

I joined Chase Terrace Academy in September 2023. I lead on tracking pupil progress and attainment at Key Stage 3 and I am the Senior Leadership Team link for careers. We aim to equip our pupils with the skills they need to succeed in the ever-evolving job market. I also oversee Pupil Premium initiatives and work to ensure that funding is effectively utilised to support disadvantaged pupils close the attainment gap.





Mrs C Cain
Assistant Headteacher
(Teaching and Learning)

I joined Chase Terrace Academy two years ago as an Assistant Headteacher. I am responsible for ensuring we deliver high quality teaching in every lesson. A big part of this is overseeing the professional development staff receive to ignite aspiration in every pupil in our school. We pride ourselves on delivering an outstanding quality of education which effectively prepares pupils for the next steps in their journey.

I have spent a large part of my career at Chase Terrace Academy, initially joining as a maths teacher, working as a Head of Year and then becoming an Assistant Headteacher in 2017. I lead the school for Safeguarding to ensure the safety and wellbeing of pupils and families. I am also the lead for attendance to support academic achievement in pupils.



Mrs D Thombs
Assistant Headteacher
(Safeguarding and Attendance)



Mrs T Waters
SENCO
(SEND and Inclusion)

I joined Chase Terrace Academy several years ago as an English teacher and Exams Assessor. In 2022 I stepped into the role of SENDCo, and feel privileged to be responsible for overseeing provision for pupils with special educational needs and disabilities. To do this, I work with children, their families and our teams of academic and support staff to help make sure our offer is inclusive for all.

I have worked at Chase Terrace Academy as Business Manager since January 2018. I am responsible for HR, finance, health and safety, marketing and managing external contracts. I joined the school with operational management experience gained within the transport industry, and I am committed to ensuring that the education of our pupils is supported by excellent support services.



Mrs S Morgan
Business Manager

Curriculum

Our curriculum is at the heart of everything we do. At all key stages, it provides a rich and varied experience for each of our pupils. This enables them to achieve the very best that they can and builds the strength of character and tenacity to progress to the next stage of education and employment.

In Years 7, 8 and 9, pupils study: English, Maths, Science, History, Geography, French, German, Computer Science/ICT, Design and Technology, Arts, PE, RE, Music and Drama. Through these subjects, pupils develop a love of learning and acquire the skills and knowledge needed to be successful at Key stage 4 and 5.

In Years 10 and 11, pupils continue their study of the core subjects: English, Maths and Science, as well as PE and RE. They also opt to study other subjects from a wide selection of academic and vocational courses. The majority of pupils will study a language and humanity subject at GCSE to further enhance their qualification portfolio for the next stage of their education.

“Teachers use their strong subject knowledge well to deliver the curriculum. Their passion for their subject often helps to engage pupils in their learning.”

(Ofsted, 2022)



The enrichment and aspirations curriculum runs alongside the academic curriculum. This ensures that our pupils are developing the wider skills and knowledge required to be helpful, happy citizens, as well as individuals with character, who are ready for the world of work.

The school is well-resourced to meet the demands of the modern curriculum. Our PE department have access to large playing fields, a sports hall, gym and swimming pool. Our Technology and Computer Science departments are resourced to ensure that pupils have access to the specialist equipment and expertise needed to prepare them for life in the modern world.



“The key stage 3 curriculum has been revised to ensure that all pupils benefit from a broad curriculum. Leaders have also made the curriculum offer broader in key stages 4 and 5 by adding more vocational courses.”

(Ofsted, 2022)

Driving achievement

High expectations run through all that we do at Chase Terrace Academy. We aim for all of our young people to get the very best outcomes at each stage of their education journey. We do recognise that some individuals require more support than others, however, the goal is for everyone to be the best that they can be every day.

Our specialist teachers in all subject areas use a range of approaches to teaching and learning to get the very best from pupils. All of our lessons are modelled around our 'Know, Do, Review' cycle which ensures that pupils get a consistent and high-quality experience in every lesson that they attend.



From the start of their time with us, pupils are clear that we want the very best for them. They are given minimum expected grades in each of their subjects – these are aspirational indicators of the minimum level that they should be working at and are based on prior attainment and entry assessments. We expect all of our pupils to be working at this level and, eventually, exceed it.

“Teachers use assessment more effectively to identify and address what pupils do not understand. This helps pupils to know and remember more. This means that pupils now achieve well.”

(Ofsted 2022)

Examinations

Pupils are supported in their progress through regular assessments in lessons. Assessment is also used as a teaching tool to teach pupils how to revise, how to structure extended pieces of writing, how to be resilient and how to be reflective learners. The independent study skills that pupils develop at Key Stage 3 facilitate success at Key Stage 4 and 5. Our expert subject staff are well prepared in supporting pupils when they prepare for final examinations. A number of our staff work with exam boards as markers; so that they can give pupils the best support and guidance possible as they work towards their end goal. We know that examinations are a daunting prospect for many, and we have firm plans in place to support our pupils as they work towards them. Sometimes, pupils will experience set-backs and require some additional support and guidance to revive their motivation through a comprehensive intervention programme.



Our school boasts outstanding facilities designed to support all areas of the curriculum. We also offer additional opportunities to aid our pupils' learning, including the highly successful 'Accelerated Reader' programme. Recognising the importance of reading across all subjects, this programme helps pupils develop and maintain the strong reading habits developed in primary school.

Recognising the pivotal role of early exposure in informed decision-making, we underscore the importance of pupils familiarising themselves with their options from an early stage. We emphasise the significance of meeting essential milestones to realise their aspirations, constantly reminding them of the competitive landscape and the value of every achievement. Through our Raising Aspirations initiative, pupils are empowered to discern the direct correlation between classroom learning and professional success.



Annually, we commemorate National Careers and National Apprenticeships Week with a series of engaging activities designed to showcase the array of options available. Our cornerstone event, the Careers Futures Expo, convenes employers, apprenticeship providers, and universities, offering invaluable insights to aid pupils in charting their next steps. Moreover, we seamlessly integrate career-focused elements across the curriculum, with flagship departments spotlighting how subject matter correlates with real-world employment prospects.

In recognition of the pivotal role parents and caregivers play in guiding career decisions, we host dedicated parental support evenings. These sessions offer invaluable advice on how families can support their child's journey towards fulfilling career choices. At our school, we are dedicated to fostering a culture where every pupil is equipped with the knowledge, skills, and confidence to pursue their aspirations with clarity and purpose.

“There are a lot of assemblies around different careers and aspirations which has made me think about my future.”

(James, Year 7)



In Year 11, each pupil is offered a 1:1 careers interview with our experienced Director of Careers. These personalised sessions are designed to explore various career pathways tailored to each pupil's interests and strengths.

Parents and carers are warmly invited to attend these meetings, ensuring a collaborative approach to career planning. Interviews aim to discuss potential career options, relevant courses, and the steps needed to achieve the pupil's goals as well as information on how Chase Terrace Academy can support these aspirations through our curriculum, extracurricular activities, and additional resources.

Our goal is to equip every pupil with the knowledge and confidence to make informed decisions about their future, paving the way for success in their chosen field.

Personal development

At Chase Terrace Academy, our staff take great pride in the positive relationships they cultivate with our pupils, guided by our core values of community, tenacity, aspiration, and respect for 'The CTA Way'. Through our personal development programmes, we enhance these relationships and engage pupils in learning beyond the academic curriculum. We are dedicated to offering a diverse array of experiences and opportunities for all our pupils. Our goal is to nurture and develop them into responsible citizens, enriching their cultural awareness and personal fulfilment.



PSHE

Personal, Social, Health and Economic (PSHE) education forms an important part of our curriculum and provides our pupils with opportunities to engage in a wide range of topics that cover several fundamental areas. Topic delivery within PSHE falls into three areas:

- Health and wellbeing; managing emotions, risks and consequences, influences, body image, role models etc.
- Relationships; diversity, peer influence, marriage, online relationships, consent, inclusion, self-worth etc.
- Living in the wider world; equality, stereotypes, spending and budgeting, financial choices etc.

An important feature within Chase Terrace Academy is British Values. Defined as; democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. These values are taught throughout the curriculum, in PSHE and feature in wider activities such as assemblies and external speakers.

Personal development also encompasses Spiritual, Moral, Social and Cultural (SMSC) education. SMSC is, like British values, delivered through curriculum areas, assemblies, external visitors and activities within the many opportunities we provide for our pupils outside of school.

House system

We are very proud to have four unique houses; Brocket, Elk, Fallow and Sika. Designed to foster a sense of belonging and healthy competition, our house system is an integral part of our school community. We have carefully crafted our houses, each with their distinct identity, proving pupils with a supportive and nurturing environment that promotes personal growth.

All staff and pupils are assigned to one of our four houses and throughout the year house members participate in a range of inter-house activities and competitions; sports events, academic challenges and community projects. These activities provide pupils with opportunities to showcase their talents, develop leadership skills and build strong bonds and belonging, that create affinity and purpose.

We have regular activities, competitions, rewards and events to celebrate achievements in all areas of school.



“I like the house point system because it is a good way to earn rewards and I know when I’m doing well and what I need to work on.”

(Sofia, Year 7)

Throughout the academic year, we schedule an array of House rewards designed to celebrate achievement and participation. Previous rewards have included experiences such as zorbing, school festivals, a carnival day, hot chocolate gatherings with members of our Senior Leadership Team, and special breakfast events, amongst others.

Central to our House System are the House Competitions, where pupils enthusiastically engage within their form groups. These competitions are diverse and inclusive, reflecting our commitment to celebrating diversity and fostering inclusivity. For instance, we have held a 'pride' bunting competition in celebration of LGBTQIA+ History Month, an Independent Learning quiz in collaboration with our History department to honour International Women's Day, and a 'Decorate your door' competition for World Book Day. Additionally, pupils compete in Houses to earn valuable house points for their form during events like Sports Day.

Aligned with our Personal Development curriculum and driven by our school values, British Values, and community-themed activities, our House events serve as platforms for holistic growth and character building. We strive to ensure that every pupil feels seen and appreciated, exemplified by our 'we see you' reward, which acknowledges pupils who consistently demonstrate positive behaviour and uphold our school values, always doing the right thing.

Positive relationships

Strong, positive relationships are critically important to provide a safe, secure environment in which all pupils can be happy and successful. The ethos of the school is based on a strong community, maintaining a climate of mutual respect with big dreams and hard work contributing to pupil success.

We believe that all members of the school community should have an equal opportunity to participate fully in the life of the school, free from discrimination or harassment of any kind. Furthermore, a well-ordered, disciplined working environment is a prerequisite for pupils being able to meet the aspirational targets that are set for their educational success.

The school's core values and expectations of 'Respect the CTA Way' is a golden thread through all of our work. Great importance is placed on rewarding positive behaviour in relation to this code and this is built into the school's house and rewards system. Where conduct falls short of these expectations, steps are taken to address the issue and measures are put in place to prevent repetition. A very firm line is taken on bullying, with swift intervention, clear communication and appropriate action taken.

Transition



"I love it at CTA. My teachers try to encourage me when things are tough. I'm a part of lots of clubs and a Pupil Leader already. I was worried about the change from primary school but I have settled in really well"

(Oliver, Year 7)

Transition from Primary to Secondary school is an important milestone in a child's educational journey, but can also be a period of time that creates anxiety. At Chase Terrace Academy, we try to alleviate as many of those anxieties as possible, through regular contact with primary schools and any agencies who may be working with pupils and families.

Once decisions regarding admission to Chase Terrace Academy have been made, we work closely with primary schools to gain as much information regarding pupils so that our Pastoral Support Team can meet any specific needs. We also offer further opportunities for pupils to meet with staff through our Induction days, and additional visits, that run in June and July.

Parents/carers are also part of the process and an evening is held to meet with Pastoral Staff and the Leadership Team, to receive more formal information regarding the school, its processes and expectations. This evening is also an opportunity for parents/carers to be able to address any outstanding concerns regarding learning or pastoral issues before transition takes place.

Transition packs are provided for parents/carers to have all information necessary to help with the transition process.

At our school, every pupil has a form tutor who delivers Personal Development lessons and serves as the primary point of contact for both pupils and parents/carers. The form tutor is there to address any initial concerns and work with our Progress Teams to provide continuous support throughout the school year.

Our Progress Teams are linked to each year group and are readily available to assist pupils with any issues or to celebrate achievements. We encourage open communication between pupils, parents/carers, and our staff to ensure that any concerns are addressed promptly and effectively. Our goal is to foster a school environment that feels safe and supportive, whether your child is facing challenges at home or school.



During Key Stage 3, our Progress Teams help pupils transition smoothly into secondary school life. They provide guidance and support through to Year 9, when pupils begin selecting their GCSE subject options.

In Key Stage 4, the support continues as pupils work towards completing their GCSE examinations. Progress Teams assist pupils in considering future careers and making informed decisions about their post-16 education options.

“With a daughter already in Year 8, I am delighted that our son will be starting in Year 7. The Senior Leadership Team is one I have great confidence in, and the school is one I would recommend. I love the community spirit, the opportunities available and I really feel that CTA offer something special.”

(Prospective new parent/carer)

In addition to providing support, our Progress Teams also play a key role in celebrating pupils' successes. They nominate pupils for rewards evenings at the end of the school year, award house points for achievements, and lead assemblies to recognise and celebrate individual and group accomplishments.

Our Post-16 provision fosters a culture of positive relationships that extend throughout our school community. Sixth Form leaders actively engage with pupils in Key Stages 3 and 4 through diverse initiatives, including reading support programmes, presenting awards at Rewards Evenings, managing our community CATCH Hub, and coordinating activities during Sports Days. They are regarded as role models for pupils in the lower school and contribute significantly to school-wide events, exemplifying leadership and commitment within our thriving educational community.



Learning support

At Chase Terrace Academy, the Learning Support Team is dedicated to fostering an inclusive and supportive environment for all pupils, particularly those with Special Educational Needs and Disabilities (SEND). Our comprehensive approach ensures that every pupil has the opportunity to thrive academically, socially, and emotionally.

Lesson Support

The Learning Support Team collaborates closely with teachers to accommodate the diverse needs of SEND pupils. We engage with pupils, parents/carers, and staff to tailor classroom environments that foster safety and progress. Our approach prioritises facilitating independence, preparing pupils for life beyond school. Staff members in lessons implement strategies that empower pupils to succeed and develop crucial life skills.



“There are always Teaching Assistants at the Food and Friends Club and they are there when you need them. I enjoy having lunch with them and relaxing in the Hub before my next lesson”

(Henry, Year 9)

Interventions

We offer a range of interventions designed to support the specific needs of SEND pupils. Understanding the value of classroom learning with subject experts, our intervention sessions are scheduled to complement regular classes. Key interventions include reading schemes, mathematics support and zones of regulation, which focuses on emotional regulation by helping pupils identify and manage their feelings effectively.

Our team works closely with external agencies such as speech and language therapists, CAHMS, the autism inclusion team, local authorities, and educational psychologists. This collaboration ensures we access professional advice and implement recommended strategies effectively.

Collaboration with primary school teams

To facilitate smooth transitions for SEND pupils, our team actively participates in transition visits to primary schools. We establish early dialogues with primary school teams and parents/carers to tailor transition plans. For pupils needing enhanced transition experiences, we offer gradual inductions and additional evening sessions for prospective parents/carers to visit the Learning Support Hub and understand the support available.

Safeguarding

At Chase Terrace Academy, we are committed to safeguarding and promoting the welfare of our pupils. We are dedicated to creating a secure and nurturing environment where every child and young person can thrive. Our comprehensive safeguarding procedures reflect our commitment to protecting our pupils and are a cornerstone of our ethos.

Our safeguarding policy, which is readily available on our website, outlines the measures we take to ensure the safety and welfare of all pupils. This policy explains in detail how our Local Governing Body fulfils its legal obligations concerning the safeguarding and protection of children who attend Chase Terrace Academy. It is applicable to every member of our community, including all paid and volunteer staff, as well as our Governors, ensuring a unified and thorough approach to safeguarding.

Our procedures align with the Staffordshire Safeguarding Children's Board guidelines. This ensures that our practices are not only effective but also consistent with the highest standards and regulations. By adhering to these guidelines, we guarantee that our safeguarding efforts are both rigorous and comprehensive.

At Chase Terrace Academy, we believe that safeguarding education is a critical aspect of our curriculum. We incorporate key safeguarding messages into our lessons, to empower pupils with the knowledge and skills they need to make informed decisions about their safety. This proactive approach helps our pupils to understand and navigate potential risks they may encounter in various aspects of their lives.

We also place a significant emphasis on educating our pupils about the dangers of the internet and social media. To support our efforts, we regularly host online safety evenings for parents and carers. These events provide valuable information and practical tips on how to protect children from online threats, ensuring that the entire family is equipped to handle the challenges of the digital world.





Extra-curricular opportunities

We pride ourselves on offering an extensive and varied extra-curricular programme, designed to enrich the educational experience of all pupils. Our wide array of clubs and activities allows pupils to pursue their interests, develop new skills, and further their academic achievements outside the traditional classroom setting.



Our extracurricular timetable is frequently updated on our school website. Each term, the sports activities listed are refreshed to include a diverse array of sports. We encourage staff to offer clubs to foster stronger relationships with pupils. Additionally, there are regular intervention sessions available to help pupils better understand examination content. We also offer individual activities such as private singing, guitar, and piano lessons.

Pupil Leadership Team



Our Pupil Leadership Team represents the wider school to enact change, both within the school community and our local community. The team comprises of pupils from Year 7 to Year 13, and they meet regularly to discuss pupil feedback and events happening around school.

Pupils are responsible for organising a number of events across the school year such as charity events, community projects, raising awareness of global and national issues and making improvements to the school building.

This is a fantastic opportunity for pupils to see themselves as an integral part of the school community and to further their aspirations for the future. It encourages pupils to be tenacious, resilient and to become role models for other pupils in the school. It also provides an excellent opportunity for them to set themselves apart when making applications for further education.

“The Pupil Leadership Team enables us to voice our opinions and enact change in our school community. We have achieved a lot so far that we are really proud of”

(Ellie, Year 11)

Sports Leadership Programme

The Sports Leadership programme offers pupils comprehensive training in leadership, coaching, and event management. Pupils develop crucial organisational skills and receive support in coordinating various events such as festivals, athletics, and Boccia tournaments, as well as primary school collaborative activities. Participants gain hands-on experience by leading sections of these events and taking on responsibilities such as officiating, umpiring, and refereeing to ensure fair play and adherence to rules.



The Duke of Edinburgh Award

We are proud to offer the Duke of Edinburgh's Award to all of our pupils. As pupils approach the end of Year 8, they are invited to begin their DofE journey with the Bronze Award. Moving into Year 9, pupils have the option to pursue either the Bronze or Silver Award. Starting in 2024, we are excited to expand our offering and include the Gold Award, available to all pupils from the end of Year 10 onwards.

Weekly training sessions are conducted where pupils learn to plan routes, use equipment safely, and, most crucially, acquire vital first aid skills, including CPR.

With up to 100 pupils participating annually, our DofE programme boasts an impressive 99% pass rate at both Bronze and Silver levels. This outstanding achievement ranks us as one of the top schools in the Central England Region for DofE success.

Trips and excursions

At Chase Terrace Academy, we pride ourselves on providing a rich and diverse range of extracurricular activities that extend learning beyond the classroom.

Our extensive programme includes local, national, and international trips tailored to different year groups and subjects. For example, Year 8 pupils have the exciting opportunity to visit France and Germany, and Key Stage 3 pupils can enjoy a residential trip to Boreatton Park.

Year Group and Focus	Example Visit
<p>Year 7: Skill Acquisition All pupils will have the opportunity to attend the first school residential trip to learn team-building skills and bonding. <i>Focus: Teamwork, making friends, listening.</i></p>	<p>PGL Trip: Boreatton Park</p>
<p>Year 8: Skill Development Pupils will have the opportunity to travel to either France or Germany. <i>Focus: Culture, independence, languages.</i></p>	<p>France - Opal Coast Germany - The Rhineland/Moselle</p>
<p>Year 9: Skill Consolidation Pupils begin to become more independent through participating in Duke of Edinburgh expeditions. <i>Focus: Consolidation of skills, teamwork, independence.</i></p>	<p>Duke of Edinburgh: Bronze</p>
<p>Year 10 & 11: Skill Application Pupils may be expected to apply their learning of specific GCSE related information to a fieldwork study. <i>Focus: Accuracy, application, description related to subject specific GCSE studies.</i></p>	<p>History - Hardwick Hall Geography-Bakewell Duke of Edinburgh: Silver Oxford University Trips to local colleges. The QUAD Theatre</p>
<p>Sixth Form: Skill Mastery We offer a number of trips to complement the Sixth Form curriculum and encourage pupils to consider their choices for Further Education. <i>Focus: Subject specific skills for A-Level studies. Independence, accuracy, efficiency and reflection.</i></p>	<p>NEC Careers Fair Krakow Duke of Edinburgh: Gold Award London</p>

In addition to the year-group specific trips listed above, we offer the following exciting opportunities to pupils in multiple year groups:

- During the Easter break, we organise a ski trip to France, Italy or Austria, available to pupils from Year 9 to Year 13. This trip is always eagerly anticipated and provides a wonderful balance of physical activity and relaxation.
- Our commitment to diversity and inclusion is reflected in our annual trip to the Birmingham Pride Big Community Event. This event is open to pupils from all year groups and offers them a chance to participate in a significant cultural event, understand the importance of inclusion, and support the values of equality and acceptance.
- Throughout the year, pupils may visit other schools within the local area to participate in academic or sports competitions. These trips are designed to encourage healthy competition, enhance academic and athletic skills, and provide pupils with the experience of representing our school in various events.



All of these trips are carefully planned to ensure they are safe, educational, and enjoyable. They play a crucial role in the holistic development of our pupils, offering them experiences that complement their academic journey and help them to become well-rounded individuals.

Pupils thrive at Chase Terrace Academy



Emma, Year 12
Member of the Sixth Form
Social Media Committee

"Chase Terrace Academy is my home away from home, a family that has welcomed me, encouraged me, and supported me throughout my GCSE's. Their unwavering support in the form of interventions and guidance has resulted in grades that I am very proud of. I have since joined Sixth Form, which I am greatly enjoying."

"I am a member of the KS3 Netball Team. We practice every week and often play against other schools. I like being part of a team with my friends from primary school as well as the new friends I have made when I joined Chase Terrace Academy."



Eva, Year 8
Member of the KS3
Netball Team



Leigha, Year 10
Member of the CTA
Theatre Company

"I am a proud member of the CTA Theatre company. We rehearse every Thursday after school. After joining the company, I have learned key skills such as communication and it has boosted my confidence. I have had lots of great opportunities, including performing at the Lichfield Garrick and have found a new love for theatre through this."

"I was really nervous to join secondary school. The school felt really big but I quickly settled in. The Year 10 prefects help you to get where you need to be and are all really kind. I felt safe in the Year 7 courtyard, and it was nice to have our own place to go. When I joined Year 8, I felt confident enough to go anywhere in school at lunchtime."



Zach, Year 8
Member of the KS3
Athletics Team



Jack, Year 8
Member of Macramé
Club

"I joined macramé club because I had never heard of it before. Now, I have learned to make lots of gifts for my family and friends that I didn't know how to do before. We have also sold our macramé creations at school events to raise money for charity."



Molly, Year 10
Member of the Sports Leadership Team

"I am part of the Sports Leadership Team. We do a lot of work with primary school pupils, which I really enjoy. It gives you leadership opportunities to set you up for the future. I also feel supported with wellbeing in school. I know that I can go to the safe space in the Library and the hub when I need to."

"My school is a really safe environment. Teachers encourage you to aspire to be the best version of yourself. I know that I need to work hard in lessons but I can also relax at a lunchtime club with my friends."



Max, Year 8
Member of the KS3 Football Team



Trek, Year 11
Member of the Pupil Leadership Team

"My school has a CATCH Hub, which I am proud of. It helps people in the community when they need it. When I am in Sixth Form, I want to join the team that helps to run the CATCH Hub so that I can help others too. After Sixth Form, I want to go to university to become a doctor."

"I like being at Chase Terrace Academy because the food is amazing. There is something new to try every day. We often have themed canteen days which celebrate different cultures and means that we get to try food that I have never tried before."



Lucie, Year 9
Member of the Poetry by Heart group



Georgia, Year 10
Member of the Pupil Leadership Team

"The Learning Support Hub is a safe space for all. In the Hub, we do activities and celebrate current events throughout the world such as the football and Pride Month, making everyone feel safe and included."

I left Chase Terrace Academy to study Law at Cambridge University. I have now achieved a First in my Masters degree in Commercial Law and will be starting as a pupil Barrister in September 2025, after completing the Bar Course this year. My desire to work hard started during my time at CTA and I am grateful to the school and the staff for their support throughout my educational journey.



Jack Hollingworth
Alumni pupil of Chase Terrace Academy

Expectations

Behaviour

Our expectations rely on the positive environment that staff and pupils create at CTA. We celebrate regularly through recognition and rewards.

Every pupil has the right to a positive education. Where pupils disrupt or interfere with this, interventions and sanctions may follow. Respect to all is a key feature of CTA.

The behaviour policy for our school can be found on our school website.

Electronic devices

Pupils are not allowed mobile devices, including ear/headphones whilst at school. Pupils who choose to bring these to school must ensure they are switched off and placed in a bag whilst at school, if seen by any member of staff these items are confiscated and placed in the safe until collected at a designated time at the end of the school day.

Punctuality and attendance

Pupils are expected to be in Personal Development lessons at 08:30am. We regularly run our 'H82BL8' campaign to support pupils in positively engaging in all lessons and aspects of school. Punctuality is key to our pupil's enjoyment and success at school.

Equipment

Pupils must attend school prepared to learn and actively participate in their education every day. We expect that they bring the following equipment:

- School bag
- Pencil case
- 30cm ruler
- Protractor
- Pair of compasses
- Glue stick
- Highlighter
- Rubber
- Pencil sharpener
- Coloured pencils
- Scientific calculator
- Purple pen
- Blue or black pen (several)
- Pencil (several)
- Reading Book

Parents and carers are asked that all pupils uniform and equipment is marked with their child's name.

The School Day

Time	Lesson/break
08:30-9:00	Personal Development Lesson
09:00-10:00	Period 1
10:00-11:00	Period 2
11:00-11:20	Break Time
11:20-12:20	Period 3
12:20-13:20	Period 4
13:20-14:00	Lunchtime
14:00-15:00	Period 5

Uniform

Uniform fosters a sense of belonging and parity for pupils that come to CTA, it is an expectation that pupils follow our uniform standards.

Trainers are not permitted. Shoes must be black, not have a logo and not be a trainer style. Piercings are limited to one stud per ear; no facial (including nose) are permitted.

Make up is permitted in KS4 but must be subtle. False nails and eyelashes are not allowed.

Our full Uniform Policy can be found on our school website.



PE Kit

Pupils should bring the following kit on days they have PE:

Physical Education Clothing for Boys:

- Rugby Shirt- (school branded)
- Polo Shirt-(school branded)
- Shorts: Black (school branded or other)
- Football socks: Royal blue (school branded or other).
- Training shoes
- Studded or moulded bottom footwear for Football and Rugby

Physical Education Clothing for Girls:

- Sports shirt(school branded)
- Navy Blue shorts (school branded or other) or skorts (school branded only)
- Navy blue hoodie (school branded)
- Training shoes
- Royal blue Football socks.

More information can be found on our school website under 'School Life', then 'Uniform'.



Wellbeing

Creating a safe environment is essential for promoting effective learning and fostering a sense of security within our school community. The wellbeing and safety of our pupils and staff is paramount, and we have a large team of staff trained to provide first aid support throughout the school day as needed. This team work closely with our families to also manage agreed medical care plans for pupils who have specific health needs or conditions.

We aspire to promote positive mental health for every member of our school community, to enable our pupils to become tenacious and resilient individuals. Through our mental health and wellbeing initiative THRIVE, we endorse opportunities for both staff and pupils to be recognised, listened to and valued, ensuring mental health and wellbeing are a visible part of our everyday conversation and community.

We want staff and pupils to understand that mental health and wellbeing is an integral part of our everyday lives and it determines our capacity to respond to and cope with the normal stresses of life. As such, at Chase Terrace Academy, we take seriously the provision of mental health support.



All staff are trained to recognise early warning signs of mental ill health and specially trained Mental Health First Aiders are able to provide targeted guidance to individuals. Pupil mental health is also advocated for by our team of pupil Wellbeing Ambassadors who offer a safe space for their peers to access support and reassurance. Our ambassadors champion the wellbeing of their peers by providing practical strategies to cope with the stresses of school life, a compassionate ear to listen to concerns and a voice to express their needs.

By providing comprehensive first aid provision and a range of mental health support, we are able to prioritise the well-being, safety and inclusivity of all our pupils. We strive to create an environment where pupils feel supported, cared for and empowered to attend school and thrive academically and personally. The school operates a 'first day' absence monitoring system and employs the services of an external agency (VIP Education) to strengthen further the level of support and remediation for pupil absence from school. Persistent absence has a serious impact on achievement and is therefore taken very seriously.

“Knowing there were teachers who cared about our mental health as much as our grades made all the difference when we were sitting our GCSE’s. Knowing I had that support made all the difference in achieving the grades I needed.”

(Ellie, Year 12 pupil)



Communication

At Chase terrace Academy, we highly value the strong relationship we have with our parents and carers. We believe that good communication is central to fostering this relationship and ensuring the success and well-being of our pupils. Here's how we maintain regular and effective contact with our school community:



We keep parents/carers informed through regular updates on our Facebook, Twitter, and Instagram pages, as well as on the 'Latest News' section of our school website. This ensures parents and carers are always aware of school events, achievements, and important announcements.

We use the MyChildAtSchool app to communicate directly with parents/carers. To help parents/carers navigate this app, we host clinics providing hands-on support and guidance.



Parents nominate their child for weekly 'Thankful Thursday' and 'Feel Good Friday' celebrations, where we recognise pupils' positive contributions and achievements. Parents/carers can also nominate their child for the JTMAT Exceptional Achievement Award, which is recognised across our Trust.

Every week, we circulate a parent bulletin celebrating recent events and achievements within the school, and informing parents of upcoming activities and important dates.



We distribute a survey every half term to gather feedback from parents about their child's learning experience. We value this input and regularly communicate the changes and improvements we make in response.

We host regular Parent Forums where parents/carers are invited to share their thoughts and engage in discussions with school staff. This open dialogue is crucial for us to understand and address the needs and concerns of our school community.



We host Parental Engagement evenings to provide an opportunity for parents/carers to meet with subject teachers to discuss their child's progress in detail. These evenings are an excellent way for parents/carers to stay actively involved in their child's education.

We are committed to maintaining a strong, open, and positive relationship with our parents/carers. Through these varied and consistent communication channels, we ensure that our school community is informed, engaged, and supported.

Sixth Form

We have a dedicated team of experienced staff who lead the Sixth Form, including a Director of Sixth Form, Assistant Director of Sixth Form and an Academic and Personal Development Mentor. Along with an experienced team of form tutors, these staff guide pupils on their journey and support them in developing the academic skills needed to be successful in Post-16 education. They are also very experienced in supporting those pupils who need additional input when adjusting to the demands of Sixth Form study.



“Sixth-form pupils appreciate how they are enabled to learn independently and foster their own areas of interest.”

(Ofsted, 2022)

We are very proud of the quality of our Post-16 provision. Pupils who join us in the Sixth Form will study three Level 3 qualifications. We offer a broad range of academic and vocational courses, all of which enable pupils to access the right study programme to enable them to progress to Higher Education or Employment.

Pupils have a wide range of other opportunities to complement their academic curriculum, including taking on a leadership opportunity, becoming involved in charity work, or supporting younger pupils with their academic studies. We also offer the Extended Project Qualification, which is highly valued by universities and employers.

The Sixth Form area provides an inviting and high-quality space for pupils to progress in their private study time. Here they can access IT facilities, debating and discussion rooms, a range of Post-18 literature and guidance, or they can use it as a quiet space to work.



Pupils are set challenging and aspirational targets to encourage them all to aim high. Alongside this, assessment opportunities allow us to celebrate success and identify where further support and guidance is needed. The Sixth Form is no different to the rest of the school, where support is required, we provide it in whatever form may be required.

Pupils in the Sixth Form follow a comprehensive PSHE programme to continue their wider learning and to prepare them for life in the 21st Century – this includes access to a range of external speakers covering key areas such as: careers, health and finance. Pupils will undertake a week of work experience during Year 12 and have the opportunity to attend visits to universities, hear first-hand talks from employers or Higher-Level Apprenticeship Providers and a range of other informative events to fully prepare them for their future.

Whilst our Sixth Form is very popular with existing pupils from Chase Terrace Academy, we accept applications each year from pupils who are new to us in the Sixth Form, and they settle very quickly and add a tremendous amount to the Sixth Form experience for everyone.

We have high expectations of our Sixth Formers and they act as role models and ambassadors in all that they do.

Exclusive enrichment opportunities

At our Sixth Form, we offer an array of exclusive enrichment opportunities designed to support our pupils in their academic and personal growth.

One highlight is the Year 12 Partnership Evening, a pivotal event where pupils delve into their aspirations for the future, gaining insights and guidance from our Senior Leadership Team.

Moreover, we facilitate connections with external providers from universities, employers, and higher apprenticeship opportunities, broadening horizons and opening doors to diverse pathways. Our Sixth Form team also conduct weekly workshops, equipping pupils with essential skills for university life and guiding them toward top-tier academic institutions.

Our Sixth Form committee are involved in planning charitable initiatives and events, fostering leadership skills and a spirit of social responsibility among students. Furthermore, our commitment to experiential learning extends to university visits and participation in Careers Fairs at the NEC, providing invaluable exposure to various career pathways.

Throughout the year, we host a number of guest speakers who offer invaluable insights into not only gaining admission to top-tier universities but also accessing coveted degree apprenticeships. At our Sixth Form, enrichment is a cornerstone of our commitment to nurturing well-rounded, empowered individuals poised for success in higher education and beyond.



“The EPQ was great to take part of. It boosted my referencing skills and academic writing as well as expanding my knowledge in an area I am passionate about and linked to my chosen career path”

(Grace, Year 13)

Facilities

Chase Terrace Academy boasts excellent accommodation and facilities, making it a conducive environment for pupils' overall development and well-being. Our facilities enrich the educational experience and offer a wide range of opportunities for pupils throughout their seven-year, secondary school journey.

We strive to create an inclusive environment for all pupils, including those with temporary or permanent physical disabilities. Our school ensures excellent accessibility throughout the premises. We have lifts available to facilitate movement from one floor to another, ensuring that all areas of the school are accessible to all pupils.



We offer excellent ICT provision throughout the school which enhances the learning experience for all pupils, supporting all aspects of our curriculum delivery. We are committed to preparing pupils for the digital age and providing them with the necessary skills to succeed in a technology driven world.

Physical education and extracurricular sports play a vital role in promoting pupils' physical health, teamwork and discipline. Having a large sports hall, extensive grounds, sports pitches and a fitness suite provides ample space for physical activities, sports and exercise programmes. The presence of a swimming pool is also a valuable addition to the school's facilities.

Our school has a central library and is the perfect demonstration of our commitment to literacy, supporting pupils' academic endeavours to foster a lifelong love for reading and learning.



Investing in our school

At Chase Terrace Academy, we take pride in continually enhancing our facilities to provide the best possible learning and social environment for our pupils and staff. Over the past three years, we have made significant investments to upgrade various aspects of our site, with a focus on sustainability and modernisation.

One of our major achievements has been the complete refurbishment of our heating system. With an investment of £2 million, we have installed a state-of-the-art heat source pump, an environmentally friendly and cost-effective solution that ensures optimal comfort for our school community, whilst reducing our carbon footprint.

We have renovated our Sixth Form Centre, investing £300,000 in internal refurbishments and envelope-wrap enhancements, including new windows, exterior facias, and a new roof. This revitalisation provides our senior pupils with a modern and inspiring space to pursue their academic and personal development.

In addition to these major projects, we have also installed new flooring in corridors throughout the main school building, enhancing both functionality and aesthetics.

To support the diverse needs of our pupils, we have created a SEN Garden, with outdoor lessons being delivered for the first time in the 2024/2025 academic year.

Our redecoration programme will persist, with plans to refurbish additional classrooms and corridors. Furthermore, we are embarking on several new projects in the upcoming academic year, including classroom light-replacements, renovation of five toilet rooms, new roof for the Science block, upgraded furniture and the installation of new desktop computers and printers to ensure technological compatibility and efficiency.

Our Pupil Leadership Team play an active role in our site development projects and will continue to upcycle external furniture, promoting sustainability and pupil involvement.

These initiatives reflect our ongoing commitment to providing a dynamic and supportive learning environment, where every pupil can thrive academically, socially, and personally.



Find Us

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Chair of Governors: Mr A Stewart

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Proud Partner school of the
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