



HALEWOOD
ACADEMY

WE SEEK THE BEST

PROSPECTUS

2026/27



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MEMBER OF THE
WADE DEACON TRUST



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EXECUTIVE PRINCIPAL'S WELCOME

Welcome to Halewood Academy and thank you for taking the time to find out more about us.

Halewood Academy is a warm and welcoming school at the heart of the community of Halewood. We are characterised by excellent teaching, an inclusive ethos and exceptional relationships between staff and students.

Our students are our absolute strength. They are polite, happy and hard-working. Together we have built a school community based on the key values of **Respect, Aspire, Collaborate, Excellence** and **Resilience**: values which we feel nurture and grow not only agents of change locally and nationally, but also the leaders of tomorrow.

Our vision, **We Seek the Best**, can be seen in our relentless drive for academic excellence. We will do everything that we can to ensure that every student develops into

the best version of themselves and achieves the highest exam grades they can. We are passionate about the power of education in transforming lives. We have high expectations of our students both inside and outside of the classroom and pride ourselves on providing world class opportunities for our young people using state of the art facilities.

We strongly believe that a student's school years should be some of the best years of their lives. In choosing Halewood Academy, you would be choosing a school that will develop your child to become a life-long learner with aspiration and drive, as well as a caring and compassionate young adult.

Mr I Critchley - Executive Principal



“Leaders have secured improvements to the curriculum and the quality of teaching and learning across the school. **There are clear systems in place** to track pupils’ progress through the curriculum. If pupils develop gaps in their learning, leaders put appropriate support in place to address these. At the same time, **leaders have improved pupils’ behaviour.** This means that, typically, pupils now learn the **ambitious curriculum** well. On the whole, pupils now produce work that is of a secure standard. This includes pupils with special educational needs and/or disabilities”

OFSTED May 2026

OUR MISSION

Inspirational teaching for aspirational learners.
A community where we value diversity - staff, students and parents working together to **create a happy, safe and stimulating** learning environment.





Our school core values:

R A C E R



RESPECT

Respect Everyone



ASPIRE

Aspire to be the Best



COLLABORATE

Collaborate to Succeed



EXCELLENCE

Excellence in all we Do



RESILIENCE

Resilience at all Times

THE HALEWOOD CURRICULUM

Our core values are embedded across the curriculum at Halewood Academy and we are committed to providing a high quality, inclusive curriculum that enhances the life of every student and prepares them for a world outside of the Academy. The National Curriculum is covered and students study a rich and balanced curriculum across key stage 3 and 4. Our curriculum aims to inspire and challenge learners. It builds on the knowledge, skills and experiences developed in the primary phase and enables students to deepen their understanding of a broad range of subjects. We aim to provide opportunities for all students to fulfil their potential, setting ambitious goals and developing their capacity to be successful life-long learners, as well as building their cultural capital through a breadth of dynamic curricular, cross curricular

and extracurricular opportunities. At Halewood, we pride ourselves on the provision of personalised learning to suit every student. We value the contribution that creative, practical and vocational learning brings to a child's development alongside the traditional academic subjects.



READING CURRICULUM

Our Reading Curriculum for KS3 students provides opportunities to read a wide range of texts full of ambitious and interesting vocabulary. We want students to become confident, insightful readers through an intentional and systematic approach to reading.

Our Reading Curriculum is tailored to our students' specific needs; we endeavour to inspire students to become competent and confident readers who are culturally literate, and who are equipped to access and interrogate complex texts.

We provide an effective way to develop both comprehension skills and vocabulary knowledge, ensuring students engage collaboratively with texts via clarification, questioning and summarising. This curriculum is designed to support and enable students to achieve their full potential in their GCSE years.





"Pupils benefit from **clear routines** at the start of the school day. They are greeted by staff, who know them well and who address any concerns that they have. This helps pupils to feel valued by the school. **As a result, each day starts positively.** Pupils feel safe" OFSTED May 2026

WE ARE **COMMITTED** TO:

- Providing the core skills, knowledge and understanding that are required for the 21st century.
- Developing a sense of social and moral responsibility; encouraging pupils to be respectful of others, mindful of their role in their community, in society at large and in the global environment.
- Providing subject choices that support pupils' learning and progression, ensuring that our vision, mission and values are realised, thus enabling pupils to have the cultural capital they need to succeed in life.
- Providing every child, regardless of social background, with the opportunity to succeed.
- Developing pupils' independent learning skills and resilience; with coherently planned and sequenced curricula enabling the development of knowledge and skills for further/higher education, training and employment.
- Embedding fundamental British values and social, moral, spiritual and cultural purpose.

We place a strong emphasis on literacy (Extended Writing, Reading & Oracy) and numeracy as well as providing many leadership initiatives, which many of our students take part in. From Years 7 to 11, every student's achievement is continually assessed and at the end of each phase of assessments, their progress and attainment is evaluated and reviewed to enable celebration of achievements and inform targeted support where necessary.



KEY STAGE 3 – **YEAR 7, 8 AND 9**

We provide a three-year Key Stage 3 broad and balanced curriculum so that students are able to engage more deeply with crucial concepts, thus helping them to achieve stronger outcomes in GCSE examinations. Our programmes of study are informed by the Key Stage 2 curriculum and our students' outcomes at this stage, so that we are in a position to be able to accelerate progress in Year 7 and capitalise on gains made in a demanding primary curriculum.

Key Stage 3 is designed to teach students the skills that are crucial for their development as learners. Students will be prepared academically and socially during this time, to enable them to achieve their potential in their GCSE years. We aim to build on the skills of literacy, numeracy, interpretation, deduction, analysis and evaluation to create learners who are independent and who can approach their studies with creativity and originality.





**"I AM SO HAPPY WITH
THE SUPPORT THAT MY
SON HAS RECEIVED.
I FEEL AS THOUGH THE
TEACHERS REALLY KNOW
HIM AND THIS HELPS
HIM TO ACHIEVE TO THE
BEST OF HIS ABILITY"
PARENT**

A JOURNEY OF GROWTH AND ACHIEVEMENT

From the moment students join in Year 7, they become part of a dynamic and supportive academy community that encourages personal growth, high standards, and a passion for learning. Through our structured Graduation Programme we provide students with meaningful opportunities to develop essential life skills, build on confidence, and prepare for future success.

The Key Stage 3 Graduation Programme

All Students in Years 7, 8 and 9 are automatically enrolled in the Graduation Programme, a three-year initiative that recognises and celebrates student achievement and progress. The programme is designed to support academic success and personal development through:

- Maintaining excellent attendance and behaviour
- Actively participating in extra-curricular clubs
- Developing strong expectations for learning across subjects
- Engaging in public speaking or showcasing employability skills
- Meeting personalised academic targets in areas like recall and knowledge retention

Students who meet the minimum expectations will graduate at the end of Year 7, Year 8 and Year 9 in a special cap-and-gown ceremony. Those who go above and beyond may even graduate with honours, showcasing their commitment to excellence in academics, the arts, sports, and community involvement.



KEY STAGE 4 – **YEAR 10 AND 11**

In Key Stage 4, we provide a varied curriculum, depending on the needs of the students. In addition to the core subjects, students can access a wide range of option subjects so that:

- Students can select a curriculum that provides a range of choices and opportunities for post-16 study
- We can provide vocational and career-focused pathways, incorporating technical courses and a personalised curriculum.

We review the curriculum regularly to ensure it remains challenging, relevant and supports the very best opportunities for our children's future.

We take great pride in our Pastoral care. Each year is led by a non-teaching Pastoral Team which is extremely important as it allows each team the time they need to support their year group.

"PASTORAL CARE-FORM TUTOR AND PROGRESS LEADER ARE SUPPORTIVE AND HAVE BUILT UP A STRONG TRUSTING BOND WITH MY CHILD" PARENT



STUDENT BEHAVIOUR



A calm, orderly environment is essential if students are to learn effectively. Our staff recognise the need to provide students with a set of simple rules and code of conduct which enables staff and students to make the most effective use of their time. Furthermore, staff improve students' behaviour for learning by ensuring that lessons are stimulating and by ensuring all students have enough opportunities to learn independently and in groups.

Our priority is to ensure all students make good progress each year. Key staff monitor progress and attainment, identifying students who are not meeting targets, implementing and monitoring relevant intervention strategies and working with subject leaders and teachers in order to improve outcomes for students. Staff guide students to become a 'RACER' student. To show **Respect**, to **Aspire**, to **Collaborate**, to strive for **Excellence** and to show **Resilience**.

**"THE RELATIONSHIPS
BETWEEN STAFF AND PUPILS
IS SO POSITIVE AND HAPPY,
MY SON HAS A REALLY GOOD
TIME AT SCHOOL AND I FEEL
THIS IS IMPORTANT, HE
TALKS POSITIVELY ABOUT
HIS EXPERIENCE AND
HE'S HAPPY."
PARENT.**

THE ACHIEVEMENT CENTRE

The majority of interventions that take place at Halewood Academy are ran in the Achievement Centre and range from social-communication and emotional literacy interventions to additional numeracy and literacy programmes and therapies such as Art therapy and Lego therapy.

A student will be identified as requiring an intervention through our Inclusion team and this is normally a short-term strategy to enable them to access their lessons more effectively and increase their engagement with the curriculum, leading to improved outcomes for students.

Our purpose built sensory room provides an opportunity for identified students with a sensory diet. Access to the sensory room would be timetabled and part of a student's planned intervention.

In addition to providing interventions the Achievement Centre provides students with a calm and quiet environment and the Achievement Centre Manager is based in there as a consistent staff member. Students who require a quieter space will also be given permission to access the Achievement Centre for breakfast club, during break time and lunch time.

"This time last year I couldn't imagine her getting to high school as I had to drag her to school every day. Since starting Halewood Academy my daughter is like a different child. The staff have gone above and beyond to support her additional needs and accept her for who she is rather than make out there is something 'wrong' with her. Whilst I am so proud of my daughter, I totally acknowledge that it takes a caring, nurturing environment to get the best out of any child. In my view an outstanding school cares for the children first in order to get the best out of them educationally. I think my daughter is the proof of this and I am so glad that Halewood Academy was her first choice of school."

PARENT





"THE HALEWOOD ACADEMY COMMUNITY IS INVITING AND INCLUSIVE, ACCEPTING PUPILS FROM ALL WALKS OF LIFE AND THE MANY CHALLENGES THAT ENTAILS. ASPIRATIONS, REWARDS AND ACHIEVEMENTS ARE MARKETING WELL AND I LOOK FORWARD TO AN INCREASE IN EVENTS CELEBRATING PUPIL EXCELLENCE."

PARENT



ENRICHMENT

We believe that all students deserve to explore a broad and varied curriculum, especially within enrichment. This is where friendships are formed, confidence is built and resilience shown. Students have a variety of options through each subject area. Such opportunities include; Art, Photography, Dance, Drama, Music, STEAM, Sporting Activities and many more. We have many students who either participate in sporting competitions and/or perform in a variety of theatre productions. Some projects we are involved in range from Shakespeare's Schools Festival, Work Bard, Play Bard, Chess Club and the Brilliant Club. It is important for our students to experience life outside of school. Regular visits have taken place to the Everyman and Playhouse Theatres, Science and Dance trips to London, Field Work and international trips to the Alps, Berlin and Rome.

**"THIS IS A
SCHOOL THAT
IS AT THE
HEART OF THE
COMMUNITY"
CHAIR OF
GOVERNORS**

2026 GCSE RESULTS

Headline Results

- 54.5% of students achieved grade 4+ in both English and Mathematics, maintaining the significant improvement secured since 2024.
- 32.3% of students achieved grade 5+ in both English and Mathematics, remaining 8.1% higher than in 2024.
- 9.1% of students achieved grade 7+ in both English and Mathematics, an increase of 3.3% from 2025.
- English achieved 67.7% at 9–4, 49% at 9–5 and 18.7% at 9–7.
- Mathematics achieved 61.1% at 9–4 and 13.6% at 9–7, with outcomes improving at both thresholds.
- Combined Science improved across every threshold, achieving 50% at 9–4, 34% at 9–5 and 11% at 9–7.
- Spanish demonstrated significant improvement, achieving 72% at 9–4, 47% at 9–5 and 25% at 9–7, with the proportion achieving 9–7 more than doubling.
- Computer Science achieved 78% at 9–4, 74% at 9–5 and 35% at 9–7.
- Art achieved 100% at 9–4, with 27% achieving 9–7, up from 7% in 2025.
- 3D Art & Design achieved 77% at 9–4, 64% at 9–5 and 29% at 9–7.
- Business achieved 69% at 9–4, an increase from 45% in 2025, and 28% at 9–5, up from 15%.
- Hospitality & Catering achieved 73% at 9–4, 53% at 9–5 and 33% at 9–7, improving substantially across every threshold.
- Sports Science achieved 92% at both 9–4 and 9–5, with 26% achieving the highest grades.
- Sports Studies achieved 92% at 9–4, 83% at 9–5 and 25% at 9–7, demonstrating substantial improvement.
- Performing Arts achieved 91% at both 9–4 and 9–5.

Subject Highlights

- Separate Sciences: Biology, Chemistry and Physics all achieved 100% at 9–4. At 9–7, Biology achieved 56%, Chemistry 33% and Physics 44%.
- History improved at every threshold, achieving 67% at 9–4, 57% at 9–5 and 36% at 9–7.
- Geography improved at every threshold, achieving 59% at 9–4, 49% at 9–5 and 25% at 9–7.





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If you have any queries regarding Halewood Academy and its website please complete the web form or contact Miss C McNally.