



**ORMISTON SANDWELL  
COMMUNITY ACADEMY**

# Welcome from our Head of School

Welcome to Ormiston Sandwell Community Academy, OSCA.

I am proud to be Head of School here at OSCA where we strive to be an inclusive education provider that treats every child as an individual. We are a large secondary school, with the feel and values of a family.

Part of being a member of the OSCA family is to be challenged and have high expectations of ourselves and each other, while in an inclusive, supportive environment. We as a team have the highest aspirations for all our students, that puts students in the forefront of all decision making. Students who attend OSCA will have opportunities which include a high quality curriculum, highly trained subject specialists who constantly review and adapt ensuring the best education for all and in experiences outside the classroom. Being part of Ormiston Academies Trust means we have access to support and values which put community and inclusion to the forefront.

My vision for OSCA is to be the Academy that is at the heart of our community, where students develop into leaders of the future in which ever field they aspire to become part of, and where future generations can see an OSCA student becoming the citizens that others aspire to be.

Our key values underpin everything that we do at OSCA: Excellence through **O**ppportunity, **S**cholarship, **C**ompassion and **A**chievement. These values are constantly shared and referred to across the academy as we feel they encapsulate all the qualities our young people need to be happy and successful. When you visit OSCA, you will see that this is the case.

Peter McKinniss, Head of School





# Enrichment at OSCA

Enrichment is a vital part of life at OSCA, our core value of opportunity states we are committed that everyone will develop confidence through participation in a wide range of activities within and beyond the curriculum through enrichment. Enrichment opens doors and builds students cultural capital, facilitates engagement in the wider community and teaches important life-skills and is beyond students regular academic pursuits and the normal curriculum requirements.

We are committed to developing students' social, moral, spiritual and cultural strengths together offering a holistic education that will allow them to succeed in education, beyond the classroom, in work, in life and in society.

Enrichment promotes the life-skills needed for everyday life, developing “soft skills” that employers and universities look for, while also giving OSCA students the opportunity to find out more about their interests and passions.

We have developed a varied enrichment programme that contains a myriad of activities our students can get involved in. We encourage each one of them to become fully engaged in the life of the Academy through a wide variety of clubs and councils, as a students at OSCA there are many opportunities to take on leadership roles as part of these student leadership teams.

We also offer a wide range of clubs and activities to support all of our student' needs. These include dance, drama, music, sports like football, netball, gymnastics or trampolining, art clubs, reading, chess, calligraphy, photography clubs. Breakfast club: for homework, reading and social activities and a homework club: for quiet study, coursework completion and supported study. We offer both bronze and silver D of E, opportunities to help in community cohesion.

Students are encouraged to participate in a variety of competitions and fund raising events for a range of charities. These include national reading competitions, story writing competitions, OAT sponsored events and charities such as Children in Need and Comic Relief.



# Our Vision

At Ormiston Sandwell Community Academy, our vision is to Thrive, Empower, Achieve and Make a difference, by working together as a forward-thinking Vision.

At Ormiston Sandwell Community Academy, our vision is to Thrive, Empower, Achieve and Make a difference, by working together as a forward-thinking TEAM for students, staff and the wider community.

## **THRIVE**

**as staff and students.**

By being challenged to achieve the best.

By having opportunities in and out the classroom.

We recognise and celebrate achievement.

## **EMPOWER**

**individuals to develop.**

By giving a voice to all.

Developing leadership in all.

Giving constructive and honest feedback.

## **ACHIEVE**

**to the best of their ability:**

By developing a culture of continuous improvement.

By mentoring and coaching.

By supporting all in achieving their goals.

## **MAKE A**

## **DIFFERENCE**

**to the community.**

By putting wellbeing at the heart of the community.

Building a culture of tolerance and respect.

Ensuring the curriculum develops future generations within the community.

Thrive, Empower, Achieve, Make A Difference

# **TEAM OSCA**

Opportunity, Scholarship, Compassion, Achievement

# Our Values

Our values are at the heart of everything that we do. Every member of OSCA's community is expected to uphold and support our shared values.

## Opportunity

We believe in creating equal opportunities for all, empowering individuals to unlock their potential and pursue aspirations.

## Scholarship

We are committed to fostering a culture of academic excellence, curiosity and lifelong learning.

## Compassion

We value kindness, empathy and respect, ensuring that every individual feels supported and valued within our community.

## Achievement

We strive to help every student reach their full potential, celebrating both personal and academic successes.

Thrive, Empower, Achieve, Make A Difference

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# Ofsted Report

October 2023

OSCA continues to be a 'good' school. Please read below for some quotes from our most recent OFSTED report.

**Pupils speak positively about the support they receive. Pupils are happy and safe.**

**Pupils with SEND successfully access learning and achieve well.**

**The school prioritises pupils' personal development well. The 'character development' is well-planned and sequenced.**

**OSCA places a strong emphasis on pupils' personal development. Year 11 pupils on the leadership team are proud to support others. Year 10 prefects actively promote a positive environment.**



# OSCA Connect

OSCA's Learning Support Team have one belief which is that every child has the ability to succeed and the right to experience success. Our team of well-established, experienced and skilled Learning Support Practitioners (LSP's) work with a wide variety of students all of whom have a Special Educational Need.

We provide in-class support to those students with the highest needs, alongside offering intervention and support programmes to help close any learning gaps identified, particularly in Literacy and Numeracy. We also offer a range of specialist group interventions to enhance and build confidence and social skills, these groups access our THRIVE provision, Nurture Provision, Guinea Pig Therapy or SULP (Social Use of Language Programme).

Our ethos that students in our care will be given every opportunity to grow, develop and have aspirations is the driving force behind the work we do every day, and the strong relationships we have with both students and their parents/carers is extremely important to us all. Furthermore, it is this link that enables and encourages many of our students to continue into further and higher education, a prospect that may not have been considered through their earlier years of education.

At all times we are guided by the Special Educational Needs Code of Practice (2014) and ensure that we meet all statutory requirements and expectations alongside observing our Academy's SEND Policy. In addition to this, we have great working relationships with our Local Authority SEN Support Services and Inclusion Support Team, who provide us with expertise in the form of Specialist Advisory Teachers and Educational Psychologists.

Working alongside our LSP's, we have two Mentors and a counsellor who work diligently to support the Social, Emotional and Mental Health needs of our students, whilst their Mental Health First Aid Training status allows them to provide training, assistance and advice to Teachers as required, ensuring that the whole school community are working together to establish good Mental Health. Our Mentors provide transition programmes, academic coaching and many various other programmes specific to Health and Wellbeing.

Team Learning Support are always available to welcome and support any student and family into our department and we believe passionately that it is our role to ensure that all learners are able to cope, succeed and importantly achieve their dreams in the 21st century.





# Inspirational Learning

Our outstanding curriculum offers an exciting, rich, varied and broad course of study, which helps to develop students' skills for all aspects of learning.

We work hard to create a sense of excitement and an enthusiasm for lifelong learning and to ensure that all students achieve in their exams so that they can go on to college and to university.



# Curriculum

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# Transition

Hello all! My name is Malcolm Lovatt and I am Transition Lead here at Ormiston Sandwell Community Academy. Having 16 years experience working in pastoral systems, the last 13 of which having been at OSCA, I have watched, learned and developed my understanding of the individual needs of children throughout their education. Having stepped into a senior leadership role, it is now my pleasure to oversee transition between Key Stages 2 and 3. It is my objective to ensure that every child who joins OSCA has a warm welcome, feels comfortable and has a smooth transition into secondary school. By accomplishing these goals we ensure that our new intake settle quickly, and become fully immersed in their learning.

To support our new intake through their transition into secondary school, we have an extensive programme that begins right at the start of Year 6. This begins with Year 6 Open Evenings and Open Mornings, during which we invite children and their parents to visit OSCA, take a look around, see what we have to offer and to meet some of our team. Once Year 6 students have been allocated a secondary school our real transition work begins. We visit every single pupil who is coming to us in their primary school to ensure that all students have a familiar face when they step through our doors. As this happens we also meet face to face with primary school staff to discuss the wants and needs of their year 6 students who are joining us. For those students who may need a little reassurance to help build their confidence before they arrive at our door in September, we offer small group visits and tours of the Academy either as single/small groups of families or as small groups of students with their primary school teacher.

We host meet and greet sessions for any students who may be coming on their own, or are part of a very small group, from a primary school. These sessions are informal and get children talking and laughing with each other, ensuring that everyone has a friend when they arrive in year 7. I, as Transition Lead, along with our SENDCO, Mrs Dickens, host after school drop in sessions by invite to families where a child has an SEN need. We deliberately spread out the invites so that we have plenty of time to talk as a single family/school conversation to ensure that we have an excellent understanding of our children's needs even before they arrive, thus allowing maximum support from day 1!

During the summer break, we open our doors and host children who we feel may benefit from additional time in the academy, where we focus on English, Transition, and self esteem in new environments. Finally we host 2 transition days in July, where children get to meet the staff OSCA, sample lessons, assemblies and lunch times, and learn more about the policies and systems that we use every day to help our Academy to run smoothly.

When September arrives, to ensure that everyone feels safe and comfortable, we begin by meeting our new students in our Great Hall at the start and end of every lesson, to escort them around the academy while they get their bearings. Young people however, are very fast learners, and over the next week or so this is phased out until we have a whole year group who are independent, self directed, self confident and happy in school.

I look forward to working with you and your child soon! - Mr M Lovatt



Ormsiton Sandwell Community Academy  
Lower City Road, Oldbury  
B69 2HE  
OSCA\_info@ormistonsandwell.org.uk  
www.ormistonsandwell.org.uk

