



1. Challenge
for all



2. Wellbeing
for all



3. Teamwork
for all



Challenge Wellbeing Teamwork



Clapton Girls'
Academy

Est. 1906



The Howard County Secondary School.



Compassion

Be kind



Ambition

Aim high



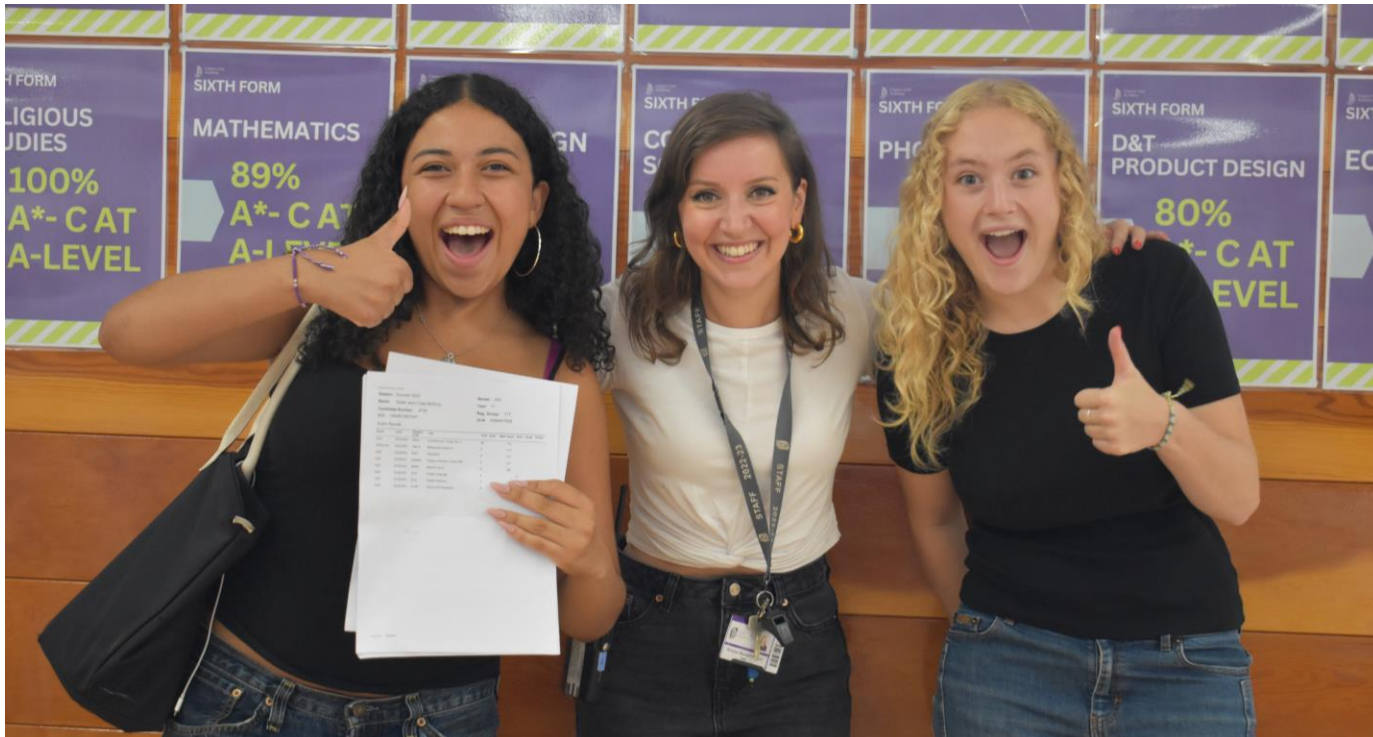
Integrity

Be honest



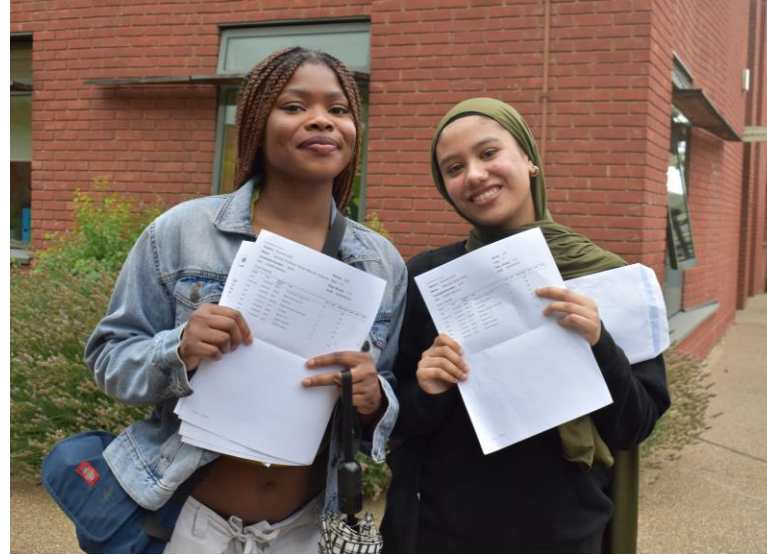
Resilience

Keep trying



CLAPTON GIRLS' ACADEMY

**ANOTHER
YEAR OF
RECORD
GCSE
RESULTS!**

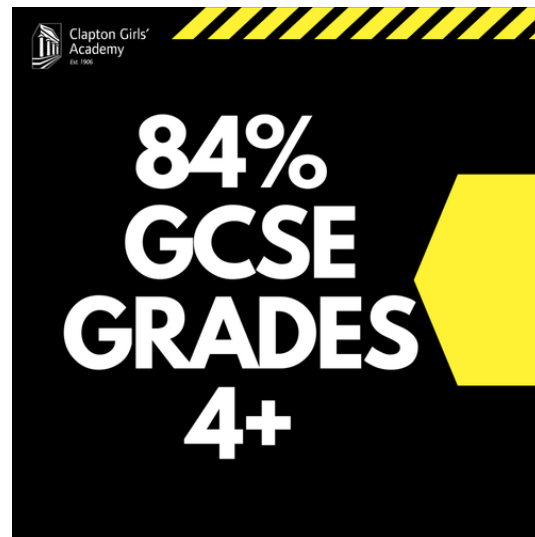
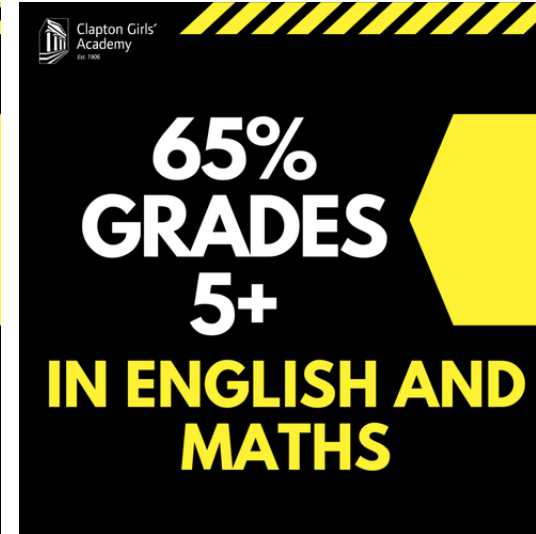
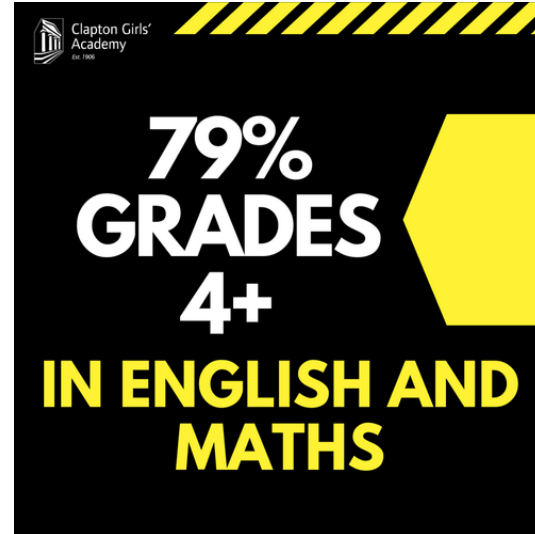


“I’m really happy with my results, and shocked to be honest. The support at CGA is crazy, like it’s amazing!”

Imane Abou Hamada

“I’m incredibly grateful to everyone at CGA.

I’m so happy!”



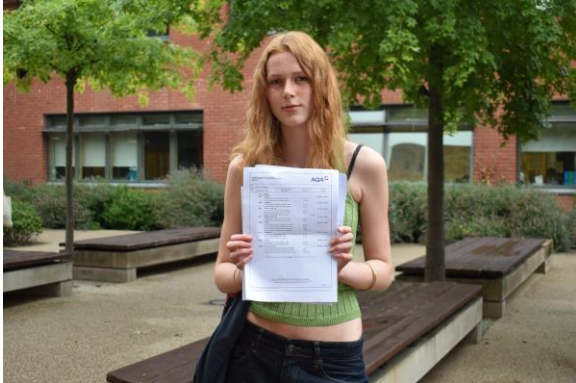
“I’m so happy. I got better grades than I expected & have more options to study now.

Hard work pays off!”


GCSE High Flyers

There are so many students to mention with top grades here are just a few names of those who racked up an impressive **102 grade 9s and 53 grade 8s between them:**

Mari Rettler / Laila Alam / Lily Oulton / Rameesa Qureshi / Emilia Crocker Griffiths / Ashleigh Hunt / Talulah Bamforth / Didi Russell / Orla Duff / Grae Kennedy / Maryam Mohammed / Millie Sanmartin / Mary Watson / Agnes Defriend / Lucia Allen Barker / Hiba Siddiqui / Eleanora Sims / Jessica Farley




A-level & BTEC Results 2023



Clapton Girls' Academy
Sixth Form

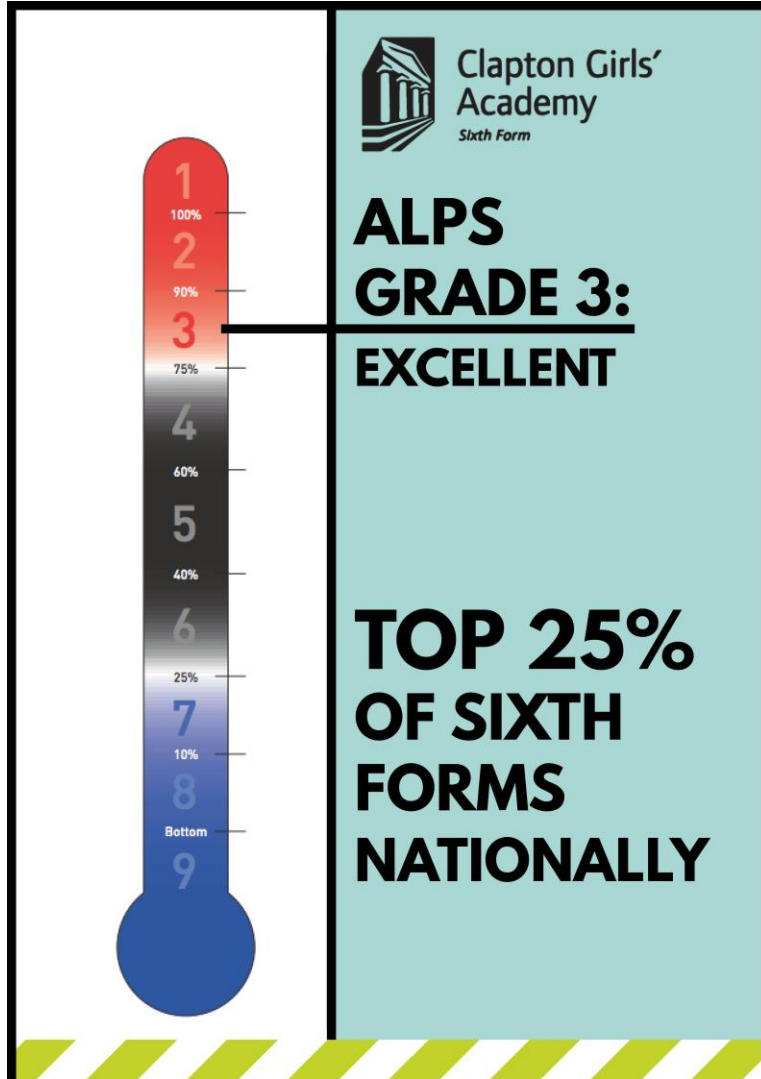
90%
A* - C
AT
A-LEVEL



Clapton Girls' Academy
Sixth Form

30%
A* - A
AT
A-LEVEL

A-level & BTEC Results 2023



Why choose a girls' school?

Confidence & Maturity

Career aspirations are not
limited or discouraged

Fewer distractions

Academic achievement



Greater opportunities

Care & Support

Focussed educational &
community environment

Tomorrow's leaders

“When girls go to single-sex schools, they stop being the audience and become the players.”

Why choose a girls' school?

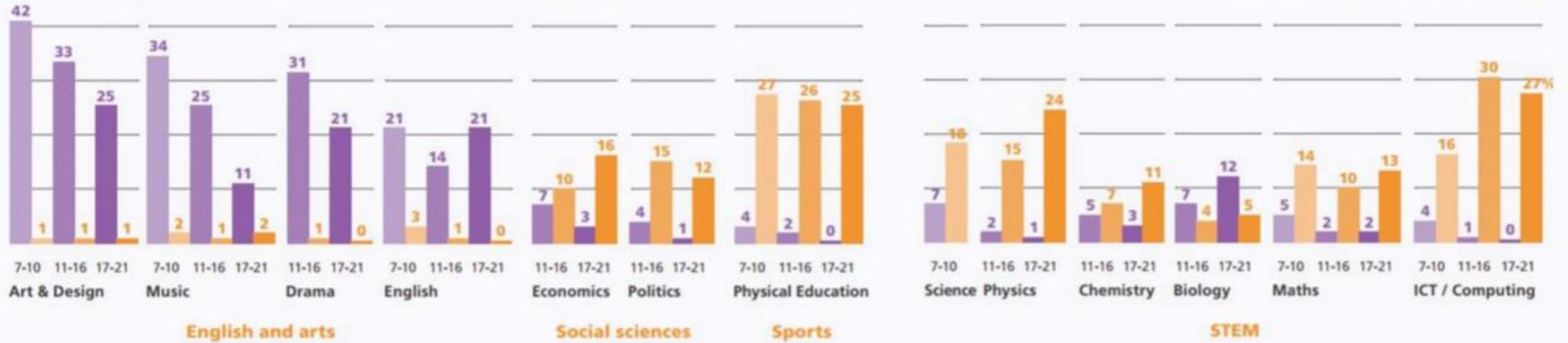
The impact of gender stereotypes

How gender stereotypes make girls feel (11-21)

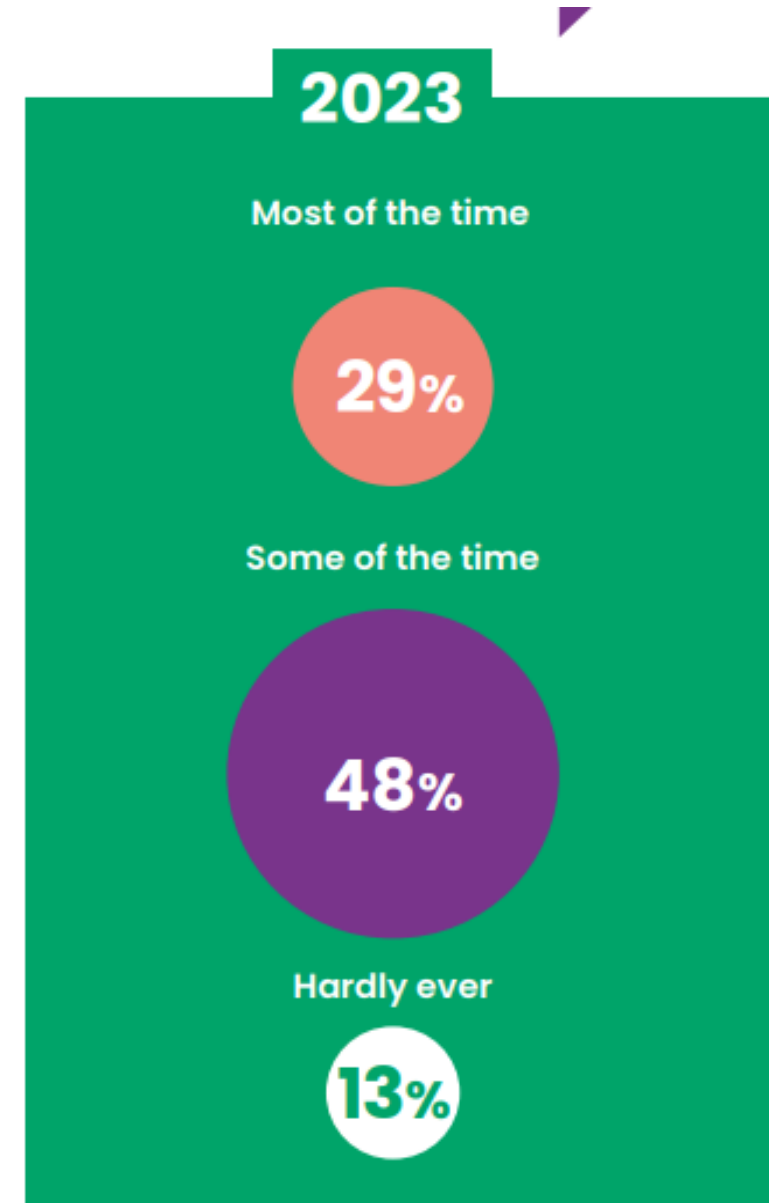
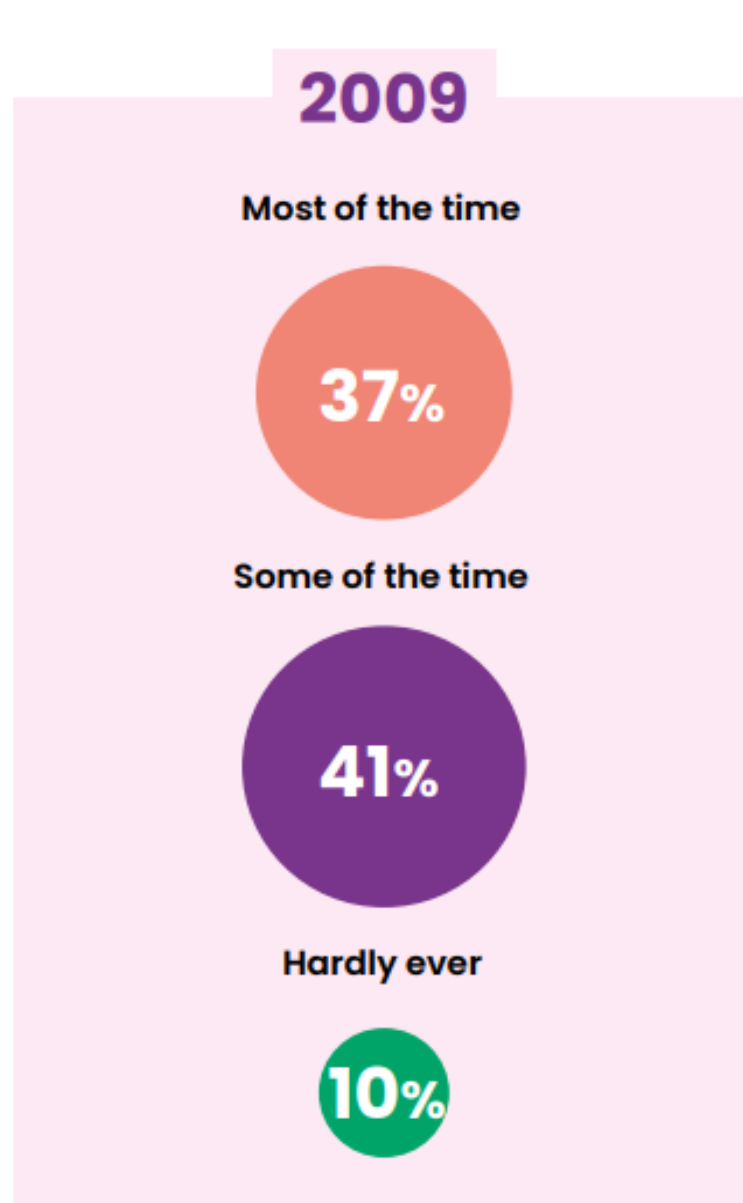


Why choose a girls' school?

Gender perceptions of school subjects



I think I'm given the same opportunities to do things as boys or men my age
11-21 years



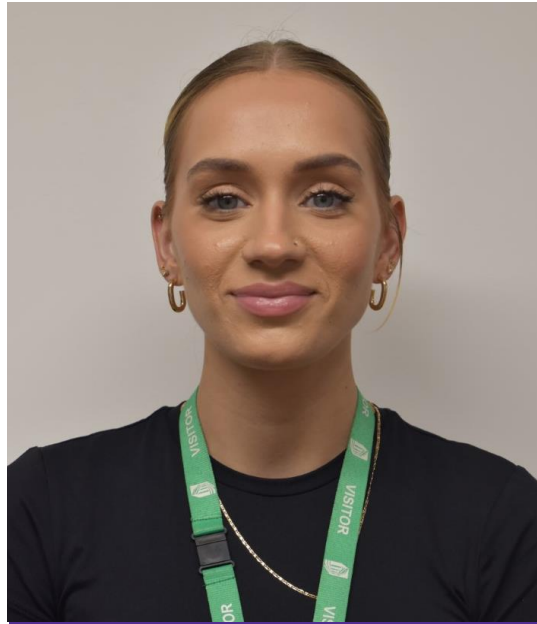
Why choose a girls' school?

“ I think girls' lives would be better if girls felt more encouraged to do sports and 'male' subjects in school.”

(Young woman, 11-16)



Tennis coach:
Petrona Donald



Basketball coach:
Gabija Smatauskaite



"I go to greenhouse tennis. It is so much fun and everyone forms such a strong relationship with one another. Even if you're not in the same form, you still get to know each other in a really fun way!"

Ivy, year 7

"Greenhouse basketball has given me so many new bonds with people I would never have otherwise become friends with. It's also a place where you can relieve stress and just be yourself with no judgement at all."

Ameerah, year 11

Sport and physical wellbeing



Fully equipped gym



Football at CGA







Dining Pavilion green space









Tereshkova Building









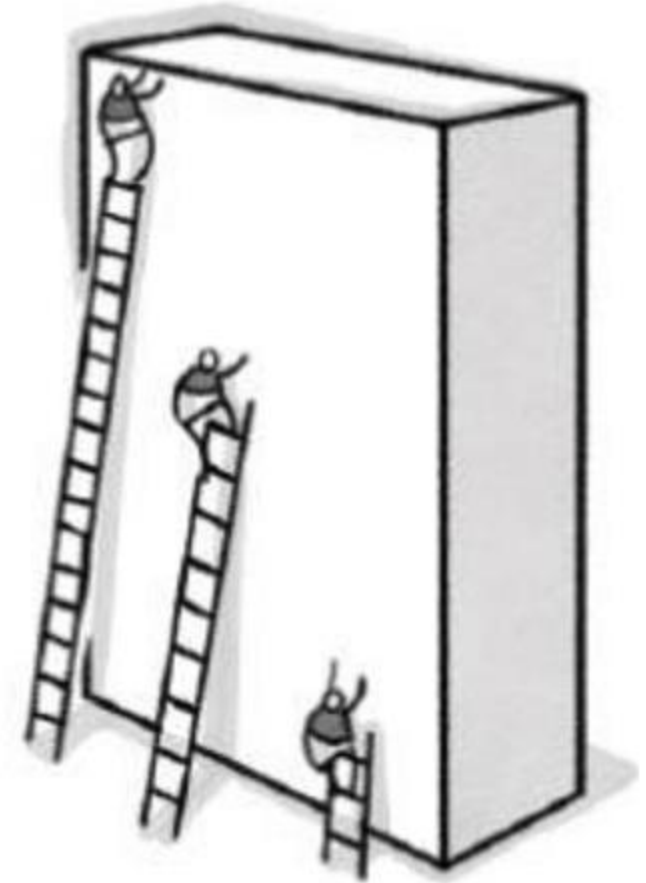


1. Challenge

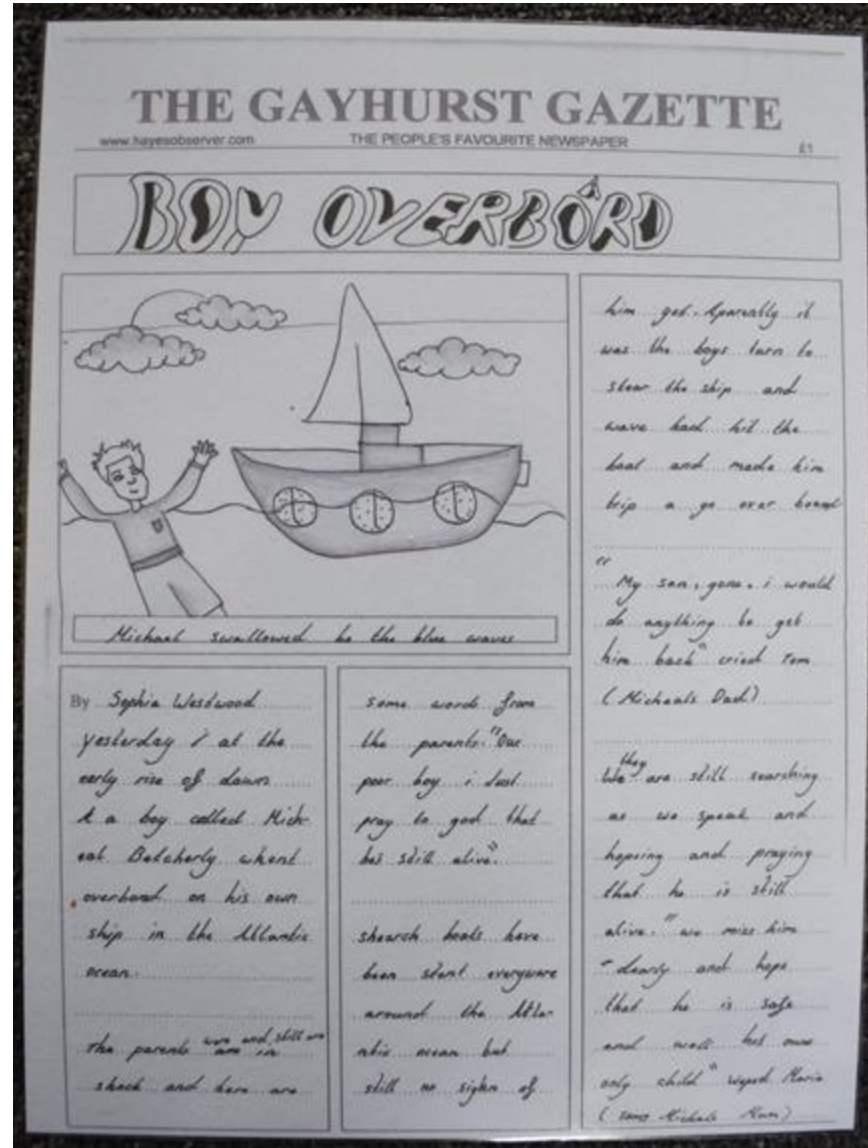
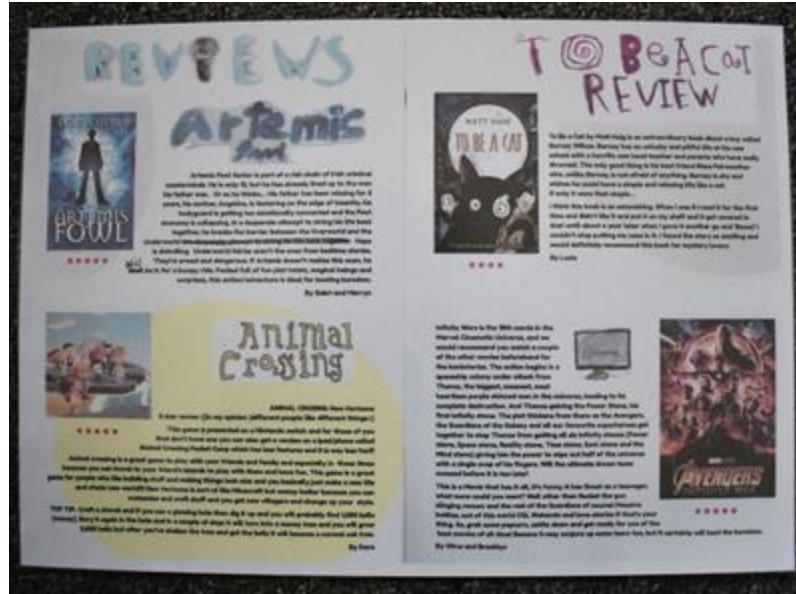
for all

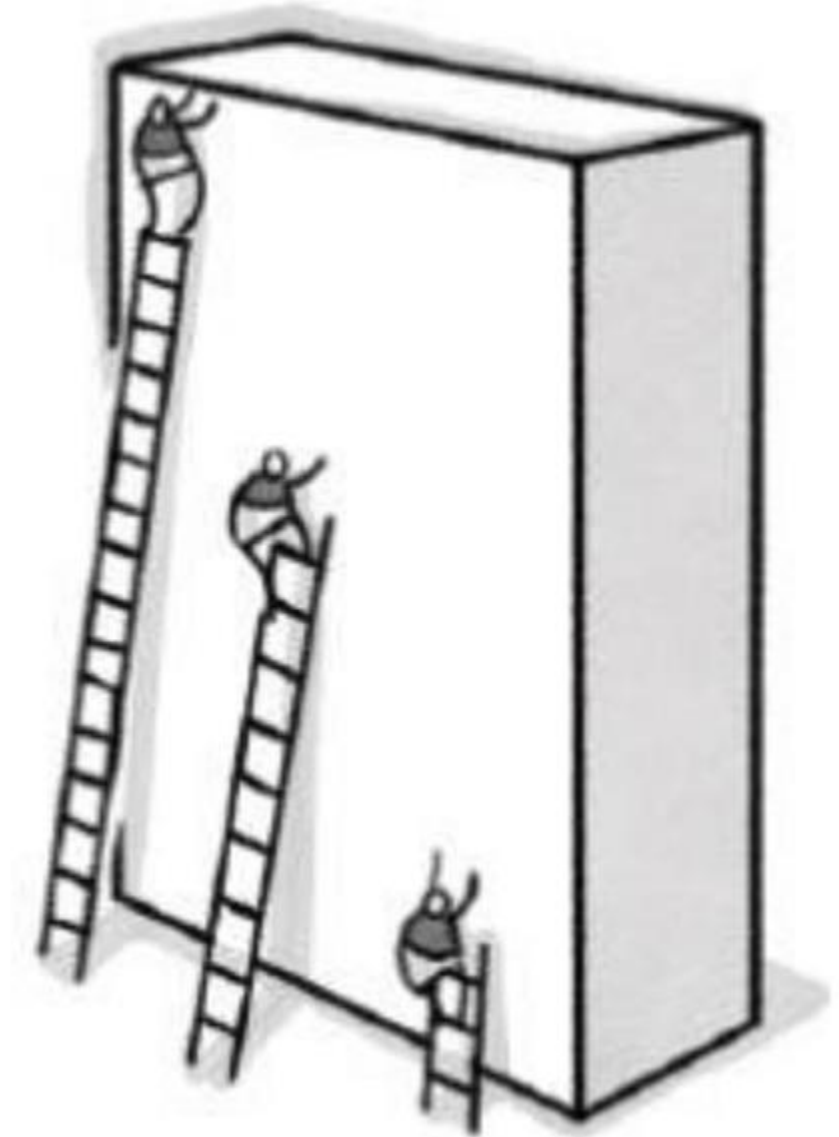
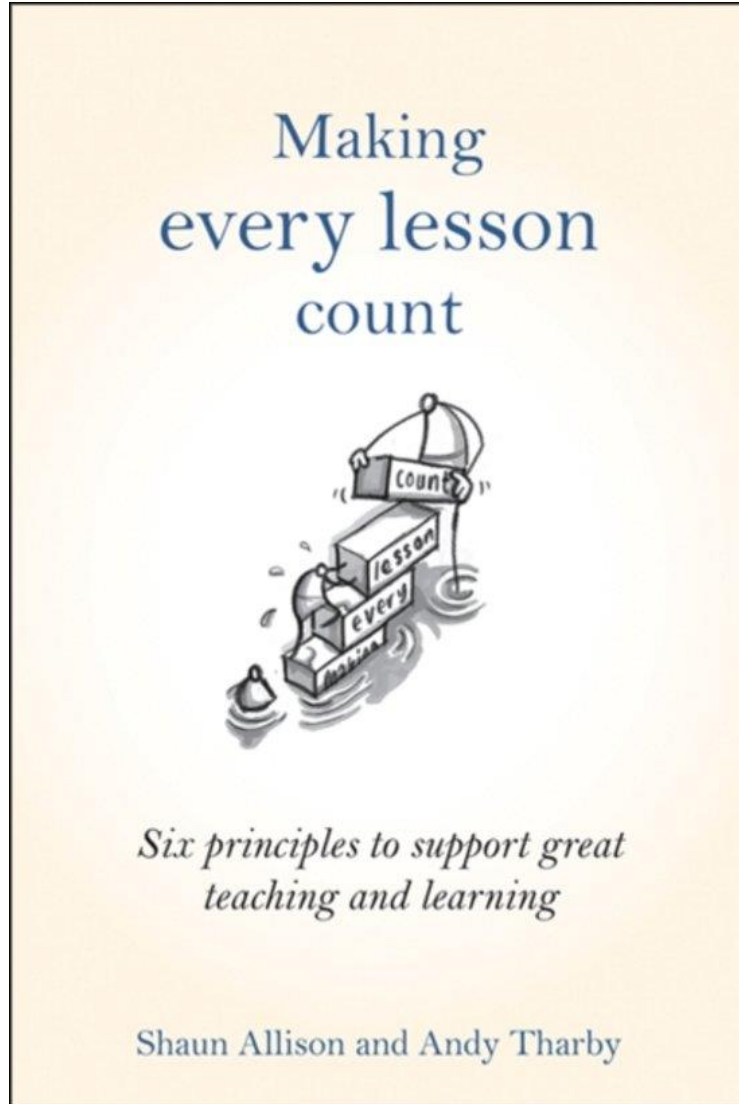


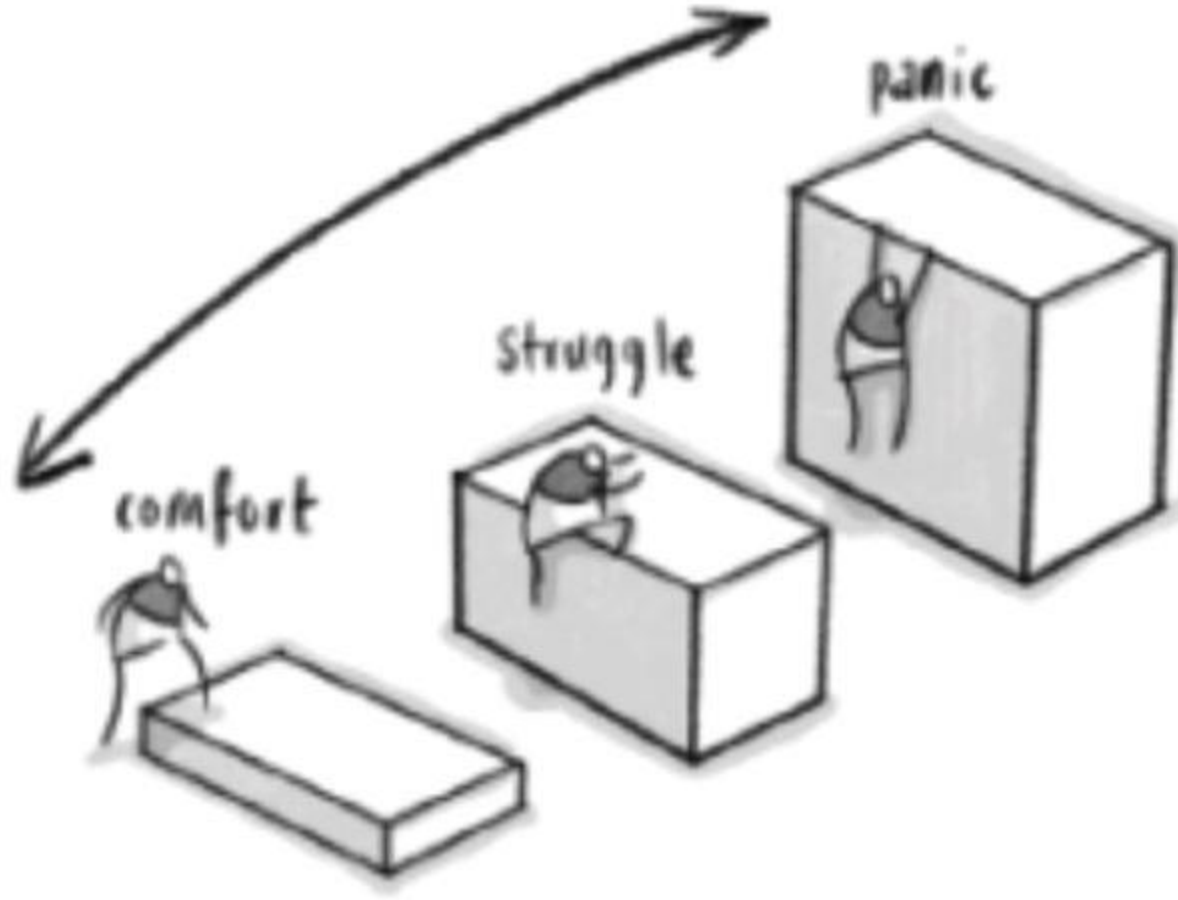
1. Challenge for all

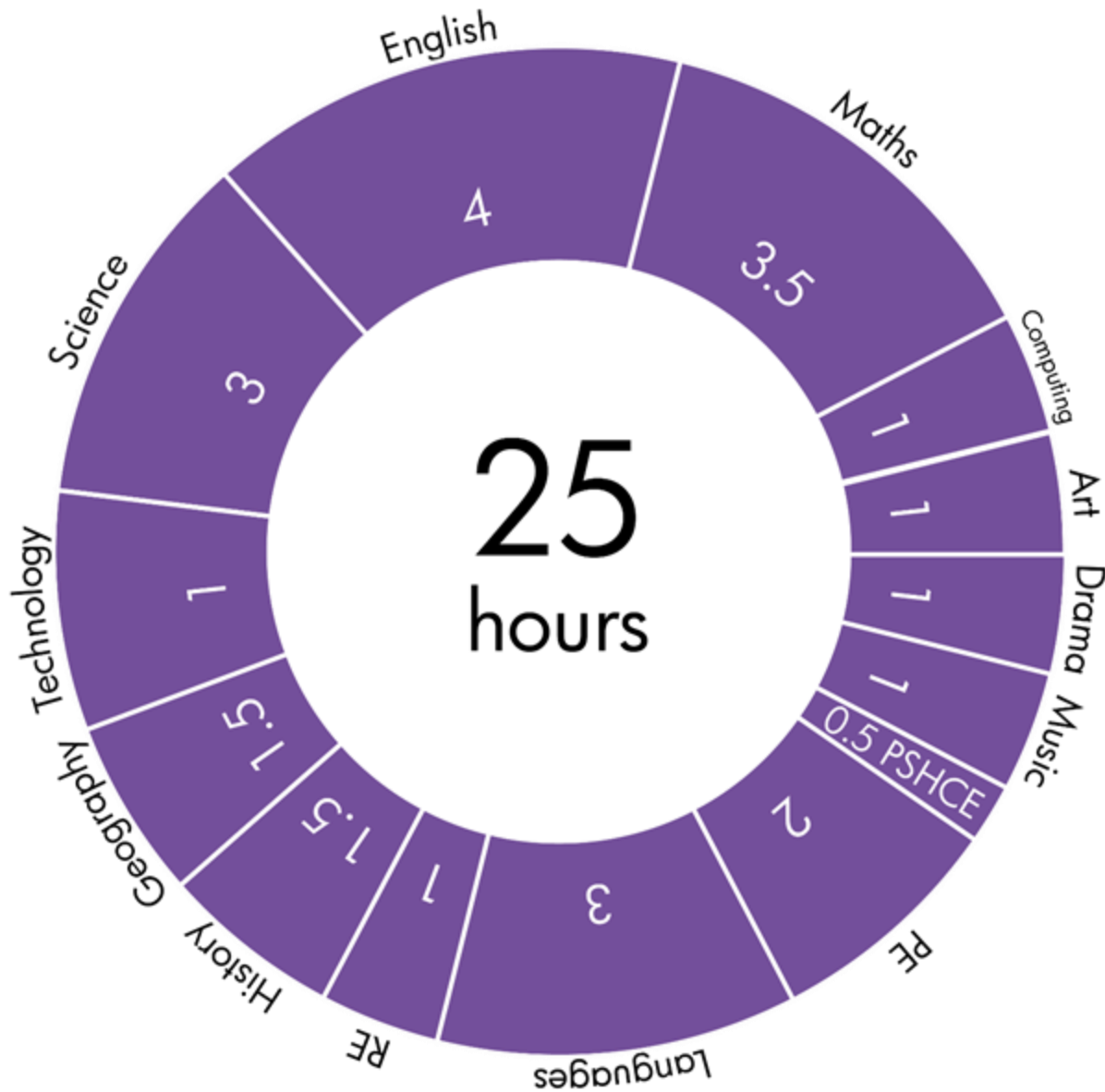


Year 6 Excellent Work









Key Stage 3

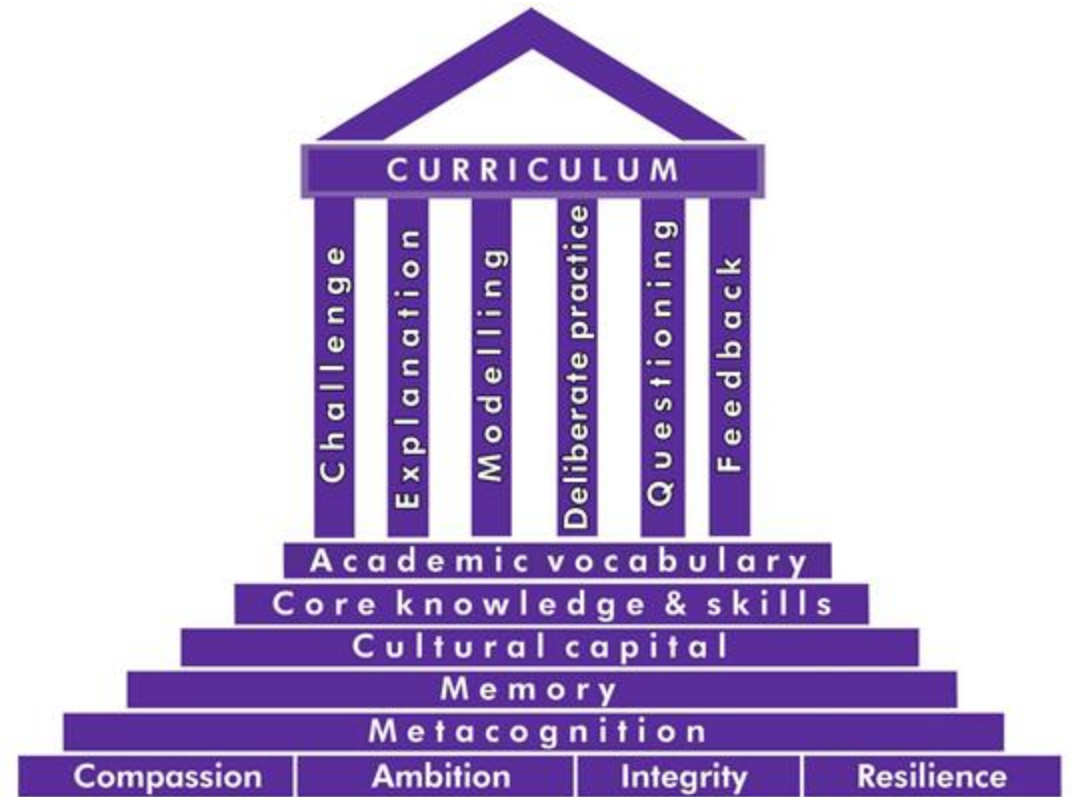
- 3 years
- Broad and powerful *foundation of knowledge*
- Nurtures an *enjoyment of learning*
- *Preparing* students effectively for GCSE

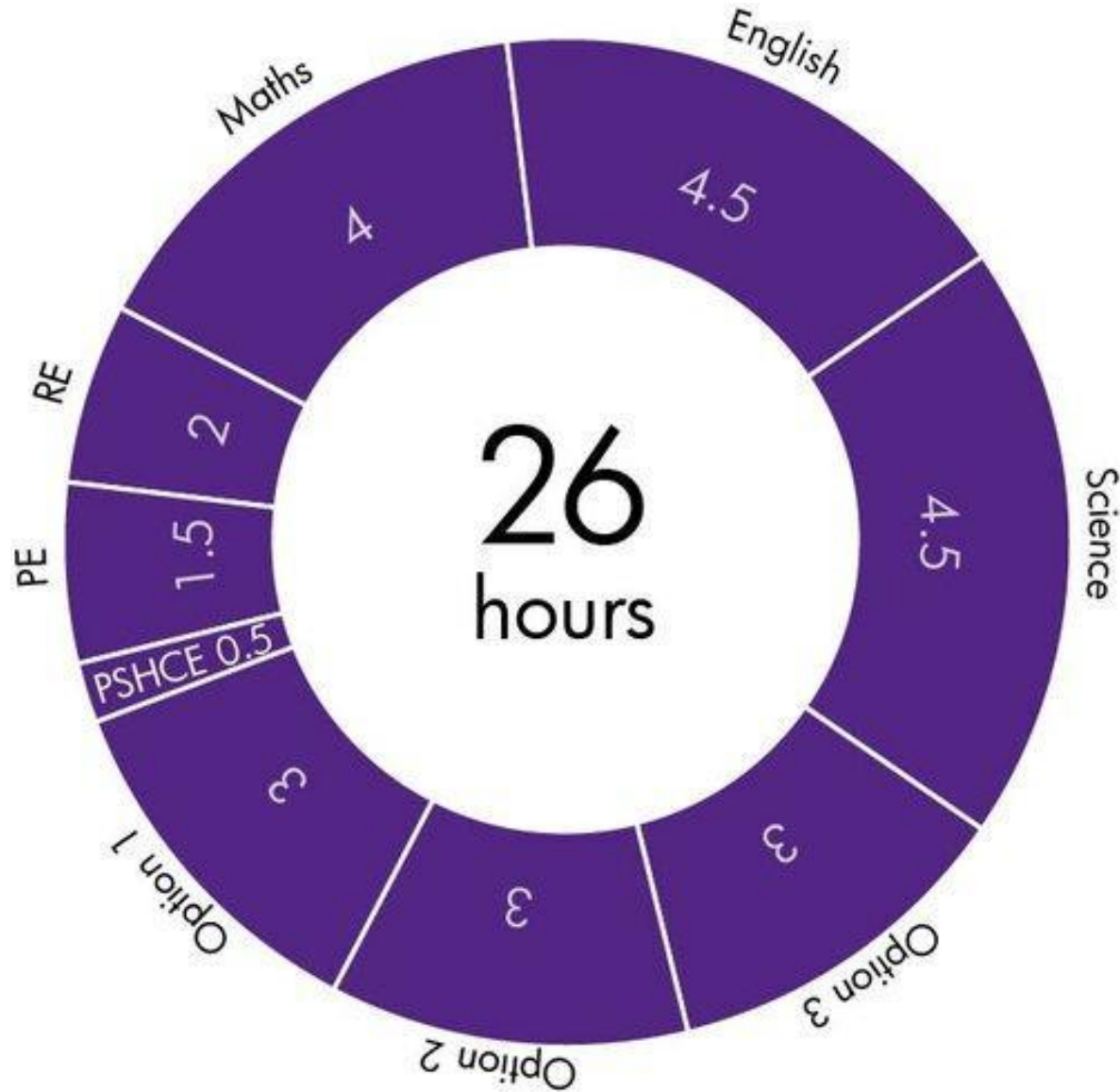
Curriculum vision:

Arrive with a dream, leave with a future.

The curriculum at Clapton Girls' Academy rests on our core values of compassion, ambition, integrity and resilience.

Our students are empowered with the knowledge, skills and independence to meet their potential to thrive in the next stage of their learning and beyond, regardless of starting point. We want our students to have a deep, broad and powerful foundation of knowledge that prepares them to fully engage as global citizens and agents of change.





Clapton Girls' Academy
Est. 1906

NAME: _____
TUTOR GROUP: _____

KEY STAGE 4

CURRICULUM INFORMATION

2 0 2 3 / 2 0 2 4

Arrive with a dream, leave with a future.

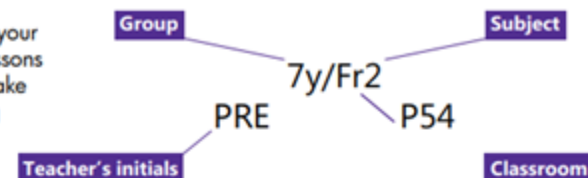
Clapton Girls' Academy
83%
A* - C

Block A	Block B	Block C
French	French	Geography
Geography	Geography	History
History	History	Spanish
Spanish	Spanish	Computer Science
Fine Art	BTEC Level 1/Level 2 Tech Award - Enterprise	Drama
PE	Design & Technology	BTEC Health & Social Care
Photography	Drama	Music
Sociology	Fine Art	Sociology

Times of the academy day

8.15am	Student gates open. Check clubs list on website for details of clubs taking place before school. Breakfast club, which offers a variety of food including free toast, is open from 8.00-8.35am
8.40am	All students must arrive between 8.15am - 8.40am when student gates close. Students who arrive after 8.40am are late.
8.45am	Collective Time with Form Tutor or assembly
9.00am	Lesson 1
10.00am	Lesson 2
11.00am	Break
11.20am	Lesson 3
12.20pm	Lesson 4a
12.50pm	Lesson 4b
1.20pm	Lesson 4c
1.50pm	Lesson 5
2.50pm	End of school day - students exit via student gates by 3.00pm
3.00-4.00pm	After school clubs and activities. Students are expected to regularly attend clubs. (at the end of after school clubs, student exit via student gates)
3.00-4.30pm	The Learning Resource Centre is open until 4.30pm

You will keep a copy of your timetable in your school planner so that you know which lessons you have each day, where those lessons take place, and which teacher will be teaching you. This is how it will look:



WEEK 1 TIMETABLE

	Mon1	Tue1	Wed1	Thur1	Fri1	Subject
1	7NP/Pe WOK OUT	7N/It ZIS N14	7N/Ar SLS R13	7N/Mu WIA R10	7N/Pe KEL SH	Ma Maths Pe PE
2	7y/Ma1 WEA D52	7y/Fr2 PRE P54	7y/Sp2 PRE P54	7NH/Re THL C60	7y/En1 CAJ P03	Te Technology Sc Science
3	7y/En1 PIJ P03	7y/Sc2 PEM C10	7NH/Gg PER C56	7y/Sc2 PEM C10	7N/Dr SHN DS1	It ICT Fr French
4A	7y/Te3 NOZ T2	LUNCH	7y/En1 PIJ P03	LUNCH	7y/Ma1 WEA D52	Re RE En English
4B	7y/Te3 NOZ T2	7NH/Re THL C60	LUNCH	7y/Sp2 PRE P54	LUNCH	Ar Art Sp Spanish
4C	LUNCH	7NH/Re THL C60	7y/En1 PIJ P03	7y/Sp2 PRE P54	7y/Ma1 WEA D52	Gg Geography Hi History
5	7y/Sc2 PEM C10	7y/En1 PIJ P03	7NH/Hi ZWY C59	7y/En1 CAJ P03	7y/Sc2 PEM C10	Tp Tutor Period (PSHCE) Mu Music

WEEK 2 TIMETABLE

	Mon2	Tue2	Wed2	Thur2	Fri2	Building
1	7NP/Pe WOK OUT	7N/It ZIS N14	7y/Ma1 WEA D52	7y/Ma1 WEA D52	7y/Tp WHE P03	P Pankhurst T Tereshkova
2	7NH/Hi ZWY C59	7y/Ma1 WEA D52	7y/Fr2 PRE P54	7y/Sc2 PEM C10	7y/Te3 NOZ T2	C Curie N Nightingale
3	7y/Te3 NOZ T2	7N/Ar SLS T1	7NH/Hi ZWY C59	7N/Mu WIA R13	7N/Dr SHN DS1	D Above Dining Pavilion
4A	7y/Fr2 PRE P54	LUNCH	LUNCH	7y/En1 CAJ P03	7y/Ma1 WEA D52	R Rosa Parks SH Sports Hall
4B	LUNCH	7NH/Gg PER C56	7y/En1 PIJ P51	LUNCH	LUNCH	OUT MUGA (Multi Use Games Area)
4C	7y/Fr2 PRE P54	7NH/Gg PER C56	7y/En1 PIJ P51	7y/En1 CAJ P03	7y/Ma1 WEA D52	STU Dance Studio
5	7NH/Gg PER C56	7y/En1 CAJ P03	7y/Te3 NOZ T2	7N/Pe WHS SH	7y/Fr2 PRE P54	



Ms Shoard, our librarian

- All students have access to the LRC at lunch time & after school
- Allocated year group days for students to access at break time
- Reading challenges
- Library assistants
- Quiet reading fiction space in the back room of the LRC to encourage reading for pleasure
- An increase in available study space & access to IT in main LRC room



Learning support

- Experienced SENDCO
- Excellent, SEND friendly whole class teaching
- Dedicated and experienced team of learning support assistants
- External support
- Small group and 1:1 intervention
- Assistive technology
- Focus on building independence

Five strategies to support SEND

1. Scaffolding - Support could be visual, verbal, or written



2. Explicit instruction - teacher modelling, opportunity to practise the skill visual aids and concrete examples



3. Cognitive and metacognitive strategies - chunking the task, checklists, instructions on a whiteboard



4. Flexible grouping - smaller groups based on individual needs and pre-teaching key vocabulary



5. Use technology - use a visualizer to model worked examples



More help from TA

MAXIMISING
THE PRACTICE OF
TEACHING
ASSISTANTS



MAXIMISING
THE IMPACT OF
TEACHING
ASSISTANTS

Self-scaffolding

Prompting








Clueing

Modelling

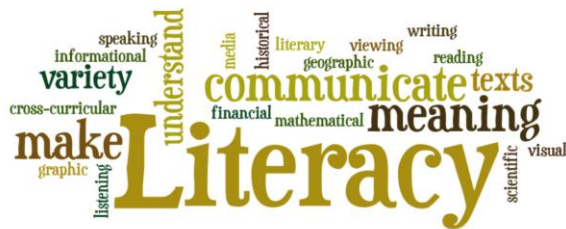
Correcting

Greater pupil independence

Academy Improvement Plan 2023-2024

TARGETS				
KS4 Attainment 70% grade 5+ including English & Maths WS1	KS5 A*-B 70% M+ for BTEC 100% WS2	100% of staff have completed a Professional Development Inquiry (PDI) WS3	180 first choices in Year 7 285 in Year 12 & 13 WS4	96 - 100% attendance WS5
 CHALLENGE				
Prioritise professional learning with the introduction of Professional Development Inquiries to further develop staff autonomy, mastery and purpose in order to ensure improved progress for all students.				C1
Continue to implement the 'Making Every Lesson Count' strategies across the curriculum so that all students are challenged, with a focus on literacy instruction and adaptive teaching.				C2
Ensure all students receive and act on teacher feedback to increase the impact of our curriculum on student outcomes.				C3
 WELLBEING		 TEAMWORK		
Promote equality and belonging by developing a curriculum and culture that values, celebrates and represents all members of the CGA community.	W1	Improve collaboration between students, staff and parents to build resilience and develop strategies to ensure excellent attendance, punctuality and achievement.	T1	
Promote student and staff wellbeing with a focus on encouraging strategies that support positive mental health, self care and resilience.	W2	Create a positive and safe learning environment by ensuring staff and parents work together to support students with meeting the academy's behaviour expectations.	T2	
 COMPASSION  AMBITION  INTEGRITY  RESILIENCE				

Academy Improvement Plan 2023-2024



WHEN THE ADULTS CHANGE EVERYTHING CHANGES
PAUL DIX
SEISMIC SHIFTS IN SCHOOL BEHAVIOUR



Linklaters

JELLY



PIXL
partners in excellence



NEW COLLEGE
UNIVERSITY OF OXFORD

Sir Robert
McALPINE





What feels unfair as a girl



'People think you can't be strong'



'That some jobs are only for boys'



'Sometimes people think you can't play certain sports'



'That people don't think more girls should be leaders'



'They describe girls as girly not adventurous'



“ One thing that would improve girls’ lives would be to talk more about mental health and make it not a taboo.”

(Young woman, 11-16)



**BREAKFAST CLUB / HOMEWORK CLUB /
TOUCH TENNIS / TENNIS / NETBALL / ECO
COMMITTEE / CLAPTON RECORDS /
BASKETBALL / SCHOOL MUSICAL REHEARSAL
/ CIRCUS SKILLS / PHOTOGRAPHY / MATILDA
SET DESIGN / INTERNATIONAL FILM / TENNIS
SQUAD TRAINING / BASKETBALL TEAM
TRAINING / STEEL PAN / BADMINTON / PE /
GUITAR / FOOTBALL / CARDIO TENNIS / STEP
INTO DANCE / VOLLEYBALL / DEBATE / BOXING**

Trips & Visits

Focus Day trips Year 7 – Kew



Year 8 – London Zoo



Careers trips to universities



Subject field trips



Duke of Edinburg h Bronze & Silver



International trips



- Ebbingham Christmas market, France
- Mount Etna, Sicily
- Valencia, Spain



 Clapton Girls' Academy
Est. 1906
PRESENTS

CLAPTON CARNIVAL

— 13 JULY —

FREE ENTRY | 5:00PM - 7:45PM

MUSIC, DANCE & DRAMA PERFORMANCES | COMMUNITY HUB
ART EXHIBITION | SPORTS TASTER SESSIONS
RAFFLE | FOOD & REFRESHMENTS | PHOTO BOOTH



ROALD DAHL'S

Matilda

THE MUSICAL JR.

BOOK BY DENNIS KELLY

MUSIC & LYRICS BY TIM MINCHIN

TUESDAY 13th **SOLD OUT** 1st DECEMBER



**CLAPTON'S
GOT
TALENT**

THE STAGE IS WAITING FOR YOU!

AUDITIONS
Monday 9th and Friday 13th
October 2023

**SIGN UP FOR AUDITIONS IN THE
ROSA PARKS CORRIDOR!**

YEAR 7 TEAM



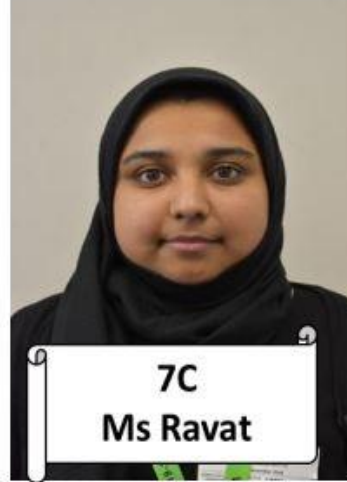
Ms Chambers
Head of Year 7



Ms Taylor
Engagement
Support
Assistant (ESA)



Ms Evans
Assistant
Headteacher



7C
Ms Ravat



7A
Ms Omazic



7T
Ms Dawes



7L
Ms Ugbomah



7P
Ms Dedji



7N
Mr Hood



Mr Gall
Assistant Headteacher
SENDCO & Inclusion



Ms Garvin
Safeguarding Lead
Assistant Headteacher



Ms Bergame
DSL* & Behaviour Lead
Assistant Headteacher



Ms Chambers
Head of Year 7 &
Transition



Ms Samuel
Head of Year 8



Ms Bennett
Head of Year 9



Ms Greenles
Head of Year 10



Ms Onasanwo
Head of Year 11



Ms Begum
Head of Year 12



Ms Baker
Head of Year 13



Ms Begum
Engagement
Intervention Lead /
DSL*



Mr Norrington
DSL* KS5



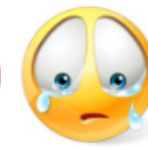
Ms Anokye
Student Support Centre
Manager &
Home School Liaison
Worker



Are you, or someone you know feeling,



Angry



Sad



Embarrassed



Worried



Scared?

At CGA, it is important that everyone feels happy, safe and cared for at home and at school.

Is there something that you could do yourself to help you feel better?

Talking to a friend?

Talking to someone
at home?

Telling a trusted adult?

Telling your
form tutor?

We are all here if you or someone that you
know needs support.

Anti-bullying statement

Bullying is behaviour by an individual or group that intentionally hurts another individual or group, either physically or emotionally. It is behaviour that attempts to hurt, frighten, humiliate or threaten someone, particularly if the behaviour is repeated or persistent.

WE RECOGNISE THAT BULLYING CAN TAKE MANY FORMS:

Physical: Hitting, pinching, pushing, shoving, taking or damaging belongings, stealing money.

Verbal: Name calling, insulting, racist or sexist or homophobic remarks, mocking, teasing, intimidating, threatening or demanding money, making things up to get someone in trouble or exclude them.

Indirect: Sending abusive text messages or emails to someone or a group, posting abusive messages on social network sites, spreading rumours or making threats on social network sites, posting pictures or information about someone on the internet to promote hatred and isolation and to humiliate and hurt.

Via misuse of technology (cyber-bullying): Spreading rumours to promote hatred and isolation, writing or drawing offensive graffiti, taking friends away from someone or excluding someone from the group.

At Clapton Girls' Academy we will not tolerate any kind of bullying and recognise that bullying can involve and affect all members of the academy community including students, parents, teachers and staff. **INCIDENTS OF BULLYING BEHAVIOUR** will be taken **SERIOUSLY** and academy sanctions applied.



Compassion

Be kind



CONFLICT VS BULLYING

Understand the difference

Conflict:

A Disagreement or Difference of Opinion
An Inevitable Part of Group Dynamics
Equal Power Between Those Involved
Usually an Isolated Incident/Occasional
All Involved Make An Effort to Resolve the Situation

Bullying:





Based on an Imbalance of Power
The Intent to Harm - On Purpose
Happens Repeatedly
Serious - Causes Physical or Emotional Harm
Does Not Stop When Asked
Should Always Be Reported

facebook.com/BulliesOut
@BulliesOut

BulliesOut
www.bulliesout.com

Registered Charity Number. 123070



		The student will:	The parent will:	The academy will:
C	<p>COMPASSION</p>  <p><i>Be kind</i></p>	<ul style="list-style-type: none"> Be supportive and kind to members of my form group and other students. Speak respectfully to all students and staff and use positive body language. Speak to a teacher if I have any concerns. Move around the academy in a safe way and remember to walk on the left 	<ul style="list-style-type: none"> Support my child in their move to secondary school. Let the academy know if I have any concerns. 	<ul style="list-style-type: none"> Support your child to feel happy and safe. Provide transition support to ensure a positive start. Teach your child our CAIR values and help them to achieve them.
A	<p>AMBITION</p>  <p><i>Aim high</i></p>	<ul style="list-style-type: none"> Attend at least two clubs per week. Complete all my homework on time and to a high standard. Aim for the highest standards of presentation. Revise for all assessments. Use Satchel:One and my planner every day 	<ul style="list-style-type: none"> Encourage my child to attend clubs. Make sure that homework is done on time and to a good standard. Talk about careers and future options with my child. Download and use the MyEd parent app and all associated apps to support my child. 	<ul style="list-style-type: none"> Set a broad, balanced and challenging curriculum with high-quality teaching. Set regular homework on Satchel:One. Give quality feedback on her work. Update you on her progress through reports and parents' evenings.
I	<p>INTEGRITY</p>  <p><i>Be honest</i></p>	<ul style="list-style-type: none"> Follow all instructions first time. Only bring necessary items to the academy. Have my mobile phone switched off and out of sight while at school. Wear my uniform correctly at all times. 	<ul style="list-style-type: none"> Support the academy behaviour code. Attend all parent meetings. Make sure that my child wears full school uniform and leaves valuable items at home. 	<ul style="list-style-type: none"> Use the academy behaviour code to ensure your child is able to learn and is treated fairly. Contact you if we have concerns about your child's progress.
R	<p>RESILIENCE</p>  <p><i>Keep trying</i></p>	<ul style="list-style-type: none"> Attend school and lessons every day, on time. Focus on my learning at all times. Bring my planner, pencil case and equipment every day. 	<ul style="list-style-type: none"> Make sure my child is on time for school (arriving no later than 8.40am.) Make sure my child attends school every day. Make sure my child has the correct equipment. Take all holidays outside of term time. 	<ul style="list-style-type: none"> Give your child the support they need to achieve their best. Provide you with regular updates on your child's progress.
		Signed:	Signed:	Signed:

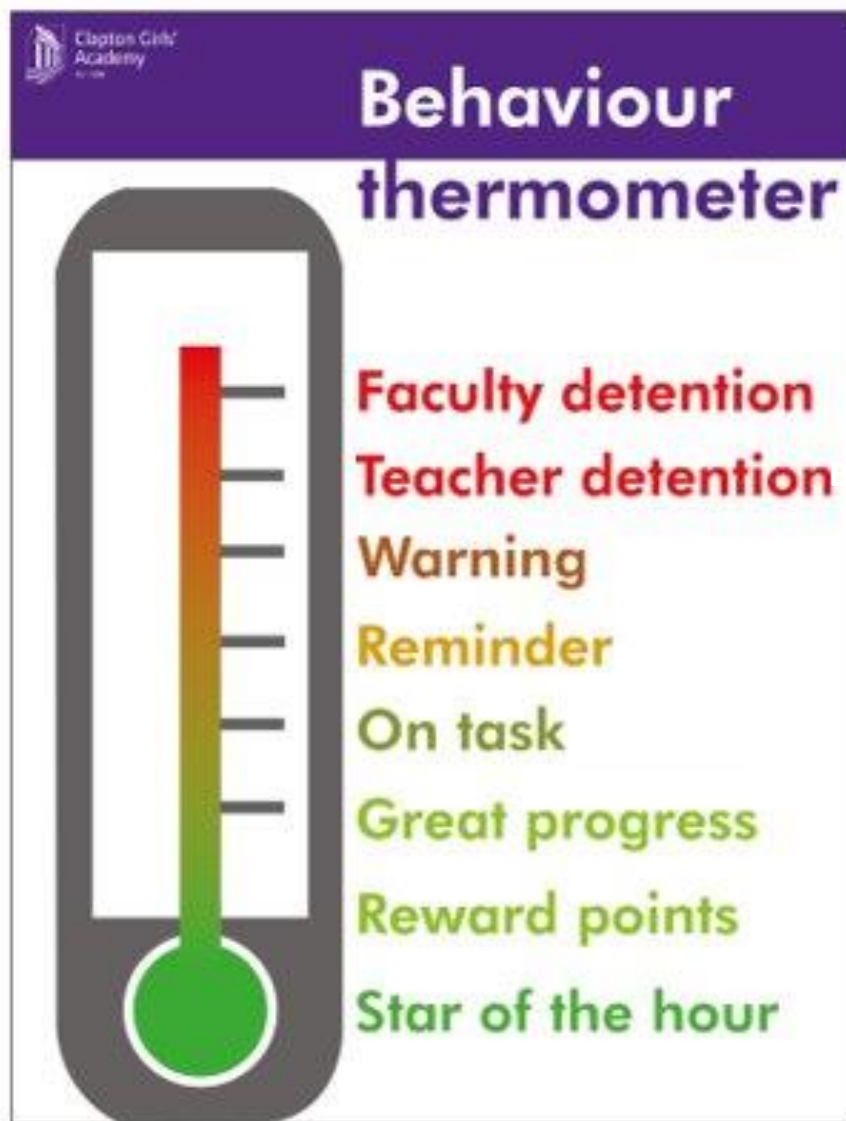
Behaviour Code

3 Golden Rules



“Fully inclusive, flexible and compassionate but boundaried with high expectations, offering stability, predictability and structure which enables all students to experience a sense of belonging, resulting in achievement for all.”

**WHEN THE
ADULTS
CHANGE
EVERYTHING
CHANGES** PAUL DIX
SEISMIC SHIFTS IN SCHOOL BEHAVIOUR



The Restorative Five

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. Who has been affected and how?
5. What should we do to put things right in the future?





HAIR & JEWELLERY:

- All hair colours are allowed.
- Clapton Girls' Academy is signed up to the Halo Code, creating an environment welcoming all black/afro hairstyles, without a fear of judgement or reprimand
- Hair accessories apart from headbands can be any colour.

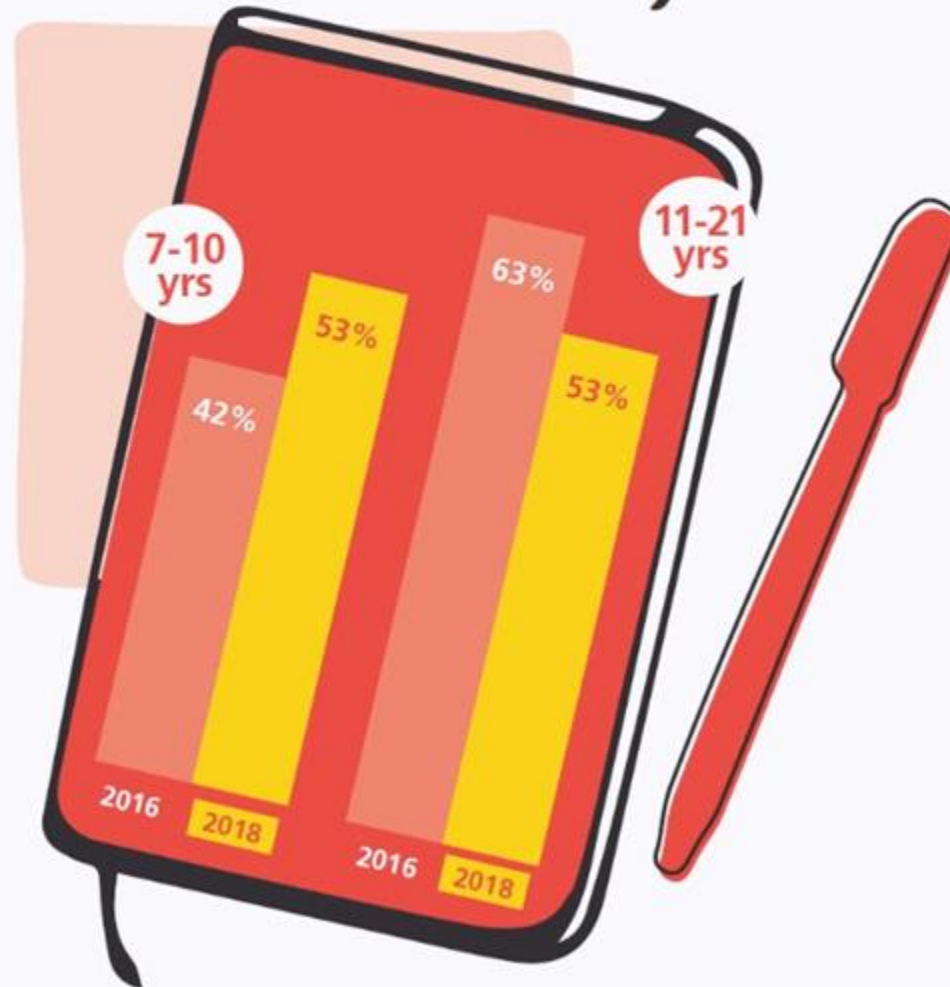


Mobile Phones

- To support student mental wellbeing, mobile phones are not allowed to be used on site.
- While at school any phones must be switched off and in students' bags or lockers.
- If staff see or hear a mobile phone, they will confiscate it.
- Phones will not be handed back to students: parents will have to collect the mobile phone from school.



Girls who'd like to be a leader in their chosen job





World Afro Day

Fundraising for Moroccan earthquake



Wear it Red

“Being an ambassador has made me more confident. I am able to speak out and be a leader in situations. I love being able to meet new families and show them around my academy.”

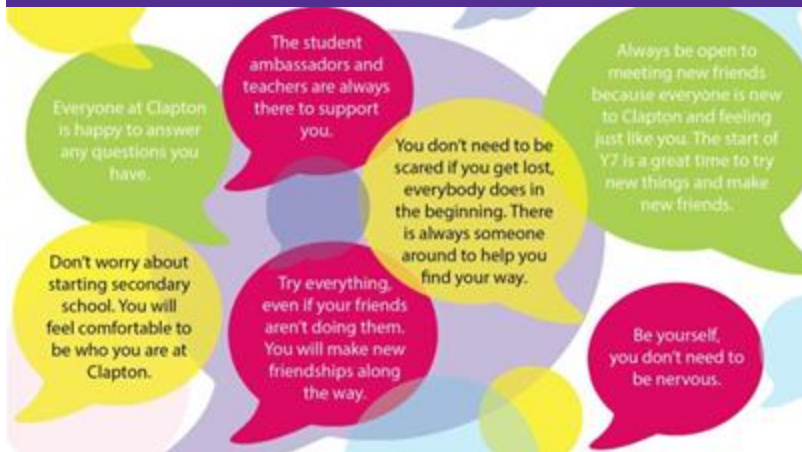
Year 8 Ambassadors



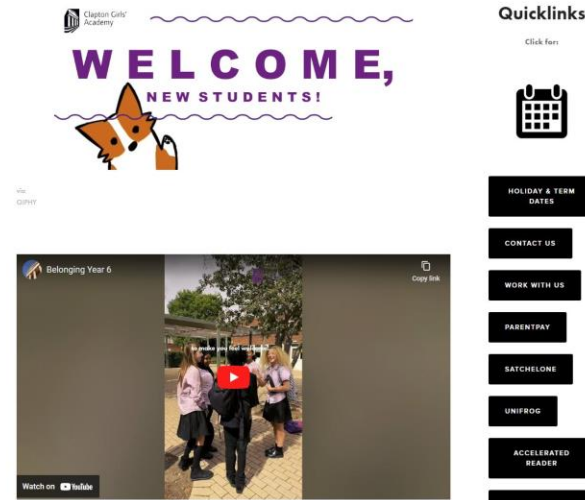
Year 7 Space created by ambassadors for new Year 7s



Giving advice



“Becoming an ambassador really improved my confidence. Our role is to help new year 7s settle in and enjoy their first year at CGA.”



Student Leadership



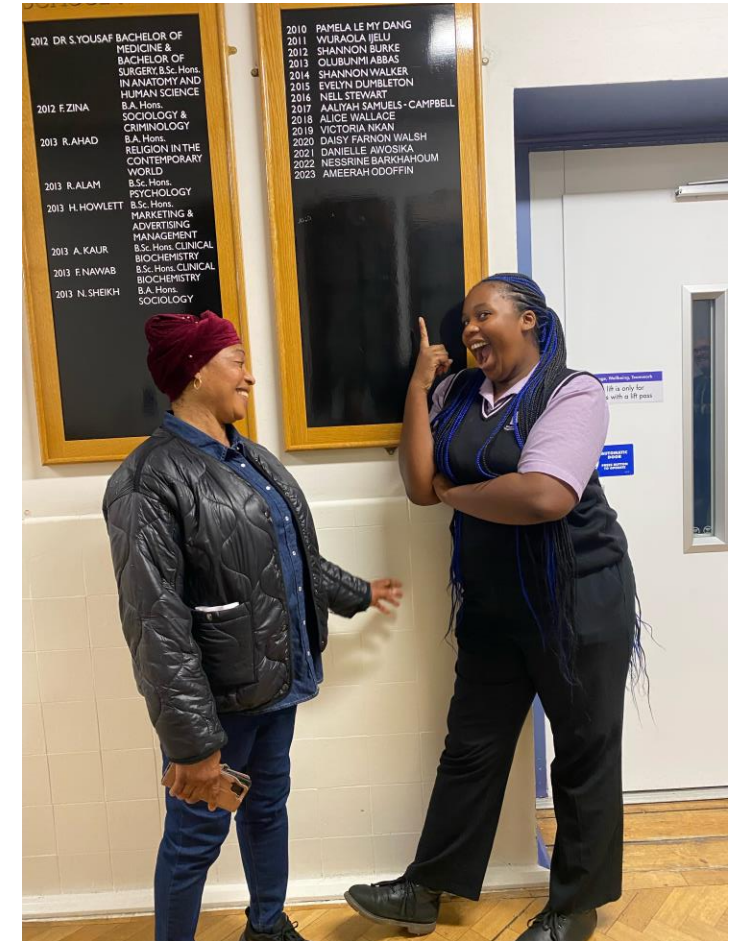
**Year 12 and 13
prefects, including
Head student and
deputies**

**Year 7-11 – Form
reps and school
council members**

**Elections are
currently underway!**



Victrix Ludorum



Spaces for girls

PARKS are meant to be places for everyone – but for girls who used them as children, parks don't always grow up as they do.

Make Space for Girls campaigns for facilities and public spaces for teenage girls. The group recently spent a day in Millfields Park, with students from Clapton Girls' Academy, Council officers and architects to understand what would make parks more welcoming for teenage girls who live in Hackney.

Students from Clapton Girls' spent the day discussing park facilities, activities, nature, biodiversity and the attitudes of other park users. They also wrote a survey to gauge the views of other pupils in the school and designed features of their ideal park with architects.

Imogen Clark, from Make Space for Girls, said: "We don't always think enough about how teenagers want to use parks, and when we do we tend to create spaces



"This was an amazing chance to listen to girls in Hackney talk about a great local park"

that are dominated by boys: skateparks, ball courts and pitches. So this was an amazing chance to listen to girls in Hackney talk about a great local park and hear what would make these spaces more welcoming to them."

Overall, the nine students said they enjoy the open spaces in the park, the nature areas, and the fact they can picnic. But they said they sometimes don't feel safe, having witnessed crime.

The pupils suggested bigger equipment for young people to use in the play areas, more measures to slow speeding cyclists, more usable spaces to socialise and to make the park feel safer. They also wanted to be able to take part in a greater range of activities in the park.

Student Maliha Mulla, 15, said of the part of the day talking to architects: "It was an interesting, fun experience that gave us insight into the creative process of their da'--to-da' work."

Over the past three years, parks and consultation officers have been working with children and teenagers from across the borough to help shape play areas, create signage, and design sports spaces. The girls' feedback will help the Council with this work to design parks and green spaces that are more inclusive for all ages and genders.

The Council has also been recognised for its pioneering child-friendly design policies, after it was granted winner at the National Planning Awards for the 'Growing Up in Hackney: Child-friendly Places Supplementary Planning Document'. ➤

For more information on Make Space for Girls, visit: makespaceforgirls.co.uk
For more on child-friendly policies, visit: hackney.gov.uk/child-friendly-spd

The school survey

During the workshop day students took part in a survey making session to design a series of questions that would provide Hackney Council and Make Space for Girls with insight from the wider school. They were briefed to consider different models of question: statements with an agree/disagree option; multiple choice; list selection; open/closed questions; leading/open questions. The students worked in groups to draft a list of 10 questions, which formed the basis of the survey they later conducted with Year 8,9 and 10 classes.

The comments, insight and ideas they shared with us are analysed in this report.

MAKE SPACE FOR GIRLS, SURVEY

1. What is your local Park called?

Millfields park

2. How often do you visit your local park?

- a. Every day
- b. Every weekend
- c. Sometimes
- d. Rarely
- e. Never

3. What is your main reason to visit the park?

- a. To hang out with friends
- b. To exercise/play sports
- c. To be alone
- d. To use the playground equipment
- e. To get some headspace
- f. Other: *to not sit out!*

4. Do you feel safe in the park?

- On a scale of 1-5;
- 1= really unsafe
 - 2=Sometimes unsafe
 - 3=Fairly safe
 - 4= safe most of the time
 - 5=completely safe

5. What is your favourite thing about your local park?

Its big trees, next to a bridge and the canal

6. What is the worst thing about your local park?

Stuffy sometimes

7. What would make you use your local park more often?

(E.G; more equipment/security/lights/facilities)

Security?

8. What security features would make you feel safer?

(E.G; lights/cameras)

lights

THANK YOU FOR TAKING TIME TO COMPLETE THIS SURVEY!

Please hand in to your tutor.

Recent awards & achievements



We did it!
Green Flag
2023!



Thank you for all your amazing work, you've made a difference this year and that's something to be incredibly proud of.

The Eco-Schools Team



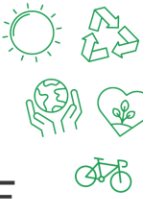
Eco-Committee
CERTIFICATE
of Achievement
2023

This certificate is proudly presented to:

It recognises their brilliant work as a member of the Eco-Committee at:

Their inspiring work has made our planet more eco-friendly and sustainable.

DATE _____ SIGNED BY _____



Eco-Coordinator
CERTIFICATE
of Achievement
2023

This certificate is proudly presented to:

It recognises their incredible support for the Eco-Committee at:

Their efforts, time, commitment, empathy and passion have enabled young people to make our spaces more eco-friendly and sustainable.

DATE _____ SIGNED BY _____

Clapton Carnival



Iftar Celebration





Come and talk to us

The black schoolgirl that was mistreated by the police in a Hackney school, has been named as Child Q to protect and respect her identity.

We would like any student that would like to talk more about what happened to Child Q, to come and meet with us during this Wednesday's CT in the LRC, so that we can give support with any concerns, questions or uncertainties that you might have about this.

Staff have suggested ideas about how CGA could address this injustice, however, we want to encourage you to share any ideas that you have and also hear what you think about what happened.

If you would like to come to the LRC during CT on Wednesday, please inform your form tutor so that they can give permission by signing your planner.

Arrive with a dream *September 2006*



Year 11 Graduation 2011



ClaptonGirls'Academy @ClaptonGA · Jun 6

Congratulations to former CGA head girl, Chrisann Jarrett, for being awarded an MBE! - Such a great achievement!

 We Belong @WeBelong19 · Jun 2

We are very proud to announce that today We Belong's CEO, Chrisann Jarrett, has been awarded an MBE by Her Majesty the Queen for her 'services to children and young people'.

Find our press release below:
webelong.org.uk/latest/we-belo...



"I am so thrilled and grateful to be recognised in this way - which was completely unexpected.

This award highlights the importance of young people like me, from all different backgrounds and who face many obstacles, being able to believe in themselves as leaders and changemakers."

- Chrisann Jarrett, We Belong CEO

Leave with a Future *July 2013*

ChrisAnn Jarrett MBE

Charity founder, 27, 'thrilled' at MBE honour

 William Mata 

Published: 11:38 AM June 8, 2022



Chrisann Jarrett has been made an MBE - Credit: We Belong

The founder and chief executive of the young migrants' charity We Belong has said she is 'thrilled and grateful' to be included in the Queen's Honours list.

Chrisann Jarrett, 27, was awarded an MBE for 'services to children and young people'.

Humaira Garasia MP



Bukky Bakray BAFTA winner



Bukky Bakray is known for her breakthrough debut role in the 2019 coming-of-age drama film *Rocks*. At 19, she became the youngest BAFTA Rising Star Award recipient as well as one of the youngest Best Actress in a Leading Role nominees.





Clapton Girls' Academy is very lucky to have two dedicated parent groups, both working tirelessly to better the outcomes for all of our students:

- 1. The Friends of CGA**
- 2. Global Majority Parents Group**





Clapton Girls' Academy

Arrive with a dream, leave
with a future

WELCOME: CLICK TO ENTER WEBSITE

UPDATE FOR PARENTS: (30 SEPT)



LATEST UPDATES



**CLICK HERE FOR
UPCOMING EVENTS**



**CLICK HERE FOR OUR
PROSPECTUS**

Welcome

We hope you enjoy discovering more about us as you look around our website.

Message from the Headteacher

We are an outstanding 11-19 academy in the heart of Hackney. We offer a warm, welcoming and inspiring learning environment where students are supported and challenged to achieve their absolute best.

We enjoy tremendous success thanks to our incredibly dedicated staff and amazing students who enjoy, celebrate and value their achievements.



ANNA HEDDERLEY - HEADTEACHER



HOLIDAY & TERM DATES



CLICK: 2023-24 term dates

Quicklinks

Click for:



HOLIDAY & TERM DATES

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ACCELERATED READER

OFFICE 365 LOGIN

Sign up for CGA News, our online newsletter giving you the latest stories and updates from the academy

Email (required)

First Name (required)

Last Name (required)

Latest News & Updates

Current letters & presentations for parents:

UPDATE FOR PARENTS: (29 SEPT)

CGA News

27 September: Autumn Issue 2

CGA News brings World Afro Day, celebrating natural hair, braiding & book signings for Black History Month plus cooking for elite athletes & more.

GET RESULTS.

*17 August:
Results Special:
A-level & BTEC*

We'd done to all our students on an incredible set of A level and BTEC results, showing what a great year it has been!



*21 August:
Results Special:
GCSE & BTEC*

Your 19s have done us proud again, whether they achieved top grades or made incredible progress: to pass with better grades than they expected.



"Great teachers, wonderful friends - so much on offer!"



"The students are the best thing about CGA!"



Contact Us

Leura Place, Hackney, E8 0RB

Phone: 020 8985 6641

email: oga@clapton-hackney.sch.uk



Clapton Girls' Academy

Arrive with a dream, leave
with a future

WELCOME: CLICK TO ENTER WEBSITE

UPDATE FOR PARENTS: (30 SEPT)





Presentations

Presentations	+
---------------	---

Letters to Parents

Parents please check your email inbox, spam and junk folders for these letters which have been sent to you via email.

Whole School:

Autumn term 2024	+
Summer Term 2023	+
Spring Term 2023	+
Autumn Term 2023	+

Quicklinks

Click for:



HOLIDAY & TERM
DATES

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1



2



Clapton Girls' Academy
Est. 1906

Clapton Girls' Academy
Laura Place, London E5 0RB

Tel: 020 8985 6641
Fax: 020 8985 4686

Email: cga@clapton.hackney.sch.uk
www.clapton.hackney.sch.uk

Ms Anna Feltham: Headteacher

Friday 29 September 2023

Headteacher's weekly update for parents

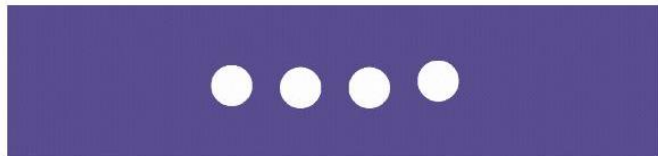
Dear Parents,

Important dates for your diary

Tuesday 3 October	Academy Live Tours for parents of Year 6 students (9.15am)
Wednesday 4 October	Year 7-11 Flu vaccinations
Thursday 5 October	Open Evening for Year 6 students and parents (5-7.30pm)
Friday 6 October	Later start for all students and staff (9.30am)
Monday 9 October	Friends of CGA meeting (5.30-6.30pm) in the LRC
Wednesday 11 October	Global Majority Parents & Friends Group meeting (5.30-6.30pm) in the LRC
Tuesday 17 October	Parenting Workshop for Years 7-11 (4.30-5.30pm) SEND Parent Support Meeting (5.30-6.30pm)
Wednesday 18 October	Year 11 Sixth Form Taster Day – all day KS5 Parenting Workshop (5.30-6.30pm)
Monday 23-Friday 27 October	Half Term
Monday 30 October	Professional Learning Day – No students onsite
Tuesday 31 October	Students return to school

Reminder - late start Friday 6 October

Please note there will be a later start on Friday 6 October for all students and staff of 9.30am due to the late finish time of Year 6 open evening. Gates and breakfast club will open at 9.15am and students must be on site for line up by 9.40am. The school day will end as usual at 2.50pm and Friday clubs will run as normal.



**CLICK HERE FOR
UPCOMING EVENTS**

Quicklinks

Click for:

CGA News Autumn Issue 1



Autumn Term: Issue 1
13 September 2023




REMINDERS

13 Sept	Year 7 Parent Information Meeting, 5.30-6.30pm
14 Sept	Year 12 Parent Information Meeting, 5.30-6.30pm
19 Sept	Year 10 Parent Information Meeting, 5.30-6.30pm
20 Sept	Year 11 Parent Information Meeting, 5.30-6.30pm
21 Sept	Academy Live tours 9.15-10.30am for Year 6
	Year 13 Parent Information Meeting, 5.30-6.30pm
26 Sept	Academy Live tours 9.15-10.30am for Year 6
27 Sept	Year 9 Parent Information Meeting, 5.30-6.30pm
28 Sept	Year 8 Parent Information Meeting, 5.30-6.30pm
3 Oct	Academy Live tours 9.15-10.30am for Year 6
5 Oct	Year 6 Open Evening 5.00-7.30pm



Clubs start
Monday 18th September
[CLICK HERE FOR CLUBS LIST](#)

Reminder to Parents:

Regular updates are shared in the Headteacher's weekly letters. These are emailed to parents every Friday morning and are also available to view on our [website](#).



Clapton Girls' Academy
Est. 1906

OUR ACADEMY | PARENTS | CURRICULUM | REMOTE LEARNING | WELLBEING | THE YEAR 7 SPACE | SIXTH FORM

LETTERS TO PARENTS

CALENDAR
STAFF LIST
ATTENDANCE & PUNCTUALITY
BAGGING IN
SPECIAL EDUCATIONAL NEEDS & DISABILITIES
SIXTH FORM & PARENTS
POLICIES
SUPPORTING YOUR CHILD

LA PDATES

CGA News Autumn Issue 2



Autumn Term: Issue 2
27 September 2023




REMINDERS

27 Sept	Year 9 Parent Information Meeting, 5.30-6.30pm
28 Sept	Year 8 Parent Information Meeting, 5.30-6.30pm
3 Oct	Academy Live tours 9.15-10.30am for Year 6
5 Oct	Year 6 Open Evening 5.00-7.30pm
9 Oct	Friends of CGA meeting, 5.30-6.30 in the LRC
	Global Majority Parent Group meeting, 5.30-6.30pm in the LRC
11 Oct	Sixth Form Taster Day for CGA Students Year 11
	5.00-7.30pm
18 Oct	



We have limited spaces left for our Open Evening, so do not miss out. Click the link below to book. We can't wait to see you!



OPEN EVENTS

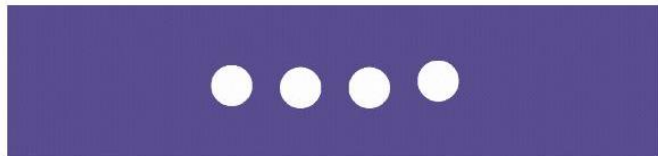
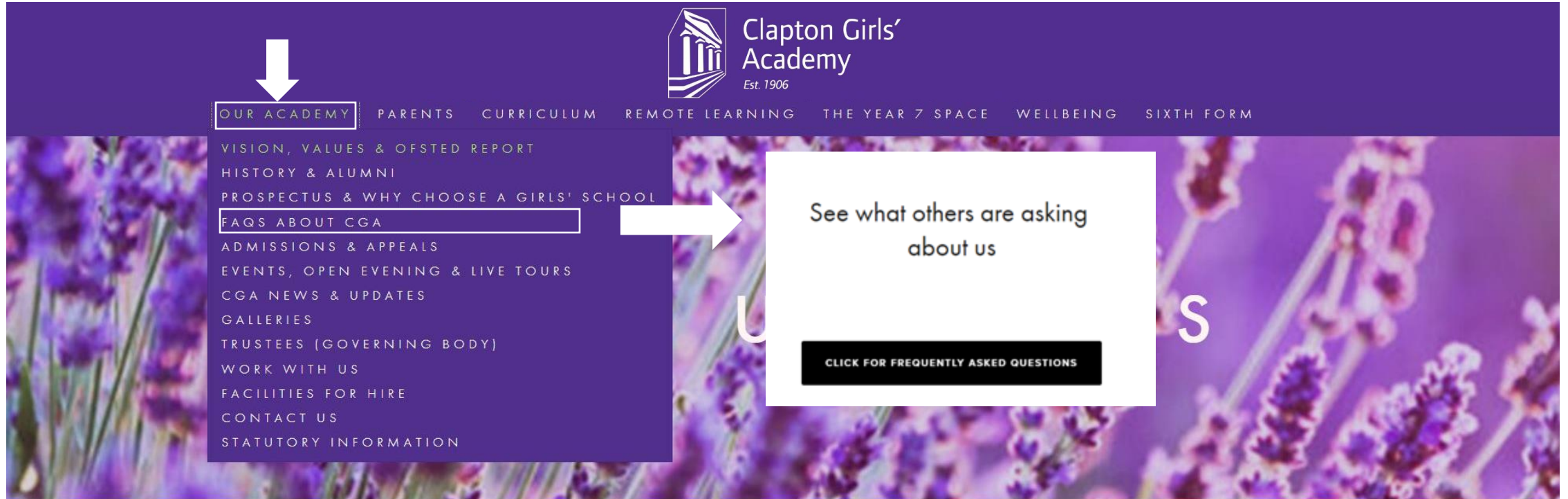
Opportunities for those looking for a Year 7 place in September 2024

LIVE TOURS 21 September 9.15am - 10.30am	LIVE TOURS 26 September 9.15am - 10.30am	LIVE TOURS 3 October 9.15am - 10.30am	OPEN EVENING 5 October 5.00pm - 7.30pm
--	--	---	--

[CLICK HERE TO BOOK YOUR SPACE](#)

[Click here for more about Year 7 in our Year 7 space](#)

Final call for



**CLICK HERE FOR
UPCOMING EVENTS**

Quicklinks

Click for:



WELCOME,
NEW STUDENTS!



Quicklinks

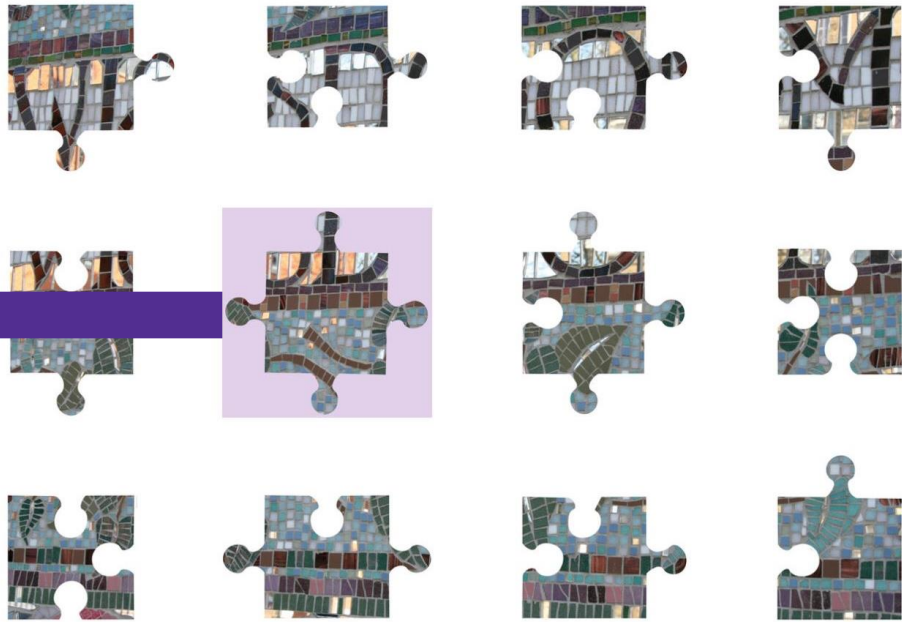
Click for:



The Year 7 Space: Menu



Hover over each puzzle piece **to find out more.**
For **New Subject Taster Lessons** click purple puzzle piece



Email *

First Name *

Last Name *

SUBMIT

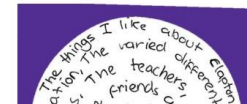


I really like the older children helping us. They are really kind and helped us find the way to one of our classes.

New year 7 student

"A great place to work."

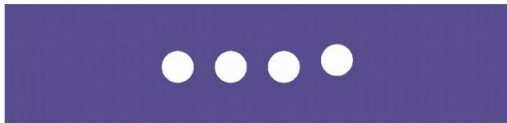
Are you able to solve our Clapton puzzle?



The things I like about Clapton are: The varied different lessons, The teachers, friends and...



**CLICK HERE FOR
UPCOMING EVENTS**



**CLICK HERE FOR OUR
PROSPECTUS**

Welcome



HOLIDAY & TERM
DATES

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READER

2022 Offers at CGA (Applications: 568)

Admission Criteria	Band A	Band B	Band C	Band D	Band E	Total
Education, Health & Care Plan	2	1	1	1	1	6
Looked After Child			3	1		4
Sibling	7	5	14	12	5	43
Distance <i>Maximum Distance (miles)</i>	27 1.012	30 0.998	18 0.696	22 0.686	30 0.841	127
Total	36	36	36	36	36	180

2020 Offers at CGA (Applications: 622)

Admission Criteria	Band A	Band B	Band C	Band D	Band E	Total
Education, Health & Care Plan	1	1		1	2	5
Looked After Child	1		1		1	3
Sibling	5	4	13	9	2	33
Distance <i>Maximum Distance (miles)</i>	30 1.156	32 0.927	24 0.764	27 0.973	33 0.856	146
Total	37	37	38	37	38	187

2021 Offers at CGA (Applications: 653)

Admission Criteria	Band A	Band B	Band C	Band D	Band E	Total
Education, Health & Care Plan		3			4	7
Looked After Child	1		1			2
Sibling	7	12	11	7	12	49
Distance <i>Maximum Distance (miles)</i>	29 0.915	22 0.73	26 0.838	30 0.818	22 0.799	129
Total	37	37	38	37	38	187

2019 Offers at CGA (Applications: 671)

Admission Criteria	Band A	Band B	Band C	Band D	Band E	Total
Education, Health & Care Plan					1	1
Looked After Child						0
Sibling	9	13	12	14	11	59
Distance <i>Maximum Distance (miles)</i>	28 1.009	24 0.834	25 0.747	23 0.707	26 0.671	126
Total	37	37	37	37	38	186



Balancing Support & Challenge



Nevitt Sanford, 1967





I feel very well informed and connected by the emails informing us of our child's achievements. Thank you for all your efforts in teaching our children.

Year 7 parent

The best thing about CGA is the supportive, challenging and encouraging teachers.

Year 9 parent



CGA's strengths are the variety of clubs, the sports and music, the excellent teaching, challenging the girls to strive and achieve more than what they think they can.

Year 7 parent

It is such a great school with excellent teaching and pastoral support. The results across the board from BTEC to A-Levels are so impressive.

Year 11 parent



Thank you all at CGA for the brilliant work you are doing to support students' wellbeing and happiness! The ethos and atmosphere at CGA is hugely positive.

Year 11 parent

CGA has always been a wonderful, welcoming place and I have loved hearing and seeing the rapport that our child has had with her teachers and other staff.

Year 13 parent



SEND at Clapton Girls' Academy



Learning Support Department

Colin Gall



Adetokunbo Odumade



Assistant Headteacher: SENDCo

LEARNING SUPPORT ADMIN OFFICER

Quay Beale

Sharnah Fenton

Jo Grant

Nabila Tasnim

Stella Asantewaa

Sumaya Hacini

Sehar Amin Mohy Ud Din

Cleopatra D'auvergne

Olapeju Omoyeni

Briarn Carrington



LEARNING SUPPORT ASSISTANTS

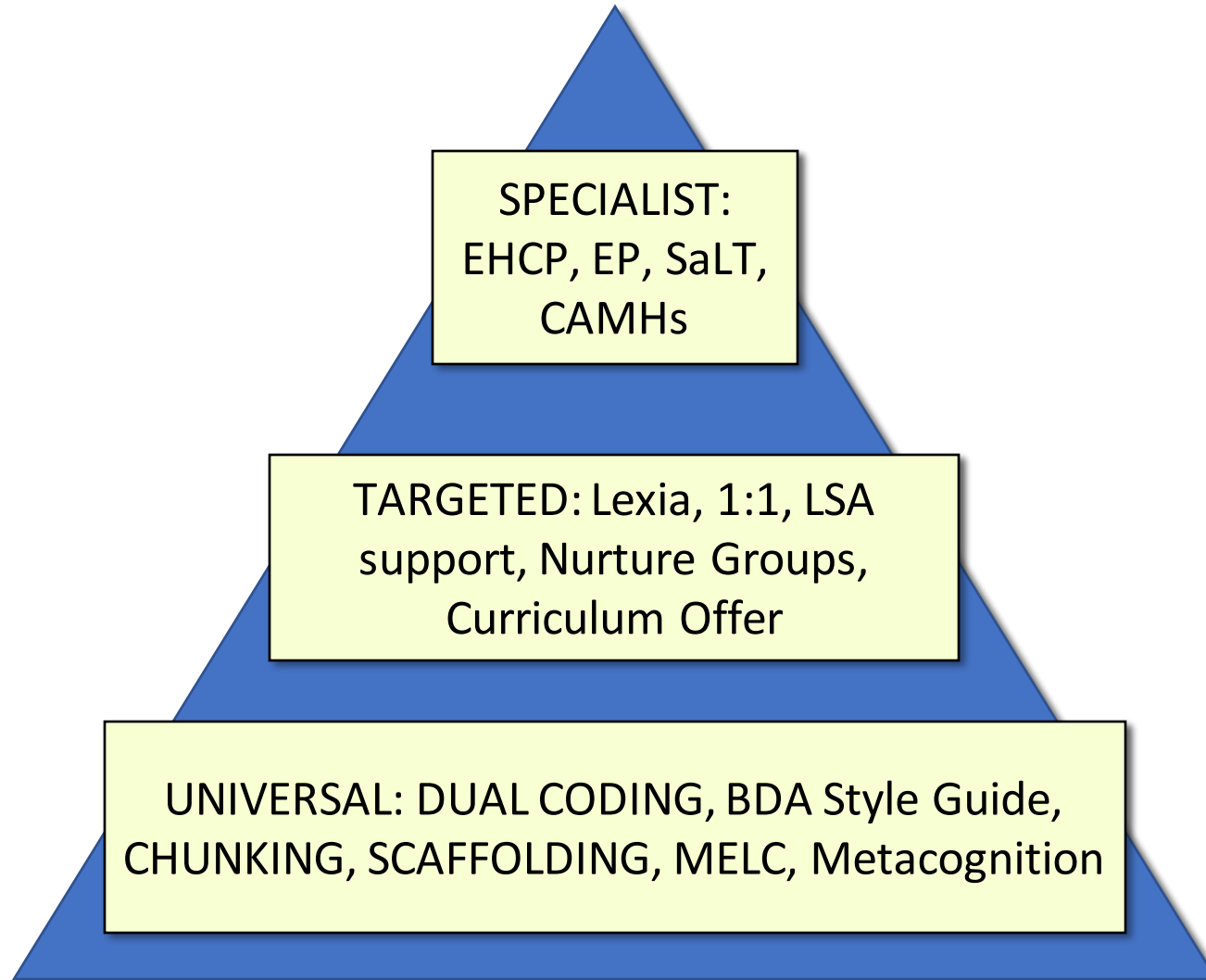


Challenge, Wellbeing, Teamwork

Dyslexia	ADHD	Autism
<ul style="list-style-type: none">• visual thinking• creative and interconnected thinking• navigation• big-picture thinking• pattern recognition: useful for prediction• spatial knowledge• sharper peripheral vision• narrative reasoning• verbal communication• good at reading people	<ul style="list-style-type: none">• curious• highly engaged in the moment• energetic• creative• persistent• adventurous• big-picture thinking• thinking outside the box• copes well with unpredictability	<ul style="list-style-type: none">• attention to detail and observational skills• logical• long-term memory and recall of details• unswayed by peer pressure• reliable, loyal, honest• non-judgemental• knowledge of routines and desire for accuracy and order• ability to hyper-focus• thinking outside the box• visual learning• good vocabulary (though they do not always understand the words they use)

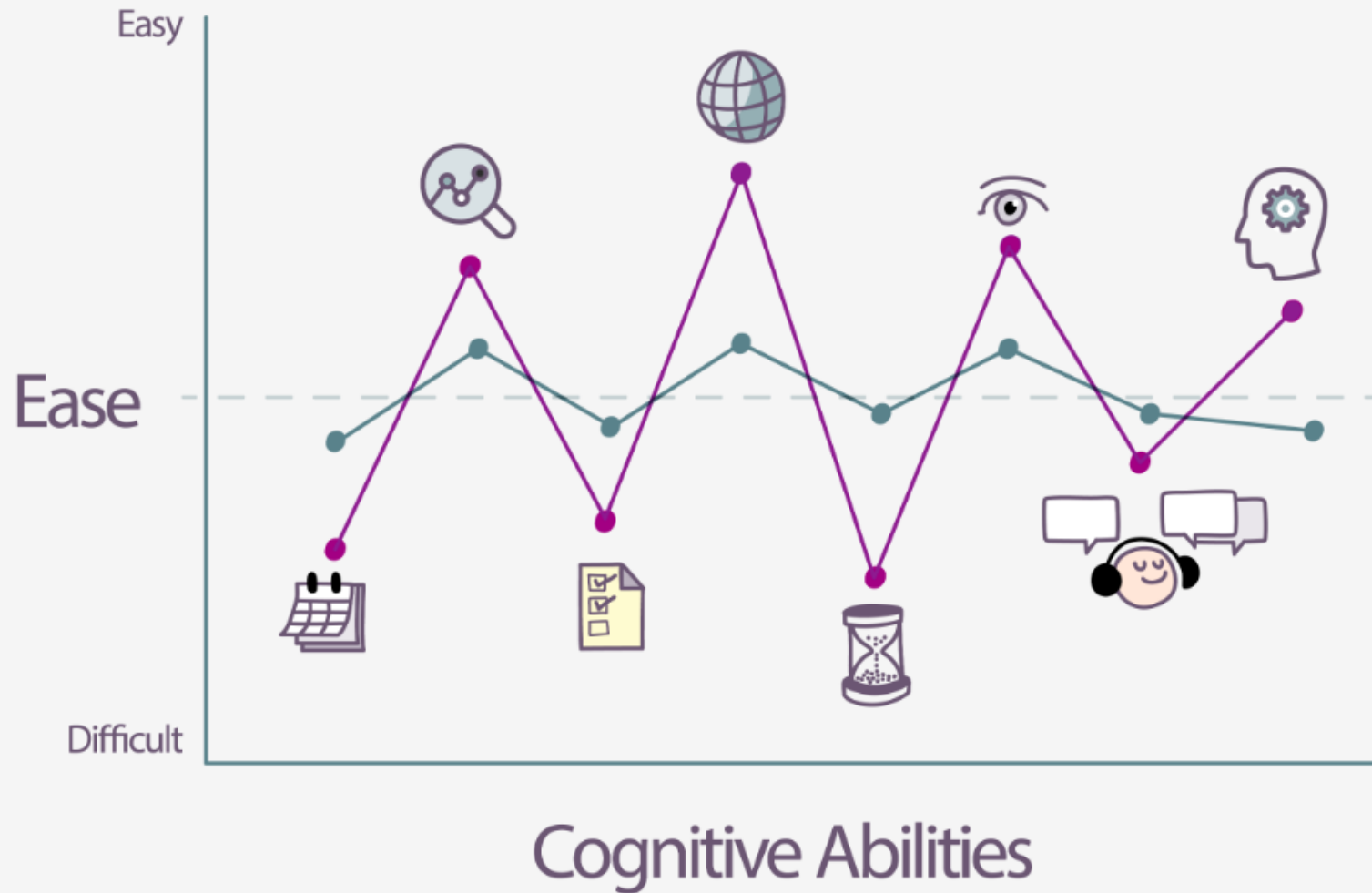
 **INDEPENDENT**
GCHQ targeting dyslexic and neurodiverse people in recruitment drive, spy chief says
'With the right mix of minds anything is possible, and dyslexics are definitely part of that mix!'

Which of these skills are particularly useful in employment?





Challenge, Wellbeing, Teamwork

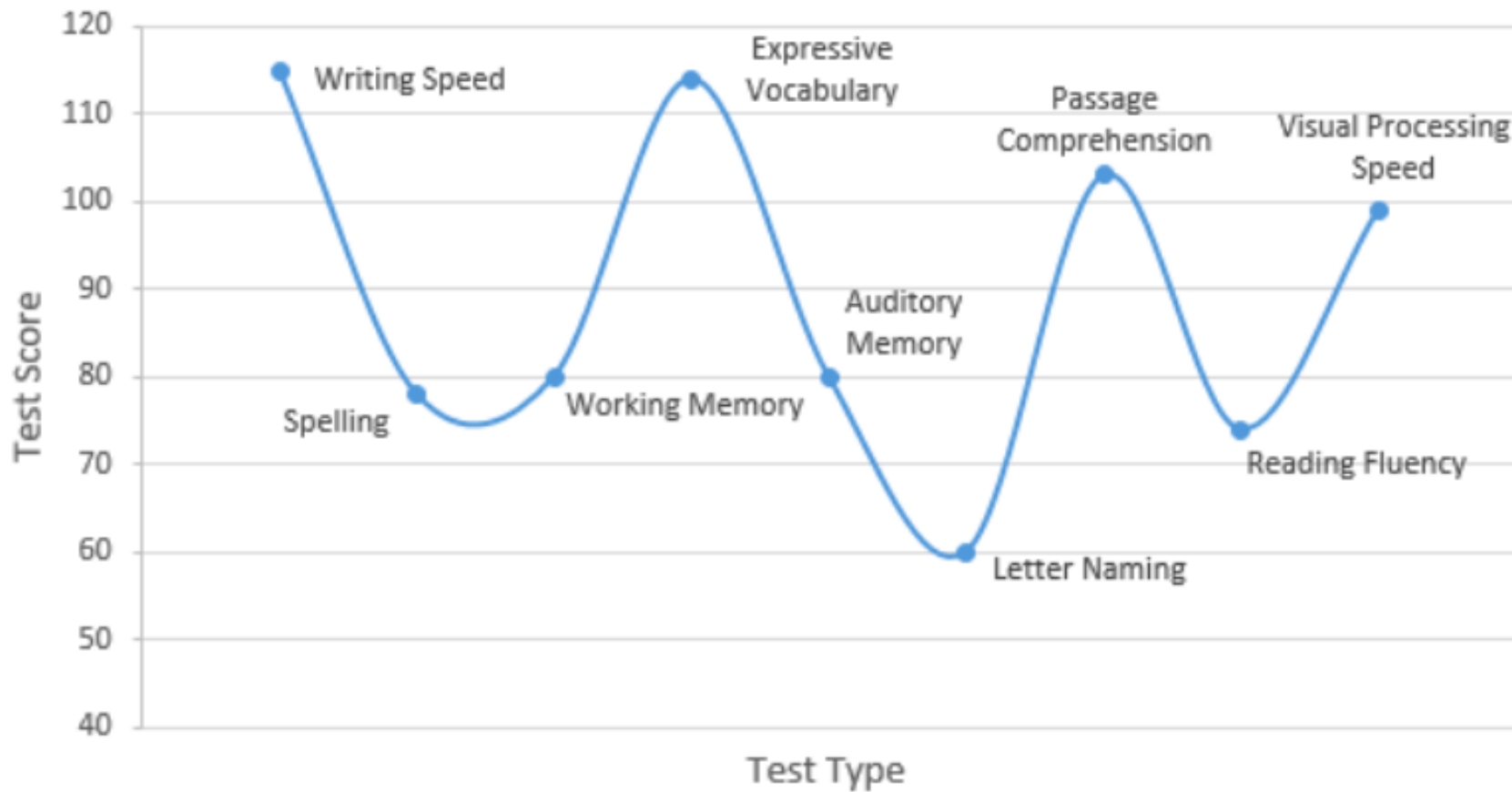


“If you’ve met one individual with autism, you’ve met one individual with autism.” Dr Stephen Shore
“An autistic person could be a leading expert on nuclear physics but unable to remember to brush their teeth or clean their clothes.”
Autism.org



Challenge, Wellbeing, Teamwork

Dyslexic Spiky Profile

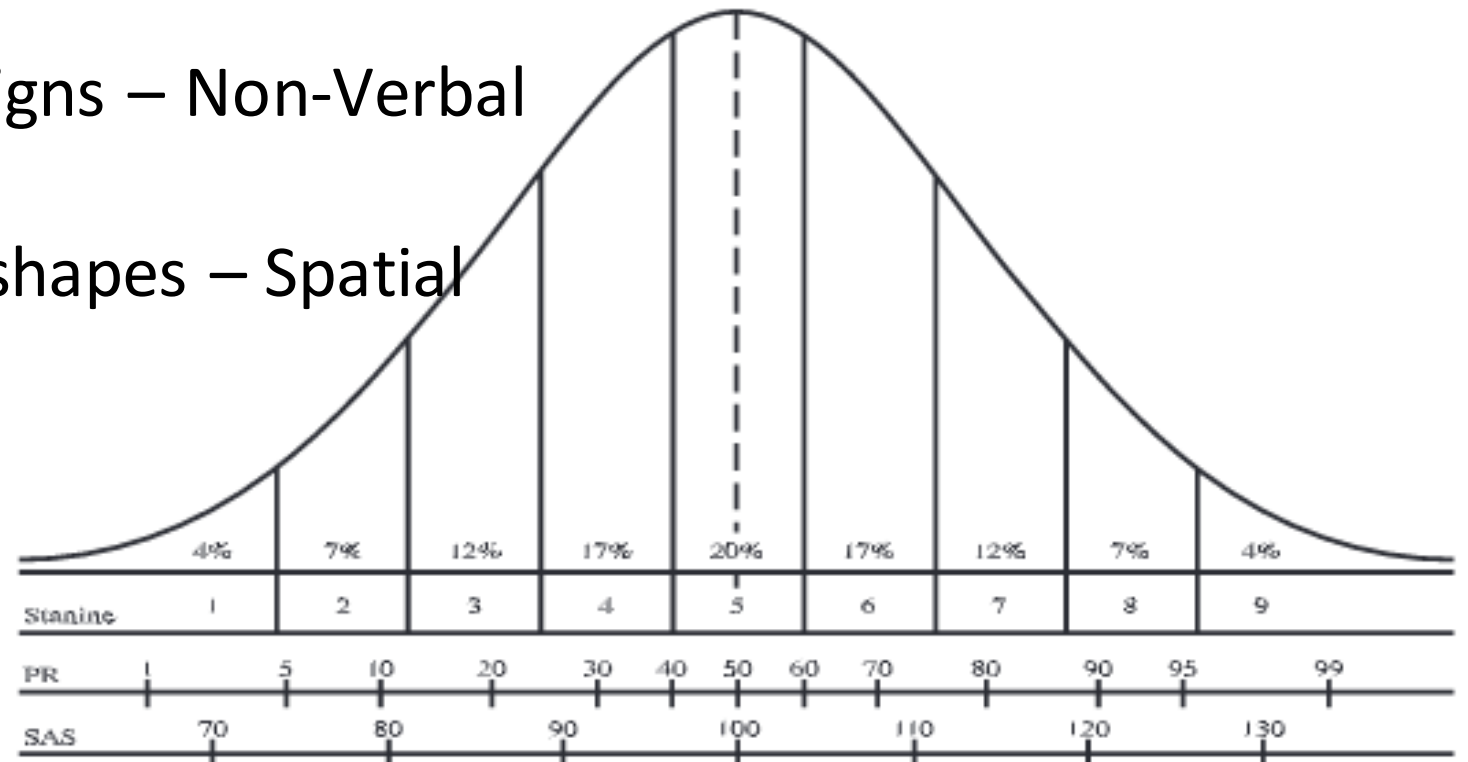


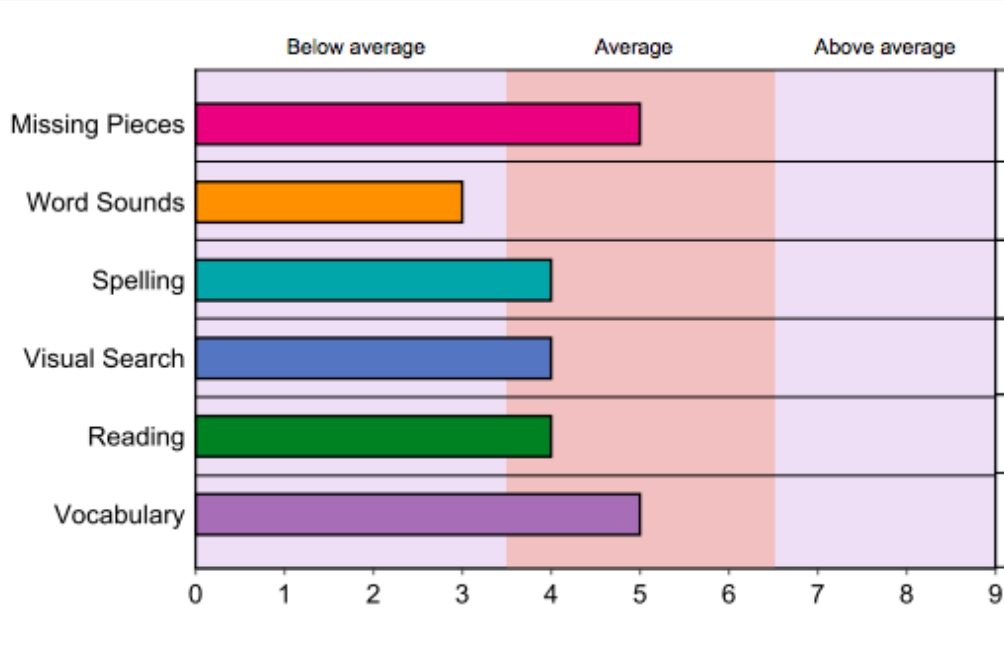
Dyslexia is not a disease or an identifiable physical condition but a learning style.

“Most teachers waste their time asking questions that are intended to discover what a pupil does not know, whereas the true art of questioning is to discover what the pupil does know or is capable of knowing.” – Albert

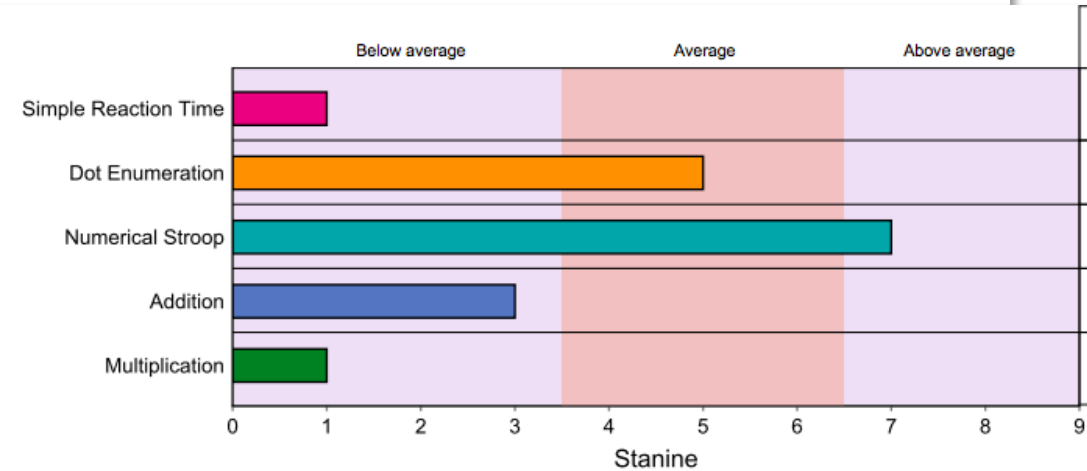
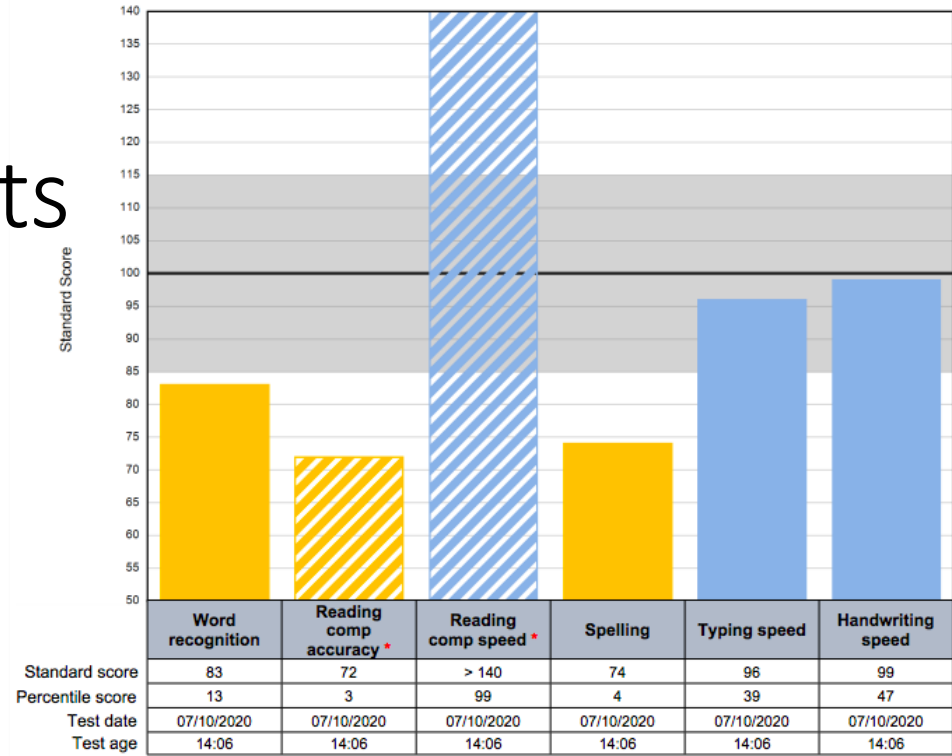
Cognitive Ability Test 4

- Reasoning with words – Non-Verbal (dyslexia)
- Reasoning with numbers – Quantitative (dyscalculia)
- Reasoning with shapes and designs – Non-Verbal (dysgraphia)
- Mentally manipulating precise shapes – Spatial (dyspraxia)
- Mean average of the scores
- 100 = national average
- Below 84 = significant issues





Other GL Assessments



- Dyslexia Screener
- Dyscalculia Screener
- Lucid



Interventions recorded on SIMS

8 Provisions				
Provision Type	Start Date	End Date	Cost	Frequency
Other	01/09/2020	31/12/2020	60.00	12 sessions
Literacy Support	01/09/2020	01/01/2021	16.00	12 sessions

LEARNING SUPPORT ASSISTANTS

Mon2	Tue2	Wed2	Thu2
		Wed2:REG LRC	
Mon2:1 Science	Tue2:1 Maths	Wed2:1 Spanish	Thu2:1 ADMIN
Mon2:2 Spanish	Tue2:2 ADMIN	Wed2:2 PE	Thu2:2 SENSORY
Mon2:3 Science	Tue2:3 Spanish	Wed2:3 1-TO-1	Thu2:3 Maths

EHCP Needs and funding

me	Year	Level	Element 3 Funding	Plus Element 2 Funding	OT Hrs	SalT £	SalT col	LA's
me	6	Level 1	£4,985	£10,985	0	16	£928	2
me	6	Level 1	£4,985	£10,985	10	11	£638	3
me	6	Level 3	£6,842	£12,842	16	12	£696	4
me	6	Level 4	£12,034	£18,034	0	11	£638	10
me	6	Level 3	£6,842	£12,842	0	14	£812	4
m	6	Level 2	£6,397	£12,397	0	20	£1,160	3
e	6	Level 1	£4,985	£10,985	0	0	£0	3
e	6	Level 4	£12,034	£18,034	0	0	£0	11
e	6	Level 1	£4,985	£10,985	0	14	£812	2
ll	7	Level 1	£4,985	£10,985	0	0	£0	3
ll	7	Level 3	£6,842	£12,842	0	0	£0	5
seath	7	Level 1	£4,985	£10,985	0	0	£0	3
seath	7	Level 3	£6,842	£12,842	0	0	£0	5
th	7	Level 4	£12,034	£18,034	0	0	£0	11
th	7	Level 3	£6,842	£12,842	0	0	£0	5
8	8	Level 2	£6,397	£12,397	0	0	£0	5
Shakir	8	Level 1	£4,985	£10,985	13	17	£986	2
Shakir	8	Level 2	£6,397	£12,397	0	14	£812	4
9	9	Level 4	£12,034	£18,034	0	23	£1,334	10
an	9	Level 4	£12,034	£18,034	0	0	£0	11
an	9	Level 3	£6,842	£12,842	18	17	£986	4
10	10	Level 1	£4,985	£10,985	0	14	£812	2
10	10	Level 1	£4,985	£10,985	0	12	£696	2
		Top Up Total	£165,278	£309,278	57	195	£11,310	117

Prioritised by criteria

Provision Map Prioritisation

Financial Transparency
Provision is based on hours per EHCP element 3 (high needs top up funding) for LA hours, EP, SaLT, Therapy etc. with staffing and SLA's reflecting this. Individualised EHCP provision map clearly communicated in advance of the academic year (end of Summer term) and reviewed in the annual review process.

Element 2 'K' funding clearly accounted for in Additional Learning Admin, SENDCo, department 'on-costs'. Element 2 funding communicated through school website and SEND Information Report.

Equality of Provision
Maths, English, science are provisioned first with humanities taking spare lessons as a general principal for the provision map. An exception to this is where VI students need support in PE or DT due to H&S. An exception also where students have a clearly identified academic need (eg, dyslexia / dyscalculia, therefore a corresponding weighting in numerate / literate subjects).

EAL provision to operate as flexible to the level of need. Assessed threshold of basic English proficiency before student support is removed.

72 hours are used to target SEND students to attend extracurricular clubs and activities (VI, LAC, ASC), deliver targeted clubs (jewellery making and cooking) and after-school provision for assistance with homework and Lexia in the LRC.

GL Assessment Data

SEND Register

E – Educational
K – SEN Support

Other GL Assessments

Sources of data: CAT4

- Reasoning with words – Non-Verbal (dyslexia)
- Reasoning with numbers – Quantitative (dyscalculia)
- Reasoning with shapes and designs – Non-Verbal (dysgraphia)
- Mentally manipulating precise shapes – Spatial (dyspraxia)
- Mean average of the scores
- 100 = national average
- Below 84 = significant issues

PROVISION MAP

STUDENT TIMETABLE

Mon1	Tue1	Wed1
Mon1:1 Geography BAD P53	Tue1:1 IT YAA P53	Wed1:1 History ODN P53
Mon1:2 Spanish LEJ P53	Tue1:2 Alternative Prov CPL P61	Wed1:2 Library Pe WIP P53
Mon1:3 Science CUS P53	Tue1:3 Alternative Prov CPL P61	Wed1:3 Science CUS P53
Mon1:4A Maths HEM P51	Tue1:4A English PHK P53	Wed1:4A Art SLS P53



Student Passport

Student Name:

Reg Group: N

Current Interventions:

Sensory Circuits, Touch Typing, SALT sessions, Emotional Regulation work

Medical Need

None

SEN Status: E

SEN Need: Social communication, poor short term memory and sensory processing.

CATS Verbal: 119

CATS Quantitative: 97

CATS Non-Verbal: 104

CATS Spatial Awareness: 102

Access Arrangements: None

Strategies that teachers use to support me:

- Please read through my EHCP
- I may need support to organise my work.
- Sensory breaks with movement are a good way to get me regulated
- I hyper-focus when I am interested in something. To switch focus or end a task I need time, a few reminders to end something.
- Be very clear and direct about what you expect from me.
- Where possible, limit unnecessary noise.
- Break down more lengthy tasks into steps.
- Don't force me to look at you as recognition of my attention.
- Watch out for my masking, I will be trying very hard to appear ok.
- Groupwork is challenging for me for a number of reasons.
- Help me spot when I am dysregulated and need a break.
- Please be patient when I make or repeat mistakes.

I would like you to know that:

- I am intelligent, articulate, and capable.
- My brain works slightly differently so I can find some subjects too slow and boring while others can be challenging.
- I have good sense of humour and I am creative.
- I sometimes misunderstand social rules but I am a good friend when I meet the right people.

Something About Me:

- I find making friends or starting conversations with peers tricky.
- I can lack confidence around new peers or older children.
- I feel more at ease with adults.
- I respond really well when given responsibility.
- I respond really well to constructive support and praise.
- I can be overly sensitive to criticism



“Reasonable adjustments” and access arrangements.

- 5.1 Supervised rest breaks.....
- 5.2 25% extra time.....
- 5.3 Extra time of up to 50% (between 26% and 50% extra time).....
- 5.4 Extra time of over 50%.....
- 5.5 Computer reader/reader.....
- 5.6 Read aloud and/or the use of an examination reading pen.....
- 5.7 Scribe/speech recognition technology.....
- 5.8 Word processor.....
- 5.9 Braille transcript.....
- 5.10 Prompter.....
- 5.11 Language Modifier.....
- 5.12 Live speaker for pre-recorded examination components.....
- 5.13 Communication Professional (for candidates using Sign Language).....
- 5.14 Practical assistant.....
- 5.15 Alternative site for the conduct of examinations.....
- 5.16 Other arrangements for candidates with disabilities.....
- 5.17 Exemptions.....
- 5.18 Bilingual translation dictionaries with 10% extra time.....



Supporting anxiety
Making friends
Mental health



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