THE HUMBERSTON WAY

Parents & Students

Humberston ACADEMY

Part of the David Ross Education Trust

Broadening Horizons

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The learning culture at Humberston Academy continues to be incredibly strong, thanks to the hard work of students, their parents/carers and staff. In the recent Trust wide visits the following comments were made about students and staff at Humberston Academy.

> "Students are proud of their school. They are kind, respectful and supportive of each other. Students are happy, confident and polite. The school is a friendly community where all are given a warm welcome. Students listen to their teachers and contribute positively to their learning"

> "Humberston Academy is inclusive; Staff have high expectations of students behaviour; There is clear consideration of students learning needs which allows lessons to be accessible and enjoyed by all"

Of course, this has not happened by chance, but by staff and students focusing on key elements in routines and expectations of behaviours.
This document **'The Humberston Academy Way' (Guidance for Parents and Students)** sets out the principles, roles and responsibilities for staff and students that work and study here. It ensures a positive learning culture is maintained enabling all students to go on to lead successful and happy lives.
The learning environment that students help shape at Humberston Academy will ensure that all students will acquire the knowledge they need to progress through key milestones in their education journey and embark on careers of their choice.
Such an environment will allow students to become a future citizen of their community, to develop into adults who will champion change in society, guided by a strong sense of discipline and moral purpose.
It is everyone's responsibility to study and work consistently to implement the 'Humberston Academy Way' creating a shared culture of the academy.

Dan Shoubridge, Principal

Students Behaviours

"All behaviour which distracts learning within the classroom or damages the culture within the academy must have clear, fair and transparent consequences for students."

DAN SHOUBRIDGE (PRINCIPAL)

As students at the Academy you are already aware of how unfair it is when there is lost learning and how damaging this is to your own learning and learning of others.

This is why the Academy have clearly set out student and staff expectations of behaviours in the Academy Behaviour Policy, as we want students to know what we expect of them and why. When students do not follow these expectations, it is the member of staff's responsibility to address this.

We use consistent classroom language with you of C1, C2, C3 (consequences), and of course, R1, R2 and R3 (rewards) so that this is easily understood by all. If you make an infringement of our behaviour policy, you will be issued with a C1 (first warning). If you make three infringements within a lesson (C3) following teacher intervention, you will have 2 minutes to make it to the removal room. In this room, you will work restoratively with the removal room teacher to reflect upon your behaviour, before completing similar curriculum work to the lesson you are missing.

It is imperative that students are rewarded when they exhibit good behaviours and uphold the principles and values of the academy. We want to let you and your parents/carers know when you have done well and we aim to reward ten times more than the number of consequences (10:1) and celebrate with you on reward days and assemblies. You should aim to get at least one reward point per lesson.

Relationships

"Warm but Strict." – LAURA MANNERS – VICE PRINCIPAL

For staff, a vital part of our role is to build strong relationships with you and your families. These relationships, particularly with your child's form tutor, are developed through everyday interactions and relational conversations, creating the foundation for trust, belonging, engagement and learning. When you feel respected and valued, you are more likely to engage positively with school and respond to high expectations.

We strive to create a 'warm' atmosphere that is welcoming and nurturing, where staff and students feel safe, are happy and enjoy their work and learning. Staff are encouraged to participate and lead enrichment activities such as co-curricular clubs, trips and visits so that we can see each other in different environments outside of our classrooms.

However, we need to ensure we all know where the boundaries are in the student/ teacher relationship. Students must refer to their teachers by their surname, e.g. 'Miss Manners' or 'Sir/ Miss', making eye contact when spoken to, following instructions first time and apologising when we make mistakes with 'sorry Sir/ Miss' are our common expectations.

Staff have been asked to adopt a warm but strict approach and to look for opportunities to reward positive student behaviour, as it is essential that we focus on the vast majority of students who try hard and do their best in every lesson every day. Staff have also been instructed to follow the Behaviour Policy consistently and to tackle any poor behaviour that distracts from learning, in order for Humberston Academy to maintain a learning culture where all students thrive.

Consistency

"Consistency is the true foundation of trust. Either keep your promises or do not make them."

– ROY T BENNET

Consistency is fundamental to creating a fair, respectful and positive culture at Humberston Academy. It is unfair to both students and colleagues when school expectations are applied differently by different members of staff. If one teacher allows students to talk during lessons, whilst another challenges the same behaviour, the second teacher may be perceived as unreasonable, despite simply upholding the agreed Academy expectations.

Inconsistency can quickly lead to confusion for students about what is acceptable and where boundaries lie. It may also undermine the strong, positive relationships we have worked hard to establish, as students may question or challenge the member of staff who is appropriately reinforcing the Academy's standards.

We therefore expect all students and staff to understand our shared expectations of 'The Humberson Way' and apply them consistently at all times. Consistency demonstrates that we are united in our commitment to high standards and that everyone is equally invested in the success and wellbeing of our students.

Manners

"Good manners are a way of showing other people that we have respect for them." - BILL KELLY

Respect is one of the key values of the Academy.

As adults at the Academy, we are aware that we bring with us different experiences of our own upbringing and just like the students for whom we are responsible we will have varying ideas of what "good manners" are.

It is therefore vital that we are clear about what our expectations of good manners are, and that we consistently reinforce these with students.

We therefore take time to teach students how to respond to each other. We model this when we meet and greet students at the door, we ask students therefore to respond when we say "good morning/ afternoon" with a similar response or a "thank you Sir/Miss".

We will reward you when we see you demonstrate the value of respect which we call 'Humberston Charm' whether this be in classroom, canteen, corridors or playing field and will remodel with you and or sanction you when we see this value not being upheld.

Staff Break/Lunch Duties

Duties are an essential part of our role in keeping children safe and ensuring that positive relationships are fostered. We wear high vis vests – so that students feel safer as they can see us, it is as simple as that. We ensure that our presence is felt, so that students know that we are there.

We remain vigilant, circulate and may prompt students to clear litter, calmly play and always challenge any anti-social behaviour. If we sense any change in atmosphere we will move quickly to de-escalate and maintain a calm and enjoyable space for all students.

We do not tolerate any play fighting of any sort. Students are often keen to wrestle and play at a young age, but this is not appropriate behaviour for school and often leads to accidental injury. We are very clear on this – no manhandling.

Whilst it is important that areas of the Academy are not left unsupervised we also take the opportunity to talk to our students. This time spent is often where we get to know you best and this helps build strong relationships with students who you do not ordinarily speak to.

High Expectations

"The standards you walk past are the standards you accept." – DAVID HURLEY

Students and staff expectations do not end when you leave your classroom, you have an investment in the culture of this Academy as much as anyone.

Staff and students are encouraged to speak up if they see something which does not fit with the Academy's ethos. For staff this may be as simple as an adult saying "please tuck your shirt in, thank you". This simple request is enough to remind each other that this is our expectation. Sometimes however we may be rushed for time and may only let you know that we have seen it and that we do not condone it, occasionally we may have more time, and stay with you and expect you to comply with the Academy's expectations.

The important thing is that when and where we forget, we continuously remind each other of the high expectations we have at Humberston Academy.
You may therefore hear some common language and the following Key Phrases:

- "Keep moving to your lessons, quickly and quietly"
- "Well done on your smart appearance" or "You need to correct your uniform please"
- "Well done for entering the building orderly and quietly, maintaining
- "A positive learning climate"
- "Keep your hands and feet to yourself, others may not like your physical contact"
- "Pace and purpose"

Leading by Example

"Setting an example is not the main means of influencing others, it is the only means."

ALBERT EINSTEIN

Staff and students should remind others of our high standards, start sentences with "At Humberston Academy we..."

In our personal presentation, in our language, in our manners, we demonstrate the behaviour and language we want to see from others.

Therefore, students are asked to wear their uniform with pride and staff to dress formal and business-like.

Pastoral Responsibility

"Every child deserves a champion – an adult who will never ever give up on them, who understands the connection and insists that they become the best they can possibly be."

– RITA PIERSON (EDUCATOR)

The Role of the Form Tutor

Your teachers are experts in their subject and their job is to pass on their exceptional subject knowledge so you too can become experts. However, at Humberston Academy, teachers also hold a key pastoral role as your tutor.

Tutors are encouraged to be your strongest advocates and to build positive, trusting relationships with you. They will get to know you as an individual, as well as understand your family circumstances and relationships with your subject teachers. By developing this strong understanding of your needs, tutors can help to remove barriers to learning, provide the right support and guidance, and champion your interests, ensuring that your voice is heard and that you have the best possible opportunity to succeed.

They will also ensure that you get the messages which come from the Senior Leadership Team or your Head of Year that will keep you informed and everyone on the same page. They will be keen that no student within your group lets you and them down with poor standards and will make sure that you are lined up orderly for assemblies and are respectful to those presenting.

They will also however be your biggest champion and will get to know you, your families and subject teachers well, they will understand your needs, help remove any barriers to learning you may have and will fight your corner if need be.

Heads of Year/House

Your Head of Year will set the tone with you and your cohort. They will develop a sense of belonging for you and ensure that the Academy's ethos is understood and followed by all.

They will meet regularly with your tutor and Senior leaders to share information, and monitor data regularly to ensure that dips in attendance or progress are picked up, and that you and your tutors are given the support they need.

They will spend time every tutor period with the tutor groups in your year and will follow up on any issues. They will liaise regularly with tutors and parents/ carers about your progress.

In their House role they will develop a house identity promoting rewards, recognition and a competitive culture. This will allow students to engage in fun and challenging events across the Academy competing against other houses in the pursuit of winning the inter-house trophy.

Senior Leadership Team

Our role is simply this: **to enable learning**

This means we support teachers, staff and students in all that they do, removing barriers where we can and ensure that the culture within the Academy supports learning.

We maintain high expectations constantly, ensuring that students and staff know WITH CERTAINTY what is expected of them.

We will never ask someone to do something that we would not/do not do ourselves. We lead by example, ensuring that we are visible to staff and students daily.

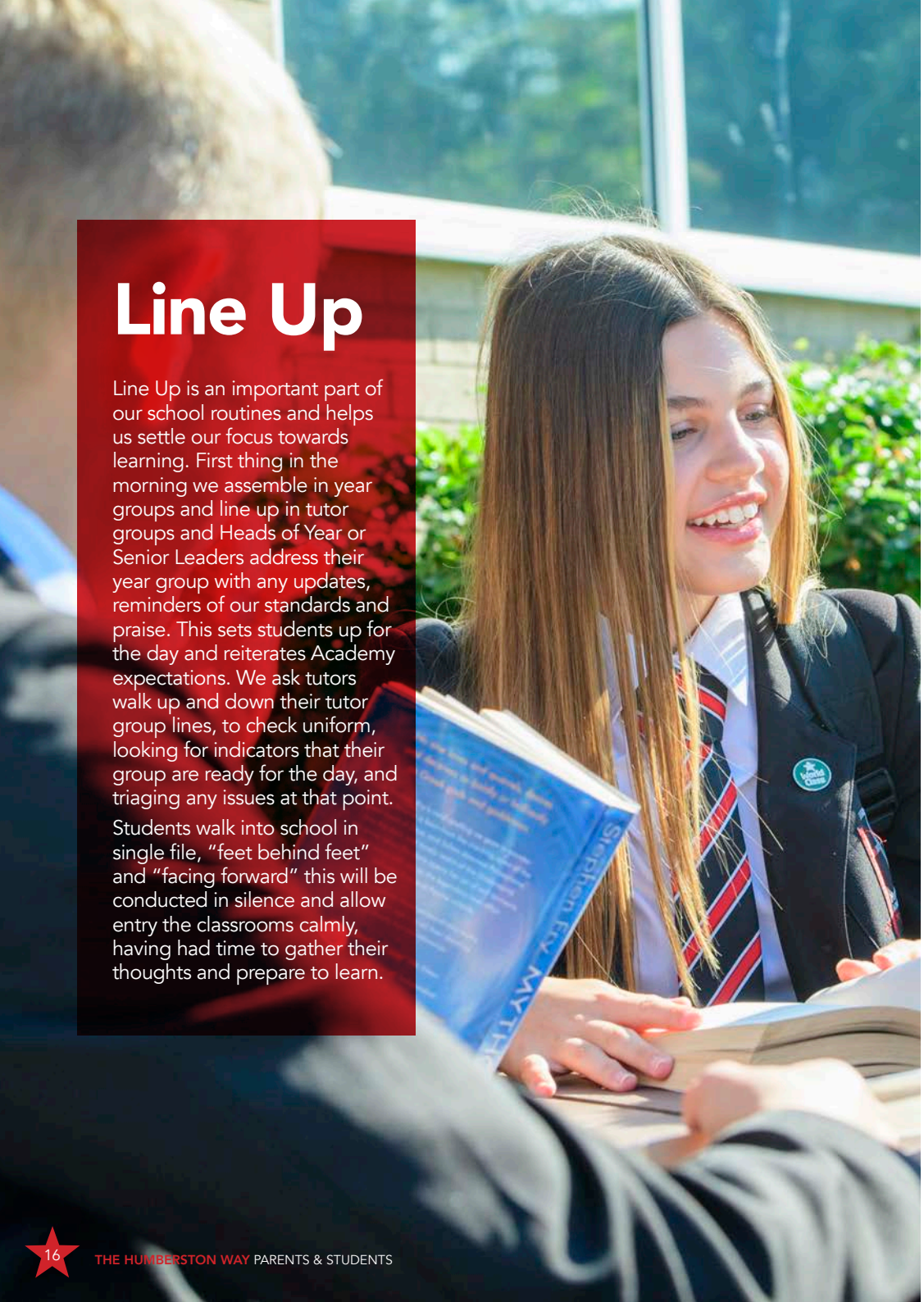
Forever optimistic, we are relied upon by staff and students to maintain a positive atmosphere. Therefore, we smile and use positive language at all times, as staff and students look to us for support and reassurance.

We tour the entire school daily. This supports staff and students and is paramount in maintaining a positive atmosphere.

Leaders' Rota

The 'Leaders' Rota' provides support for teachers and students.

When a student is disrupting the learning of others, and will not correct their behaviour through the staged warning system, then they must be removed from the lesson to minimise the impact they are having on the education of others. Failure to leave the lesson will result in a leader collecting the student and the sanction being escalated due to defiance.



Line Up

Line Up is an important part of our school routines and helps us settle our focus towards learning. First thing in the morning we assemble in year groups and line up in tutor groups and Heads of Year or Senior Leaders address their year group with any updates, reminders of our standards and praise. This sets students up for the day and reiterates Academy expectations. We ask tutors walk up and down their tutor group lines, to check uniform, looking for indicators that their group are ready for the day, and triaging any issues at that point.

Students walk into school in single file, "feet behind feet" and "facing forward" this will be conducted in silence and allow entry the classrooms calmly, having had time to gather their thoughts and prepare to learn.

Learning Routine

Lesson sequences are planned and delivered in line with the Humberston Academy learning routine. Lessons are delivered in a way that supports our students whose learning is most vulnerable. One way we do this is to ensure that there is a high level of consistency in our lessons.

'Do now'

We start our lessons with a 'Do Now' – retrieval of prior knowledge learnt in lessons including some knowledge relevant to the current lesson. This helps make sure core knowledge has high storage and retrieval strength, can be used with accuracy, fluency and flexibility. It also allows us to carry out formative assessment and teach responsively.

'I do'

- This way of delivering new content ensures we deliver lessons in a way sympathetic to students' working memory and we maximise our chances that students will learn what is intended.
- Learners are not passive during this stage of the lesson and are actively thinking about the content that is being delivered.
- We check understanding here because everyone comes into our lessons with different experiences, they all build knowledge differently, so we have to make sure that they have understood what was intended. If they did not, we re-teach.
- In the 'I do' the teacher delivers, including asking lots of questions to check understanding, extend and probe the limits of understanding. The teacher models for the class, providing guided instructions including asking procedural questions.

'We do'

- This is a stage of co-construction where the teacher and the students complete an activity together.
- Students need to practice what they have been taught and apply their knowledge to solve problems. We do this gradually in a way that is sympathetic to the limited demands of working memory.
- We also do this because we recognise that meaningful success is a key driver of motivation. If a student suffers repeated failures due to lack of guidance when applying what they have been taught, then their learning is vulnerable.
- It is through the scaffolding in the 'we do' that we support students enabling them to achieve their learning goals
- Your teachers check understanding to inform their decisions about the next steps in their teaching and your learning
- One way we do this is by the teacher and the students completing an activity together, with the teacher asking the students questions to support completion.

'You do'

In the 'you do' students apply what they have been taught. It is the stage of the lesson sequence where we are releasing more of the responsibility of the learning process to you. This happens at different rates and the teacher responds to learners as appropriate.

For instance, the students apply what they have been taught, scaffolds remain on the board or in books to support learners. The teacher circulates and provides live feedback.

Equipment Expectations

Equipment List

- Pencil case
- Knowledge Folder
- Mini White Board
- Black writing pen
- Purple writing pen
- Pencil
- Ruler
- Reward Card

Every student should come to school equipped for a full day of learning. Students should have their equipment checked at the beginning of the day during morning line-up. Students' Knowledge Organisers should be visible in line-up and in every lesson of the school day.

Students should also be equipped with a scientific calculator for maths and science lessons as well as having their full PE kit on timetabled days.

During Lessons

"Our main purpose is to put students on the path to learning." – ROBIN CASTLE - VICE PRINCIPAL

"Knowledge is intellectual capital, the more knowledge and skill a person has the more they can acquire." - HIRSCH

Using consistent language across the Academy will ensure students know explicitly what the expectations are. We ask staff to not be ambiguous with their instructions and to be clear on what they want you to do and where possible give direct prompts such as:

- "On 1, pens down, eyes on me, 3, 2, 1."
- "On 1, you have 3 minutes to complete the task, 3, 2, 1."

Teachers also use timers to allow a visual aid to students and ensure lessons and learning is appropriately paced.

We will never try to teach when students are talking, so students should not talk over the Teacher. We cannot deliver the lesson content without the attention of the WHOLE class.

We will therefore challenge students who are not focusing on learning, using the staged behaviour system to support all. If a member of staff raises their hand then students should know that this means silence and should copy this and be silent.

We ask that students take pride in their books and they remain neat and tidy. Work in books should have a date and title. Space in books should not be wasted and they should be free from graffiti.

The front of the books must have:

- Student's Full Name
- Teacher's name
- Subject
- Class

Exit Protocol

- We ask that teachers end promptly with appropriate time allowed for clearing of room before the end of lesson, so that the next class can enter quickly.
- Books should be collected and stored in a tidy fashion and the books of the next class set out at the front.
- Students are to stand behind chairs with a visual check by teacher that the classroom is tidy.
- Students must be dismissed in an orderly fashion (one row/table at a time) with clear direction regarding staircase to use (as required).
- Staff are asked to reinforce the use of "quickly and quietly" to address how students should move around the Academy with "pace and purpose".
- Teachers will address any uniform infringements before a student leaves their room
- Staff will monitor movement on corridor supported by allocated support staff, to help re-enforce the phrase "Quickly and Quietly" and "Pace and Purpose" and walk on the left so that learning time is maximised.

Lessons

Lesson Entry Protocols

- Expect your teacher to be stood at the classroom doorway to greet you and ensure you are ready to learn.
- Students should line up in the classrooms designated area; "feet behind feet", "facing forward" and in silence.
- Your teacher will invite you into the class reminding you of our 'ready to LEARN' ethos.
- Your books should be available as you enter the classroom and you should collect your book and make your way to your allocated seat quickly.
- A 'Do Now' task to be displayed with date, title and learning objective.
- You will be assigned a seating plan.
- Bags are to be placed under the desk or in designated space.
- You will promptly open books, write date and title and then start the 'Do Now' task.
- Your teacher will take the register.
- Students are to respond with 'Yes Sir/Miss' without deviation (except in MFL). Any student arriving after main body to be marked as late.
- Your learning environment is important therefore you and your teacher will keep it tidy.

LEARN

At Humberston Academy we recognise that every minute of learning is vital and we need to ensure that all students are ready to LEARN as soon as they enter the school gate and our classrooms.

Lean in and listen:

we learn what we think about, and we think about what we attend to. If students are not attending to what we are teaching them, then no learning is taking place. We therefore ask that students sit up straight and facing forward giving maximum attention to the learning, which also reduces the risk of distraction. It is also important for students to show due respect for the learning being delivered.

Equipment at the ready:

students learning time is finite, and we make the most out of learning time, so we ask students to be prepared to respond.

Annotate and take notes:

taking notes and annotating with your purple pen, helps students process what they are being taught and supports learning. It helps them think about the content, and we learn what we think about.

Respond like a scholar:

students at Humberston Academy are asked to 'respond like a scholar'. Responding like a scholar supports students learning, helps them contextualise complex academic vocabulary and process what they have been taught using tier 2 and 3 terminology.

Never interrupt:

at Humberston Academy we are respectful to all members of the community and one way we do this is by making sure that we never interrupt other members whilst learning is taking place. We also know that learning time is precious, finite and cherished by our students. We respect everyone's right to learn.

Supporting Our Students whose Learning is Vulnerable

There are many factors that can make the learning of students vulnerable.

At Humberston Academy, teachers know their students well and think about how they can be supported in lessons.

A golden thread running through the learning routine is checking for student understanding. This is frequent formative assessment which allows us to teach responsively to students in front of us.

To check for understanding successfully we require students to prove their understanding of what we have taught them.

The Humberston Academy learning routine provides excellent support for students whose learning is vulnerable. It embeds the principles of instruction of daily review, presentation of new material in small steps, has regular opportunities, formative assessment to check student understanding, modelling, independent practice and weekly and monthly reviews.

Staff support students whose learning is vulnerable. These supports may include teachers and Teaching Assistants modelling, teachers thinking aloud, cue cards and check lists. The rubric allows for additional guided practice where some students may need additional time to rephrase, elaborate and summarise new material in order to develop their understanding.

The positive development of our young people is our first priority as they grow into young adults. We are committed to providing all of our students every opportunity to achieve the highest of standards, supported through individual needs.

Reading at Humberston Academy

Limited reading ability for some of our children means that they are unlikely to be able to access some of the texts that we might consider important cultural capital for all of our children. By reading these books aloud we allow all of our children in and engage them in worlds previously inaccessible to them. We shoulder the burden of the fluency and pronunciation and intonation and grammar, and we open the door.

The experience of being read to, a collective experience which students share with each other and with our teachers is a wonderful gift, and we aim to give this experience, every day, to every child at Humberston Academy.

To make sure all students leave Humberston Academy as fluent and experienced readers, we adopt the following:

DRET Reads: Dedicates time within the school day for teachers to read aloud to students.

Disciplinary reading: All students experience disciplinary reading in subjects where teachers think about the most appropriate form of reading at a subject level. This is likely to include the pre-teaching of key vocabulary, supported reading of dense material and choral response to support pronunciation.

NGRT-Tracking reading progress: The New Group Reading Test (NGRT) is a standardised assessment that reliably measures reading skills against the national average. This test allows us to see the progress your child has made in their reading and help us to offer early interventions to support or challenge learners. The NGRT is an online, adaptive assessment that requires no preparation. It takes approximately 30 minutes to complete and each test becomes personalised, based on how students respond to each question.

Reading interventions: Having identified students not yet reading at age appropriate levels we offer individual or small group reading and comprehension interventions, that accelerates the progress of the weakest readers through bespoke programmes such as 'Read Write Inc'.

Equality and Diversity

Diversity is an integral part of Humberston Academy's identity, and we are committed to fair and equal opportunities for all. The diversity of our pupil population and staff body is something we celebrate and view as a strength. We are committed to developing a school community that improves the experiences for all students and staff regardless of the race, gender, sexual orientation, disability, age or religion.

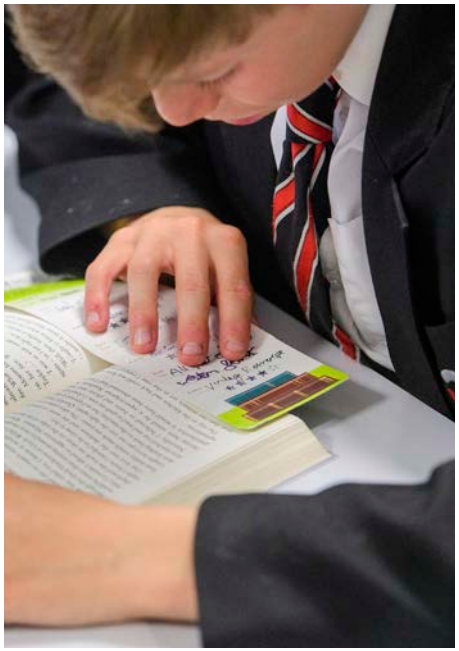
We take a zero-tolerance stance on bullying, and we keep records of bullying incidents which relate to equality issues such as instances of racism. This helps us to better understand the nature and scale of these issues within our school community, and to target our resources at addressing them effectively. By seeking pupil engagement and representation from a range of different perspectives, we encourage students to use their diversity as a source of strength.

Every Lesson Counts

We need parent and students to know about the importance of attendance. At Humberston Academy students who attended 94% of their lessons gained on average one grade higher in every GCSE than those who did not. Every lesson counts.

Our attendance rewards strategy at Humberston Academy has allowed us to be consistently in the top 25% nationally for several years. The aim is to encourage students to attend school regularly and consistently. Even those students who struggle to attend school can be rewarded for improving their attendance. A main priority of the rewards system is to give all students a sense of belonging though Tutor, Houses and Year groups.

Whilst we recognise the absence due to illness is inevitable, we strive for the highest attendance and expect all students to aim to achieve our target of 96% attendance.



Home Learning

Home Learning refers to tasks given to students by their teachers to be completed outside of usual lessons. Those students who regularly complete their home learning have a positive impact, on average adding five months progress to those that do not. We are aware that some students may not have a quiet space for home learning and at Humberston Academy we support by providing a home learning club for students after school. Our home learning strategy is linked to classroom work as this tends to be more effective. Our online platforms, shared via BromCom with students and parents, provide immediate feedback and the flexibility to complete that work in their own time over a one week cycle.

Safeguarding

In order to ensure that students are kept safe at all times, Humberston Academy has numerous staff trained to full Designated Safeguarding Lead (DSL) level, and all other staff receive both annual training and frequent safeguarding CPD. Humberston Academy also trains staff according to locally prevalent risk factors.

Students are encouraged to raise and disclose concerns with any member of the safeguarding or pastoral team, as well as using our anti-bullying reporting mechanisms.

All staff and students should note that the accurate completion of registers is of pivotal importance in Humberston Academy's safeguarding approach. Registers are monitored in real time by the Attendance Officer, who checks that students are exactly where they should be at all given times of the day. A secondary level of monitoring occurs via parents, who also monitor their children's attendance via the MCAS app, making it all the more imperative that registers are always taken accurately.

The safeguarding of children is the responsibility of all adults at the Academy.

Humberston Personal Development

Our Personal Development Curriculum provision aims to educate students to be responsible, respectful and active global citizens who are able to be positively and actively involved in public life as adults. We want our students to be aware of current affairs and be diligent in their appetite for challenge and value their Personal Development curriculum.

The Form Tutor will be responsible for a student's journey through our Personal Development curriculum. Students are provided with booklets depending on their year and provided time during tutor time, step up days and PSHE to complete the tasks. Our Heads of Year will also refer to elements of the curriculum during assemblies to support the process. We rely on our tutors to pro-actively lead and drive this provision through their strong relationships with their tutees.

Humberston Graduation

Starting secondary school can be both exciting and daunting for students. During the first two academic years' at Humberston Academy our enrichment and personal development curriculum allows all students to grow with confidence and resilience, whilst establishing the Humberston CHARM. This programme also has an objective on embedding our core focus of strong attendance, positive attitude to learning and accumulating reward points. All students will graduate but there is a tiered approach, including with Honours. There will also be nominations for key awards, which are celebrated with all stakeholders at our annual graduation event.

Humberston Challenge

Year 9 is an important time for all students, building on the foundations from Key Stage 3, linking to the GCSE curriculum through selecting their option subjects. Humberston Academy provides students' 50 diverse challenges to achieve before the end of Year 9, all of which were chosen by our student leadership team and focus on developing several attributes such as promoting wellbeing, becoming more independent and gaining valuable skills. Part of this key academic year, all students will have the opportunity to access the Duke of Edinburgh Award.

Humberston Gaining The Competitive Edge

From the foundations of our Key Stage 3 Personal Development Curriculum. At the beginning of Key Stage 4 (Year 10), students will begin to increase their focus on 'life beyond Humberston' and being prepared for a successful future. This includes preparation for their public examinations and employment. Year 10 & 11 students at Humberston Academy receive bespoke 1:1 impartial careers advice, raising their aspirations, participate in interview practice, CV writing, benefit from a personalised work experience placement as well as a future plan by completing their Lincs 2 application & exploring viable next steps including University and Apprenticeships. Throughout all 5 years' at Humberston Academy, all students have plentiful encounters with further & higher education establishments plus employers and employees from diverse industries.

Enrichment Opportunities

"The more you put in, the more you will get out"

Just attending school is not enough. There is an expectation for every student to take part in our wider enrichment and co-curricular opportunities and we believe there is something for everyone.

We have an extensive enrichment programme at Humberston Academy with opportunities before school, during lunch time and after school. It could be a new skill such as playing a musical instrument or taking part in our Environmental Team activities. We of course also have our traditional sporting and performing arts opportunities which take place throughout the academic year.

All clubs are shared on our school website, social media, line up, in tutor time and assemblies. Being part of a club is known to enhance a student in a variety of ways. From our analysis we know that accessing enrichment opportunities allows the following:

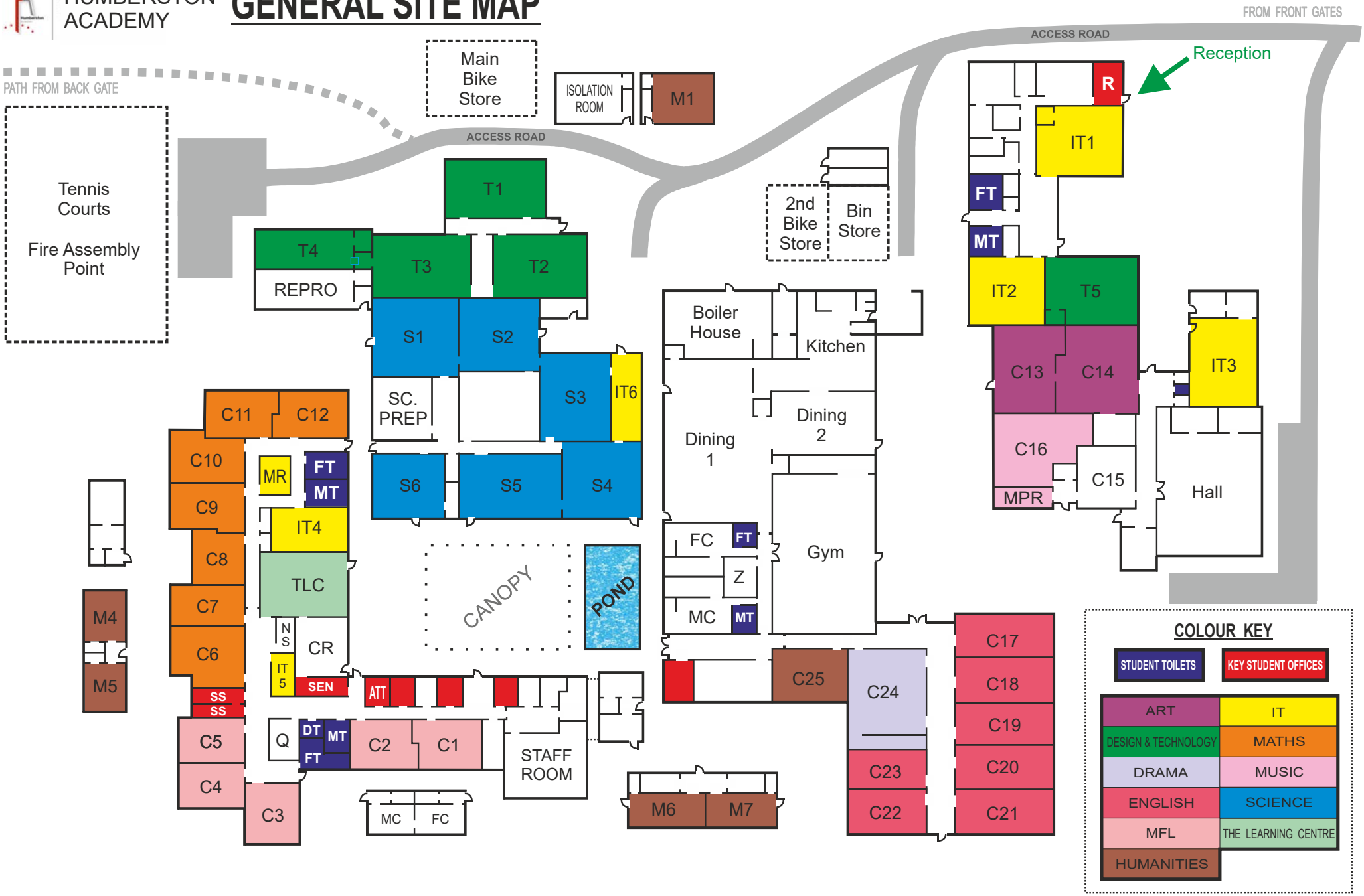
- Feel happier
- Feel safer
- Improved attendance
- Improved behaviour
- Opportunity for representation
- More chances to access competition
- Develop or learn new skills
- Build a wider circle of friends
- Improve relationships with members of staff
- Recognise success and a sense of accomplishment
- Developed Leadership and organisational skills
- Develop working as a team member

We often see a positive impact of a student who takes advantage of our enrichment provision. A student who accesses the opportunities beyond just lessons is often more successful academically, is a more confident young person who has a well-rounded character, prepared for life beyond Humberston… not to mention the experiences and memories they have made along the way.

We challenge every student "Play Your Part" and get involved!

HUMBERSTON ACADEMY

GENERAL SITE MAP



COLOUR KEY

STUDENT TOILETS

KEY STUDENT OFFICES

ART	IT
DESIGN & TECHNOLOGY	MATHS
DRAMA	MUSIC
ENGLISH	SCIENCE
MFL	THE LEARNING CENTRE
HUMANITIES	

THE HUMBERSTON WAY

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