



THE PRIORY ACADEMY  
**LSST**

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COURAGE AND COURTESY





The Priory Academy LSST is part of The Priory Federation of Academies Trust. The Trust's mission is "To improve the life chances of our students so they become true citizens of the world" through the core values of Wisdom, Curiosity, Generosity, Courage and Passion.



# WELCOME TO THE PRIORY ACADEMY LSST

Thank you for expressing an interest in The Priory Academy LSST. The choice of where to educate your child is one of the most important decisions you will take. We understand and appreciate the issues you face at this time and aim to play our part in supporting you through this process.

The Priory Academy LSST continues to flourish and build on its recent successes, and we have a great deal to offer in terms of our educational opportunities, facilities and support. In addition, our Sixth Form admits boarding students in The Robert de Cheney Boarding House.

Alongside our high aspirations and achievements relating to academic performance, parents, carers and students also appreciate and support the high expectations of behaviour and uniform that are established clearly and consistently. We are uncompromising, but we are fair, in our approach to these issues.

Our students and their families are attracted by the Academy's unique environment. It has been thoughtfully fostered for many years and has been complemented in recent times by the addition of a sports hall, planetarium and Sixth Form study centre. The Academy sits within a large campus area encompassing themed garden spaces, sculptures and activity areas, all of which create a calm, reflective and purposeful atmosphere for our students.

Our students are fully encouraged and supported throughout their time at The Priory Academy LSST by our exceptional subject specialists and a strong and dedicated pastoral team.

Our motto at The Priory Academy LSST is 'Courage and Courtesy'. This underpins all the qualities we wish our students to show during their time with us.

J Hopkinson, Headteacher





*‘Instilling an attitude of hard work and determination in pursuit of our goals’*



## ACADEMIC ACHIEVEMENT & PROGRESS

The Priory Academy LSST has a long established tradition of academic excellence. Our highly qualified and supportive staff ensure that students achieve their very best.

The Academy is one of the country’s top performing educational establishments, recording excellent examination results year on year. We have a national reputation for academic excellence and our aspirational emphasis helps students progress to the country’s top performing universities, including Oxbridge and the rest of the Russell Group. In turn, our students make a real difference and lasting contribution to society.

During a two-year Key Stage 3, our students complete national programmes of study. Their experiences are enhanced through the study of a ‘Priory Baccalaureate’ qualification, an award encompassing an Extended Project Qualification. During Key

Stage 4, students have the opportunity to sit a wide range of GCSEs, ensuring the study of subjects incorporated into the English Baccalaureate qualification and the opportunity to pursue arts-based courses. The expectation is that our students progress naturally into the Sixth Form where an extensive range of A Level and vocational courses are provided.

There is a genuine emphasis on academic study and this is understood and appreciated by our students. The outstanding learning environment helps to create the climate for learning that is so much a feature of The Priory Academy LSST.









# LEARNING

At The Priory Academy LSST, we aim to create and sustain an inclusive culture for our learning community, working consistently towards excellence in teaching and learning.

We have high expectations in both teaching and learning in order to give all students the opportunity to fulfil their potential. We embrace new educational ideas and thinking as a means of improving student learning.

Teaching staff reflect upon the concepts and strategies that form the Trust's *Maximising Learning* framework: link to prior learning; challenging learning activities; reflection on learning; and link to future learning. Using this, coupled with strong teaching, we seek to inspire the students and excite a curiosity for learning.

Our students' work is marked regularly. In order for all students to achieve highly, they should understand what they are to do in any piece of work that is to be assessed. In addition to a teacher marking a piece of work, there are other forms of assessment such as peer- and self-assessment. When work is marked by the teacher, formative comments will be given to include praise as well as ways in which the student could make further improvements. Some pieces of work may be assessed using a pathways level, a comparison against target comment or an examination grade.

Summary reports, sent home to parents and carers, are produced regularly and provide valuable information on the progress that students are making. We review the grades of all our students to ensure that they are on course to achieve their very best. If we feel that this is not happening for individual students, we provide additional support. Likewise, when students are doing well, we celebrate their achievements.



‘Developing an enthusiasm for learning and igniting imagination to become our best’





*‘We embrace new educational ideas and thinking as a means of improving student learning’*





‘Fostering a tolerant, helpful  
and polite approach to each  
other and the environment ’



## COMMUNITY AND HEALTH

Our students develop important leadership and interpersonal skills and display an overwhelmingly responsible attitude towards their peers, the local community and the wider environment.

We value the close links developed with the families of all our students. The Heads of Year play a vital role in these relationships and our students are well supported by their Form Tutors and our wider pastoral team.

After walking our own version of the Chartres Labyrinth, every student signs the Entrance Book, formally joining The Priory Academy LSST. After this ceremony, every student joins a ‘House’, a lifelong membership, which encourages participation in sporting, academic and cultural events. Through this, students are able to challenge themselves in a variety of ways to broaden their horizons and build determination, resilience and self-confidence.

There are many positions of responsibility to which students can aspire. They range from the honour of being

Head Boy or Head Girl in Year 13 to House and Form Representatives in Year 7. The Student Council is both active and productive. It informs Academy decision-making and its members are called upon to support the work of the Academy within the wider community. This sense of ownership serves to instil in our students a level of respect for their environment and the positive impact they can have both on their own lives and within the local community.

In recent years, our Sixth Form students have been trained to undertake both academic and peer mentoring roles within the Academy. These mentoring roles continue to help our students in Years 7 to 11 to develop resilience and prepare them for the challenges of life, while providing a rewarding challenge for our older students. There are also opportunities for students in Years 7 to 11 to take on

mentoring and other supportive roles with their peers to enhance further their ability to take modern life in their stride.

Our Academy is linked to a number of charities which feel well supported by the efforts of our students. This work adds to the increased sense of responsibility for communities across the world and the natural environment.

Every student is able, through The Priory Passport, to capture their successes each academic year. Whilst encouraging and providing opportunities for personal development, this record enables us to acknowledge and celebrate both triumphant accomplishments and the many conquered challenges, no matter how small.





# CREATIVITY

The personal development of every individual is important to us. We understand that within our talented student body we have individuals with different needs, different tastes and different aspirations. We have created an environment in which individuals flourish. Opportunities are endless.

From the day our students arrive in Year 7 until they leave us in Year 13, they are encouraged to participate fully in all that the Academy has to offer. There is a large number of extra-curricular activities to pursue across a wide range of subject areas. Some activities are competitive while others are offered to provide opportunities for our students to try something new in a safe and supportive environment.

Our extra-curricular programme is designed to provide a rich and diverse range of opportunities for all standards of ability. There are many sporting teams in which our students can participate and some for which they can be selected. Most teams compete in local competitions, with many achieving success and moving on to regional and national competition level.

Our Music, Art and Drama departments provide students with many creative opportunities to develop their own skills

as well as contribute to the cultural life of the Academy and the wider community. Art exhibitions, as well as orchestral, choral and theatrical productions, feature prominently throughout the year.

Participation in The Duke of Edinburgh's Award scheme and membership of the Combined Cadet Force provide outstanding opportunities for personal development, challenge and travel.

In addition to developing leadership skills, our students acquire a wide cultural perspective through the many opportunities they have to travel, whether locally, nationally or internationally. Last year, our students participated in many curricular and extra-curricular trips across the globe to Asia, Africa and South America as well as closer to home in Europe. The Federation's Centre des Etoiles in Normandy is a destination – a rite of passage – for our Year 7 students.

*‘Nurturing confidence and bravery to embrace new challenges’*







*‘Young people are inspired to achieve, and subsequently excel in their academic studies as well as other areas such as sport’*

Ofsted 2017





# ROBERT DE CHENEY SIXTH FORM BOARDING

The Robert de Cheney Boarding House is our Sixth Form boarding facility. It is designed to ensure a smooth transition from school to university and adult life. It is a place where young people gain their first taste of independence; but within a pastoral structure that is highly supportive of both students and their families.

We work to ensure that our boarders have the best of both worlds: they are educated at a successful Academy and they live in first-class accommodation.

Robert de Cheney House is positioned within the Academy grounds alongside the sports centre and Newton Centre. The house provides accommodation for up to 60 male and female Sixth Form students. All rooms are single en-suite study bedrooms with internet connection.

Accommodation is arranged on separate floors for male and female students, and there is a full-time resident member of staff with living quarters

on each of the three house levels. The house also has a common room on each floor as well as a kitchen, dining area, a further common room and laundry on the ground floor.

The Academy has a wide range of modern leisure facilities available to boarders including badminton courts, a 60m indoor running track, a climbing wall, fitness suite, dance studio, an outside 400m synthetic running track, a rifle range and a swimming pool.

During weekends, in addition to the on-site facilities, boarders are able to take part in a wide range of trips and activities, social events

and house competitions. They also have Lincoln on their doorstep for shopping and cinema and theatre trips.

Boarders are also encouraged to become involved in the local community and we have links with various sports clubs and volunteer projects.

We would be delighted to arrange a visit for anyone interested in a boarding place.



‘Our extra-curricular programme is designed to provide a rich and diverse range of opportunities’





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