



Inspiring  
Excellence  
Together



**Montgomery**  
Academy



# Montgomery Academy

It is with immense pride that I introduce myself as the Headteacher of Montgomery Academy.

My name is Stephen Careless and I am excited to be leading this superb school on its upward trajectory. We have a fantastic staff, a great student body and excellent facilities.

At Montgomery, we deliver a learning experience based on strong values and high expectations. Students should show **PRIDE** in their work, their uniform and their achievements. They must show **RESPECT** for themselves, fellow learners, the environment and the school community as a whole.

The workforce of the 21st century requires employees who are adaptable, multi-skilled and team players. Therefore, we work hard to build character and **RESILIENCE** in our learners. It is our duty to the community we serve to ensure that every child is given a myriad of learning experiences over their five years at Montgomery so they can discover new interests, individual strengths and an appetite for life-long learning. Developing talents outside the academic curriculum is equally important, whether it be acting, musicianship or sporting prowess. We offer a wide and balanced curriculum with a range of both academic and vocational courses to choose from.

If you decide to join the Montgomery Family, we will repay your trust by ensuring that your son or daughter is given the best environment to fulfil their academic potential and develop independence, confidence and a sense of their place in the world. I am sure you will have read the school's latest OFSTED report, published in May 2019 and available on our website. It highlights rapidly improving exam success, strong leadership and the hugely positive impact of the Fylde Coast Academy Trust.

We are currently living through unprecedented times and as I write we have just completed our first week back after re-opening the academy fully to our 1150 young people. There are a lot of differences in how we are working compared to our usual start to the year, yet these are to fulfil our primary aim, which is keep all members of our Montgomery Family safe. Throughout the pandemic we have gone above and beyond to support our students and their families. We were open throughout lockdown for vulnerable students and children of keyworkers and opened fully for Year 10 before the summer. We provided wraparound pastoral care for students and families who were most in need.

We are looking forward to welcoming parents back to Montgomery for our OpenEvening and other events throughout the year. Should you require any additional support, or have any questions, then please contact the school and we will direct you to the relevant member of staff. When making this very important decision of choosing a secondary school for your child I would suggest speaking to as many current parents as you can, as we believe our work is held in high regard because at Montgomery we continue to 'inspire excellence together' for our students, families, staff and community.

Stay safe, enjoy the rest of Year 6 and good luck with your decision. We, of course, hope to see you next year.

**STEPHEN CARELESS | HEADTEACHER**



The curriculum at Montgomery is broad and balanced and individually designed to suit the needs of all our students.

There are 5 one hour lessons per day.

**At Key Stage 3** (Years 7, 8 and 9), all students follow English, Mathematics, Science, French, Geography, History, RE, Technology, Expressive Arts, PE, ICT and PSCH. There are also additional Literacy lessons for those who require extra support in this important area.

**At Key Stage 4** (Years 10 & 11) students continue with their studies in English, English Literature, Mathematics, and begin to study Chemistry, Physics and Biology as discrete subjects. They will also follow courses in PE and PSCH together with 3 other subjects chosen from a wide range of BTEC and GCSE options.

Students are encouraged to select subjects for the English Baccalaureate (EBacc) where appropriate. There are also alternative Literacy and Numeracy courses for those students who require additional support.

## Our Reading-Rich Curriculum

In 2021/22 we are trialling a new initiative which will use a small team of therapy dogs to encourage and support children to read. The benefits of therapy dogs in the workplace are now well known as our furry friends work alongside us to improve our health and wellbeing.

Montgomery has been training a group of dogs who will be able to work with children who are reluctant readers, as well as be used as a reward for those who have read well. We currently have 3 dogs who are trained to work in the library: Bruce, a one year old Cavapoo, Bingley, a 2 year old French Bulldog and Dudley, a 4 year old pug. The dogs have their own personal rosettes to reward achievement and are trained to encourage children to do well.

Every day in form time, children will read with their tutor. Research tells us that 20 minutes of regular guided reading is a proven way of raising standards across the curriculum. We have chosen books that we also know will help to improve general knowledge and give children a better understanding of the wider world.

# Our rich curriculum



“Actions to **improve pupils' literacy**, especially reading, have a positive impact.”

OFSTED | 2018



# Our high standards

At Montgomery we believe that in order to motivate our students we should provide a stimulating learning environment with the highest quality teaching. Lessons are active, challenging and fun. Our students are happy and successful. We nurture the students' inner drive to do well and provide an ethos where it is "cool" to do well. We celebrate the students' successes with our strong rewards culture. Students can gain Ambition Points each and every day for attendance, classwork, homework, effort and attitude. They are encouraged to attend extra-curricular clubs and activities, complete charity work and wear their uniform with pride.

In recognition for these efforts, students can earn certificates and letters home, prizes and trophies. We also share these successes with families at our annual Celebration Evenings where you and other family members can join with us in bursting with pride! Teachers are keen to send postcards to families or to telephone home when students have done particularly well in class or with a piece of homework.

We recognise that well-motivated students who learn in a safe and well managed environment prosper and that their future successes depend on the next very important five years spent in our care.

“ Younger pupils said that they **feel safe and secure** around school. ”

OFSTED | 2019



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Together



“ **All growth depends on activity.** There is no development physically or intellectually without effort, and effort means work. ”

CALVIN COOLIDGE | US PRESIDENT

Extra Curricular opportunities and enrichment in drama include events such as: the School Musical and School Showcase Production, alongside Art clubs and Eukele Club where students are encouraged to 'Express themselves' and reveal their hidden talents.

Our extensive PE extra-curricular programme is open to all of our students to attend on a competitive and social basis. The programme runs throughout the academic year and for those who wish to play competitively, there are further opportunities to represent the school locally, regionally and nationally in various sporting activities. The sporting activities we offer after school are: athletics, badminton, basketball, dance, dodgeball, fitness, football, gymnastics, handball, netball, rounders, rugby union and softball.

## Life after lessons

The Montgomery PE Department have fantastic community club links, particularly with Blackpool FC, Fleetwood Town FC and Fylde Rugby Football Club, who offer their services, providing our students with an advanced level of knowledge and understanding for the given sporting activities. We also organise a number of sports visits, which are ran on an annual basis for educational and rewards purposes to celebrate our sporting successes beyond the classroom, which include outdoor and adventurous residential, revision days with external providers and sports tour excursions to a European destination.

D of E is also something we have offered previously and hope to resume as soon as we are able.

**Whatever your passion, we hope you will find an enrichment experience to suit you!**





# Design & Technology

“Senior leaders ensure that pupils have **access to a range of subjects** which match their needs.”

OFSTED | 2018

The Design and Technology curriculum at Montgomery Academy combines skills, knowledge, concepts and values to enable students to develop the strategies needed to solve real problems. It improves and develops skills in critical analysis, problem solving, and practical capability and evaluation.

Over the five years of study at Montgomery we aim to develop the love and enjoyment of all areas of Design and Technology through an exciting and challenging, very varied and inclusive curriculum.

Key topics covered in each Key Stage:

In Key Stage Three students study four areas of the design and technology curriculum:

1. ‘Timbers’ in a workshop environment using a wide range of tools machinery, equipment and CAD/CAM
2. ‘Papers and Boards’ studied in a dedicated graphics room which is equipped with a wide range of resources including desktops with the latest software including photoshop, a laser cutter and a sublimation machine
3. ‘Food Preparation and Nutrition’ taught in a dedicated food rooms which are exceptionally well equipped and all ingredients are provided in KS3
4. ‘Electronics’ which is also taught in a dedicated workshop which is equipped with the latest circuit designing software on desktop computers

In Key stage Four the Design and Technology department offer three options for students to choose from:  
Design and Technology – ‘Timbers’  
Design and Technology – ‘Papers and Boards’  
Food Preparation and Nutrition

Through these options students have the opportunity to access an exciting, interesting and forward-thinking curriculum which opens them up to a vast number of choices when they move on to their future careers. Intervention is also offered in years 10 and 11 for all GCSE students to develop their skills, knowledge and understanding further.



# Enter the World of English

Our ambitious and engaging English curriculum allows students to not only enter a reading and vocabulary-rich exploration of both fiction and non-fiction texts, but allows them to explore the power of language through oracy and drama, enabling them to write with creativity, accuracy and with an analytical ‘eye’.

In Key Stage 3, we enter the ‘Story of English’ in Year 7 looking at the origins of our language and how it has developed and evolved over time. We also enjoy the darker world of the gothic texts and consider the role of women in Shakespeare and this, with a sprinkling of dystopian texts, poetry and Aristotelian rhetoric provides a reading-rich experience for our students.

Year 8 and 9 takes our journey further, where we learn about the ‘Power of English’ and the ‘World of English’. Orwell’s ‘Animal Farm’ and Shakespeare’s ‘Macbeth’ are but two of the texts to be studied, along with further non-fiction study and writing skills before moving from British heritage to American literature in Year 9.

As our students enter Key Stage 4, they continue to study many well-loved classics, as well as emerging literature to support them in their journey of critical thinking. This includes Dickens’ ‘A Christmas Carol’, Priestley’s ‘An Inspector Calls’, Shakespeare’s ‘Romeo and Juliet’ and 15 Power and Conflict poems. The messages of these texts transcend time & therefore provide our students with relevant and moral messages. Our students will also study a myriad of fiction & non-fiction texts to solidify their knowledge & skills which we foster in Key Stage 3: authorial craft, the writer’s intent & technical accuracy.

“Year 7 pupils said they are **‘happy’ at school.**”

OFSTED | 2018

# Geography

explains the past, illuminates the present and prepares us for the future.

What could be more important than that?!

All places and spaces have a history behind them, shaped by humans, Earth, and climate. Studying geography gives a meaning and awareness to places and spaces. It is the study of real places at different scales. We investigate how people are influenced by and affect their environment. Geography explores the relationship between Earth and its people!

Our Geography curriculum aims to create a sense of awe and wonder among our students about the world around them. They develop as individuals to question the world around them and ask the important questions. We aim to create critical consumers and global citizens that move on to live sustainable lives, well after leaving Montgomery!

We aim to provide an ambitious curriculum that boasts both breadth of study and depth of investigation, promoting cultural capital for all. Our curriculum supports achievement for every student, regardless of ability as they are able to access the curriculum through structured support and scaffolded learning. Students learn how to research, present, debate and discuss sensitive topic areas with their peers, building social, emotional and empathetic skills that will benefit them moving forward.

In Year 7 we begin by understanding what affects the climate of a place and why parts of the UK have a different climate. This moves on to understanding where we get our energy from and discussing the advantages and disadvantages of renewable energy. We finish by learning why some countries are more developed than others using the continent of Africa as an example.

In Year 8 we then move to understand the physical and human characteristics of China and some of the social and environmental issues that are happening there. We then move to understand globalisation at a range of scales and understand the global supply chain. This leads to the biggest globalisation industry of world tourism, learning about how humans impact on various environments.

Year 9 is our global issues scheme. It looks at coastal erosion locally in Blackpool, and leads us to India to investigate the plastic problem. We then move to Russia and the Middle East to look at conflicts caused by resources and finish with a look at global tectonic hazards.

Year 10 and 11 study the AQA GCSE course looking at physical topics such as natural hazards, global ecosystems, rivers and coasts along with human topics of urban challenges, economic development and resource management.

# Humanities



At Montgomery we are **Historians!!**

Our ambitious, engaging and thought-provoking history curriculum allows students to construct complex arguments and investigations into past events, people and civilisations, which in turn helps students realise their place in the world and how the past influences the very choices we make today and indeed in the future.

In year 7, we begin our journey with 'Heroes and Villains' and unearth the stories of the famous and infamous people that history has produced.

Year 8 and 9 takes our journey further, we learn about the major conflicts that British society has faced, both on the war-front and on a social and political front. We study the 'British Empire' and journey through both World Wars looking at their significance even to this day. We then study aspects of American history, looking at the early stages of the 'American West' and the gunslinging cowboys we hear of in Hollywood films. We investigate and analyse the work of Martin Luther King during the 'Civil Rights' movement.

At key stage 4 we study AQA History. We begin with a focus on World War 1, examining the main causes, key battles and the ultimate end of the war and the prelude to World War 2. We then study Germany, focusing on its establishment in 1871 through to the rise of Hitler and the persecution of the Jews.

Following the chaos of the wars and Hitler we then move onto studying Health and the People in which we cover of 1000 years of medical development, beliefs and changes in surgery as well as the constant battle between science and religion. We end our GCSE studies with Elizabeth I and the rollercoaster that was her reign!!

# Options Child Development

## The Cambridge National Certificate in Child Development

This is a popular and exciting course for older students. We cover topics such as; what is like to be a parent, how our bodies work to make a baby and how to have a healthy pregnancy and labour. Students at Montgomery will also investigate the importance of creating the best conditions for a child to grow up in. Including, creating a child-friendly and safe home environment, personal safety and how to recognise and deal with childhood illnesses.

In most cases students learn through completing a range of different independent activities. However, there are opportunities for group and paired work with much of the assessed work completed on the computer.

**“ The substantially stronger school leadership team is vigorously addressing, and in some cases have addressed, all areas for improvement described in the last inspection report.”**

OFSTED | 2019

## RE

At Montgomery Academy we believe that it is important for our students to learn from and about religion so they can understand the world around them. Through Religious Education in year 7 students develop their comparative knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. In year 8 we delve deeper into the major religions to understand their major underpinning belief systems and features. As they move into year 9, we move into more philosophical topics, looking at the battle between science and religion and the major questions of life, pain and suffering. As part of these topics, students are expected to apply their knowledge from previous years to real-world situations. We encourage our students to ask questions about the world and to reflect on their own beliefs, values and experiences.

# Humanities

## Options Travel & Tourism

### BTEC First Award - Travel & tourism

Another popular option choice in years 10 and 11. Students explore some of the key areas within the travel and tourism sector, including accommodation, tourism development and promotion, transport and visitor attractions. Students investigate the importance of the travel and tourism sector to the UK, and investigate different types of customer and UK destinations. They also have the opportunity to study international travel and tourism. It will support students' development of transferable interpersonal skills, including working with others, problem solving, independent study and personal, learning and thinking skills.

## PSHE

There are many elements that are taught under the PSHE umbrella through form-time and dedicated PSHE lessons at Montgomery Academy. PSHE includes topics such as: Relationships; Sex; Health Education (RSHE); Careers and Employability skills; Social, Moral, Spiritual and Cultural (SMSC) values and Modern British Values to name a few. Within all topics of the programme, the SMART qualities of Montgomery students remains prevalent throughout. We encourage our students to be Safe, Mature, Ambitious, Respectful and Thoughtful young people, not only in school with their peers and school staff but also in our wider community.

PSHE is delivered through dedicated lessons, where students are educated about issues of concern for young people today. The lessons have a half termly foci, covering Health and Wellbeing, Staying Safe including Online and Offline Threats, Right and Responsibilities, Celebrating Diversity and Equality in our community, Relationships and Sex Education as well as exploring students lives beyond school. We approach PSHE and the topics taught and discussed within them, as a spiral curriculum where we revisit themes with increasing challenge throughout the years to deepen students thinking.

At Montgomery Academy, we have developed our PSHE curriculum to make sure that we meet the DFE RSE requirements and that the curriculum is suited to the needs of the young people in our community. We believe that our high-quality Relationships and Sex Education will help our students understand the importance of stable and loving relationships, respect, love and self care. The objective of RSE is to help and support young people through their physical, emotional and moral development while delivering age-appropriate content. Our successful programme, firmly embedded in PSHE, helps our young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. We believe in empowering our students to understand their bodies and to reflect on their relationship values. Students are given accurate information and are helped to develop skills to enable them to embrace difference in relationships, and for the purpose of preventing and removing prejudice. We believe that this approach will give them a better understanding of healthy and meaningful relationships.

Throughout all PSHE delivery, the safeguarding of our students remains paramount. Students are educated about staying safe, whilst also being signposted to relevant specialist agencies that are specifically designated for young people. This information is regularly conveyed to our students through form-time, PSHE lessons, posters around school and assemblies. Safeguarding is not only central to our PSHE programme, but is an integral dimension of our work at Montgomery. We encourage our students to speak up either for themselves or on behalf of others to ask for support and guidance when needed.

“ It is evident that, since the last inspection, some features of the school have **improved both significantly and quickly**.”

OFSTED | 2019

At Montgomery, we believe everyone can learn maths given the right amount of time, support and effort.

In Year 7 we will continue to build on number and shape skills from primary school and help students to reason and problem solve in areas such as addition, subtraction, multiplication and division. There are plenty of new mathematical skills which students will learn straight away at Montgomery as we begin to look closely at an introduction to algebra and let them in on the secrets of probability. We develop students' fluency, reasoning and problem-solving skills throughout their time at Montgomery so that they can apply skills to familiar and unfamiliar problems and make links across topics.

We are a 'Timestable Rockstars' school so there is plenty of chance to keep practising timestables in a fun way, with weekly competitions and prizes.

Students will be introduced to a new online home learning platform called Hegarty Maths, which has a video and quiz for every skill in maths.

Classrooms contain lots of equipment to support students' learning and the teachers and assistants are really friendly and helpful.

At Montgomery, we believe "maths opens doors": we will begin to explore how maths opens doors to a brighter future with the next steps of education, making more sense of the world around us and the exciting and important careers it leads to.



## "Maths Opens Doors"

For more information and a video of our Year 8 students, please visit

[www.montgomerymaths.co.uk/http://www.montgomerymaths.co.uk/maths-opens-doors/](http://www.montgomerymaths.co.uk/http://www.montgomerymaths.co.uk/maths-opens-doors/)

"The progress that pupils now make in mathematics is improving, especially for the younger pupils."

OFSTED | 2019

## MFL

### 'Bonjour la classe'

Our ambitious MFL Curriculum aims to provide students with the knowledge, understanding and skills that enable them to progress onto the next stage of their education and enhance their employability skills. We strive to develop learners who have high aspirations, resilience and independence and students who take every opportunity to develop and grow as global citizens.

We believe that learning languages encourages students to appreciate and celebrate difference and is a "liberation from insularity". Our MFL curriculum provides the foundation and love of learning French and further languages through the development of the main pillars of language learning: phonics, vocabulary and grammar.

Our lessons also provide cultural opportunities including reading literary text, watching French films, listening to French music and learning about the French culture.

In Year 7 students studies commence with a range of age appropriate topics building on KS2 prior learning or vocabulary and phonics. Learning French at Montgomery is themed around real life topics and themes, which builds on prior learning and gradually introduces increasingly complex levels of vocabulary and structures to stretch and challenge students. We endeavour to also provide opportunities outside the curriculum to develop students' cultural capital by providing opportunities to work with FLAs (Foreign Language Assistants), trips to France, and other links with further educational providers to inspire and motivate our students.

"Students' value differences and respect views different from their own."

OFSTED | 2018



“Pupils said that the improved consistency in approach is **helping to improve their learning.**”

OFSTED | 2019

All students study science at Montgomery and when students join us, they begin an exciting and ambitious 5-year learning journey. From Year 7 onwards, we aim to embed and sequentially strengthen scientific skills, vocabulary and understanding so that students can describe and explain what they observe experimentally and then apply their knowledge to unfamiliar but linked real life scenarios. The units studied early in Year 7 (cells, particles, energy & separation techniques) are fundamental to the learning that takes place in later years. They form the basic knowledge foundation that underpins a learning journey through to Year 11 and beyond. Working scientifically is also key to each unit and our learners are encouraged to explore science through an investigative approach with engaging practical activities.

All students will complete a bespoke KS3 scheme of learning that covers the National Curriculum before moving onto the KS4 program of study. We believe this is important for inclusion and long-term student progress. Currently, our Year 11 cohort is split into AQA separate science and combined science cohorts, but from 2021-2022, all students will have the opportunity to study the separate science pathway at KS4 to enhance breadth and depth of the science curriculum.

Alongside the science curriculum at Montgomery, lies a plethora of extracurricular activities. As well as popular Year 7 and 8 science clubs, we also run a space club, an award-winning STEAM club and a science creative arts club. We also organise a yearly science visit to Paris. This important science enrichment serves to motivate, inspire and enthuse our students. It supplements our academic curriculum and allows students to appreciate that science can change lives for the better in terms of the environment, medicine, technology, business and commerce. Making science more accessible and linking it to careers in the real world is how we believe we will develop and encourage the scientists of the future.

# Science

## ‘Express Yourself!’ Expressive Arts

Our rich and varied curriculum takes our students on a creative journey through the disciplines of art, music, drama and performing arts at key stage 3. These courses are continued into key stage 4, with the addition of media studies to complete the picture. Our subjects provide a grounding in practical and creative application and although they are a family of subjects, they each have clear, individual intent:

Within the art department we believe the study of art is a vital and integral part of education. It provides opportunities to express creativity whilst making links with exciting artists, different social groups, cultures and global issues. It enables our students to develop a sense of wonder and curiosity of the ever-changing world around them.

We start by exploring the key visual elements, building skills through experimentation with lots of media and processes such as ceramics and printing-making. Project themes include topics such as Natural Forms, Household Objects and Food.

In drama we aim to educate our students as young actors through the development of vocal and physical skills as well as knowledge and practical mastery. Students explore a wide range of theatrical styles, forms and live performances. These experiences improve independent learning and develop resilience, memory and creativity. Key topics include: vocal and physical skills, rehearsal techniques and Live Theatre; as well as Greek and Shakespearean theatre.

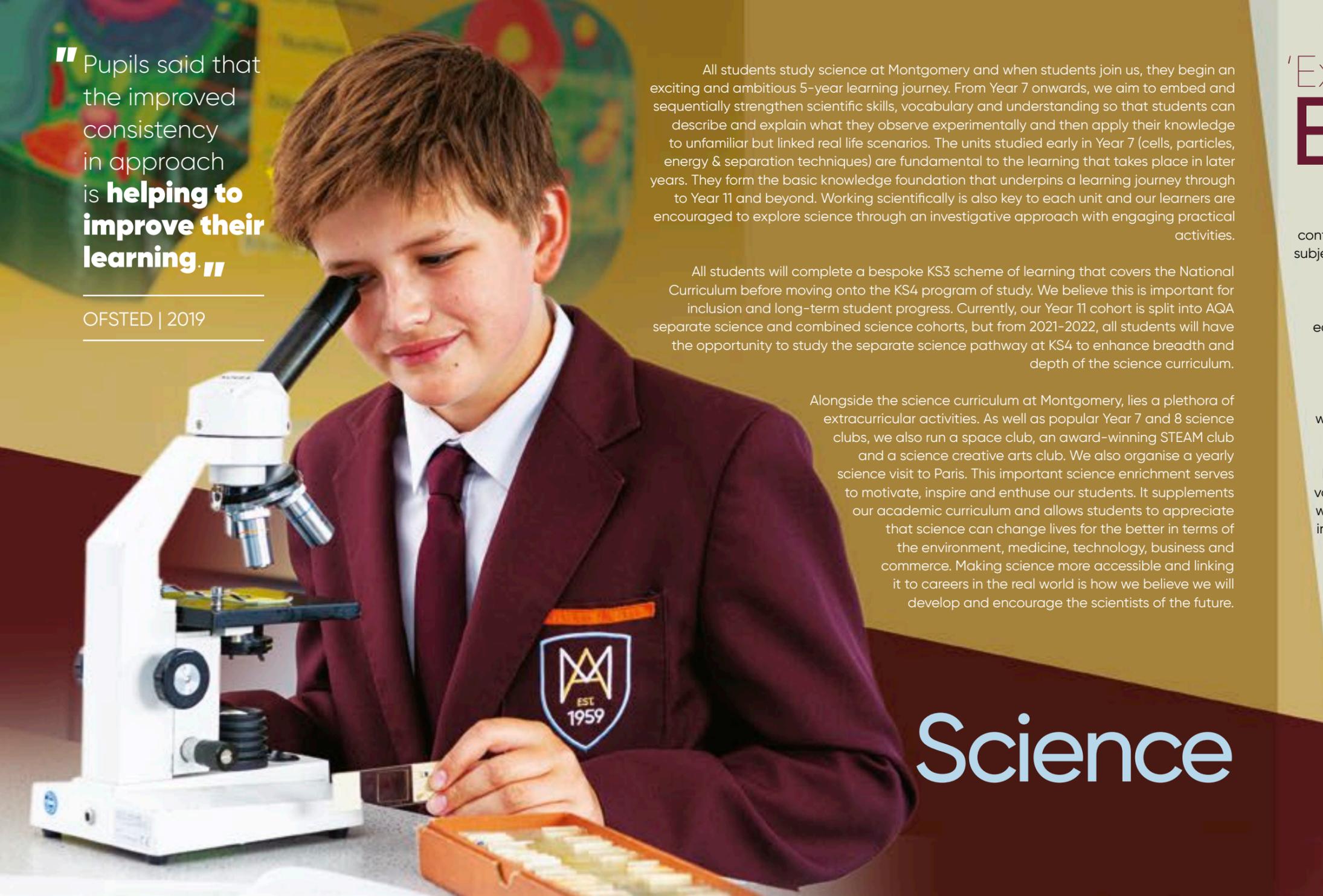
In music we offer a broad curriculum covering a wide range of musical styles, plenty of practical work and opportunities for students to perform, both in lessons and in extra-curricular sessions. Key topics include: elements of music - treble, bass pitch and duration. The instruments in the orchestra and musical periods in time, film music, folk, minimalism and song writing.

In performing arts we explore all the elements that make up the Industry. Students engage in experiences such as rhythm and dance, improvisation, body percussion, light and sound and set design.

In GCSE media studies we aim to develop a detailed and objective understanding of the Media Industry as a whole and to use the skills learnt to critically analyse and create media products. At KS3, media texts such as newspapers, magazines and leaflets are taught through the English curriculum, providing a sound basis for students embarking on the media course at KS4.

“**Genius** is 1% talent and 99% hard work.”

ALBERT EINSTEIN





Our intent is to promote computational thinking and digital creativity. We want our students to develop the foundations to enable them to be discerning, life-long learners in a fast-moving landscape. We want the students to assess the effects of this sometimes-disruptive influence and make changes based on a solid knowledge of the technology sector. Students have opportunities throughout KS3 to produce robust and considered solutions to problems posed in class. Alongside this, it is important students develop an understanding of how the hardware within a computer functions, removing the 'black box' nature of technology. The KS3 curriculum is designed to ensure students studying GCSE Computer Science have a grounding in the fundamental concepts covered at KS4. Students start with the 'big picture', studying Hardware and Algorithms, giving them the skills to access later topics such as Binary and Hexadecimal where students study the mathematical makeup of machines.

# Computing

The vision for the department is to provide a balanced and informed curriculum across all key stages in the school. The aim is for the students to be active and engaged users. We also look to offer further opportunities for all year groups through our weekly programming club.

A high-quality computing education equips students to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. Information Technology ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace as active, aware and informed participants in the digital world. We also aim for the students to leave their education here with the skill set to keep their knowledge up to date in the ever-changing digital technology landscape. At the end of Year 9, students have the opportunity to opt for:

- Computer science
- BTEC Enterprise
- Photography

“ With ordinary talent and extraordinary perseverance, **all things are attainable.** ”

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THOMAS FOXWELL BURTON

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Our PE curriculum is to provide students with high quality PE and sport provision, not only as a participant but in leadership roles such as a coach, official or choreographer. It is our vision for every child to succeed and achieve their potential as well as to lead physically active lifestyles beyond their years at secondary school.

We strive to inspire our students through fun and engaging PE lessons that are enjoyable, challenging and accessible to all, promoting an ambitious curriculum. We want our young people at Montgomery Academy to appreciate the benefits of a healthy and active lifestyle.

Through our teaching of PE, we will instil our core values and transferable life skills such as resilience and mutual respect as well as providing them with opportunities to take part in competitive sport through our extensive extra-curricular programme.

In years 7, 8 and 9 students have two PE lessons a week, where they will study a range of sporting activities in 8 lesson cycles.

In years 10 and 11, students have one PE lesson per week, in which they will develop and build on previous skills and tactics learnt at key stage 3, continuing their PE learning journey, studying a broad range of sporting activities alongside the National Curriculum foci.

Furthermore, students have the choice of taking PE as an option at key stage 4. The PE pathways available are GCSE PE or Sports Studies. We have a high intake of students opting for both subjects and uphold fantastic results in both areas, of which we are extremely proud.

# Physical Education

at Montgomery

“ **All growth depends on activity.** There is no development physically or intellectually without effort, and effort means work. ”

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CALVIN COOLIDGE | US PRESIDENT

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# Respect Yourself

Respecting yourself means being able to accept the things that you cannot change about yourself, while working hard to address the things that you need to improve. At Montgomery we will help you take steps to try new things and to **open your mind** to new possibilities.

Clearly, it is just as important that you respect others. If you want to **respect yourself** then you have to start with respecting the people around you. You should treat people like you want to be treated. Be honest with people, do not harm, or insult them, listen to what they say and consider their opinion. Forgive them if on occasions they make mistakes.

If you want to respect yourself, then you have to learn to forgive the people who have wronged you and learn to move forward.

The teenage years are full of powerful emotions and we will be there for you every step of the way. We will help you deal with difficult situations when you are calmer. At Montgomery we believe in dealing with life's situations with a calm mind rather than when emotions are running high. We will help you feel more in control and better about the way you handle difficult situations.

We are here to help you grow into a confident, articulate, self-assured young person capable of making the right decisions and taking control of your own destiny.

## Now doesn't that sound exciting?!

## A message to Year 6...

At Montgomery we will support you through the challenges of the teenage years and help you develop a strong sense of self-respect which in turn will help you fulfil your potential, develop healthy relationships, and make everyone around you see you as a person who is worthy of **respect**.

We will work tirelessly to help you build **self-confidence** so you understand yourself and appreciate how unique you really are. We understand that you will make occasional mistakes so you must be ready to forgive yourself, admit what you did was wrong, apologise to others if necessary, and work on moving forward.

We will work hard to help you accept yourself and be comfortable in your own skin. We wish for you to maintain a positive attitude and adhere to our **SMART** mantra, even when things aren't always going your way. We place great importance on building resilience; we all need to learn how to handle criticism. At Montgomery, helpful and constructive feedback is used for your self-improvement. We will support you to be **honest** with yourself and to think for yourself by developing your own sources of knowledge and discovery.

Healthy bodies and healthy minds matter at Montgomery. We will help you take care of your body. When you make an effort to keep your body in good working order, you'll not only feel better physically, but you'll also feel a sense of **pride**. We want you to make an effort to get fit and stay healthy.

"Much stronger leadership of the provision to support pupils with SEND has resulted in these pupils now **making improved progress**."

OFSTED | 2019



# Montgomery Academy

Inspiring  
Excellence  
Together

“ Leaders have identified a structure to learning that **suits the pupils of Montgomery Academy.** ”

OFSTED | 2019



# Montgomery Academy

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