








YEAR 7 NEW INTAKE EVENING

MONDAY 23rd JUNE 2025



SLT TEAM



Mr Fair - Academy Principal	
Mrs Power - Deputy Principal	
Miss Upton - Deputy Principal	
Mr Leyland - Assistant Principal Designated Safeguarding Lead	
Mrs Koval - Assistant Principal	
Mrs Isles – Assistant Principal	
Miss Allen— Operations Manager	

PASTORAL TEAM

Mr Shabaz Head of Year 7 Progress	
Mrs Slater Pastoral Manager, Year 7	
Mrs Wrigley Attendance Officer	
Miss Fitton Attendance Officer	
Mrs Atkinson SENCO	



Good to Outstanding

Unsworth Academy
4 Year Development Plan



Key Performance Indicators 2021 to 2025

National Averages, where available, in purple.

	2021-2022	2022-2023	2023-2024	2024-2025
Progress 8 (P8)	+0.17 (0.00)	+0.03 (0.00)	+0.21 (0.00)	
Attainment 8 (A8)	50.01 (48.77)	47.30 (46.28)	46.53 (46.15)	
% E+M 4+	75 (69)	69 (65)	66 (65)	
% E+M 5+	53 (50)	42(45)	39 (45)	
PP P8	-0.13 (-0.55)	-0.37 (-0.57)	-0.09 (-0.43)	
PP A8	42.18 (40.58)	41.3 (38.30)	36.64 (37.44)	
SEND Cohort P8	-0.27	-0.29	-0.17	
Students on Roll	920	965	970	1000
Overall Attendance %	91.0 (91.0)	91.7 (91.0)	92.5 (90.8)	
PP Attendance %	86.7 (86.8)	88.1 (86.0)	88.3 (86.2)	
Punctuality %	96.6	97.4	98.0	
% PEX	0.55 (0.16)	0.11 (0.22)	0.20	
% Suspensions	5.27 (13.96)	4.65 (18.90)	7.9	
Destinations % EET	96 (93)	99	95	

Inspection of a school judged good for overall effectiveness before September 2024: Unsworth Academy

Parr Lane, Bury, Lancashire BL9 8LP

Inspection dates:

23 and 24 April 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Alex Fair. This school is part of the Shaw Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer (CEO), Kerry Inscker, and overseen by a board of trustees, chaired by Andrew Meehan.

What is it like to attend this school?

Pupils benefit significantly from the harmonious, aspirational and high-achieving environment that exists at Unsworth Academy. They treat each other with the same warmth and kindness that they receive from staff, who care for them exceptionally well. Pupils thrive here.

Pupils rise to the extremely high expectations that the school has for their achievement. Those pupils with special educational needs and/or disabilities (SEND) receive the guidance that they need to succeed. Pupils, including those who are disadvantaged, achieve extremely well.

The school prioritises the development of pupils' character and it prepares pupils well for life in modern Britain. Pupils access an extensive range of opportunities that help them to become confident and independent young people. As school councillors, pupils develop green and white papers to bring about positive change, such as improvements to the school's uniform and curriculum offer.

Activities such as sports, retro-gaming, cooking, learning Japanese and taking part in school performances help pupils to develop their talents and interests. The school ensures that all pupils benefit from additional opportunities that enrich their understanding of the curriculum. These include science and technology themed events, trips to museums and to European cities to learn about different languages and cultures.

What does the school do well and what does it need to do better?

Trustees have a precise understanding of the performance of the school. They provide strong support and challenge to the school to ensure that it makes decisions in the best interests of pupils. Collectively, trustees and the school have created an aspirational culture where everyone is valued. They have taken the necessary steps to ensure that current pupils achieve very well.

Pupils are energised by the ambitious curriculum that the school has designed. Staff receive training that enables them to deliver the curriculum with expertise. They design activities that are well matched to pupils' needs. This helps pupils to build a deep body of knowledge about the subjects that they study. As a result, pupils are well prepared for each stage of their education. The school has increased the number of pupils that follow the English Baccalaureate suite of subjects. Pupils move on to meaningful destinations that include further education, apprenticeships or employment with training.

Staff use their very strong subject knowledge to make regular checks on what pupils know and remember. They address any misunderstandings that pupils may have about their learning promptly. Pupils make strong links to their previous learning. Staff ensure that pupils are well prepared to tackle the increasing challenges of the school's ambitious curriculum.

The school identifies the additional needs of pupils with SEND with precision. Staff value the time, training and support that they receive from the school. They use this to adapt activities and ensure that these pupils achieve the best possible outcomes. This supports their workload.

The school is committed to developing pupils' communication skills. The school identifies the reading needs of pupils accurately. It provides pupils with the support that they need to become confident and fluent readers. For some pupils, this includes helping them to catch up quickly with any gaps that they have in their phonics knowledge. Pupils make appropriate use of technical vocabulary in their written work and when they talk about their learning.

The books that pupils read make a powerful contribution to their wider understanding of the world. For instance, they learn about developments in artificial intelligence and the importance of positive friendships, loyalty, compassion and courage.

The school ensures that pupils are highly motivated by their learning. Pupils routinely demonstrate positive attitudes in lessons. Pupils attend well.

The school's provision for pupils' personal development shows its commitment to developing well-rounded, resilient young people who are ready to make the most of life in modern Britain. Pupils learn how to stay safe, including online. They know the importance of treating others with respect and value the differences that may exist between people.

Pupils benefit from a comprehensive programme of careers education that prepares them well for adulthood.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in November 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and

Exemplary Unsworth 2028????!!



VISION, CULTURE AND VALUES

“To drive the academic and character development of learners, so that they may shape wider society and the communities they inhabit”

“Character shapes society.” abbr



Individual Ownership

accountability, self-discipline and a bespoke approach to realise personal potential.

Holistic Development

academic and character progression are of equal importance.

Community Strength

a school community within a wider community that grows through collective collaboration.



Be excellent

All members of our school community aspire to excellence in all that they do.

Be organised

All members of our school community believe that a foundation of personal organisation is key.

Be resilient

All members of our school community strive to be resilient when faced with adversity.

Be kind

All members of our school community show empathy and concern for others.

Be inclusive

All members of our school community value diversity and actively embrace difference.








Be moral

All members of our school community consider the principles of right and wrong behaviour.



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UNSWORTH EXPECTATIONS:

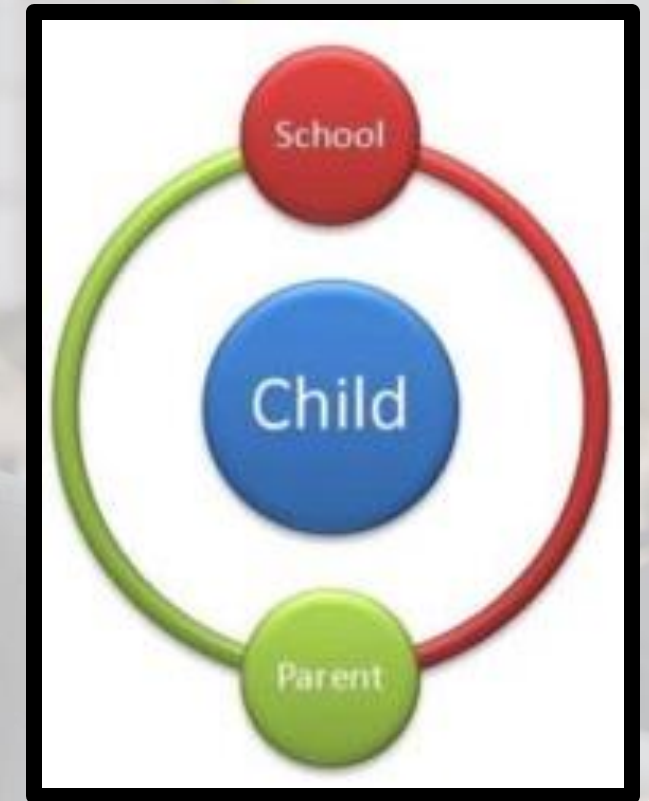
- The Home School Agreement
- Uniform and Equipment
- Behaviour
- Mobile Phones

OUR REWARDS:

- Be Points – based on the values of Excellence, Moral, Kind, Resilient, Organised, Inclusive.
- Most Valuable Person (MVP) every lesson
- Celebrations assemblies at the end of each half term
- Golden Ticket draw termly and many more!

OUR HOME SCHOOL AGREEMENT:

- The bedrock of support for your child.
- Partnership for successful learning and progress – learners, parents/carers and school.
- Respect for all staff, all learners, the school environment and the community around school.
- Parents/carers – we MUST be able to contact you! Please keep contact details up to date – and we must have at least THREE emergency names and contact numbers.
- Please read and sign the Home School Agreement in your child's planner, which they will receive in September.



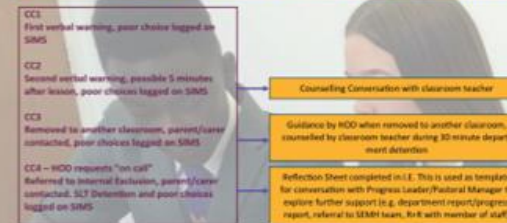
LEARNER ABSOLUTES

- Follow requests from staff first time, every time and positively
- Move calmly around the building in full uniform with your blazer on
- Walk on the left, showing courtesy towards others
- Never chew gum in school and only eat in the designated areas
- In form time and all lessons, arrive on time and have your planner and equipment out on the desk
- Only speak with your teacher's permission. At the bell, stand behind your chair until dismissed
- Only use appropriate, respectful language. Speak clearly and in full sentences
- Respect our environment, never drop or leave litter

Form Notices

Choices and consequences

If I choose not to follow the Unsworth Way, I am given a **Choice and Consequence (CC)**.
If I continue to make poor behaviour choices which inhibit progress, this escalates as below



Detentions

Classroom Teacher (CC1)	5 Minutes break/lunch/PM
Department Detention (CC2)	30 Minutes/PM - department to organise
SLT Detention	60 minutes Friday PM
Immediate Break Detention	15 minutes
School Detention Pastoral Manager	30 minutes Tues/Weeds/Thurs

Attendance

2 or more lateness in a week	Phone call home
Persistent lateness to lessons	Phone call home
Not following U/W out of lessons	Isolation during break and lunchtimes

Personal development curriculum

Attendance information



Attendance and lost learning time

%	Days	Weeks	Lessons
95%	9	2	45
90%	19	4	95
85%	29	6	145
80%	38	8	190
75%	48	10	240

LEARNER ABSOLUTES

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Choices and consequences

If I choose not to follow the Unsworth Way, I am given a Choice and Consequence (CC).

If I continue to make poor behaviour choices which inhibit progress, this escalates as below

CC1
First verbal warning, poor choice logged on SIMS

CC2
Second verbal warning, possible 5 minutes after lesson, poor choices logged on SIMS

CC3
Removed to another classroom, parent/carer contacted, poor choices logged on SIMS

CC4 – HOD requests "on call"
Referred to Internal Exclusion, parent/carer contacted. SLT Detention and poor choices logged on SIMS

Counselling Conversation with classroom teacher

Guidance by HOD when removed to another classroom, counselled by classroom teacher during 30 minute department detention

Reflection Sheet completed in I.E. This is used as template for conversation with Progress Leader/Pastoral Manager to explore further support (e.g. department report/progress report, referral to SEMH team, R+R with member of staff)

Detentions

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WEAR YOUR UNIFORM WITH PRIDE

- ALL shirts will be tucked in
- A school coat – one that can be worn over the school blazer (unbranded – no expensive designer coats please)
- No hoodies – either in school or on the way to and from school
- Skirts MUST be KNEE LENGTH
- Tights or knee length socks - No over knee socks
- Top button fastened on shirt and ensure tie has logo under the knot
- No make-up. No nail polish. No jewellery. No earrings or piercings
- Proper school shoes to be worn at all times. No trainers. No “hybrid” shoes (trainer style sole)
- No jewellery or piercings allowed.



UNIFORM SUPPLIERS

- **Pretty Things** – Radcliffe Town Centre-0161 723 0991 and Bury Market – 0161 761 1365
- **Monkhouses** – The Rock Bury –0161 764 4320

CORRECT SHOES PLEASE!

- Please take note of what we do and don't allow
- **NO** trainer style shoes
- Leather or faux leather upper
- **NO** hybrid shoes (with trainer soles)

ANGRY ANGELS



Brogue Snr



Imagine



Matilda



Impulsive

CLARKS



Scala Lace



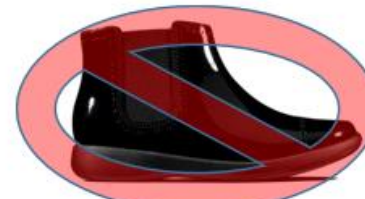
Sami Walk Y



Mendip Stitch



Asher Verve



Etch Form

GEOX



Casey MJ



Casey T-Bar



Kalispera



Casey Lace

LELLI KELLY



Irene



Dasia



Frankie T

RHINO



Academy



Tailor



Warrior



Sherman

CLARKS



Apolo Step K



Asher Soar



Mendip Craft



Scala Loop

YOU MUST:

- Use appropriate footwear, i.e. AstroTurf- specific –Artificial Ground (AG) Boots, Firm Ground moulded studs, Hard Ground (HG), Turf Trainer (TF).
- Clean footwear thoroughly before entering the area with boot brushes provided.
- Remove all litter when leaving.
- Correctly dispose of chewing gum, cans, bottles, etc.
- Ensure goals and posts are secure before playing.
- Move goals using wheels only.
- Water only on the pitch, no other food or drink.
- Close all gates during play.
- Report any damage Immediately to office.

Forbidden Footwear



Soft Ground (SG)
TEAR THE SURFACE

Sole features removable, replaceable screw-in studs and typically come in a six-stud configuration, with four at the forefoot and two at the heel.



Soft Ground Pro (SGP)
TEAR THE SURFACE

Also known as Hybrid or Mixed Stud, the sole plate comprises of a combination of conical screw-in studs and moulded studs, which are most commonly bladed.



Blades
CAN CAUSE INJURY

Sole plate feature multiple straight slightly shorter, evenly dispersed studs that can restrict movement and turning which could cause injury.



Flat Sole (Indoor)
NO GRIP & FLATTEN SURFACE

Sole made up of non-marking materials such as moulded gum rubber and feature pivot points, flex grooves and herringbone patterns.

Permitted Footwear



Artificial Ground (AG)
RECOMMENDED

Specially designed for extra abrasion, these boots usually feature more numerous and densely concentrated studs that vary in height and may be hollowed out.



Firm Ground (FG)
RECOMMENDED

Sole plates feature moulded studs which are evenly dispersed across the foot to offer enhanced traction and comfort.



Hard Ground (HG)
RECOMMENDED

Sole plates utilise a harder Thermoplastic polyurethanes compound for enhanced durability and typically feature multiple slightly shorter, evenly dispersed studs for optimal pressure distribution.



Turf Trainer (TF)
ONLY WHEN DRY

Otherwise known as Astro's, they feature a solid rubber outsole with numerous, small multidirectional lugs spread across the sole, which offer limited grip in wet conditions.

MOBILE PHONES

- Mobile phones may be brought into school.
- But we accept no responsibility for loss or damage incurred to them in school.

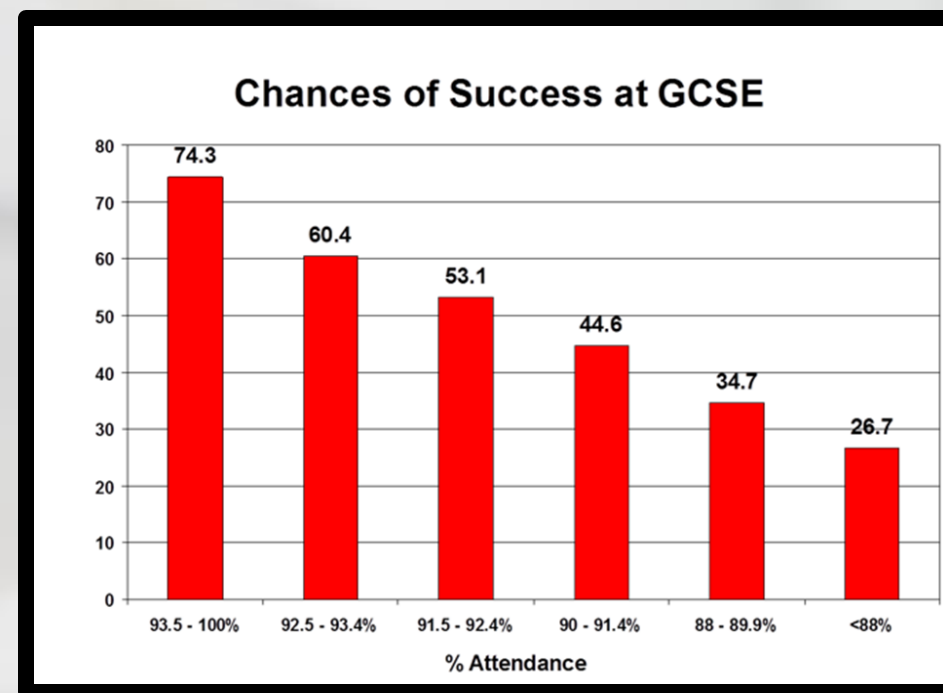
BUT

- In school, all mobile phones must be switched off and out of sight at all times.
- Placed in their school bag or inside blazer pocket.
- Must not be seen or used at any time in school.
- If confiscated, they will be placed in school safe for parents to collect.

OUTSTANDING ATTENDANCE

- Every child in school, everyday!
- Lost Learning = Lost Progress








%	Days	Weeks	Lesson
95%	9	2	45
90%	19	4	95



ATTENDANCE & PUNCTUALITY

- 96% Attendance is our minimum expectation
- Holidays to be taken in holiday time
- Punctual to school and lessons
- Allow for rush hour traffic

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FORM MENTORS

Form 7U – Mr R Duck	
Form 7N – Miss E Wilkinson	
Form 7S – Mrs C Lawlor	
Form 7W – Miss C Edwards	
Form 7O – Mrs W Bowker	
Form 7R – Mr P Devonport	
Form 7T – Miss L Sowerby	
Form 7H – Mr E Peacock	

Some reflections from our fabulous Head Girl, Head Boy, Deputy Head Girl, Deputy Head Boy



Zee Horvath – Head Boy



Lucy Marshall – Head Girl










Austin Booth – Deputy Head Boy



Amber Andrews – Moran - Deputy Head Girl



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STAY SAFE – LET US KNOW

Talk



Designated
Safeguarding Lead

Email



safe@unsworth.set.org
Monitored daily by safeguarding team

Safe phone










07818
511717

Safe box



Situated outside
the dining hall

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CURRICULUM INTENT



Our curriculum is **rich** and diverse and builds a **broad** range of knowledge and skills.



Our curriculum is sequenced and structured in a **meaningful** way over a five-year period.



Our curriculum ignites a love of learning and a **passion** for curiosity and encourages our learners to be motivated, independent and **resilient** individuals.



Our curriculum develops **key skills** in literacy and mathematics across all areas to ensure that our learners are confident and able to excel in reading, writing, oracy and numeracy.



Our curriculum values **character** development and explores the **moral** dimensions of learning as well as the academic.



Our curriculum establishes the distinct **cultural** value of each subject in society and provides learners with opportunities to develop a deeper understanding of local, national and global issues.



Our curriculum is **challenging** for all and adapted where necessary to be fully **inclusive** and equitable.



Our curriculum lays the foundations of learning for **ambitious** future pathways for all our learners so that each one realises their true **potential** and flourishes.



Pupils are energised by the ambitious curriculum that the school has designed.
Staff receive training that enables them to deliver the curriculum with expertise. Ofsted 2025

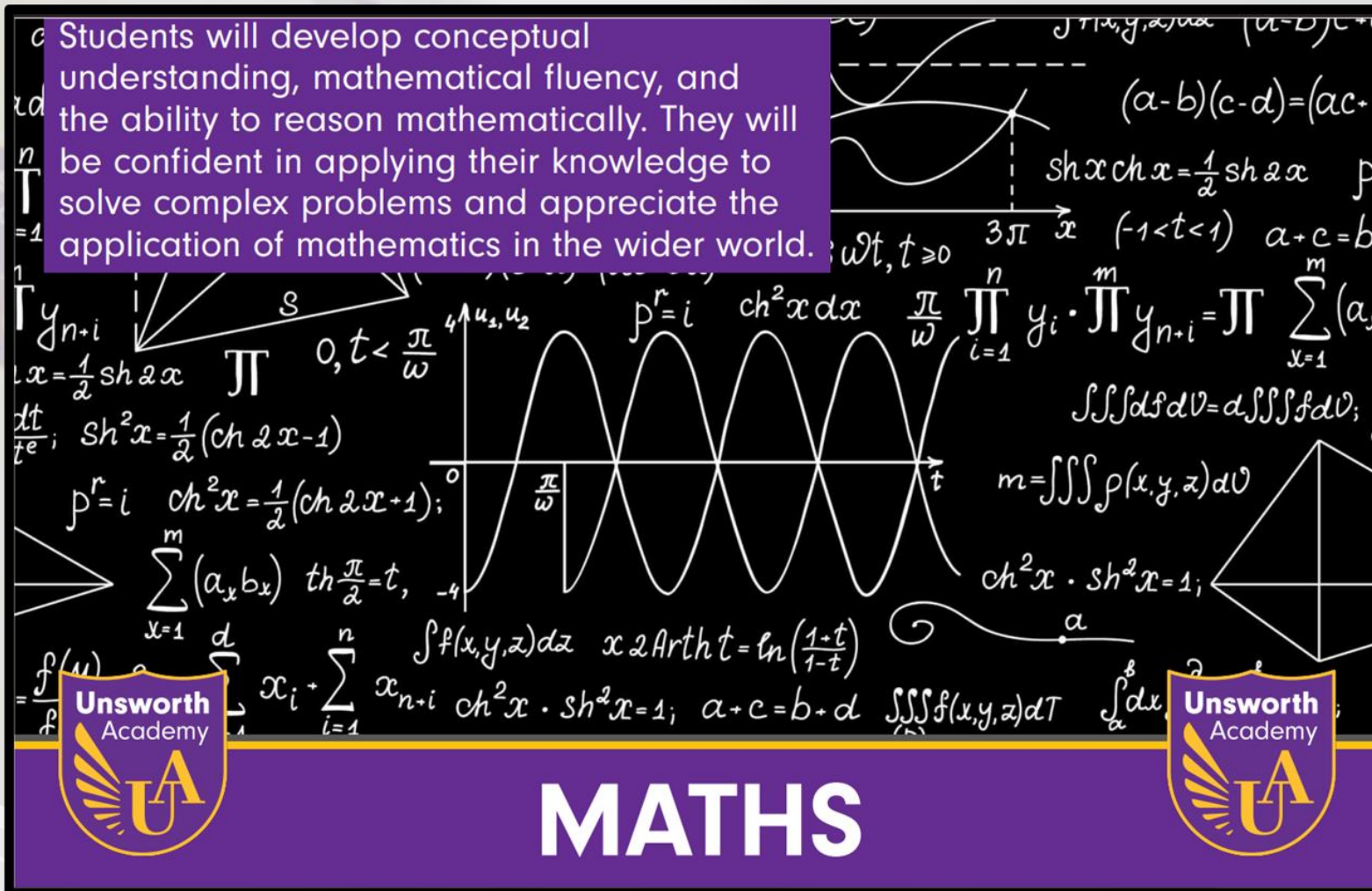
To create geographical thinkers,
who understand the inter-relationships
between the environmental, social,
and economic challenges that face
us in the 21st century.



GEOGRAPHY



Students will develop conceptual understanding, mathematical fluency, and the ability to reason mathematically. They will be confident in applying their knowledge to solve complex problems and appreciate the application of mathematics in the wider world.



MATHS

Digital Strategy

- Every student benefits from their own personal iPad
- This is purely an enhancement to the Quality First Teaching that happens at Unsworth Academy
- We use apps both in lesson and for homework



Y7	Hours
English	8
Maths	8
Science	6
Spanish	4
Geography	4
History	4
Technologies	6
PE	4
Art	2
Performing Art	2
PSHCE	1
RE	1
Total	50

OUR SCHOOL DAY

Time	Period
8.45 – 9.05 am	Form time
9.05 – 10.05 am	1
10.05 – 11.05 am	2
11.05 am – 11.25 am	Break
11.25 am – 12.25 pm	3
12.25 pm to 1.25 pm	4
1.25 pm – 2.05 pm	Lunch
2.05 pm to 3.05 pm	5

	FOR	1	2	3	4	5
1Mon	7R AGA G3	7X/Sp2 EPI S1	7X/Ma2 GHA F2	7X/En2 SLE F11	7X/Te3 EPE G6	7X/Sc2 MMC S6
1Tue	7R AGA G3	7X/Hi2 MHE S7	7X/Sc2 MMCS11	7X/Pe4 JTO SH4	7X/Ma2 GHA F2	7X/Te3 EPE G6
1Wed	7R AGA G3	7X/Pe2 AGA G1	7X/Ma2 GHA F2	7X/Sp2 EPI S1	7X/En2 SLE F11	7X/Sc2 MMCS11
1Thu	7R AGA G3	7X/Te3 EPE G6	7X/Ma2 GHA F2	7X/En2 SLE F11	7X/Ar2 ASW G7	7X/Re2 LWH F7
1Fri	7R AGA G3	7X/Li2 SAR LRC	7X/Sc2 MMCS11	7X/Te3 EPE G6	7X/Pe2 AMC F8	7X/Hi2 MHE S7
2Mon	7R AGA G3	7X/Ge2 PFO S9	7X/Pe2 AMC F8	7X/Ma2 GHA F2	7X/Sp2 EPI S1	7X/En2 SLE F11
2Tue	7R AGA G3	7X/Hi2 MHE S7	7X/Pe4 JTO SH4	7X/Ge2 PFO S9	7X/Sp2 EPI S1	7X/Sc2 MMCS13
2Wed	7R AGA G3	7X/Ma2 GHA F2	7X/Ge2 PFO S9	7X/En2 SLE F11	7X/Sc2 MMCS11	7X/Te3 EPE G6
2Thu	7R AGA G3	7X/Pe4 JTO SH4	7X/Te3 EPE G6	7X/Sc2 MMCS11	7X/Ge2 PFO S9	7X/En2 SLE F11
2Fri	7R AGA G3	7X/Ar2 ASW G7	7X/Pe4 JTO SH4	7X/Li2 SAR LRC	7X/Hi2 MHE S7	7X/Ma2 GHA F2

AGA: Miss A Gallagher
 AMC: Mr A McManus
 ASW: Mrs A Swailes
 EPE: Mr E Peacock
 <etc...>








LWH: Miss L White
 MHE: Mr M Heard
 MMC: Mrs M McDonnell
 PFO: Mr P Fordham
 1

OUR ENRICHMENT PROGRAMME

Get involved!- Learning goes beyond the classroom

- Reading Club
- Musical theatre Club
- Science Club (topical events!)
- VEX Robotics Club
- 'Fakeaway' club
- Homework Club
- Football
- Cricket
- Netball
- Basketball
- Chess Club
- Japanese club
- Language leaders
- Karaoke club
- School Production
- Retro Gaming Club
- Come Dine with Unsworth
- Subject masterclasses
- Educational visits to the theatre, Oxford University, York, Lake District, London.. Skiing, Spain, Austria, Paris
- Watch this space!

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**Some reflections from
some of our fabulous Year
7 learners.....**

**Emma Bradshaw and
Riley Lewis**



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Outcomes

Reading Age

Assessment	Autumn Term	Spring Term	Summer Term
Chronological Age	15 years 1 months	15 years 5 months	
Reading Age	14.12	14.12	

Pupils will be tested 3 times a year to check their reading age. Their reading age will be stated as a decimal, e.g. 13.5 which is a reading age of 13 years 6 months. A proficient reading age to access examination papers is 15. A pupil's reading age should be in line with their chronological (actual) age.

Subject	Working at Grade	Y11 Unsworth GCSE Target	Effort
English Language	7	8	Outstanding
English Literature	7	8	Outstanding
Maths	6+	7	Good
Cambridge Nationals Creative IMedia	L2 Distinction	L2 Distinction	Outstanding
Geography	9	9	Outstanding
Science Biology	7	8	Good
Science Chemistry	5	7	Good
Science Physics	7	7	Good

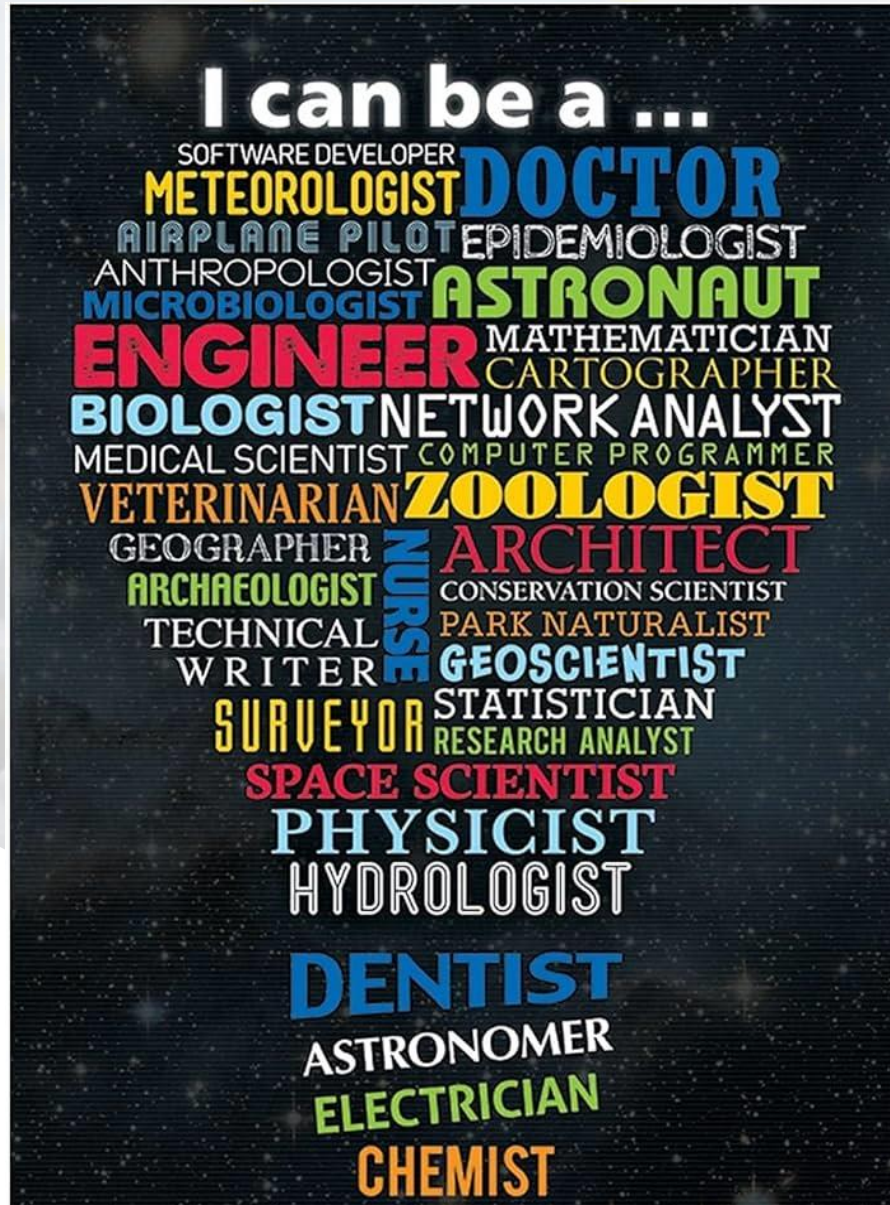
Attendance, Punctuality, Achievement and Behaviour

Percentage Attendance	99.2%
Authorised Missed Sessions	0.82%
Unauthorised Missed Sessions	0.00%
Late Sessions	0.00%
Behaviour Points	0
Be Excellent Points	78
Be Organised Points	12
Be Kind Points	0
Most Valued Pupil	1

- **Progress Updates** - One per term (example shown)
- **Parents Evening** - One in term 1 (how is your child settling into Unsworth Academy) and one in term 3 (academic and pastoral focus)
- **Communication in between** - Head of Progress/class teachers will also be in touch in between if there are any concerns










Careers



- Career 'drop down sessions' (1 per term)
- Links to careers embedded within the curriculum
- Trips

SLT TEAM

Mr Fair - Academy Principal	
Mrs Power - Deputy Principal	
Miss Upton - Deputy Principal	
Mr Leyland - Assistant Principal Designated Safeguarding Lead	
Mrs Koval - Assistant Principal	
Mrs Isles – Assistant Principal	
Miss Allen— Operations Manager	

PASTORAL TEAM

Mr Shabaz Head of Year 7 Progress	
Mrs Slater Pastoral Manager, Year 7	
Mrs Wrigley Attendance Officer	
Miss Fitton Attendance Officer	
Mrs Atkinson SENCO	



YEAR 7 FLYING START EVENING

TUESDAY 23rd SEPTEMBER 2025

- Early “health check” - all going well
- Year 7 curriculum shared in detail
- Student Leadership/Rewards and Enrichment programme shared
- Advice and guidance from our Literacy and Numeracy co-ordinators
- Find out about the assessment calendar and how progress is tracked
- iPads



New Academic year starts on **Tuesday 2nd September**

- 8.35am start for year 7
- 9.45am start for years 8-11

WEDNESDAY 25TH JUNE 2025

Please arrive through the Lecture Theatre doors between 8.30am and 8.45am

Please remember which Form you are in

Please bring dinner money or a packed lunch (unless on FSM)

The day will end at 2.45pm



FUTURE COMMUNICATIONS BETWEEN HOME AND SCHOOL:

- Arbor Parent App – free to download from any app store
- Access available from 1st September 2025
- Allows you to:
 - Receive all communication from school
 - See up to date information about your child's attendance, rewards and behaviour
 - Make payments for lunches/trips

Please ensure school has up to date email addresses and mobile phone numbers

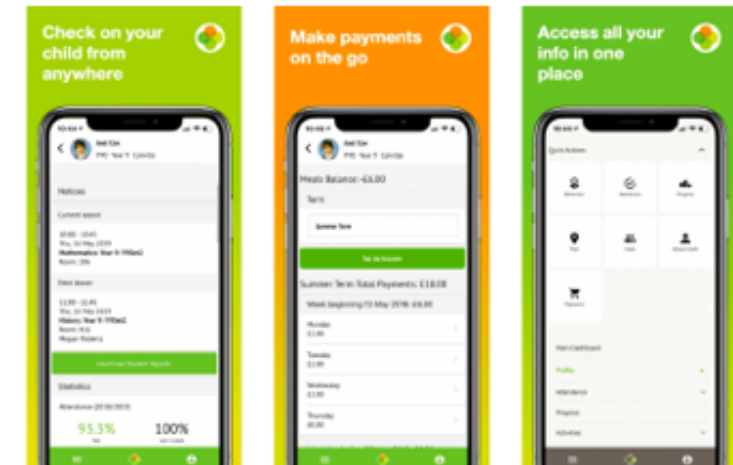


We are using the **FREE** Arbor App for Communications and Payments.

Please make sure you download and install the app to keep up to date with everything happening within school!

With Arbor you can:

- View your child's timetable, clubs and attendance
- Keep up to date with your child's achievement and behaviour points
- Pay for school meals
- Update your details
- Receive instant updates
- Sign up to trips and after-school clubs
- Access your child's school report



**A big thank you all for
coming tonight!**

Visit our website!
Unsworthacademy.org.uk

Please follow us on Twitter!

@UnsworthAcademy

Safe Journey Home!





**Shaw
Education
Trust**

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