

Parent Information Evening

September 2026

Deborah Warwick



**At Joyce Frankland Academy, Newport, everyone belongs.
Through our values of Aspiration, Respect and Responsibility,
we grow together, are valued for who we are, empowered to
strive for excellence, and inspired to make a difference.**

Aspiration

Respect

Responsibility

Mission

At Joyce Frankland Academy, Newport, we provide **exceptional opportunities** to learn for every student, every lesson, every day; we are guided by our founder's vision: *'the love I bear learning'*.

All students, staff, parents, and the wider community actively contribute to a culture where **everyone feels a deep sense of belonging; a culture that is consistently supportive, kind, aspirational, respectful, and inclusive.**

Everyone is empowered to take responsibility for their own success, strive for excellence, and become the best version of themselves.

At Joyce Frankland Academy, Newport, everyone grows in confidence, **is celebrated for their uniqueness and achievements**, has high aspirations for life, and is ready to **make a meaningful difference in the world.**



At Joyce Frankland Academy, Newport, everyone belongs. Through our values of Aspiration, Respect and Responsibility, we grow together, are valued for who we are, empowered to strive for excellence, and inspired to make a difference.



Joyce Frankland Academy vision for the next three years (JFAN10)

1. Students, parents, staff, and the wider community are **proud of Joyce Frankland Academy** and can clearly articulate the strengths and successes of their school. There is a **collective sense of pride** in the academy environment and a strong connection to the academy's historical richness and heritage.
2. Academy routines and habits demonstrate our aspirational culture. These routines and habits are taught, modelled, fully embedded, consistently followed by all, and supported by parents; this ensures uniform is worn with pride, students are equipped for learning, learning continues without disruption, and **all members of the community feel respected, supported, and have a sense of belonging**.
3. In every class, the teacher's enthusiasm is evident in the delivery of the curriculum, their knowledge of individuals, and in their engagement with students; our inclusive culture **supports all students to achieve success**.
4. When visiting lessons, all students are **fully engaged and inquisitive in their learning**; they demonstrate their enthusiasm through asking and answering questions, as well as contributing to class discussions. When students encounter difficulties with learning, they ask insightful questions and support one another to overcome challenges. **They are creative, inventive, imaginative, and resilient in their learning**.
5. Students **talk confidently about their learning goals and show pride in their work**; the standard of work in all books is exceptional. Students work both collaboratively and independently, and act on the assessment feedback they receive from their teachers. Year on year, exam outcomes improve.
6. Through our **reading culture**, the community comes to fully understand the importance of reading.
7. **Students' attendance and punctuality is excellent**; they know that attending every day makes a difference to their future.
8. **Students talk proudly and energetically** about the enrichment opportunities they get involved with and the experiences they have had.
9. Communication is highly effective at all levels of the organisation; **the voice of stakeholders is heard** and acted upon.
10. Safeguarding procedures are exemplary; all members of the academy feel **safe and supported**.

Mission	Vision	Values	Priorities
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Mission	Vision	Values	Priorities
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Values and ‘Values in Action’

Aspiration	Respect	Responsibility
Striving to achieve our aspirational goals and dreams, today, tomorrow and in the future.	Always showing compassion, kindness and consideration.	Always being the best version of ourselves.
- We show a positive effort and attitude in all that we say and do. - We complete every task and activity to the best of our ability, every lesson, every day. - We set ourselves ambitious goals. - We persevere and try again, even when we fail.	- Through our words and actions, we demonstrate our respect for everyone at our academy; we are calm, polite and obviously kind every day. - We do as we are asked the first time of being asked, always responding positively. - We respect and take care of our historical and beautiful school for which we are all custodians.	- We are the best version of ourselves in all that we do. - We arrive on time and are always ready for learning. - We wear our JFAN badge with pride. - We always allow others to learn.

Mission	Vision	Values	Priorities
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Our Commitment To Our Young People.



We will get to know all of **you** personally; **your** strengths, areas for development, hopes and dreams.

We will ensure we nurture **your** high aspirations and help **you** to develop a life-long love of learning. Through **your** lessons and tutor programme, we will help **you** to become **confident, responsible, respectful, resilient, healthy, and independent members of society.**

We will provide **you** with a wide variety of **aspirational opportunities and experiences;** that will allow you to develop and celebrate your talents and skills.

We will ensure **you** have the knowledge, skills and qualifications to be successful in life and work; everyone deserves to spend their life in a vocation in which they have pride.

Aspiration

Respect

Responsibility

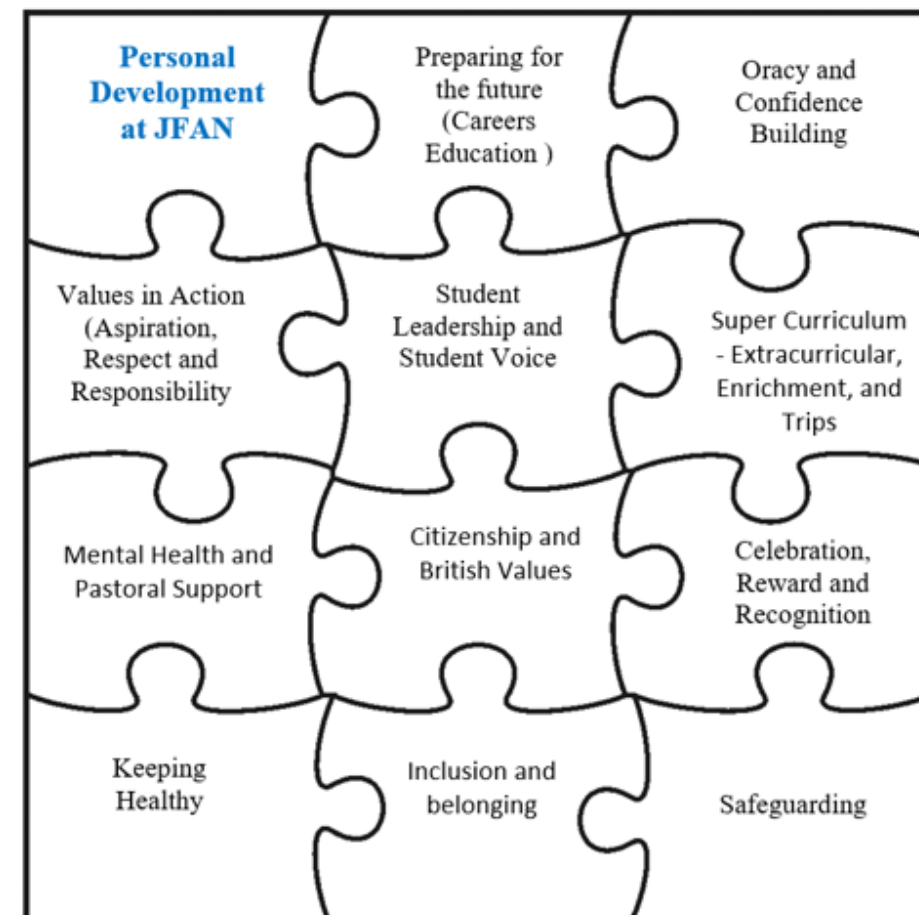
JFAN 6 Improvement Priorities 2026-27



Joyce
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Newport

Established 1588 ffree Grammer Schole of Newport





Joyce Frankland Academy, Newport

Classroom Charter

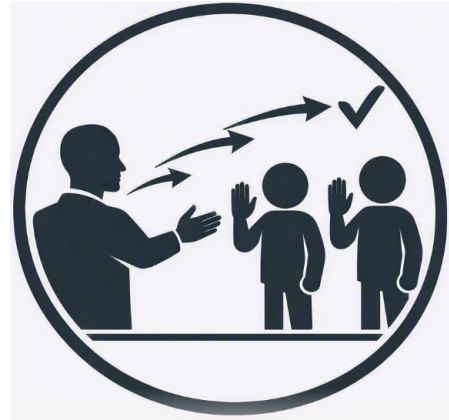
Our Routines for Learning

Start of the Lesson	
	Arrive on time, line up in silence outside the classroom
	Enter calmly and greet your teacher by saying "good morning" or "good afternoon"
	Sit in your allocated seat, place your planner, pencil case, values card and book on your desk. (And your Phone Pouch during Tutor Lesson)
	Complete the Do Now task in silence.
During the Lesson	
	Actively listen in silence when others are speaking, following the teacher 3,2,1.
	Complete all work to your best and respect others right to learn
	Try to work through problems independently before asking for help
	Remain in your allocated seat unless directed to otherwise by your teacher
End of the Lesson	
	Check your book for PRIDE
	Tidy away equipment when asked
	Check your uniform
	Check your work area and wait in silence to be dismissed

Our JFAN Way



a. Threshold and
Do Now



b. What to do/
Do it again



c. 100% Cycle



d. Reframing Language



e. 3, 2, 1 Silence



f. Non-verbal signals



g. STAR



h. Review, Check and Send



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CHECKING FOR UNDERSTANDING



1. MINI WHITEBOARDS
Whole class, high-visibility
responses, every lesson



**2. TARGETED, SAMPLING
QUESTIONS**
'No hands up' and 'no opt-out'

3. CIRCULATING AND SUPPORTING INDIVIDUALS
Live, ongoing scanning of work and supporting
Students.



Teaching and Learning Focus

Celebrating their success

STAR OF THE LESSON
Aspiration • Respect • Responsibility

Congratulations on receiving this award. Please take this home and celebrate your achievement in your lesson today. Well done!

Student: _____
Teacher: _____
Subject: _____ Date: _____

✂ Tear here | Name: _____ Tutor Group: _____
Place this in the box in the Dining Hall



House Cup each week
Celebration assemblies at the end of each half term

Tutor time lesson



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	Year 7	Year 8	Year 9	Year 10	Year 11
Monday	Spelling, Grammar and Punctuation	Spelling, Grammar and Punctuation	Spelling, Grammar and Punctuation	Reading	Assembly
Tuesday	Numeracy	Numeracy	Numeracy	Assembly	Reading
Wednesday	Reading	Reading	Assembly	Study Skills	Study Skills
Thursday	Careers	Assembly	Reading	Philosophy and Ethics	Philosophy and Ethics
Friday	Assembly	Careers	Careers	Careers	Careers

Helping students to get things right!

- New Student Planners
- Colour timetables
- Stickers to indicate different types of support
- New Student Connector (daily ppt)
- Values card
- Draft Book

**Please ensure they have the following with
them each day:**
Equipment
Perfect uniform
Water bottle
Correct exercise book+ draft book
A reading book

Curriculum

- Curriculum summaries on the website
- Personal Development/PSHE (whole school) Tuesday lesson2
- Computing will be taught via ‘focused days’.

Please do take a copy of your child's curriculum overview this evening,

Joyce Frankland Academy - Year 7 Curriculum Overview (2026-27)

Subject (Lessons per 2 weeks)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English (7)	Northern Lights by Philip Pullman Theme: Self and Others		Shakespeare's Heroes and Villains Theme: Fate and Freedom		Greek Myths and Legends Theme: Place and People	
Core Text					Narrative poetry: Beowulf, The Highwayman, The Lavender Theme: Love and Conflict	
Maths (7)	Sequences Algebraic notation and substitution Expressions and Equations Place value, ordering and rounding Four Operations Average and range, rounding and estimation		Graphic data Fractions, decimals and percentages Directed number Fractions and percentages of amount Perimeter and area		Speed, distance and time Properties of number Add and subtract fractions	
Science (6)	Introduction to Science Organisms		Forces		Reproduction	
Religious Studies (2)	Why are stories important?		What can we learn from Hindu art and stories?		Exploring the question - Does the existence of evil prove that God does not exist?	
Personal Development (2)	Transition and safety		Developing skills and aspirations		Diversity	
PE (4)	Hockey, Rugby, Volleyball, Badminton, Basketball, Fitness		Netball, Football, Badminton, Volleyball		Health and PE	

Joyce Frankland Academy - Year 8 Curriculum Overview (2026-27)

Subject (Lessons per 2 weeks)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English (7)	Dystopian Worlds	Detective Stories	News and Opinion Reporting and Opinion	Poetry: Place and Nature poetry anthology	Shakespeare's Worlds	Classic Short Stories
Core Text	The Chrysalis, The Specified Bone, The House of the Badger and 'The Adventure of the Egyptian Tomb'				The Tempest A Midsummer Night's Dream	
Maths (7)	Ratios, proportion and scale Algebraic manipulation, coordinates and graphs Handling and dividing fractions Symmetry and reflection		Area, Volume and Density Equations, inequalities and indices Percentages and standard form Interpret and represent data		Angles in parallel lines and polygons Tables and probability Circles Statistics and charts	
Science (6)	Photosynthesis Energy stores 1	Ecossystems Energy stores 2	Respiratory System Chemical Reactions 1	Health Chemical Reactions 2	Evolution and Ge Electricity	
Religious Studies (2)	How did we get here?		Sources of authority - Christians and Sikhs		Importance of all and the relevant	
Personal, Social and Health Education (2)	Drugs and Alcohol		Digital Literacy		Discrimination	
Art (2)	Basic Skills: Formal elements - line, tone, shape, texture and composition		Portraits, Picasso and Colour theory, drawing and painting focus. Formal elements: line, space, composition and colour. A social and investigation, through critical analysis and pre (Picasso and Cubism)		Stanzlavski - His Characterisation, expressions, st	

Joyce Frankland Academy - Year 9 Curriculum Overview (2026-27)

Subject (Lessons per 2 weeks)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English (7)	Modern Prose Of Mice and Men	Gothic Fiction The Woman in Black	Poetry Relationships	Shakespearean Comedy and Tragedy The Taming of the Shrew/ Romeo and Juliet	Non Fiction Journalistic writing	Modern Drama - A View From the Bridge by Arthur Miller
Maths (7)	Properties of number Percentages Area, Volume	Equations, inequalities and formulae Fractions Standard Form Rates of change	Maths and money Straight Line Graphs Ratio and Proportion	Construction and congruency Similarity Algebraic manipulation	Pythagoras' Theorem Non-linear graphs Sets and Probability	Transformations Simultaneous equations (optional subject) Trigonometry (optional subject)
Science (6)	Cells and Cell Processes Atomic Structure and Periodic Table Energy Stores and Transfer		Digestive System and Health Chemical Reactions Energy Resources		Evolution and genetics Electricity	
Religious Studies (2)	Interpretations and Judaism		Historical events and the practice of religion		Life after death What is meant by sacredness?	
Personal, Social and Health Education (2)	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation		Respectful relationships Learning strengths, career options and goal setting as part of the GCSE options process		Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	
PE (4)	Basketball, Badminton, Fitness, Football, Hockey, Netball, Rugby, Volleyball, Invasion games and Flag Football		Athletics, Cricket, Rounders, Tennis		What is reality?	
Art (2)	Observational drawing		3D Sculpture and Ceramics		Pop Art and Artists in Context	
Dance (1)	Section A - Hypothetical Choreography Set Solo (Breathe & Scoop)		Hamilton		Duet/Trio Critical appreciation of professional work - Emancipation of Expressionism	
Drama (Acting 1)	Live Theatre analysis of acting - Hamilton		Large group piece (Scripted) - Analysing script		Mid Group (Devised) Creating from a stimuli	
					Small Group (Scripted) Dilemma - Analysis of script and performance work	
					Paired devised work (Scripted) & Live Theatre analysis (Treasure Island)	

Computing is taught through IT focused curriculum days

Continuing to invest in our young people.

The Dining Room

Frankland Hall

Toilets

The Grove

The Great Hall for assemblies

Student Reception

A new Student Support Area

Our new Inclusion Centre









Student Services

(Student Reception)



Student Support

(Room: A3 and A4)



Inclusion Centre



The Grove



THE GROVE

A PLACE TO GROW. A FUTURE TO FLOURISH.



ELMS

KS3 PATHWAY
ENGAGE, LEARN,
MOTIVATE AND SUPPORT



OAKS



KS4 PATHWAY
OPPORTUNITY, ACHIEVEMENT,
KNOWLEDGE AND SKILLS



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Where does your child sit on the attendance mountain?



Descriptor	Threshold attendance	Actual attendance (days)	Whole days absent	Lost learning hours	Level of concern
Excellent	100%	190	0	0	Green
	99%	188	2	10	
Good	98%	186	4	20	Green
	97%	184	6	30	
	96%	182.5	7.5	37.5	
Cause for concern	95%	180.5	9.5	47.5	Orange
	94%	179	11	55	
	93%	177	13	65	
	92%	175	15	75	
	91%	173	17	85	
Unsatisfactory	90%	171	19	95	Red
	89%	169	21	105	
	88%	167	23	115	
	87%	165	25	125	
	86%	163	27	135	
Critical	85%	161.5	28.5	142.5	Red
	84%	159.5	30.5	152.5	
	83%	158	32	160	
	82%	156	34	170	
	81%	154	36	180	
	80%	152	38	190	

ADDRESSING UNKINDNESS AT JFAN TOGETHER



1. ASK FOR HELP FROM THE NEAREST ADULT IF YOU ARE BEING BULLIED!



If you are being bullied, or you feel unsafe because of the actions of someone else, tell the nearest adult immediately. Remember there are always adults on duty at break and lunch.



2. TELL YOUR CLASSROOM TEACHER

If something happens in a classroom that has made you upset or anxious you must tell the teacher immediately. They are there to support you and they will deal with the issue.

3. TALK TO YOUR TUTOR OR TRUSTED ADULT

If you have an ongoing concern with someone being unkind talk to your tutor or your trusted adult; they are here to help.



4. SPEAK TO YOUR HEAD OF YEAR



Your Head of Year is ready to listen and support you with whatever you need help with.



5. SEND A REPORT FROM HOME USING OUR RESPECT EMAIL OR REPORTING SYSTEM 'WHISPER'.

If something has happened during the day that has worried you, or you are being bullied, you can report this by emailing using the following email address:

respect@joycefrankland.org

or using 'Whisper'.

Text: 07860 021 323 JFA21 (+ your message)

or visit:

<https://swgfl.org.uk/whisper/jfa21/>



"A school is far more than a building; it is a community united by a belief in our children. Everything we do today should leave a legacy for the children who walk through our doors tomorrow. By working in true partnership with parents, carers and our wider community, we can create not only an excellent school for our children now, but an exceptional school for generations to come."



Please complete your evaluation before you go.



September Parent Information Presentation 2026

Thank you for attending the presentation. We value your views and feedback as we work together to ensure the best possible outcomes for all our children. Please rate Questions 1-5 on a scale of:

	Strongly agree	Agree	Neither agree <u>or</u> disagree	Disagree	Strongly disagree
1. The presentation helped me understand the academy's priorities and plans for improvement this year.					
2. I feel more informed about how the academy is working to improve outcomes, experiences and opportunities for the students.					
3. The information I received will help me to support my child at school.					
4. What would you like us to include in future parent information events?					
5. If the academy could make one improvement that would have the greatest positive impact on your child, what would it be?					
Any other comments?					

If the academy could make one improvement that would have the greatest positive impact on your child, what would it be?



Parent Partners

Please do join us.
Half-termly discussion.
Details in the weekly JFAN Connector.

CONTACT INFORMATION

Please do contact us if you have any
questions

Joyce Frankland Academy
Bury Water Lane
Newport
Essex CB11 3TR

Email: jfaadmin@joycefrankland.org

Telephone: 01799 540237

Aspiration

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