

# PROVISION FOR THE MORE ABLE



## IMPROVING UPON OUR BEST

[www.theglc-gatewayacademy.org.uk](http://www.theglc-gatewayacademy.org.uk)



“  
We were not  
born to be average.  
  
We were born  
to be exceptional.  
  
We are  
The Gateway Academy.  
”

# Welcome

## **At the Gateway Academy, we have the highest standard of education**

At our Academy, we hold ourselves to the highest standards, grounded in our core values of Responsibility, Resilience, Compassion, and Aspiration. We believe in fostering a collaborative environment where every member of our community is dedicated to nurturing well-rounded individuals who thrive in all facets of life. Our structured and disciplined learning environment is designed to be both serene and purposeful, ensuring that every student has the chance to flourish and excel in all aspects of Academy life.

Selecting the right school for your child is crucial, and we invite you to visit our Academy to witness first-hand the exceptional quality of education we offer.

In this booklet, we aim to share with you our provision for More Able students. You will have a chance to find out more regarding what it means to be More Able, what Grammar Band is, and the achievements of our More Able students.

We are exceptionally proud of what we offer our More Able students both in and out of the classroom and look forward to you and your child joining us on that journey.

Grainne McLaughlin  
Head of School





## The Gateway Learning Community

The Gateway Academy is a member of the Gateway Learning Community [GLC] which was established in 2012 as a partnership between five local schools: The Gateway Academy, The Gateway Primary Free School, Herringham Primary Academy, Lansdowne Primary Academy and Tilbury Pioneer Academy. Together we are aiming to have the highest standard of education for every young person in our care. We are doing this by working together to provide a seamless learning experience with a high quality entitlement curriculum for all our young people, from Reception to Year 11.



## Our Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.





## What does it mean to be More Able?

There is no universally agreed term for students whose ability exceeds that of even their “more able peers”. Some descriptions include “genius, gifted, very bright, high flyer, very or highly able and talented”. We use the following checklist as indicative of some of their characteristics but is used critically and carefully, taking particular account of age, developmental milestones and the wider profile of the individual students.

### Characteristics of a More Able student:

- Possess extensive general knowledge, sometimes know more than the teacher.
- Show good insight into cause-effect relationships.
- Easily grasp underlying principles and need the minimum of explanation.
- Quickly make generalisations and extract the relevant points from complex material.
- Have mental speeds faster than physical capabilities.
- Show exceptional short- and long-term memory.
- Have reading ability well beyond their chronological age.
- Have rapid and thorough comprehension of the whole idea or concept.
- Possess an unusual ability to perceive essential elements, underlying structures and patterns in relationships and ideas.
- Show ability to relate a broad range of ideas and synthesize commonalities among them.
- Have a high degree of ability to think abstractly that develops early.
- Appreciation of complexity; finding myriad alternative meanings.
- Ability to learn in an integrative, intuitively non-linear manner.
- Extraordinary degree of intellectual curiosity.
- Flair and passion.
- Seeking alternative opportunities independently.
- Exceptional fine motor skills.
- Exceeding beyond the requirements of the curriculum.
- Exceptional practical performance.
- Ability from an early age to think in metaphors and symbols and a preference for doing so.
- Ability to learn in great intuitive leaps.
- Awareness of detail.

## What is Grammar Band?

Grammar Band is reserved for those students who show potential and the ability to achieve grade 7 or above in all their subjects and is allocated through their attainment at the end of Key Stage 3. The work is demanding and we foster a mindset of curiosity and independence.

“Forte nihil difficile” - “To the determined, nothing is difficult”  
- Benjamin Disraeli

We expect our Grammar Band students to devour their learning and continuously want more not just of themselves but of their teachers as well. To demand rigour and limitless exposure to the hidden depths of every subject; to go beyond the bounds of possibility, to think big and dream even bigger.

Your child in a Grammar Band class will have earned the right to be there. Testament to this are the 400 GCSE grade 7-9s our Grammar Band students have achieved in the last three years.

Oxford, Cambridge, London School of Economics, Harvard, MIT, Yale. Not just places thought to be unattainable but very real and eminently achievable. We believe that the right sort of pressure brings out the best in our Grammar Band students. To be supported through a curriculum rich with interwoven and multi-layered concepts and ideas. To explore what piques their interest and to know that if further and enhanced study is requested, their teachers will always say “yes, absolutely”.

Grammar Band is a unique element in our curriculum offer. Opening the brightest minds to what is achievable and what is possible. We look forward to welcoming your child into Grammar Band where achievement at Greater Depth in all or most subjects at the end of year 6 will be a key determinant as to whether a place in Grammar Band is viable.



# What does provision look like for our More Able students?

## Key Stage 3

In years 7-9, all students will study the full curriculum. Upon joining Grammar Band, our More Able students will extend their learning from Key Stage 2 and make rapid and sustained progress over time. This means that formative and summative assessments will reflect their ability and provide a challenge for their knowledge, skills and understanding across the curriculum. Students will have their expected grades shared at the start of year 7, and these will be a source of reference throughout the Key Stage.

All subjects across the curriculum will make explicit reference to their provision for More Able students. We expect our More Able students to engage in higher order thinking and deeper questioning so that their ability and skill in evaluation and critical thinking are developed from year 7 onwards.



## Key Stage 4

From year 10, there is no narrowing of the curriculum, but rather an opportunity to develop cognitive range in the core subjects, and with a focus on the English Baccalaureate. Students in Grammar Band will have access to Triple Science as well as Further Mathematics so that they can compete with the best students for places at top Sixth Forms and Universities. We offer a range of Modern Foreign Language opportunities for students to achieve a qualification in their native language. Grammar Band students in Year 10 will also become peer mentors for reading and mathematics for younger students both at The Gateway Academy, and for Year 5 students in primary schools. In exceptional circumstances, we may enter a student early in Key Stage 4 for a GCSE qualification.





## Core Subjects

### English

The focus and emphasis is very much on the development of analysis, the broadening of vocabulary and the further love of reading. Our More Able students are expected to explore affiliative texts to their set works to enhance their contextual hinterland. In English lessons, all More Able students will have access to classic works of literature as well as more modern texts so that they have as broad an understanding as possible of various genres.

Our English results at GCSE rank amongst the highest in the area; at Grade 9, our More Able students outperformed the national average in terms of the proportion of students achieving this highest grade.

More Able students in Key Stage 4 have an opportunity to become Reading partners to students in Year 7; this allows their leadership skills to develop and enhance their understanding of how students learn to read and decode a range of text types.



**Mr A Mitchell**  
Head of English



**Miss T Reynolds**  
Reading Lead



**Miss J Bruce**  
Key Stage 3 Lead



**Ms J Johnson**  
Key Stage 4 Lead

### Maths

Not only is the proportion of students achieving a Grade 7 or better in maths the highest in the borough, but our More Able students outperformed the national average for Grade 7 or better. This is testament to the rigorous teaching and highest of expectations of all our More Able students in this subject.

We expect our More Able students to sit Further Maths at the end of year 11. Again, outcomes for Further Maths at the top grades are better than the local and national averages. In Year 10, our More Able students are maths tutors for year 5 students in our GLC primary schools. We feel this gives them an edge when applying for Sixth Form and beyond.



**Miss L Kelly**  
Director of Maths  
and Science



**Miss K Hardey**  
Co-Director for  
Maths and Science



**Mrs A Rus**  
Lead Practitioner



**Mrs R Olufemi**  
Key Stage 3 Lead



**Mrs L Louw**  
Key Stage 4 Lead



## Science

Our More Able students are expected to make links between biology, chemistry and physics from early on in year 7. Building on the knowledge gained in key stage 2, there is a strong emphasis on understanding the connections between the theoretical and practical elements of the sciences. As students move through the school, they will be exposed to the content of Triple Science; this means that our More Able students will gain a qualification in the three separate sciences. We see this as invaluable for students wishing to continue studying science at A Level and beyond. All students who have sat Triple Science achieved a grade 7 or better.



**Miss L Kelly**  
Director of Maths  
and Science



**Miss K Hardey**  
Co-Director for  
Maths and Science



**Mr M Prince**  
Lead Practitioner



**Miss C Smith**  
Lead Practitioner



**Miss N Gazzard**  
Biology Lead



**Miss M Moon**  
Chemistry Lead



**Ms R Horn**  
Physics Lead

## How well do our More Able students do?

Benchmarked against the local and national picture, our More Able students outperform both at Grade 7+ and Grade 9. Over 400 Grades 7-9 or equivalent have been awarded to our Grammar Band students in year 11 over the last 3 years.

In the following subjects, More Able students do better than the national average at Grade 7+:

- Biology, Business Studies, Chemistry, French, Further Maths, Physics and Double Science.

At Grade 9, our More Able students outperform the national average in these subjects:

- Biology, Chemistry, English Language, French, Further Maths, Maths, Physics and Spanish.



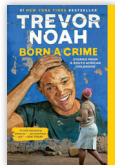
## Mensa Testing

We also have a number of More Able students who have taken the world-renowned Mensa test and have a verified IQ of 155 or above. This puts them in the top 2% of the population. We aim to offer Mensa testing to all of our More Able students.



## Recommended Reading List:

### Years 7 to 9



#### **Born a Crime by Trevor Noah**

Any teen who has been made to feel like they shouldn't exist will relate to this memoir by Noah, the comedian and television host, who reflects on the challenges he faced growing up as a biracial child in South Africa during apartheid, when interracial relationships were illegal.



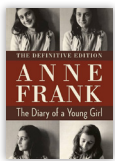
#### **Sunnyside Plaza by Scott Simon**

Sally, a 19-year-old resident of a group home for adults with developmental disabilities, narrates this story about teaming up with her fellow occupants to solve a mystery. This empowering novel will build empathy in readers as they get to know Sally, her friends, and their many strengths.



#### **Dare to Change Your Life by Lawrence Okolie**

Lawrence shares 40 short life lessons and explains what you should do to focus your mind on your goals, however ambitious they are, so you can make your pipe dreams real too.



#### **The Diary of a Young Girl**

The Diary of a Young Girl, commonly referred to as The Diary of Anne Frank, is a book of the writings from the Dutch-language diary kept by Anne Frank while she was in hiding for two years with her family during the Nazi occupation of the Netherlands.



#### **The Thing About Luck by Cynthia Kadohata**

When her parents leave to care for older relatives in Japan, 12-year-old Summer stays in Kansas with her younger brother and grandparents and helps keep the family farm running. This book will teach readers the value of hard work and of staying grounded when everything around them feels out of control.



#### **Terror Kid by Benjamin Zephaniah**

A shocking, moving and timely novel about the choices that shape us. Rico knows trouble. He knows the look of it and the sound of it.



#### **Lord of the Flies by William Golding**

When a group of schoolboys are stranded on a desert island, what could go wrong? A plane crashes on a desert island. The only survivors are a group of schoolboys. By day, they discover fantastic wildlife and dazzling beaches, learning to survive; at night, they are haunted by nightmares of a primitive beast.



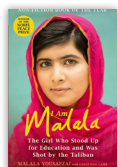
#### **You Should See me in a Crown by Leah Johnson**

Ambitious readers will see themselves in Liz, an awkward teen who dreams of leaving her small Midwestern town to attend college and become a doctor. When her scholarship falls through, Liz has to find the self-confidence to compete for the title of school prom queen, which comes with a cash prize.



## Recommended Reading List:

### Years 10 and 11



#### **I am Malala by Malala Yousafzai**

When the Taliban took control of the Swat Valley, one girl fought for her right to an education. On Tuesday, 9 October 2012, she almost paid the ultimate price when she was shot in the head at point-blank range. Malala Yousafzai's extraordinary journey has taken her from a remote valley in northern Pakistan to the halls of the United Nations. She has become a global symbol of peaceful protest and is the youngest ever winner of the Nobel Peace Prize. I Am Malala will make you believe in the power of one person's voice to inspire change in the world.



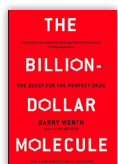
#### **1984 by George Orwell**

Published in 1949 as a warning against totalitarianism, the chilling dystopia made a deep impression on readers, and his ideas entered mainstream culture in a way achieved by very few books. The book's title and many of its concepts, such as Big Brother and the Thought Police, are instantly recognized and understood, often as bywords for modern social and political abuses.



#### **The Color Purple by Alice Walker**

Abused repeatedly by the man she calls 'father', she has two children taken away from her, is separated from her beloved sister Nettie and is trapped into an ugly marriage. But then she meets the glamorous Shug Avery, singer and magic-maker - a woman who has taken charge of her own destiny.



#### **The Billion-Dollar Molecule by Barry Werth**

Join journalist Barry Werth as he pulls back the curtain on Vertex, a start-up pharmaceutical company, and witness first-hand the intense drama being played out in the pioneering and hugely profitable field of drug research.



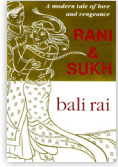
#### **The Dark Lady by Akala**

The first in a magical realist series set in Shakespearean London and written with the kind of lyrical dexterity and power that one would expect from Akala, The Dark Lady references the Bard's sonnets as well as crafting an uncompromising picture of street life in Renaissance England.



#### **Wuthering Heights by Emily Brontë**

Heathcliff, an orphan, is raised by Mr Earnshaw as one of his own children. Hindley despises him but wild Cathy becomes his constant companion, and he falls deeply in love with her. But when she will not marry him, Heathcliff's terrible vengeance ruins them all. Yet still his and Cathy's love will not die.



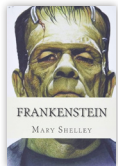
### **Rani and Sukh by Bali Rai**

A powerful and gripping novel that sweeps the reader from modern-day Britain to the Punjab in the 1960s and back again in a ceaseless cycle of tragedy and conflict.



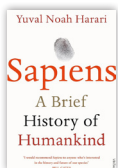
### **One Day by David Nicholls**

15th July 1988: Emma and Dexter meet for the first time on the night of their graduation. Tomorrow they must go their separate ways. So where will they be on this one day next year? And the year after that? And every year that follows?



### **Frankenstein by Mary Shelley**

Victor Frankenstein, dedicated to the study of natural philosophy, gives life to a creature with monstrous human features. However, the experiment does not go as Frankenstein had imagined and, refusing his own creation, the doctor leaves him free and lonely wandering around the world.



### **Sapiens by Yuval Noah Harari**

Bold, wide-ranging and provocative, Sapiens challenges everything we thought we knew about being human: our thoughts, our actions, our power ... and our future.



### **Jane Eyre by Charlotte Brontë**

Its heroine Jane endures loneliness and cruelty in the home of her heartless aunt and the cold charity of Lowood School. Her natural independence and spirit prove necessary when she takes a position as governess at Thornfield Hall.

## Extracurricular

We offer a very wide range of extra-curricular activities for our More Able students in order to broaden their experiences at school, as well as develop their interests and ability.

For those students who show excellence in sport, we have our Elite Athlete Programme. This enables students to have access to exceptional sporting development opportunities as well as deepening their understanding of nutrition, fitness and game strategy. All of our EAP students represent the Academy in various sports, with the majority excelling outside of school in local, district, county and regional teams.

Our More Able students have the chance to visit Russell Group Universities, including Oxford and Cambridge, from year 7 onwards. We also welcome those Universities into the Academy to meet our students and involve them in learning about University life.



Our Masterclasses are very popular with the More Able students at the Academy. These are super-curricular themes which students may never have considered to have links to their lessons. These are delivered by our own staff and aim to answer big questions such as 'What is linguistic drift and why don't we all speak the same language?', 'How can we address the gender imbalance in the history curriculum?', 'How are new medicines developed?', 'Why do we dream?', 'Did Shakespeare really write for the highest bidder?', 'Isn't maths everywhere?', 'Are arts and culture important?' and 'How can we understand the world through provenance in artistic objects?'

In Years 7 and 8, we have specialist More Able tutor groups. Led by a subject expert, this means those students can explore literary texts beyond the curriculum, as well as develop their mathematical and critical thinking skills.

Throughout their time at the Academy, the progress and attainment of our More Able students is closely tracked with focused academic mentoring available not only by our own staff, but supported by our former students currently studying at University.





## Our Alumni



### Abiaz Afzal

I graduated from The Gateway Academy in 2019 with 9 GCSEs all at Grade 9. I went on to study A-Levels in Maths, Further Maths, Chemistry and Biology at the London Academy of Excellence, Stratford achieving four A\* grades. From there, I moved on to study Medicine at The University of Cambridge. The education at The Gateway Academy, particularly the rigour of the EBacc really set me up to continue my journey into Sixth Form and beyond. The teaching and support I received at Gateway were excellent and instilled a love of learning in me which will continue throughout my career in medicine. I am giving back to The Gateway Academy by mentoring a year 11 student in the lead in to their GCSEs this summer.



### Lilie de Bruek

I graduated from The Gateway Academy in the summer of 2020. I went on to study History, Spanish and Art History at the London Academy of Excellence at A-Level where I achieved A\*A\*A. From there, I went to the University of Sheffield to study for a BA in Japanese Studies. In a time when diplomacy is growing more important by the day, I want to help bridge the gap in communication. In the future, I wish to be involved in translation or interpreting to achieve my goal.



### Andrea Neville

Having achieved grade 7 or higher in all my GCSEs, I went on to study A-Levels in English Literature, History and Sociology at Palmer's. From there I went on to a degree in Ancient and Modern History at the University of Oxford. To help give back to the Academy and act as an ambassador for working hard to achieve your potential, I am a mentor to two Year 11 students at The Gateway Academy, drawing on my own experience of completing GCSEs at the highest level.



### Asif Salarzai

After leaving The Gateway Academy, I went to London Academy of Excellence (LAE) in Stratford to study A levels in Maths, Economics and History. After LAE, I went on to study for a BA in History at the University of Oxford. I was fortunate enough to get a full scholarship to Oxford, on account of my achievements at Gateway and at LAE. I have an active role in youth councils, am an Ambassador for A National (Coram) Voice and served as an Expert by Experience panellist to England's Independent Care Review. I have also served as a research intern at the GloCoBank project. After graduation, I would like to pursue a career in accountancy.



### Alexandra Nita-Morariu

I was Head Girl at The Gateway Academy in 2022-2023 and after my GCSEs went to Sixth Form at Harris Academy Chafford Hundred to study A-Levels in History, Politics, Psychology and Spanish. I currently support the Languages Department at The Gateway Academy by coming in once a week for students to practise their Spanish speaking skills.



### Chibuiké Udeh

After achieving Grade 7 and above in all my subjects, I went on to Brampton Manor Academy to study Psychology, Sociology and Politics. From there I went to the University of Warwick to study for a degree in Psychology.

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