



Bishop Alexander L.E.A.D. Academy

Prospectus

2020/21

www.bishopalexanderacademy.co.uk

Welcome

A very warm welcome to Bishop Alexander L.E.A.D. Academy.

We hope this prospectus gives you a sense of our school and will provide you with the information you require. Written words do not always capture the essence of a school and the ethos within it; we strongly recommend that you visit the school and meet our wonderful children and staff. We receive very positive feedback from visitors to our school, who speak highly of the warm welcome they receive and how they are made to feel.

Our school aims to:-

- 1 To encourage everyone to aspire to their highest academic and personal potential and to create opportunities to help them achieve greater independence.
- 2 To provide children with high quality, relevant experiences which promote high standards of achievement academically, creatively, personally, socially, morally, culturally and spiritually.
- 3 To recognise and value the contributions of all people within the school community.
- 4 To provide a secure and supportive environment that promotes healthy lifestyles, happiness and a sense of caring and belonging.
- 5 To work in partnership with all those involved in the life of the academy in order to create an atmosphere of openness, trust and respect that enables people to undertake their responsibilities.
- 6 To develop positive self-esteem, confidence and enthusiasm for all, developing an awareness of self-worth and pride in achievements.
- 7 To develop and implement exciting, challenging and varied learning experiences, which meet the needs of the 21st century for all.
- 8 To ensure children develop the necessary life skills to prepare them for life and work.

Bringing learning to life; broadening horizons



Bishop Alexander L.E.A.D. Academy
A L.E.A.D. Academy

"The L.E.A.D. Academy Trust is one of the strongest sponsors operating in the East Midlands, with a track record of successfully improving underperforming schools..."

Department for Education,
29.05.15
(Leicester Mercury)

School Background

The school was originally built in 1955, on the current site.

The school was rebuilt in 2008, into the modern building we see today. It comprises of 9 classrooms, an early years unit, a hall, various small group rooms and an onsite kitchen. Eight of the classrooms face, and have access directly onto, the playground. The playground has play equipment and an outdoor classroom. The early years unit has an extensive outdoor learning area with a covered canopy.

The school has the luxury of extensive grounds, which include a multi-use games area, a field, a sensory garden and a forest school area.

The school design is based on one long, light and airy corridor. This creates a clean and modern feel, which gives a sense of calm throughout the building. There are various learning areas throughout the school, which the children can use, including a library, shared learning areas, and a cooking area.



L.E.A.D. Academy Trust

Bishop Alexander L.E.A.D. Academy is part of L.E.A.D. Academy Trust, which consists of 26 primary and secondary schools across 5 counties. Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

To achieve our vision we prioritise the four core principles for which our name stands:



Lead

to show the way; to be first or foremost

In every aspect of life, the ability to lead is essential. Strong leadership is the key to success at Bishop-Alexander Academy. We develop leadership skills in everyone who attends, ensuring the development of pupils as leaders of their own learning.

Empower

to give power to; to enable

At Bishop-Alexander Academy pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so that they grow into confident and resilient young people.



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive



Achieve

to accomplish; to get or attain by effort

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.



Drive

to cause and guide progress; to impel forward

We will provide the very best education and training for every individual in our school. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life, therefore we provide a stimulating curriculum and environment, which will prepare them for their futures with confidence and determination.

Curriculum

Our Curriculum Model centers around an enquiry based approach, which is at the heart of everything we do.

Each Theme is led by one or two focus subjects, which enable the children to deepen their thinking and learning and to develop enquiring minds, problem solving skills, teamwork and investigative learning techniques.

As well as the core Curriculum, we have specific components which we have identified as relevant to our school context. These are: Speech, Language and Communication; Understanding the Wider World and Life Skills. Each academic year, we take one of these strands to focus upon and embed within our curriculum.

- Enquiry
- Speech, Language and Communication
- Core Curriculum and Skills
- Skills for Life
- Understanding the wider world

English

Reading

In school we use two reading systems, Oxford Reading Tree (KS1) and Accelerated Reader (which is reading through 'real books' from year 2 upwards). Children in KS1 and EYFS also have the opportunity to take home a choice book of any level.

Spelling, Punctuation and Grammar (SPaG). For SPaG we use a program called Active English. Active English is an approach for teaching grammatical understanding to primary-aged pupils. It uses the principles of mnemonics to teach and embed the learning in an active and engaging way, providing the pupils with a deeper grasp of language that will benefit them for life. Our first Active English session of the week comprises of a mixture of word study activity, that continue throughout the week, as giving children the opportunity to investigate words and make links with previous knowledge is key to them being able to recall and embed their learning. Each class takes home spellings every week and the children are tested through dictations.

Writing

In writing we use a cross curricular approach in order to motivate, engage and immerse pupils in their learning. We aim to create a purpose and link their writing as much as possible to real life experiences.

In FS, KS1 and LKS2 we use Talk for Writing. This programme is powerful because it enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. It follows 3 clear stages imitation, innovation and invention. In UKS2 we follow a more novel based approach in order to further extend pupils and ensure they are confident using the 'tools' in their 'toolbox'.

We use Read Write Inc. as our phonics scheme for our Early Years and Key Stage 1 children. We also use the writing element of this scheme for our Reception and Year 1 children only.

Maths

To this end, the structure of the maths curriculum at Bishop Alexander is based on the belief that pupils learn best when they have a secure understanding of numbers and the number system. As such, the curriculum model places a high emphasis on ensuring pupils develop a strong understanding of place value and are confident in their use of the four rules of number - addition, subtraction, multiplication and division.

Within each year group, the curriculum is organised so that several opportunities are in place to reinforce prior teaching and to build on this to move learning forward. Providing plenty of opportunities to develop numerical fluency, mathematical reasoning, and problem-solving skills within calculations, fractions, measures, geometry and statistics.

In addition to 5 hours of taught maths a week, we also have 5 fun fluency sessions of Active Number, lasting 15 minutes, where children have the opportunity to recall, practise and apply one of the many maths skills.

Other fun opportunities include having access to the TT Rockstars programme to further enhance their learning.

Science

The children will develop scientific knowledge and understanding of five main areas during their time at Bishop Alexander.

Biology - animals including humans, plants, living things and their habitats and evolution and inheritance.

Chemistry - every day materials, rocks, states of matter and properties and changes to materials.

Physics - forces, light, sound and electricity.
Understanding of the Earth - seasonal changes and earth and space.

Working Scientifically - asking questions, setting up investigations, making observations and measurements, gathering and recording data, drawing conclusions and presenting findings.

Science Stars

During the last week of half term all the children in school are supported in writing a science report to demonstrate what they have learnt in science. With clear guidance on the standard of English expected, the reports the children produce are of a high quality and show the children the importance of being able to clearly communicate their learning. A child from each class is chosen as the Science Star and their achievement is celebrated in assembly and their work is presented on the Science Star board.

Early Years

There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas. However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/ Carers and agree how to support the child. Pupils also participate in daily phonics sessions.

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning and the Nursery and Reception teachers plan activities with these in mind. The characteristics highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- **Playing and Exploring** – children investigate and experience things, and 'have a go'
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Homework

Our homework policy shows our commitment to support or extend the children's learning at home. The homework expectation varies between each age-range. Homework is set weekly, it has high priority and value within our curriculum because it can provide revision or pre learning of curriculum subject areas. Spellings are also sent home weekly, along with expectation of daily reading and times tables practise. The children are able to choose the activities and there is a range of subjects, which may be formal or more creative activities. We encourage families to partake in some activities together.

Additional Needs including Gifted and Talented

Bishop Alexander L.E.A.D. Academy caters for a wide range of Special Educational Needs, Disabilities and medical needs. These include autism, dyslexia, ADHD, learning difficulties, physical difficulties such as cerebral palsy, diabetes, hearing and visual impairment, speech and language delay and other emotional difficulties.

Working closely with parents and professionals we will always seek to teach every child so they can achieve their potential.

If a child is transferring from a different setting the school will be informed and a process put in place to ensure successful transition. Often, we will identify him or her through a clinical diagnosis that may be ongoing like autism or through our own observations and assessment such as identifying dyslexia.

Within school the progress of every child is carefully tracked and any concerns because of these assessments or professional observations, will be raised with the parent by the class teacher. Similarly, a parent with concerns about their child should initially speak to their child's class teacher who will stay in contact with the parent whilst looking into those concerns. The class teacher will then discuss this with the school's Special Educational Needs Coordinator (SENCO), a meeting with the parents will then be arranged to consider the child being recognised as 'School SEN Support' and appropriate provision identified. This then forms part of a 'graduated response' where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs.

As a school we believe in quality first teaching; we seek to deliver a broad, balanced, engaging and fully inclusive curriculum so that all children are given the opportunity to reach their potential and see themselves as learners. Appropriate interventions are put into place for any child, with or without special educational needs, who are not making expected progress and working significantly below Age Related Expectation.

We support pupils with special educational needs and disabilities by providing specifically prepared learning materials and the use of appropriate ICT equipment. Children are taught with targeted teacher support, teaching assistant support in whole class situations, small groups or one to one work.

Specialist equipment and resources are used when requested by specialists and training undertaken by staff.

There is a graduated response to a child's needs depending on the complexity of the need; outside support and expertise is sought from outside agencies available by the SENCO attending a multiagency meeting called Springboard that are held throughout the year.

Parents and Carers are consulted about all choices that are made concerning their child.

Extra–Curricular Activities

We are passionate about the delivery of extra-curricular clubs for children at Bishop Alexander. Alongside the focus of the club, children develop social skills, team work and self-esteem enabling them to become more confident young people. We have a variety of clubs for a range of interests. These include gardening, sport, art and drama. We try to vary the choice of clubs available over the year, and also the age range that they are available to.

School Council

Each class has two school councillors who are elected by the other children in the class. They remain the councillor for the year. This is an important role as they represent the school in a variety of ways. They are also consulted upon when we make changes in the school. For example, they may taste new dishes that are being trialled for the new menu, or they will help organise events.





Behaviour

As a school at Bishop Alexander we aim to provide a caring environment based upon mutual trust in which children feel secure and valued. This is the foundation of our work as a school fostering the knowledge that all individuals are important.

At Bishop Alexander we have 6 core behaviours that we believe children need to use and understand to become well-rounded individuals. Throughout the year we focus on each one and children are rewarded for demonstrating these behaviours. They are:

- Respect
- Responsibility
- Resilience
- Care
- Aspiration
- Independence

Each value will be introduced and launched to children and staff by the Head Teacher and ways of achieving rewards will be made explicit.

Children demonstrating the core values will be awarded an acorn. This will go towards a whole school behaviour tree. These will be celebrated each week on a Friday in assembly and the class with the most acorns for each value will have the acorn plush for the following week.

Each week, in celebration assembly, all adults can award a 'Star of the Week'. This can have a behaviour, attitude or learning focus and is for the adult awarding the star to decide. If children are failing to behave as expected, then the following warnings and consequences will be used:

- **Verbal reminder** (children may be moved on appendix 1 privately)
- **Reflection:** At this time formal recording on class chart. Five minute time out in classroom (during this time the teacher will have a quiet conversation with the child and help them make choices to prevent moving to the next stage.)
- **Timeout:** 10 minutes in another class (this is to be used if behaviour does not improve after time out).
- **Consequence:** A consequence from the Class Teacher. This could be a loss of break time. 2x in one week = teacher to phone home or meet with parents.
- **Consequence 2:** sent to phase leader. 3 in a week = letter home to parents and meeting/ call home.
- **Consequence 3:** Sent to Headteacher (+ Teacher or Phase leader) Meeting with parents to discuss consequences and expectations.

Every child will start each session (sessions end at break/dinner) with a clean slate.

Teachers

Our school is split into 'phases'.

The Early Years Foundation Stage (Nursery and Reception):

The phase leader is: Mr Charlesworth

The teachers are: Mr Charlesworth and Miss Redmond

The support staff are: Mrs Nicholson and Mrs Hage

Key Stage 1 (Years 1 and 2):

The phase leader is: Miss Jones

The teachers are: Miss Jones, Miss Lilley and Miss Everett

Lower Key Stage 2 (Years 3 and 4):

The phase leader is: Mr Rizvi

The teachers are: Mr Rizvi, Miss Tyers, Miss Denton and Miss Hopkinson

Upper Key Stage 2 (Years 5 and 6):

The phase leader is: Mr Ward

The teachers are: Mr Ward, Mr Thomas, Miss Kent and Mrs Hibberd.

School Day

School starts at 8.40am and finishes at 3.15pm. All children have a morning break and if needed may have an afternoon break also.

Nursery children attend either the morning or afternoon session, which are 8.45am-11.45am and 12.30pm-3.30pm respectively.

For health and safety reasons we ask that parents do not bring their children before the start of the school day. If they are here a few minutes early they need supervising. Teachers are usually in the playground five minutes before the start of the day, if you have any quick messages to pass on. Once the whistle has blown the children are promptly taken into class and any messages for the teachers will need to be via the school office or you can make an appointment to see the teacher at another mutually convenient time.





Attendance

It is our intention to ensure that every child and young person enjoys coming to school by providing a stimulating, challenging and secure environment. All pupils will be encouraged to be regular attendees, which will ultimately enhance their learning.

Good habits are developed from an early age. It is vital that punctuality is the norm, rather than the exception. It is our policy to encourage and demonstrate the importance of efficient time-keeping for all pupils and this will be communicated through regular contact with parents/Carers.

Regular appraisal and monitoring of registers will highlight any issues which may be followed up by written and/or verbal communication with the parents/Carers.

Absences must be kept to a minimum and will be authorised in line with Government Guidelines. Continuity of learning can only take place through regular attendance.

Requests for Leave of Absence

It is our intention to ensure that every child and young person enjoys coming to school by providing a stimulating, challenging and secure environment. All pupils will be encouraged to be regular attendees, which will ultimately enhance their learning.

Good habits are developed from an early age. It is vital that punctuality is the norm, rather than the exception. It is our policy to encourage and demonstrate the importance of efficient time-keeping for all pupils and this will be communicated through regular contact with parents/Carers.

Regular appraisal and monitoring of registers will highlight any issues which may be followed up by written and/or verbal communication with the parents/Carers.

Absences must be kept to a minimum and will be authorised in line with Government Guidelines. Continuity of learning can only take place through regular attendance.

Breakfast Club

We have a breakfast club on site, which runs from 7.45am. The children are provided with a healthy breakfast and can take part in various activities. After the club is finished, the staff will take the children to their classrooms or onto the playground to line up (age dependent). The latest time the children can attend is 8.20am. The cost for this is £2.50 per day. This covers the cost of the breakfast and the staffing for childcare. The full amount is payable, whether the child had breakfast or not.

Snacks and Water

Children are able to bring in a water bottle to school, which needs to be clearly labelled. Unfortunately, no other drinks are permitted in class. Children may also bring a healthy snack for break time. School provides a snack of toast; children can bring in money to purchase this.

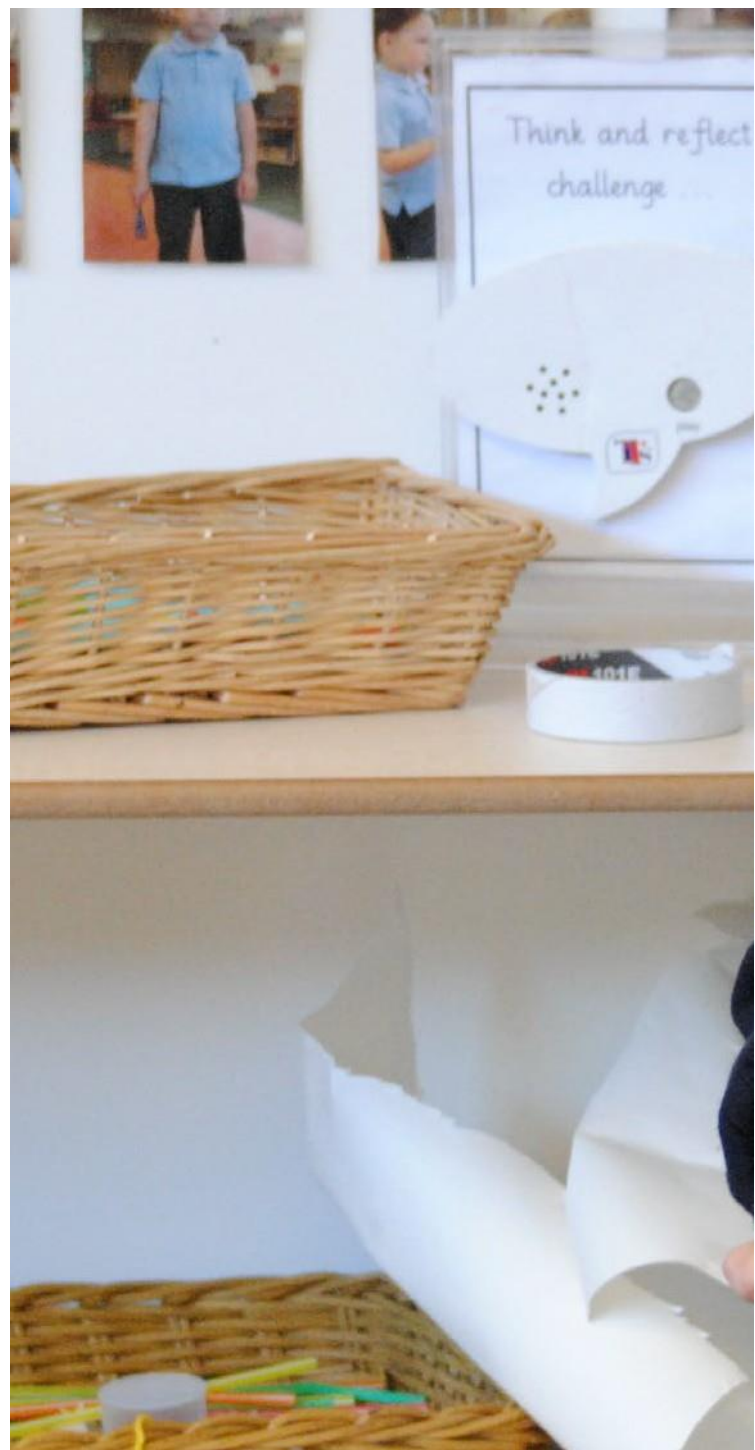
Children in Reception and Key Stage 1 are provided with a piece of fruit during the school day free of charge.

Lunch

We provide delicious meals that conform to the School Food Standards. These can be ordered on a daily basis. We also enjoy theme/celebration special menus throughout the year.

All children up to the end of Year 2 are able to have a free school meal. From Years 3-6, the charge is £1.90.

Free school meals are available on application from the office for qualifying families.





Uniform

At Bishop Alexander L.E.A.D. Academy, we value and take pride in our school dress code and believe that school uniform nurtures a sense of belonging, in keeping with the aims and values of the school. We therefore strongly encourage and expect the wearing of appropriate school uniform throughout the school.

School uniform consists of:

Girls: black/grey trousers or skirt, white or blue polo shirt, navy sweatshirt or cardigan and black school shoes (no trainers)

Boys: black/grey trousers (or shorts for summer), white or blue polo shirt, navy sweatshirt or cardigan and black school shoes (no trainers)

PE: boys and girls- white plain t-shirt, black shoes and plimsolls/trainers. For colder weather, children can wear a tracksuit for outdoor PE

Please note: jewellery (apart from plain stud earrings) and makeup (including nail varnish) is not allowed. Extreme hairstyles are also discouraged.

We have sweatshirts and cardigans with our logo available from the school office. We also sell PE kits and book bags.

Personal Property

We provide the children with the necessary resources they require for their day at school (pens, pencils etc). If children choose to bring in other items, they are responsible for the security of their own possessions at school. The school cannot take responsibility. Breakable or valuable items should not be brought in.

Medicines

We are happy to administer medicines in certain circumstances. Most antibiotics are administered three times a day and therefore we would ask that these are given at breakfast, after school and bedtime. If the medicine requires four doses a day we will administer the medicines under the following circumstances:

- Parents should bring medicines into the academy (not pupils);
- A bottle with a pharmacist's label designating the pupil's name, date of birth, directions, name of drug and name of doctor must be submitted to the office and shown to the office staff;
- Medicines should be in original packaging;
- Any medications not presented properly will not be accepted by academy staff;
- The parent/guardian must complete a Medicine Administration Form;
- A record will be kept of all children receiving medication (this record must be accessible in the office);
- The pupil's class teacher and where appropriate other staff members (e.g. other teachers (including supply teachers) and lunchtime staff) must be kept informed of prescription medication being taken over an extended period of time;

Unfortunately, we are unable to administer any medication that is not prescribed. Parents are welcome to come into the academy at lunchtime to administer these medicines if they wish.

Illness/Accidents

We are not able to supervise children who are feeling poorly in school, so parents or Carers will be contacted if necessary. We require telephone numbers on the admission form when children are admitted to school. It is crucial that school always has an up to date contact number for parents / Carers. We require three emergency contacts.

Some illnesses have an exclusion period in order to avoid infecting others. Please consult with the school if you are unsure about your child's condition.

Minor cuts and grazes are treated by the staff. Parents are notified of all head injuries. More serious accidents are logged and treated accordingly. Staff have received training in the administration of first aid. Our qualified First Aiders offer advice and support. We always try to act in the best interests of your child.



Admissions

Bishop Alexander L.E.A.D. Academy follows Nottinghamshire Admissions process. The published admission numbers for Bishop Alexander L.E.A.D. Academy is: 45 pupils, for each year group.

Standard Reception Criteria:

All applications must be made on the common application form issued by the home Local Authority. The form must be completed and returned by the closing date. All applications received after the closing date will be considered after those received on time

In the event of oversubscription the following criterion will be applied:

- 1 Children looked after by a local authority and previously looked after children
- 2 Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school
- 3 Other children who live in the catchment area at the closing date for applications
- 4 Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school
- 5 Other children

Special Consideration

The following groups of children will be given special consideration in their application for a particular school:

Children whose particular medical needs, mobility support needs, special educational needs or other social circumstances are supported by written evidence from a doctor, social worker or other relevant professional stating that the school is the only school which could cater for the child's particular needs. The evidence must be presented at the time of application.

Bishop Alexander uses the same definitions as published in Nottinghamshire County Council's Admissions to Schools Booklet.

What is an In-Year Application?

An in-year application is for children requiring a school place during the academic year, rather than at the usual transfer time to school (starting primary school, moving to junior school, moving to secondary school or transferring to year 10 in a studio school). Again, the applications are made to the admissions team at the local authority and not to the school directly.





Working with Parents and Carers

We have Parents' Evenings in October and March, which are organised on an appointment basis. This is an opportunity to discuss your child's progress with their teacher. There is another opportunity to discuss your child's progress during July, after his/her report has been sent home.

We value parents and Carers as partners, and welcome their input into the development of their child, and the development of the school. The following illustrates some of the ways in which parental views are sought:

- Parental Information Sessions are used to provide information about aspects of the school and to seek views of parents.
- Parents Forums each term are used to invite parents to an informal discussion regarding areas of the school's work.
- Suggestions are sought as to how we can further improve our school.
- 'Your Voice' Email For those parents who may be unable to come into school, but wish to make suggestions for how we can continue to develop please email
- Monthly Newsletters keep parents informed and updated.

Parents/PTA

We have a wonderful PTA, who play a key role within fundraising activities, raising funds for the school and for charities, both locally and nationally. We hold elections for the PTA key roles (the PTA committee) but we also welcome any further support at events and fundraising activities. Please let the school office know if you can find time to be involved in any way...we really do appreciate the support.

Safeguarding

We take the welfare of our children very seriously. Our Designated Safeguarding Leads are:

Mrs N Spencelayh (Headteacher)
 Mr S Ward (Deputy Headteacher)
 Mr H Rizvi (Assistant Headteacher)
 Miss S Tyers (Senior Leader)
 Mrs E Walker (Safeguarding Officer)





Volunteers/Adults Working in Schools

The welfare of our staff and pupils is of paramount importance. As such, all adults working in school, either as paid employees or on a voluntary basis, will be subject to a DBS (Disclosure and Barring) check. Adults will not be permitted access within school hours, unless this successful clearance has been received and ratified by the school.

Access to Records/Data Protection

Under data protection law, individuals have a right to be informed about how the school uses any personal data that we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data.

Parents/Carers can make a 'subject access request' to gain access to personal information that the school holds about them. Parents/Carers can make the request with respect to their child's data where the child is not considered mature enough to understand their rights over their own data (usually under the age of 12), or where the child has provided consent.

Complaints

Many concerns are dealt with through good communication between school and Parents/Carers. If you have any concerns, please speak to the class teacher in the first instance as worries can often be resolved at this point. If the issue is not resolved at this point, the Headteacher or a member of the leadership team will become involved and try to settle the matter.

There is a formal complaints procedure, which is available upon request and via the school website.





Charging

- No charges are made for books or materials used to deliver the school curriculum
- Parents and Carers may be asked to reimburse the school for items lost or damaged by their children
- Parents and Carers may be asked to make a voluntary contribution towards the cost of special events like school visits or out of school activities
- No child will be excluded from joining in with an activity just because a parent or Carer is unable to pay or make a contribution
- If many Parents or Carers are unable to pay a contribution towards the cost, the school reserves the right to cancel or withdraw altogether the special event or activity
- For special events requiring larger sums of money, such as a residential visit, payments may be made in instalments

Governors

L.E.A.D. Academy Trust holds accountability for governance in the school. There is an Academy Advisory Body (AAB) for Bishop Alexander L.E.A.D. Academy. The core function of AAB, is to provide a strong parent and community voice for the Academy, and to have oversight of performance and impact.

L.E.A.D. places great importance on the parent and community voice, and expects all Academies to work closely with parents, engage with them seriously and professionally, and take notice of their aspirations and concerns.

Accuracy of Information

The information contained within was correct as of June 2020. For any further information, please feel free to contact the school and speak to the Headteacher.

Bishop Alexander L.E.A.D. Academy
Wolsey Road
Newark
Nottinghamshire
NG24 2BQ

Email: office2@bishopalexanderacademy.co.uk

Telephone: 01636 680040



Bishop Alexander L.E.A.D. Academy
A L.E.A.D. Academy