

# PROSPECTUS



Part of  
Red Kite Learning Trust



## Our Trust Mission

**Nurturing ambition, delivering excellence and enriching children's lives.**



### Our Trust Values



#### Collaboration

We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements - personal and collective.



#### Integrity

We put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice.



#### Respect

We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness - modelling our values and wanting the very best for each other.

### Our Trust Goals



#### We champion learning

Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children's lives.



#### We promote wellbeing

Ensuring the wellbeing of every child and member of staff in our Trust.



#### We invest in our people

Supporting every member of staff throughout their career to be the best that they can be.



#### We innovate with technology

Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.



#### We are our Trust

Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.

**Crawshaw Academy is part of Red Kite Learning Trust, a multi academy trust made up of 14 schools in North and West Yorkshire, serving over 9,750 children and young people, and their families.**

Our shared Trust mission of nurturing ambition, delivering excellence and enriching children's lives is at the heart of all we do. As part of Red Kite Learning Trust, Crawshaw Academy benefits from shared knowledge across schools and a central team of experts for School Improvement, Finance, HR, IT, Communications and Estates.

Within the framework of this supportive structure, Crawshaw Academy works collaboratively with all the schools in our Trust to continually deliver the best outcomes for every child in its care.

Whilst our Trustees are ultimately responsible for all the schools in our Trust, each one, including Crawshaw Academy, is managed locally by the Headteachers/Principals and their Local Governing Body, retaining their own identity.

When your child joins Crawshaw Academy you can be reassured that the future strength and success of our school is further assured by being part of a strong, effective and successful Trust.



<b>Red Kite Learning Trust</b>	Page 02
<b>Welcome from the Headteacher</b>	Pages 04-05
<b>Vision and Values</b>	Page 06
<b>Transition from Primary School</b>	Page 07
<b>Academic Excellence</b>	Pages 08-09
<b>Student Leadership Opportunities</b>	Page 10
<b>Personal Development</b>	Pages 11-12
<b>A Well-rounded Approach to Support</b>	Pages 13-14
<b>Extra-curricular Activities and Trips</b>	Pages 15
<b>Key Information</b>	Pages 16-17
<b>Admissions</b>	Page 18
<b>Crawshaw in Photos</b>	Page 19
<b>Red Kite Education</b>	Page 20
<b>Contact Details</b>	Page 21

**NOTE:** Please click on a page title to take you directly to the chosen page





## Dear Parents and Students,

We are truly a special place with passionate and supportive staff who want to deliver the best for our young people.

Our values of Respect, Integrity and Determination drive everything we do, and we encourage our students to have high aspirations and ambitions.

At Crawshaw Academy, we believe education is about more than academic success. It is about shaping well-rounded, confident, and compassionate individuals. Our dedicated team of educators is passionate about unlocking the potential in every child, guiding them to explore their talents, and encouraging them to strive for their personal best.

We place a strong emphasis on extracurricular activities, anything from the arts to sports, and from trips and shows, so students can discover their passions and develop teamwork,

leadership, and perseverance. As well as begin to develop a better appreciation of cultures, traditions and different ways of life.

We are unapologetic in setting high standards. We know what works best for young people and how to ensure they are successful. This starts with excellent attendance, over 95%, with excellent behaviour, striving to be at their best every day and through an excellent attitude to their work. An attitude that thrives on challenge and a willingness to collaborate with their peers and our staff at all times.

We believe in a maintaining a culture of respect and tolerance of others. We work with young people to resolve any conflict and to be understanding of diversity and difference and to learn to celebrate our differences. We know such an approach builds a calm, purposeful and harmonious school, where every child can be safe, respected and able to learn without distraction.

We are an ambitious school, hungry for more success for everyone who attends the school.



This is reflected in the improvements in our quality of education, the improvements to our personal development curriculum and the overall quality of our careers advice and guidance. Ensuring that all our students are prepared well for their next steps in life.

Parents, we view you as partners in this journey, working together to build a strong foundation for your child's future. We encourage open communication and an active involvement in school life, which creates a sense of community where every child feels valued and supported.

I invite you to explore the opportunities that await your child at Crawshaw. Together, let us embark on a path of discovery, growth, and achievement.



Iain Addison  
Headteacher







## Crawshaw's Purpose - Vision

- ▶ At Crawshaw Academy, we are **determined** to create an aspirational educational community, with **Respect, Integrity** and **Determination** at our core. We aim to inspire every student to be ambitious for themselves and for others and to demonstrate an unwavering determination, both within and beyond our school
- ▶ We commit ourselves to nurturing a culture where **respect** is paramount - **respect** for oneself, for others, and for the diverse world we live in. This ethos of respect permeates every aspect of our school life, encouraging students to engage positively with each other and their learning experiences
- ▶ Our goal is to empower our students with the skills, knowledge, and confidence necessary to reach their full potential. We emphasise the importance of consistent attendance, active engagement, and positive behaviour, recognising these as key to academic success and personal development
- ▶ In our inclusive environment, individual backgrounds, barriers to learning and unique talents are acknowledged, supported and celebrated. We endeavour to provide opportunities for all our students to excel and flourish
- ▶ Beyond academic excellence, we strive to instil values of empathy, cooperation, and leadership. We pledge to offer a, safe but challenging learning environment where students are inspired to dream ambitiously, work diligently, and persevere through challenges. With a strong foundation in **respect** and responsibility, our students are set to make a meaningful and positive impact in the world



### Respect

Understanding and appreciating the worth of oneself, others, and the environment, fostering a culture of mutual respect.

### Integrity

Doing the right thing even when no one is watching.

### Determination

Striving towards difficult goal despite challenges.



## Transition from Primary School

We pride ourselves on our transfer and transition processes. We strive to do everything we can to ensure that students enter the school well-prepared and feel as comfortable as possible in their new environment. We recognise the various differences between primary and secondary school and, therefore, place a real focus on transition. There is a great deal to take in when moving schools and we try to familiarise incoming students as well as we can with their new surroundings. Equally, we want parents to feel involved in the process and to understand how we operate. Here, we have outlined our usual approach to transition.

### Partnerships

We work closely with primary schools to ensure we have all information about individual students before they arrive here. Our transition staff will visit feeder primary schools during the summer term and parents and students attend a Year 6 Information Evening in June. At the Information Evening, our team of dedicated transition staff will give parents information about what the transition process entails. It is also an opportunity to answer any questions parents may have. This is the point at which students will find out which form group they will be in.

### Transition to Crawshaw

All transition activities after the Information Evening will be undertaken in new form groups in order that students may get to know their Form Tutor and peers as well as possible before starting in September. We provide an Academic

Transition Pack from the Core subjects (English, Maths and Science) over the summer holidays to help students prepare for the new challenges and opportunities at Crawshaw.

In July, we host Year 6 visit days when students attend school to do some transition activities and spend time in normal lessons. Feeling at ease in their new environment is particularly important for those who are only joined by one or two other students from their primary school.

Additional attention is given here at our 1,2, 3 day where those students are invited to spend a day at school to meet and get to know other students in the same situation.

### September and Beyond

Later during Year 7, all students have the opportunity to undertake a residential experience, where each form group, accompanied by their Form Tutor, Year Leader and other staff, spend time taking part in indoor and outdoor activities that help develop our 'Crawshaw Character' alongside our new 'Pursuit' Challenge Programme in school. Finally, we run a Year 7 Parent Information Evening where we explain things such as our monitoring system and where parents can speak to a range of staff informally.

The Transition Team is contactable in school throughout the process in case parents have any queries or concerns. If you have any questions, regarding Transition or Admissions, then please contact us via the school switchboard or email.



## Academic Excellence

Our ambitious curriculum is broad and balanced and designed to make learning challenging, engaging and enriching for all students. The wide range of curricular opportunities on offer aims to prepare students for the challenges of life in the 21st century, develop character, communication skills and crucially equips them to achieve well academically.

Ofsted 2019: **The very large majority of teachers have high expectations. Together with the good relationships seen in the classroom, this means that pupils learn in a calm and positive environment. Consequently, pupils are not afraid to make mistakes and to challenge themselves. It is typical for pupils to take part in discussions and to be keen to offer answers. As a result, their thinking is challenged more deeply and they successfully acquire new knowledge, skills and understanding.**

Schemes of learning are carefully designed to:

- ▶ Build on prior learning to enable mastery of concepts and skills
- ▶ Develop knowledge acquisition and retrieval of key information
- ▶ Challenge all students i.e. giving the most able the opportunity to develop higher order skills of investigation, research and prediction



### Teaching & Learning

Excellence in teaching and learning is at the core of what we do. We invest heavily in the training of our teachers and new staff to ensure consistency and quality in delivery of our 'house model' of teaching. This model is underpinned by research in cognitive science. We are very proud that our approach to planning was identified as a strength in our most recent Ofsted inspection. Ultimately, our aim is to provide the highest quality teaching and learning experience for our students to enable them to fulfil their potential and move on to the next stage of learning.

Ofsted 2019: **Teachers' plan effectively. They think carefully about how to structure activities so that pupils of all abilities can achieve. For example, in a range of subjects, teachers carefully introduce key concepts and vocabulary in a logical sequence to enable pupils to secure their understanding. This helps pupils to write more knowledgeably and at greater length.**





We recognise that all students have special skills, abilities and aptitudes and our teaching staff know their students well as individuals. To enable effective learning and progress, teachers utilise highly effective learning tasks and a variety of approaches across subjects. In order to achieve well, we expect students to participate fully in, and engage with, the learning process so they become responsible for their own learning and adopt an enquiring approach to their studies.

### Home Learning

At Crawshaw Academy we believe that engagement with home learning is crucial to students' academic success and in the development of good habits for learning. Relevant and purposeful homework tasks are set regularly, align with the taught curriculum and extend students as appropriate.

This commitment to student learning is exemplified by a significant investment in high quality online adaptive platforms that use the latest technology to improve learning. The platforms (particularly in core and EBacc subjects) strengthen students' knowledge and skills and provide immediate feedback for improvement. These platforms have proven impact when used regularly.

### IT Development and Innovation

Significant investment in an IT solution has been made to develop home and remote learning through Microsoft TEAMS. We are in a very exciting phase of development of new and innovative ways of teaching and learning approaches. Embedding technology, for example 1 to 1 devices (I-Pads), to enhance an accessible and sustainable curriculum, leading to improved outcomes for all is a current key priority.



## Student Leadership Opportunities

Crawshaw Academy has a very strong focus on Personal Development and consideration of the student as a whole. As such, we offer a range of other opportunities to improve learning and, in preparation for working life, to provide another dimension to the curriculum through developing wider skills and experiences.

Providing students with the opportunities to try things that they may not have had the chance to do before is important. Developing the confidence and communication skills that will support success in the future is a key aim of life at Crawshaw.

### Student Leadership

Our **STRIVE** philosophy means that we provide our students with opportunities that will support the experience of success now and in the future. Leadership opportunities are a key part of this.

Each form group has an **elected form leader** who represents the form's views at **House Council**. The ability for students to discuss and influence school decisions is crucial and also develops their communication skills and ability to collaborate with other students and staff.

In Year 11, students have the opportunity to be part of the **Student Leadership Team** and can apply to be **Head Student** or one of the deputies. This fully democratic process requires

students to be nominated, presenting their pitches publicly before a full school vote elects the key positions.

The Student Leadership Team play a key part in our school community, representing the school at events, speaking to prospective parents at Open Evenings and providing an important input into the school's Senior Leadership Team helping to provide feedback from a student perspective and provide a steer for further change and improvement.

### Recognising Success and Encouraging Leadership Attributes

Celebrating student success is very important to Crawshaw. In addition to celebration events through the year, the **annual school Awards Evening** is an opportunity for students, staff and parents to come together to celebrate our students. This deliberately formal event held in the heart of our school community at Pudsey Parish Church provides our students with the opportunity to experience success in a different venue and setting away from school whilst enjoying performances and images to help us reflect upon the year gone by.

Our Head Students are publicly celebrated during this event, but it provides students from all year groups the chance to have their achievements recognised in front of hundreds of people from the local community.

Awards incorporate academic success, alongside wider contributions for example in the sporting arena and also recognising contributions out of school to the wider community.



## Personal Development

Personal Development within the wider school Curriculum is critical to the success of students at Crawshaw and beyond in later life. This often involves taking learning beyond the classroom and in many cases into the work place.

### Personal Development

All students have timetabled 'Curriculum for Life' lessons where age appropriate topics are explored in a safe and supportive environment. These build on all aspects of PHSCE from primary school, and range across a huge number of topics including relationships education, cyber bullying, knife crime and careers planning.

We have emphasised a focus on bringing in external visitors to support our students with real world examples. These have included Road Safety, Prevent, Budgeting and anti-social behaviour charities and the BBC 'Share your Story' roadshow delivered to year groups.

Form Tutors further develop these aspects of students' characters and emotional development through the 'Tutor' programme where students are encouraged to participate fully in a range of activities to broaden their experience. There are assemblies every week on a range of topical matters that help to prepare our young people for a world beyond the familiar.

### Careers in the Curriculum

At Crawshaw Academy we want our students to be 'Work Ready' for whatever field of employment they choose to pursue. The only way to ensure this can happen is by arming them with as much knowledge as possible about the routes and choices open to them.

We do not believe that 'bolt on' Careers lessons are sufficient to cement this understanding with parents and students. Instead, we have put Careers education at the heart of our Curriculum. In Years 7-9, students study 'Enterprise', which allows them to explore different aspects of business education and careers as part of their weekly timetable. They become very accustomed to using the Start Platform, which is a Careers portal, to help guide their preferences and decision making. We also incorporate discussions and lessons around careers in all department areas to ensure that the relevance of subject material to the wider world is appreciated.

A wide range of experiences are opened up to students across their time at Crawshaw; examples include the BBC, Yorkshire Water, medical taster days, and aviation experiences, alongside practical skills workshops, university visits and work experiences. These fantastic experiences broaden their comprehensions of the opportunities they have.



## Recognition

We were delighted to fully achieve the '**Quality in Careers**' Standard' in June 2022. This award recognises Crawshaw's commitment to Careers education and our achievement across all 8 of the Gatsby Benchmarks, which are the structure around which school Careers guidance should be built. 'Addressing the needs of each student is a particular strength of the careers programme at Crawshaw Academy'.



In July 2023, our work was recognised through assessment against the Healthy Schools framework which is judged against the four strands: Healthy Eating, Physical Education, Social, Emotional and Mental Health and PSHE.

This award indicates that Crawshaw is a MindMate, PSHE and Active schools friendly setting. 'The school has a holistic approach and vision for investing in the whole child and the health and wellbeing agenda'.



## Bespoke Careers Support

Our students have access to a Level 6 qualified Careers Guidance Professional. They work in conjunction with our Curriculum for Life programme and supports students form their Career Action Plan to help and support them onto their appropriate next steps beyond Year 11.







## A Well-rounded Approach to Support

At Crawshaw we believe in students taking responsibility for their actions and their own learning so they leave school as well-rounded, independent individuals who are prepared for the demands of the outside world. In order to reach their potential and develop as young people, students need to feel safe, happy and supported. We therefore place a strong emphasis on the pastoral, academic and behavioural needs of our students and on rewarding positive behaviour. We have a body of dedicated support staff who can offer a variety of interventions according to students' individual needs. These staff work across dedicated learning bases.

- **Form Tutors:** The first point of contact for students and parents is the Form Tutor whom students meet daily during tutor time. Wherever practical, the Form Tutor will remain with the form group until Year 11
- **Year Leaders:** From Years 7 to 11, Form Tutors and other staff work closely with a Year Leader who monitors their year group

to ensure that the students are fulfilling their potential and accessing appropriate support where necessary

- **Key Stage Phase Leaders:** There is a Phase Leader for Key Stage 3 and one for Key Stage 4. They have oversight of the key stage and a focus on progress to ensure effective interventions are in place
- **SEN Coordinator (SENCO):** Coordinates support for students who have special educational needs, managing our team of teaching assistants and other intervention sought externally such as educational psychologists and speech and language therapists
- **Intervention and Wellbeing Workers:** If students are facing challenges that provide a barrier to their wellbeing and success, our staff work closely with them to create a bespoke package of support to help them overcome any issues that they may face

**Ofsted 2019:** Leaders place a high priority on pupils' academic success. They ensure that pupils are well prepared for their next steps in education, employment or training.



## Strive for Success:

- At Crawshaw Academy we base our Rewards and Sanctions on a system of mutual respect between staff and students, building relationships and having high aspirations and expectations of each other. It is about establishing good learning behaviours and involves teaching students about appropriate behaviour for learning
- Good behaviour is about active engagement in a lesson and taking responsibility for your own learning and progress. This is indicated by our Engagement in Learning grades. This is evidenced by our students who arrive to a lesson ready and fully equipped to learn. They are active learners and are prepared to listen and question, suggest alternatives and justify opinions. Working independently or with others, they can reflect and improve; highlighting something they have learned through each lesson they attend

An emphasis on rewarding positive learning behaviours is key to creating a culture of success.

**Ofsted 2019: Pupils are courteous and friendly. The very large majority of pupils enjoy their learning. This is supported by positive relationships between pupils and staff.**

## Feeling Safe and Secure

We have increased the number of places into Year 7 in recent years as a result of being oversubscribed for new admissions. However, with over 1100 students at Crawshaw, we take pride in ensuring that students feel safe and secure with us.

We recognise the differences between primary school and secondary school and a great deal of work goes into making students feel safe and parents reassured.

We have a comprehensive range of systems, processes, checks and measures which contribute to ensuring that safeguarding and safe practices are rooted within Crawshaw. These include cashless catering, a clear antibullying policy with discrete methods to report situations should they arise, secure external gates and doors and an active Student Council and Leadership Team which affords students the opportunity to give their views on issues including student safety. We were very pleased to be complimented on our Safeguarding practices by both Ofsted and receiving an 'Outstanding' judgement by Leeds during their last Safeguarding audit.

**Ofsted 2019: "[students] are confident that staff would support them if they had concerns, and they know who to speak to if they have a problem. Pupils told inspectors that they feel safe in school."**





### Extra Curricular Activities:

We run a range of extra curricular activities during lunchtimes and after school. We believe that through participating in these activities, students are able to further develop their social skills, spend more time with their peers and develop hobbies and interests outside of the curriculum.

A full programme of activities is available on the school website but examples include:

- Sports (football, netball, climbing, rugby, basketball, badminton, gymnastics, rounders, cricket and fitness)
- Drama (annual productions, drama club)
- Music (Band, keyboard club, vocal group)
- School productions (students can get involved in performing, music, costume, stage design, stage management, lighting and sound)
- Art Club
- Peripatetic music lessons
- Modelling & Strategy Club
- Games & Crafts
- Stem Club



### Trips and Visits:

We have focused very heavily on providing a wide range of enrichment opportunities for students as part of our STRIVE philosophy. Having the opportunity to experience new and different environments, locations and activities is a fundamental part of the wider curriculum at Crawshaw.

Alongside specific curriculum related visits such as geography and history fieldwork, we also provide a number of opportunities for students to visit places, locally and internationally on visits with wider educational and recreational aims.

All of our visits are comprehensively risk-assessed and supervised by experienced staff who know the destinations and activities well.

Following the impact that the pandemic had on large residential visits, we are pleased to be able to run these again. Visits having recently run, or being planned include:

- Austria (Ski Visit)
- Sorrento
- Berlin
- London
- Year 7 and 9 Residential experiences



## The School Day

Our school day begins at 8.30am with a tutor time which helps set students up for the day, ensuring they are equipped and ready for learning alongside providing opportunities for Personal Development. There follows a 20-minute session, the Crawshaw Book Club, which promotes the vital skill of reading through a shared reading experience.

There are then five, 1-hour lessons. The morning period also includes a breaktime. Students move between their subject classrooms for their lessons – do not worry though, they get to learn the best route between lessons very quickly! The school operates a two-week timetable (Week A and Week B) which means that you may have different lessons, or in a different order from one week to the other.

## School Uniform

At Crawshaw Academy we have a uniform so that students will identify with the school. Wearing the school uniform gives the message 'this is learning time'. By choosing Crawshaw Academy parents are making a commitment to ensuring their children always wear our uniform. Our uniform consists of a blazer, a jumper, an appropriate year group tie, black trousers, white shirt and black leather-look shoes (no trainers, canvas shoes or logos are permitted).

## Catering

We are proud that since joining the Red Kite Learning Trust, our catering is provided in house by our own Catering Team. We operate a cashless set up within catering, utilising the Arbor Pay platform to deposit money into individual accounts, with students accessing their money via each till point in the canteen.

We offer various provisions in the canteen and the food options available are influenced by our student council who regularly give feedback. The provisions are:

- Breakfast—Standard items from porridge to pain au chocolat
- Break – A snack based menu, including sausage rolls and pizza slices
- Lunch time – Menu rotates on a cycle, with varied meal choices such as chicken fajitas or carvery style roast dinners. We also include a vegetarian option every day and have full allergen information available for all meals and sandwiches

Provision is also made for those students wishing to bring packed lunches from home.





## Facilities

We have seen significant benefits in our facilities since becoming a part of the Red Kite Learning Trust. One of the initial investments that we received was a new AstroTurf facility. Not only has this provided an excellent resource for the local community to use, it means that our students are able to benefit from this as part of their PE lessons and extra curricular clubs.

During 2020 we had a complete overhaul of our IT infrastructure. This means that in the coming years, students will benefit from this improvement as a key focus of the school is to develop further how IT can be used to support top class teaching and learning supporting academic success.



Our Theatre is an excellent multi functional space. It is used to for whole year group assemblies alongside hosting our wonderful performances from Music and Drama whilst providing an open space for events such as the annual Careers Fair and information evenings.

## School Admissions

Applying for a school place for your child may seem a daunting at first, so we want to help support you as best we can. This is a quick guide to our admissions policy and process.

More information is available [Here](#) and we are happy to answer any questions you may have, so please contact us should you need to.

Red Kite Learning Trust is the admission authority for all our Trust schools and works in co-ordination with Leeds City Council (LCC) to administer the school application process fairly and effectively.

- The national deadline for Year 7 applications for September 2026 places is 31 October 2025
- To apply, you need to complete the Leeds City Council (LCC) online form, which you can find here: [School admissions](#)
- It is important to read the 2026/27 admissions policies Crawshaw Academy which can be found [Here](#)
- Please ensure you provide any extra information, relevant to support your application, as detailed in the 2026/27 admissions policy for Crawshaw Academy
- To see how places were allocated in previous years, you can view the LCC statistics tool here: [Check a school's admissions details](#)
- It is recommended to name 5 preferred schools on your application form
- Living in the catchment area does not guarantee a place at the school
- Your child's or a sibling's attendance at any other of our Red Kite Learning Trust primary schools does not give priority for admission to Crawshaw Academy
- If you require help with completing your application form, please contact LCC: tel. 0113 222 4414 / e-mail: [startingsecondary@leeds.gov.uk](mailto:startingsecondary@leeds.gov.uk)
- If you are applying to a school from outside of Leeds, you must apply for school places through your own local authority instead of via LCC
- Make sure to inform your local authority of any changes to your circumstances as soon as possible (for example if you are moving house)

- You will be offered a place at your highest preference school, for which your application meets the school's admissions policy priority criteria
- Places will be offered in writing by Leeds City Council on Secondary National Offer Day 2 March 2026

## How your application is processed

Applications and offers for school places (including in-year applications) are co-ordinated by Leeds City Council (LCC), in line with the selection criteria set out in the school's admissions policy. Applications for places are ranked in priority order when a school is oversubscribed and receives more applications than there are places available.

For Crawshaw Academy, the criteria are as follows:

After the admission of pupils with an Education, Health and Care Plan (EHCP) naming the school...

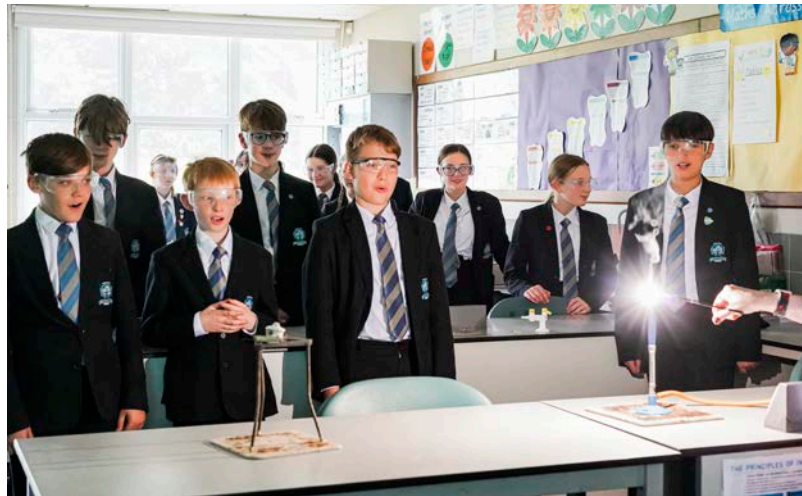
1. Looked after children and all previously looked after children
2. Children without an EHCP but who have special educational needs, or with exceptional medical, mobility or social needs, which can only be met at the school
3. Children with a sibling on the school roll on National Offer Day, living at the same address
4. Children who have a parent employed by Red Kite Learning Trust as an established school staff team member within the school at the time of application
5. Children living in the catchment area of the school
6. Any other children by distance from the school

Please refer to our [2026/27 admissions policy for notes for each priority](#)

**Please note** - this guidance does not replace the Red Kite Learning Trust school admissions policies. This guidance must be read in conjunction with the admissions policy for each individual school.



# CRAWSHAW IN PHOTOS







## Supporting The Wider Education Community

**Crawshaw Academy** is committed to train and develop school colleagues at every stage of their careers, from initial teacher training through to a full range of school leadership

programmes. Our students benefit from this wider work as it impacts directly on the quality of teaching they receive.

## Red Kite Education

Red Kite Education is a team of experienced and talented colleagues who lead and support Red Kite Alliance, Red Kite Teacher Training and Red Kite Teaching School Hub, serving a community of schools who work across all these strands. Crawshaw Academy is an active member of this community.

**Red Kite Alliance** is a partnership of over 50 schools working collaboratively to be 'stronger together'. Crawshaw Academy has representation in 19 subject networks that meet 3 times a year, as well as Headteacher briefings and Secondary Leaders meetings. In total there have been 58 in-person events and 64 online events with the Alliance in the past academic year.

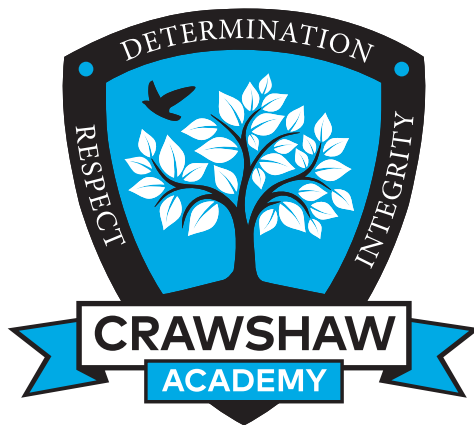
**Red Kite Teacher Training** is one of the largest school centred initial teacher training providers in the country and Red Kite Teaching School Hub is one of 87 Teaching School Hubs nationally supporting teacher development.







# GET IN TOUCH



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Crawshaw Academy



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[Return to Contents](#)