



**Ormiston  
Maritime  
Academy**

Ormiston Maritime Academy  
**Prospectus**

# Welcome from the Principal



Thank you for your interest in Ormiston Maritime Academy. I am very proud to be the Principal and it's wonderful to work with such delightful young people and dedicated staff. I hope you enjoy finding out more about the opportunities that we offer to our students.

As Principal, my priorities are to ensure that students are happy, feel safe and get the best qualifications so all students have choices when they leave here in Year 11. The learning and achievement of our students is of the greatest importance as this is a five-year journey together.

Recent visits by external stakeholders such as parents, the Trust and Ofsted have said that safeguarding is effective, and bullying is rare. I am proud that the students here at Ormiston Maritime Academy have positive attitudes towards their learning.

By choosing Ormiston Maritime Academy for your child's next step in their education, you are selecting a place of learning which holds the young person at the centre of all that we do. Not only do we value academic excellence, we also understand how important it is to inspire, engage and challenge young people to be the best that they can be.

Our high expectations together with the high aspiration and ambitions you have for your child are all key ingredients in the vital partnership between the Academy, the child and the home. It is this partnership which provides the cornerstone for your child to succeed. We will ensure that students have the support and guidance required to help them to become successful and responsible members of society.

We live in a rapidly changing and unpredictable world; therefore we must prepare students to live successfully in inter-dependent communities where knowledge, understanding and tolerance of other people and their cultures is vital.

Students who join Ormiston Maritime Academy are building on a journey of learning and discovery which will last for their time at the Academy and continue throughout their lives. Making the choice for your child's secondary school is an incredibly important decision. The combination of child, Personal Tutor and supportive parents here at Ormiston Maritime Academy, alongside the superb facilities, ensures the success of our students.

Making Ormiston Maritime Academy as your first choice is a decision you will not regret. I hope you will be encouraged to learn more about us and will want to share in and contribute to the very exciting opportunities that we offer.

As well as this prospectus, you can obtain further information from the Academy website which is located at [www.omacademy.co.uk](http://www.omacademy.co.uk) and our Academy Facebook page [www.facebook.com/OrmistonMaritimeAcademy/](https://www.facebook.com/OrmistonMaritimeAcademy/).

We look forward to working with you in the coming years and supporting your child through this important period in their education.

“ The school is well led and managed by a passionate and determined headteacher. (Ofsted) ”



**Carrianne Robson**

Principal, Ormiston Maritime Academy

# Ormiston Academies Trust



Our school is proud to be part of Ormiston Academies Trust (OAT), one of the longest-established and largest school trusts in the country. Since 2009, OAT has been dedicated to transforming education, supporting over 35,000 pupils in 40+ schools with over 5,000 staff – across secondary, primary, alternative provision and special schools.

With schools across England, from Lowestoft and the Isle of Wight to Grimsby, Runcorn, London and the West Midlands, OAT serves a diverse range of communities. This national reach reflects the Trust's commitment to providing excellent learning opportunities for every child, regardless of background or location.

At the heart of Ormiston's rich history and the strong values that underpin everything they do, is a simple yet powerful vision: a school system where every child can thrive. The Trust's mission is to ensure every child has excellent learning opportunities, inside and outside of the classroom, which enrich their lives and afford them choice and opportunity in the future.

You can find out more about Ormiston Academies Trust at [www.ormistonacademiestrust.co.uk](http://www.ormistonacademiestrust.co.uk).



“ Pupils learn about bullying. Pupils say that bullying rarely happens. If it does happen, pupils are confident that it is dealt with by staff. Leaders are clear that bullying is not tolerated in this school. (Ofsted)

# Vision and Mission

The Ormiston Maritime Academy vision is very simple: all students, irrespective of their backgrounds, will be exceptional learners, so they are equipped with the necessary knowledge, skills, qualifications and mindset to contribute positively in society.

The Ormiston Maritime Academy mission is that, we believe that students will aspire to excellence through literacy, with a specific focus on oracy at Key Stage 3. Students will learn to become masters of retrieval and experience a curriculum which develops students' cultural capital.

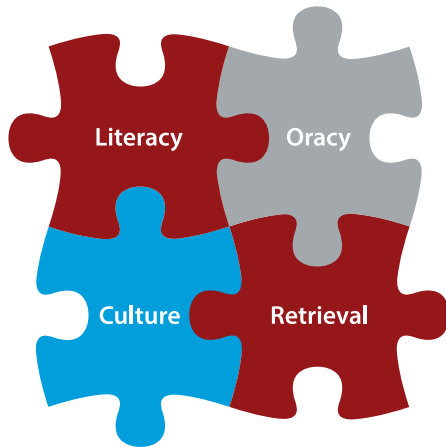


“ School staff are vigilant in keeping pupils safe. There is a strong culture of safeguarding across the school. Leaders ensure that safeguarding is everyone's responsibility. (Ofsted)



# Curriculum Pillars

Our curriculum is based on four essential pillars to help our students overcome any barriers they may have.



## Retrieval

At the Academy, we believe retrieval is essential for students to be successful. Students being able to know more and remember more will build on the knowledge and skills for them to be successful in society. As students this will then lead to the best achievement in their qualifications and being able to compete for the best careers in the world of work.

## Literacy

At the Academy, we believe literacy is a key driver to success and plays a vital role in transforming students into socially engaged citizens. Students need to be able to understand what they are reading and to be able to write fluently with a high level of language. This will then make our students well-equipped to be ready for the world of work and communicate effectively.

## Oracy

At the Academy, we believe students should be able to be articulate and express their feelings and meanings eloquently, confidently and sensitively. The benefits of oracy skills go far beyond academic achievement and employability – they boost a whole range of social, emotional and interpersonal skills, including self-confidence, self-awareness, resilience and empathy.

## Cultural Capital

At the Academy, we believe students should experience learning that isn't just formal qualifications. It comes through all aspects of the curriculum – exposing students to a large variety of subject areas; promoting character-building qualities through careers and enrichment and about the wider employable skills that are required. Students should participate a wide range of experiences to prepare them for future success.



**Pupils with special educational needs/and or disabilities (SEND) are supported well. Pupils study the same curriculum and teachers adapt their teaching to meet the needs of pupils. (Ofsted)**

# The Curriculum

We view the curriculum as the sum of all the learning experiences within the Academy... not simply the identifiable subjects. The learning programmes extend beyond the requirements of the National Curriculum and subject boundaries, intending to fully develop our young people so that they may successfully contribute to a modern and increasingly global society.

At the Academy we offer a curriculum that fits with our values of 'ASPIRE to excellence'.

Each curriculum team will have its own vision for their subject which will explain what is taught, how it has ambition, how it fulfils the national curriculum and the order the curriculum is sequenced. We want our students to understand how to be an expert in each subject such as a 'Scientist, Mathematician, Historian' to name but a few. The planning of the subject curriculum has the four core pillars at its heart – Literacy, Oracy, Retrieval and the experience of Cultural Capital.

We offer a curriculum that is broad and balanced and promotes spiritual, moral, social, cultural and physical development of students with a view in preparing our young people for their future careers. With this in mind, we do focus a significant proportion of our curriculum time on English and Mathematics to ensure students have the core numeracy and literacy skills to help access other curriculum areas.

## Key Stage 3

Key Stage 3 is a three-year programme of study. This ensures the curriculum is broad and does not narrow too quickly. It is important that all students experience a variety of subjects.

All students follow the National Curriculum by studying English, Mathematics, Science, Art, Geography, History, ICT, Spanish, Performing Arts (Drama and Music), Physical Education, Religious Education and Design Technology. The Key Stage 3 curriculum develops a strong foundation for these subject areas, strengthening skills and building knowledge required for further study, whilst striving to develop a passion and enthusiasm for learning.

The curriculum and schemes of learning are continuously audited to ensure they are as least as ambitious as the National Curriculum requires. There is also dedicated curriculum time to careers and PSHE (Learning for Life).

## Key Stage 4

Key Stage 4 begins when students are in Year 10. In Years 7 to 9 students study Modern Foreign Languages, which then enables them to access the more academic Ebacc suite of subjects in Key Stage 4.

Our options pathways process is based on prior attainment, internal assessments, the interests, the abilities and aptitude of the students and they are supported at an individual level to help them choose the subjects that are right for them. All students can access all of the subjects on offer. We offer a wide range of GCSE and Vocational qualifications.

All students study English, Mathematics and Combined Science. In addition, all students take part in timetabled Physical Education. There is also dedicated curriculum time to careers, PSHE (Learning for Life) and Religious Education.

# Our Values

At Ormiston Maritime Academy, our 'Vision' and 'Mission' are the overarching umbrella of our ASPIRE values.

We are incredibly proud of these values as they were developed by our wonderful students. Ormiston Maritime Academy students know what it takes to be successful in life! The OMA Way: Every Student, Everywhere, Every Day.

The graphic features a vertical column of six interlocking puzzle pieces on the left, each representing a value. The pieces are colored as follows: 'A' (dark red), 'S' (blue), 'P' (grey), 'I' (dark red), 'R' (blue), and 'E' (grey). To the right of each piece is a list of specific behaviors or actions associated with that value.

- A**  
Achieve
  - Know your targets and understand how to meet them.
  - Challenge yourself to exceed you target.
  - Respond to feedback and make improvements in red pen.
  - Give effective peer and self-feedback in red pen.
- S**  
Support
  - Be willing to share your knowledge with peers.
  - Show and tell great work.
  - Work together in a group setting.
  - Support and help peers and staff in, and outside of, lessons.
- P**  
Persevere
  - Be prepared to make mistakes and try again.
  - Never give up, even when things get tough.
  - Challenge yourself to achieve more than your expectations.
  - Go the extra mile for yourself and others.
- I**  
Independence
  - Try it yourself before asking for help.
  - Solve problems on your own.
  - Take responsibility for achieving your targets.
  - Complete homework.
- R**  
Respect
  - Respect yourself by making the right choices.
  - Listen to everyone and respect other's opinions.
  - Show good manners and be respectful to all.
  - Respect work, equipment and the environment.
- E**  
Engage
  - Show a positive attitude in lesson.
  - Stay on task and don't be distracted by others.
  - Contribute to the lesson in a positive way.
  - Ask relevant questions of teachers and peers.



# The Academy Day

8:25 – 8:35am	Year group line ups in tutor groups. Uniform, equipment and planner check.
8:35 – 8:40am	Movement to lessons
8:40 – 9:40am	Period 1 (am session mark)
9:40 – 10:40am	Period 2
10:40 – 10:55am	Break
10:55 – 11:00am	Movement to lessons
11:00am – 12:00pm	Period 3
12:00 – 12:55pm	Period 4
12:55 – 1:30pm	Lunch
1:30 – 1:35pm	Movement to lessons
1:35 – 2:30pm	Period 5 (pm session mark)
2:30 – 3:00pm	Tutor time
3:00 – 3:30pm	Period 6 (Year 11 only)

“ Leaders have developed an ambitious curriculum for pupils. Leaders have identified the important knowledge that they want pupils to know and remember in each subject. (Ofsted)

# House System

Ormiston Maritime Academy is proud of its links to Grimsby and the history that surrounds it. As part of this, we have named our houses after towns with a significant historical link to our own:



Banjul,  
Gambia



Tromsø,  
Norway



Akureyri,  
Iceland



Bremerhaven,  
Germany

## Our Vision

To establish and integrate a purposeful house system that rewards students based on the **ASPIRE** values, and promotes a sense of identity, collaboration, competition, and leadership within the Academy.

## Identity

A house system establishes and develops a sense of identity and friendship that is essential to students engaging in the school process.

## Collaboration

One of the main strengths of the house system is giving students of all ages the opportunity to work together, creating a truly unified environment and ensuring that age is not a barrier to friendship and collaboration.

## Competition

As was seen in a study between engagement and performance, the sense of belonging provided by house membership, and the opportunity to enter competitions with your peers can have numerous academic benefits as well as the social-emotional. Those who feel comfortable and supported enough to participate in house events are more likely to feel able to commit themselves fully to school work.

## Leadership

- The house system allows for the promotion of student responsibility, giving students the chance to learn and develop leadership skills. The house prefects hone their leadership skills in the role, managing not only their peers but also learning how to work with teachers.
- Mentoring activities reduce bullying and other behavioural problems. Schools that have introduced a house system have seen a reduction in exclusions and a decrease in sanctions, highlighting the correlation between student engagement and academic performance.

Students from each tutor group are attached to a house. Each student can obtain house points for good behaviour, positive attitude to work, positive contribution to the school community, attendance at clubs as well as participating in competitions.

As the students earn rewards, these are then added to the house total, with the aim of students across the Academy working towards a common goal for their house, the end of year reward and the coveted house cup trophy.

# Learning Support

Ormiston Maritime Academy is proud of its superb track record of inclusion for all. The personalised support we provide to our students with Special Educational Needs and Disabilities (SEND) enables them to develop as independent and confident learners who play a full and important role in the life of the Academy. We have a dedicated Integrated Support Room. This area provides high quality, bespoke support for young people with complex needs. We passionately believe that SEND should not prevent a young person accessing mainstream education and we have a team of dedicated and highly skilled Teaching Assistants to provide our students with key support.



# Reading Aloud

We make reading an essential part of the Academy day. All students take part in a Personal Tutor Time programme where two afternoons a week are dedicated to reading. The texts chosen are ambitious and challenging and the students read along with their Personal Tutor. To support this further is extra reading in English lessons. Any student who enters the Academy with a reading age below their chronological age will have extra support with phonics and other reading programmes. Students will sit an annual standardised test to show the progress that is made.



# The Personal Tutorial System and Pastoral Care

Ormiston Maritime Academy gives its students a unique experience. We see our students as individuals and understand their strengths and areas for development. The Personal Tutor system means that positive, reassuring relationships are built between the student, peers, the Personal Tutor and parents and carers.

Each year group has a Progress Leader who oversees the pastoral care and academic progress of students in the year group. We also have a dedicated team of Pastoral Assistants all of which have dedicated time allotted to them to support our students in whatever way they can.

# Enrichment and the wider world outside the classroom

Students are encouraged to make the most of their time here by taking advantage of the wide range of opportunities to make their lives more enjoyable and fulfilling.

From our Combined Cadet Force (CCF) to the educational trips and visits they all play a role in broadening students' experiences. We also have many visitors to the Academy including artists, dance and theatre companies, and business and community leaders.

We encourage all students to attend extended school activities; whether this is for academic mentoring or enrichment such as sport, music and other cultural clubs.

# Careers, Advice and Guidance



We aim to enrich our students' learning experiences by ensuring they all have the opportunity to immerse themselves in activities that they may not ordinarily have access to.

All students take part in 'Learning for Life' lessons which incorporates personal, social, health, emotional, spiritual, moral and cultural opportunities. There is also dedicated time for careers guidance for all year groups, delivered during Personal Tutor Time and throughout the curriculum. Such opportunities can only further develop our young people. In today's competitive society, we want to prepare Ormiston Maritime Academy students to be able to confidently compete with the top graduates in the UK and beyond.

Ormiston Maritime Academy is proud to have established partnerships with business and industry, which bring the world of work securely into the educational experience. Thanks to these links and others within the community, we are proud to say our students will have the opportunity to complete meaningful periods of work experience. We have also taken great care to ensure that students have access to high quality independent information, advice and guidance in relation to careers education. This has been confirmed by the Academy being awarded the Gold Quality Careers Mark.



# Duke of Edinburgh's Award

At the Academy, we are proud to offer our students the opportunity to take part in the Duke of Edinburgh's Award scheme. Currently, students can complete the Bronze Award, developing valuable life skills such as resilience, teamwork, independence, and leadership through volunteering, physical activity, skills development, and expeditions.

The Award is an important part of our wider commitment to personal growth and enrichment beyond the classroom. As our programme continues to grow, we aim to expand into Silver and Gold Awards, giving even more of our students the chance to challenge themselves, gain nationally recognised accreditation, and build confidence for future success.

## What our students gain from the Duke of Edinburgh's Award

Through the Duke of Edinburgh's Award at the Academy, students take part in a range of purposeful and engaging activities. These include volunteering in the local community, learning new practical or creative skills, developing physical fitness, and planning and undertaking adventurous expeditions in the great outdoors.

Along the way, students build a strong sense of responsibility and self-discipline. They improve their communication, problem-solving, and leadership skills while learning how to work as part of a team under real-world conditions. The programme encourages resilience, independence, and a spirit of adventure—qualities that stay with them for life and are highly valued by colleges, universities, and employers alike.

# Combined Cadet Force (CCF)

At the Academy, our Combined Cadet Force (CCF) offers students a unique opportunity to develop confidence, resilience and leadership in a dynamic and challenging environment. As part of this nationally recognised youth organisation, cadets engage in military-themed training and adventurous activities that are designed to stretch them both physically and mentally.

Through twice weekly training in school, weekend activities, (ending with a week long summer camp at the end of the school year), the CCF instils key values such as self-discipline, respect, responsibility and teamwork. These experiences help shape confident, capable individuals who are ready to contribute positively to their communities and futures.

## Outstanding Opportunities

CCF cadets take part in a wide range of activities, including:

- Adventure training
- Leadership courses and camps
- Marksmanship and fieldcraft
- Ceremonial parades and community events

For many, the CCF becomes a highlight of their time at school — a place where lifelong friendships are formed and self-belief is built.

Open to All Our CCF is inclusive and open to students from Year 8 onwards, with no prior experience needed. All that's required is enthusiasm, commitment, and a willingness to try something new.



# Celebrating Success

At the Academy, we believe that recognising and rewarding positive behaviour, effort, and achievement is key to building a culture of aspiration and pride. Our rewards system is designed to motivate students, celebrate their success, and reinforce our high expectations.

Students are recognised in a variety of meaningful ways—from achievement points, certificates and badges, to celebration events, assemblies and individual recognition. We celebrate not just academic progress, but also personal development, attendance, contribution to school life, and positive attitudes to learning.

Our approach to rewards has a powerful impact: students feel valued, confident, and inspired to aim high. It strengthens relationships between staff and pupils, builds self-esteem, and encourages a supportive, respectful learning environment where every student is motivated to be their best.

Rewards are closely linked to our vibrant House System, where students earn points for positive behaviour, attendance, academic effort, and participation in house competitions and events. This creates a healthy sense of teamwork and friendly competition, helping students to feel part of something bigger and celebrate collective success.

We place great value on listening to our students voices. Our students play an active role in shaping school life through house councils and the student leadership team. Their ideas and feedback help us improve and evolve our school community, and they are recognised for this contribution through leadership rewards and responsibilities.

Leadership skills are nurtured and celebrated, with students given the chance to take on key roles such as prefects, house captains, and senior student leaders. These roles promote confidence, responsibility, and maturity—and are a valuable stepping stone towards future aspirations.

Our rewards culture encourages all students to be the best version ambitious, and engaged members of the Ormiston Maritime Academy community.



## Further Information

If you would like more information or a personal tour, please contact us on:

Tel: [01472 310015](tel:01472310015)

Email: [office@omacademy.co.uk](mailto:office@omacademy.co.uk)

Web: [omacademy.co.uk](http://omacademy.co.uk)



Ormiston Maritime Academy  
Westward Ho, Grimsby,  
North East Lincolnshire, DN34 5AH

Telephone: 01472 310015  
Email: [office@omacademy.co.uk](mailto:office@omacademy.co.uk)  
Web: [omacademy.co.uk](http://omacademy.co.uk)

Ormiston Academies Trust  
Web: [www.ormistonacademiestrust.co.uk](http://www.ormistonacademiestrust.co.uk)