



Welcome to *your academy*



Sandymoor
Ormiston Academy

[OAT]
Ormiston Academies Trust
AN OAT ACADEMY

Welcome



Ms L Hand, Principal

Welcome to Sandymoor Ormiston Academy, where every child is valued, encouraged to dream big and supported to make those dreams real. As Principal, I am honoured to lead this friendly and warm school community – a true family of engaged students, dedicated staff and supportive families.

Our students are insightful, hardworking and ambitious, with an exceptional attitude toward learning. They thrive in a purposeful, disruption-free learning environment, where high expectations are the norm. Here,

students are challenged to think deeply, question rigorously and develop the resilience needed to succeed academically and personally.

At Sandymoor, we are proud of our broad and ambitious curriculum, designed to deepen knowledge, embed skills, and strengthen character over a carefully structured five-year journey. We believe in opening doors, not narrowing options – every subject is accessible to every learner.

Underpinning this ambitious curriculum is our exceptionally talented team of passionate subject specialists. Supported by Ormiston Academies Trust, our staff continuously develop their subject expertise and pedagogical approaches, delivering lessons that foster knowledge recall, deep understanding and confident application.

We complement academic study with extensive enrichment opportunities to spark curiosity, build character and create enduring memories.

From extracurricular clubs and cultural trips – including global learning experiences in China, Spain, and Tanzania and our Gold Level Global School Award status – to social action projects and team challenges, we ensure every student is challenged to achieve their very best whilst making memories that last a lifetime.

Our core values – Ambition, Resilience, Pride and Social Action – are woven into daily life at the academy. They guide how we live and learn together. Students are encouraged to be proud of their efforts, resilient in the face of challenge, ambitious in their aspirations, and active in making a positive impact.

Being a smaller school is one of our strengths: we know our students inside out and centre our decisions on their needs. Our commitment is to provide a student-centred, personalised, and innovative learning environment, where individual potential is nurtured and ambitions are realised.

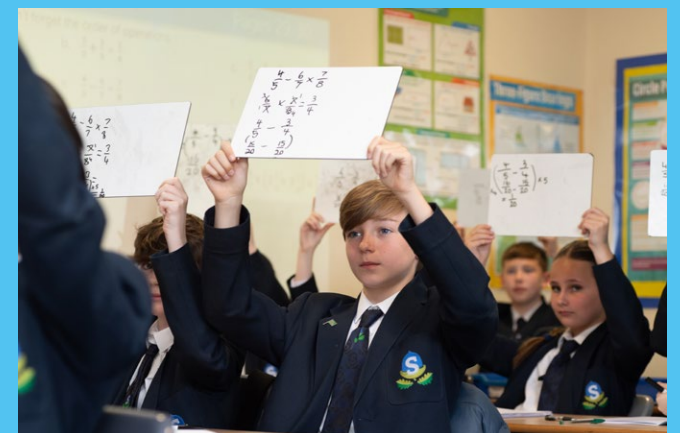
We are excited that our PAN (Published Admission Number) will increase to 150 from September 2026, meaning more places and wider catchment opportunities for your child.

We hope you will come and visit us during the school day so you can get a feel of how special our school truly is. I would also encourage you to follow us on Facebook to catch up on all our students' successes and achievements throughout the year.

I look forward to welcoming you into our academy family and working together to ensure your child achieves their dream.

Ms L Hand, Principal
Sandymoor Ormiston Academy

“Where dreams are within reach”



Vision and Values

Ambition, Resilience, Pride and Social Action.

These are our core Sandymoor values which we endeavour to instil in all young people from the moment they join our family. As an Academy we all strive:

- To have **PRIDE** in all we do and say
- To be **AMBITIOUS** in our thoughts
- To become stronger through **RESILIENCE**
- To be committed to **SOCIAL ACTION**



Curriculum

“The best that has been thought and said.”

At the heart of our school is an ambitious, carefully structured curriculum designed to inspire curiosity, foster deep understanding and cultivate a lifelong love of learning. Guided by the principle of providing access to “the best that has been thought and said,” our curriculum ensures all students engage with powerful knowledge across a broad range of disciplines.

We are committed to delivering a curriculum that challenges every learner and equips them with the skills and understanding needed to excel academically, socially and personally. By setting high expectations and nurturing intellectual ambition, we support every student in striving for the highest levels of attainment and achievement.



We place great emphasis on being ready to learn. All students (for all Key Stages) need the following equipment every day to access the full curriculum:

- | | |
|--------------------------------|---------------------------|
| ■ Pencil and eraser | ■ 180° protractor |
| ■ Pens – blue, black and green | ■ Compass |
| ■ Whiteboard pen and eraser | ■ Scientific calculator |
| ■ Ruler | ■ Refillable water bottle |

Key Stage 3 (KS3)

Our curriculum for KS3 follows the National Curriculum as its basis in all subjects, with consideration of our local context, to ensure the curriculum is knowledge-rich and ambitious for all students. Students study the core subjects of English, maths and science, alongside a modern foreign language (Spanish), humanities (geography, history, religious education), technology (art, design technology, food preparation, computing), PE and the arts (performing arts and music).

All students have timetabled personal development (PSHE) lessons.

Key Stage 4 (KS4)

Our curriculum for KS4 is tailored to our students interests and future aspirations. We offer a broad range of Level 2 qualifications and support students in their transition to KS4. We do not believe in narrowing curriculum options at KS4; all subjects are open to all students.

At KS4 all students also study PE, RE and personal development (PSHE) as distinct timetabled lessons.

Assessment

Assessment at Sandymoor is designed to identify what students know, understand, and can do. Its purpose is twofold: to support students in achieving the highest possible outcomes, and to provide clear, meaningful information that teachers can act on. The evidence from assessments informs decisions about teaching, helping to shape the next steps in learning so that every student can make progress.



How are assessments graded?

Formal assessments receive a percentage score of curricula retained and applied within the assessment. This quickly identifies level of retention and application and assists in identifying and distributing post-assessment intervention resources.

Despite the amount of knowledge studied in KS3, it is not deep enough to predict GCSE grades in the first term of Year 10. When we give students a grade, it has to relate to learning over a longer period of time. This means Year 10 students will also receive a percentage in their assessments until after the first set of mock exams in the summer term. After this, we then use age-independent grades (9-1) which provide a more accurate indication of a student's likely performance in their final GCSE exams.



Types of assessment

Formative assessment takes place daily in lessons. It is integrated and ongoing and is used to intervene, adapt teaching and tailor planning for subsequent lessons.

Summative assessments assess what has been intended and taught in the curriculum area over a period of time. They enable staff to infer retention and application of the taught curriculum in a formal style. They provide precise data of what a student has and has not learned, clarity of intervention requirements and prevention requirements in curriculum planning.

Independent Home Learning

We are committed to ensuring students receive bespoke packages of home learning which respond to their strengths and weaknesses. We use a combination of paper-based resources and online platforms to consolidate, extend and secure knowledge and understanding over time.

Reading

“Written information has become the foundation on which the information revolution is built. Without access to this foundation, full participation in our society is impossible.”

James Murphy

Reading is an essential skill for life. Our philosophy of *Reading for Betterment* places reading at the centre of our curriculum. Our aim is to nurture and inspire all students to become life-long readers.

Our curriculum actively incorporates a wealth of opportunities for pupils to read independently, read aloud and to be read to, each and every day.

Reading Curriculum

- All students complete New Group Reading Tests yearly to assess reading ages and to allow for adaptations to curriculum and classroom practice.
- High quality, swift and impactful intervention is enacted for students with low reading ages.
- Read aloud within form time twice per week, from a canon of culturally rich texts. Each year group has an assigned reading list designed to expose students to texts that they may not normally choose to read. This helps to develop their cultural awareness and vocabulary.
- Target disciplinary vocabulary through specific tier 3 language foci in lessons and as part of form time personal development challenges.
- All students are expected to practice reading regularly outside of school. We use Sparx Reader, an online reading platform, to tailor reading experiences and help students to practice reading regularly, to set them up for success at secondary school and in life beyond. All students have access to the library quiet space at social times to support reading in their own time.
- Includes a variety of enrichment activities such as library club, house sharing libraries, Cheshire Book Awards and author events.



Safeguarding

“Safeguarding is everyone’s business”

If you have any concerns, please call us on **01928 571217** or email **safeguarding@sandymooroa.co.uk**.

The aim of our Child Protection Policy is to ensure that effective measures are in place to safeguard children from any potential risk of harm.



Safeguarding team

All of our Safeguarding team are highly visible by their rainbow lanyard.

Staying safe online

The internet can be an interesting and fun place to spend time. It can also be a dangerous place if you are not sensible and/or don’t know how to stay safe online. We actively teach our students about personal security guidelines, which include:

- Never revealing personal information, about themselves or others, such as home addresses, telephone numbers and personal email addresses etc.
- Never using photographs of themselves on their web pages unless parents/guardians have given permission to do so.
- Never meeting people in person that they have contacted on the internet without a parent/guardian’s permission.
- Notifying their teacher whenever they come across information that appears dangerous, inappropriate or makes them feel uncomfortable.
- Being aware that the author of an email or webpage may not be the person they claim to be.

Medicines

If your child is required to take prescribed medication, we ask that this is brought in and handed to reception with a completed form.

If a student is on prescription medication which they must take daily, we ask you keep enough in stock both at home and in school. Your child should not have any medication on their person; it must be stored securely.



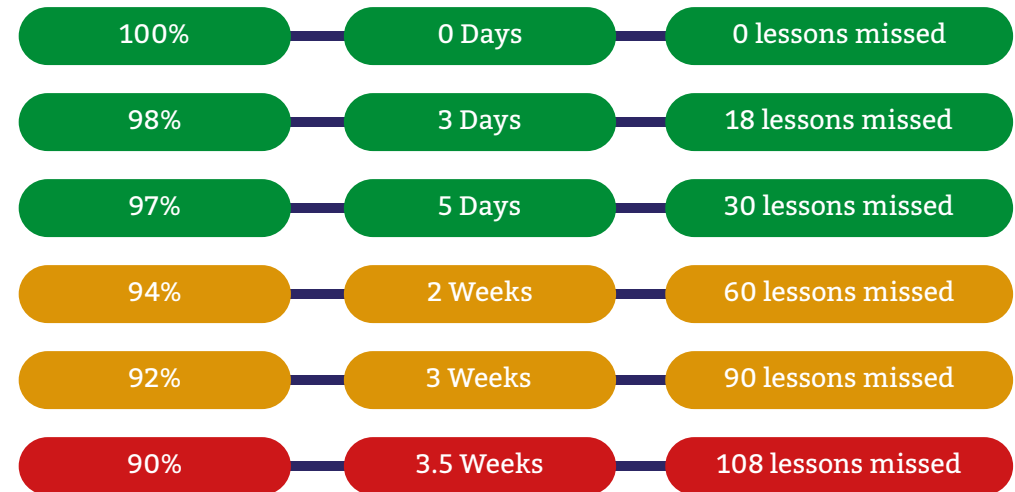
Attendance

At Sandymoor Ormiston Academy, we are proud of the progress we've made together in improving attendance across the school. Our whole-school target is 96%.

We know that regular attendance plays a key role in helping students feel connected, supported and successful in their learning. We really value the partnership we have with families in supporting students to attend school as consistently as possible.

If you're ever unsure about whether your child should or should not attend school or need advice around attendance, our friendly Attendance Team is here to help.

Please don't hesitate to contact us at attendance@sandymooroa.co.uk and we will work with you to put the right support in place.



“There is a clear link between poor attendance and lower academic achievement. Students with no absence are 1.5 times more likely to achieve 5+ good GCSEs including English and maths than students missing 10–15% of sessions.”

DfE Research Brief, 2016

Mental Health and Wellbeing

At Sandymoor Ormiston Academy, we recognise that supporting positive mental health and wellbeing is just as important as nurturing academic success. Promoting this is central to our ethos, and we are committed to equipping our students with the skills and confidence to build resilience, manage challenges and take ownership of their emotional health.

Our curriculum includes dedicated content that supports mental health and wellbeing and all staff play an active role in creating a culture of care through strong, supportive relationships with students. We also have a dedicated pastoral and wellbeing team available within school to provide further support during the crucial teenage years.

We know that the greatest impact comes from a collaborative approach and we value working closely with families to ensure every child has the best possible chance to thrive. Where additional support is needed beyond the school setting, we will make timely referrals to trusted external services many of which are available on-site to minimise disruption to learning.

If you have any concerns or questions regarding your child's mental health please contact us at elderm@sandymooroa.co.uk.



Character, care and culture

At Sandymoor Ormiston Academy, we believe that developing strong character is just as important as academic achievement. Through our curriculum, pastoral care and enrichment opportunities, we nurture key traits such as resilience, empathy, integrity and responsibility – the building blocks that support students to achieve academically and become confident, respectful, and future-ready individuals.

We place great importance on our pastoral programme, providing students with 2.5 hours of dedicated tutor time each week. This time includes a carefully planned curriculum focused on careers education, assemblies, visiting speakers, oracy and debate, study skills, effective habits and character development. All are designed to equip students with the personal and social skills needed to thrive both in and beyond school.



Our approach is built on encouraging and embedding positive behaviours through deliberate routines and consistent expectations. This helps to create a predictable, safe environment where students can build strong relationships, focus on learning and feel a strong sense of belonging.

We are deliberate, consistent and insistent in everything we do, because these are the key tools to ensure a disruption-free, purposeful learning environment where every student has the opportunity to succeed, not only in exams but in life beyond the classroom.

“Success is not final, failure is not fatal: it is the courage to continue that counts.”

Winston Churchill

School uniform

Navy Sandymoor blazer.
Plain white shirt.
Navy and grey Sandymoor tartan skirt or charcoal trousers.
Navy or grey socks/tights (no patterns or stripes).
Sandymoor tie.
Plain black, smart shoes.
A black, navy or grey school bag for equipment.
Navy religious coverings. Navy hair accessories.
Plain, navy V-neck jumper which shows the knot of the tie (optional).

PE Kit

Sandymoor logo T-shirt (compulsory).
Plain navy blue or Sandymoor logo shorts. No cycling shorts.
Plain navy blue PE leggings or tracksuit pants (optional but recommended for outdoor lessons in winter). Plain navy base layer may also be worn.
Plain navy blue, full or quarter zip training top (optional but recommended for outdoor lessons in winter). Items with the academy logo are available if you prefer.
Navy sports socks.
Trainers (non-marking soles).
Moulded football boots (required to wear when using the astro pitch).
No hooded tops of any colour.



Uniform supplier

We are exceptionally proud of how our students present themselves each and every day. Our branded uniform is exclusively available from the following supplier:

Touchline

Liverpool Road, Warrington, WA5 1AE.

Tel: 01925 413777

Email: sandymoorschool@touchline-embroidery.com

Please ensure that all items of clothing and personal property are labelled with names.

House System

At Sandymoor Ormiston Academy, we understand that a strong sense of belonging is fundamental to student wellbeing, engagement and success. Our House System plays a vital role in creating smaller, supportive communities within our wider school, offering every student a sense of identity, pride and connection.

Each house name has been thoughtfully selected by our students to reflect the rich history, innovation, and spirit of our local Runcorn community:

- **Brindley** – named after James Brindley, the pioneering canal engineer behind the Bridgewater Canal, and namesake of our local Brindley Theatre.
- **Hartree** – inspired by the Hartree Centre, housed in Halton and home to some of the UK's most advanced digital and computing technologies.
- **Ethelfleda** – honouring the influential founder of the first fortified settlement in Runcorn and a key figure in the history of Mercia.
- **Valdez** – celebrating Dom Valdez, a local hero who rose from humble beginnings to establish outstanding hospice care in Runcorn.

Our House System fosters team spirit, mutual respect and collaboration, providing opportunities for students and staff to form lasting relationships through inter-house events and initiatives. These activities are designed not only to enrich student experience but to develop confidence, resilience, and a willingness to embrace new challenges beyond their comfort zones. Student leadership is at the heart of our house structure. We place a strong emphasis on student voice, representation and responsibility, empowering young people to lead, organise and contribute to a wide range of social action and community-focused projects.

Together, our house communities reflect who we are: proud as individuals, united as a school and deeply connected to our locality.



Enrichment

Enrichment at Sandymoor Ormiston Academy focuses on learning and experience that extends beyond the standard curriculum, helping young people cultivate broader interests, passions, and character that will serve them throughout adulthood. Through enrichment students:

- Deepen their understanding and appreciation of themselves, others and the world around them
- Discover new interests and enhance existing passions, skills and knowledge
- Build positive mindsets and habits that support individual growth, teamwork and contribution to local, national and global communities

Our enrichment offer provides students with the opportunity to:

- **Experience:** to have encounters with a range of people, places, and events
- **Think:** to develop a broad general knowledge; engage critically with topical and contentious issues
- **Practice:** to become familiar and proficient with skills related to a broad range of fields; hone and master skills related to passions
- **Contribute:** to be active members in their lessons, teams, schools, community and wider society; exert influence over issues they care about; share their skills, knowledge and passions for the benefit of others
- **Commit:** to make informed decisions about their best next steps within and beyond school
- **Celebrate:** take pride in their identity, culture and achievements, and appreciate the identity, culture and achievements of others



Personal Development

Personal development lessons are taught through all key stages each week. They address key areas within Personal, Social, Health, Relationship and Sex Education and equip students with the skills and understanding to make sense of the world around them, for example:

- Mental health
- Healthy relationships
- LGBTQ+
- Sexual health and puberty
- Grooming and peer pressure
- Economic wellbeing
- Tolerance and tackling extremism
- Staying safe within and beyond our community

British Values

We teach the British Values of democracy, individual liberty, the rule of law, mutual respect and tolerance of those with different faiths and beliefs, throughout our curriculum. Our academy values link closely as these are intrinsic to our goal to develop character.

We have a free and fair process for student positions of responsibility such as the school council who play a major role in communicating views throughout the academy. We run mock elections parallel with general elections and partake in visits planned to the local council and parliament.

We have clear rules and routines within our academy and students are encouraged to make responsible and respectful decisions. We enable our student body to be confident, determined and show self-belief in all they do; this is embodied in our inter-house events.



Personal Development & Citizenship

		Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	1	What are first impressions?	How do rules and laws differ?	What is news?	What is mental health?	Where can I go and what can I do after Year 11?
	2	Who am I?	Where do laws come from?	How can I judge the reliability of a news article?	How can social media affect me?	How can I prepare 21 st Century skills for 21 st Century jobs?
	3	What is self-esteem?	What crimes occur near me?	How can I verify information?	What are eating disorders?	What is a CV and what should it contain?
	4	What makes a relationship healthy?	Who is involved in the legal process?	How might I be manipulated?	How can I cope with grief?	How can I prepare for an interview?
	5	How are families different?	Are all courtrooms the same?	How can I REVIEW my news?	How can I develop my resilience?	How can I manage stress?
	6	What do healthy friendships look like?	How am I influenced? (incl Andrew Tate)	What is body image?	How can I optimise my physical health?	How can I deal with disappointment?
	7	What is bullying?	What do I need to know about gangs?	How might the media influence how I feel about the way I look?	What do I remember about essential first aid?	How might my health affect my exam performance?
Autumn 2	8	What is cyberbullying?	What should I know about knife crime?	How might legal and illegal drugs affect us?	How can I identify meningitis and strokes?	What is phishing?
	9	How can I take a stand when I see bullying happening?	What is grooming?	Why do people use drugs?	What else should I know about drugs and alcohol?	How do loans and mortgages work?
	10	Is everyone treated equally?	What does 'county lines' mean? (ROUND MIDNIGHT Cells Project)	Why might people use steroids?	What are the wider effects of vaping?	Allow loss of lessons for Mocks
	11	What are stereotypes?	What is extremism?	What does the law say about drugs?	What is cancer?	
	12	How might people with disabilities be treated?	What are hate crimes?	What risks are linked to drug use?	How can I examine myself?	Do I really need insurance?
	13	How can we deal with racism?	How can I share key information about crime with others?	What is addiction?	What parts of our bodies can be donated to others?	What are pensions?
	14	What support can I offer to others?	How can I share key information about crime with others?	Should cannabis be legalised?	What services are available to manage my health?	How are taxes calculated?
Spring 1	15	What is health?	What does caffeine do to my body?	How does Labour Market Information help my career?	What are human rights?	Where does the government spend our money?
	16	How can screen time affect my health?	What are prescription drugs?	What types of jobs are available in each industry?	How can we balance human rights?	What is devolution?
	17	How much sleep should I be getting?	What are units?	What type of employers are there in each industry? Jobs advertised?	Do I have the right to say whatever I want?	Am I allowed to vote?
	18	What are the benefits of physical activity?	What are the physical effects of drinking alcohol?	What do employers value in the workplace?	Should my privacy be protected at all costs?	How can I vote in a General Election?
	19	How can I manage my personal hygiene? (inc. germs)	What are the social effects of drinking alcohol?	Help! I've no idea what options to pick for Year 10!	Is everyone free to practice the faith of their choice?	Is our current electoral system fair?
	20	How can I look after my teeth?	How can I manage influence and pressure around alcohol?	START Careers Surgery.	How does the law try to protect victims of FGM and GBV?	How democratic is the UK?
Spring 2	21	Is vaping harmful to my body?	Which common health conditions should I know about?	What does a democratic country look like?	How might people show their commitment to their partner?	How realistic is pornography?
	22	What are the physical changes of puberty?	How can I help someone who is choking or who is hurt?	How else might a country be run?	What are my personal boundaries?	How can I maturely end a relationship?
	23	What happens during menstruation?	What is CPR, and how do defibrillators work?	Who holds power in the UK?	What is sexual harassment?	What does stalking look like?
	24	What are the emotional aspects of puberty?	What do prescription drugs do to my body?	What does the Cabinet do?	What risks might be involved in sexual acts?	Where can I access sexual health services?
	25	How can I share key information about puberty with young people?	How do vaccinations work?	What is foreign aid?	What other forms of contraception exist?	Catch-up
	26	How can I share key information about puberty with young people?	Should vaccinations be compulsory?	What advice would I give to the Cabinet in an emergency?	What factors might affect my fertility?	
Summer 1	27	What is a risk?	FIRST GIVE Youth Social Action	What do healthy, romantic relationships look like?	What options does someone have if they are pregnant?	
	28	How can I be safe on, and near, the road?	FIRST GIVE Youth Social Action	What is consent?	What happens during pregnancy? (inc. miscarriage, FASD)	
	29	How can I be safe near train lines?	FIRST GIVE Youth Social Action	What does the law say about sharing nudes?	Are all parents the same?	
	30	How can I be safe around water?	FIRST GIVE Youth Social Action	What are potential signs of abuse?	How might citizens become involved in the legal system?	
Summer 2	31	How can I be safe online?	FIRST GIVE Youth Social Action	How are condoms used?	How do courts decide on sentences? (Prisons extension)	
	32	What do young carers do?	Which documents can help me to keep track of my money?	What are STIs?	What is international law?	Exams
	33	Can young people make a change?	What are my rights as a consumer?	Are sexuality and gender identity the same thing?	What does the UK have to do with the Commonwealth?	
	34	What is Parliament?	Is a budget actually useful?	How have attitudes towards sexuality changed over time?	What does the UK have to do with the United Nations?	
	35	How are political parties similar and different?	How effectively can I budget for a real-world scenario?	How have attitudes towards gender changed over time?	Allow loss of lessons for Mocks	
	36	What would my platform for election look like?	How effectively can I budget for a real-world scenario?	How have attitudes towards race changed over time?	Careers & Work Experience: TBC	
	37	What happens in a General Election?	How does credit work?	Assessment: Citizen action	Careers & Work Experience: TBC	
	38	What do MPs do?	Should gambling be banned?	Assessment: Citizen action	Careers & Work Experience: TBC	

■ Careers and Economic & Financial Education

■ Citizenship Education

■ Health Education

■ Relationships & Sex Education

The Duke of Edinburgh Award: Year 9 and beyond

The Duke of Edinburgh's Award (DofE) is a powerful opportunity for students to develop essential life skills, broaden their experiences and build confidence. Open to all students, the scheme encourages independence, teamwork and resilience through a combination of volunteering, physical activity, skill development and expedition challenges.

Participation in DofE not only enriches a student's personal growth but also enhances their CV or university application by demonstrating commitment, leadership and determination. Whether it's learning a new skill, supporting the local community, or navigating the outdoors, every part of the award helps young people discover new talents and passions.

At Sandymoor Ormiston Academy, we are proud to support students in completing their Bronze and Silver Awards, guiding them through each stage and celebrating their success. By taking part in the DofE, our students gain a real sense of achievement and self-worth. DofE is not just an adventure, it's a journey towards becoming a more confident, capable, and community-minded individual.

"Life doesn't naturally happen, you've got to get involved. What better way to do that than to do your DofE. As an employer I want to work with people who have a range of skills and can see things through."

Deborah Meaden, Entrepreneur and
Dragons' Den investor



Life after Sandymoor

We are proud to be part of the Liverpool City Region Careers Hub.

Each of our students receives independent, personalised and individual careers advice and guidance throughout their time with us. We work closely with further education and higher education providers as well as engaging with local businesses to offer a wide range of activities for our students, including work experience placements at KS4.

Our popular annual careers event provides students access to progression routes available to them once they leave us. Representatives of local providers are on hand to offer advice on an array of post-16 choices.

As part of our Personal Development curriculum, students from years 7 to 11 receive a careers curriculum during form time to encourage them to start thinking about and exploring the range of options open to them after their time at Sandymoor. Students are also given an account on the Unifrog platform which contains a wealth of resources around further education, apprenticeships and employment options.

We encourage students to become part of our Sandymoor Alumni to instil the belief for all of our students that, for them, anything is possible.



School Catering



“Nourish to flourish”

School Meals and Dining Provision

At Sandymoor Ormiston Academy, we place high importance on the provision of fresh, nutritious, and balanced meals that support the health and wellbeing of our students. Students can choose from a variety of hot and cold meal options each day, or may bring a packed lunch from home.

We are committed to catering for students with specific dietary needs or allergies, and our catering team will work closely with families to ensure these requirements are met. We strongly encourage families who may be eligible for Free School Meals to apply through Halton Borough Council. If you require any support in the application process, please do not hesitate to contact the school office for assistance.

Drinks and Hydration

Students have access to drinking water throughout the school day and are expected to bring a refillable water bottle. To promote health and wellbeing, fizzy drinks and energy drinks are not permitted on site.

Cashless Payment System

All payments for school meals, snacks, trips, and other incidentals are made electronically through ParentMail, a secure online platform using advanced encryption for data protection. Parents will receive login details, including a unique ID and password, to manage their child's account easily and safely.

Biometric Payment (BioStore)

Our biometric payment system uses fingerprint recognition to facilitate a quick, secure, and cashless catering experience. It operates on a pay-as-you-go basis, and it is the responsibility of parents/carers to ensure the account is regularly topped up. Please note that students will not be able to make purchases if sufficient funds are not available on their account.



Sandymoor Ormiston Academy Week one				
Monday	Tuesday	Wednesday	Thursday	Friday
Pizza Meal, Hot Wrap or Main Meal with a juice cuplet £2.70				
Pizza Meal (Wedges & Beans or Salad) £2.40	Pizza Meal (Wedges & Beans or Salad) £2.40	Pizza Meal (Wedges & Beans or Salad) £2.40	Pizza Meal (Wedges & Beans or Salad) £2.40	Pizza Meal (Wedges & Beans or Salad) £2.40
Grab & Go Hot Panini £2.00 Pasta King from £2.30 Hot Chicken Wrap £2.20	Grab & Go Hot Panini £2.00 Pasta King from £2.30 Hot Chicken Wrap £2.20	Grab & Go Hot Panini £2.00 Pasta King from £2.30 Hot Chicken Wrap £2.20	Grab & Go Hot Panini £2.00 Pasta King from £2.30 Hot Chicken Wrap £2.20	Grab & Go Hot Panini £2.00 Pasta King from £2.30 Hot Chicken Wrap £2.20
Main Meal Chef's Curry of the Day or Chunky Vegetable Curry Served with Pilau Rice & Naan bread £2.40	Main Meal Pasta with Meatballs Served with Garlic Bread Slice ***** Pasta with Quorn (v) Meatballs Served with Garlic Bread Slice £2.40	Main Meal Warm Chicken Caesar Salad with Croutons & Creamy Dressing ***** Warm Quorn (v) Caesar Salad with Croutons & Creamy Dressing £2.40	Main Meal Spicy Beef & Rice Burrito Served with Tortilla Chips & Salsa ***** Spicy Vegetarian Burrito Served with Tortilla Chips & Salsa £2.40	Main Meal Chicken or Quorn (v) New Yorker with Herby Diced Potatoes & Vegetables £2.40
Jacket Potato (Cheese, Beans, Tuna) from £2.00	Jacket Potato (Cheese, Beans, Tuna) from £2.00	Jacket Potato (Cheese, Beans, Tuna) from £2.00	Jacket Potato (Cheese, Beans, Tuna) from £2.00	Jacket Potato (Cheese, Beans, Tuna) from £2.00



Brindley



Hartree



Ethelfleda



Valdez



#Proud



Sandymoor
Ormiston Academy

Sandymoor Ormiston Academy

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01928 571 217

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[OAT]
Ormiston Academies Trust
AN OAT ACADEMY

