

## **The new Royston School**

Thank you for expressing an interest in our new school. The residents of Royston are in the very fortunate position of benefitting from three schools all rated 'good' by Ofsted. They are widely accepted as meeting the needs of all the children in Royston and being central to the success of a growing town. They have been key contributors to the sense of community in the town. Regrettably the schools have not been as effective at promoting what they offer and as a result a number of potential students have chosen to move to effective undersubscribed 11-16/18 schools locally. Two of the schools were not full and therefore the Trust found itself in a deficit position. In-action by the previous trustees compounded the situation and as a result forced the new Trustees to reduce costs.

After very careful research and planning they choose to achieve savings whilst retaining many through the advantages of the three tier system by merging the three schools into one 9-18 school. This enables the schools to be merged under one leader and benefit from:

Improving educational outcomes:

- ✓ Provide teaching and support staff with more opportunity to develop professionally
- ✓ Enable greater opportunities for staff to move between key stages and further develop expertise;
- ✓ Provide a more appropriate curriculum and wider extra-curricular opportunities which will improve educational outcomes;
- ✓ Prevent any educational dip resulting from secondary transfer;
- ✓ Allow students to maintain relationships with teachers from their early years at the school until progressing to higher education, apprenticeship or work;

Improving educational provision:

- ✓ Provide the conditions that will enable a broader and more diverse curriculum to be developed to better meet the needs of the school's young people and in ways that will be viable and sustainable over the longer term;
- ✓ Improve the range and quality of facilities and learning resources available to the benefit of all pupils;
- ✓ Enable greater continuity of support for vulnerable groups of pupils;
- ✓ Allow for the potential for financial savings in terms of staffing structures and purchase of services, which accrue to a larger school;
- ✓ Broaden the range of extra-curricular and out-of-school activities and develop them in ways that are sustainable over the longer term;

Improving leadership and management:

- ✓ Provide the opportunity for the headteacher to distribute key leadership tasks such as child protection, literacy, numeracy, special educational needs etc. to a greater number of staff and across phases of education
- ✓ Allow teaching and support staff access to a wider range of responsibilities:
  - Improved career prospects;
  - Improved curriculum coordination;
  - The opportunity to teach across a wider age range and across different phases;
  - An increased range of expertise;
  - Improved opportunities for staff interaction /coordination

Royston is a growing town with approximately 1200 new homes due to be built. The first schools are now full and additional places are needed. The new houses are providing homes for the local community, Cambridge and London commuters as the town has excellent transport links to both (including by bike!). It is a sought after place to live for aspirational parents and has nothing in common with Royston Vasey!

Hertfordshire has identified monies to expand the three schools and we are confident, under your leadership, the new school will be the school of choice in the area. The new school will be hosted on the current Greneway and Meridian site which is large enough to allow for the expansion.

We have partnerships with The North Herts and Advanced Learning Alliances to support staff development and allow the successful candidate to be involved in the alliances.

The schools benefit from a well-qualified and talented staff and have remained attractive to teachers and have always attracted good candidates' in spite of the challenges.

## **Sixth Form**

Over the years numbers in the 16-19 Meridian have not been sufficient to continue to offer a full 16-19 A level curriculum. As a result the Trustees have negotiated an alliance with Knights Templar in Baldock which will host a broad A level curriculum for all students at the new school. Two joint vocational programmes will be offered on the Royston. This ensure that as growth occurs there will be no need to apply to reopen the sixth form when the numbers make a full A level curriculum viable in Royston.

I thought it would be helpful to provide a brief synopsis about the schools written by a colleague from each for your information.

### **Roysia School - We care - they flourish**

Roysia is a small middle school with a reputation for outstanding care, guidance and support. We aim to provide a happy and secure environment in which all pupils are eager to learn and develop their abilities and are able to make sound moral choices.

## **Learning for Life**

Our pupils enjoy their learning. We offer a broad and balanced curriculum in an environment where self-discipline and respect for themselves and others is the norm. Within this nurturing culture, our pupils flourish and quickly develop a wide range of life-enhancing skills and interests.

Our varied curriculum captures the attention of our pupils, stimulating and maintaining their interests. It educates and motivates. A wide range of academic subjects provide a solid educational grounding alongside sensitive attention to each child's spiritual, moral, social and cultural needs. Pupils are encouraged to become more self-aware, to manage their feelings and to develop their social skills. Transition arrangements are a priority and we aim to provide a seamless and stress-free transition between schools.

***Ofsted 2017 'Senior leaders and governors have created a school culture where pupils are encouraged and supported in order to achieve well academically and develop emotionally and socially. As a result, pupils are confident learners.'***

## **Everyone an individual**

We are privileged to work with young people. We can help to develop their characters, support their interests and encourage their enthusiasms. We are instrumental in guiding their growth. However, we can only do this by understanding the needs of each child and ensuring that our school delivers what they need.

Our team of experienced teachers can access quickly the skills and abilities of each individual. In doing so, they give them every opportunity to fulfil their potential. We make them feel comfortable and accepted. Small class sizes mean that teachers get to know their pupils quickly. We understand the circumstances and needs of each child and aim to deal with situations fairly and sensitively. 'Credit' rewards system gives pupils opportunities to spend their keenly earned credits on activities and opportunities that they value. We encourage pupils to take growing responsibility for their learning.

***Ofsted 2017 'The school's work to support pupils' personal development and welfare is outstanding. Pupils receive high quality support to overcome barriers to learning.'***

If this sounds like the professional opportunity you are looking for and stirs your interest in a unique chance to make a real difference then we would like to hear from you.

## The Greneway Middle School

The Greneway Middle School is a vibrant and exciting learning community which has many features of which the whole school community is proud. Below highlights some of the key components.

- Greneway is about **educating the whole child and we value the enriched middle years** - it provides a broad, balanced and inclusive curriculum including French throughout all 4 years and Spanish at KS3. Children learn in a **Caring, stimulating and varied** environment being encouraged to reach the highest standards they can, in both their work and behaviour. There are enrichment activities in all subjects both curricular and extra-curricular including: History re-enactment days, Actor and author visits, musical, art and sporting opportunities.
- **TEAM** ethos (Together Everyone Achieves More) is firmly embedded and this ensures that all members of the school community have a strong feeling of identity.
- Enthusiastic and committed staff who are always keen to be involved in initiatives and give freely of their time. There is an ethos of shared professional development and a good mix of practitioners with curriculum and child centred specialisms who can support and develop colleagues. Many staff have been involved in external projects both for their own professional development and to support school and national initiatives.
- Well motivated and aspirational pupils who take on a range of responsibilities across the school and especially in year 8 as: House Captains, School Council Reps, Young Sports/Music/art and Digital Leaders.
- We have embedded Growth **Mindset** comprehensively - through the acronym **CRISP (Challenge, Resilience, Independence, Self-Management and Positive Response to Feedback)**.
- Extensive programme of extracurricular activities and school visits both day and residential.
- A well-resourced, vibrant learning environment to inspire learners - strong ICT resources, well equipped science labs, gym, extensive playing fields, well stocked information centre with the services of a librarian.
- Strong support from FoGS (parent association), parents and Governing body
- Good communication via the **use** of the Weekly News Blog, 10 team Twitter accounts and 1 main school account showing a commitment to sharing the life of the school with the wider community.
- Strong links with the local community - for example sporting links with local clubs; music links with Royston Festival; Royston Rotary Club; Royston Lions - Leos Club in School; Brave Trust; Johnson Matthey - young scientists project, Royal Society of Chemistry
- Nationally recognised for achievements both curricular and extracurricular - Arts Mark Gold (5 consecutive times and special recognition award from the Arts Council); we are one of the first schools to become GetSet member; AfPE Quality Mark with distinction (2 consecutive); School Games Gold (5 consecutive times) School Games Platinum.

For further information visit our website: [www.greneway.herts.sch.uk](http://www.greneway.herts.sch.uk)

## Meridian School

Meridian School is a small upper school (14 - 19), one of three schools currently forming the Royston Schools Academy Trust. The intake is largely drawn from the two middle schools in Royston and it is very much a community school. The school sits on the border with Cambridgeshire, at the north of Hertfordshire. Our proximity to Cambridge has led to some of our historical challenges to retain our sixth form as there is much competition from Cambridge 6th form colleges.

Since the last Ofsted inspection the senior leadership team of three has evolved each year with different accountabilities and new team members. For 2017-18 we have a new Assistant Head, an Acting Deputy Head and Acting Headteacher. Together, the team has rapidly developed a united approach of the vision and values needed to improve the school further this academic year.

You will have seen our values on our website. We want our pupils to be successful and to develop passion for learning: this is at the core of everything we do. We are currently raising expectations and aspirations to continue to ensure success. Moving forward, after our disappointing GCSE outcomes in 2017, the new Headteacher should be joining a school that is celebrating improved progress (P8 at 0+) and continuing +VA in the sixth form.

The current leadership team has had a positive impact on raising standards in teaching and learning. Our focus for teaching and learning this year is to:

- build a knowledge-rich curriculum, carefully scaffolded from Y9 - Y11
- continue to develop more effective ways of measuring progress in each subject
- continue to develop staff understanding of pedagogical issues surrounding assessment
- ensure middle leaders drive the development of well-constructed and resourced schemes of learning to effectively support progression

Being a small school means that staff and students build very good working relationships and we pride ourselves on knowing our students well. Heads of Year monitor academic progress and wellbeing with the support of their Tutor teams. There is extra support for those who need it. Positive relationships continue out of the classroom; we offer enrichment and extra-curricular opportunities to all students.

With the changes in motion for the Academy, middle and upper school staff are working together collaboratively to prepare for a new school, opening in September, that will meet the needs of the local community.