

**Respect  
Responsibility  
Resilience**  
**Royds**



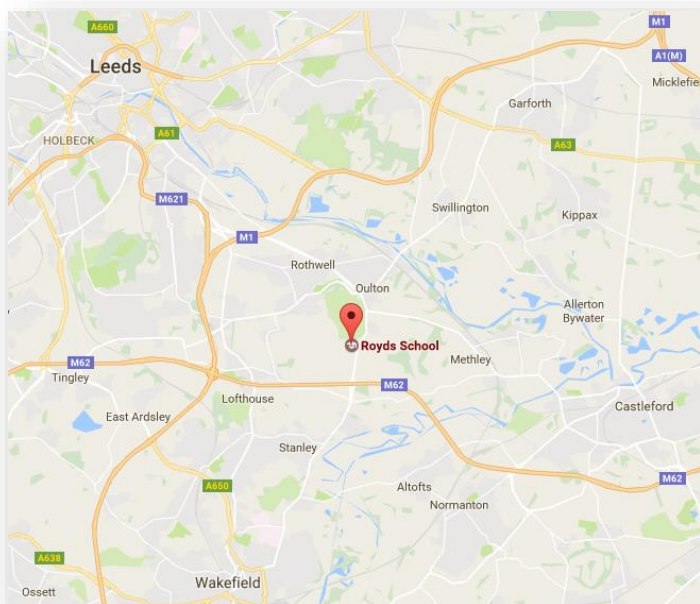
No Barriers To Success | No Ceiling To Achievement | No Excuses For Underperformance

# Information Pack Headteacher

**Royds**



# Where to Find Us



The school is on the outer south edge of Leeds, close to the Wakefield border. It is close to the M62; however, this can be very busy at rush hour so is often easier accessed through Rothwell on the A639.

Royds School, Pennington Lane, Oulton, Leeds LS26 8EX

Dear Candidate

Thank you for expressing an interest in the Headteacher vacancy at Royds School.

As a school we pride ourselves in being a "Student Centred Learning Community" as we work together to improve standards and outcomes across the school. We have three core principles which are central to our drive and determination to succeed:

**'No barriers to success'**

**'No ceiling to achievement'**

**'No excuses to underperformance'**

Our outgoing headteacher started in April 2014 and then shortly afterwards the school came close to being placed in Special Measures. Under his leadership the senior team has been significantly strengthened and the school has made considerable progress across all areas, with the improvements recognized in our most recent Ofsted inspection in May 2016.

- *"The headteacher and senior leaders have an exciting and ambitious vision for the future. Since the last section 5 inspection, they have brought energy, resolve and a strong sense of urgency to the school's drive for improvement."*
- *"The quality of teaching, learning and assessment has improved since the last inspection ...The quality of teaching and pupils' learning and progress in English, mathematics and science are improving quickly."*
- *"There has been a tangible improvement in pupils' conduct and behaviour since the last inspection. Expectations are higher and teachers routinely follow the school's behaviour policy. As a result, there is a strong downward trend in incidents of challenging or disruptive behaviour. Increasingly, pupils are polite and respectful, willingly following the firm but reassuring direction they receive from adults."*
- *"16 to 19 study programmes are good. Sixth-form learners make good progress in a range of vocational and academic subjects."*
- *"The leadership of the sixth form is good. Learners' progress is carefully monitored and leaders take prompt and effective action to support any learners who are struggling or fall behind. The quality of teaching, learning and assessment in the sixth form is good."*
- *"Learners say they work well together, feel well supported and are 'one big community'. They speak highly about improvements in the quality of teaching since the last inspection."*

The governing body has also strengthened over the past few years and has worked very closely with the senior leadership team. This was also recognised by Ofsted who importantly rated 'Leadership and Management' as Good.

We are currently awaiting our next Ofsted visit, at which we are confident that the school will be recognised overall as Good.

We are not complacent though, and recognise that whilst the school is on an upward trajectory, there is still much to do. All the components for an excellent school are here; fantastic students, supportive parents, some excellent primary schools and staff who are committed to improving the school and the lives of young people. We are therefore looking for the new Headteacher to be ambitious and committed to continuing this journey with us, but also someone with the vision and drive to take the school on the step change required to become Outstanding. With this in mind, as part of the application process we ask you to tell us about an initiative that you have led at a school which you believe can help address one of the areas for improvement identified at Royds by Ofsted in 2016 (further details with the application pack).

All applicants should note that there is currently an academy order in place for the school following the inspection judgement in November 2014. The school was subsequently removed from a formal category of concern in May 2016 which allows the option to apply to have the order revoked, and as a result the conversion process is currently on hold. The new Headteacher, together with the governors, will be expected to make a decision about whether to revoke the order, seek to join a MAT or wait for such time as the school gains a good or outstanding Ofsted judgement so that it can shape a conversion proposal from a position of increased strength.

I hope that after reading the information about the school you will want to be part of a team who are committed to making Royds an Outstanding School.

Yours sincerely

A handwritten signature in dark ink, appearing to read 'B Etchells', written in a cursive style.

Brenda Etchells  
Chair of Governors



# About the School

Royds began in the 1950s as a secondary modern but expanded rapidly during the 1970s and 1980s. The school spans across a large campus, with different blocks having specialist facilities for different subject areas. The school is land-rich and has extensive grounds with several sports fields.

Our students are at the centre of everything we do, and every decision is based on what will give the best outcomes for them. It is a very busy school and an exciting place to be with many different activities happening every day.

Royds has undergone many changes during recent years of the current headship and it is now a friendly, thriving and stimulating place to work and study. This includes our sixth form partnership with local high schools Brigshaw and Temple Moor.

We have fantastic students, supportive parents, some excellent primary schools and staff who are committed to improving the school and the lives of young people.

Royds prides itself on being a **student-centred learning community** placing the welfare of every student at the heart of what we do. We feel it is very important that we are at the centre of the local community.

We have an open-door policy and welcome anyone to make an appointment to visit.



## The Facts:

We currently have over 1,000 students between 11 and 18. Our examination results continue to improve at all key stages.

The outcomes of students at Royds has risen over the last three years and will continue to do so. The average grade our students gain has risen by almost a full grade in each subject over the last three years.

Our traditional strengths have continued; our Science department ranked in the top 10% of departments in the country throughout this time. Performance across other areas of the school has risen. Students are now achieving three grades higher across their GCSE results than they did in 2015.

In 2017 our students gained the following results:

- Progress 8 -0.06
- Attainment 8 4.44
- Percentage of students gaining a 9-4 in English and Maths 55
- Percentage of students gaining a 9-5 in English and Maths 30
- Percentage of students gaining the EBacc (all students) (at 5+) 16
- Percentage staying in education or entering employment after key stage 4: 94%

We have set the highest standards of behaviour at Royds and believe that every student should have the chance to learn without disruption or distraction. The “Stages of Behaviour” system is clear consistent and fair, ensuring low-level disruption is removed from the classroom. It gives students the opportunity to take responsibility for their behaviour and puts the focus on learning at all times. We also have a popular rewards system.

Our Mission Statement and Values form the foundation of our entire ethos.

*No Barriers To Success / No Ceiling To Achievement / No Excuses For Underperformance*

*Respect*

*Responsibility*

*Resilience*

## Royds Mission Statement

<b><i>No barrier to success</i></b>	<p>At Royds we believe that every student should be given every opportunity to develop their skills, discover new talent and realise their exciting potential.</p> <p>We will do all that we can to remove any barrier that prevents a student doing their very best every area of their life.</p>
<b><i>No ceiling to achievement</i></b>	<p>At Royds we want our students to be ambitious in their goals and to have high aspirations for what they can achieve.</p> <p>We will set the highest standards in all areas of school life and support our students to meet those standards and raise their expectations even higher.</p>
<b><i>No excuses for underperformance</i></b>	<p>At Royds we believe that learning is the responsibility of all. We want to work with everyone involved in our learning community to drive success and achievement.</p> <p>Through the education we provide, we are creating a future generation with the skills and knowledge to succeed in an ever changing world.</p> <p>We will never lose sight of this challenge and moral imperative. We will always look for answers, solutions and improvements to keep moving the school forward and provide the best education we can.</p>

## Royds Values

The **Royds Three Rs** are in essence our code of conduct – they are what help us achieve a ‘*Student Centered Learning Community*’, and we encourage all members of the community to follow this code.

**Respect** - valuing the whole school community by displaying good manners and tolerance to other students, staff, members of the public, the school site etc.

**Responsibility** - taking responsibility for day to day things like having the correct equipment or meeting coursework or homework deadlines but also for their behaviour. For example, words, actions and behaviour, admitting not always getting it right but taking responsibility and moving forward.

**Resilience** - not giving up in the classroom or in lessons, remaining resolved to achieve goals set and upholding highest standards in both behaviour and expectations.

## Our Strategic Direction

We have created the 10 Signposts to Success which are a simple set of statements that describe our vision for an outstanding school.

They are integral to all school activities including the School Development Plan, Policies and Performance Management.

The Ten Signpost to success are:

### TEN SIGNPOSTS TO SUCCESS

1	ALL LEARNING GOOD OR OUTSTANDING
2	STUDENT OUTCOMES
3	STUDENTS FEEL SAFE, SUPPORTED AND INCLUDED
4	PREPARING EVERYONE FOR THEIR FUTURE
5	CLOSING THE GAP
6	ATTENDANCE
7	A SITE AND SERVICES THAT PROMOTE WELFARE AND ENHANCE THE STUDENT EXPERIENCE
8	ALL STUDENTS WITH AT LEAST CHRONOLOGICAL READING AGE
9	A POPULAR SCHOOL OF CHOICE IN THE LOCAL COMMUNITY
10	A HUB OF THE LOCAL COMMUNITY

Visit <http://www.roydsschool.org/our-school/> for more details

## Our Students

We want to provide the best education possible for all our students and will always put our students and their learning at the centre of everything we do.

We expect our students to represent the school with pride in the local community, with a uniform that is smart and reflects the aspirations we have for them.



## Our Staff

There are around 150 staff at Royds and who are well supported by an active Governing Body. We are fortunate to have highly-committed, professional and friendly staff, who work as a team to support both students and each other.

We have a largely new Senior Leadership Team who are committed to making the changes required for the school to become outstanding.

There are five Assistant Headteachers with responsibility areas covering Teaching and Learning, Curriculum, Community, Behaviour and Inclusion and Post 16.

We are committed to staff development and giving aspiring leaders management opportunities. For this reason, we have an extended leadership team and are developing schemes for middle leaders.

We have very strong support for NQTs and trainees which has been praised in local authority reviews. We carry out staff training every Monday night and induction programmes are put in place for new staff.



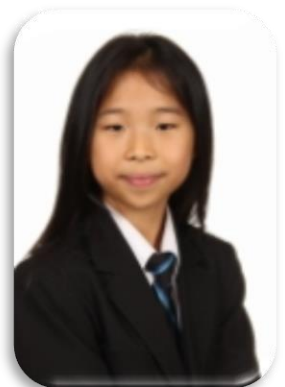
**Abigail – Year 11**

*At school I am most proud of the amount of help the teachers are willing to give to me need it. The thing I enjoy most is the teachers and the good relationships students have with them.*



**Connor – Year 8**

*Never worry as everyone is welcoming and nice. Sixth formers even took time to show us the way around. It is also an amazing environment to learn and it makes you feel safe. There are also places to go if you're not quite sure where to go.*



**Nancy – Year 9**

*The school has improved and teachers are very friendly. We have had new teachers and that has improved the quality of teaching at Royds*



## Our School Organisation and Curriculum

Our school day begins at 8.30 and ends at 14.35 although we have many after school support and enrichment sessions. The week is split into 25 hour long lessons with a 15 minute form time or assembly occurring daily.

At Royds we believe there should be a coherence and continuity for students during their school day so lessons are structured with the Royds Learning Thread.

Our curriculum enables students to choose a wide variety of options, leaving all future pathways open as they begin to make decisions about their future. All students study the core subjects and secure qualifications in English, Maths and Science.

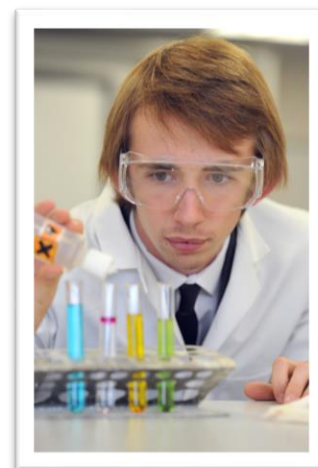
Students begin studying GCSE courses at the start of Year 9. All students study a core English language, English literature, Maths and an appropriate Science course and take exams in these subjects at the end of Year 11. In addition to the core offer, students choose three option subjects to study in Years 9 and 10. Throughout this time students also study RE/PSHE, ICT and PE however these courses are focused on enriching the student experience, not on gaining a qualification.



The students then choose a further option to study in Year 11. These choices allow students to specialise in areas they are likely to study at A-level, further broaden their studies or provide additional support for students who need additional help with English and/or Maths.

In the sixth form all students study the equivalent of four A-level subjects during their first year of study. They also receive an hour of guidance tutoring which supports them in embedding the independent study routines that they will need in higher education. The tutoring also allows students the time to raise any specific concerns they may have.

At Post 16 we offer a wide range of courses to meet the diverse needs of our Post 16 students. These courses include vocational qualifications in addition to the traditional academic qualifications. Subjects include Law, Psychology, Sociology, Performing Arts, Art and Photography, Maths, English, a full range of Science subjects, plus many more.



## Our Pastoral Organisation and Leadership

We are very proud of the support network we have built for students where each student is treated as an individual with individual needs. The Deputy and each Assistant Head take responsibility for a year group and there is a dedicated Assistant Head for Post 16. They are each supported by a Year Leader (Learning and Achievement Leader) and a Learning Manager. The Year Leader will be with students from Year 7 to Year 11.

In addition to this we have an ACE (Attendance, Caring Education) department with dedicated staff for students who need additional support. This includes students with SEN, EAL, students needing additional education in specific areas or to address a sudden and unexpected need.

We also have two Attendance Officers and a Safer Schools Officer so we can support our students in every way possible.

## Our Extra-Curricular Activities

We are very proud of our comprehensive sports programme and encourage all students to participate in at least one club. The student have the opportunity to join football, rugby, basketball, gymnastics, tennis, cricket and athletics, netball and rounders. We have a proud record in competitive sports and each year our teams regularly succeed in winning area and city championships.



Royds has a rich tradition of international visits and our students have had the opportunity to visit places as diverse and exciting as China and New York with European and more local visits forming a major part of the school calendar. We believe these visits add not only to the educational experience but also establish a culture of independence and a willingness to embrace the unknown.

Dramatic performances at Royds range from reviews to major productions of Shakespeare. Drama students enjoy workshops with professional actors and get involved in extra-curricular events such as Rock Challenge.

## Our Community Links

Education at Royds is about partnership – the partnership between students, parents and our staff. A school should be at the centre of the community and we have excellent relationships with our feeder primary schools, community groups and local industry.

Within the school we have a thriving Student Executive who have a critical role in helping shape the future of Royds. They meet regularly with the Headteacher, help in the recruitment of new staff and represent the school at many events and occasions throughout the year.



### Brandon – Year 11

The school has improved massively over the last few years. The teachers do their best and beyond to help the students and other staff. The school has changed the uniform and this makes the school more smart and formal.

## Equal Opportunities

Royds School actively promotes diversity and wants a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of age, disability, gender reassignment, marriage / civil partnership, pregnancy / maternity, race, religion / belief, sex or sexual orientation.

In line with the Equality Act 2010, we are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.







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