



Robert Smyth Academy





Part of Tudor Grange Academies Trust



Respect, Succeed, Aspire Prospectus



Welcome to Robert Smyth Academy

-  @RSAPrincipal
-  @RSAPerfArts
-  @Robertsmyth_PE
-  robertsmythacademy

Talk to us

Tel 01858 440770

Email office@robertsmyth.tgacademy.org.uk

For up to date information visit
www.robertsmyth.tgacademy.org.uk







15%

A Level progress results place our Sixth Form in the top **15%** in England.

49%

Our GCSE results in English and maths reflect **49%** of students attaining Grade 5 or above; which is higher than the national average.



2017

Ofsted in September 2017 judged us to be '**Good**' in all areas.

A*

More **GCSE A*-A** grades compared with national averages in most subjects.

Bright horizons



I am delighted to introduce myself as Principal at one of the most exciting points in the recent history of the Academy. As you may be aware the Academy was inspected by Ofsted in September 2017 and judged to be 'Good' in all areas marking important improvements. Whilst we are proud of this recognition we are not complacent. I do not believe in pinning our achievements on legacy reports from the past because my passion is to put students at the centre of what we do. What matters most is today and tomorrow and I am privileged to be able to serve this community as we continue our journey toward becoming a centre of excellence for the East Midlands.

It is a fantastic feature of our Academy that students will be able to grow in a setting that offers the experience of developing relationships from the age of 11 through to 19 years of age. This will allow them to build positive relationships, gain confidence and to take advantage of opportunities both in and beyond the classroom. I have a firm belief that students need a structured environment permeated with positive feedback so that they achieve their best. We are committed to providing this environment so that they experience passion, belief and clarity from their first day.

My experience of teaching has informed my view that making a positive start is important for building momentum, forming habits and creating a positive feedback loop. We know that all students will need support as they adjust to their first weeks of Academy life

and they will benefit from attending a warm, family environment where all stakeholders display kindness, compassion and support one another. Be prepared, be kind, work hard, – this is our culture.

We are delighted that students who leave Robert Smyth Academy have secured A Level progress results that place our Sixth Form in the top 15% in England and above the average grade in Leicestershire state funded schools and colleges. Our GCSE results in English and maths reflect 49% of students attaining Grade 5 or above. These results are higher than national (+10%) and local (+4%) average scores and more GCSE A*- A grades compared with national averages in most subjects.

The hopes and dreams of students who join our Academy matter to me. I believed so strongly in my vision for a culture of excellence that I moved my life and family to Market Harborough. Every day my experience of working with students, staff and parents reinforces my conviction that there are bright horizons ahead for the Academy. My aspirations for students are limitless and this is an exciting time to join us as we continue to grow into an outstanding provider.

This prospectus will provide you with an insight into Robert Smyth Academy and we hope that you will make time to get in touch, arrange a tour and meet our students.

Dan Cleary
Principal

What's inside



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Our vision

Students who attend Robert Smyth Academy will benefit from an outstanding education, which will enable them to live happy and fulfilling lives. We are committed to becoming a centre of excellence in the East Midlands and as we move to the next stage in this journey to outstanding, we are committed to the following principles:

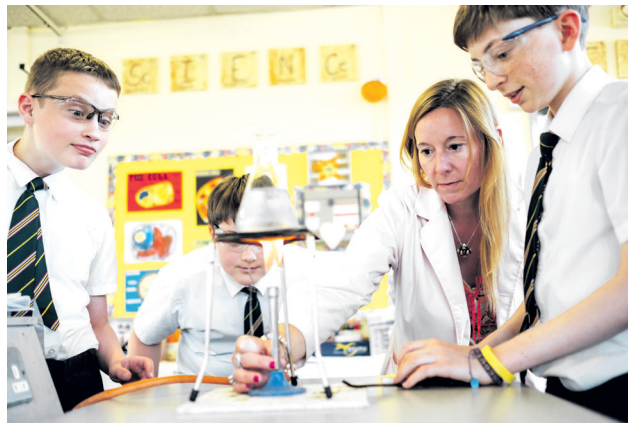
- We put students at the centre of what we do
- We are a true comprehensive school, inclusive in the fullest sense
- We are committed to providing an environment that is academically special
- We will maintain a climate where students learn and teachers enjoy teaching and developing their practice
- We expect all members of our community to enjoy and to be excited by learning
- We are committed to securing student outcomes that consistently exceed national comparison
- We aim to develop a sense of enquiry in all
- We listen to all stakeholders
- We will ensure that all stakeholders are proud of their relationship with the Academy

We believe in success in its most broad and complex form for all students and we are committed to:

- Empowering students with knowledge
- Enabling students to attain excellent qualifications
- Stimulating students to make excellent progress in all areas
- Encouraging students to develop a sense of social responsibility
- Supporting students to become economically literate
- Inspiring students to find their passion for learning
- Equipping students with the confidence to take their next steps



“We are committed to securing student outcomes that consistently exceed national comparison.”



A young woman with dark hair tied back, wearing glasses and a school uniform (dark blazer, white shirt, and a green and yellow striped tie), is sitting at a desk in a classroom. She is smiling and looking down at a notebook, holding a pink pen. In the background, other students are visible, some working at their desks. A microscope is on the desk to her right. A red circular graphic contains a quote on the left side of the image.

“We encourage students to take responsibility for their performance and reject excuses or quick fixes.”

Our values

It is vitally important that all students understand three basic, daily expectations of their approach to Academy life. We believe that all students, irrespective of background, require structure to achieve their best. These values apply in every facet of Academy life and they are as relevant to a new student in Year 12 as they are to a new student joining in Year 7. At the core of these three expectations is a belief that discipline provides freedom.

Be prepared

All students are expected to be immaculately dressed, on time and ready to learn every day. These routines apply like clockwork and allow students to make the most of the curriculum by being in a state of preparation.

Every student is expected to demonstrate this mindset so that no time is wasted and they are able to learn and make exceptional progress across the curriculum. The expectation for students to be punctual, organised and well presented is a consistent feature of Academy life and there are no exceptions.

Be kind

All students are expected to be kind and show compassion toward one another. We embrace traditional values and expect students to say "Please" and "Thank you" as well as to hold doors for one another around the Academy site. We encourage students to express gratitude to their peers and other members of the community and to pick each other up when they face times of difficulty.

We explicitly reinforce the importance of kindness to ensure that students know that how they treat others really matters.

Work hard

All students are expected to work hard. We encourage students to take responsibility for their performance and reject excuses or quick fixes. We believe that all students will exceed expectations through a commitment to discipline in their concentration, thought and work. We know that learning is a change to long term memory and that for learning to take place there must be focus, repetition, checking and retrieval. We expect all students to demonstrate a strong work ethic that will enable them to be empowered with significant advantages in knowledge acquisition.



Our Academy

The college system is an important part of the character and ethos of our Academy. All Key Stage 3 and 4 students who join the Academy are placed in one of four colleges, each with a historical connection to the Academy and the town.

Bragg College



This college is named in celebration of Sir William Henry Bragg, eminent physicist, winner of the Nobel Prize for Physics in 1915 and a former student of the original Market Harborough County Grammar School.

Hammond College



Francis Hammond was Headmaster of the Market Harborough County Grammar School when it moved to our site on Burnmill Road in 1909. Our renowned arboretum is also named 'The Hammond Arboretum' in recognition of his contribution to the creation of this valuable resource.

Logan College



Logan college is named in celebration of the lives and work of local sisters Isobel and Nora Logan, who were both heavily involved in women's rights and suffrage in the late nineteenth and early twentieth centuries.

Moseley College



Mr and Mrs Moseley had a long association with the Market Harborough County Grammar School. Mr Moseley was chair of governors for several years and Mrs Moseley was a district councillor in the 1950s and an enthusiastic supporter of the school, often attending award ceremonies to give out prizes.

Our college based assemblies, competitions, celebrations and charity events all foster a pride in belonging to a particular college. Students are encouraged to participate fully in the college based events and activities.

The Academy does not use bells to signify when lessons begin and end.

The reasons for this are:

- Going to school helps to prepare students for life after school and in most cases, people's lives are not controlled by bells.
- Not having bells leads to a more pleasant environment.
- Years 7 and 8 will have their lunch earlier than everyone else. We don't want a lunchtime bell to go while other students are in the middle of lessons.

Students will still be expected to get to lessons on time and if they are late, teachers will challenge them and make a record on the register.

How will students manage without bells?

- Secondary school students can all tell the time and there are various clocks around the Academy, including one in each classroom.
- Many students wear watches and even if they don't, they can quickly work out that everyone else is on the move to their lessons.
- Teachers who are on duty will tell students it is time to move to lessons.
- There is no need for an end of lesson bell because teachers control the time when students are allowed to leave their teaching areas.

The school day

Years 7 and 8

Tutor time	8:45am
Period 1	9:10am
Period 2	10:10am
Break	11:10am
Period 3	11:30am
Lunchtime	12:30pm
Period 4	1:15pm
Period 5	2:15pm
End of school day	3:15pm

Years 9 to 13

Tutor time	8:45am
Period 1	9:10am
Period 2	10:10am
Break	11:10am
Period 3	11:30am
Period 4	12:30pm
Lunchtime	1:30pm
Period 5	2:15pm
End of school day	3:15pm
*For some students in Years 12 or 13 on a Tuesday, Wednesday or Thursday, this is the start of Period 6, which ends at 4:15pm.	*3:15pm - 4:15pm



Equipment

It is never too soon to start acquiring new equipment. Your child will need a school bag and a pencil case with a pen, pencil, pencil sharpener, a rubber and ruler. Coloured pencils will also be useful. Your child will be studying art and will require supplies which can be purchased through the Academy for approximately £10. Your child will also require a calculator for maths.

School meals

These are paid through a Biometric system. Students can bring cash into the academy and put it into a cash loader or parents can put money onto their account through an online payment system.

Mobile phones

Mobile phones are not allowed to be visible throughout the school day. If they are seen being used they will be confiscated for the day and will need to be collected by parents.

Uniform

Robert Smyth Academy is very proud of the standards it maintains with uniform. This is achieved through the partnership between the Academy and home. Please consult the RSA uniform booklet to clarify all uniform requirements. This can be found on our website www.robertsmyth.tgacademy.org.uk

All items can be ordered or purchased directly from Uniform Direct at www.uniform-direct.com



Student Services

From September we will have a dedicated entrance to the school for all students. Student Services will be open from 8:30am - 4:30pm and will be available amongst other things, for students to purchase school equipment including school ties and pay for school trips.

Transport

Students can arrive at school on foot, by bicycle, by car or on the school bus from certain areas. You can receive free school transport if you are 11 to 16 years old and live more than

three miles walking distance to:

- your nearest school
- And, in addition
- the nearest Leicestershire school

Further details can be found on Leicestershire County Council's website www.leicestershire.gov.uk regarding qualification guidelines.

If you are not eligible for this then parents will need to pay if they wish their child to have a place on a school bus. For details on routes and costs please contact the school office.

Tutor group

The form tutor is the first port of call for you and your child. They can answer any questions that arise, offer advice and liaise with relevant members of staff. Unlike your child's primary school teacher, the form tutor will not spend the majority of the day with the tutor group.

Your child will spend twenty-five minutes per day with their form tutor. During this time notices will be given out, often relating to assemblies and extra-curricular opportunities. Weekly assemblies are held during one tutor time. Older student mentors, who have all undergone training, will be attached to each tutor group.

These students will work closely with the form tutor to provide help and support to individuals, small groups or the whole tutor group as necessary.

Our building

We offer our students state of the art science laboratories, an electronics studio and a dedicated Design and Technology block, which includes wood and metal workshops and textile and cookery rooms. We also have a dedicated Performing Arts area that includes drama and dance studios, a music technology suite and music practice rooms.

Performing arts

Music achievements continue to impress locally, nationally and internationally with the Jazz band, Junior band and Soul Patrol receiving accolades in local and national competitions as well as touring the Netherlands on their annual tour. Soul Patrol perform regularly at private parties and have been fortunate to be invited to perform at the National School Games Opening Ceremony and Annual Awards.



The RSA Dance Company were selected to represent the best in Leicestershire and Rutland youth dance by performing in 'Mass Movement' at the Curve Theatre in February. Drama has completed it's

first KS3 performance for parents as well as hosting examination performance evenings for all GCSE and A Level work.



“An extensive range of sporting, musical and cultural activities promotes students’ personal development well.”

Ofsted

Sports facilities

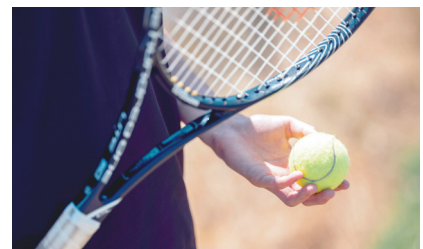
Robert Smyth Academy has a tradition of sporting success and offers a variety of sporting activities for students to participate in for all abilities. A number of our teams and individual students have achieved area or county wide success and we have had a host of former students move on to elite level sport including; Dan Cole, Martin Johnson, Dylan Fletcher, George Atkins and more recently, Josh Knight and George Thornton.

Alongside the sports teams the faculty run a nationally accredited Sports Leadership Academy, which involves students from all year groups who help organise and facilitate numerous sporting events alongside gaining qualifications.

The faculty has excellent facilities including two large sports halls, seven badminton courts, a fitness suite, two bespoke examination PE classrooms and access to a computer room, all within the sports hall area. There are also three football pitches, a rugby pitch and a hard court area where there are four tennis courts.

Sixteen07

Our fantastic canteen is called Sixteen07 to mark the year the school was founded and provides a wide selection of food for breakfast, lunch and break times, which is delicious, healthy and competitively priced.



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Show My Homework

To become effective lifelong learners it is imperative that our students master the skills necessary for successful independent learning. Learning to prioritise their time and organise their workload are crucial skills. Homework has a part to play in the development of the skills necessary for independent learning. It is our policy for homework to be set regularly. Teachers will set a range of tasks for homework that include reading, research, ideas development, consolidation, assessment and learning.

You and your child will be able to keep track of homework using the website Show My Homework. This website allows teachers, parents and students to see what homework has been set, when it is due and when it has been submitted.

You will receive a personalised document detailing how you login and use the parental element of 'Show My Homework'.

Keep up to date

On our website you will find a wealth of information. You can read previous copies of our newscheck bulletin and sign up with your email address to receive notifications of new editions.

You can also connect with us on social media at @RSAPrincipal, @RSAPerfArts, @Robertsmyth_PE to keep up with all our news and photos.

The main academy email address is office@robertsmyth.tgacademy.org.uk. Emails to this address are opened by academy administrative staff.



Enrichment & learning outside the classroom

Discover

Students are given the opportunity to take part in a wide range of educational trips and visits. These include a trip to Broadway in New York, skiing trips and a European music tour. A thriving French exchange with our partner school near Strasbourg is also available. Every two years students have the opportunity to participate in 'World Challenge' where they undertake a life-changing expedition to places such as Peru, Laos, Tanzania and Borneo.

Our students also have the chance to partake in the Rotary Youth Exchange programme, which has enabled students to experience family life and culture in the USA, Canada, Borneo and Taiwan.



Connect

In addition to academic excellence, we ensure that all of our students can achieve success in a wide number of fields including Sports Leadership, performing and creative arts.

Children from local schools enjoy a wide range of outreach activities provided by our students and staff. These include the Science Academy, Project Infinity, Year 5 Languages Day and the Mini Olympics. Through these opportunities younger children benefit from our specialist facilities and get to know Robert Smyth staff; in turn, we relish working with our future students.

Our student-led CAIRS (Charity Action In Robert Smyth) committee organise concerts and events to raise money for a range of charities each year.

Lead

Our Young Leaders contribute widely both within the Academy and the local community. During their time with us students build their team work and organisational skills as well as their confidence by participating in a range of leadership activities and programmes such as Arts Award, Duke of Edinburgh, STEM Young Leaders and Sports Leaders UK. Our thriving student council, Student Voice, works alongside our prefect and peer mentor team to support other students, contribute to decision making in the Academy and act as student ambassadors at key events. Our prestigious Leadership Academy provides students with formal recognition of their achievements in this area.



Attendance and punctuality

Good results are linked to good attendance and punctuality. We continually work hard to encourage high rates of attendance which is a statistic reported to the Department of Education. A key part of this is our first day of absence policy.

On the first day of absence, if we have not received a message from home, we will contact the parent/carer to ask the reason why their child is not in school. Should attendance become a concern medical evidence may be required to be provided.

The Academy uses an electronic registration system which enables us to track student attendance during all lessons throughout the Academy day. Students who are frequently late to the Academy or lessons will serve detentions and may be placed on report to monitor their punctuality. Members of staff are often asked to comment on attendance and punctuality when writing references for students and former students.

Careers guidance

Alongside their academic qualifications, it is important that our students gain the skills and knowledge to prepare them for Higher Education and the world of work. A week's work experience and enterprise education are core entitlements for all Year 10 students. In Year 11 our students benefit from detailed and independent careers advice, preparing them for successful transition to post-16 education or training.

Our close association with the National Space Academy and as a Further Maths Hub, we are able to offer opportunities to stretch and challenge students in every field. We challenge students to make the most of their time with us and to become confident, happy and successful young adults.



Safeguarding

Robert Smyth fully recognises its moral and statutory responsibilities for safeguarding and promoting the welfare of children. Our policy applies to all staff, governors and volunteers working in the academy and is available to parents on our website and in paper form from reception. There are six main elements to our policy:

- 1 Ensuring we practice safer recruitment in checking the suitability of all staff and volunteers who work with children.
- 2 Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- 3 Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- 4 Equipping staff, governors and volunteers with the necessary information and training to enable them to meet their child protection responsibilities.
- 5 Supporting students who have been identified as in need of early help or at risk of harm, in accordance with his/her agreed Child Protection, Child in Need or Early Help plan.
- 6 Establishing a safe environment in which children can learn and develop.

The Academy has a designed safeguarding team. Please talk to them regarding any concerns you have about the safety of our students or staff.

Pastoral care

Students at Robert Smyth Academy are expected to be independent and confident learners. There will be times, however, when they need support to achieve this, which is where the pastoral care team of tutors, college leaders, mentors and school nurse can help.



Curriculum

Years 7-11

We aspire for every student to reach their full potential and we expect students to share this goal. To support them we offer a full curriculum to students in Years 7 and 8 providing teaching in core subjects such as English, maths and science, PE and modern foreign languages (either French, Spanish or German).

At the end of Year 8, students undergo an options process to choose which subjects to focus on in Year 9 when they start their GCSE studies. This process is carried out through consultation with tutors and subject teachers to enable students to select a curriculum which supports their achievement.

Sixth Form



Robert Smyth Academy Sixth Form has consistently achieved results well above national averages and this has a lot to do with the invigorating and challenging learning context we have created.

We currently offer 30 courses in our Sixth Form, predominantly A Levels and we also run the Extended Diploma in Sport and a specially designed course of vocational learning for students needing support before taking on Level 3 qualifications.

We firmly believe that a robust, vibrant and engaging learning community is the best context in which individuals can flourish. Our Sixth Form offers the opportunities, the facilities and the platform for those who wish to succeed. We are looking forward to the exciting prospects that future students will offer, knowing that each year amazing individuals contribute to the strength of the Robert Smyth Academy Sixth Form.

Learning is approached in an open-minded and accepting manner. Students are taught to question the world, seeking out fresh ideas and knowledge. Sixth Form study is a chance for students to discover more about our world and the universe beyond. Students will be guided through the experiences of Sixth Form, whether it is managing the transition from Key Stage 4, how best to balance a more challenging workload or the UCAS application process; student independence is nurtured by our excellent support systems.

Our Sixth Form tutor groups are organised by year group, meaning tutors can focus on the more specific needs of Year 12 or Year 13 tutees. As new members of Sixth Form, many Year 12 students need support with study skills and managing greater independence. Year 13 students are adults and yet still require guidance as they plan for post-18 options. In both cases our well-establishing tutoring programme ensures all students can flourish.

Students are also able to demonstrate their ability to manage increased responsibility by taking on the challenging leadership roles we offer. Students can achieve recognition for their work as a leader, whether it is in sports, events organisation or community endeavours. Year 12 students can apply to be Sixth Form Prefects, a role which develops students' confidence and enables them to represent and lead their peers.



Robert Smyth Academy is a learning community and as such all students are taught the value of mutual support. Students' high levels of engagement with our peer mentoring service is indicative of the empathetic attitude we foster.

We expect all Sixth Formers to be organised. Each student will receive a swipe card to enter the building via the student entrance and will need to remember this card at all times.

Uniform

Our expectation is that Robert Smyth Sixth Form students will take pride in their appearance and in their membership of our learning community. Students attend in smart business wear. Full details of this are available from the Sixth Form section of our website.

Enrollment

Each year approximately two thirds of our Sixth Form students join us from other schools. We have an extremely welcoming and supportive Sixth Form and in the early weeks

of the new term students will meet a range of new people, establishing many new friendships.

Open Evening

Our Sixth Form Open Evening is in November. This is an opportunity to speak to staff and students about what we can offer, as well a chance to investigate our facilities.

We hold open mornings for prospective students who are not studying with us in Year 11. These provide an experience of a normal morning in Sixth Form, including attending lessons and using the Sixth Form catering facilities. To book a place please email gluhrs@robertsmyth.tgacademy.org.uk.

To apply, students should either complete an application via UCAS Progress or via the application form on our website. A senior member of the Sixth Form staff will interview each student about their course choices and aspirations.



Our Sixth Form Open Evening is in November. Please contact us for further information.

Our history

“You don’t get harmony, if everyone sings the same note.”

Mrs Claire Maclean
Executive Principal/CEO

Robert Smyth, a local man who became Lord Lieutenant of London, founded Market Harborough Grammar School in 1607. The building still exists in the Market Place in Market Harborough. For the first 150 years, it was only open to boys who were of the Anglican faith. In 1909, Leicestershire County Council built a new school, called the County Grammar School of Edward VII, on the present location of Robert Smyth Academy on Burnmill Road.

In 1944, the school fees were stopped and it became known as Market Harborough Grammar School, changing in 1978 to Robert Smyth School. In 2011 it converted to academy status, joining the Tudor Grange family in 2017.

Tudor Grange Academies Trust is a family of academies with a shared ethos, common values and collective goals. We are working together in a model of meaningful, focused collaboration to achieve excellence in our schools.

We are driven by four key values:

- Our children will live ‘Happy, fulfilling lives’
- Outstanding teaching and learning is our core focus
- Outstanding Governance supports our schools
- Leadership and professionalism drives continuous improvement

The Tudor Grange Academies Trust story so far...

Tudor Grange Academy in Solihull has always been a Beacon of excellence. Its focus on continuous improvement and belief that high quality teaching and learning is at the core of great schools has ensured that it has maintained its outstanding provision year on year.

Having secured outstanding provision for the students in their care, the Governors of Tudor Grange School as it was, developed an ambition: every child deserves an outstanding education, not just the children within their school. They supported staff within Tudor Grange to engage fully in a wide range of national and international partnerships focussed on improving provision in schools. The Academies programme then provided an opportunity for them to sponsor a school in challenging circumstances, taking full responsibility for the quality of this provision and therefore potentially enabling them to realise their ambition.

In September 2009 Tudor Grange School, Solihull sponsored Tudor Grange Academy Worcester (TGAW). In November 2013 TGAW was graded 'Good' for overall effectiveness and 'Outstanding' for leadership and management and behaviour and safety; the school is now oversubscribed and the school of choice within its local community. This partnership provided a blueprint for Tudor Grange Academies Trust, ('TGAT' or the 'Trust'), the Governors recognised how much Tudor Grange Academy Solihull had achieved but also learnt and benefitted through this process.

The success of the sponsorship of the Tudor Grange Academy Worcester and the recognition of what school to school collaboration in a long lasting and hard relationship could achieve, gave rise to the vision for Tudor Grange Academies Trust: a group working together in a model of meaningful, focused collaboration to achieve excellence in their schools.

The Trust, as at September 2018, is a Trust of eight schools: five secondary, one all through academy and two primary academies. The core vision of the Trust is to develop a Multi Academy Trust of six secondary schools all within one hours travelling distance from Solihull and groups of primary feeder schools around the secondaries, which all exploit the benefits of a model for school to school partnership, similar to the model we have established through the relationship between Tudor Grange Primary Academy, St James and Tudor Grange Academy, Solihull.

Our core values underpin the strategic vision for the Trust: we aim to be one of the top three performing MATs in the



country. We understand that this is extremely difficult to measure and indeed that there is, as yet, no real consensus as to what a fair measurement looks like. However, we are confident that we know what is important and therefore a sharp focus on what we consider to be critical will ensure we become the provider of choice in the communities we serve:

'Every child deserves an outstanding education.'

Our values inform key performance indicators and we are constantly looking at how close we are to achieving our vision. Maintaining a focus on what we consider to be important drives critical conversations, informed by the views of all our stakeholders and all the information we have about our schools. Restlessness characterises all our academies: we are not afraid to challenge complacency and weaknesses identified are seen as opportunities to improve, the energy and drive for the ceaseless journey comes from our key ambition: 'Every child deserves an outstanding education.'

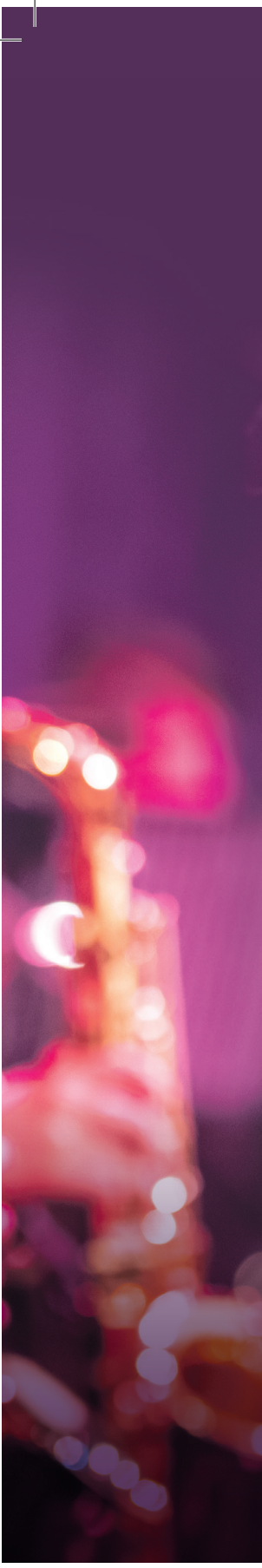
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How to find us

“My son has worked so hard with your backing and support. He has had the benefit of dedicated and expert teaching. You have understood him not only academically, but also holistically.”

Parental feedback





robertsmyth.tgacademy.org.uk

“An extensive range of sporting, musical and cultural activities promotes students’ personal development well.”

Ofsted



Robert Smyth Academy

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