

Greneway - Roysia - Meridian 'Moving forward together'



ROYSTON SCHOOLS ACADEMY TRUST



The Greneway School
ENCOURAGING EXCELLENCE



Roysia
Middle School
We care; they flourish

Success
Learning
Support



MERIDIAN
SCHOOL

What did Ofsted say about the Middle Schools in Royston in 2017?

'Pupils have very positive attitudes towards their learning and enjoy coming

'We saw lots of 'happy faces' who were keen to share their positive views with us'

'Pupils feel that they are listened to and enjoy the opportunities they have to contribute to the development of the school through forums such as the school council'

Pupils leave Year 8 having made good progress in a range of subjects. They are well prepared for upper school.

'Leaders, including governors, have high aspirations for all pupils'

'There is a strong sense of teamwork through the school'

'Teachers work hard to provide high-quality teaching and learning'

Pupils are happy and are proud of their school. They enjoy coming to school and as a result attendance

Teaching assistants work closely with teachers and, as a result, they are effective in supporting pupils with special educational needs.

Pupils learn in a well-ordered, caring environment where they are supported to achieve their best.'

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

Pupils cooperate well with one another and support each other in their learning. Classrooms are industrious places as pupils want to learn and achieve.



Middle Schools Curriculum Statements for 2017/18

Additional Needs

At RSAT, we aim to provide a secure and nurturing environment where all pupils can achieve their full potential, regardless of any difficulty they may have in accessing the curriculum. Through close liaison with first schools, key leaders - including SENCOs, Year 5 leaders and support staff - ensure that all key information about pupils is gathered and shared with all staff, who are then able to prepare for the successful integration of new pupils into our school. Extra transitional visits, transition support programmes and a designated transition support worker further allow us to meet and understand pupils' needs before they enter their new school environment.

Our aims are:

- To foster an encouraging and nurturing environment in which pupils with Additional Needs can thrive.
- To ensure that pupils have the appropriate resources and facilities that enables equal access to the curriculum
- To provide personalised curriculums where appropriate
- To foster strong relationships between the school, parents and external agencies in pursuing best ways forward and success for pupils.
- To ensure that our pupils are happy, valued and included members of the school community, regardless of any barriers to learning.
- To keep **all** staff updated about pupil difficulties; strategies to support key pupils and ensure relevant training is delivered to support pupils with Additional Needs.

Here at RSAT, our trained Inclusion team work pro-actively to support pupils with Additional Needs, including supporting pupils to become more independent and self-assured, as we believe this provides them with a stronger approach to understanding and managing the wider world in the future.

Art and Design

In studying Art and Design, during the Middle Years, we aim to give pupils:

- opportunities to explore and develop skills with artistic media.
- encouragement to experiment and pursue their ideas.
- knowledge of, and pleasure in, the work of other artists.
- skills in analysing and evaluating art work.

We facilitate this through:

- Schemes of work designed to give experiences of the processes involved in: drawing, painting, printmaking, 3-D work, ceramics, creative textiles and the use of new technologies. We draw attention to, and experiment with: colour, pattern, tone, line, texture, shape, form and space.
- Opportunities for large scale group work as well as individual responses within sketchbooks.
- Visiting artists and school visits providing opportunities for all pupils to extend their knowledge and experience beyond the classroom. Visits recently have been to the Henry Moore Foundation, the Fitzwilliam, the National Gallery, the Tate Modern and the Design Museum. Additional opportunities are provided to extend and inspire the most able.
- Displays of pupils' art throughout the schools which are regularly updated and showcase pupils' talent. Work from the schools is displayed publically in the local community as part of the Arts Festival.
- Extra-curricular art ventures such as: set design and painting for school productions and large artwork projects.

Design and Technology

Aims:

- To develop capability in designing and making with a range of materials.
- To design and make products, plan stages of making, and to test and evaluate to improve quality.
- To involve pupils in working creatively to produce practical solutions to problems, linked to clear design specifications.

We are fortunate to be able to offer the following from year 5:

- Access to specialist teaching staff.
- The opportunity to work in fully equipped specialist teaching areas for construction, food and textiles, and graphics.
- Access to computer aided design (CAD) and computer aided manufacture (CAM) facilities.
- Involvement in computer programming to control models made with construction kits and construction materials.

In addition, pupils benefit from:

- Opportunities to develop a Growth Mindset, for example by developing challenging design ideas and persevering with practical problem solving.
- Reference throughout the subject to industrial applications of pupils' project work. This provides pupils with a greater awareness of, for example, the food industry or vehicle manufacturing.
- Close links with other subjects, e.g. science, mathematics and art, and development of pupils' literacy skills through procedural text and evaluation.
- STEM (Science, Technology, Engineering and Maths) activities promoting further cross-curricular learning.
- Opportunities for extending pupils' learning wherever possible, for example through the annual Royston Rotary Technology Tournament.

Drama

In our KS3 Drama Course, we aim to:

- Encourage pupils to work collaboratively to achieve excellence and build confidence.
- Create a working environment that is safe, supportive and imaginatively stimulating.
- Enable our students to take risks with their learning.
- Make excellent communicators with opportunities for developing leadership skills.

We can do this through:

- Creative, relevant and challenging schemes of work, offering pupils the skills, techniques and theory to fully prepare them for continued study at GCSE and beyond
- High quality teaching, using experienced and confident teachers of drama and performance studies.
- Excellent resources, including a drama studio with a small stage lighting system.
- Forming close links with the English and Music departments, often covering work that relates to their Schemes of Work, thus allowing pupils to explore themes, issues and genres in greater depth.
- Offering further opportunities to enrich their drama experience with us, including a Drama Club, Christmas Concert involvement and a school production every two years.

English

In studying English, during the Middle Years, we aim to create:

- Confident learners that express themselves creatively and imaginatively.
- Effective communicators that explore ideas and feelings and are able to adapt to a range of contexts and purposes.
- A love of reading and enjoyment in its many forms.
- Writers who carefully consider audience and purpose and use a wide range of vocabulary and punctuation.
- An appreciation of the relevance of English in a wider context.
- A foundation which will inspire lifelong learning.

We facilitate this by:

- Promoting speaking and listening skills and fostering independent learners.
- Harnessing modern technology to create engaging and inspiring activities.
- Fostering a love of reading and appreciation of both modern texts and literary heritage.
- Application of English skills: reading, writing, speaking and listening and grammar in order to prepare students for a world beyond education.
- Cross-curricular awareness of the importance of literacy in all subject areas.
- Offering visiting authors, illustrators and actors to enhance the curriculum and to put learning into a real life context.

Geography

In studying geography, during the Middle Years, we aim to:

- Nurture a curiosity for the world around us.
- Provide pupils with a knowledge of our planet and an understanding of how it works, along with its management.
- Develop knowledge of places, environments, societies and cultures around the world.
- Enable pupils to become responsible global citizens through an understanding of how people and environments interact.

We facilitate this by:

- Introducing practical fieldwork and mapping for pupils to experience different environments and develop geographical skills through real-life experiences.
- Harness technology to explore further afield.

- Exploring current events and their effect on people and places.

History

The skills pupils develop through the study of history are applicable to everyday life. History is a tool of learning and communication looking at people, events and their impact over different periods.

We facilitate this through:

- Encouraging awareness of the present through a study of different societies.
- Appreciating the role of discovery, endeavour and achievement.
- Developing historical concepts of time, cause and effect.
- Encouraging pupils to think critically and to assess evidence.
- Using a variety of sources to collect information about the past.
- Developing the ability to communicate historical knowledge.
- Providing pupils with opportunities to express their thoughts and opinions.
- Re-enactment days for all year groups enabling history to be in the present.
- Using technology to further heighten the pupils interest and to show their understanding.
- The provision of varied, challenging opportunities including independent projects where pupils can select events and individuals that they have a particular interest in to study in more depth.

ICT and Computing

In studying ICT and Computing, during the Middle Years, we aim for our pupils to be competent, independent and inquisitive young people who are ready for the jobs of the future.

We aim to:

- create pupils who are confident in their use of IT with the ability to use transferable skills across a range of software.
- provide pupils with the best possible learning environment using high quality equipment to allow for ongoing learning.
- encourage creative, lateral thinkers who love a challenge.
- enhance pupils' understanding of safety in the online world.
- foster a positive mindset and a 'can do' attitude within a computing environment by providing the pupils with open ended tasks in which they can explore.

We facilitate this by:

- providing a broad, balanced and exciting curriculum to offer a range of key learning opportunities.
- promoting an environment where experimentation is encouraged and problem solving skills are honed.
- encouraging a whole school approach to eSafety where all stakeholders understand their role in keeping the whole community safe.
- showing the role of IT in the wider world and how it might impact on their futures.

Key Stage 2

Aims

- For the pupils in KS2 to develop a positive attitude towards learning .
- To support pupils with their personal and emotional development, encompassing positive relationships and self-esteem.
- Enabling our pupils to become conscientious, considerate and outward-looking members of the Royston community and beyond.
- To provide our pupils with a curriculum that is enriching, modern and culturally relevant.
- To ensure that every pupil has access to an appropriately challenging and personalised curriculum.

To extend pupils learning beyond the confines of the classroom through an array of extracurricular opportunities.

Mathematics

Aims

- To foster positive attitudes, fascination and excitement of discovery through the teaching and learning of mathematical concepts.
- For our pupils to develop a ‘can do’ attitude and perceive themselves as mathematicians.
- To broaden pupils’ knowledge and understanding of how mathematics is used in the wider world.
- For our pupils to use and understand mathematical language and recognise its importance as an international language for communication and thinking.
- To facilitate lively and engaging teaching that involves a carefully planned blend of approaches that direct pupils’ learning ensuring that expectations are high and progress is made by all pupils.

MFL

In MFL, Middle Years, we aim to create:

- Confident, ambitious language learners.
- Creative and lateral thinkers.
- Enquiring minds.
- Independent communicators.
- A love for languages that will continue through to GCSE and beyond.

We can do this through:

- Promoting lessons taught in the target language as much as feasible.
- Engaging and innovative tasks, in line with modern technologies.
- Fostering an understanding of different cultures.
- Developing a technique for communication which allows for learning through trial and error.

Music

Aims

We believe that progress and high standards are achieved primarily through enjoyment and self-motivation. Practical music making is a key focus and the majority of lessons include instrumental work.

We aim to provide all pupils with the opportunity to:

- Enjoy and understand different types of music.
- Sing, compose, notate, perform, listen and appraise with confidence, accuracy and enthusiasm.
- Learn to play a variety of instruments including lessons given through the First Access Scheme.
- Extend their music making to the wider community, giving concerts at The Royston Arts Festival, West Road and The Albert Hall.

Outside of the classroom:

Pupils have the opportunity to receive individual and group lessons on a very wide range of instruments. Extra-curricular clubs include KS2 and KS3 Choirs, School Orchestra, Chamber Orchestra, Guitar Ensemble, Recorder clubs, Rock and Pop School and GarageBand Club.

We stage regular concerts, productions and talent shows.

Physical Education

Involves both

- ‘learning to move’ - becoming physically literate and
- ‘moving to learn’ – learning through movement

These are integral to our PE programmes leading to achievement, fulfilment and excellence which are developed through:

Key Processes

- Acquiring and Developing skills in physical activity.
- Selecting and Applying.
- Evaluating and improving.
- Understanding and applying Health and Fitness.
- Developing Leadership.
- Developing Team-working.
- Developing Positive attitudes and effort.

Learning in, and through, physical education enables our pupils to become:

- successful learners who enjoy learning, make progress and achieve.
- confident individuals who are able to live safe, healthy and fulfilling lives.
- responsible citizens who make a positive contribution to society.

Religious Education

Aims:

- To encourage pupils to develop their understanding of their own ideas and opinions whilst learning about those of others, thus enabling them to become well-rounded and considerate members of their school community and beyond.
- To allow pupils the chance to build a deeper understanding of themselves as well as the beliefs of others. Pupils develop a greater sense of identity and belonging, as well as understanding the importance of respecting and understanding others.
- To allow pupils to feel comfortable, asking in-depth and challenging questions within a safe and open-minded environment.
- To experience a wide variety of activities within lessons such as: debate, dance, drama and art with the aim of providing different ways for them to express their understanding.

- To contribute to pupils' spiritual and moral development without promoting any particular faith through studying a variety of religions, cultures and ideologies.

Science

Middle Years Science aims to encourage:

- Pupils' natural curiosity to satisfy and develop fascination with the world around them.
- A very practical and hands on approach for pupils to explore and discover for themselves.
- A way of understanding scientific investigation and principles through activities grounded in the real world as well as theoretical work.
- An awareness of the history of scientific discovery.
- An up to date appreciation of science, enabling pupils to understand the uses and implications of science today and in the future.

We facilitate this by:

- Providing access to specialist teaching staff.
- The opportunity to work in fully equipped specialist laboratories.
- Engaging and exciting teaching.
- Enrichment opportunities to promote curiosity and aspiration in science.

Achievement

RSAT is an inspiring and exciting place to learn. The curriculum is exceptionally well matched to pupils' needs and is central to securing pupils' positive engagement and good achievement. 'Middle Years' occupy the formative central ground in the education process and a distinctive and valuable feature is that they span Key Stages Two and Three. This ensures that the assessments at the end of Key Stage Two and the work which follows them all take place within one school, rather than at the point of transfer. This system reaps the full benefits for the pupil of using these results formatively and diagnostically to maximise learning. We are immensely proud of the progress pupils make during their learning journey.

Key Stage 3

Reflecting the accelerated two-year Key Stage 3 curriculum, attainment at the end of Year 8 is high and consistently above comparable levels nationally. Pupils make consistently strong progress in a wide range of subjects developing secure knowledge and understanding.

Target setting is based on the expectation that pupils make 4 points progress per year (exceeding the traditional national expectation of 3 points progress per year).

Average points progress from Year 5 to Year 8 in 2017

2017	Reading	Writing	Maths	Science
Greneway	14.64	15.60	18.75	16.66
Roysia	15.72	18.21	18.00	18.15

Key Stage 2

Key Stage 2 covers school years 3 to 6 and age ranges 7 to 11 of which we cover Year 5 and Year 6 (ages 9 – 11). We use and apply assessment data from Key Stage 1 to Key Stage 2 and measure progress from the beginning of Year 5 to the end of Year 6. It is a statutory requirement that children are tested at the end of Key Stage 2 (Year 6). Tests are used to assess the children in reading, spelling, punctuation and grammar (SPAG) and maths. These tests are marked externally. Writing is assessed internally by the school.

KS2 SATs test results 2017 (Greneway - 116 pupils, Roysia -43 pupils)

%Achieving Standard	Reading	Grammar, Punctuation and Spelling	Writing	Maths	Reading, Writing & Maths
National	71	77	76	75	61
Greneway (116 pupils)	73	75	66	66	53
Roysia (43 pupils)	63	63	60	51	42
Combined Middle Schools	70	72	64	62	50

Average Scaled Score	Reading	Grammar, Punctuation and Spelling	Maths
National	104	106	104
Greneway	105	105	102
Roysia	101	101	100
Combined	104	104	102

The link below shows the Department for Education School Performance Tables:

Greneway: <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137658>

Roysia: <https://www.compare-school-performance.service.gov.uk/school/137657>

GL Assessment results

These are internally administered nationally standardised tests completed on and marked by a computer. Scores are based on 100 points as the average based on the results of 85,000 pupils. Our results from summer 2017 are:

Greneway	English	Maths	Science
Year 8	109.2 +	106.0 +	101.9
Year 7	108.4 +	109.1 +	110.0 + (Interim Year 7 Tests)
Year 6	109.5 +	103.2 +	108.0 +
Year 5	102.6 +	105.7 +	105.7 +

Roysia	English	Maths	Science
Year 8	96.6	98.1	96.5
Year 7	102.5	104.9 +	No National Test
Year 6	101.8	98.7	100.5
Year 5	97.4	99.0	104.1 +

(+) - significantly above the national mean standardised score

**Greneway Details of Schools Admission**

Total number of places allocated reflects the number of pupils in the catchment area.

	2015	2016	2017
Admission Limit – the number of pupil places available in the intake year for the school	120	120	120
Total number of requests for places –Preference 1, including late applications	130*	140*	123
Total number of places allocated, including late applicants	120	124	118
Number of pupils not allocated a place	0	2	0

***In 2015 and 2016 Greneway School was over-subscribed**

Roysia Details of Schools Admission

Total number of places allocated reflects the number of pupils in the catchment area.

	2015	2016	2017
Admission Limit – the number of pupil places available in the intake year for the school	90	90	90
Total number of requests for places –Preference 1, including late applications	44	51	41
Total number of places allocated, including late applicants	40	54	44
Number of pupils not allocated a place	0	0	0