

# Oldbury Park Primary, RSA Academy

Our Children  
leave with  
for Learning  
for Learning



Respect. Collaboration. Communication. Perseverance. Confidence.

### The History

The School converted to a RSA academy in October 2019 to offer greater opportunities for all.

It joined the growing Primary phase of the Central RSA MAT which has two primary schools, two first schools and two middle schools. The school also has a close working relationship with two high schools in the MAT and another high school which sits outside the MAT but under the RSA umbrella.

<https://www.thersa.org/>

The Academy sits within the City of Worcester, neighbouring the University of Worcester where a strong partnership has been forged by the current Principal.

The school has fantastic facilities for pupils due to its spacious design, boasting three halls, break out rooms and is situated in extensive grounds.

The school is under the Headship of its current Principal, Sarah Boyce, who is due to retire at the end of the academic year so the Trust are now seeking to appoint the school's future Leader.

### The School Demographics

<b>Students on Roll</b>	<b>363</b>
<b>Boys</b>	<b>186</b>
<b>Girls</b>	<b>177</b>
<b>Groups</b>	
<b>SEN</b>	<b>32</b>
<b>LAC</b>	<b>2</b>
<b>EAL</b>	<b>19</b>
<b>PP</b>	<b>80</b>
<b>FSM</b>	<b>56</b>

Respect. Collaboration. Communication. Perseverance. Concentration. Independence.

## The Role

This is an exciting and challenging role and you will need to provide strong leadership to staff and students, governors and partners. You will need to be able to maximise individual achievement and attainment through an inclusive approach through high quality learning and teaching which motivates, inspires, challenges and empowers pupils and staff

We will expect you to challenge, support and inspire Pupils and staff by creating a shared vision and clear direction of improvement for the Academy.

You must ensure a consistent and continuous Academy-wide focus on raising pupils' achievement and attainment

Be passionate about the role and be able to organise and implement a diverse, flexible curriculum with an effective assessment framework

You will be able to manage the Academy's financial and human resources effectively and efficiently to achieve the Academy's educational goals and priorities. Develop in all pupil and staff versatile skills and attitudes required for lifelong learning in a rapidly changing world.

Using a collaborative learning culture within the Academy you will actively engage with other schools and partners to build effective learning communities, in particular those in the Central RSA Academies Trust.

You will be a leader that develops the Academy, building the commitment of all stakeholders to a culture of constant improvement; so that the Academy can fulfil its potential, fostering a reputation for high academic performance and pastoral care



## The Central RSA Academies Trust – Social Justice, through exceptional schools

<http://www.centralrsaacademies.co.uk/>

<http://www.centralrsaacademies.co.uk/information/about-us/why-join-us-schools/>

We are a group of schools with a strong and powerful relationship with The Royal Society for the Encouragement of Arts, Manufactures and Commerce (The RSA). The RSA has a strong history of supporting educational innovation, thinking and approaches, going back as far as the Nineteenth Century (<https://www.thersa.org/about-us/education-history>). Today we work together as a group of schools, working closely with the RSA, to ensure the best possible educational outcomes for young people in our schools. We aim to provide an education that enables pupils to develop confidence, skills and knowledge in preparation for a happy and fulfilling life.

By being part of the trust it allows Oldbury Park Primary RSA Academy to increase the opportunities offered to our pupils in terms of school life, aspirations and the unique opportunities presented by our association with the RSA.

### Our Strategic Plan

#### Power to Create....

1. Outstanding Professionals
2. Innovative Systems enabling creative schools
3. Strong Partnerships & Communities

Which enables...

4. Exceptional Learners

<http://www.centralrsaacademies.co.uk/wp-content/uploads/sites/4/2018/07/SP-2018.pdf>







## Outstanding Professionals

Great schools are created through having great teachers and support staff. We aim to recruit and develop a great workforce, highly skilled and passionate about getting the very best for all of our pupils.

We are creative and flexible in our approaches to recruitment, ensuring we are resourceful in getting the very best talent and, indeed, people with the potential to be the very best. Our induction procedures are carefully constructed and detailed to ensure that new staff, whatever their position and experience, get the best possible opportunity to excel very quickly within their role.

From career entry through to executive headship, we seek to develop staff, through in-school CPD, cross-Trust CPD, through the RSA Academies Teaching School Alliance and by our other strong partnerships to support staff in being the best they can be. All leadership posts have strong induction wrapped around them, with external mentoring invested in for all senior posts.

Use of short and long-term secondments within the Trust are routine to develop staff in preparation for readiness for the next step, Our HR professionals seek to operate 'on the front foot', developing staffing models as needed to get the very best from individuals and teams, utilising information gathering from new starters, established employees and those leaving the Trust's employment, so that we can get better and better in terms of developing and deploying colleagues in all of our schools and in all of the myriad of roles in our Trust.

We are supported by a procured, independent, Trust School Improvement Partner and other improvement consultants. We are also supported by our growing central school improvement team, and by professionals from across our schools and the Teaching School Alliance in enabling school to school support within, and beyond the trust.



## Knowledge, Attributes and Skills through Excellent Experiences (KASE)

The leadership across our Trust has identified pupil knowledge, skills and attributes that we believe are key to the current and future success of the young people in our schools. Each school develops their own approaches to developing the skills and attributes.

A co-design team from across the MAT which includes leaders from all primary phases is currently working on the design of a new Primary Trust Curriculum which will develop knowledge and skills by enabling pupils to think deeply about their learning.

### Skills Our pupils are all entitled to:

- Generate solutions to authentic problems and challenges with originality as part of a creative process (Problem-Solving)
- Interact purposefully with others, including groups and teams, in a variety of different contexts (Collaborative)
- Communicate effectively, frequently and purposefully through different channels including discussion, debate and questioning developing Oracy skills (Communicative)
- Access texts in order to interpret/understand and write effectively for different purposes (Literate)
- Engage in, understand and take responsibility for, their part in the learning process and, in addition, contribute to the learning of others (Metacognitive)
- Learn how to study, retain key information and perform confidently in public examinations (Pragmatic)

### Experiences Our pupils are all entitled to:

- Enjoy, experience excitement and find significant value in, their school experience (Engaged & Enthused)
- Take an active part in visits and trips which are beyond their own life experience or those of their school (Cosmopolitan)
- Access meaningful and extended opportunities to appreciate what Higher Education and Employment can offer (Autonomous)
- Be fully involved in an ambitious project which impacts on a wider audience than their peers (Champion)
- Be stretched by a range of experiences which challenge their view of themselves and their future (Self-Aware)
- Experience authentic responsibility in and around school (Responsible)

### Attributes of Character All schools will create the conditions in which these can be nurtured. Our pupils are all entitled to:

- Experience opportunities to take risks, doing so purposefully and with understanding (Risk-Tolerant)
- Demonstrate the willingness to persist and overcome difficulties in order to build resilience (Resilient)
- Reflect upon, and learn from, their own and others' behaviours (Reflective)
- Engage with, and develop appreciation of own communities (community spirited) and other communities including their lifestyles, cultures and values (Empathetic)

### **RSA Commitment (Our Sponsor)**

As part of the evolving journey of RSA Academies and our relationship with our schools and the communities they serve, we have been exploring our 'distinctiveness' and asking, 'what makes an RSA school?'

As a considered response to this the RSA have created two school-wide '**commitments**'; one that relates to the arts, creativity and cultural education and the other that relates to the world beyond school. Here they are:

[Arts, Creativity and Cultural Education Commitment](#)

[Preparing for the World Beyond School Commitment](#)

They have been developed by the RSA Academies team, in close consultation with the RSA Academies Board and the Chairs of Governors and principals of all the RSA schools. As such, they are a commitment that everyone has signed up to and has a part to play in making happen. They are a journey however, and each school is at a different starting point with ideas and activities to share as well as areas to learn. The RSA's role is in supporting and providing opportunities for the schools to do this, whether through our 'resource packs', connections with RSA Fellows or wider local, national or international networks.

The commitments are about the culture of the school fundamentally, and their sense of place in local community as well as ways to work with other schools in the RSA Family of Academies – in short about the opportunities open to the children and staff.

### **RSAA Teaching School Alliance and Abbeywood Teaching School**

<http://www.rsacademiesteachingschool.org.uk/school-lead-initial-teacher-training/>

75 % of Secondary trainees passed at Grade 1

RSAA TSA completion rate (secondary) 90%

RSAA TSA completion rate (primary) 100%

Employment Rates (Secondary) 80%

Employment Rates (Primary) 100%



### How to apply

We encourage you to have an informal conversation with Di Smith, Primary Executive Principal or Guy Shears, Executive Principal (CEO) of the Trust, please call 0121 270 3117

Further information can be found on the links detailed throughout the above document.

All completed applications should be returned no later than 4pm 6<sup>th</sup> March 2020



Our Children  
leave with Skills  
for Learning and  
for Life.

Respect. Collaboration. Communication. Perseverance. Concentration. Independence.