



SWR

Sir William Romney's School



A Welcome from the Headteacher

Proudly comprehensive, we provide a challenging, vibrant and supportive learning environment into which we welcome children of all academic abilities. We understand that every child is unique and all our staff are committed to helping each one develop their self-esteem; build their self-confidence; and offer them every available opportunity to reach their full potential.



We have high academic expectations of all our students and strive to offer a creative and engaging curriculum whilst always respecting traditional values by demanding high standards of behaviour, attendance and appearance.

Sir William Romney's has an excellent reputation as a small, caring and inclusive school where every child is known well. Our students are encouraged to work hard, to be understanding and tolerant of others, and above all to value the opportunities they are offered.

This prospectus is designed to give you just a flavour of how special we feel our school is and we now hope you will visit us personally to learn so much more. Please contact the school office, we would be delighted to arrange a convenient time.

Steven Mackay
Headteacher



Our School Values are...

- Every individual is equally important
- Learning is experienced at a personal level because we know and understand all our students
- Sir William Romney's is a safe, caring and enriching environment where all members of our community know and respect each other

Achievement

Sir William Romney's has high expectations with regards to the achievement of our students. We are committed to stretching and challenging students of all abilities to ensure that they achieve their potential.

As an 11-16 school one of our main roles is to support and guide our young people in order to ensure they are equipped to face the challenges of their individual future, be it in further education or employment. Each year over 90% of our Year 11 leavers go on to study at college or sixth form, and from there to University. We encourage our students to excel in all areas of school life and we celebrate their success at every level.

“School leadership sets high expectations for all aspects of the school” Ofsted



“Students work with enthusiasm and interest and support each other well, they can think and learn for themselves and work independently”

***“The curriculum prepares students well for the future as shown by the extremely high proportion continuing in full-time education”
Ofsted***



Learning

Our teaching and support staff are highly qualified and dedicated to providing the highest quality learning experience for our students. At the core of learning is the development of students as individual and independent learners. From the start of Year 7 with our skills curriculum, through to the wide choice of subjects available at GCSE, learning is underpinned by the belief that each student has different skills and aptitudes. Our role is to encourage these to flourish and to ensure that learning is engaging and enjoyable.

Class sizes are, on average, 23 in Key Stage 3 and below 20 at GCSE. This ensures that our students receive individual attention and that all of our students are challenged and supported in achieving their potential.

Every student has the opportunity to follow a personalised learning pathway. Students follow a broad and diverse curriculum until Year 9 (including two languages) and can then specialise in Year 10 where the options available widen, with 19 subjects to choose from. Most student will study 10 GCSE's, the opportunities provided include the more traditional, academic, subjects such as separate sciences, additional mathematics, history and modern languages but also vocational courses. This ensures that the needs of all our students are met when making choices about their future direction into further education or employment.

We are fortunate to have strong links with post 16 schools and colleges and our students have an unrivalled choice of opportunity post 16. These include: studying A Levels at a number of local schools and colleges; vocational courses at Stroud or Cirencester College and the opportunity to gain a bursary to support entry to Westonbirt School. We provide excellent guidance and support for students throughout their school careers, helping them to make the decisions that are right for them at the end of Year 11. We are committed to ensuring that our students leave with the skills required to succeed in further education or employment.



“Students are courteous and respectful and the school is very calm and well ordered”

“Students are proud of their school and are keen to contribute.... ‘student voice’ is strong.” Ofsted

Supporting and Developing

Success at school and the realisation of your child’s potential is impossible without high quality support and guidance and this begins even before the start of Year 7. Prospective students have the opportunity to spend three days here in July during their final year at primary school. They will meet their tutor, many of their teachers, make new friends and, as a consequence, experience far fewer concerns about the move to a secondary school. The school is continually praised for the quality of its transition arrangements from Year 6 to Year 7.

Pastoral support is of a very high standard. Each student stays in the same tutor group and with the same tutor throughout their school career. Tutors and Learning Managers are responsible for guiding students and monitoring their progress and well-being. The small size of our school means that students are known by all their teachers and this leads to a trusting and supportive atmosphere throughout the school.

“I would like to say what a great school you have. We made a very good choice in SWR and are really pleased with our son’s learning and how he has settled into his secondary experience”

Students are encouraged to be involved in decision making through contributing to the Student and Sport Councils. We place a great deal of emphasis on the development of leadership and community responsibility and Year 11 students can be appointed as prefects, led by the Head Girl and Head Boy, whilst many Year 10 students become active as Sports Leaders and Peer Mentors.

The school recognises the importance of the partnership between home and school and there is frequent communication from the school, either formally through information and parents’ evenings, mentoring interviews or through tutors and class teachers. Parents are informed about progress, individual targets for improvement and their child’s wider achievements in school. Parents are encouraged to contact the school to discuss issues regarding their child.



“My daughter has benefitted enormously from a friendly, challenging and supportive environment where I think the working relationships between students and staff is often exceptional.”

Inclusion

A commitment to inclusion underpins all that we do. By inclusion we mean providing the opportunity for all our students to achieve, and of course the support that enables them to do so. The school has comprehensive support for students with learning difficulties in our Support for Learning Department with well qualified and experienced staff. The teenage years can be some of the most challenging and difficult for young people and our school recognises the importance of giving emotional support and guidance. Staff in the Phoenix Room are on hand to provide early and effective intervention to support our students. This support also includes advice on coping with workload and guidance on how to deal with the pressures of examinations and coursework in Years 10 and 11.

Gifted and Talented

Sir William Romney's has an excellent record of challenging and stretching the most able. This group of students is amongst the highest achieving at the school and a large proportion of grades at GCSE are at the highest levels.



“I was ‘blown away’ by the standard of acting and felt at times that I could have been in a West End theatre.”

Creativity

The strength of the performing and visual arts is evident throughout the school. Our aim is not just to create actors, dancers, artists and musicians but to celebrate and develop creativity in our students. We develop self-expression as a means of building confidence and creating communication skills, enabling students to use these to achieve their potential in all areas of the curriculum.

Performing and visual arts facilities include:

- excellent drama facilities, including an outdoor stage
- music technology and recording studio and a suite of music teaching and practise rooms
- media studies suite
- dance studio
- exhibition space at the heart of the school
- specialist art rooms and 3D art studio



“Students produce very high quality work in the performing and visual arts subjects” Ofsted

“As a new Year 7 parent, I have to say how very impressed I have been with the number of school activities.”

Enrichment

Students can experience a full range of extra-curricular and enrichment activities. Our students are encouraged to fully participate in the wider life of the school through leadership responsibilities, sports and a large number of activities during and after school, including archery, wakeboarding and a wide range of sporting fixtures against other schools.

Older students are involved in sports leadership programmes and act as Peer Mentors for younger students. In Year 11 they apply to be appointed as prefects and take responsibility for a wide range of duties within the school.

A large number of sports are played in PE lessons and also competitively against other schools. In addition, students are involved in a very full programme of House sporting events during the year.

There are a number of outdoor activities including field trips and the Duke of Edinburgh Award Scheme.

“The school provides a good range of opportunities for students to become involved in sporting and other activities” Ofsted

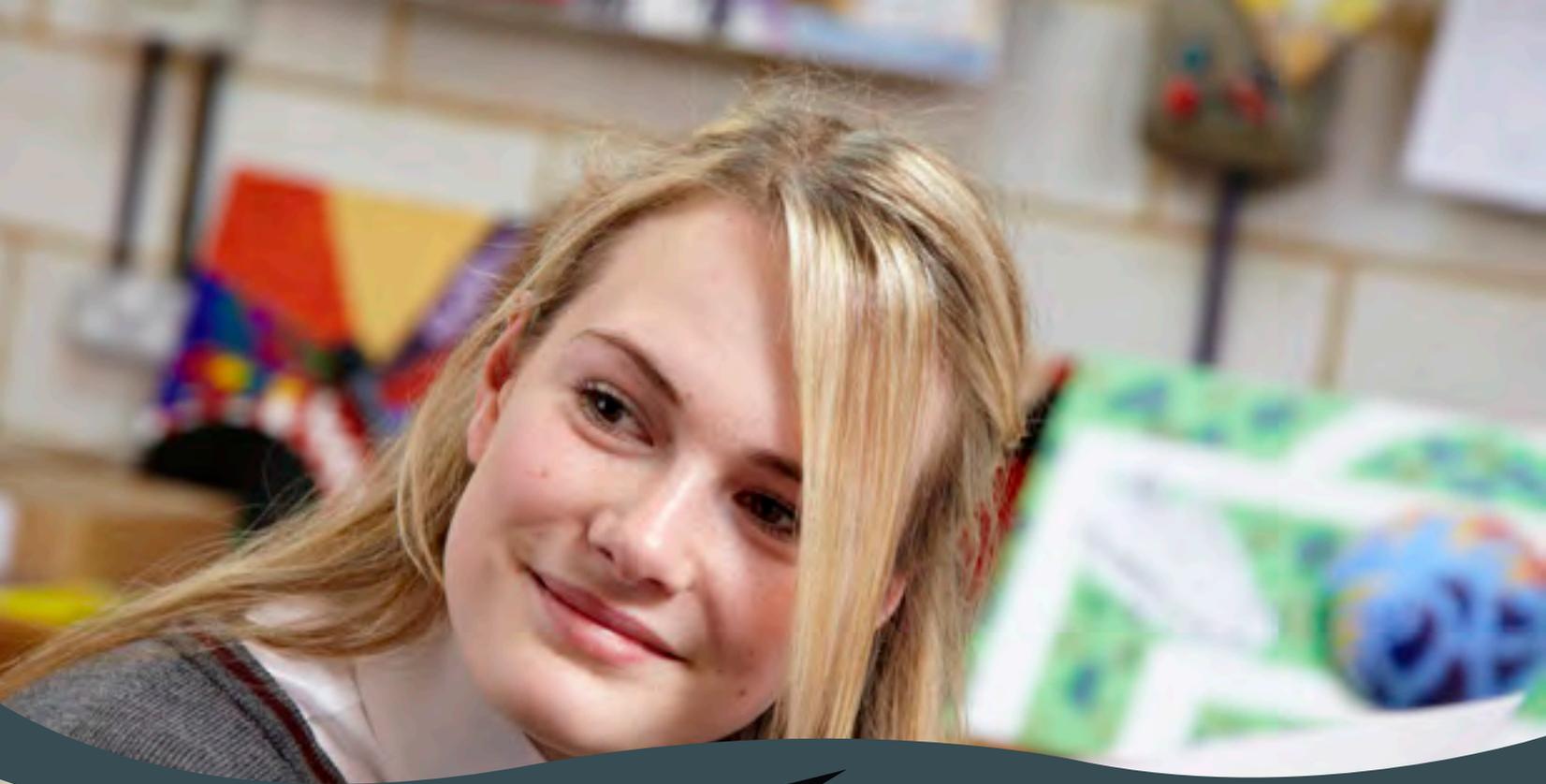
The school has international links with schools in Ethiopia and has International Award Status in recognition of the contribution this makes to the cultural diversity of the school. Foreign visits and exchanges to Germany or France take place each year, there is a visit to the First World War battlefields in France, a trip to New York for older students, a group of students participate in a Ski tour to Austria and there is an adventure training trip to the Ardeche. Other opportunities include support for students involved with Camps International experiences in countries such as Borneo and Kenya.

All of these activities support the personal development of our students and indicate the importance that we place on being both healthy and actively involved in the school.



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