

Brayton Academy

Welcome to **Brayton Academy**



Welcome to RMAT from Executive Headteacher

Welcome to the Rodillian Multi Academy Trust. My name is Andy Gouly and I have been the Executive Headteacher since the Trust's inception in September 2014. The RMAT grew from the highly successful Rodillian Academy, where I was Headteacher from 2008.

I hope, on this page, to provide you with some information as to what makes the Rodillian Multi Academy Trust such a special and high achieving trust, where every one of its students and staff can feel proud to belong to.

Our key motivation is to provide the best possible academic experience in every one of our academies. We are highly aspirational at all levels, but go beyond academic success to develop character and resilience in each of our students, enabling them to become well-rounded citizens and promoting the best outcomes in everything they do.

The key features which underpin our philosophy on education are:

- that all students have the highest aspirations;
- to deliver an innovative and engaging curriculum which provides independent school opportunities within a secondary school context;
- a commitment to divergent teaching, supported by our belief in teacher freedom. This provides a stimulating and varied learning environment, where one size does not fit all;
- traditional values of behaviour, supported by our Positive Discipline system; our PD system enables teachers and students alike to focus on learning and not behaviour management;
- a mindset for growth, which supports both staff and students in their pursuit of excellence;
- a dedication to educational development based on highly selective methodology and research based enquiry.

Since our Trust was established, it has grown by taking on under-performing schools to develop them to beyond national standards. We now lead six secondary schools, along with our own alternative provision centre.

Our schools are all clustered within 30 minutes travelling distance of one another, allowing us the ability to provide high quality networks and support.

Welcome to the Rodillian Multi Academy Trust.

Brayton Academy is a fully inclusive secondary school offering places to boys and girls aged 11 to 16 years of age.



AIMS and ETHOS

We strongly believe that any student can achieve in our academy.

We have high expectations of our students and staff to deliver the highest standards. Teachers are encouraged to be imaginative and creative in the classroom in order to create motivational and inspiring lessons.

Our curriculum instils resilience in our students from the moment they enter the school. Encompassed within this

innovative curriculum is our belief in a growth mindset. We believe that intelligence is far from fixed or inherited and it is an area in which we can all improve if we work hard and learn from our mistakes.

We encourage our students to experiment and take risks in their learning; to establish an environment where intelligent failure is just the start on the road to success.

We have a duty to prepare our students for the extensive examinations that they now face in the current education system. Our academies start this early in Year 7 with a structured assessment and examination calendar. We will give our students the skills and examination techniques required to succeed.



High expectations



Student achievement



Student well-being



Student learning



We openly encourage you, as parents and carers, to be actively involved in your child's learning.

We understand the importance of working, in particular, with parents and carers in order to ensure that our students enjoy their time at Brayton and leave us with the best possible examination results.

In order to do that, you will be invited into school at strategic times so we can help you to support your child in their learning.



**Brayton
Academy**

CURRICULUM

We offer an innovative curriculum based on academic and practical GCSE subjects.

In order to enhance our curriculum, the statutory 25 hours per week has the option of being extended with extra-curricular clubs or by using our compulsory Period 7 initiative. The Period 7 initiative works with small groups of students, particularly in Key Stage 4, focusing on areas identified after assessments have taken place.

Subjects	
Maths	Product Design
English	Art
Science	Music
Computer Studies	Physical Education
History	Media Studies
Geography	Food
Business Studies	Textiles
French	Drama
Religious Studies	Graphics
Resilience (KS3)	Spanish

In Key Stage 3 we deliver our Resilience Curriculum

In Year 7, students follow a Resilience Curriculum based around the 6 R's: Reasoning, Reflection, Resilience, Resourcefulness, Responsibility and Respect. We see the development of resilience as a key aspect in securing a growth mindset in our students. We do not make the assumption that students arrive with this attribute; we believe wholly that intelligence is something that can be developed.

In Year 7, we also have our "Rise and Read" strategy to improve literacy and develop the love of reading. For two days of the week, students in Year 7 start earlier and

have reading sessions with a teaching member of staff. This takes place in form groups and in smaller targeted groups for intensive intervention.

Students are expected to make options choices in Year 7 and Year 8 across a range of practical and arts based subjects. In Year 9, they will choose from the same subjects but this will be taught as a GCSE taster option. In Year 9, it is also compulsory to select an EBacc option from History, Geography, French, Spanish and Computer Studies.

At Brayton Academy, we deliver GCSE option subjects in one year, which means

that our students gain qualifications at the end of Year 10. This has been successful in our other Trust schools as it allows students to focus and master subjects, while having more option choices to make in Year 11.





Brayton Safeguarding and Child Protection

The safety of our students is paramount to us as an academy. Procedures for safeguarding children are in line with the North Yorkshire County Council guidelines and policy. Pastoral staff act as trained Designated Senior Persons (DSPs) and all staff, both teaching and non-teaching, receive regular training in Safeguarding and Child Protection.

As a Trust, we place a strong emphasis on marking and feedback to ensure that each student is fully included and challenged.

Regular and consistent assessment and examination periods, with external moderation, determine intervention and movement between groups.

Differentiated teaching ensures that students of all abilities benefit from comprehensive intervention strategies and receive additional support and challenge from teaching and non-teaching staff.



Brayton Positive Discipline

Positive Discipline (PD) is undoubtedly the cornerstone of our Trust and the reason for its continued success and expansion.

Without good behaviour in our schools we cannot teach and, therefore, students cannot learn. PD also enables us to reward good progress, behaviour and outstanding work. As a Trust, we organise annual reward trips and award evenings to celebrate student success.

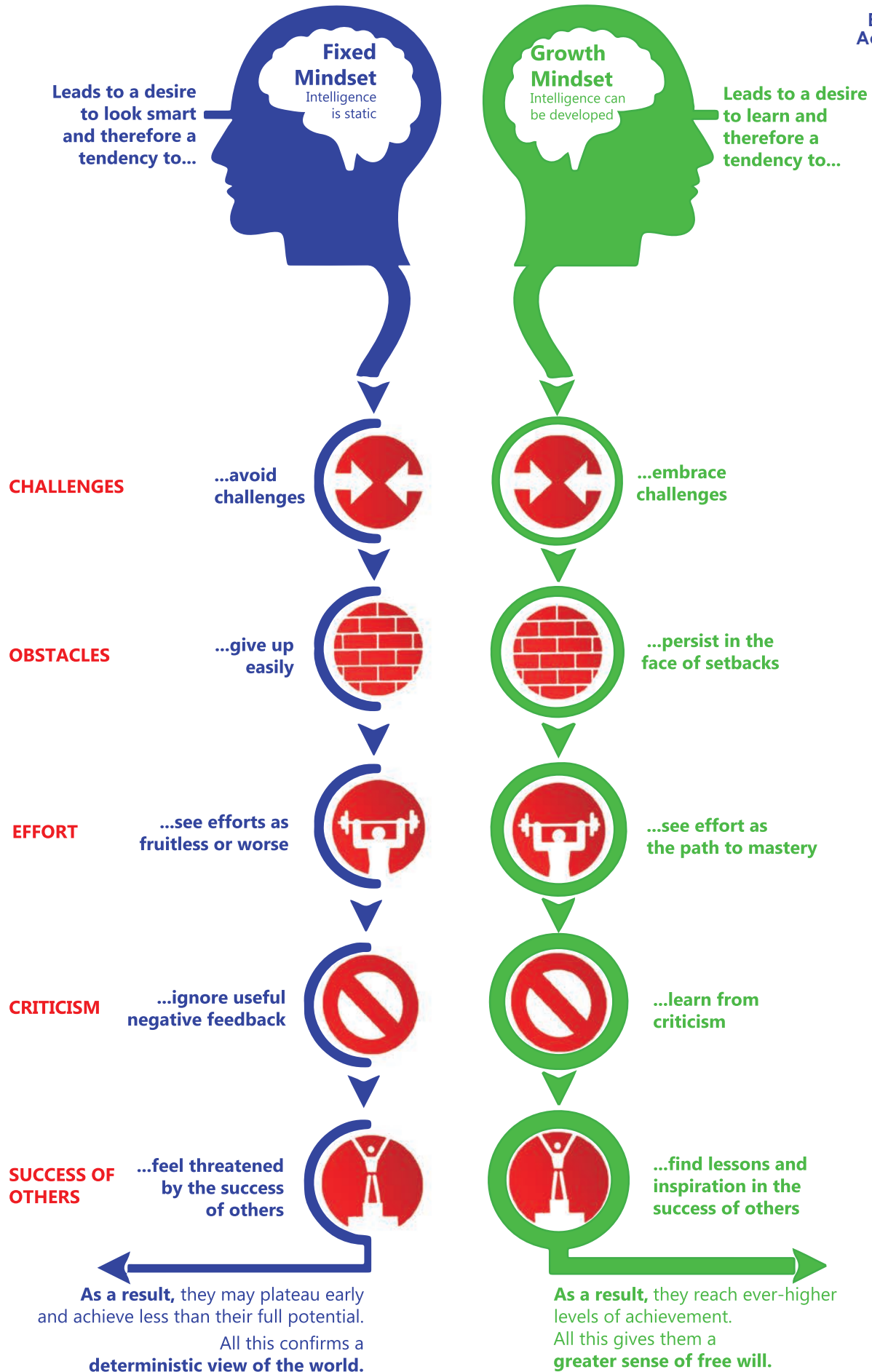
The majority of students are well mannered and have a positive attitude to learning. PD ensures that the possible behaviour of a small minority of students does not interfere with the progress of others. This enables our teachers to teach and students to feel safe, happy and able to learn.

Brayton Learning Environment

The academy provides a calm and ordered learning environment where students and staff work with mutual respect. The building mixes traditional and modern classroom environments. We will be investing heavily in advanced technology to support the delivery of high-quality learning.



Two Mindsets





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