Welcome to Royal Greenwich Trust School



Royal Greenwich Trust School

Learning Today, Leading Tomorrow

PART OF UNIVERSITY SCHOOLS TRUST

Welcome to the Royal Greenwich Trust School Learning Community

RGTS is an 11–19 inclusive secondary school where all members of the community are valued and respected as individuals.



Our vision at the Royal Greenwich Trust School is to provide transformational educational opportunities for all students. This vision is supported by our mission to secure excellent outcomes for all our students through offering a broad and balanced curriculum, including a wide range of enriching learning experiences and by delivering the highest quality of teaching with a tailored approach to supporting the individual.

We are assisted in our endeavours by being a proud member of University Schools Trust, a high-performing Multi-Academy Trust that operates in London but benefits from university, public body and private sector partnerships from further afield. Our collaboration with the other Trust schools and our associated partners has a positive impact on the students and staff within our learning community.

As Head of School, I am privileged to work with a truly dedicated and well-qualified staff team who are highly driven in delivering the best possible quality of provision for our students. I honestly believe that, as adults within the school, we are privileged to work with the remarkable young people who attend RGTS.

Positive relationships are central to our work; and therefore, the home-school partnership is key. We always ensure there are several opportunities across the year when you can touch base with our staff in school or just come in to enjoy a performance or a concert. When we work together effectively, our young people thrive.

Our core values of Responsibility, Grit, Teamwork and Success underpin our daily practice and the learning experiences here are creative, innovative and challenging as we empower our students in 'Learning Today, Leading Tomorrow'.

During their time with us, our students develop a wide range of skills and attributes which are valued by employers and further education providers and prepare them to become happy, responsible and successful global citizens who are able to make a positive contribution to their local and wider community.

RGTS is proud to be the University Trust school at the heart of the rich and diverse community we serve and this prospectus will provide some insight into what makes us so successful, although there is no substitute for seeing it with your own eyes. We run regular tours at the school, which you can book through the website. I encourage you to visit and see our learning community in action. You will have the opportunity to meet our students and staff and see them at work within our thriving learning community.

I look forward to welcoming you to RGTS.

Asma Khan, Head of School

Learning Today, Leading Tomorrow



Learning Today, Leading Tomorrow is our school mantra. We reinforce this daily so that our students understand that what they are doing now will unlock opportunities for them to thrive in the future.

So that students are ready to succeed, now and beyond school, we instil in them the RGTS values. We believe these qualities will stand them in good stead for the rest of their lives.

R

Responsibility

Taking ownership of their education and their future careers, acting with integrity and maximising their effort in all areas of school life.

G

Grit

Being relentless in the pursuit of excellence, persevering through new challenges and developing the skills and confidence to make well-informed decisions.

T

Teamwork

Building strong relationships, supporting others and making a positive contribution to the local and wider community.

S

Success

Achieving to the best of their ability both academically and personally, being recognised for their contributions and gaining a sense of enjoyment in being part of the RGTS learning community.



By demonstrating these values in their everyday life, we empower students at RGTS to be set up for **Learning Today and Leading Tomorrow.**

Becoming an RGTS student

One of our most important roles is to make sure that the students joining us are made to feel welcome, safe and happy. From the moment that families find out which school their child will be joining, we want them to start to develop a sense of belonging to our learning community.

We know there will be uncertainties about what will be involved in moving to secondary school and our Transition Programme aims to settle any nerves by introducing your child to key members of staff and helping them to build positive and purposeful relationships.

We understand that the transition from primary to secondary school can be a daunting prospect for many children. At RGTS, we have several adults in key supportive roles within our Inclusion team who will help with transition. These include our SENCO, tutors, social and academic mentors and student and family support workers.

When joining our school, we consider that you have become part of the RGTS learning community, embodying our values of Responsibility, Grit, Teamwork and Success so all our students can work towards 'Learning Today, Leading Tomorrow'.

1

Welcome Letter: You will receive a letter from us as soon as an offer of a place is made by the Local Authority, detailing every opportunity to come into our learning community and begin your partnership with us, as well as outlining the things you need to do and get ready ahead of day one of your child starting their new school.

2

Coffee Mornings: Once you have been placed with RGTS, we offer a coffee morning, providing you with the opportunity to meet the team, tour the school, and ask any questions you may have.

3

Speak Your Mind: A one-to-one conversation with a key member of staff to support with admissions forms and logistics, and where you can share any important information you think we need to know about your child.

4

Transition Days: We run two induction days in July that allow your child to gain a greater understanding of secondary school life. They will meet staff and their peers, make new friends and take part in lessons and other activities.

5

Meet the Team: We also have an event on the evening of the first induction day for parents and carers where you will receive further information, meet key members of staff and be able to ask any questions you may have.

6

Summer School: Incoming students are invited to join us for our summer school which usually takes place in the third week of August. This enables them to take part in fun activities and spend more time getting to know their new school.

7

Early Start: There are designated induction days in September of Year 7 for students to ensure they are familiar with the routines and expectations at RGTS ahead of the other students arriving back to school.

8

Transition support: During the autumn term, there will be extra check-in assemblies to reinforce and remind students of key expectations and support them with any unanswered questions. Tutor times and character development sessions will be used to support students' transition.

9

Meet the Tutor: In the autumn term you will be invited to meet your child's tutor and discuss how their transition to RGTS is going.

10

Open Door: From the time you accept your child's place at RGTS, you are encouraged to contact us if you have any questions or queries or would like to discuss anything. This is initially through the dedicated transition email address or via our school reception team.

"My child attended the Summer School before starting and it was fantastic. They made so many new friends and it took away the nerves of going to a new school."

Year 7 parent

"My teachers made it very easy to find my feet at RGTS. I was nervous about starting secondary school, but they reassured me and showed me the way to be successful."

Year 8 student

"The Transition Programme whilst my daughter was in Year 6 meant that she was excited and confident to join RGTS."

Year 7 parent

"The school holds your hand every step of the way. From receiving the offer to my son's first day, I knew everything I needed to in advance. It put me at ease with what is a big change in my child's life."

Year 8 parent

"Staff go above and beyond to make sure new students feel comfortable in unfamiliar surroundings. RGTS very soon feels like home."

Year 7 student



RGTS Character Development Programme

Our Character Development Programme (CDP) defines who we are as a school and what we want for our students. It is certainly one of the main things that makes us different from other schools.

What is it?

RGTS uses our CDP to realise our vision and build students' cultural capital, while allowing them to explore and express their character as well as build skills and attributes they need to be successful both now and in the future. Based on the principles of the PSHE curriculum, each student has a tailored experience that enables them to mature as adults beyond the classroom.

Our character development curriculum is driven by our core values, with students following topics that align themselves with each strand every term; Responsibility, Grit, Teamwork and Success.

These strands allow students to adopt aspirational thinking and support them to become global citizens with a clear vision for their own future.

How do students experience CDP?

RGTS Global Citizens: Each year group will have an activity that they partake in across the course of the year which gives back to the whole school community, promotes being an active citizen and builds skills which would be central to an individual flourishing in wider society.

Student Council: All year groups have an elected student council to present their student voice. Heads of Year meet with them to work on year group priorities and projects. This will include things such as running fundraising events, raising awareness of key matters and creating school displays.

Extra-curricular and Enrichment Opportunities: A broad and balanced extra-curricular programme allows students to access a range of before school and after school enrichment opportunities. We want every child at RGTS taking part in at least one enrichment opportunity.

RGTS Restorative Approach: The RGTS staff body adopt a restorative approach to working with students, allowing them the opportunity to learn from their mistakes and develop the skills needed to talk through issues, repair and rebuild any breakdown in relationships in order to move forward positively.

Trust and Local Partners: We are lucky to have links to a wide range of incredible partners which means that our students are fortunate to have access to opportunities that would not be found in other schools. Notably, they help us to deliver our unique Character Development Programme through on site and off site activities across the year.

Tutor Time Programme: Our Tutor Time Programme provides every student with a rich programme of personal development that extends beyond the academic curriculum. Through a structured weekly programme, students take part in whole-school assemblies, Character Development sessions, literacy and reading activities, and age-appropriate programmes that prepare them for future success.

At Key Stage 3, students develop a love of reading through dedicated literacy and Immersive Reading sessions, while at Key Stages 4 and 5 students participate in Thrive+ exam readiness sessions that develop effective study habits, resilience and independent learning skills.

Together, these experiences promote our school values, develop responsible and active citizens, support students' wellbeing, broaden cultural capital and ensure every young person is well prepared for life beyond RGTS.



"Students enjoy their 'character development' lessons, where they can debate and discuss important issues, including those related to careers, different kinds of relationships and fundamental British values." Ofsted October 2022

A school for everyone: inclusion, SEND and wellbeing

We provide an inclusive environment that ensures all students are treated fairly, have equal opportunities and get the support that they need.

What we mean by inclusion

Inclusion is about how we structure our school, classrooms and lessons so that all RGTS students learn and participate together. To us, an inclusive classroom is one that adapts to its students and creates a supportive and inspiring environment for all learners, including those with learning differences, and challenging gifted and talented learners.

Within our inclusive environment, students' diversity and uniqueness are celebrated without discrimination. This means respecting people from all backgrounds and cultures. By teaching our students the importance of this we maintain a welcoming and understanding environment, not just in the classroom and school but also in wider society.

SEND provision

We are fully committed to the inclusion of students with special educational needs and disabilities (SEND). Support for students with SEND is provided by a dedicated team of staff across all key stages. On-site provision, interventions and support are tailored to individual needs and progress is closely tracked and monitored. We also work closely with outside agencies including the Royal Borough of Greenwich's EP, ASD and STEPS Outreach Service, CAMHS and Oxleas NHS Occupational Therapy Service.

Furthermore, we pride ourselves on developing successful partnerships with parents and carers in order for every SEND student to achieve their potential and be fully included in all aspects of school life.

Compass Centre

Our brand new specialist inclusion provision, the Compass Centre, allows us to provide a series of different interventions and support for our learners. These include literacy and numeracy interventions, counselling, mentoring, speech and language therapy, sensory circuits and small group sessions.

Within the provision there is also a multi-sensory space, as well as break-out spaces that are used by our more vulnerable learners during unstructured time. We have a Reflect & Reset room to accommodate students who need time away from the main school environment.

Wellbeing

At RGTS, we are committed to ensuring that all our students feel safe and happy and learn how to maintain a healthy mind and overall wellbeing. Through the character development curriculum and a wide range of opportunities from external agencies, students are encouraged to look after themselves and develop resilient, healthy minds.

To support our students and their wellbeing, we offer access to:

- Daily check-ins with their form tutor
- On-site listening service and counsellors
- Kooth.com – a free, online mental health service
- Healthy food options in the school canteen
- The school fitness suite.

Through our assembly programme, students are regularly reminded about the support that is on offer and who they should approach if they ever need to access this. With follow-up tutor sessions around health and wellbeing topics, students have the opportunity to explore any feelings they may have or to ask questions.

“

As the mum of an autistic child, choosing a secondary school was filled with a mix of worries and hopes. Royal Greenwich Trust School made the effort to find our needs as a family and support my daughter to shine and excel.

”

Parent of a Year 9 Student

Transformational Education in Action

At RGTS we are guided by the following principles to ensure that all pupils at every stage are provided with broad and balanced learning opportunities and experiences which empower them as people and as global citizens.

High Expectations

Commitment to excellence, so that all students are continually learning and maintaining high standards of themselves and others.

Academic Rigour

Induction into the powerful knowledge of a wide range of subject disciplines and professional practice, using this to think critically within the school and beyond.

Character-Building Opportunities

Growth and development as individuals, in order to contribute to our school community and beyond: locally, professionally, nationally and globally.

Inclusion

Provision that allows all to flourish in a way that is tailored to meet individual needs and circumstances.

Future-Focused Thinking

Continuous improvement that focuses on future ambitions and key transitions are at the heart of our aims, habits and practices.

What Ofsted said about the curriculum

"Leaders have ensured that ambitious curriculum thinking is in place for all subject areas and year groups."

"Leaders are ambitious for pupils. They have designed a rich curriculum that prepares pupils well."

"There is a coherent and effective programme in place to develop reading confidence, fluency and accuracy."

"Teachers' subject knowledge is a strength."

Enrichment, Careers and Partnerships

Enrichment

Enrichment and extra-curricular activities are woven into the fabric of what we offer at RGTS. Through a wide-ranging programme, our students are provided with opportunities that expand their mind and develop their abilities. This comprises:

- Extra-curricular clubs and groups
- Educational trips and visits
- Input from outside organisations.

We believe that providing a rich and vibrant enrichment programme not only increases academic success and builds cultural capital, but also encourages our students to become well rounded, conscientious, global citizens; confident and resilient enough to excel in life and pursue their aspirations.

Careers

Royal Greenwich Trust School is committed to providing all learners with access to high-quality careers information, advice and guidance to ensure that they are fully prepared for modern life in Britain.

At RGTS, we expect each of our students to be fully prepared for the opportunities and the demands of the adult world. By linking careers advice to our core values students learn to excel and gain the confidence to become successful global citizens prepared for the world of work.

Partnerships

Royal Greenwich Trust School benefits from numerous partnerships. These partnerships cover a broad range of industries in both the charity and corporate sectors. Students will have the opportunity to participate in a range of experiences to raise their aspirations and work in collaboration with both our local and wider communities.

Queen Mary University of London | WARWICK | UCL

University of East London | King's College London | University of Greenwich



Our Aspirational Sixth Form



Specialist vocational pathways. Personalised support. Professional futures.

RGTS Sixth Form offers a distinctive post-16 experience for students who are ready to take the next step towards university, apprenticeships, employment and professional life. We are a small, specialist Sixth Form with a clear focus on high-quality vocational learning, individual support and ambitious progression.

Our students study applied Level 3 qualifications in carefully chosen pathway areas, including Business, Engineering and Sports Coaching & Leadership. These courses are demanding, career-focused and equivalent in size and challenge to A-level study. They are designed for students who want to develop specialist knowledge, practical expertise and the confidence to apply what they learn to real-world contexts.

Specialist pathways

Our Sixth Form curriculum is built around purposeful vocational pathways. Students do not simply choose a subject; they begin to shape a future direction. Whether their ambition is to move into business, engineering, sport, higher education, an apprenticeship or employment, our courses help students develop the knowledge, skills and professional habits needed for their next stage.

As a school with a strong technical heritage, RGTS benefits from specialist facilities, experienced staff and a culture of applied learning. Students are encouraged to think independently, work collaboratively, solve problems and produce work that reflects the standards expected beyond school.

Leadership and independence

Sixth Form students play an important role in the wider life of RGTS. They are young adults within our school community and are expected to model the values, attitudes and behaviours that younger students can look up to.

Through mentoring, supporting with school events, enrichment and wider responsibilities, students are encouraged to develop confidence, independence and a sense of service. We want them to build the habits that will make them valuable members of the communities in which they will live, study and work.

Our ethos is rooted in ambition, responsibility and action. We want students to think seriously about their future, make purposeful choices and understand that what they do today shapes the opportunities available to them tomorrow.

Professional futures

Progression is central to our Sixth Form offer. From the beginning of Year 12, students are encouraged to think carefully about their future and to make informed decisions about university, apprenticeships, employment and training. Our staff support students with applications, interviews, personal statements, careers planning and preparation for the world beyond school.

Our vocational qualifications carry UCAS points and provide strong routes into higher education, apprenticeships and employment. Many of our students use their Sixth Form experience as a platform for university study, while others progress into apprenticeships or directly into the workplace. Whatever their destination, our aim is that every student leaves RGTS with a clear plan, a strong sense of purpose and the confidence to succeed.

Personalised support

One of the strengths of RGTS Sixth Form is that our students are known well. We offer the benefits of a smaller Sixth Form community, where staff can provide individual guidance, challenge and encouragement. Students are supported academically, pastorally and personally so that they can grow in confidence and take increasing responsibility for their own success.

Alongside their main programme of study, students receive pastoral support, character development, careers guidance and access to wider enrichment opportunities. We help students develop the maturity, resilience and independence they need to thrive both during Sixth Form and after they leave us.





Our Illustrious Alumni

We recognise that exam results are important when it comes to determining their life choices, however, we want students' education to exceed this. It is always a pleasure to hear about what alumni achieve once they have completed their studies with us and you can see here what our outstanding ambassadors have gone on to achieve:

Carl: Assistant Project Manager

BTEC: CONSTRUCTION

My name is Carl Quaye, I was once a student at RGTS from 2020-2022, During my education period from primary all the way to secondary school, I never really liked studying but I feel like I found myself to enjoy it for the first time at RGTS.

I studied construction and this built an environment which helped construct a passion and hunger to learn which I didn't have before. What I really appreciated at the sixth form is that all the teachers really tried and put effort in to make sure we would do our best not just at school but to go on to have amazing careers and educations.

I am currently an Assistant Project manager at a company called Keltbray a specialist UK engineering and construction company that works on some of the country's most complex infrastructure and redevelopment projects.

I've worked on some amazing projects such as the new Museum of London in Farringdon or Fifty Fenchurch street which is widely regarded in the industry as an engineering masterpiece.

All this would have never occurred had I never attended RGTS.



Adam: Private Capital Audit Associate

BTEC: BUSINESS

Studying Business at RGTS gave me a strong understanding of the importance of finance in the real world and helped me discover my passion for the field.

Through engaging lessons and the guidance of Mr Ullah, I developed valuable knowledge across a range of business and finance topics, while also building my confidence and analytical skills.

The skills and experience I gained have provided a solid foundation for my career in audit, where I look forward to continuing my professional development and applying what I learned at RGTS in a professional environment.

Daniella: Searching for an Apprenticeship

BTEC: ENGINEERING

RGTS gave me the opportunities and support I needed not only to grow academically, but also personally, professionally, and socially.

Through work experience placements, extracurricular activities, university and apprenticeship fairs, mental health awareness initiatives, and much more, the school helped prepare me for life beyond the classroom. I was also fortunate to have friends and classmates who always had my back, just as I had theirs.

I encourage every student to make the most of every opportunity the school provides. By doing so, you'll be taking important steps toward achieving your goals and, ultimately, your dreams.

"Failing doesn't make you a failure; it's failing and staying down that makes you a Failure. Remember, Failure is the very womb that births success so, sometimes, it's okay to make mistakes but learn from them and grow with the lessons learnt."

Proudly part of University Schools Trust

I am Gill Kemp, Trust Leader of UST, and I am proud to introduce you to our group of incredible schools. We are fortunate to count RGTS as one of our own, working alongside colleagues in all of our schools to provide an excellent education that is derived from exceptional teaching and learning.



We were founded on the premise of transformation through partnership

We began as a unique partnership of six world-leading universities and other sector-leading bodies, supporting our shared vision of inclusive, high-quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

Collaboration has always been at the heart of providing transformational experiences. Whether it is our incredible partners, school to school partnership groups, staff CPD opportunities or working alongside our dedicated parents, we learn from one another to improve the life chances of every child in our care.

We believe in innovation and improvement

The UST School of Education, our innovative centre of excellence supports the development of our curriculum, teaching and learning principles and wider school improvement. Our university links enable us to co-commission and participate in research to stretch our knowledge of what works and why, and our culture of open collaborative partnership encourages staff to share and learn with other education professionals.

We prioritise a rich student experience

We believe that as a group we are in a stronger position to enrich students' experiences. We want Headteachers to focus on what they do best: educating students, so our team works to alleviate the workload on them. More than this though, we use our network to increase opportunities. From greater access to university through to better IT resources, we harness our collective skills and resources to ensure students in a UST school get the best.

I look forward to welcoming you and your family into the UST family when you join RGTS!

Gillian Kemp, Trust Leader

University Schools Trust
A transformational education

The UST promise

Our overriding purpose as a Multi-Academy Trust is driven by our vision and values.

Vision: Where collaboration breeds transformation

Guided by and working with our Trust Partners:

The Trust is a family of inclusive schools where collaborative partnerships deliver a transformational education which empowers our pupils and the communities they come from to realise their full potential. A culture of high expectations nurtures a drive to achieve excellence and to take ownership of future academic and vocational learning paths in order to equip our pupils as global citizens and inspire their communities.

Values: The UST Guarantee

Achieving Excellence through Transformational Education that Empowers Communities.

Achieving Excellence: The Trust inspires each member of our learning community to be ambitious, to realise their potential and to succeed academically and vocationally.

Transformational Education: The Trust ensures that the dynamic curricula and pastoral offers of our schools are enriched by the civic leadership and research from our university, public and private Trust partners.

Empowering Communities: The Trust strives to equip all pupils and staff with the skills to transform their lives, empower communities, and excel in our global society.









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