



Rodillian Academy

Introduction to Rodillian Academy

A Good school with Outstanding Leadership and Management (Ofsted 2012), the Rodillian Academy is a mixed secondary School and sixth form located in Lofthouse. The school has over 1,300 students aged between 11 and 18 and has Specialist Arts College status. Since the appointment of Andrew Goultly as Headteacher in 2008 the achievements of the students and staff at Rodillian, have placed them in the top 1% nationally. Placing an emphasis on high academic standards and having high aspirations for students have driven this significant improvement. The school has been recognised as the most improved school in the North of England.

Mr Goultly and the team at Rodillian have achieved success by driving through a relentless improvement agenda based on:

- Positive discipline
- Raising and maintaining high standards in teaching and learning
- Assessment in learning
- Rigorous performance management of staff
- A structured training schedule for staff
- Leadership and management training at all levels



What did Ofsted say in June 2012?

“Strong and highly effective leadership and management have contributed to outstanding behaviour and a substantial rise in achievement”

“Students are polite, courteous and treat other people with respect”

“There are clear and effective plans for further improvement”

“Expectations of behaviour are high and the school takes a ‘zero tolerance’ approach to misbehaviour”

“The school is highly orderly and the students feel very safe.”

“Students respect teachers and consider them to be friendly and supportive”

The Rodillian Way – by Mr Andrew Goultly

At Rodillian we believe that traditional values of discipline and respect are sacrosanct. We do not tolerate bullying, defiance or rudeness to staff and this has made for a harmonious and safe learning environment for our young people, and a supportive environment for staff, where they can concentrate their efforts on teaching and their own continuing professional development. Our school is also committed to safeguarding and promoting the welfare of children.



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LJFS and Rodillian in Partnership

The Vision for LJFS: To offer secondary school provision in Leeds for children aged 11 to 18 (school years 7 to 13), that ensures high academic standards, a strong moral ethic, a joy of learning, high aspirations and an expectation to contribute to the local community. This will be underpinned by a strong Jewish ethos and based in the national curriculum.

Every pupil will leave the school having enjoyed their education, achieved well and, if Jewish, proud of their faith, heritage and community. All pupils will see themselves as proud citizens or residents of Britain, respectful and understanding of all other members of its diverse community and contributing at all levels. These aspirations will be key drivers for our curriculum at all Key Stages and in all subjects. Our pupils will have access to education which meets these specific needs without family income being a barrier.

Why did we opt for an Education Partner?

As Directors with a vision to create a new school that the Jewish community of West Yorkshire can be proud of, we have used the opportunities that the Free School legislation has given us to work in a new way. As a small school, by procuring an outstanding education partner we have secured a financially viable future as well as being able to retain our individuality. This way of running schools is the model for the future and we at Leeds Jewish Free School are the pioneers for this innovative model.

How did we go about choosing an Education Partner?

With the support of Schools' Buying Club, the leader in School procurement activity, the first tender of this kind was conducted. A robust exercise was undertaken that ensured value for money was obtained and the procurement was fair, open and transparent. The process adopted was a tender in-line with the provision characteristics of an OJEU (Official Journal of the European Union) category B procurement. An advert was published on the Government's nominated portal – 'contracts finder' for suppliers to express an interest. A comprehensive evaluation took place based on both price and quality which resulted in the award of contract to Rodillian Academy.

Why we chose Rodillian?

Rodillian Academy believes that if students and teachers are to fulfil their full potential they must want and be encouraged to give their best. They need to celebrate success and achievement. Rodillian have made the commitment to work with LJFS to help establish the school as a leader in the field of education. This agenda complements the vision that the LJFS Director's have for our own school i.e. provision of high academic standards, a joy of learning, high aspirations and an expectation to contribute to the local community. Rodillian will offer the students of LJFS not only first class delivery of the curriculum, but access to their world-class school facilities to enjoy extra curriculum activities including a wide variety of sport activities.



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Introducing the Rodillian Team



PROFILE: Andrew Gouly

Andy Gouly started his teaching career as a teacher of History and 1st XV Rugby Coach at Prince Henry's in Otley. After 8 years he left as Head of Year 11, to become Assistant Headteacher in charge of the Pastoral system at Horsforth School. His talents were quickly spotted and within 18 months Andy was approached to become Senior Deputy Headteacher at Bingley Grammar School with responsibility for Teaching and Learning. In June 2008 Andy brought his leadership and management skills to the job of Headteacher at Rodillian. The Academy is now the most improved in the North of England.



PROFILE: Alex Burnham

Alex Burnham started his teaching career in the East of London, teaching PE and Geography. After 6 years he left as a Head of Year to become Key Stage 4 Manager at Rastrick High School in West Yorkshire. In 2008 he became Assistant Headteacher with responsibility for Teaching and Learning and Staff Development. Alex joined the Leadership Team at Rodillian in September 2012 as Deputy Headteacher with responsibility for Teaching and Learning and Student Progress.

The Rodillian Curriculum

While Rodillian has a traditional approach to discipline, our curriculum is as modern, innovative and personalised as we can make it. For example, for students in Year 7 we have introduced our **Learning to Learn** curriculum, where students are taught the essential skills of learning based around the 6 R's: **Reasoning, Reflection, Resilience, Resourcefulness, Responsibility and Respect.**

Curriculum

Year 7 pupils cover a variety of subjects in order to provide them with wide ranging experiences to make informed option choices towards the end of the year.

Pupils study:

- Maths
- Science
- Creative Curriculum
- ICT
- Physical Education
- English
- Art
- Design Technology
- Languages

Creative Curriculum:

The creative curriculum approach is for students to take part in project based activities themed around Performing Arts and Humanities. Students take part in creative activities to gain knowledge about learning; develop personal learning attributes (known as the 6Rs – Resilient; Resourceful; Responsible; Reasoning; Reflective and Respect) and provide opportunities to practise new skills.

Academic Monitoring:

Academic monitoring at The Rodillian Academy is rigorous and Year 7 students can expect 4 formal monitoring sessions to take place during the year. The system is beautifully simple and is based around what we refer to as RAGs analysis – Red, Amber and Green.

Subject teachers are trained to accurately predict what grade students will achieve in their subject, based on current performance. – If a student is on or above target for a particular subject, their grade is highlighted green, if they are one grade below their target, the highlighting is amber and if they are two or more grades below their target, the grade is highlighted red.

This system allows subject teachers and form tutors to very quickly understand the progress of every student on an individual level, subject-by-subject and allows for accurate and effective intervention that is tailored to individual student's needs. The data collected from each of the academic monitoring sessions is clearly communicated with students and their families.

Results Progress Chart

