



PROSPECTUS 2024



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An Introduction To Our School

It is truly a privilege to be the headteacher of Telford Priory School. To work with our community, our parents, our staff and our children is the most wonderful challenge and one I embrace fully every day. I am confident that I can say the same for all the staff.

Our ambition for Telford Priory is to create a school community which recognises excellence and reaches for it in everything we do. We are all individuals with our own strengths, passions and talents and these must be nurtured to allow us to fulfil our potential for ourselves, our families and society as a whole. These are lofty ambitions but not only are our children worth it, we can do it.

The value of education is immeasurable. We are a sum of our experiences and the more we learn, the bigger and better we are. The learning experience lies at the heart of the school’s aims and we want to not only build knowledge but give children the skills to apply it today, tomorrow and forever. Linking their learning will give them the context to know who they are and who they want to be.

Our commitment to young people and to parents is to strive for the best for the whole community and to allow all individuals to be able to grow as learners and people in their time with us.

David Barber
Acting Headteacher



What We Stand For



Academic

Excellent standards and outstanding progress are a prerequisite for success in life equipping young people with the skills and knowledge they will need to be successful, happy and productive citizens.



Social

Excellent relationships for learning are a prerequisite for all other achievements. Relationships that engender mutual respect between young people, and all other members of our academies' communities will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.



Personal

All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve.

Our 3Rs

The 3Rs are the cornerstone of the relationships in our school community and we develop these within and beyond lessons



Ready

Ready to learn
Ready to participate
Ready to try hard



Responsible

Responsible for themselves
Responsible for solving problems
Responsible and reflective to improve



Respectful

Respectful in how we communicate
Respectful to those we work with
Respectful and accepting of others

We see these 3Rs reflected in every conversation we have and every conversation we have. We hope that they will take responsibility to succeed not just as young people, through their own efforts but also by about their thoughts, feelings and actions.



The School Day

The school day is made up of a form time and 7 lessons. However, many of these lessons are 'doubles' or more to give longer periods of learning

The school day is followed by a wide range of clubs and academic interventions.

| KEY STAGE 3 - Year 7 & 8 | |
|--------------------------|-------|
| Registration | 08:30 |
| Lesson 1 | 08:50 |
| Lesson 2 | 09:35 |
| Break | 10:20 |
| Lesson 3 | 10:40 |
| Lesson 4 | 11:25 |
| Lunch | 12:10 |
| Lesson 5 | 12:55 |
| Lesson 6 | 13:30 |
| Lesson 7 | 14:15 |
| Finish | 15:00 |

| KEY STAGE 4 - Year 9, 10 and 11 | |
|---------------------------------|-------|
| Registration | 08:30 |
| Lesson 1 | 08:50 |
| Lesson 2 | 09:35 |
| Break | 10:20 |
| Lesson 3 | 10:40 |
| Lesson 4 | 11:25 |
| Lesson 5 | 12:10 |
| Lunch | 12:55 |
| Lesson 6 | 13:30 |
| Lesson 7 | 14:15 |
| Finish | 15:00 |



A Strong, Well Considered Curriculum

The curriculum is designed to meet the needs of all students as they make their way through school and prepare for their next steps. All subjects have chosen pathways which support:

- ✓ **Excellent subject knowledge:** A breadth and depth of knowledge which builds a full understanding of a topic and course
- ✓ **Well developed skills:** Applying their knowledge to be able to not just 'know', but 'do'
- ✓ **Autonomy and curiosity:** To go out and find out more and enrich their school learning with their own
- ✓ **Personal Development:** Developing an understanding in the widest sense and bringing lessons from learning into their own lives

Key Stage 3 is regarded as Year 7 and 8. During these years, students follow a broad and balanced curriculum in all subjects which enhances the National Curriculum with an understanding of our location and community. Curriculum choices in English support reading of both classical and contemporary fiction, topics in History and Geography include local studies to enrich children's understanding of their home, and the Creative and Performing Arts play a significant role in the curriculum to allow all children to build their talents alongside their academic pursuits.

Key Stage 4 takes students to Year 11 and the curriculum remains broad, with a wide variety of options available to support core studies in English, Maths and Science. This is an opportunity for the child to take their first steps to their future and their career, building a personal curriculum which meets their interests, needs and passions.

Students are supported to make progress against their starting points through expert instruction and a wide variety of interventions within and beyond the classroom.



Wellbeing At The Heart Of All We Do

The wellbeing of all young people and their families is an important driver within and beyond school and the pastoral support across the school means that all adults are actively engaged in looking out for the wellbeing, safety and security of the children.

All teaching staff act as form tutors and are the constant in a child's experience in school. This allows students and parents to have that 'go to' person as they need.

Specific support is provided for students with additional needs including academic and social needs through a dedicated SEND team who work within and beyond school to support the child to overcome their barriers.

A skilled and diligent safeguarding team play an active part in the life of the school, individuals and families and help them address challenges where support is needed to ensure positive health and wellbeing.

The breadth and strength of the pastoral support means that all students are able to access the learning they deserve and feel real and meaningful successes in life.

Teaching & Learning Which Builds People

Teaching and Learning is centred on two key concepts:



Knowing more



Doing more

The power of knowledge is irrefutable and important as part all our curriculums; we have ensured that all students have the knowledge they need to be successful in their learning and qualifications but also the knowledge to grow as individuals and members of their communities.

However, knowledge is only powerful if you know what to do with it and so we make sure that all students understand the skills that sit within and across subjects such as analysis, evaluation and interpretation.

Within lessons, students will spend their time using knowledge to build their capacity as learners, working with support and becoming increasingly independently to explore topics, having the opportunity to take their learning their own way when the chances come.

We recognise the diverse needs of all individuals and teachers support all students to achieve their potential. Where additional support is needed, this is provided within and beyond the classroom to allow young people to achieve success.



Developing The Whole Person

A school’s mission is as much the personal growth of their young people as the qualifications they receive and personal development is an important part of the school day.

Students have a dedicated form period each day which ensures readiness for learning and helps address any issues students are facing.

Each week, there is a dedicated PSHE lesson which follows a set curriculum based on the PSHE Association’s work and focuses on:



Health & Wellbeing



Living In The Wider World



Relationships

All statutory areas are covered to ensure that young people are fully equipped for the challenges they face as they grow. Information on this programme is shared with parents and carers regularly to support families engage fully too.



Performing Arts

Performing Arts at Telford Priory School is very, very special.

What the performing arts brings to the lives of young people is beyond measure: confidence, expression, creativity, focus, belonging... the list is endless. The school commits fully to embracing all opportunities to allow as many young people as possible to explore their talents in the Arts and show what they are truly capable of.

The events produced by the school are both inclusive and excellent; we encourage as many people as would like to come along to be part of the shows and the quality of what they create is striking. Whether music, dance or drama, and whether their own compositions or working to scripts and routines, the quality of the material is wonderful and enjoyed by the whole community with sell out crowds.

We have received local and national recognition for the work being done, taking part in shows across the West Midlands and have attracted the attention of the BBC numerous times. To share what the children are capable of in this way is simply wonderful.



The Right Environment To Learn

The school was purpose built in 2015 and remains a first rate learning environment. All subjects are suited together to support a collegiate approach and specialist rooms are plentiful in Music, Science, Arts and Technology.

We have a breadth of Sports facilities but are very fortunate to have an excellent partnership with Oakengates Leisure Centre which gives us access to all areas including the swimming pool and sports arena with full track and field facilities. This allows us to offer the widest choice of sports to meet the needs and talents of all children.

Looking At Learning Beyond The School

Our role as a stepping stone in a child’s journey to a meaningful and rewarding career is something we take great pride in and our careers programme reflects our ambition for our young people.

Careers education begins in Year 7 and moves into Year 12 as we manage the movement of the students into Post 16 provision. We focus on the Gatsby Benchmarks of:

| | |
|-----------------------|---|
| A Clear Programme | A dedicated careers coordinator ensures that all students are actively involved in a clear and purposeful programme of activities within and beyond school |
| Careers Learning | It is vital that students understand the world of work both nationally and locally and this comes through the PSHE programme and a range of additional activities |
| Addressing Needs | Each student is on their own pathway and we support all individuals to make positive choices to get the most out of their time with us and set them up for the future |
| Employer Engagement | We rightly celebrate our links with local employers and the opportunities they afford us to explain first hand what ‘work’ is |
| Curriculum Learning | Time is taken in all subjects to explain the links to different careers, not just in the content taught but also the skills developed to show the benefit of study beyond the classroom |
| Workplace Experiences | Beyond traditional work experience, students have the chance to visit places of work to see for themselves the conditions and environments which they may wish to enter |
| Further Education | Students explore their options Post 16 including colleges and work based learning, but look beyond this to local and national universities, with visitors and visits |
| Personal Guidance | All students in their time with us will have one to one appointments with a careers advisor to make sure their path is right for them and they understand what is needed to be successful as they move on |

This coherent and well embedded careers programme ensures that all students have the information needed to make positive choices as they move on into further study or the world of work. The programme is reviewed regularly to ensure it meets the needs of the young people at this important time in their development.

Making Admissions & Appeals

All admissions (either for Year 7 or in year admissions) are managed by Telford and Wrekin Council which can be assessed through their website.

https://www.telford.gov.uk/info/20026/school_admissions/





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