

Welcome to



**The Ferrers
School**

‘Aspire, Achieve, Acclaim’

**OPEN EVENING
SEPTEMBER 2025**



The Ferrers
Sixth Form

‘Aspire, achieve, acclaim’
A 7-year journey...





The Ferrers
School

Schools at the heart of their local communities

About Meridian Trust...

Meridian Trust has over a decade of highly successful experience **delivering great schools** and **serving communities** across our region.

As of September 2025, there are **32 schools** within Meridian Trust

- 16 primary
- 13 secondary
- 1 all-through
- 3 special educational needs

We are also the approved sponsor for three free schools currently in development and are in the consultation phase with a further four schools seeking to join us soon.

In addition to operating schools, we are the home of the **Cambridgeshire and Peterborough Teaching School Hub** (CPTSH), and train more than 150 new teachers each year through **Meridian Trust ITT** (The Cambridge Partnership).

As a **strong, regional multi-academy trust** we currently operate schools across Bedfordshire, Cambridgeshire, Peterborough, Lincolnshire and Northamptonshire. We are proud to have strong **partnerships within all these communities**.





The Ferrers
School

Our Values



Pursuit
of Excellence



Value
our People



Achievement
for all



High Quality
Learning
Environment



Extending the
Boundaries
of Learning

We are
committed to the
pursuit of
excellence in
education

We
value
people

We encourage
achievement for
all

We aim to
provide a high
quality learning
environment

We work hard to
extend the
boundaries of
learning



Meridian
Trust



The Ferrers
School

House System

House System: Academic Families



Brunel



Franklin



Turing



Woolf

All students belong to a house led by a senior tutor and supported by a student support assistant & form tutors.

All houses have a member of the Senior Leadership Team attached to it.

We know that good links between home and school are a vital factor in ensuring that we work together to ensure that your child continues to grow, develop and thrive at secondary school.

In essence, we have created 4 schools within a school to enable every student to be known, valued and supported.

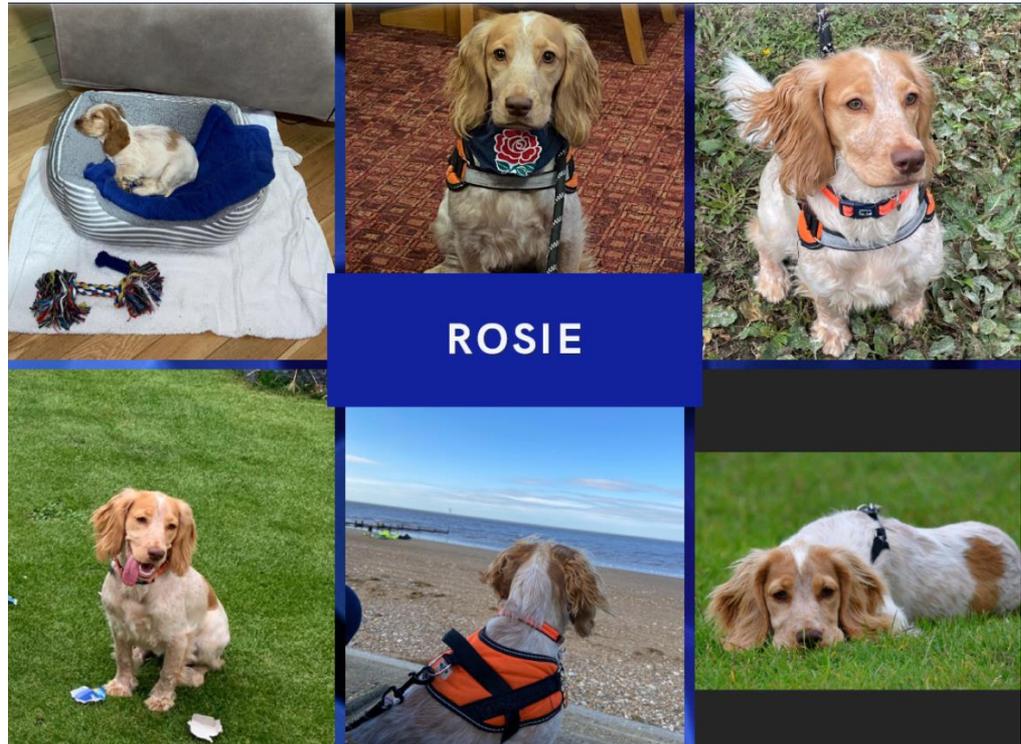


The Ferrers
School

Support at TFS

- Dedicated in-house team
- Rosie the Pastoral Pup
- Mental Health and Support Team (MHST)
- School Counsellor
- Young Carers
- Draw & Paw
- Mindful Mondays
- Mentoring

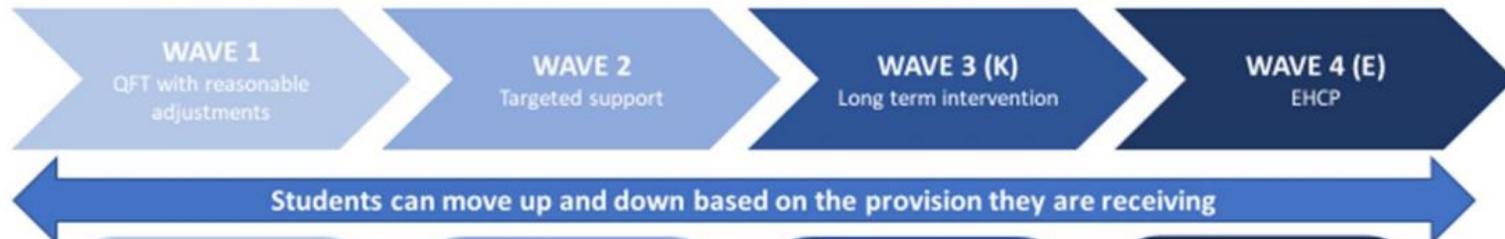
All in addition to our house
pastoral team support





The Graduated Approach

Pupils are referred through the different Waves using the Assess, Plan, Do, Review (APDR) process



- **Pupil's recorded as Wave 1**
- Staff are responsible for making reasonable adjustments to teaching and learning.
- Teachers standards- 'Adapt teaching to respond to the strengths and needs of all pupils'

- **Student recorded as Wave 2**
- Not making expected progress despite reasonable adjustment at Wave 1
- SEND baseline assessments to be completed with recommendations
- Short term specific intervention implemented (1 term maximum)
- Impact measured

- Pupil placed on SEND Register (with parent/carer consent)
- **Pupil recorded as 'K'** and reported on School Census
- Evidenced based intervention coordinated and monitored by SENDCO
- Pupil will have individual APDR with measurable outcomes and provision stated.
- Pupil may access specialist support from outside agency

- Pupil placed on SEND Register
- **Pupil recorded as 'E'**
- Legal document setting out aspirations, needs, measurable outcomes and provision required.
- Outcomes and provision closely monitored by APDR cycles.
- Formal review of document annually.



The Ferrers
School

High Quality Learning Environment



The Ferrers School joined the trust in February 2019 and has benefitted from significant investment from Meridian Trust:

- 3 Refurbished Toilet blocks (completed summer 2022)
- Refurbished 6th Form Study Centre (Opened September 2021)
- Fitness Suite
- External Fencing
- New Reception Area & Conference Room
- Ongoing and complete refit of IT teaching & learning resources
- House Offices in each House Area
- The unseen: boilers, electricals, health & safety compliance and an ambition to be Zero Carbon



The Ferrers
School

A Broad Curriculum

- We run a 2-year key stage 3 in Year 7 and 8
- Students study a language - French or Spanish
- Support for those with SEND – ‘The Graduated Approach’
- Supplemented by a Raising Aspiration Programme which includes relevant careers education, information and guidance (CEIAG), clubs, trips and extra classes
- Session 6 is for extra-curricular activities that include, sports, expressive arts, and STEAM projects

It takes a
WHOLE
School
to develop a
reader

-Meridian Trust-

| | | | | |
|----------------------|----------------------|--------------------|-------------------------|---|
| English 7 periods | Science 6 periods | Maths 7 periods | Humanities 8 periods | Expressive Arts (Dance, Drama, Music) 6 periods |
| MFL 4 periods | PE 4 periods | D&T 2 periods | It 2 periods | Core Studies 2 periods Art 2 periods |



The Ferrers
School

The Ferrers Framework

Communication – recognising that the way we read, write, talk and listen has an impact on how we learn.

Participation – Knowing that students get more from their learning experiences by opting in.

Challenge – showing students how to respond to challenge and push themselves harder.

Pride – acknowledging effort and the standards students set for themselves each day.

Independence – developing the skills students need to self-regulate and become life-long learners.

The Ferrers Framework

| STUDENTS COMMUNICATION | STUDENTS PARTICIPATION | STUDENTS CHALLENGE | STUDENTS PRIDE | STUDENTS INDEPENDENCE |
|--|---|--|--|---|
| <ul style="list-style-type: none"> Understand what is expected of them, in lessons and in the wider school community. Ask for help when needed. Understand how to seek feedback. Can explain what they are learning and why. Recognise the importance of reading, writing, speaking and listening in their daily lives. | <ul style="list-style-type: none"> Know how to join in and take part, in lessons and in extra-curricular activities. Are motivated by experiencing success early on in lessons. Respond to instruction, opting in and taking an active approach to learning. Can expect to be praised for their contribution and effort. Understand that getting it wrong is an integral part of the learning process. | <ul style="list-style-type: none"> Are intellectually curious and enjoy being challenged. Expect learning to become increasingly challenging over time. Recognise that other learners have different challenges to them. Understand that they will make progress by thinking hard and pushing themselves. Take responsibility for their contribution, in lessons and extra-curricular activities. | <ul style="list-style-type: none"> Arrive to lessons on time. Feel a sense of pride when they try hard and show excellence in their work. Enjoy receiving acclaim from peers, teachers, parents and members of the community. Respect the learning environment, in classrooms and around the school site. Are proud to represent the school through student voice, leadership and community events. | <ul style="list-style-type: none"> Recognise the need to move from teacher instruction to mastery and independence. Understand the steps they are taking in their learning. Can think about the learning process, setting goals and making adaptations for themselves as required. Can work independently for sustained periods of time, in a lesson and at home. Extend the boundaries of learning by taking opportunities to develop their character and experience outside the classroom. |

ASPIRE • ACHIEVE • ACCLAIM



The Ferrers
School

Our Expectations For Learning

‘Aspire, Achieve, Acclaim’





The Ferrers
School

Recognition & Rewards

We reward students with achievement points based on our Ferrers Framework

- ✓ Pride
- ✓ Participation
- ✓ Challenge
- ✓ Communication
- ✓ Independence
- ✓ Participation in the 7 PLEDGES
- ✓ Principal's Award for Excellence



We celebrate students' successes in weekly assemblies, through awards ceremonies and regularly with our community through our social media platforms



The Ferrers
School

Developing character

PLEDGES are modelled on the Duke of Edinburgh Award scheme

At Bronze, Silver and Gold levels:

- Participation PLEDGE
- Leadership PLEDGE
- Excellence PLEDGE
- Diversity PLEDGE
- Giving PLEDGE
- Environmental PLEDGE
- Service PLEDGE

The Ferrers School **PLEDGES** CMAT
Extending the Boundaries of Learning

Gold: TO LEAD Silver: TO COMMIT Bronze: TAKE PART IN

| | PARTICIPATION | LEADERSHIP | EXCELLENCE | DIVERSITY | GIVING | ENVIRONMENTAL | SERVICE |
|--------|--|---|---|---|--|---|---|
| BRONZE | Participate in at least one school activity or sport for a minimum of 10 hours over the course of the year. | Take on a leadership role in a school activity or sport for a minimum of 10 hours over the course of the year. | Achieve a minimum of 10 hours of excellence in a school activity or sport over the course of the year. | Participate in at least one school activity or sport that promotes diversity for a minimum of 10 hours over the course of the year. | Participate in at least one school activity or sport that promotes giving for a minimum of 10 hours over the course of the year. | Participate in at least one school activity or sport that promotes environmental awareness for a minimum of 10 hours over the course of the year. | Participate in at least one school activity or sport that promotes service for a minimum of 10 hours over the course of the year. |
| SILVER | Participate in at least two school activities or sports for a minimum of 20 hours over the course of the year. | Take on a leadership role in two school activities or sports for a minimum of 20 hours over the course of the year. | Achieve a minimum of 20 hours of excellence in two school activities or sports over the course of the year. | Participate in at least two school activities or sports that promote diversity for a minimum of 20 hours over the course of the year. | Participate in at least two school activities or sports that promote giving for a minimum of 20 hours over the course of the year. | Participate in at least two school activities or sports that promote environmental awareness for a minimum of 20 hours over the course of the year. | Participate in at least two school activities or sports that promote service for a minimum of 20 hours over the course of the year. |
| GOLD | Participate in at least three school activities or sports for a minimum of 30 hours over the course of the year. | Take on a leadership role in three school activities or sports for a minimum of 30 hours over the course of the year. | Achieve a minimum of 30 hours of excellence in three school activities or sports over the course of the year. | Participate in at least three school activities or sports that promote diversity for a minimum of 30 hours over the course of the year. | Participate in at least three school activities or sports that promote giving for a minimum of 30 hours over the course of the year. | Participate in at least three school activities or sports that promote environmental awareness for a minimum of 30 hours over the course of the year. | Participate in at least three school activities or sports that promote service for a minimum of 30 hours over the course of the year. |

Many of the PLEDGES have at their core the 'British Values' of:
• Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance

Extending The Boundaries of Learning

- Providing positive memorable experiences inside and outside of the classroom
- Opening the world to all students
- Securing the very best future educational and vocational experiences for our students





The Ferrers
School

Combined Cadet Force & Duke of Edinburgh

- The CCF at the Ferrers School is now over three years old. During this time, our cadets have experienced exercises, military visits, a parade through the streets of Northampton, learnt lots of new skills and had lots of fun.
- The DofE Award reflects The Ferrers School's ethos and vision for its students. It is a major challenge which requires commitment and perseverance, and a significant amount of personal responsibility. It involves students finding themselves out of their comfort zone and requires them to be active members of a wider community and to work as part of a team.





The Ferrers
School

Life at TFS

A warm
welcome to
Holly in Y7 and
William in Y13



The Ferrers
School

Keeping in Touch



yr6into7@theferrers.org



The Ferrers
School

Applications

Applications to transfer to secondary school in September 2026 are now open.

The Closing Date – 31st October 2025

If your child lives in Northamptonshire, you can make an application online at:

www.northnorthants.gov.uk/admissions

Thank you for joining us this evening.

We are happy to answer any questions you may have.

Still undecided? Limited daytime tours available – mail@theferrers.org

Team Ferrers is ready to welcome you!

'Aspire, Achieve, Acclaim'

Team Ferrers