

# A PROPOSAL TO FURTHER TRANSFORM SECONDARY SCHOOLS IN NORTH STOKE

## Together We Inspire and Grow

### **Aim:-**

To create a network of high achieving secondary schools that will provide choice and diversity to the communities of North Stoke-on-Trent with a provision for life long learning.

The network will meet the requirements of Every Child Matters.

### **Outline Plan.**

To form an 11-19 Education Improvement Partnership that includes the Sixth Form Centre and through that the Sixth Form College and Stoke College.

The secondary school members of the Partnership will be three 11-16 High schools and one 11-18 Catholic High School. The other member of the Partnership will be a Special School.

The secondary schools will offer 14-19 courses based on their specialisms that will include Diploma courses. The Catholic High school will also offer traditional 6<sup>th</sup> Form courses to complement those offered by the Sixth Form Centre. Staff from all institutions will be utilised to deliver both the 14-19 courses and the post 16 courses. Students from the special school will be able to access appropriate courses at all institutions. Schools will also work closely with work based learning providers and the voluntary sector to deliver personalised learning programmes for all students. This will prepare the way for when students have to stay in education or employment with training until they are 18 years old.

In addition the Partnership will deliver a Training School that encompasses primary to tertiary initial training for teachers and support staff as well as courses for teachers in their first three years of teaching.

The Partnership will also work with Creative Partnerships to deliver “a School of Creativity” for North Stoke.

The Secondary Education Improvement Partnership will also contribute fully to the Stoke North Cluster. In this way collaborative extended school outcomes, including family learning will be efficiently delivered. This will contribute to raising achievement and aspirations across the Cluster area.

Opportunities will be created for adults to return to learning and obtain relevant qualifications.

### **Rationale:**

The number of pupils to be catered for in the North of Stoke varies from a minimum of 3300 (Serco's figure) to 3600 (taking into account all the pupils currently in nursery and primary schools that traditionally transfer students to North Stoke secondary schools.) Figures for live births in the area will indicate a growth of need to well over 4000 places by 2018. On top of this is the increase of provision needed to implement the proposals to maintain all students until they are 18 in education or employment with training.

Schools of 900 students are large enough to have the funding and capacity to deliver the education offer. The average school size in the UK is 982 students. Also they are large enough to provide a balanced curriculum and yet are small enough to provide a secure, emotionally friendly environment. Our new BSF schools must be “emotional friendly” schools if they are to transform education for those communities which are fragile and contain students who are the least self confident and emotionally resilient. This is particularly relevant in this area of North Stoke as identified via ACORN data. Schools larger than 1000 places tend to lose the capacity to provide that emotionally supportive environment despite the fact that some have tried reconfigurations.

This proposal is about delivering high quality personalised education within community inclusive extended schools. Within this context there is scope for choice and diversity. There is also scope for collaboration between schools. Some students at KS4 will follow courses at other institutions and also some staff might be employed across schools. These new BSF schools must be capable of delivering extended services to local communities. They must be suitably flexible to reflect changes in education practice over the next 25 years.

In view of the fact that schools are now dealing with children who have more complex problems and are often without a supportive or stable family unit, education leaders must be prepared to adapt school structures in order to provide the support children need. Schools cannot provide solutions to all of society’s problems on their own but nor can they ignore the issues. Schools need to work much more with external agencies to provide a better service and support for students. Whatever configuration is used there is no doubt that good relationships between school staff, students, parents and the community is a major factor in transforming life long learning.

Currently there is a history of the existing schools successfully collaborating in several areas that include staff, students and families.

Currently all Stoke children do not transfer from their Stoke primary school to Stoke secondary schools. Staffordshire children attend Stoke primary schools but then go to Staffordshire secondary schools. The proposed EIP with high achieving schools working together to deliver clear progression routes will reverse this trend.

The proposals have sought to answer the question – “What is going to be different in the way education provision is delivered so that the children and young people get a World Class education? They also seek to provide a good spread of “specialisms” and build on current success.

### **Proposal Summary:**

1. The existing Brownhills High School is re-furbished under BSF as a 900 place 11-16 school and continues to be designated as a Maths and Computing Specialist school.
2. Haywood High School is re-furbished under BSF as a 900 place 11-16 school and continues its designation as an Engineering Specialist school.
3. James Brindley High School is rebuilt under BSF as a 900 place full extended 11-16 school and continues to be designated as a Science Specialist school.
4. Middlehurst Special School is included in the EIP and linked to the new James Brindley.
5. St Margaret Ward High School is refurbished to BSF standards on its existing site and continues to be designated as a Performing Arts Specialist school.

6. The EIP works with the City Leisure Department to create a network of sports and leisure facilities across the North that complement each other rather than be in competition.

## **STOKE NORTH SECONDARY EDUCATION IMPROVEMENT PARTNERSHIP**

[Referred from now as SNSEIP]

### **1. Background**

1.1 There is already a strong sense of partnership between the schools arising from the former EIC Partnership and lately from the Stoke North Cluster partnership. This allows for the SNSEIP to respond to the various government agendas for change such as:

- Raising levels of Achievement to achieve Target levels;
- Every Child Matters
- 14-19 Reform and Development of Diplomas;
- Extended Schools;
- Social Inclusion;
- Community Cohesion;
- Raising of the Learning Age to 18;
- Raising the aspirations of the communities of Stoke North.

1.2 Collaboration is seen as a central means of organising and managing provision so that there is choice and diversity whilst still providing community inclusive education for all.

1.3 The SNSEIP is expected to deliver some statutory responsibilities and meet national and local targets.

1.4 The SNSEIP will form a robust, supportive and challenging network to address the needs of the Stoke North secondary population.

1.5 The SNSEIP will continue to be a full member of the Stoke North Cluster Partnership and in that way will bring together all schools, colleges, and other agency partners.

### **2. Memorandum of Understanding**

2.1 Definition of the SNSEIP. This Memorandum of Understanding concerns the relationship between the following partners, co-operating in the context of the Stoke North EIP.

Brownhills High School  
Haywood High School  
Middlehurst Special School  
James Brindley High School  
St Margaret Ward High School  
The Sixth Form Centre (and through it The Sixth Form College and Stoke College.)

2.2 The memorandum sets out the underpinning principles, roles/responsibilities and accountabilities and is intended to act as a point of reference for all members of the partnership.

#### **2.3 Role, Purpose and Principles**

2.3.1 The common purpose underlying the activities of SNSEIP is to raise educational standards, to personalise provision for all children and young people, and to promote the five Every Child Matters outcomes, through delivery of high quality education and agreed partnership strategies.

2.3.2 The SNSEIP takes collective responsibility for all of the secondary age children and young people in the area which it covers, for provision of specified services, and for delivering outcomes agreed by the partnership in consultation with the Local Authority.

2.3.3 The SNSEIP will take responsibility for the deployment of pooled resources including those resources made available for delivery of functions provided by the Stoke North Cluster initiative. To ensure that commitments made to meet the identified needs of young people are honoured.

2.3.4 The local authority and Stoke North Cluster will delegate specified functions and appropriate funding to the SNSEIP, to enable the SNSEIP to carry out those functions.

2.3.5 The SNSEIP will develop its plans to take into account the requirements of:

2.3.5.1 Every Child Matters

2.3.5.2 The 14-19 Implementation Plan

2.3.5.3 The Extended School Strategy

2.3.5.4 Area Renewal Plans

2.3.5.5 C&YP plan

2.3.5.6 School Attendance, behaviour and exclusion targets

2.3.5.7 Support for schools causing concern

2.3.5.8 Support for Transition across the phases of education

2.3.5.9 Sharing resources to provide and maintain curriculum diversity and CPD for all staff.

2.3.5.19 Developing quality and sustainable leadership capacity across the schools.

2.3.6 The SNSEIP will monitor its performance by a process of self evaluation and peer review with the partners from the Stoke North Cluster, the Local Authority and School Improvement Partners.

### **2.3.7 Principles and Values.**

2.3.7.1 The SNSEIP will work collaboratively and inclusively to embrace a shared vision for students, parents and staff that fosters an ethos of success and achievement amongst learners, staff and the wider community and is subject to:

- Openness, impartiality and trust;
- Commitment to the EIP;
- Respect and value for each others contributions;
- The reaching of consensus through focussed discussion;
- Learning from each other and from experience;
- Outcome driven objectives;
- Accountability for decisions and actions;
- Action focussed planning;
- The building of effective partnerships to:
  - avoid duplication and wastage;
  - Improve the quality of service provision within available resources;

- Tailor services to community needs and priorities;
  - Increase leadership capacity.
- Social Justice;
  - Participation;
  - Equality and Diversity
  - Lifelong learning;
  - Social Cohesion.

#### 2.3.7.2 The SNSEIP will:

- Share knowledge and resources;
- Develop new directions in teaching and learning;
- Establish the conditions for continuous improvement in standards in both education and other services;
- Create a sustainable long-term partnership;
- Develop a World Class education system fit for the 21<sup>st</sup> Century.

#### 2.3.8. Key Working Relationships

2.3.8.1. The SNSEIP will develop relationships with the following bodies in order to deliver the SNSEIP Action Plan.

- The Stoke North Cluster Partnership
- The Local Strategic Partnership Joint Services Planning Team;
- 14-19 Collegiate
- Learning Skills Council;
- Connexions;
- The Local Authority;
- The Specialist Schools and Academies Trust;
- Young People's Local strategic Partnership;
- The Local Community;
- The Area Implementation Team;
- The local providers of Work Based Learning;
- The local post 16 colleges;
- The local universities;
- Creative Partnerships.

#### 2.3.9. SNSEIP General Responsibilities

2.3.9.1 To deliver coordinated strategies, and meet the relevant outcomes and targets as listed in the Partnership Action Plan and formalised within a Service Level Agreement. This may be done through individual member institutions or collectively or by brokering services from other public or private sector providers.

2.3.9.2 To maintain effective financial management of funding delegated to the SNSEIP by the Local Authority, Stoke North Cluster or other bodies.

2.3.9.3 In performing these responsibilities the SNSEIP will:

- Comply with all applicable legislation;
- Pay proper regard to the statutory duties of the Local Authority
- Pay proper regard to relevant legislation, formal guidance, codes of practice and national policies.

### 2.3.10 Management and Accountability

2.3.10.1 Management. The SNSEIP will be managed by a Partnership Board that meets twice a year and is made up of:

- The Headteacher of each of the Partnership schools;
- The Head of the Sixth Form Centre;
- The Chair of Governors of each of the Partnership schools;
- The Chair of the Sixth Form Centre Supervisory Body;
- The Director of the Children & Young People's Service (or named nominated representative);
- The Stoke North Cluster Chair;

2.3.10.2 A SNSEIP Executive Group will be established made up of the Headteacher of each of the partnership schools, the Head of the Sixth Form Centre, the Director of the Children & Young People's department (or named nominated representative), The Stoke North Cluster Chair. The Executive Group will meet half-termly.

2.3.10.2 Individuals can be co-opted to the Executive to fill gaps in experience, knowledge or skills as approved by the full SNSEIP Board.

2.3.10.3 The Executive will be responsible for decisions on allocation of funding delegated to the SNSEIP by the governing bodies of member institutions or the Stoke North Cluster. This will include contributions to the SNSEIP fund for the purposes of facilitating partnership work, and any other funds which the governing bodies of member institutions or the Stoke North Cluster agree to delegate to the SNSEIP for the achievement of specific objectives.

2.3.10.4 Each institution will provide reports as requested by the Executive.

2.3.10.5 The Executive will produce an Action Plan and report to the full SNSEIP Board at intervals agreed by both parties.

Further work needs to be done to include:

Performance Management

The role of the local authority

Monitoring & Evaluation

What happens if a member fails to contribute to the agreed plan.

What happens if a school wishes to leave the Partnership.

The details of the SLA.

However these can be produced quite quickly if the rest is approved.

# Delivering Every Child Matters

## STRAND Stay Safe

### DELIVERY

Inclusion and, Community cohesion will be promoted more effectively through 4 high schools and a co-located special school, as a wider range of provision will be available to meet individual needs:

- Inclusion of BME pupils.
  - Inclusion of pupils with challenging behaviour – cluster based inclusion strategy is in place to support the needs of secondary and primary pupils.
  - Integrated Family support workers working through the Cluster.
  - Looked After Children have a history of success.
  - Special school outreach work will support vulnerable pupils in the high schools.
- Effective links with the Police and PCSOs responding to community needs.

## Be Healthy

Health of the community will be improved through:

Extended schools based on the current secondary schools, meeting the needs of their individual communities.

- Cluster approach to health issues, e.g  
teenage  
pregnancy  
initiatives  
to reduce  
teenage  
pregnancy  
figures.
- Sports village proposal.
- Shorter traveling distances for pupils.
- Walk to school more likely rather than use of vehicle transport.
- Safer routes to schools proposals delivered using the expanded greenways and cycle routes.
- Health related extended schools activities will be accessed by a wider audience as the needs of local communities are met more effectively.

Pupil attendance could be adversely affected if young people have greater distances to travel with 3 locations for secondary schools.

## Enjoy & Achieve

Achievement will be improved through:

- Curriculum opportunities have been developed through shared KS4 provision leading to improved performance at KS4 – the proposed provision would build on the specialisms of the schools, and be the way towards the delivery of the diplomas.
  - Achievement - 5A\*-C including Ma and Eng improved in 2007 across the 4 schools, strategies are in place, and being developed by Ma and Eng staff in the Cluster high schools to raise this achievement indicator further.
  - Post 16 – sixth form provision through the colleges and schools is partially in place, and being moved towards.
  - CVA indicators for the secondary schools do not indicate a lack of achievement.
  - Cluster provision in place to meet the needs of the more challenging KS4 pupils – YMCA scheme.
  - 50% of pupils who join the high schools in Y7 are at level 3.5 or below, the schools have introduced a strategy which works across the 4 high schools and with the primary schools to meet this challenge.
- Staff are employed to work in more than 1 high school.

OFSTED reports do not indicate a lack of achievement, the good practice will be built on using the improved facilities as a catalyst for raising achievement further.

## Achieve Economic Well Being

The provision provided by the 4 high schools and a co-located special school will promote the achievement of economic well being.

- Vocational courses pre-16 and post 16 are being delivered, and can be expanded on using the specialisms of the schools.
- NEETS figures have reduced in 2007. The expanded post 16 provision linked to the high schools would help to reduce this further.
- By keeping links with current schools it would be expected to reduce NEETs figures further.

## Make a Positive Contribution

Community cohesion and community involvement will be promoted more effectively as the proposed schools are able to meet the needs of their communities more effectively with pupils contributing to this.

- All 4 High schools, and the special school are extended schools, and respond to community needs.
- Pupil Cluster Council operates across secondary and primary schools in the Cluster.
- Co-operative activities currently take place involving the 4 schools and their pupils which promotes community cohesion.
- Community activities are based, and will continue to be based on the 4 high schools, and across the cluster to meet community needs as identified at a local level.