

MORPETH FEDERATION

Contextual Information

There are currently 17 Schools in our partnership of Schools. The plan is for five Schools all with secondary age pupils to form a federation within Morpeth. There is a strong diversity between the Schools ranging from a large High School, with both Technology College and Leading Edge status to small rural middle schools with less than two hundred children. Our partnership is enriched by an all age special school located in Morpeth.

We intend to build upon the good work of our Beacon Partner Schools by working collaboratively, as we strive towards excellence.

The following table should help the assessors to formulate a snapshot picture of the context of our schools in and around Morpeth, Northumberland:

| SCHOOL | TYPE | NUMBER OF CHILDREN | PUPILS WITH SEN | % OF NOR WITH SEN |
|------------------------|---------|--------------------|-----------------|-------------------|
| King Edward VI High * | High | 1350 | 47 | 5 |
| Newminster Middle | Middle | 510 | 39 | 11 |
| Chantry Middle | Middle | 518 | 51 | 12 |
| Dr. Tomlinson's Middle | Middle | 177 | 30 | 18 |
| Collingwood | Special | 108 | 108 | 100 |

* Leading Edge School

Rationale of the bid

The Morpeth Partnership has operated successfully for many years now on issues such as SEN, ICT, Music and the Arts and sharing best practices through the King Edward VI High Schools Beacon Programme.

The aim now is to build onto these clear successes and ensure that with DfES support we are able to embed sustained improvements in all our schools for the benefit of all learners now and into the future.

The proposals sit well with the LEA's post Ofsted Action Plan in building schools for the future.

The Morpeth Federation Bid embraces four themes:

1. Social inclusion
2. Curriculum entitlement and access
3. Professional development
4. E learning

Focus: Social Inclusion

| Areas of Strength | Supporting Evidence |
|--|--|
| <p>1. SEN</p> <ul style="list-style-type: none"> • Special School secured and led DfES funded pilot to establish an innovative support network for pupils with SEN across 18 schools within the Morpeth Partnership ▪ Successful twilight training led to increased skill and expertise in meeting the needs of pupils with SEN within the context of a mainstream classroom • Strong framework of partnership support for pupils with SEN established through the creation of a network of partner teachers who could be called upon to support colleagues in other schools. | <ul style="list-style-type: none"> ▪ Common policy and practice across all schools • Commitment from all Stakeholders (Heads, Governors, Teachers) • Continuous Professional Development programme established • Special School identified as a specialist SEN training centre for staff within the partnership • Data base of Partner Teacher expertise collated and managed by the Special School which acted as the switchboard placing partner teacher upon the request of schools • Demand for Statements reduced from * to * over three year period • Pilot identified as "cutting edge" by Regional Facilitator for SEN at Regional Conference |
| Proposed Activities | |
| <ul style="list-style-type: none"> • Extend the work began in the pilot • Increase the number of Partner Teachers through recruitment campaign • Provide refresher training for existing Partner Teachers • Recruit and train Teaching Assistants in partner role through recruitment campaign • Teaching Assistant Partners provide coaching in school context • Extend the data base to include registration of Teaching Assistant expertise | <ul style="list-style-type: none"> • Develop the training role of the Special School to include accredited training for teachers and support staff, including HLTA training, through the establishment of links with HEI • Develop the training role of the Special School to provide training for parents of pupils with SEN • Develop the role of the Special School as support centre for parents of pupils with SEN • Increase the amount of psychological support within the federated schools by buying more time from known professionals within health and education sectors |
| Outcomes | |
| <ul style="list-style-type: none"> • Demand for Statements continues to decrease • The number of permanent exclusions falls • The number of fixed term exclusions falls within the federated schools | <ul style="list-style-type: none"> • Increased staff confidence and ability within mainstream schools to meet the needs of pupils with SEN • Greater social and educational inclusion |

Social Inclusion

| Areas of Strength | Supporting Evidence |
|--|---------------------|
| 3. Partnership working • | • |
| Proposed Activities | |
| Student Support • Attendance • Behaviour policy • Learning Mentors • | |
| Outcomes | |
| • Shared language and ethos | |

Creating an Integrated On-Line Learning Community

| Areas of Strength | Contribution to school improvement |
|--|---|
| <ol style="list-style-type: none"> 1. High School has created an on-line Learning Community as part of its Technology and Leading Edge activity, employing two web designers. 2. High School has developed FASTRAK its own on-line Assessment, Recording and Reporting system. 3. All schools have invested heavily in ICT and have funded Technicians. Technology Status has assisted all schools to upgrade equipment, Technical support and training. 4. Strong voluntary working party culture. | <p>Teacher Researchers are sharing good practice and subject teachers are putting curriculum on-line.</p> <p>All High School data is maintained separately by School Information Officer, sophisticated system</p> <p>Teachers are able to concentrate on Teaching and Learning</p> |

| Areas of Weakness | Impact on capacity to raise standards |
|--|---|
| <ol style="list-style-type: none"> 1. Middle/Special Schools cannot fund highly skilled technical staff for increasingly complex tasks. 2. The full power of ICT to join together our communities has not been harnessed. 3. Despite meetings, teachers do not fully communicate across schools or share resources. | <p>Limited use availability and use of data across our schools inhibits ability to plan for students.</p> <p>Only used in a minimal way at present.</p> <p>Discontinuity in learning and lack of trust between teachers in different sectors. Limited assessment of student work across schools to ensure consistency in standards.</p> |

Objectives.

- a) All department will share resources on-line
- b) All students, parents and staff in all schools will communicate on-line.
- c) A common Assessment, Recording and Reporting system will be in use across all schools.
- d) All departments across all schools will be virtual departments which communicate on-line.

- e) To create Teaching and Learning Forums across all schools to develop whole school policies.

- a) All departments will share resources on-line
 - 1) Appoint web designer to assist teachers to put curriculum on-line

- b) All students, parents and staff in all schools will communicate on-line
 - 1) Portal established across all schools.

- c) A common Assessment, Recording and Reporting system will be in use across all schools.
 - 1) School Information Officer will set up system for all schools.
 - 2) Living database across all schools to inform curriculum planning.

- d) All departments across all schools will be virtual departments which communicate on-line.
 - 1) Joint meetings, shared agendas and minutes, bulletins, assessments, training.
 - 2) All departments will be reviewed using common criteria and will have joint Action Plans for improvement.
 - 3) All Subject Coordinator Job Descriptions will be altered to reflect new priorities and ways of working.

- e) To create Teaching and Learning Forums across all schools to develop whole school policies
 - 1) Each year the schools will focus on one key policy area to develop shared policies.

CURRICULUM ACCESS AND ENTITLEMENT

| Areas of strength | Contribution to school improvement |
|--|------------------------------------|
| <ol style="list-style-type: none"> 1. Technology status has enabled more extended liaison between maths, Science, Technology and ICT subjects areas. 2. Assessment for Learning 3. Learning to Learn programmes 4. Regular termly meetings for Subject Coordinators 5. Shared training days and inset activity funded by technology Status and Beacon Schools . 6. | |

| Areas of weakness | Impact on capacity to raise standards |
|--|--|
| <ol style="list-style-type: none"> 1. Discontinuity in learning at transfer at Y9. 2. Special school students are not integrated despite involvement in 'one off' projects. 4. Timetables are not compatible to allow joint projects 5. Modern Languages is weakened as second languages/ Latin do not start until Y9. | <p>Tendency for teachers to repeat parts of curriculum</p> <p>Some special school students are capable of taking GCSEs and are not able to do so</p> <p>Students begin new languages at a time when all research suggest they will not do well</p> |

| | |
|---|---|
| <p>6. Curriculum opportunities are forced to be more 'age related' than other schools outside of Northumberland due to late age of transfer to High school.</p> | <p>Separation of resources /staff means too much is located in the High School.</p> |
|---|---|

OBJECTIVES

- a) We will introduce a personalised approach to learning for all students in all schools.
 - b) We will create an integrated Assessment for Learning Policy across all schools to raise achievement.
 - c) We will create virtual departments of teachers across all schools who will work together to raise aspirations and achievement for all students.
- a) We will introduce a personalised approach to learning
 - 1) KS3 SATs to be taken at end of Y8 where appropriate.
 - 2) All Y8 students to start an accredited ICT course eg CLAIT, Applied GCSE or GNVQ>
 - 3) Students from Special school to join High School classes for GCSEs.
 - 4) Early identification of students' learning needs and systems set up to track individual student performance. Appointment of a Federation Information Officer to manage data across schools.
 - 5) Different pathways for individual students will be set up coordinated by Pathways Coordinator. Exams will be Taken at the time appropriate to the student and not be age related.
 - 6) Special School students to join High School exam classes.
 - 7) Double Modern Languages and Latin taught to students from Y5.
 - b) To create an Integrated Assessment for Learning programme for all students to raise achievement.
 - 1) Modular assessment and minimum target grades from Y5.
 - 2) Shared creation and ownership of targets across schools.
 - c) To create virtual Departments sharing capititation, resources and staffing
 - 1) Teachers to work flexibly across schools to deliver a non age related curriculum.

- 2) Joint decisions made about allocation of resources.
- 3) Joint schemes of work and policies.
- 4) Restructure school day and coordinate timetables to allow flexible working across schools and joint training.
- 5) Joint Department Improvement Plans created.
- 6) A common process of school self evaluation applied to all departments.

Theme 3: Professional Development of Staff

| Areas of Strength | How it contributes to School Improvement |
|---|---|
| <ul style="list-style-type: none"> • Build foundation blocks of sharing best practices • Wealth of talent, expertise and experience within our school federation • Federated Schools have IIP status • Willingness of current Headteachers to work together to raise standards | <ul style="list-style-type: none"> • Planned programmes to share expertise and experiences to raise the quality of learning and teaching • All staff feel highly valued • Raise standards of attainment at KS 3/4 |
| Areas of Weakness | How it impacts on Standards |
| <ul style="list-style-type: none"> • Lack of time for staff to engage in sustained dialogue and training opportunities • Lack of staff to deliver Federated activities • Lack of understanding of the Federated Vision • Potential lack of understanding of governors | <ul style="list-style-type: none"> • Highly trained staff, increase professional competences and range of skills and attributes • Shared developments of focused professional activities • Vision sharing will enable staff to work for a common purpose • Shared mission and vision will improve quality |
| Objectives | |
| <ul style="list-style-type: none"> ■ To develop teaching and learning best practices throughout the Federation ■ To share staff development opportunities to all our teaching staff ■ To create a leadership culture at all levels within the Federation ■ To develop a strong understanding of issues of accountability within the Federation ■ To create a curriculum entitlement for all children, using cutting edge best practices ■ To develop School Improvement Plans which reflect the aims of the Federation | |
| Activities | |
| <p>In Year One we shall:</p> <ul style="list-style-type: none"> • Hold an annual conference for all our federated schools to share professional expertise. • Appoint, induct, and vision share a variety of outstanding staff • Develop a high quality leadership programme • Radically reform the workforce through releasing teachers to teach • Share federation targets with all groups and individual colleagues to develop as part of performance management process. • Include all pupils and staff in a culture of high expectations • Infuse learning skills across the curriculum • Expand the teacher's range of learning strategies and techniques | |

Theme 3: Professional Development of Staff

| Areas of Strength | How it contributes to School Improvement |
|--|--|
| <ul style="list-style-type: none"> • Development of foundation blocks of sharing best practices • All schools share vision in practice • Wealth of talent, expertise and experience within our school federation | <ul style="list-style-type: none"> • Planned programmes to share expertise and experiences to raise the quality of learning and teaching • Vision sharing will enable staff to develop "big picture" thinking. |
| Areas of Weakness | How it impacts on Standards |
| <ul style="list-style-type: none"> • Lack of time for School Improvement staff to engage in sustained dialogue and training opportunities • Lack of shared performance management best practices, using competency criteria for post threshold teachers | <ul style="list-style-type: none"> • Highly trained staff, increase professional competences and range of skills and attributes • Quality assurance through effective team leader mentoring and coaching |
| Objectives | |
| <ul style="list-style-type: none"> ▪ To develop teaching and learning best practices throughout the Federation ▪ To share staff development opportunities to all our School Improvement staff ▪ To plan a curriculum enrichment programme for all children ▪ To train, coach and mentor team leaders ▪ To identify and respond to Federation professional needs through PM processes | |
| Activities | |
| <p>In Year Two we shall:</p> <ul style="list-style-type: none"> • Hold two conferences for all our federated schools to share professional expertise. • Buy in professional expertise for areas of identified need, where this is outside the specialisms available from within our own staff. • Deliver or buy into a high quality leadership programme • Develop a progressive pathway for our classroom assistants through to high level teaching assistants • Radically reform the curriculum plans for Federated Schools • Develop a plan to re-organise our school days to facilitate enrichment activities by instructors/coaches and release teachers for professional development after school. • Coach and mentor both groups and individual staff to aspire towards federation targets • Include all pupils and staff in a culture of high expectations • Establish the centrality of literacy and numeracy across the curriculum • Promote assessment for learning throughout the Federation • Appoint instructors/coaches ably qualified to deliver an enrichment programme • Develop a high quality training programme for team leaders • Develop plans for IIT partnerships through SCITT or training school status | |

Theme 3: Professional Development of Staff

| Areas of Strength | How it contributes to School Improvement |
|---|--|
| <ul style="list-style-type: none"> • Build foundation blocks of sharing best practices with School Improvement Staff • Wealth of talent, expertise and experience within our school federation • Multi skilled team leaders • Highly skilled coaches and mentors | <ul style="list-style-type: none"> • Planned programmes to share expertise and experiences to raise the quality of learning and teaching • Shared responsibilities for support services (e.g grounds, meals, cleaning, etc.) |
| Areas of Weakness | How it impacts on Standards |
| <ul style="list-style-type: none"> • Lack of time for staff to engage in sustained dialogue and training opportunities in seeking "best value" procurement of services • Potential teacher shortages | <ul style="list-style-type: none"> • Highly trained staff, increase professional competences and range of skills and attributes • Greater cost effectiveness, using larger economies of scale for goods and services • Recruit quality NQT's through ITT actions • High quality induction and mentoring programmes • Recruit, retain, motivate high quality staff |
| Objectives | |
| <ul style="list-style-type: none"> ▪ To develop teaching and learning best practices throughout the Federation ▪ To share staff development opportunities to all our staff ▪ To deliver a curriculum enrichment programme for all children ▪ To Share School Improvement Staff expertise, through one admin hub for services | |
| Activities | |
| <p>In Year Three we shall:</p> <ul style="list-style-type: none"> • Hold termly conferences for all our federated schools to share professional expertise. • Buy in professional expertise for areas of identified need, where this is outside the specialisms available from within our own staff. • Evaluate and review the role of team leaders and their impact upon raising standards. • Re-evaluate the impact of the reform of the workforce agenda in relation to the emotional needs of staff. • Re-organise our school day to facilitate enrichment activities by instructors/coaches and release teachers for professional development after school. • Ensure consistent high quality of teaching as part of the performance management process. • Include all pupils and staff in a culture of high expectations • Establish the centrality of literacy and numeracy across the curriculum • Infuse learning skills across the curriculum • Promote assessment for learning throughout the Federation • Expand the teacher's range of learning strategies and techniques • Expand the ITT partnerships through SCITT or fuller training school status • Prepare plans to involve first school staff in professional development and other Federation activities | |

| Areas of Strength | Supporting Evidence |
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| <p>2. CPD of Support Staff</p> <ul style="list-style-type: none"> • Increased knowledge skill and understanding of the impact of a range of disabilities upon teaching and learning contributes to raising standards. • Highly trained workforce across Morpeth schools meeting the needs of children with SEN across a range of contexts • High skill level within the partnership in meeting the needs of children with speech and language disorders • Special School Support Staff have highly developed skills <p>3 CPD of Teaching Staff</p> <ul style="list-style-type: none"> • Federating Schools committed to continuous improvement through CPD | <ul style="list-style-type: none"> • Twilight training programme provided at nominal charge to support staff in 18 schools October 03-to June 04 • Discussion with Northumbria University led to the planned introduction of specialist SEN modular training from January 2004 • 3 Learning Support assistants in two special school contexts trained to NVQ Level 4 in Speech and Language Therapy Support • CPD of Support Staff in special school highly praised by HMI and IIP Assessor • Three of the five schools have gained IIP recognition |
| Proposed Activities | |
| <ul style="list-style-type: none"> • <i>Training programme introduced to allow * Learning Support Staff to be appointed as HLTAs</i> • Mapping exercise undertaken to plot the qualification pathway from totally unqualified through to HLTA through to QTS through to Higher Degrees | <ul style="list-style-type: none"> • Partnership with HIs forged across the region • HI outreach centres established within federating schools |
| Outcomes | |
| <ul style="list-style-type: none"> • A cohesive training pathway established • A range of training opportunities available for teaching and non teaching staff • A range of training delivery options available to teaching and non teaching staff | <ul style="list-style-type: none"> • Improved training opportunities for Support Staff into QTS whilst still in employment impacts positively upon recruitment in Morpeth Partnership Schools • Improved working conditions through workforce reform programme Well trained staff drive up standards across schools within the partnership |

Theme 3: Professional Development of Staff

| | |
|-------------------|--|
| Areas of Strength | How it contributes to School Improvement |
| | |
| Areas of Weakness | How it impacts on Standards |
| | |
| Objectives | |
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| Activities | |
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Monitoring and Evaluation

- Establishment of Federated Schools Management Committee with responsibility to:
 - manage all aspects of the Federation in partnership with the Federation Strategic Governing Body Committee
 - produce an annual time lined action plan which is SMART targeted
 - monitor progress against defined targets on half termly basis
 - scrutinise and analyse performance data from Federated Schools to include: Year 8 SATS results; end of year assessment data for Years 7-11; individual pupil progress rates; the number of Statement requests; exclusion data; take up of partner teacher/teaching assistant support
 - report to Federation Strategic Governing Body Committee termly
 - produce an annual progress report and circulate to all stakeholders
- Establishment of a clear line management structure within the Federation Management Committee (FMC) with clearly defined roles and responsibilities.
- The FMC to meet half termly to review progress against defined targets
- Establish clearly defined Financial Management systems and responsibility
- Finance reports to be submitted to FMC on half termly basis
- Establishment of a Federation Strategic Governing Body Committee with responsibility for *****
- All federated schools to identify Federation activities as identified strands with clear success criteria within individual School Improvement plans including agreed performance targets and evaluate and report progress to the FMC on a termly and annual basis
- Following any Federation activity each school will complete an on line evaluation which will inform the development of future activity and data analysis

NB As far as possible the principle of accountability will be built into all aspects of Federation activities.

| | |
|--|--|
| | <ul style="list-style-type: none">• Establishment of a clear line management structure with clearly defined roles and responsibilities• Establishment of a strategic governing body committee with delegated powers for *****• Half termly progress review against defined targets |
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Management Structure

Governing Bodies of each school would be prepared to devolve certain responsibilities and resources to be utilized across the Federation to support the establishment of the cross phase initiatives.

A Strategic Governing Body would be established. (Governor and Headteacher from each school) plus LEA rep.

Each year one Headteacher would manage the Federation.

A shared Federation Improvement Plan would be established which would be used as the basis of all School Improvement Planning within each school.

Sub committees of this Governing Body would be established to have responsibility for

ICT

Curriculum

Continuing Professional Development

Operational

Over time as Headships arise a strategic decision would be made with the LEA about whether or not to appoint a new Head or to seek alternative management of the school within the Federation.

First Schools would be brought in in a phased programme.

Contracts of employees would be amended to make them employees of the Federation. For most this would make little difference but for others it would mean they work across the schools in a flexible way.

Over time all policies will be Federation policies and apply across all schools.