

## **BSF Extended Vision**

### **1. Context of the school**

#### **Where does our school fit into the local and wider educational picture?**

Holly Lodge serves an area with high levels of deprivation, higher than most Sandwell high schools (see Sandwell's Education Vision, section 1.3, Background). Our main deprivation indicator (IDACI) is 5294 placing us 17<sup>th</sup> out of the 18 Sandwell high schools. We have the highest percentage of pupils with English as an additional language of all Sandwell high schools. Our PANDA tells us that only 7% of schools nationally serve more deprived wards. Approximately 70% of pupils live in St Pauls, Smethwick and Soho and Victoria wards. These are all in the worst 5% in the country according to the ward level index of Multiple Deprivation. This is supported by ACORN data that shows that approximately 77% of pupils live in the bottom two categories: "Moderate Means" and "Hard Pressed". Working in this challenging context, we are engaged in a wide range of local and national initiatives and can demonstrate significant impact for the school itself, partner schools and the local community.

#### **Every Child Matters**

The school's Strategic Plan is constructed round the five ECM outcomes. The annual School Development Plan is structured accordingly. Our recent OFSTED report recognises that we meet all current requirements relating to ECM. We are currently involved with the Ormiston Trust in developing a national ECM standard for schools, our major contribution being towards the Be Healthy section. We are on track to achieve Sandwell's Healthy Schools coveted Platinum Award by 2008. Our cashless catering system operates through use of smart cards and enables us to monitor pupils' healthy food choices.

#### **14-19**

The school is engaged in 14-19 collaboration and development in the Sandwell South Consortium and has established a range of vocational courses and offsite work-based learning opportunities at Key Stage 4 using a number of skill sector providers. We are fully engaged in diploma development and are the lead school for the Society, Health and Development Diploma in Sandwell – we are leading the line of learning for our health specialism as stated in Sandwell's Education Vision. The school's specialisms of science and health have led to improved standards in science, mathematics and health and social care at Key Stage 4. We have introduced Level 3 Health and Social Care and Biology courses (AS/A Level) delivered at the school for former Holly Lodge pupils in collaboration with Sandwell College. This health science package will include psychology and sociology and Level 2 health courses from 2007.

### **Personalisation**

There has been considerable progress regarding curriculum offer at Key Stage 4. We have a large team of mentors and coaches who support pupils with identified barriers to learning or those who are underachieving. There has been increased use of ICT in lessons to increase independent learning. ILPs are to be introduced through the Learning Gateway. Workforce development regarding attendance and data management has had very positive impact on standards. The school is 'home' to Sandwell's Learning Mentors and we use our Beacon Leadership Centre to deliver induction and training programmes for all learning mentors in the borough. There is a developing focus on Assessment for Learning strategies to foster greater responsibility for learning and progress in pupils.

### **Specialist School Status**

Our Science College school and community plans have had a clear impact on standards both within the school and in partner schools and the local community. Partner schools (Langley High School – to merge with Warley College of Sport in 2007, George Betts Primary, Albion Junior, Devonshire Junior and the Orchard Special School) have all benefited from our science specialism. We have helped a local chemical company improve its training programme for its operatives and have delivered training of science technicians from other Sandwell high schools.

### **Health Innovation**

Holly Lodge is one of only two schools in the country with Health Innovation Status. This is closely linked to our science specialism, but has also come about as a result of the health inequalities implicit in the levels of deprivation referred to above and the recruitment shortfalls within the NHS, particularly from certain ethnic groups in the school's local community. Health Innovation has been funded for two years by the DfES Innovations Unit and is piloting cross sector work between education and health through the Strategic Health Authority and PCTs. It is also supported by the Specialist Schools and Academies Trust, the LSC, the Black Country Consortium and the University of Wolverhampton. Discussions are underway for the siting of community health facilities at the school as part of 2010 and sitting alongside BSF. As a member of the Black Country Health Careership, we are engaged with schools in Walsall and Wolverhampton in promoting health-related careers and the development of work placements. We aim to set up a health sciences skills simulation centre at the school for school and community use.

### **Leading Edge Status**

As a Leading Edge School (status now extended to 2009) we work collaboratively Warley and Langley High Schools (merging to form

Oldbury College of Sport in 2007), Perryfields High School, Bristnall Hall Technology College and Dartmouth High School. We use funding to employ Academic Coaches to support targeted groups of white and black boys thereby increasing personalisation within partnership schools. We are also developing study support and teacher research programmes with these partner schools. In addition to this, Holly Lodge is the lead school for the Teacher Learning Academy in Sandwell – a new national recognition system for teacher learning and development supported by the GTC. This means we are supporting CPD for teaching staff across the borough focusing on activity embedded in daily practice that is directly linked to student learning and achievement.

### **Creative Partnerships**

As a Creative Partnership school, we have used funding to run projects that help to raise standards in local schools. From September 2006, we are running a Music Business Enterprise project based on our successful rock school. Schools that have benefited from Creative Partnerships work include Devonshire Junior School and Bristnall Hall Technology College. Creative Partnerships work has also supported our Science College plan. Pupils and a local artist have planned and designed a major piece of public art in the shape of a large DNA structure that is soon to be installed at the school. This will form the centrepiece of the reception area in the 'new' school.

### **Extended Services**

Holly Lodge is already providing a range of extended services as defined by the DfES Core Offer. There are already clear community benefits from these services. We run a healthy breakfast club for pupils and a number of summer schools for pupils from our local family of schools. We have an extensive programme of study support and out of hours activities for pupils as well as a Family Learning project (in partnership with Sandwell College). Our inclusion provision already involves a range of professionals and support services, including special needs staff, behavioural support staff, education psychologists, learning mentors, attendance officers, Education Welfare Services and a school based police officer. This is a forerunner to the establishment of a 'one stop shop' Inclusion Centre as part of BSF (see below). We also run ICT classes for members of the local community and are home to Smethwick United Football Club and a local Badminton Club. In 2006/7 we aim to appoint an Extended Services Coordinator to work alongside Senior Management and our new Business Manager.

### **Standards and quality – where are we now – successes and challenges?**

Our SEF identifies rising trends at Key Stages 3 and 4. In recent years, there have also been significant increases in the number and percentage of pupils achieving higher levels in science and mathematics at Key Stage 3 and A\*/A

across the school at Key Stage 4. In-house data shows that these trends will continue for the foreseeable future in the existing school.

The opportunities for improving the curriculum offer and further developing personalised learning through the BSF transformed learning environment will enable the school to reach and exceed national averages for outcomes at KS4 and to be in the 5<sup>th</sup> percentile for measures of value added against prior attainment and contextual value added.

**Into the future – what values will underpin the culture of our school into the future?**

The current Holly Lodge site will become The Smethwick Learning Campus. This will be a community campus that will meet community needs through the school and a wide range of extended services, the Key Stage 3 Pupil Referral Unit, the base for Smethwick's multi-disciplinary team and a large base for 14-19 and adult science and health related provision. There will also be post 16 provision and accommodation for Level 1-3 science courses for approximately 150 learners from across the South Consortium.

The school will be a beacon of the community that reflects community values so that it first choice for local families – an exciting place that attracts people and generates enthusiasm. The modern facilities, including a new dining area overlooking and adjacent to the school's new sports hall and sports and fitness accommodation (reflecting our health specialism), will be warm, bright and welcoming for learners, parents and visitors. A curriculum fit for 21<sup>st</sup> Century needs will be enhanced by highly distinctive, high quality science and health-related provision and accommodation. The school's large DNA structure, a piece of public art designed by a commissioned artist and pupils, will form the centrepiece of the new school reception area and as such will be a stunning visual focus for the school, its main specialism and the local community.

The school will remain committed to the highest possible aspirations and standards for all its learners. Essential to these will be an entitlement to ICT and e-learning that will transform teaching and learning and the management of learning in the school. The school will be the "lead community learning and information hub" (see Sandwell's EV) in Smethwick. Traditional values represented by strict policies on school uniform and behaviour will sit alongside an absolute commitment to inclusion, equal opportunities and anti-racism.

The 'new' school will be a beacon of regeneration in Smethwick as a direct result of the symbiosis of significantly raised levels of attainment and extended services (including adult and other community provision such as health services).

**2. Outcomes**

**a) Being Healthy**

As a Health Innovation School serving an area of high disadvantage/deprivation with a particularly poor health profile, Holly Lodge will ensure that its learners, staff and local community have full access to high quality information and provision for healthy eating, personal fitness and emotional

and sexual health. This will have a significant impact on attitudes to learning, attainment and behaviour. The curriculum will reinforce these messages. Catering, specialist sports and health facilities will provide for the very high numbers of learners. ICT and e-learning will enable all learners to have an Individual Health Plan (IHP) that will use baseline assessments to set individual targets for fitness, diet and emotional wellbeing.

**Performance Indicators:** achievement of Healthy Schools Platinum Award; high percentage of pupils eating healthy food; high levels of uptake of PE/sports opportunities; higher levels of attainment; all learners with Individual Health Plans.

**b) Staying safe**

In order for learners to feel safe and therefore learn and reach high levels of attainment, the school's network infrastructure will support increased levels of security including CCTV and electronically controlled access to the site and buildings. This will enhance our current zero tolerance of bullying and any form of discrimination. Zoned areas of the school will provide bases for groups of learners and tutor groups. In order to support Safer Communities, we will extend the school infrastructure in partnership with the police in order to link CCTV within the school and the local community.

**Performance Indicators:** low reported incidence of bullying and racism; no reported incidence of intruders on site; pupils and parents reporting high levels of confidence in school systems.

**c) Enjoyment and Achievement**

A relevant curriculum supported and delivered through ICT and e-learning and fit for the twenty first century will promote high aspirations and develop achievement and self-confidence. Support systems that engage parents and community groups will promote high levels of attendance and punctuality. Regular and systematic pupil surveys will demonstrate that learners are enthusiastically engaged in their learning and positive about moving on into further and higher education. The school will continue to promote lifelong learning through an extensive programme of community provision.

**Performance Indicators:** improving standards at Key Stages 3, 4 and 5; CVA in the 5<sup>th</sup> percentile nationally (exceeding FFT Estimate D targets for 2008 and beyond); levels of attendance significantly higher than the national average; all pupils on roll achieving qualifications at end of Key Stage 4; high numbers of adults learners engaged in accredited courses and achieving qualifications; contribution to post-16 collaborative targets; all learners with high levels of ICT capability and skill.

**d) Making a positive contribution**

All learners will have regular opportunities for a wide range of responsibilities in the school including peer mentoring and support. There will also be wide ranging programmes of involvement in the local community. The current school council has had a positive impact within the school and pupil focus groups have enabled us to respond to pupil and community issues effectively. In the future, student voice will be addressed through Year and School Councils and regular, systematic surveys of learner opinion and other forms of consultation. In these ways, learners will be engaged in decision making and

planning with links to local networks and the Youth Parliament. We will use technology as appropriate to facilitate consultations, for example using SMS. This will make a significant improvement to community cohesion beyond the school gates. Improved health outcomes (see above) will enable learners to take full advantage of these opportunities.

**Performance Indicators:** school and year councils democratically elected and fully engaged in decision-making processes; all Learning Zones providing opportunities for pupil involvement in the local community; learners engaged in BSF process of change management.

**e) Achieving economic well being**

We will provide a wide range of opportunities for learners to engage in and prepare for the competitive world of work and further education. Key skills will be delivered through a work-related curriculum that will include work placements and work experience (also relevant to Making a positive contribution above). ICT and e-learning will provide learners with necessary skills for the knowledge economy and encourage innovation and creativity (see Sandwell's EV). ICT and e-learning will also support work related learning in relevant contexts, for example facilitating on-line vocational accreditations. The school will service local 14-19 collaboration through the establishment of community health facilities (part of Sandwell's 2010 programme) and a dedicated health block with a health skills centre. This will provide role models for learners and enable the school to develop as its own work-based learning provider in specific and general health and social care settings including pre-school/crèche provision for the workforce. It will also facilitate CPD delivery for teachers and health workers across the collaborative in an educational context as part of our work as a science and health specialist school.

**Performance Indicators:** increasing numbers of pupils achieving key skills, in particular ICT; progression into health related qualifications and careers; delivery of CPD for teachers and health workers.

**3. The Learner**

**Improved learning experiences – what will these look like and what impact will they have on outcomes?**

**a) Personalising the Learning Agenda (including e-learning)**

In line with Sandwell's Education Vision, flexibility of time, space, learning styles, assessment and support will be key to personalising learning. Independent research and learning will be delivered by e-learning supported by learning coaches and other support staff in specialised learning zones. In order to transform teaching and learning and deliver a Twenty First Century curriculum, each learning zone will have its own learning centre equipped with specialised equipment as well as a variety of operating systems as appropriate. There will be sufficient workstations to provide an effective learner:computer ratio of 1:1 and to enable practicable e-assessment for large numbers of learners (see Sandwell EV) as well as out of hours and community access. These learning centres will also have space for other work and resources including traditional learning materials. Sandwell's Learning Gateway will deliver high quality curriculum materials to enable personalised

learning agendas to be negotiated with learners. It will also provide collaborative learning spaces, video conferencing, personalised learning spaces accessible from home or school and e-portfolios and Individual Learning Plans. Assessment will take place when the learner is ready and teachers will lead different groups through different levels of learning – these will include a range of teaching and learning styles.

Differentiated provision, curriculum pathways and out-of-school tuition (some delivered through the Learning Gateway) will cater for learners' individual needs. This flexibility will enable the school to move towards 'stage not age' curriculum planning and delivery. Assessment for learning will underpin strategies to raise levels of attainment and increase take up of further and higher education. Learners will develop transferable skills to enable them to operate in a rapidly changing world and to become lifelong learners.

We will nurture health, community, social, economic and cultural links to enable learners to develop their understanding of global issues.

Social and emotional development will be supported by traditional age related structures and curriculum planning and delivery that sits alongside 'stage not age' mixed groupings.

Collaboration with partner schools, colleges and providers will support the development of these flexible learning pathways. All learners will have access to a wide range of out of hours learning opportunities, some delivered through ICT and e-learning (see below).

Support of parents and the community will be achieved through the provision of family learning and support for mother tongue. As detailed below, a wide range of professionals and support services based at the school will enable the school to facilitate multi-agency working for the benefit of learners and their families. On-line referrals using the Common Assessment Form will streamline the process and facilitate the involvement of all relevant agencies.

#### **b) Inclusion**

In order for the new school to serve the needs of its community and to achieve the five outcomes of the Every Child Matters agenda, it will be a fully inclusive institution.

The Smethwick Learning Campus will provide a variety and diversity of support for all learners within the collaborative and enable them to access learning opportunities and to achieve high levels of attainment.

A fully integrated Inclusion Centre in the school will be a beacon of provision (a 'one stop shop') for the local community. It will be equipped with ICT for learners to access e-learning and the Sandwell Gateway and will incorporate an enlarged Inclusion Room for pre-excluded learners, a suited SEN Base for learners with a wide range of special needs (principally Moderate Learning and Specific Learning Difficulties – further developing existing Enhanced Learning Provision), a Language Support Base, a Learner Support Base for learning mentors and academic coaches, as well as bases for the Smethwick multi-disciplinary and school multi-agency teams (including EWO and school based police officer) and a Connexions/Careers Centre. We will also establish a Wellbeing Centre to enable support for physical and emotional needs through School Health Nurses and other specialist practitioners. A Family

Support Base will be an area for parents, meetings, processing admissions to the school, and SEN and Language Support assessments. LACE workers will liaise with staff and learners and carers and multi-disciplinary meetings will also take place here. All of the above will incorporate a range of individual and group work bases that will give access to a fully integrated pupil database that will include all current and archive behaviour, SEN and personal information records as part of the school's MIS.

The collaboratively managed Sandwell South Pupil Referral Unit will cater for hard to place pupils within the collaborative and make provision for learners who need small group support away from the mainstream. Flexibility of approach will allow a continuity of provision for 'at risk' learners pre-exclusion. The PRU will benefit from the school's health specialism, particularly in relation to emotional health (see above). There will continue to be a reduction in fixed term exclusions from the school and permanent exclusions within the collaborative. Some PRU learners when they are ready will have supervised access to mainstream specialist facilities and learning opportunities across the collaborative.

No learner (adult or child) will be prevented from accessing learning opportunities and so all buildings and facilities will be fully accessible. The school's current Accessibility Plan will be updated/revised to take account of the opportunities presented by new and remodelled buildings.

#### **c) 14-19 curriculum**

We will put in place Key Stage 4 and 5 curriculum models that provide flexibility and personalisation (including e-learning – see below). Collaboration and joint planning and staffing of provision with local partners (including Sandwell College and training providers) within the South Consortium will provide an extensive academic and vocational offer with a wide choice of entry to level three qualifications, progression routes and statutory work-related curriculum requirements. Skill based entry and level one vocational qualifications will provide a personalised experience for some learners. A large post-16 centre will accommodate learners from across the consortium following specialist science and health-related courses (see Specialism and diversity below).

#### **d) ICT**

In line with Sandwell's EV, we will build on local and national experience to ensure that ICT is fully exploited in all curriculum areas. ICT will be used wherever relevant and to broaden the curriculum and learning opportunities by providing access to a wider range of subjects including specialist or minority subjects that will be delivered in collaboration with other schools, colleges, universities and other providers.

In order to build learners' e-confidence and achieve e-maturity as a school, integrated ICT systems will therefore permeate all aspects and areas of the school. An optical wired infrastructure supported by the latest WIMAX and OLED technology will feed fixed ICT facilities in learning centres (see above) supplemented by mobile technology usable throughout the school.

A flexible and personalised curriculum will be delivered in part through an effective 1:1 staff and learner computer ratio. Use of "pooled portable

workstation technologies" (see Sandwell's EV) including 'origami' type personalised learner units will replace exercise books and in some cases the need for the more traditional research and information text book. Learners will earn 'success' credits which will encourage them to download appropriate resources and learning materials from a fully integrated and personalised Learning Gateway (iPOD style but from an eduPOD site!). In this way ICT will promote shared distance learning and awareness of global issues and global citizenship as well as innovation and transformation of the learning experience.

Edutainment and 'state of the art' curriculum technology will be evident and accessible throughout the school, for example in music, performing arts, control and design technology and sport/PE. For example, in the Arts Learning Zone we will offer pre and post music production facilities which will include specialist music production and recording software, video editing, post production, pod casting and animation facilities.

ICT will enable access to the curriculum for learners with special educational needs including disability.

This level of hardware and software will be supported by an extensive programme of specialised staff training for teaching and support staff – this will be their entitlement in order to achieve "true embedding of ICT" (see Sandwell EV).

Home and community access will be delivered through Sandwell's Learning Gateway with an expectation that all learners, parents and carers will be able to access appropriate learning materials, assessment data, tracking and performance information.

All teaching, assembly and community meeting areas will have projection, interactive white board (or its equivalent) and video conferencing facilities. We envisage an integrated communications (telephony), security and controlled learning environment (smart buildings) and management information system. Smart buildings will also support environmental education.

All learners will develop high levels of ICT capability and skill through appropriate accredited courses and qualifications.

The school's Management Information System will be fully integrated and accessible through a growing range of media (see Sandwell's EV) and will facilitate access to appropriate data and information held by a wide range of local services and agencies linked through the Children's Trust.

#### **e) Specialism and diversity**

Holly Lodge will develop its specialisms of science and health in order to raise standards and levels of attainment in the school, partner schools and the wider community. This will lead to the introduction of courses designed to target NHS and Social Care skills shortages and complement provision of science and mathematics related and other appropriate courses (Entry to Level 3) to further increase post 16 capacity in the South and address the outward flow of learners from the borough.

The school will provide CPD opportunities for teaching staff and the wider workforce from across the borough in science and health.

**f) Extended services**

This will mean extensive development and use of school facilities 'out of hours' by the local community. The school will be a vibrant learning community and provision will build on the existing emphasis on sports, family learning, performing arts and health. Facilities will also be available for social use. Catering services and additional staffing will be needed to service this provision.

In association with the Galton Valley Children's Centre, the school will provide wrap around childcare for the local community. This will include crèche facilities for children of parents as well as employees of the school and a wide range of out of hours provision during the working week, at weekends and during school holidays. Some of this provision will further develop existing summer schools for learners from our local family of schools.

**g) Sport targets**

We will ensure through levels of staffing and high quality accommodation and specialist facilities for school and community (eg floodlit multi use games area, fitness room, exercise area/athletics track and a double sports hall with viewing area). All learners will have access to these facilities and will experience at least two hours a week of sport and PE through the timetabled curriculum and at least a further two hours of out of hours provision, thereby exceeding national expectations in line with the school's health specialism and commitment to learners' health and fitness.

**4. Realising the vision**

**Workforce reform**

The school will remain committed to the training, development and welfare of its wider workforce. A wide range of professionals, some working in areas that are not yet envisaged, will be based and work at the school. Flexible accommodation will be needed for a diverse workforce from a variety of occupations and professions as well as support systems to enable performance management and effective working. The school will support the training and development of leaders in leading and managing this diverse workforce.

The school's existing Teaching and Learning Forum will grow and develop into an innovations unit. Action research and new pedagogies (many of which will flow from the opportunities provided by the development of e-learning) will be trialled through existing networks (Leading Edge and Sandwell South Collaborative).

The school's status as Teaching and Learning Academy in Sandwell will support staff training and development and build on current staffing capacity that has enabled us to develop an extensive programme of staff development and training in the Science and Mathematics Departments introduced through our Science College Plan. An observation classroom will facilitate training of science and health teaching and support staff.

Senior and Middle Leadership and Management will be supported and developed through appropriate training and development opportunities with the main emphases on e-learning, assessment for learning, the use of data,

working with Integrated Children's Services, working in an extended school, and in being leaders on a new type of community campus. Training will also support governor involvement in strategic planning.

**How will we support staff and students throughout the change process?**

- The school's change group will oversee regular information and communication with parents, pupils and staff throughout the planning and implementation of the building programme
- There will be an extensive programme of staff training and development to address the transformation of teaching and learning through e-learning and use of ICT
- Sandwell's Youth Service will provide resources to empower the student voice in the BSF process
- Two Deputy Head Teachers are part of Sandwell's and the SSAT's 2020 vision programme
- Curriculum packs relating to young people's contribution to BSF will be used with Year 7 and 8 pupils:
  - PSHE package on economic awareness and making choices for the new school
  - Geography/Science pack for KS3. It will involve sustainability and environmental issues and link to materials teachers have developed for work on housing
  - English/ICT package for Year 7 on giving students a voice through making a documentary for a school of the future, exploring different futures and different roles in the community
- The Year and School Councils will be a vehicle for consultation and information sharing (see below).
- We have already commissioned a DNA public art structure that is being designed by a professional artist who is working with pupils, thus engaging our young people in the visual and actual transformation of the school. This large structure is soon to be installed in the Science Department and will later form the centrepiece of the Reception Area of the 'new' school.

**Change management and consultation**

Governors, senior leaders, staff, parents and pupils have been consulted on the vision for Holly Lodge. Phased building and refurbishment will enable the current curriculum to be delivered throughout the process.

**How will our community help to shape the on-going development of our school?**

All local interest groups are involved in consultation as part of the school's change group. These include pupils, parents, faith groups, voluntary and statutory organisations (eg Sandwell PCT, Connexions and the Youth Offending Team) and community groups such as health and care organisations and the Youth Service.

**Making the vision come alive – how will we need to organise our school?**

Zoned areas of the school will provide bases for year groups each with dedicated toilet facilities. These will enable us to organise and deliver PSHE and citizenship programmes in age groupings. We are starting to articulate the organisation of the curriculum into specialised learning zones: science and mathematics, health, performing arts and humanities, languages and Art and Design.

We will need to revise policies such as access, inclusion, behaviour, attendance and pupil groupings, the latter to take account of 'stage not age' provision alongside year groupings for social education.

**Process – how are we going to organise ourselves effectively to ensure the completed buildings reflect our vision?**

All stakeholders will need clear understanding and awareness of the process and the role of the change group will be key to achieving this. Lines of communication and links to design teams will therefore be crucial.

All staff will need a shared understanding of the criteria for the prioritisation of internal school resources.

**Evaluation of progress – how will we know we are succeeding in achieving our vision?**

We will judge progress against key performance indicators as specified in Sandwell's Education Vision.

A programme of formal evaluations will be established in order to assess progress and impact and to review the school's vision.