

### 3.11 Vision

The Tollbar Edge vision for the Tollbar Edge Cleethorpes Academy comes from the concept of an Academy at the centre of its community, designed to raise aspirations through the provision of excellent education and the delivery of the Every Child Matters agenda. The new Academy, in partnership with Tollbar College, would work with both statutory and voluntary local partners, continue to promote extended learning facilities for adults as well as students and would seek to develop further a range of extracurricular activities including sport and performing arts.

Tollbar Edge would aim to offer a world-class, 21st century secondary education to the young people of Cleethorpes, providing life-long learning opportunities and creating a centre of excellence which would model the successful practices at Tollbar College, thereby bringing confidence and pride to the local community.

In line with Tollbar Edge's purpose, ethos and values the Academy would:

1. Design a broad and balanced curriculum that:
  - Emphasises basic skills and their applications;
  - Offers a sufficient range of learning routes towards nationally recognised qualifications, to match the ambitions, aptitudes, abilities and needs of all learners;
  - Relates to the real world and prepares young people to play their full part as citizens in local, national and international contexts;
  - Encourages and nurtures personal development.
2. Set high expectations of each and every student by:
  - Using detailed assessments of students' attainments on entry to the Academy;
  - Avoiding using contextualised data for target setting;
  - Benchmarking against national upper quartile progress rates;
  - Sharing with the student and their families what is expected of them.
3. Track carefully each student's progress and investigate and respond to variances from the expected rates of progress.
4. Inculcate and practise the values of respect and care for self and others
5. Provide opportunities for young people to develop the characteristics of self-worth, resilience, confidence, leadership and entrepreneurship.
6. Develop in each student a love of learning.
7. Use business models of management to ensure students' outcomes are maximised.

#### **Continuity with the Predecessor school**

Tollbar Edge would work closely with the Interim Headteacher and the Interim Executive Board, which has replaced the school's governing body, in the development of the vision for the Academy as it sought to build on the predecessor school's current strengths and areas of expertise.

At the same time, Tollbar Edge would design into its vision for management and curriculum structures an architecture that would address the recommendations for action stated in the recent OFSTED report which judged the school to require special measures. These would include:

1. Closing the gap year on year between attainment at The Lindsey School and the national average by:
  - making sure that all groups of pupils, especially boys, make consistently good progress in all subjects in order to eradicate underachievement
  - improving attainment and achievement in mathematics
2. Improving the quality of teaching by:
  - ensuring that all teachers used the data about students, capabilities and potential when planning lessons
  - ensuring that all teachers employed a range of strategies in their lessons, involving students appropriately in their learning and making certain students were clear how to improve their work
  - making certain that the strengths in teaching were shared effectively to increase significantly the proportion of good and outstanding teaching
3. Ensuring that leaders at all levels analysed and evaluated effectively the work of the Academy in order to secure improvements and provide evidence to identify where strategies have had a successful impact on student outcomes.
4. Making certain that there was a consistent approach from all leaders and managers towards eradicating underachievement by all groups of students.

Tollbar Edge would deliver an Academy that would regenerate and refocus Lindsey School; that would collaborate with other providers where this serves the interests of learners; and that would develop the relationships Lindsey School has built with its feeder primary schools and with other agencies.

### **Tollbar Edge Ethos**

Tollbar Edge exists to promote, secure and sustain educational excellence. Outstanding outcomes for students at Tollbar College, which is already part of the Tollbar Edge Trust, prove that the object of the Trust can be translated into learner benefits.

A strong emphasis on staff development is demonstrated at Tollbar College where the Edge Hill University School of Education already works in partnership with the College to deliver the challenging DCSF training school targets.

Tollbar Edge is committed to sharing the existing successful practices at the College with Tollbar Edge Cleethorpes Academy and sustaining and developing them through the vehicle of staff development. To this end, Tollbar College as a Training School would model and act as the 'hub' for the dissemination of these successful practices.

Tollbar Edge Cleethorpes Academy would mirror the purpose, aims and values of Tollbar College, adapting them in practice, to best match the aspirations and needs of the local community.

Tollbar Edge Cleethorpes Academy would be designated as a comprehensive community academy. It would operate an identical admissions policy to that of

Tollbar College, accepting students irrespective of race, creed, gender, ability and background.

Tollbar Edge Cleethorpes Academy would benefit in several ways from being part of the Tollbar Edge family, including:

- Support for governance, leadership and management;
- Access to staff development, including initial and continued teacher training and professional training for support staff;
- Co-working with Tollbar College, including professional partnering;
- Tapping in to business and enterprise facilities at Tollbar College site;
- Joining the existing 14-19 partnership between Grimsby Institute and Tollbar College, which is described more fully below;
- Sharing the existing Tollbar VLE;
- Joint extra sessions for those preparing for external assessment and examinations,

### **Academy Governance**

Final proposals for the composition of the Trustee Board and the Governing Body would be decided during feasibility but it is envisaged that there would be 3 Trustees who would set the strategic direction of the Academy. They would be made up of representatives of the sponsor Tollbar Edge (1); the Chair of the Governing Body of the Academy (1); and a representative of the Secretary of State (1).

It is also envisaged that the Governing Body of the Academy would be made up of 9 members who would be appointed by the Board of Trustees, and would comprise: 5 governors appointed by Tollbar Edge as sponsor; 1 governor appointed by North East Lincolnshire Council; 1 elected staff member; 1 elected parent/community member- and the Principal ex-officio.

### **Tollbar Edge Support for Leadership**

Tollbar Edge would appoint the current Principal and Chief Executive of Tollbar College as Chief Executive of Tollbar Edge with effect from September 2010. In this way, the senior leadership which, to date, has delivered the outstanding outcomes at Tollbar College, would be directly brought to bear on working with the leadership at Tollbar Edge Cleethorpes Academy, initially to address the issues addressed in the OFSTED report (see above), and subsequently to embed in the Tollbar Edge Cleethorpes Academy all those management processes that have delivered success at Tollbar.

Joint weekly meetings with the Tollbar Edge Chief Executive and the Principals of both Tollbar and Cleethorpes would provide opportunities for knowledge exchange as well as for sharing issues and solving problems.

Tollbar Edge Cleethorpes Academy would benefit from joining with Tollbar in the joint procurement of goods and services, particularly in the areas of finance, HR, ICT, management support and staff development. As Tollbar College currently delivers the highest learner progress rates per delegated pound per student, Tollbar Edge is well placed to secure financial competence and value for money at Tollbar Edge Cleethorpes Academy.

### **Staff Development**

With Tollbar College already established as a training school in partnership with Edge Hill University, locally available professional development opportunities would be accessible and would be tailored to the needs and aspirations of all staff at Tollbar Edge Cleethorpes Academy.

Edge Hill are well placed through their status and experience to accredit staff training and research, and to support staff along their chosen learning journeys towards nationally recognised qualifications. Inasmuch as they apply to locally institutionally-based staff, the DCSF training school targets could apply to Tollbar Edge Cleethorpes Academy as well as to Tollbar College.

To address weakness in teaching found at the last OFSTED inspection Tollbar Edge would ensure that the TDA professional standards were used as the framework for teachers' career development which, in turn, would be coupled with robust staff performance management tied to learner progression rates.

### **Education for Life**

Tollbar Edge takes the view that a purpose of education is preparation for adult life. "Adding value", in the sense of ensuring academic progress is set alongside the "adding of values", which underpin personal development and fulfilment. This section refers to preparation for lifelong learning, the world of work and participative citizenship.

To these ends, Tollbar Edge Cleethorpes Academy would:

- Help students to raise their sights to set and articulate lifelong ambitions and intermediate goals;
- Ensure students were competent and confident in using skills in literacy, numeracy and ICT;
- Give all students experience across the full range of subjects and learning approaches so that their choices of learning progression routes and qualifications pathways were informed and were matched to personal ambitions, aptitudes, abilities and needs;
- Help students develop the qualities of perseverance, resilience entrepreneurship and curiosity;
- Teach students how to identify, measure and manage risks;
- Identify and nurture talent, and encourage creativity;
- Provide opportunities for students develop the skills of collaborative problem solving;
- Include students in the assessment of their progress so that they would become autonomous learners;
- Teach students how to use ICT to model situations, solve problems, access information, undertake lines of enquiry and participate in communities of learning;
- Teach students about the principles of democratic government and the practices of democratic participation;
- Prepare students for active citizenship in their local, national and global communities;
- Provide opportunities for students to take responsibility and practise leadership;
- Provide opportunities for first hand experiences of the world of work and voluntary community activity.

### **Organisation and Management**

In order to address weakness in leadership noted in the OFSTED recommendations above, models of organisation and management would mirror those practised at Tollbar College. Detailed and well informed initial assessments of students, mapped onto national upper-quartile benchmarks, would underpin each student's expected target attainments by the end of Key Stage 4. Senior leaders, including governors, through the faculty and subject leaders, would hold

teachers to account for their students' progress along trajectories towards these targets. Learner interventions and support would be triggered by falls below their trajectories.

Monitoring and analyses of student progress rates would be coupled to a regime of lesson observations that would, together, keep the quality of teaching and learning under careful review. This process would identify the successful teachers, inform the professional development programme overall, and would help scope particular support strategies for teachers who may be struggling.

Whilst strong leadership and clear direction 'from the top' would drive this model of accountability, its success would come from the responsibility to deliver given to subject leaders and other middle managers. Thus, evidence gathering, evaluation and improvement planning would position the engine of success and progress at the heart of the organisation.

## **The Curriculum**

### **Key Stage 3**

The Key Stage 3 curriculum would be designed for Years 7 and 8.

The purposes of the Key Stage 3 curriculum that would apply to all students would be to:

- Ensure high levels of competence and confidence in using the basic skills of literacy and numeracy;
- Ensure high levels of proficiency in the use of ICT
- Provide worthwhile learning experiences across the full range of National Curriculum subjects;
- Identify in each student their talents, strengths, interests and needs;
- Put into place strategies to support those learners who on entry may be struggling to access the curriculum;
- Prepare students as independent learners, able to ask their own questions, undertake their own lines of enquiry and evaluate the outcomes of their work;
- Provide a range of activities beyond the taught day that foster interests, encourage healthy living, invite teamwork and cooperation, allow for the development of leadership, and provide for social and emotional development as well as enjoyment;
- Guide students so that they make the best choices for their Key Stage 4 learning and qualification pathways.

As at Tollbar College, students on entry to Tollbar Edge Cleethorpes Academy would be placed into one of a number of "attainment-on-entry" bands. Key Stage 2 finely differentiated average points scores would inform this process as well as give first indications of possible outcomes at the end of Key Stage 4 using models based on the Jesson Frameworks. Thus the organization of each year would reflect the profile of attainment on entry enabling the personalization of learning. Over Key Stage 3, regular monitoring and evaluation of each student's progress would prompt reviews of the placing of students in their particular bands and moves would be made where appropriate.

The structure would be the consequence and not the determinant of students' aptitudes, abilities and needs.

#### **Key Stage 4 and post-16 progression**

The Key Stage 4 provision would apply to Years 9, 10 and 11.

A characteristic of Key Stage 4 is that students choose learning and qualification pathways that best suit their ambitions, aptitudes, abilities and needs. Underneath this sits a core and common curriculum offering that ensures breadth and balance.

Tollbar Edge would deliver on both these objectives. The pattern of provision currently delivering high results and high added value at Tollbar College would be replicated at the Academy. Similar principles would apply in relation to the provision of GCSE qualification routes for all students that would include, as well as mathematics, science, English and ICT, courses in RE, Preparation for Working Life and Enterprise thus exemplifying the principle of “adding value” as well as “adding values”.

An objective of the curriculum design would be provision and expectations for all students to achieve level 2 qualifications in English, mathematics, ICT and science by the age of 16 years.

This “grounding” in the basics, along with explicit courses related to preparation for working life and enterprise exemplifies Tollbar Edge’s philosophy on preparation for a fulfilling and productive adulthood. Coupled with emphases on respect, self-discipline, good attendance and punctuality, young people would be prepared as active citizens and workforce contributors (as either employee or employer). Opportunities for qualification pathways that include work-based learning would be assured through the Tollbar College - Grimsby Institute partnership that would be extended to include the new Tollbar Edge Cleethorpes Academy. In this partnership, Grimsby Institute would provide 14-19 diploma routes, specifically: Construction and the Built Environment; Creative and Media; Environmental and Land-based Studies; and Hair and Beauty Studies.

Alongside the teaching of Key Stage 4 would be a robust support, tutelage, mentoring and coaching structure. All students would have access to these ‘beyond school day’ support opportunities, while those encountering difficulty or falling behind would be guided onto taking up particular aspects of this provision.

Behind this provision would lie the pastoral support that would assure personal development and offer, either directly or through partner agencies, the full range of necessary services to young people. Tollbar Edge recognises levels of attendance at Lindsey School are well below national average, with comparatively high rates of persistence absence. Tried and tested methods from Tollbar College that would include: early notifications and follow-up; close monitoring; parental involvement; and where necessary, the issuing of penalty notices, would all be deployed to tackle this root cause of underachievement.

Careful guidance and advice to students through Key Stage 4 would prepare them for their post-16 learning and career choices.

In 2002 Tollbar College was instrumental in establishing the North East Lincolnshire Sixth Form Partnership which included Tollbar, Grimsby Institute and a neighbouring independent school (St James) sixth form. A common timetable and ‘free’ inter-site transport widened post 16 choices to students within these three institutions and beyond. The Grimsby Institute – Tollbar partnership remains with Tollbar offering International Baccalaureate Diploma courses and the Institute offering AS, A2 courses alongside a wide range of applied and

vocational level 3 courses. Though not offering any on-site post 16 courses, the new Academy would be included in this partnership, assuring level 2 to level 3 progression.

### **The Academy's Specialism**

Lindsey School's low Key Stage 4 measure of 5+A\* to C GCSE grades, including English and mathematics, points to significant underperformance in English and mathematics. The latest OFSTED report cites mathematics as an area of serious weakness (see above). In response to this, Tollbar Edge would introduce a specialism of Mathematics and ICT so that additional resource and energy would be brought to bear on addressing this issue which is currently limiting the life chances of young people.

A second specialism of Humanities would focus on English, another area of current underperformance. The current specialism of performing arts would be assumed into the teaching and learning of English. Performing arts would continue to feature as a significant part of enrichment and extra-curricular provision.

Tollbar Edge sees mathematics and ICT capability as areas of knowledge and skill that underpin understanding of, and access to, today's world. Mathematics allows young people to describe and model real situations and abstract ideas. It provides a way of thinking and communicating that enables patterns to be expressed and problems to be solved. In these senses, mathematics opens doors to understanding the sciences, humanities and technology. Fundamental to understanding and using mathematics is recognition of pattern, fluency with number and a confidence with its manipulation. Taught by competent and enthusiastic teachers, young people would be helped to develop positive attitudes towards mathematics with an assurance in its use and a motivation to continue its study.

ICT competence would be developed so that it could be used to enable and enrich independent learning. Access to unlimited information brings benefits to students. However, 'knowing about' things is not a substitute for knowledge, but a step towards its acquisition. Good teachers, across all subjects, would use ICT to facilitate this deeper learning, which is about knowledge and understanding.

ICT provides students with a window on the world, allowing students to communicate with their peers in different social and geographic settings. Carefully structured, this enriches and deepens cross-cultural understanding. As an IB 'world school' Tollbar College would be eager to encourage learners at the Academy to join its international networks. A shared VLE, accessible to students and their parents, would eventually include the feeder primary schools of Tollbar College and Tollbar Edge Cleethorpes Academy and, in so doing would build a true community of learners.

In a similar way to mathematics, the focus on English is seen as providing students with tools that are critical to understanding and communication. Tollbar Edge proposes the focus on English within its Humanities specialism because it would:

- Address any language needs and disadvantages;
- Enable access to the full curriculum;
- Facilitates access, and potential contributions to the wider Cleethorpes, national, European and global communities.

The widest interpretation of this specialism is proposed. English would be used

across the curriculum to:

- Communicate in speech and writing with different audiences in real and virtual environments;
- Access literature and poetry from the United Kingdom and from across the English speaking world;
- Access and interpret information from a variety of sources;
- Understand the view-points and the thinking of others;
- Describe objects, events, phenomena and emotions;
- Express and interpret;
- Conceptualise;
- Reflect and cogitate;
- Explain events, phenomena and emotions;
- Build chains of reasoning;
- Deduce and infer; and
- Develop the skills of oratory and support performance.

Tollbar Edge would lead on the delivery of these specialisms. The high proportion of students at Tollbar College who achieve level 2 across all three of English, mathematics and ICT proves the effectiveness of staff who lead and teach these subjects at the College. Edge Hill University has nationally recognised success with initial and continued training in these areas. Both the College's and University's expertise would be brought to bear on intensive training and support for staff at the new Academy. Edge Hill would offer career and qualification progression routes for those who lead and teach these specialist subjects.

#### **Inclusion, Equity and Meeting the Needs of All Learners**

The fact that all students at Tollbar College achieve 5 or more good GCSE grades and 86% achieve 5+A\* to C grades including English and mathematics proves inclusive curriculum design, pedagogy, student grouping and learner support. Similar structures would be put into place in Tollbar Edge Cleethorpes Academy.

Using records from their primary schools and comprehensive analyses of attainment on entry, students' needs would be identified and support mechanisms would be applied so that by the end of Year 7 all students would be equipped with the basic skills of literacy and numeracy necessary to access and progress through the whole curriculum on offer. In Key Stage 4, students who were falling below the trajectory towards their upper quartile targets would be provided with additional support.

The Academy's curriculum would be based on a banding and setting model. Opportunities would exist at all times for students to move between bands and sets. This form of student grouping would allow teaching to be pitched at a level which would provide the optimum mix of challenge and support. In Key Stage 4 the curriculum would be further differentiated through the offering of a range of qualification pathways. Within this range would be progression routes that would suit different learning preferences including practical, applied and theoretical approaches.

In every subject in every year there would be opportunities for the high flier to fly higher and for the struggling student to be supported and encouraged along their learning journey.

The attainment targets set for students would be based on prior attainment and

would not be lowered by virtue of gender, ethnicity or social circumstance. To this end, whilst contextualized data may be used for retrospective analyses they would not be used for setting targets. Jesson projections and upper-quartile benchmarking would guarantee equitable expectations and consequently, fair provision.

In a similar way, high standards of expected behaviour and dress would apply equally across the Academy community. Students' and their parents' or carers' agreement to attend regularly and punctually, and to comply with the expected standards would be a condition of belonging to the Academy community.

### **Student Voice in the Academy**

Regular feedback from students would be achieved, as at Tollbar College, through annual surveys, tutor group meetings, one-to-one coaching and mentoring sessions, and through the Student Council.

Good teaching constantly elicits student feedback in order to ensure learner progress. A continuous dialogue between teacher and learner is at the heart of personalising the learning.

The Student Council would be democratically elected and would provide first hand experience in practising democracy: from nominating candidates; through the hustings and voting; to lobbying. The Student Council would propose candidates to stand for election for the National Youth Parliament and the whole Academy would participate in the vote.

The student voice would inform day-to-day life at the Academy and would provide evidence for the Academy's self evaluation. In this way, the Academy would sculpt its provision around the aspirations and needs of its students.

### **Staff Support and Professional Development**

With Tollbar College already a training school, all staff at Tollbar Edge Cleethorpes Academy would have access to the programmes and facilities already in place.

Through the responsibility and accountability process described above in the text about management, all staff would be guided onto appropriate learning pathways. This would not be so much about courses and third party training but about on-the-job development and research coupled with coaching and mentoring. Through the relationship with Edge Hill University, the Academy sponsor partner, staff learning would be recognized and accredited allowing all staff to build and navigate career progression routes.

Training would be offered to staff in and outside the classroom providing opportunities for career progression and gaining higher qualifications.

In conjunction with Edge Hill, both Tollbar College and Tollbar Edge Cleethorpes Academy would provide pathways into teaching, offering GTP and flexible routes, placements for trainees, and taster opportunities for those thinking about teaching.

### **Community and Extended Use**

The Academy would seek to retain the performing arts facilities for community use, recognising the success, to date, of these facilities and the value the community puts on them. In addition the Academy would strengthen and

broaden the use of the Academy site after the taught day. This would include enrichment activities for Academy students, for example, sport, extra tuition, choirs, orchestras, interest clubs and societies, some of which may span both Tollbar College and the Tollbar Edge Cleethorpes Academy. It would also include, subject to consultation and market testing, providing particular leisure and educational facilities for adult community residents.

As at Tollbar College, the Academy would be open during some of the holiday periods to offer revision and examination preparation sessions.

Funding for community and extended use would come from a mix of grants which would be sought by Tollbar Edge and from commercial lettings.

#### **Use of an Endowment Trust Fund**

Tollbar Edge, once registered as a charitable trust with the objects of promoting, securing and sustaining educational excellence, would seek to attract donations to establish an Endowment Trust Fund. The sponsor sees the use of such a fund as for broadening experiences and widening opportunities for those with most need and least financial resources. Thus, the fund may be used to support international student exchanges, extracurricular residential courses, and specialist equipment, for non curriculum activities, that may be required by students because of disability.