



A unique vision which develops single sex teaching in a mixed environment

**The Bid to form a Trust School  
from  
Ellington School for Girls  
&  
The Hereson School**



## **What, Why and Who?**

### **The Trust – Its Aims and Values**

The formation of the Trust – to be known as The Local Learning Trust will link and cement the joint future of the two schools under the auspices of members of the two existing Governing Bodies augmented by national and local representatives of associated partners. The Trust believes that a powerful synergy can be obtained which will enable the new school to further raise standards and provide a quality education for its students.

The Governors represent the community they serve, bringing experience of the needs and aspirations of that community to the scoping of a new school which builds on the successes of the two original schools. Their motivation, as representatives of the community, is to forge a school which is uniquely for the community.

The Trust believes that it is structured so that it can act as custodian of the existing virtues of both schools. The experience of those on the Trust is such that the successes of both schools are recognised and understood. The Trust is therefore ideally placed to conserve what is best in both schools.

Alongside the understanding of what is working well now, there is also an ambition to drive beyond that which is currently in place. The Trust believes that Ramsgate and Thanet need confident, well educated and dynamic young people to confront and conquer the challenges the area faces. These young people must be balanced and forward thinking, ready to lead the economic regeneration that the area deserves. The Trust sees the new school as offering a critical impetus to the students it nurtures. It believes that it has a mission to create a school in which students are enabled. The Trust envisages students being helped to acquire highly developed transferable skills. It sees these students as people who will be prepared by the school to be lifelong independent learners. It believes that these skills are those which are required to make students responsive and able to adapt to societal changes as yet unforeseen.

### **Progress Through Partnership**

The Trust sees the school as part of a myriad of essential and sometimes overlapping networks. The Trust itself is built on two local and one national partnerships. Both schools have always had strong links with Thanet College, which is the preferred leaving destination of the majority of students from both schools. These are now cemented within the Trust. This gives the Trust the benefit of input from an institution which is at the leading edge of vocational education in the region. The partnership will ensure that existing links between school and college are further enhanced. This will ensure that the school will be able to react positively to local employment needs and be creative in offering a broad based raft of training to address those needs.

The inclusion of St Lawrence College as a Trust partner allows the new school to draw on a wealth of experience of providing for academic excellence within the private sector. If

government targets are to be reflected locally the school will need to increase the proportion of students currently reaching the benchmark performance levels deemed sufficient for progress to academic courses post 16. There will also be a need for student ambition to more often embrace the post 16 academic pathway. The Trust sees the high expectations and rigor that St Lawrence represents as a critical element of the drive to raise standards generally and provide a broader stream of aspirational pupils willing and able to pursue academic learning after leaving school. The Trust also believes that support should be reciprocated and that, in turn, the school will hope to offer reciprocal expertise to St Lawrence in areas of the wider curriculum where they have less well developed experience.

The School of Emotional Literacy has worked with both schools for a number of years. The groundbreaking work that has been done with both adults and students to understand how emotions can work both as barriers to, or stimulants of, learning has contributed to the ethos of both schools. Outside observers, who have visited both schools, have often commented on the culture of mutual respect that can be seen to clearly exist. The Trust believes that this is one of the cornerstones for success in both establishments. It is seen as a major factor in both schools transcending national expectations of student performance. The continued support of the School of Emotional Literacy will ensure that practice in the new school will focus critically on each individual. There will be recognition of individual emotional need and at the same time the need for emotional development.

## Standards

Both schools have strong traditions of providing excellent contextual value added to cohorts of students over a number of years. These achievements have been detailed in a number of Ofsted reports. The clear expectations and supportive climate that characterise both schools have made a massive contribution to these significant levels of progress and achievement. The Trust understands this and wishes to see the positive and caring ethos of each school perpetuated. However the Trust is determined to raise standards still further. Although the quality of teaching and learning in both schools is good the Trust will work tirelessly to ensure that teaching is both highly innovative and critically effective. The Trust believes that teaching and learning opportunities will be maximised in a school which is passionately committed to young people and their futures.

## A Vision for The Future

The Trust has a vision of what the new school will be.

To those who walk through its doors it will offer a warm welcome. It will be clear to students and to those who care for them that every individual matters and that practices reflect that. Each student will become part of one of six Learning Communities in the school. These will be essential families that will emotionally and academically nurture their student members. They will provide pastoral



support, academic mentoring and a corporate identity for each student, all within an intimate and human framework. Learning will be tailored to individual needs within a broad and relevant range of opportunities. There will be a high degree of personalisation which characterises the learning process.

Both schools have obvious experience of providing education within a single sex context. It is the Trust's intention to build on that expertise by maintaining a preponderance of single gender teaching within an overall mixed gender framework. The school will therefore maintain the possibility of access to single sex teaching for those outside the grammar school system. This will give the school a unique opportunity to challenge gender stereotyping in the learning process and provide for a secure transition for both staff and students when the two existing schools come together. The Trust believes that the school will bring together all that is best in single sex and mixed provision.

The Trust believes that a school must do more than represent the community; it must be embedded in the community. In this regard the school will be a place where the community feels at ease and where the community comes to access services and facilities. Through the Thanet Early Years Trust, it is intended that high quality on-site childcare facilities will be made available to local families.



Primary school children will have regular learning opportunities provided for them by the staff of the school, making use of some of the unique facilities that the school can deploy. Local organisations will have access to school and will in many cases also contribute to student learning in school. The school will also be an agent of outreach into the community, going out to provide services where they are needed, whether that be in other schools, community centres, businesses or other areas where communal need can be met.

The Trust believes that the school will be characterised by its specialism in humanities and its intention to lead in engineering. In terms of the specialism, connections have already been forged with organisations associated with local history. These links will be further articulated so that local history becomes a real canvas of wider learning in the school. The school also offers impact in the community in terms of drama and English. In the field of engineering the Trust will ensure that the school will play its part in leading provision locally. Whilst the school will work within educational collaboratives to source a broad offering that reflects the many facets of engineering, it is the Trust's intention that the school will specialise in agricultural engineering and its links with horticultural science. This will allow input to the local economy in terms of developed skills in an area important to Thanet's development and at present not addressed in other educational institutions.

The buildings of the school will echo the desire of the Trust to provide for students in a friendly environment tailored to meet academic and personal need. The school is arranged around a



performance courtyard which itself is a social hub. The Trust would wish to see that is weather proofed so that it can play the part for which it was designed. Facilities in information technology, through the managed service provision, will augment learning and promote administration. Provision will be made for a vast array of specialist learning opportunities which enrich the lives of students.

The Trust has been ambitious in the detailed preparation of this bid. It feels that the rich experience of its membership gives it confidence that the vision can be delivered and is committed to making that happen.

**The Trust believes that it has the vision to provide a school for the 21<sup>st</sup> century which is big enough to promote success but small enough to care.**

The following paragraphs are in response to the detailed schedule in the New School Competition Guide.

## 1. Proposer Details

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1.1 A Local Learning Trust is to be established from the two Governing Bodies of the existing Ellington School for Girls and the Hereson School and their partners. The Governors will work with partners to deliver an educational service that derives from the rich and successful traditions of the two constituent schools yet reaches out beyond that to embrace the demands of the future needs of the community it serves.

1.2 The Learning Trust is in partnership with two local and one national educational provider.

### 1.2.1 Thanet College

Thanet College is the local provider of further education in Thanet and has an excellent reputation for strong partnership working with schools. The College has provided 14-16 provision for a number of years which has resulted in successful progression to further education and the College has gained national recognition for this partnership work. The College provides a wide range of progression opportunities and by working closely with schools can ensure students' needs are matched and that students who may otherwise have fallen into the "Not in Education, Employment or Training" (NEETS) group continue in education. The College is already the preferred destination for the majority of students who leave Ellington and Hereson.



Given its success Thanet College is ideally placed to build on this and to become a partner in the Local Learning Trust. The College has always put the needs of the Thanet community at the top of its priorities and sees this partnership as a further way to respond to local need. Thanet College will bring to the Trust a wide range

of top class skills, vocational expertise and business acumen and will provide excellent routes into further education and employment.

Through this partnership there will be clear commitment to developing the very best provision to meet all learners' needs both now and in the future. By sharing information, expertise and resources the Local Learning Trust will be able to provide outstanding provision and to meet a diverse range of learners needs.

### 1.2.2 St. Lawrence College

St Lawrence College is a public school which is immediately adjacent to the site of the new school. It has its own tradition of academic excellence and will offer the Trust its experience of preparing students successfully for more academic pathways. The coming together of the public and private sectors in education will provide structure and stimulation for both organisations and in particular the school will benefit from an organisation which has the highest of expectations.



### 1.2.3 The School of Emotional Literacy

The School of Emotional Literacy fosters the development of emotional competencies as a way to overcome barriers to learning. Ellington and Hereson serve an area where multiple levels of deprivation are obvious and recorded. Deprivation is often accompanied by truncated horizons and artificial limits placed on individual development. The School of Emotional Literacy aims to help us set up systems designed to elicit emotional development and thus allow the greater empowerment of students.

2. The proposals are being submitted independently

### 3. **School Category**

The school will operate as a Trust School.

### 4. **Student numbers and Admissions**

The Learning Trust intends to open a new school (to be called “The Ellington and Hereson School”) in September 2009, situated predominantly on the current

Ellington site though utilising the Hereson School site over a one year transitional period. The school will cater for all students of both schools and will initially have on roll something over 800 students. The number of students to be admitted to the new school at age 11 on the opening date and subsequent years will be 120, so determining an eventual school size of 600 students.

It is intended that the school will be for both boys and girls in the 11-16 age range (National Curriculum Years 7 to 11).

## 5. Extended Services

5.1 The Trust expects the school to offer a range of additional activities and services to students.

- Breakfast club open to students from 8am.
- A range of after school clubs and activities including those involving the use of a variety of sporting facilities.
- Extensive study support for students in years 9 and 11 during 3 of the year's holiday periods.
- One to one and small group literacy and numeracy opportunities before and after school.
- Daily homework support available in each of the six Learning Communities till 5 pm.
- Transitional support for students in years 5 and 6 of local feeder primary schools, including taster days, visits by staff to the primary schools and activities in school for primary students.
- Transition support at the end of Key Stages 3 and 4.
- A series of residential and other visits.
- In-school coaching from members of local sports clubs.
- Subscription to "SAM Learning", "My Maths" and other learning packages to enable computer based home learning.
- A VLE (virtual learning environment) will form a major part of School Life as technology plays an increasing part in the lives of our pupils.



5.2 The school will offer specific additional activities relating to the existing specialism in humanities and the school's declared ambition to be a local lead school in engineering. In due course the school intends to work towards a second vocational specialism.

- Drama and dance opportunities for the six Learning Communities, the whole school and other groups in partnership with a local theatre company,

utilising the drama and dance studios for rehearsal and the school hall for performance.

- A local history club.
- A school radio station.
- A monthly school magazine.
- A school-funded “Arts Week” concentrating on drama and literature.
- A motorcycle maintenance club.
- Product design and make club.
- A maths club.
- A cookery club.
- A science club.
- A gardening club.



5.3 The school will, through its Learning Support Centre, offer comprehensive pastoral support to students:

- Extensive support from a team of pastoral support officers and tutors.
- Educational welfare and inclusion services.
- A one-stop approach to support from outside agencies.
- Adult and peer mentoring.
- In partnership with “Connexions” a full range of career advice will be given.
- Assistance will be given to all students making application to further education.

5.4 In partnership with the local education business partnership the school will offer:

- Business enterprise opportunities in school, with particular emphasis on land-based business.
- Short term work placements for all and long term work placements for those who choose it.
- Access to work place learning schemes where available.

5.5 As part of the Thanet 14-19 consortium and in partnership with Thanet Skills Studio and Thanet College a wide range of appropriate vocational opportunities will be made available. The consortium plans to work towards an eventual offer across all diploma lines.

5.6 The school seeks the role of “Cluster Lead School” for SLCN (Speech, Language and Communication Disorder), SpLD (Specific Learning Disorder) and ASD (Autistic Spectrum Disorder). In this capacity it will:

- Provide in-school support for a number of students with moderate SLCN, SpLD and ASD where their needs do not warrant special school provision.
- Co-ordinate outreach to other mainstream schools in the area to assist in their work with students with SLCN, SpLD and ASD.

- Develop a learning partnership with the local special school for SLCN, SpLD and ASD.

5.7 The school seek to offer facilities for a nursery, under the auspices of the Thanet Early Years Project, allowing childcare to be provided locally at reduced cost for up to 50 children.

## 6. Ethos



The Trust's vision is of a compact and intimate school which promotes the excellence of every individual. The school will include rather than exclude. The school will be a place where all faiths will be respected and valued. The school will provide a rich and varied educational environment in which every student will be significant and every student cared for and nurtured. Social skills for life will be developed.

The school will challenge prejudice and discrimination in all its forms. The curriculum will be designed to provide a rounded education that enables students to explore the full range of education and training pathways post 16. The aims of the school will be twofold:

- To develop a learning culture within the school with an emphasis on high expectations and achievements for all.
- To develop the school to serve and be part of the local community.

The Trust will also seek to maintain a structured dialogue with its community so that the relationship between the school and the community is always reciprocated.

The Trust believes that through both its membership and aims it is uniquely able to reflect:

- The wishes of the community the new school will serve.
- The legacy of the two schools coming together in partnership.

**The Trust will ensure that the school is run by the community for the community.**

## 7. Religious Character

Not applicable

## 8. Area or Community that the school serves.

The new school will serve the whole of Thanet but can be expected to be a school that predominantly serves Ramsgate.

## 9. Admission Arrangements



The Trust recognises that the school will be a non-selective school in an area where selective grammar school education is available. The admissions policy of the school will be totally inclusive. Students will be accepted irrespective of faith. All places at the school will be free and available to the local community within an admissions policy that mirrors the admissions requirements for community schools in Thanet. Although the school will have a specialist status and will be applying for a further specialism in due course it will not opt to select up to 10% of its students by aptitude.

If there are more applications than places available, priority will be given to applicants in the following order.

1. Children with Statements of Special Educational Need where the school is named on the Statement (under Section 324 of the 1996 Education Act).
2. Children in public care (Looked after Children) at the time of application.
3. Children who have specific medical needs, social needs or special needs where the application is supported by written specific professional advice as to why admission to the school is necessary.
4. Siblings of students who will be attending the school and living at the same address on the date when the applicant will be admitted.
5. Children who live the nearest distance from the school.

## 10. Grammar schools

Not applicable

## 11. Schools with a religious character or particular educational philosophy – parental demand.

The school will not have a religious character beyond that deemed necessary by Act of Parliament. It will seek to adhere to a philosophy of extensive single sex teaching within a co-educational framework. The maintenance of a considerable degree of single sex teaching addresses the majority of the objections raised by parents and carers at the two public consultation meetings chaired by the Local Authority. Single sex teaching is also supported by the members of the Trust who see its provision as both an opportunity to make amalgamation a more seamless process, and an opportunity to maintain regional parity of provision with the grammar school sector.



## 12. Sixth Form Education

The new school will not have a sixth form but will be opening a dialogue with other local post -16 providers to identify any franchised post-16 courses that might be developed on the Pysons Road site. Also, students will be given the chance to extend their Maths knowledge by doing an Advanced Maths Cert. (AS Level)

## 13. Early Years Provision

Not applicable. Childcare would be operated by the Thanet Early Years Project.

## 14. Specialisms

Ellington School for Girls will carry its specialism in humanities (granted in September 2007) into the amalgamated school. The Trust intends that the names of its six Learning Communities will be derived from the names of castles within the county chosen by student preference.

The Trust intends in due course to apply for an additional specialism in the vocational area after the establishment of the new school in September 2009.

## 15. Effects on Standards and Contributions to School Improvement

Current standards in the two schools in terms of contextual value added between Key Stage 2 and Key Stage 3 and Key Stage 2 and Key Stage 4 are very strong and indicate strong core values. The following tables demonstrate achievement for 2005-7.

### 15.1 Hereson KS2 – KS3.

<b>Percentile Rank</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>All subjects</b>	3	3	3
<b>English</b>	16	24	18
<b>Mathematics</b>	2	5	1
<b>Science</b>	8	1	3

### 15.2 Hereson KS2 – KS4.

<b>Percentile Rank</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>All subjects</b>	7	25	9
<b>English</b>	92	92	6
<b>Mathematics</b>	1	1	1

### 15.3 Ellington KS2 – KS3

<b>Percentile Rank</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>All subjects</b>	1	1	1
<b>English</b>	35	32	18
<b>Mathematics</b>	1	2	1
<b>Science</b>	1	1	1

### 15.4 Ellington KS2 – KS4

<b>Percentile Rank</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>All subjects</b>	4	5	2
<b>English</b>	6	31	11
<b>Mathematics</b>	1	1	1

15.5 Trustees will expect the new school to build upon these successes through maintaining a focus on the core, with sympathetic curriculum provision and

staffing. They will further expect the school to examine additional strategies to improve literacy for both boys and girls and keep mathematics and science at the heart of the new curriculum. There is an expectation by Trustees that current and future specialisms will contribute to the development of excellence both inside the core and beyond. Trustees believe that it will be possible, through thorough and innovative practice, to improve upon these impressive statistics and provide students with an appropriate grounding for economic prosperity and fulfilment in the world beyond school. A curriculum that is strong in its approach to the core and broad in other respects will be enriched by real and extensive opportunities for personalised and extended learning. Students who enter the school with achievements below the national average will be expected to leave with achievement levels that exceed the national average.



## **16. Every Child Matters Agenda**

16.1 The school will be an inclusive school which offers a variety in its provision that caters for different learning styles, different abilities and different levels of social skills and emotional literacy. It will be the opposite of a one size fits all model.

16.2 The school will have a strong pastoral system, based on the pastoral achievements of both schools which were favourably commented upon by Ofsted. This system will be predicated on six Learning Communities and the vertical tutor groups which make up each learning community. Teachers and support staff will work in six Faculties which themselves form the basis of the tutorial staffing of the Six Learning Communities. Each Learning Community will have a Head and Deputy who between them will promote the educational benefits of a faculty structure for staff and the wider benefits of vertical tutoring for students. As far as possible, faculties and learning communities will be co-located to promote cohesion.

### **16.2.1 Faculty Structure Benefits**

- The Faculties will ensure project developments in learning and teaching in a consistent and coherent fashion across the school.
- The Faculties will be central to the QA of learning and teaching.

- The Faculties will offer to small departments the opportunity for sharing practice with others.
- The Faculties will ensure that assessment and reporting processes are regular, accurate and diagnostic of student achievement. Assessment will be seen as an agent to enhance learning.
- The Faculties will ensure that the school's specialism(s) is seen in all aspects of school life and beyond.

#### 16.2.2 Vertical Tutoring Benefits

- Vertical tutor groups offer limitless mentoring possibilities.
- Vertical tutor groups promote higher order tutor skills (fast-track learning for tutors).
- Vertical tutor groups focus attention by need in small groups.
- Vertical tutor groups promote collaboration both within and between groups.
- Vertical tutor groups give significant opportunities for student leadership in an enhanced citizenship context.
- Vertical tutor groups are vehicles to promote the ethos of the Learning Community and the School.
- Vertical tutor groups contribute to the efficient and effective monitoring of students and the reporting to parents and carers.
- Vertical tutoring offers deep support, care and attention to the “Every Child Matters” agenda.
- Vertical tutoring promotes the development of human relationships and gives an everyday forum for student voice.

16.3 There will be good links with external agencies. These links will be managed through the team of student support officers with meeting rooms set aside in school. In this way these agencies will be an integral part of on-site student support.



16.4 The interface with students will be particularly strong. The Learning Communities will play a critical role in terms of pastoral work, but also through the promotion of independent learning through homework clubs. The Learning Communities will form the basis of most assemblies which will be a blend of teacher, other adult and student led experiences. The programmes for PSHCE, which will be based around small vertical tutor groups or age-related subsets of each learning community, will foster social learning and sharing. The School Council will provide a particular forum for “student voice” and will also be a vehicle for the

promotion of social cohesion. The Learning Support Centre and its team of student support officers will promote both educational and social inclusivity. There will be space for a “golden curriculum” area within the centre to offer a literacy driven curriculum for the youngest students with learning difficulties that is based on best primary practice.

- 16.5 Through the “Aim Higher” initiative and any subsequent similar schemes care will be taken to ensure that students are encouraged to think of educational and career progression which is ambitious but realistic. Year 10 and 11 students will receive tailored mentoring from sixth formers from the two single sex grammar schools. Students will be supported extensively in making option choices. In addition they will receive guidance and support as they prepare for their examinations. Students will be well supported by the AEN department.
- 16.6 Links with parents will also be fostered through regular reporting (6 times a year) of student achievement. Parents will be invited to meet with their child’s tutor three times during the year on Academic Review days where progress will be discussed and targets set.
- 16.7 The Trust believes that most of the entitlements under the “Every Child Matters” agenda will be met in an environment where:

- All students, including the most able, are challenged to achieve the highest possible grades.
- The data that tracks student achievement is embedded in the lives of staff, students and parents/carers.
- Students are entitled to an educational diet with a strong core, student choice and a full range of opportunity which embraces both vocational and academic learning pathways.
- Student voice is prominent
- Student support is integrated across the school.
- Independent learning is encouraged.



- 16.8 The Trust expects that the midday meal will be both a civilised and civilising dining experience. It will be the intention to build on the already high standard of catering in the school cafe, offering real choice to students under the umbrella of “healthy eating”. There will be a split lunch to allow students speedy access to service. It will be expected that staff will eat with the students.

## 17. Community Cohesion

The Trust views its role in promoting community cohesion as critical. It sees the school as both a community resource and part of the community itself.

17.1 The Trust will seek to negotiate an extension of core hours to 9 pm during term time to enable it to offer subsidised opportunities for community user groups to utilise the school's facilities within core hours. These opportunities will be complemented by opportunities outside of core hours, managed as part of the Private Finance Initiative (PFI). Particular facilities that will be made available will be:

- The Sports Hall.
- Sports pitches.
- ICT facilities.
- The Dance Studio.
- The Drama Studio.
- The School Hall and Performance Courtyard.
- The school café.
- Art, design and technology facilities.
- The school conference room.
- The food technology facility.
- The school's engineering facilities.



17.2 It is the Trust's belief that community cohesion is more likely in a community with developed educational skills and competencies. As envisaged, the role of the school in promoting educational achievement works towards community cohesion. Community cohesion is also about shared moral values and common understandings of the demands of citizenship which again are central to student development in school.

17.3 The school will make a significant contribution to inclusion through:

- Its support of students in Learning Communities.
- An understanding of pedagogy which allows preferred learning styles to be addressed.
- Good teaching which involves students.
- The use of the "Learning Support Centre" to offer students other educational models.
- The appointment of a team of student support officers to deal with pastoral issues.



- The appointment of a dedicated school counsellor.
- Access to a full range of external agencies in school.
- Participation in reciprocal arrangements for managed moves for challenging students.
- Prominence afforded to student voice.
- Articulated provision for AEN including SLCN, SpLD, ASD and Gifted and Talented.
- The use of accredited alternative curriculum provision to reduce the risk of exclusion for older students.



17.4 The school will be prominent in a number of local educational collaboratives:

- Collaboration through the Excellence Cluster with a number of other local primary and secondary schools, developing work on a number of themes including emotional intelligence.
- Collaboration through membership of Thanet Secondary Heads.
- Collaboration in the “Local Children’s Services Partnership”.
- Collaboration through membership of the local 14-19 consortium, which involves both Thanet College and Thanet Skills Studio.
- Collaboration with Thanet College to provide training for teaching assistants.
- Collaboration through membership of the geographical cluster.
- Collaboration through specific initiatives with other Ramsgate schools.
- Collaboration with Christchurch College to promote higher education for students and to develop and train teachers.
- Collaboration with other schools as part of the furtherance of all schools’ specialisms.
- Collaboration with other schools to provide support for SLCN, SpLD, ASD and Gifted and Talented.
- Collaboration through the “Specialist Schools Trust”.
- Collaboration between the Local Learning Trust partners.
- Collaboration with colleagues as part of the Transforming Thanet Transition Team.

17.5 The community will have influence in the life of the school through:

- Access to the Board of Trustees.
- A parents’ council, elected by all parents with links to both the Senior Leadership Team and the Board of Trustees.

## 18. Accommodation

The existing buildings on the Newlands Lane site were built under PFI and were opened in the summer of 2007. The design was for a fairly traditional girls’ school. However the buildings form an intimate and welcoming campus which can be developed to provide for a modern school serving both genders. Plans are being



developed through the Building Schools for the Future (BSF) programme to augment provision on the Newlands Lane site to accommodate the newly amalgamated school.

BSF is predicated on transformational learning in buildings offering radical designs for the future. It is believed that BSF should provide an investment

of in the region of £6 million into the Newlands Lane site. Subject to the acquisition of suitable funding the intention would be to provide:

18.1 A fourth learning barn

This would supply additional capacity and a number of versatile, flexible and specialist facilities which will enhance the learning environment and augment gender specific provision.



18.2 Modifications to the existing building and grounds



The trust would hope to see modifications to existing buildings and grounds to ensure that the unique blend of single sex teaching in a mixed environment is fully facilitated and that existing resource provision in both schools is preserved.

18.3 A robust renegotiation of the terms of PFI by the Local Authority to ensure that the school can more properly meet the needs of its community through extended usage.

**19./ 20. Single Sex or Co-educational School**

Although the school will admit both boys and girls, the Trust has the clear view that the new school should maximise the opportunities for single sex teaching. At Key Stage 3 almost all teaching will be delivered to single sex groups whilst at Key Stage



4 there will be some single sex and some mixed teaching according to best advice and the need to maximise opportunity. Where gender is shown to negatively impact on learning, the Trust will consider positive discrimination to ensure an approach to equality in standards. This may involve additional time for particular subjects or additional support of teaching and learning. Outside of lessons there will be no forced integration of the genders. Spaces will be provided for those who wished to avoid mixed social areas. Parents and students will be consulted regarding a new uniform which will both echo the past and celebrate the future. Logos will be developed which identify each of the six learning communities within the school. Two designated members of the schools' leadership team will be appointed with a major part of their role being the oversight of pastoral and academic concerns relating separately to boys and girls. The school will therefore seek to develop from its twin histories of single sex provision in a way which both enshrines the benefits of single sex teaching yet reaches out to the enhanced possibilities offered by a judicious exposure to mixed gender teaching in Key Stage 4.

## 21. Location

- 21.1.1 As detailed elsewhere the new school will initially occupy a split site comprising the enhanced buildings on the Newlands Lane site and the old Hereson site. In 2010 accommodation will be consolidated on the Newlands Lane site. The current postal address of both sites is given below.

**Ellington School for Girls, Newlands Lane, Ramsgate, Kent CT12 6RH**

**The Hereson School, Ramsgate Road, Broadstairs, Kent CT10 1PJ**

- 21.2 The site is accessible through front and rear entrance. The majority of students live locally and many can access the site on foot. Almost all students live within two miles of the school and can avail themselves of bus links to Pysons Road (adjacent to Newlands Lane). As the Newlands Lane site is new it is wheelchair friendly and fully accessible. The



shortcomings of the old Hereson site are familiar to the staff students and parents who will use it in the academic year 2009-10.

- 21.3 Both sites are held freehold by Kent County Council.

- 21.4 The Newlands Lane site is subject to an agreement under a Private Finance Initiative between Kent County Council and Kent Education Partnership. The PFI agreement runs until 2032. Under the agreement Kent Education Partnership is responsible for the maintenance and operation of the site. The PFI agreement will be adapted to incorporate a “ back to back” agreement between Kent County Council and the Trustees of the new school. Kent Education Partnership will therefore retain responsibility for the maintenance and operation of the site for the duration of the PFI contract.
- 21.5 The costs are as detailed in the competition notice.
- 22.** Implementation will be in line with the timelines set out in the competition notice.
- 23.** The proposals in terms of site and buildings will be negotiated through Kent County Council and the Kent Education Partnership and other BSF partners. The Trust will partially accept the school in 2009 and fully accept the augmented provision in 2010, at that time relinquishing all holds on the Hereson site. The Trust will be responsible for implementing the educational provisions within this proposal from 2009.
- 24.** The Trust considers that the cost of establishing the new school can be met from the estimates of cost detailed in the competition notice.
- 25.** The Local Authority gives funding confirmation in the competition notice.
- 26.** The proposer is not considering sharing capital costs.

**27. Travel**

Significant numbers of students of both original schools walk to school and can be expected to do so when the schools amalgamate. No specific transport arrangements are deemed necessary given the close proximity of the Newlands Lane site to students’ homes and the availability of public buses close to both sites.

**28. Federation**

At present there are no definite plans for a hard or soft federation. However the Trust will seek to work with the Governors of the two local single sex grammar schools to explore potential future partnerships that will be to the benefit of all students and the wider community. In addition the Trust will seek to develop a relationship with the local academy that could widen choices from 14-19.

## 29. Curriculum

The school will meet the general requirements in relation to curriculum contained in section 78 of the Education Act of 2002.

29.1 The Trust strongly believes that the curriculum should be based on a blend of:

- Traditional timetable provision, based on one hour lessons delivered with pace, variety, challenge and enjoyment. Learning has content, but is primarily skills based. Clear planning at faculty level will ensure that learners will have a balance of opportunities to develop as creative thinkers, effective participants, independent enquirers, reflective learners, self-managers and team workers.
- Longer timetabled learning periods to facilitate enrichment activities at Key Stage 3 and Vocational activities at Key Stage 4.
- Longer blocks of time created by the suspension of the regular curriculum for project based work in both age-dependant and age-independent teams led by tutorial staff.
- The extended curriculum and all the opportunities this brings for learning.



29.2 The Trust is committed to making learning increasingly personalised through:

- Setting which is used to group students by ability, where appropriate and provides the opportunity for small set sizes for students with learning difficulties.
- The dynamic use of trained teaching assistants and learning mentors to individualise learning experiences.
- Independent learning opportunities outside of school which are fostered through the use of technology.
- Extended project work which is influenced by individual choice.
- An extended voluntary curriculum which is negotiated for every student in consultation with tutors and parents.
- The contribution of a dynamic AEN department which embraces all additional needs, including those of the gifted and talented.
- Some timetabled curriculum choice at Key Stage 3 and a wide choice at Key Stage 4.



29.3 The Trust is committed to ensuring that all parts of students' own curricula are appropriately assessed, tracked and communicated to students and parents/carers in ways they understand.



29.4 The Trust will work with the Thanet 14-19 consortium to ensure that all relevant diploma pathways are eventually available to the students at the school. The contributions of Thanet College and the Thanet Skills Studio already assure some of the best 14-16 vocational provision available in the south east and that provision can be expected to develop in ground-breaking ways as new diploma lines are investigated. The school will also explore courses being offered by the other Ramsgate schools.

29.5 The school itself will be looking to offer level 1 and 2 diploma courses in:

- Health Society and Development.
- Engineering.
- Public Services.
- Land based services

The Trust will also seek to bring together land-based science and agricultural engineering.

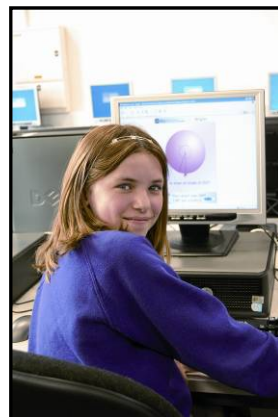
### 30. Voluntary Aided Schools

Not Applicable

### 31. Staff

31.1 The Senior Leadership Team will comprise a Head, five other senior leaders of learning (at Deputy Head or Assistant Head level) and a Bursar. They will take collective ownership of the following responsibilities as detailed below.

- Curriculum and Timetable.
- Overall Responsibility for Boys' Learning.
- Overall Responsibility for Girls' Learning.
- Developments in Learning and Teaching.
- Performance Management, CPD and quality assurance.
- Specialist Status and Off-Site Provision.
- Assessment Recording and Reporting.
- Additional Educational Needs (including Gifted and Talented) and Lead School Status in SLCN, SpLD and ASD.
- Financial planning and business management.



31.2 Principal leadership roles will be undertaken by those members of staff leading the six Learning Communities and associated Faculties. It may be necessary for some members of SLT to assist in the leadership of some Learning Communities.

31.3 Due care will be given to the demands on students and staff of managing a one year transitional period involving two separate sites. In particular it will be expected that particular duties will be discharged and certain educational intentions observed.

- One member of the Senior Leadership Team will have specific responsibility for the Hereson Site and the 2 year groups of students on that site.
- Efforts will be made to positively discriminate in favour of the boys on the old site to offset any feelings of alienation they may experience.
- Social events will be organized that help to bridge the gaps between the two sites.
- Careful consideration will be given to staff mobility to ensure that boys on the old site are not in any way disadvantaged in provision.
- The old site will be maintained in good condition throughout the year of transition.



31.4 The final overall management structure of the school and its associated roles and responsibilities will be for the Head, Governors and the Board of Trustees to determine.

31.5 The Trust will:

- Work with TUPE regulations, requirements and provisions.
- Recognise the various unions and associations. The Trust seeks good working relationships with all trade and professional bodies.

**32.** Foundation Schools - we do not intend the school to be foundation school without a foundation.

**33.** The school is to be a Trust school which is defined as a foundation school which has a foundation.

### 34. Relevant experience of proposers.

**Sue Buss:** Principal of Thanet College. Sue has worked in USA and in eight further education colleges in the UK. She has a strong commitment to the development of literacy, is an active member of the Thanet 14-19 Forum and represents all 7 Kent Colleges on the 14-19 Strategic Implementation Group. Fully committed to the development of the Trust Sue brings an extensive working knowledge of education for all ages and a burning desire to help Thanet youngsters fulfil their potential.

**Anne Leese:** Deputy Principal, Thanet College. Anne has worked at Thanet College since 1992, initially in Personnel and subsequently within training, appraisal and quality assurance before assuming her current role as deputy principal. She is passionate about the college's achievement levels and is determined to move the college to "outstanding" in terms of Ofsted perception, a goal she sees as critical to its future success. Anne has been a Hereson governor since 2004 and is strongly committed to this bid.

**Mark Aitken:** Head of St Lawrence College. Mark was ordained as a priest in 1980 and worked in parishes in Finchley and Radlett before becoming Vicar of a large parish on the edge of Norwich. During that time he served as a governor of a secondary school and chair of governors of a first school. Mark then moved on to be Chaplain of Sherborne School before becoming Head of St Lawrence in 2004. He brings to the trust considerable experience of pastoral and educational work. He also has a background in finance.

**Elisabeth Morris:** Principal of the School of Emotional Literacy. Dr Morris is a psychologist specialising in the development of Emotional Literacy. An influential member of the first government sponsored steering group examining social and emotional competence, Dr Morris is currently a member of the national education strategy steering group. She pioneered the first specific training programme for parents who wanted to create emotionally literate families. Dr Morris writes and lectures extensively on these and associated topics.

**Tony Carpenter:** Chair of Governors Ellington School for Girls. Tony is also parent governor at the Ursuline College and LA governor at Birchington C of E Primary School, serving on various committees at both schools. Tony serves on the Birchington PTFA as treasurer, a position he also undertakes for the Old Ruymians Club. In addition he is a member of the Grammar Schools appeals panel. Tony brings a background in marketing, sales and general management to the table and with it extensive experience in administration and finance. He has four children, the youngest at Ursuline College.

**Arthur Darby:** Arthur has taught at Ellington for 14 years and has been a staff governor for eleven. He has served as a parent governor at Clarendon House Grammar School for eight years serving on various committees at both establishments. Previously employed as an Inspector of Taxes Arthur also ran his own primary healthcare business for sixteen years. With five years' previous experience as Head of the Science Department at Ellington Arthur is well-placed to offer guidance and insight to the emerging Trust.

**Hayden Beerling:** Chair of Governors at The Hereson School. A highly qualified retired teacher and Head of Department, Hayden offers the accumulated benefit of 26 years classroom lore. He has been a teacher governor for six years and a community governor for eight. Amongst his previous duties were Head of Careers, Pastoral Co-ordinator, Head of Upper School and Curriculum Co-ordinator.

**Michael Wheatley-Ward:** Governor at Ellington. Michael was General Manager of the Margate Theatre Royal Trust until 2007 and is a local businessman with extensive links to the Arts. Previously he was a partner in a chain of menswear outlets including Radnor's of Windsor, an establishment under royal patronage. Michael has a wealth of business expertise and numbers public speaking, marketing, management and financial skills amongst his various strengths.

**Anne Francis:** Assistant Head teacher at The Hereson School, with responsibilities as Head of Year 7, Head of Science, Emotional Literacy Co-ordinator, strategic AEN responsibility and KS4 Teaching and Learning supervision. Anne represents Hereson at local cluster meetings re Emotional Literacy and presents nationally at conferences.

**Terrie Wheatley-Ward:** Governor at Ellington. 22 years' experience working in solicitors offices and currently involved in matrimonial and family work, specialising in cases concerning looked after children.

**Bill Dodds:** Governor at Ellington with twenty plus year's service. Bill was Director of Active Pharmaceutical Ingredients at Pzifers until his retirement a year or so ago. Highly experienced in Finance, Budgeting, Strategy, Health and Safety, HR, Facilities Management and Capital Projects Bill managed a multi million pound budget and led a team of 200 employees.

**Yvonne Ives:** Governor at The Hereson School. Yvonne has worked at Hereson for 15 years and is currently the SEN Administrator. Both sons were educated at Hereson and her eldest recently took up an appointment as IT Network Manager at Ellington. She is passionate about Hereson and excited by the prospect of the planned merger with Ellington on the new site.

**John Osborne:** Parent Governor at Hereson, John is leader of the Trade School at Thanet College where he has worked for four years. Two of his five children attended Hereson. His current role includes a significant proportion of pastoral responsibility as the majority of 14-19 children within his care are at risk.

**Davis Collis:** Governor at Ellington and Chair of Governors at Garlinge Infants School, recipient of one of the first "Outstanding " awards from Ofsted. David also serves as a Parent Governor at King Ethelberts.

**Robert Lindsay:** Governor at Hereson. Served with the Fire Brigade for 25 years, 18 as Sub Officer.

**Tony Hamson:** Governor at Hereson, existing substantive Headteacher of the Hereson School and Acting Headteacher of Ellington School for Girls.

**Bob Anslow:** Bursar at Ellington since 2001. Previously worked for Lloyds Bank for 30+ years, the last ten in local management roles. Four years experience as staff governor at Ellington. Passionate about youngsters getting the most out of their educational opportunities. Absolutely committed to the current management at Ellington, to the proposed merge with Hereson and the suggested establishment of the Trust.

**John Farmer:** Governor at Hereson for 16 years and 8 as Vice Chairman with a background in engineering. Served as a Borough Councillor with Hackney Borough Council.

### 35. Special educational benefits

35.1 The school will offer improved access to education and services for all its students through:

- Shorter journeys and safer access for the vast majority of boys attending the Newlands Lane site.
- After the first year, when the old Hereson site is surplus to requirements, all students and adults with physical disabilities will have access to all areas of the school.
- The benefits of a substantial amount of single sex teaching within a mixed environment.
- A high quality mix of traditional and innovative learning experiences.
- A greater degree of personalisation in learning.
- A greater variety of support mechanisms to overcome barriers to learning.
- A greater range of facilities both within the buildings and in terms of external provision.



35.2 There will be improved access to specialist provision through these proposals in terms of:

- A wider range of teaching/instructor competencies available to all students.
- A wider range of other professional working in the school through an enhanced Learning Support Centre.



35.3 The Trust hopes to offer improved accommodation for learning in terms of:

- Enhanced facilities for Design Technology and Engineering.
- Better provision for dance and drama.
- Better social provision.
- A mixture of modern learning spaces with increased flexibility in terms of possible usage.
- Improvements in provision for sport and recreation.

35.4 With the design of the Hereson site compromising some educational offers, these proposals ensure future places for boys will be more suitable than they are at present. The proposals offer the prospect of an education for all which is appropriate for its time and looks to the future whilst perpetuating the moral and social values of the two amalgamating schools.



**A rich blend of learning experiences, nurturing and guidance delivering quality and opportunity**