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To: Cabinet – 13 July 2009

Subject: KENT BUILDING SCHOOLS FOR THE FUTURE (BSF) WAVE 4

Classification: Unrestricted

Summary: This report seeks to provide an update FOR INFORMATION to Cabinet as to the overall BSF strategy and specifically how BSF investment in Wave 4 will contribute to the transformation of teaching and learning in the Thanet and Gravesham Areas and to seek their AGREEMENT to it.

1. Background

This report is linked to the confidential paper (item xx) on Wave 4 and the financial position.

In June 2006 KCC submitted its Strategic Business Case (SBC) to the Department for Children, Schools & Families (DCSF) and Partnerships for Schools (PfS) which set out Kent's overarching Building Schools for the Future Strategy and in particular that relating to the Thanet, Gravesham and Swale districts which formed its first Local Education Partnership (KLEP1). On the 18 September 2006 the CFE Directorate were given authority to run a public procurement to select a Private Sector Partner to deliver its KLEP1 BSF programme. A number of subsequent updates were made to Cabinet and further authority was given to proceed on 17 December 2007 and 4 August 2008.

This paper summaries the key educational and economic challenges that the Wave 4 programme needs to address by the provision of new/re-modelled buildings and technology which fully supports the County Council's commitment to transform teaching and learning.

2. Gravesham and Thanet: the Local Context

Kent's decision to focus on the Gravesham and Thanet Districts at an early stage in its BSF Programme was based on the recognition of their high levels of deprivation, comparatively low levels of educational attainment and the poor quality of their secondary school facilities. Socio-economically, Gravesham and Thanet also have the highest Index of Multiple Deprivation (IMD) scores in the County.

The particular challenges to improve educational outcomes in the Gravesham and Thanet areas are :

- Both areas contain a significantly higher percentage of children Not in Education, Employment or Training (NEET) than the Kent average;
- Both areas also have Post 16 staying-on rates below the Kent average.

All our BSF projects assume increased post-16 staying-on rates and this is reflected in the pupil place planning figures submitted for each school. After liaison with the Learning and Skills Council (LSC), we have assumed that every BSF school will achieve at least the County averages of post 16 students staying on in school sixth forms (55% of pupils stay on into Year 12 and that 85% stay on into Year 13).

- Thanet's percentage of children with statements of Special Educational Needs (SEN) is almost double the average for the county
- To address this, KCC has taken a strategic view of its capacity to meet the needs of different SEN types and has chosen to distribute its resources throughout the secondary and special schools within the areas.
- Kent caters for an unusually high number of Looked After Children (LAC) as a result of other local authorities placing their LAC within Kent: the percentage of LAC in Thanet alone is almost four times the average for England. The percentage of LAC in the Gravesham area is double the percentage for GOSE region

Appendix 1 provides a detailed summary of the key educational outcomes in both areas.

Despite significant variations in performance in achieving 5 or more passes at grades A*-C the Wave 4 schools on the whole come out very well and the special schools are exceptional. This is reflected in the table in *Appendix 1*.

As recognised by OfSTED, all Wave 4 schools serve relatively deprived communities (particularly Thanet) and do well in terms of student achievement.. In Gravesham the two Gravesend Grammar Schools have relatively low CVA, suggesting there is underperformance here.

We expect the re-designed curriculum and new pedagogical models being implemented through BSF to address this. St George's is working hard to improve its 5+A*-C, including English and Maths, by participating in the KCC within school variation programme. Finally, Meopham has been underperforming but has made progress and in May 2009 received a "GOOD" report following an OfSTED Section 5 inspection.

3.1 How Will BSF Investment Support Educational Transformation

The educational driver for the Kent BSF projects is the Kent Secondary education vision "Nurturing Autonomous and Creative Learners", a copy of which is set out in Appendix 2.

This strategy aims to “transform secondary education, to enable schools to develop according to their individual ethos, special character and areas of specialist expertise”. It will improve educational outcomes through a focus on the use of new approaches to learning, a wider and more inclusive curriculum offer, the deep use of ICT, and innovative models of inter-school collaboration. There are four key outcomes:

- a transformation of teaching and learning
- placing schools at the heart of their communities
- a restructuring of schools to support collaboration; and
- the creation of an appropriately resourced infrastructure.

3.2 Area-Wide Visions For Educational Transformation

It is within the context of ‘Nurturing Autonomous and Creative Learners’ that the Gravesham and Thanet schools have each developed area-wide visions for education transformation. These are built on the principles of inter-school collaboration and aim to harness the unique strengths of all schools in the area so that they are accessible for all learners and teachers. Each area aims to achieve:

- an improvement in the percentage of pupils achieving 5 or more GCSE passes at grades A-C, incl English and Maths; and where achieving 100% maintain this level up to and beyond 2017;
- access to an improved and high quality “hands on” vocational provision
- more engaged learners through the development of innovative approaches to teaching and learning by all staff and the development of project-based learning and associated meta-cognitive pedagogies, supported through the replacement of traditional classrooms, with a range of different formal and less formal learning areas;
- more engaged learners as a result of greater curriculum choice both in terms of subject, learning style and location;
- improved standards of teaching resulting from a collaborative and systematic approach to change management and CPD;
- improved access to high-quality on-line MIS and Assessment for Learning Software;
- the acquisition and use of high level ICT skills by all students to support their learning;
- anytime/anyplace learning, through the use of the LEP1 MLE and 1:1 ratio of handheld and portable ICT devices to pupils;
- improved access to a wider and more diversified curriculum at KS 3-5 through common time-tabling and inter-school collaboration and enhanced by federation arrangements and co-locations, including a wider and more inclusive education experience for students at KS1-2, 3-4, and 5 as a result of special schools being nearer and more closely linked to mainstream schools
- better advice, information and guidance at 14-19 for all learners to be delivered via the Kent LEP1 MLE which includes a contractual arrangement with all LEP consortia providers to provide on-line careers and education advice and resources;
- access for all students to a wide range of 14-19 Special Diplomas at Foundation and Levels 1-3 provided by the 14-19 consortium, supported through increased and improved specialist facilities, in line with schools’ specialisms;
- improved emotional and social outcomes for learners and teachers through a better overall standard of accommodation;
- improved behaviour and attendance as a result of a better emotional and social response to the new learning environment;
- a better relationship between schools and alternative provision as a result of the collaborative visioning which takes place as an integral part of BSF planning;

- improved educational outcomes for hearing impaired and physically impaired students as a result of providing specialist units, and improved expertise and resource at the area level in provision for hearing and physically impaired children;
- increased participation in sports and better PE curriculum provision through the development of sports and facilities;
- improved outcomes in health through the provision of improved sports facilities;
- improved community access to schools through a better planned campus which allows for public and private zoning;

Appendix 3 sets out the outcomes that each individual school hopes to achieve through BSF.

KCC is committed to using BSF investment to address the key challenges faced by the Gravesham and Thanet areas as identified in 2(3) above. These are:

- NEET: KCC is working with its partner organisations, including the LSC Kent and Medway, Connexions, third sector organisations, such as Skill Force, Creative Partnerships and Kent Works, as well as the private sector to develop strategies for reducing the high percentage of NEET across Kent - and in these areas in particular.

BSF will play a crucial role in this by providing schools with a once-in-a-generation opportunity to fundamentally revise their curriculum so that is more engaging to the widest possible spectrum of learners. This agenda is being led by the Kent Secondary Transformation Team. BSF also enables KCC to leverage the power of substantial companies in a number of sectors to provide value adding opportunities to learners and the communities in which they live. KCC has actively pursued this agenda and has secured a comprehensive programme of upskilling and employment creation opportunities via its LEP1 partner, LEP 1 has also been successful in obtaining Construction Skills Academy status.

- Post 16 staying on rates: KCC is working in partnership with schools and the LSC to develop a broad and inclusive post-16 offer in all our Wave 4 schools. This includes the ability for learners to pursue individual learning pathways from a spectrum of courses ranging from the purely academic to the wholly vocational. Both the Gravesham and Thanet areas have committed to delivering all of the specialised diplomas on a area-wide basis as part of the Waves 3 and 4 BSF projects. This will be enabled through BSF providing the schools with the specialists facilities to support their specialisms and each schools' lead role within the 14-19 collaborative arrangements
- Inclusion/SEN: BSF will play a crucial role in upgrading capacity to support children with special educational needs. Schools taking lead responsibility for SEN in the Gravesham and Thanet areas are as follows:

- | | |
|-------------------|---|
| • Hartsdown | - Physical Disabilities and Hearing Impairment |
| • Charles Dickens | - Visual Impairment |
| • Laleham Gap | - Communication & Interaction |
| • The Foreland | - Profound, Severe & Complex |
| • Stone Bay | - Profound, Severe & Complex |
| • Portal House | - Behavioural, Emotional and Social Development |
| • St Anthony's | - Behaviour & Learning |
| • Ifield | - Profound, Severe & Complex |
| • Meopham | - Behaviour & Learning |

As part of the Wave 4 scheme it is proposed to co-locate The Foreland School with Hartsdown. This will build on the already well established links between both institutions at post 16. It is envisaged that there will be sharing of sports and social facilities, as well as common curriculum planning and continuous professional development.

Investing in Gravesham and Thanet to improve outcomes for Looked After Children (LAC) is also a key priority for the Council. BSF schools will be better designed to support the health and emotional welfare needs of LAC. The improved pastoral systems and specially resourced provision will make a significant contribution to improving educational outcomes for LAC.

3.3 Facilitation Of Personalised Learning

KCC is committed to achieving a greater personalisation of learning within all of its schools and this has been central to KCC's overarching Secondary Strategy since its approval in 2005. The development of personalised learning is at different stages across Kent schools and this is mirrored within existing provision in the Gravesham and Thanet areas. We expect BSF to be the catalyst for providing a step-change in the development of personalisation within all of our schools.

The core themes of personalisation in Kent are a desire to improve intra-school relationships between learners and learners, learners and teachers, and teachers and teachers, so that all members of the school community feel valued and secure as individuals; a willingness to engage new pedagogies, particularly those which focus on developing learning to learn, creative, and inter-disciplinary learning styles; greater choice for learners, both in curriculum and subject and in the way that learners choose to learn; an emphasis on the deep and ubiquitous use of ICT, so that learning can occur 24/7, anyplace; and a desire to re-design learning environments so that they support and facilitate all of the above. In order to bring about the step-change in the development of personalisation, we have provided strategic guidance to schools around the following areas:

The Organisation Of Learning:

- Re-designed school management limiting the engagement by teachers to a smaller number of pupils so they can personalise the support they offer, and focus on particular sub-groups which are under-achieving.
- Modifications to group sizes, including large 'master classes' as well as small groups and more one-to-one support, to reflect these new modes of learning and to enable greater teacher support for those pupils who have learning difficulties or disabilities or other needs.
- systematic seeking out of and reacting to the student voice.

Learning Methods:

- Structured project-based and skills based learning, where appropriate, that emphasises skill acquisition such as independence, critical thinking and analysis, group and social skills and work ethic.
- A prominent pedagogy of coaching to encourage students to learn how to learn and teach themselves, rather than casting the teacher merely as instructor and deliverer of knowledge.
- Emphasis on independent learning with the provision of digital portfolios which capture learning as it happens in its formative stages, evidence of group based learning and high level ICT skills.

Emphasis On Stimulating Creativity:

- Involving learners in understanding how they best learn.

Curriculum:

- A remodelled curriculum designed to match the aptitudes, abilities and motivation of students. This involves using curriculum design to relate learning to young people's lives, giving them choice, meaning in the context of their environment and genuine engagement and skills to deal with change. The curriculum would typically provide the option for the student to develop a particular focus such as the arts, humanities or sport and more vocational options and options developing practical skills.
- Modular courses with offers of choice and systematic reporting.
- Internships for some older students that replace traditional work experience, allowing enhanced engagement in the workplace and real life learning opportunities.

Assessment:

- Plan with students how they will meet target assessment criteria, in stages as appropriate through so-called 'backward planning methodologies'.
- Exhibitions or presentations of mastery by students to display skills and understanding and promote confidence in communicating with others.
- Regular evaluation of the effectiveness of formative and summative assessment strategies and techniques.

In our Wave 4 BSF project we have supported schools in developing these approaches to learning by providing them with:

- the opportunity to work with Professor David Hargreaves to explore aspects of “Deep Learning” in curriculum design and delivery in BSF schools;
- the opportunity to work with Professor Stephen Heppell to explore the ways in which ICT can be harnessed to support increased personalisation;
- access to school leaders currently involved in Wave 3 BSF projects and previous academy projects, so that they can better understand how the process of changing pedagogy, curriculum models and school design is undertaken;
- the opportunity to participate in pupil engagement projects designed to better understand what learners like and dislike about their school experience, with a view to building this research into BSF proposals

3.4 Developing New Models Of Teaching And Learning

KCC's over-arching educational vision “Nurturing Autonomous and Creative Learners” focuses on developing the learning to learn capacity of students. Embedding a ‘learning to learn’ approach is seen as the foundation of a successful approach to secondary transformation and a key driver of improved educational outcomes. To enable schools to explore the nature of this change and to plan for BSF more effectively, KCC is working with Professor David Hargreaves on incorporating the Specialist Schools and Academies Trust research on the personalisation of learning (PL) into each school's BSF planning.

In particular, schools have been encouraged to reflect on Hargreaves “Deep Learning” hypothesis which calls for “re-designing education so that, through a culture of co-construction and distributed leadership, the school secures deep experience, deep support and deep learning for all its students.”

3.5 Personalisation and Communities

A strong partnership with parents and the local community will be achieved through extended schools activities, with a focus on family learning. Our Community Schools Development Team is working with each school to develop opportunities for:

- parents and students to learn together, providing additional learning opportunities;
- parents to learn together; and
- pre and post school day clubs/activities to be run in association with parents (including at weekends and during school holidays).

The objective is to help meet the wider needs of young people and their families through:

- study support;
- family and lifelong learning;
- sport and the arts;
- improved parental access to pupil performance data
- multi-agency support services, offering counselling, 'breakthrough', social care; and school nursing / health campaigns.

3.6 ICT and Personalisation

Current usage of ICT in Wave 4 schools varies especially between mainstream and special schools. However, all Kent BSF schools will, as part of the project development process, undertake the BECTA ICT Self Review. This will enable all schools to benchmark their current usage against best-practice and create an action plan for improvement in partnership with the LEP1 ICT provider.

ICT is likely to prove critical in drawing parents more closely into their child's learning experience. The BSF ICT Output Specification is clear in its requirement for parents and guardians to be able to monitor their child's progress anytime/anyplace via access to the VLE and the performance data held therein. We have also specified that parents are able to use the VLE to contact teachers directly to discuss aspects of their child's learning. We have also paid close attention to the physical location of ICT facilities in schools, recognising that many parents (and other members of the community) will wish to use the school as a resource to develop their own skills. To this end we will deploy, relatively, low-cost thin client terminals in 'front of house' areas so that parents and other members of the community can freely access basic applications such as the internet, email, and word processing.

KCC is fully committed to using ICT effectively and imaginatively in order to transform learning and to deliver real improvements in educational outcomes. We aim to fully deliver the national agenda for ICT in schools as outlined in "Harnessing Technology: Transforming Learning and Children's Services". We believe ICT should enrich the range of ways in which young people can learn. ICT provides enormous opportunities for extending access to learning opportunities outside the spatial and temporal boundaries of the traditional school. For example:

- anytime/anyplace learning – through on-line access to high quality learning resources;
- project-based learning – in which groups of learners work on inter-disciplinary projects – drawing disparate data and other resources together
- inter-school collaboration – through shared access to a common learning platform;
- meta-critical analysis of information – in which learners are taught to critically evaluate the provenance and source of information – a crucial skill in the digital age;

ICT supports the key processes linked to raising attainment. These include the promotion of discussion and dialogue; teacher demonstration and modelling; visualisation and problem-solving; and opportunities for learners to communicate with a wider audience. The interactive experience enhances pupils' awareness of what they are learning, and supports the teacher in monitoring and assessment.

3.7 Personalisation and Curriculum Development

There is a broad consensus around the basic principles that schools wish to apply to the curriculum in anticipation of the significant capital investment available to them. In particular, schools want the new built environment to be flexible enough and easily adaptable over time to accommodate an approach to children's learning which will maximise opportunities for teachers to operate the full variety of known teaching styles rather than being forced into the narrower set of methodologies that the present building stock reinforces. Thus, their preferred curriculum model is one which focuses on 'learning to learn'. This has led to a focus on a number of recently developed models, including the Royal Society of Arts Opening Minds programme based on five areas of competence, the five Essential Learnings approach introduced in Tasmania, the Coalition of Essential Schools model from the United States (heavily drawn on already in the Kent Secondary Strategy) and the International Baccalaureate Middle Years Programme.

KCC has worked with its schools on any of these models as a basis for adaptation, but the outcome of the QCA KS3 consultation has been enormously helpful in clarifying curriculum aims in relation to the ECM outcomes and the principles of curriculum design, and gives strong advice about the different forms of organisation to effect personalisation of learning and how they link to a wider range of assessment procedures and the principles of school improvement outlined in the Secondary Strategy. Having piloted a collaborative approach to curriculum development and organisation in the Wave 3 project a similar approach is now being adopted in the rest of the County. Schools will, therefore, now draw heavily on the QCA 'big picture' and each other to help them understand breadth and balance at KS3 and how to improve access for students who may previously have found it difficult to benefit from the more traditional forms of organisation. The 'curriculum collaboratives' will be the key mechanism for determining the nature of the professional development required to underpin what will be fundamental changes in the role of the teacher and for commissioning the support needed to sustain those changes. School Improvement Partners are also already working to this agenda.

3.8 Personalisation and Design

KCC has carefully considered the need for flexible accommodation to deliver different patterns of teaching and learning. Indeed the reference schemes that we produced for our Wave 3 BSF projects have been recognised by PfS as models of national best practice and are also frequently requested by public and private sector organisations across the globe. KCC has made particular use of the open source material developed by the "Design Share" community. This discards the traditional vocabulary associated with school design (classroom, corridor, staff room etc) in favour of a series of spatial concepts which are related specifically to different learning patterns.

3.9 14-19 and Vocational Education

Kent's vocational programmes have established three delivery models, all of which sit within the area-wide planning that under-pins Kent's Wave 3 and 4 projects. These include:

- Distributed provision across a number of schools and colleges
- Discrete Vocational Centres on a single school site; and
- Free Standing Vocational Centres.

The new vocational programmes allow learners to access a range of practical options, which are not necessarily delivered within their own school. This will increase the range of vocational subjects available and provide high quality vocational routes to learning that offer learners real choice and opportunity. Eighteen diploma line submissions have been successful, four are in category two (2008 with conditions), and 14 in category three (2009 with conditions). Eight out of the ten forums were successful in gaining the opportunity to pilot one line or more in either 2008 or 2009. Both areas are committed to offering all 14 Diploma Lines by 2014. 1150 learners in the Gravesham and Thanet areas will benefit from the opportunity to select from four different lines from 2008. These are:

| Area | Participation | Diploma Lines Offered 2008 |
|-----------|---------------|--|
| Gravesham | 465 | Construction Creative & Media Society Health & Development |
| Thanet | 650 | Creative and Media Society Health & Development IT |

The range of vocational options currently on offer within the Gravesham and Thanet areas are:

| Gravesham | Thanet |
|---|---|
| Construction; Engineering; Health & Social Care; Hospitality & Catering; Motor Vehicles; Retail | Construction; Engineering; Hospitality & Catering; Motor Vehicles; Retail |

4.1 School Organisation in the Gravesham and Thanet Areas

Current Educational choice

Gravesham Area

- 2 single-sex foundation selective schools
- 2 single-sex foundation high-schools
- 1 mixed sex foundation high-school
- 1 VA, mixed sex, CoE wide ability school
- 1 VA, mixed sex, RC comprehensive school
- 1 mixed sex community school
- 1 all-through, mixed sex, community special school

Thanet Area

- 1 mixed sex academy
- 2 single-sex foundation selective schools
- 1 single-sex community selective school
- 1 mixed sex community high school
- 1 new mixed sex community high school
- 1 VA, mixed sex, CoE High School
- 1 VA, mixed sex, RC Wide Ability School
- 5 community Special Schools

We have identified the need to re-configure the existing secondary school estate in Thanet to account for the overall long-term decline in pupil numbers. In January 2007, the net capacity of Thanet secondary schools was 9,884. At that time there were 9207 pupils and a surplus capacity of 677 pupils (6.8%). Over the next 7-8 years, as the significant and sustained drop in primary rolls feeds through into the secondary sector, we estimate that by 2015-16 there will be 8,179 pupils and a surplus capacity of 1,705 (17.3%).

Demographically, Thanet is made up of three major urban conurbations: Ramsgate, Margate and Broadstairs. The secondary school provision in Margate and Broadstairs is adequate, with diversity of choice and an adequate demand for places. However, in Ramsgate, each of the two Ramsgate high schools has a nominal 4FE intake, but actually admits significantly below their published Admissions Numbers (PAN) of 120. Roll projections based on historic patterns of pupil distribution, and taking account of demographic factors and local development, suggest that the best way of securing sustainable good quality high school provision within Ramsgate over the long term is to amalgamate Hereson and Ellington, retaining the strengths of each within a need for one high school intake, with a PAN of 120.

As part of Kent's recent grouped schools Private Finance Initiative (PFI), Ellington School for Girls has relocated onto a new purpose built site at Pysons Road, Ramsgate. The new Ellington buildings provide first-class accommodation for up to 600 pupils (11-16) which would enable the school to admit an annual intake of 120 pupils (4FE). The Hereson School in Ramsgate is a good school but has consistently admitted below its PAN of 120 for a number of years. In order to avoid a decline in standards, Kent proposes to close the Hereson School and re-locate its pupils to the new facility for Ellington School for Girls. BSF funding will enable the adaptation of this facility to create a new co-ed high school.

5. Linking into other Capital Programmes

A joint Member and Officer BSF, PFI and Academies Board is being established to ensure that within KCC, BSF is able to link into wider KCC strategies and join up funding streams where possible. This replaces the existing Cabinet Members BSF Sub-Group.

A specialist group has been established to review sports provision across BSF areas to ensure that area need is understood and developed alongside the BSF programme. As part of the development of projects a number of key partners are consulted in the area including the local PCT and District Councils.

An example of where joint partnership working has enhanced the BSF offer is at Hartsdown where co-location funding has been secured to provide a multi-agency specialist hub for disabled children/vulnerable children in Thanet. The Thanet scheme which is to be located on the Hartsdown site will replace the NHS Kingfisher child development centre and create a 0-19 multi-agency assessment and resource centre. The scheme will also enable staff working with vulnerable children to be co-located on the same site, with space for primary care services.

Another example of strong partnership working is with Canterbury City Council (CCC) and their provision of leisure facilities. At The Community College Whitstable, the existing CCC run leisure facility is being refurbished and integrated into the new BSF facilities. Whilst at Herne Bay plans are well advanced to expand the sporting facilities available at Herne Bay high School to allow CCC to re-provide the facilities currently offered from the pier at Herne Bay at the School. CCC have committed £2m towards this.

6. Recommendations

Cabinet is asked TO:

- (i) NOTE the update on the overall BSF strategy; and
- (ii) AGREE to the strategy for Wave 4.

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Background Documents

Documents are available on request from the BSF Team.

Kent Strategic Business Case (SBC) (www.kent.gov.uk/bsf)*

Kent Outline Business case (OBC wave 3)*

Kent Wave 3 Final Business Case *

Wave 4 Kent Strategy for Change Part 2*

Wave 4 Kent Outline Business Case *

Wave 4 ISOP packs*

Sheppey Academy Expression of Interest

BSF Cabinet Paper 18/09/06*

BSF cabinet Paper 17/11/08*

Kent LEP 1 Contract Document Bible*

* These items contain commercial confidential information

Key Indicators of Educational Outcomes: Gravesham & Thanet

| Indicators of Educational Attainment: Gravesham ¹ | | | | | |
|--|--------------|-------|----------|--------|----------|
| Pupil Context | | Area | Cl. Rank | Kent | National |
| % Secondary SEN Pupils With Statements | | 1.9 | 8 | 2.2 | 2.2 |
| % Secondary SEN Pupils Without Statements | | 19.4 | 13 | 18.5 | 15.3 |
| % Secondary Pupils Eligible For FSM | | 9.4 | 15 | 8.1 | 13.6 |
| % Secondary Pupils With EAL | | 8.7 | 23 | 2.9 | 9.5 |
| % Secondary Total Absence | | 8.2 | 13 | 8.1 | 7.9 |
| % Secondary Authorised Absence | | 6.7 | 9 | 6.8 | 6.7 |
| % Secondary Unauthorised Absence | | 1.5 | 17 | 1.3 | 1.2 |
| | | | | | |
| Pupil Attainment | Cl. Range | Area | Cl. Rank | Kent | National |
| KS3 Attainment 2006 | 30.7- 39.3 | 35.2 | 10 | 35.3 | 35.0 |
| KS3 Attainment 2006 (English) | | 72.5 | 10 | 72.0 | 73.0 |
| KS3 Attainment 2006 (Maths) | | 79.0 | 9 | 76.0 | 77.0 |
| KS3 Attainment 2006 (Science) | | 75.0 | 9 | 72.0 | 72.0 |
| | | | | | |
| KS4 Attainment 2006 (Uncapped APS) | 286.1-442.9 | 353.7 | 15 | 376.8 | 365.0 |
| KS4 Attainment 2006 (Capped APS) | 238.3-347.3 | 290.7 | 13 | 299.6 | 296.0 |
| KS4 Attainment 2006 (5+ A* - C) | | 55.8 | 15 | 61.4 | 59.2 |
| KS4 Attainment 2006 (5+ A* - C) | | 45.6 | 13 | 46.8 | 45.8 |
| KS4 Attainment 2006 (5+ A* - G incl. English & Maths) | | 92.2 | 6 | 90.0 | 87.8 |
| | | | | | |
| Secondary Contextual Value Added 2006 | | | | | |
| KS2 – KS4 (All Pupils) | 976.0-1026.5 | 992.6 | 22 | 1005.2 | 1000.6 |

¹ All data is from 2005/06 academic year. Source: Gravesham Cluster Management Report March 2007

Indicators of Educational Attainment: Thanet ²

| Indicators of Educational Attainment: Thanet ² | | | | | |
|---|--------------|--------|----------|--------|----------|
| Pupil Context | | Area | Cl. Rank | Kent | National |
| % Secondary SEN Pupils With Statements | | 2.3 | 13 | 2.2 | 2.2 |
| % Secondary SEN Pupils Without Statements | | 29.5 | 22 | 18.5 | 15.3 |
| % Secondary Pupils Eligible For FSM | | 16.2 | 23 | 8.1 | 13.6 |
| % Secondary Pupils With EAL | | 3.1 | 18 | 2.9 | 9.5 |
| % Secondary Total Absence | | 10.1 | 22 | 8.1 | 7.9 |
| % Secondary Authorised Absence | | 7.8 | 20 | 6.8 | 6.7 |
| % Secondary Unauthorised Absence | | 2.3 | 21 | 1.3 | 1.2 |
| | | | | | |
| Pupil Attainment | Cl. Range | Area | Cl. Rank | Kent | National |
| KS3 Attainment 2006 | 30.7- 39.3 | 31.2 | 22 | 35.3 | 35.0 |
| KS3 Attainment 2006 (English) | | 55.7 | 21 | 72.0 | 73.0 |
| KS3 Attainment 2006 (Maths) | | 58.3 | 22 | 76.0 | 77.0 |
| KS3 Attainment 2006 (Science) | | 57.0 | 21 | 72.0 | 72.0 |
| | | | | | |
| KS4 Attainment 2006 (Uncapped APS) | 286.1-442.9 | 299.5 | 22 | 376.8 | 365.0 |
| KS4 Attainment 2006 (Capped APS) | 238.3-347.3 | 247.8 | 21 | 299.6 | 296.0 |
| KS4 Attainment 2006 (5+ A* - C) | | 38.2 | 22 | 61.4 | 59.2 |
| KS4 Attainment 2006 (5+ A* - C) | | 19.0 | 22 | 46.8 | 45.8 |
| KS4 Attainment 2006 (5+ A* - G incl. English & Maths) | | 81.9 | 21 | 90.0 | 87.8 |
| | | | | | |
| Secondary Contextual Value Added 2006 | | | | | |
| KS2 – KS4 (All Pupils) | 976.0-1026.5 | 1019.6 | 2 | 1005.2 | 1000.6 |

² All data is from 2005/06 academic year. Source: Thanet 1 Cluster Management Report March 2007

Secondary Strategy

A copy of the Kent Secondary Strategy can be found at the attached link

<http://www.kent.gov.uk/publications/education-and-learning/bsf-nurturing-autonomous-creative-learners.htm>

Overview of Wave 4 Schools

Gravesend Grammar School (GGS)

GGS is a high-performing selective Grammar School for Boys aged 11-16 in Gravesend. It was judged as 'good' in its most recent OfSTED inspection and the report identified two areas for development:

- increase the proportion of children achieving the highest grades at GCSE and A level; and
- ensure that managers check the work of their departments regularly in order that they know what actions are required to bring about further improvements.

The school is currently housed in a range of buildings dating from 1934 in a semi-urban location. The school is particularly under-provided for in terms of adequate sports facilities and the functionality of many of the internal learning spaces is limiting the school in their capacity to deliver the more innovative and flexible modes of teaching and learning described by the Kent Secondary Strategy

The investment profile at GGS is 100% new build. The site strategy is primarily designed to improve the sports facilities on site, to replace or improve the functionality of internal learning spaces, to provide a step-change in the quality of ICT provision, to improve the facilities the school uses to deliver its maths and computing specialism, and to make the school more accessible to the community.

We expect the key improved education outcomes to be:

- an improvement in the percentage of pupils achieving 5 or more GCSE passes at grades A-C from 98% in 2007 to 100% in 2017;
- improved access to high-quality on-line MIS and Assessment for Learning Software, making it easier for managers to check the work of their departments regularly in order that they know what actions are required to bring about further improvements;
- the acquisition and use of high level ICT skills by all students to support their learning;
- increased participation in sports and better PE curriculum provision through the development of new indoor sports and changing facilities;
- a systematic approach to the development of innovative approaches to teaching and learning by all staff in conjunction with the BSF Gravesham curriculum working group;
- improved outcomes in health through the provision of improved sports facilities;
- improved community access to the school through the provision of improved sports and recreation facilities, including a café;
- the development of project-based learning and associated meta-cognitive pedagogies through the replacement of traditional classrooms, with a range of different formal and less formal learning areas;
- access for all students to a wide range of 14-19 Special Diplomas at Foundation and Levels 1-3 provided by the consortium;
- anytime / anyplace learning, through the use of the LEP1 MLE and 1:1 ratio of handheld and portable ICT devices to pupils across the school at KS3-4.
- access to a wider and more diversified curriculum at KS 3-5 through the graveshamlearning.com model of common time-tabling and inter-school collaboration.

Gravesend Grammar School for Girls (GGSG)

GGSG is selective Grammar School for girls aged 11-16 in Gravesend. It was found to be a very good school, with several outstanding features in its most recent OfSTED report. The only weaknesses the report identified were:

- the overall quality of accommodation;
- to ensure that all students receive a full range of careers advice; and
- that there should be more use of computers to widen the range of teaching methods and to enhance students' learning.

We believe the key improvements in educational outcomes through BSF to be:

- improved emotional and social outcomes for learners and teachers through a better overall standard of accommodation;
- better advice, information and guidance at 14-19 for all learners to be delivered via the Kent LEP1 MLE which includes a contractual arrangement with all LEP consortia providers to provide on-line careers and education advice and resources;
- the acquisition and use of high level ICT skills by all students to support their learning;
- anytime / anyplace learning, through the use of the LEP1 MLE and a 1:1 ratio of handheld and portable ICT devices to learners across the school at KS3-4;
- a systematic approach to the development of innovative approaches to teaching and learning by all staff in conjunction with the BSF Gravesham curriculum working group;
- access to a wider and more diversified curriculum at KS 3-5 through the deeper use of ICT, and the Graveshamlearning.com model of common time-tabling and inter-school collaboration.
- access for all students to a wide range of 14-19 Special Diplomas at Foundation and Levels 1-3 provided by the consortium;
- a consistent delivery in the percentage of pupils achieving 5 or more GCSE passes at grades A-C from 100% in 2007 to 100% in 2017;
- the development of project-based learning and associated meta-cognitive pedagogies through the replacement of traditional classrooms, with a range of different formal and less formal learning areas;
- increased participation in sports and better PE curriculum provision through the development of new indoor sports and changing facilities;
- improved outcomes in health through the provision of improved sports facilities;
- improved community access to the school through the provision of improved sports and recreation facilities.

Meopham

Meopham is a mixed sex wide ability school catering for 11-19 year olds in semi-rural Gravesham. The school incorporates a Library, Nursery and Doctor's Surgery, as well as a sports facility that is open to the public. The school was judged as being 'good' in its most recent OfSTED inspection May 2009. The report noted that the school should:

- Raise students' progress through improved teaching that challenges students more and better develops their independence;
- Ensure that monitoring of lessons and subsequent strategic planning are based on accurate judgements about the quality of students' learning and progress, and are more closely linked to improvements in teaching;
- Increase the reliability of monitoring of students' progress and targeting of support to enable students to reach their full potential;
- Broaden the curriculum at Key Stage 4 and in the sixth form to meet the needs of all learners and meet statutory requirements in religious education; and
- Improve attitudes to learning by reducing low-level disruption and raising attendance.

We see the key improvements in educational outcomes through BSF as being:

- an improved rate of student progress as a result of a completely new approach to teaching and learning. Students will be encouraged to learn independently and in teams, within the context of a pedagogy in which coaching and the development of meta-cognitive skills are emphasised;
- regular and more detailed monitoring of lessons via the use of the LEP1 MIS and Assessment for Learning software;
- more individualised monitoring of student progress via the use of better MIS and Assessment for Learning software, the targeted use of different methods of teaching and learning, and the placement of students in different learning environments, all to support the individual needs of each learner;
- a broader curriculum at KS4, in line with the approach to collaboration articulated the Gravesham area-wide vision, and the wider model of curriculum development and delivery advocated by the Kent BSF Curriculum working Group (based upon the QCA curriculum framework);
- improved behaviour and attendance as a result of a better emotional and social response to the new learning environment;
- an improvement in GCSE grades from 50% in 2007 to 63% in 2017;
- improved community access to the school through a better planned campus which allows for public and private zoning;
- access for all students to a wide range of 14-19 Special Diplomas at Foundation and Levels 1-3 provided by the consortium;

St Georges

St. George's is a large mixed sex wide ability school catering for 11-19 year olds in Gravesham . The school was rated as 'satisfactory' in its last OfSTED inspection. The report noted that the school should:

- raise expectations of what the pupils can achieve by ensuring that progress in lessons is achieved and by setting consistently challenging targets;
- develop the sixth form curriculum so that it meets the needs and interests of the students; and
- sharpen the focus on raising attainment and improve the quality of teaching to ensure that teaching consistently meets the needs of all pupils.

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We believe the key improvements in educational outcomes through BSF to be:

- improved access to high-quality on-line MIS and Assessment for Learning Software, making it easier for learners, teachers and families to monitor progress and intelligently set challenging, personalised targets for individual learners;
- a wider curriculum offer at KS3-5 through the use of the Gravesham
- mlearning.com model of inter-school collaboration and common timetabling;
- access for all students to a wide range of 14-19 Special Diplomas at Foundation and Levels 1-3 provided by the consortium;
- the acquisition and use of high level ICT skills by all students to support their learning;
- more engaged learners as a result of greater curriculum choice both in terms of subject, learning style and location;
- more engaged learners through the use of project-based learning and the meta cognitive pedagogies outlined in the Kent Secondary Strategy
- an improvement in the percentage of pupils achieving 5 or more GCSE passes at grades A-C from 54% in 2007 to 65% in 2017;
- improved standards of teaching as a result of the deep change management programme that Kent has pioneered in partnership with Professor David Hargreaves, Professor Stephen Heppell, and the SSAT;
- a systematic approach to the development of innovative approaches to teaching and learning by all staff in conjunction with the BSF Gravesham curriculum working group;

Clarendon House

Clarendon House is a selective high performing grammar school for girls aged 11-19 in Ramsgate. The school is well regarded locally and along with Chatham House Grammar school is regarded as an integral part of the fabric of Ramsgate town centre. In its last OfSTED report the school was judged as good, although this was in 1999.

We believe the key improvements in educational outcomes through BSF will be:

- an improvement in the percentage of pupils achieving 5 or more GCSE passes at grades A-C from 98% in 2007 to 99% in 2017;
- improved social, emotional and learning responses to the school environment as a result of a consolidated site and re-configured learning spaces;
- the acquisition and use of high level ICT skills by all students to support their learning;
- a systematic approach to the development of innovative approaches to teaching and learning by all staff in conjunction with the BSF Thanet transforming learning working group;
- improved outcomes in health through the provision of improved sports facilities;
- access for all students to a wide range of 14-19 Special Diplomas at Foundation and Levels 1-3 provided by the consortium;
- improved community access to the school through the provision of improved sports and recreation facilities, including a café;
- the development of project-based learning and associated meta-cognitive pedagogies through the replacement of traditional classrooms, with a range of different formal and less formal learning areas;
- anytime / anyplace learning, through the use of the LEP1 MLE and 1:1 ratio of handheld and portable ICT devices to pupils across the school at KS3-4.
- access to a wider and more diversified curriculum at KS 3-5 through the federation with the New High School and full and active participation in the area wide Thanet vision

Chatham House

Chatham House is a selective high-performing grammar school for boys aged 11-19 in the heart of Ramsgate. In its last OfSTED report, Chatham House was judged to be a good school. The report identified the following as areas of weakness:

- ensure that assessment procedures inform pupils on how to improve on a regular basis and set short-term targets to help raise their achievement;
- focus more rigorously on the consistent implementation of school policies and action plans; and
- meet National Curriculum requirements in design and technology in Years 7 to 9.

The school is currently located on a site in the centre of historic Ramsgate. This provides the school with a unique opportunity to engage and positively influence the heart of the Ramsgate community. The school is currently housed mainly in an historic and listed building that dates back to 1871. The school, its site and the historic main building are highly prized by the local community. However, the functionality of the internal learning spaces is limited and prevents the school from moving beyond a purely didactic approach to teaching and learning.

The investment profile for Chatham House is 47% new build and 53% re-model. The overall site strategy aims to retain the school on its existing site, whilst sympathetically re-configuring the internal spaces of the main historic building so that they are supportive of a wider range of pedagogies and learning styles. In addition the investment aims to substantially upgrade the school's existing indoor and all weather sports facilities.

We see the main improvements in educational outcomes as being:

- improved access to high-quality on-line MIS and Assessment for Learning Software, via the LEP1 MLE, making it easier for teachers, and indeed parents, to inform pupils on how to improve on a regular basis and set short-term targets to help raise their achievement;
- a more rigorous focus on school policies and action plans, developed in line with the school's vision for BSF, and shaped by the Kent BSF change management programme;
- better outcomes in design and technology, facilitated by the investment in specialist ICT hardware and software (i.e. Macs / Autocad etc)
- an improvement in the percentage of pupils achieving 5 or more GCSE passes at grades A-C from 95% in 2007 to 98% in 2017
- the acquisition and use of high level ICT skills by all students to support their learning;
- a systematic approach to the development of innovative approaches to teaching and learning by all staff in conjunction with the BSF Thanet transforming learning working group
- access for all students to a wide range of 14-19 Special Diplomas at Foundation and Levels 1-3 provided by the consortium;
- increased participation in sports and better PE curriculum provision through the development of new indoor sports and changing facilities;
- improved outcomes in health through the provision of improved sports facilities;
- improved community access to the school through the provision of improved sports and recreation facilities, including a café;
- the development of project-based learning and associated meta-cognitive pedagogies through the replacement of traditional classrooms, with a range of different formal and less formal learning areas;
- anytime / anyplace learning, through the use of the LEP1 MLE and 1:1 ratio of handheld and portable ICT devices to pupils across the school at KS3-4.
- access to a wider and more diversified curriculum at KS 3-5 through the Thanet model of common time-tabling and inter-school collaboration.

Chatham House / Clarendon House Hard Federation

Our proposal is to co-locate Chatham House and Clarendon House on the Chatham House site under a hard federation. This will see both schools operating under a single governing body, with an executive head-teacher and two heads of school. We anticipate that the main features of the hard federation will be:

- both schools retaining their single-sex identity for pastoral care;
- both schools retaining their single-sex status for teaching and learning, especially at KS3;
- a higher degree of 'co-ed' teaching and learning at key stage four
- fully 'co-ed' teaching and learning at key stage 5
- shared specialist facilities, including sports, science, art and technology
- shared administrative functions and facilities
- a single staff

We anticipate the benefits of the federation to be as follows:

- access to a broader curriculum for learners at both schools;
- a broader 14-19 entitlement
- improved social cohesion for local boys and girls
- enhanced joint planning between both schools, including CPD, workforce reform, and curriculum planning
- a more viable overall school cohort than two separate 3FE schools
- a centre of academic excellence for all local learners and the community
- more efficient use of resources
- significant efficiencies in staff and operational costs
- better value for money than investing in both schools separately

“New High School”

Our proposal is to amalgamate Ellington School for Girls and The Hereson School by closing both schools and opening a newly amalgamated school. This would create a new 4FE school with a PAN of 120 serving both boys and girls age 11-16. The school would serve the same catchment as the two existing schools, principally the Ramsgate area.

The newly amalgamated school would have the critical mass of pupils which would enable diverse and flexible provision according to the strategic direction determined by the governing body and the professional judgements of the headteacher.

The intention is to encourage the development of single-sex learning opportunities where appropriate, for example in the core subjects—English, Maths and Science at key stage 3. In addition, we would expect the management structure to reflect separate responsibilities at senior leadership team level for the development of boys and girls respectively. In this way, the new school would offer a diverse range of curriculum and development opportunities adapted to meet the specific needs and wishes of the community, but within a viable and sustainable organisational framework.

Final decisions on organisational structure and staffing would be taken by the headteacher and interim governing body of the new school. However, the Local Authority is working closely with the existing schools to develop organisational models which will inform future decisions and build on the strengths and tradition of the two existing schools.

The Local Authority and the existing schools would be keen for the newly amalgamated school to develop and maintain a range of extended services to meet the specific needs of the local community and make full use of existing facilities. Both schools are currently engaged in discussions about the ways in which the new school could potentially deliver the Extended Schools Core Offer which includes:

1. Quality childcare (on-site or through local providers)
2. A varied menu of activities including out of hours clubs, study support, etc.
3. Parenting support (including family learning)
4. Swift and easy referral to specialist support services
5. Community access (including adult learning)

We see the main improvements in educational outcomes as being:

- an improvement in the percentage of pupils achieving 5 or more GCSE passes at grades A-C, incl English and Maths ;
- more engaged learners through the development of project-based learning and associated meta-cognitive pedagogies;
- more engaged learners as a result of greater curriculum choice both in terms of subject, learning style and location;
- improved standards of teaching as a result of the deep change management programme that Kent has pioneered in partnership with Professor David Hargreaves, Professor Stephen Heppell, and the SSAT;
- improved access to high-quality on-line MIS and Assessment for Learning Software;
- the acquisition and use of high level ICT skills by all students to support their learning;
- anytime/anyplace learning, through the use of the LEP1 MLE and 1:1 ratio of handheld and portable ICT devices to pupils;
- improved access to a wider and more diversified curriculum at KS 3-5;
- better advice, information and guidance at 14-19 for all learners to be delivered via the Kent LEP1 MLE which includes a contractual arrangement with all LEP consortia providers to provide on-line careers and education advice and resources;
- access to a wider and more diversified curriculum at KS 3-5 through common time-tabling and inter-school collaboration;
- improved emotional and social outcomes for learners and teachers through a better overall standard of accommodation;
- improved behaviour and attendance as a result of a better emotional and social response to the new learning environment;
- increased participation in sports and better PE curriculum provision through the development of sports and facilities; and
- improved outcomes in health through the provision of improved sports facilities.

Hartsdown Technology College (HTC)

HTC is a mixed and oversubscribed 11 to 18 secondary modern school in Margate, which is an area of considerable deprivation. It has a designated hearing impaired unit with 12 places and well established links with a local special school (The Foreland) as well as several local community organisations. Students typically join the college with low prior attainment.

HTC was rated as good in its last OfSTED inspection. The report identified the following as areas where the school could improve:

- Accommodation is unsatisfactory in many areas and often has a negative effect on students' learning;
- Teaching occasionally lacks variety, challenge or interest to enable students of all capabilities to take part in the lesson and to work independently; a significant minority of students disrupt some lessons;
- Religious education is not taught to sixth form students and it is not given sufficient time in the main school.

The investment profile at HTC is 100% new-build. The overall site strategy is to completely replace the failing and outdated accommodation with a stunning 21st century facility that matches and leads the learning aspirations of local learners and their families. The new learning facility will also house dedicated units for Hearing Impaired and Physically Impaired Units. This will build upon the school's existing relationships with local special schools, and provide an inclusive, mainstream setting for children across Thanet who have these need types. We also aim to co-locate the Foreland Special School on the Hartsdown site. This is outlined in more detail below. We expect the key improvements in educational outcomes to be:

- Improved social, emotional, and learning responses from learners and teachers to the school and wider community environment as a result of the substantial capital investment in educational and community facilities at the Hartsdown site;
- improved standards of teaching as a result of the deep change management programme that Kent has pioneered in partnership with Professor David Hargreaves, Professor Stephen Heppell, and the SSAT;
- a wider curriculum offer at KS3-5 through the use of the Graveshamlearning.com model of inter-school collaboration and common timetabling;
- access for all students to a wide range of 14-19 Special Diplomas at Foundation and Levels 1-3 provided by the consortium;
- more engaged learners as a result of greater curriculum choice both in terms of subject, learning style and location;
- the acquisition and use of high level ICT skills by all students to support their learning;
- more engaged learners through the use of project-based learning and the meta cognitive pedagogies outlined in the Kent Secondary Strategy
- an improvement in the percentage of pupils achieving 5 or more GCSE passes at grades A-C from 35% in 2007 to 50% in 2017;
- improved educational outcomes for hearing impaired and physically impaired students as a result of providing specialist units in the context of 100% new-build school of the future setting for both need types;
- a systematic approach to the development of innovative approaches to teaching and learning by all staff in conjunction with the BSF Thanet transforming learning working group;
- improved expertise and resource at the Area level in provision for hearing and physically impaired children.

The Foreland School

The Foreland School is a Special School serving children aged 11-19 with Profound, Complex and Severe Special Educational Needs in the East Kent area. The school was judged in its last OfSTED inspection to be a good school. Its major strength was identified as the extensive and established links it has developed with other schools and agencies and the importance it places on enabling pupils to experience education in mainstream settings and colleges. The report identified the following as areas for improvement:

- to develop more effective systems in identifying trends in the progress of different groups of pupils so that the school can ensure that all pupils make at least good progress;
- to make better use of the school day to ensure that pupils in years 7 to 9 have sufficient opportunities to develop their basic skills; and
- to provide more opportunities for pupils to have a say in what goes on in school.

We believe the key improvements in educational outcomes through BSF will be:

- more effective systems for identifying trends in the progress of different groups of pupils as a result of the improved MIS and Assessment for Learning functionality the LEP1 MLE will provide. This will ensure that the school can ensure that all pupils make at least good progress;
- a wider and more inclusive education experience for students at KS1-2, 3-4, and 5 as a result of being much closer to the primary, secondary and FE institutions that the school already has well established links with;
- the acquisition and use of high level ICT skills by all students to support their learning;
- a systematic approach to the development of innovative approaches to teaching and learning by all staff in conjunction with the BSF Thanet transforming learning working group;

- a much better offer at 14-19 including access, as appropriate, for all students to a wide range of 14-19 Special Diplomas at Foundation and Levels 1-3 provided by the consortium;
- this will be enhanced by the co-location with the New High School. The Foreland will build on the established links it already had with Hereson School.

Co-location of The Foreland Special School and Hartsdown Technology College

We propose to co-locate The Foreland Special School onto the site of Hartsdown Technology College. There is a steadfast commitment from both schools and governing bodies to this proposal as it builds upon the already very well established relationship between the two schools. The Foreland Special School has an inclusion base in the College. The Special School's most recent Ofsted inspection recognised that: "...a major strength is the links that it has developed with other schools and agencies to support pupils in their learning and personal development. Great importance is placed on enabling pupils to experience life in mainstream settings and colleges. This supports pupils' good personal development, as do the effective procedures for care, guidance and support that exists"

The co-location will enable the schools to:

- explore, develop and provide an exciting and innovative model of inclusive 21st century education;
- share expertise;
- jointly plan curriculum and organizational development;
- jointly plan and deliver CPD programmes;
- develop and disseminate expertise in specialist teaching , care and support of Profound, Severe and Complex needs within a mainstream setting to the local area and county;
- develop and disseminate expertise in specialist teaching , care and support of Hearing Impairment and Physical Impairment within a mainstream setting to the local area and county;
- provide the special school with access to the high-end technology expertise and equipment to which a specialist technology college has access;
- act as a community resource by drawing in a range of social and health-care professionals.

Laleham Gap

Laleham Gap was established in April 2005 as a residential special school for high-functioning pupils with autism and or language impairments aged 11-19. In its most recent OfSTED report (2007) the school was described as "hugely impressive" and judged to be outstanding. Inspectors found that the school could improve by:

- routinely writing lesson plans that identify what individual pupils or groups are expected to learn; and
- provide activities that always match the learning needs of each pupil.

We see the key improvements in educational outcomes through BSF as being:

- a more personalised offer for all learners as a result of better MIS and Assessment for Learning software, via the LEP1 MLE. This will enable teachers to write lesson plans that identify what individual pupils or groups are expected to learn and provide activities that always match the learning needs of each pupil;
- a more personalised offer for learners at 14-19 as a result of the Thanet area-wide vision which seeks to make the unique strengths of schools available for all learners, irrespective of their parent institution;

- access, as appropriate, for all students to a wide range of 14-19 Special Diplomas at Foundation and Levels 1-3 provided by the consortium;
- a better social, emotional and pastoral response to the school environment from learners as a result of the more coherent adjacencies between residential and learning spaces;
- the development of project-based learning and associated meta-cognitive pedagogies through the replacement of traditional classrooms, with a range of different formal and less formal learning areas;
- the acquisition and use of high level ICT skills by all students to support their learning;
- a systematic approach to the development of innovative approaches to teaching and learning by all staff in conjunction with the BSF Thanet transforming learning working group;

Stone Bay

Stone Bay is a maintained community residential and day special school for students aged 11-19. Students have special educational needs such as communication difficulties, autistic spectrum disorder, severe to moderate learning difficulties, and often present very challenging behaviours. The school was found to be good in its most recent OfSTED inspection (2007). The following were identified as areas for improvement:

- ensure all curriculum activities sufficiently match the learning needs of students; and
- ensure all opportunities are taken to encourage communication in follow-up work in lessons.

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We see the key improvements in educational outcomes through BSF as being:

- a re-designed curriculum, based on the emerging QCA curriculum framework, and Professor David Hargreaves' work with Kent BSF Project, that is supportive of personalised learning and capable of matching the learning needs of all students;
- a better and more intimate relationship between learner and teacher, based on the pastoral and pedagogical models set out in the Kent Secondary Strategy, which facilitates improved communication in follow-up work and lessons;
- a better social, emotional and pastoral response to the school environment from learners as a result of the more coherent adjacencies between residential and learning spaces;
- the acquisition and use of high level ICT skills by all students to support their learning;
- a systematic approach to the development of innovative approaches to teaching and learning by all staff in conjunction with the BSF Thanet transforming learning working group;
- access, as appropriate, for all students to a wide range of 14-19 Special Diplomas at Foundation and Levels 1-3 provided by the consortium;

St Anthony's

St Anthony's is a special school for pupils aged 3-16 with behavioural and learning needs. The overall effectiveness of the school was judged as being good in its most recent OfSTED inspection. The report identified the following as areas for improvement:

- improve pupils' progress in reading; and
- ensure that staff training includes strategies to meet the needs of the very few pupils with more complex difficulties.

We see the key improvements in educational outcomes through BSF as being:

- the acquisition and use of high level ICT skills by all students to support their learning;
- a systematic approach to the development of innovative approaches to teaching and learning by all staff in conjunction with the BSF Thanet transforming learning working group;
- access, as appropriate, for all students to a wide range of 14-19 Special Diplomas at Foundation and Levels 1-3 provided by the consortium;

Northwood Centre Pupil Referral Unit

The Northwood Centre is an established pupil referral unit in Thanet for young people aged 11-16. The Northwood Centre forms an important part of the wider attendance and behaviour strategy for Thanet.

The Thanet Cluster is looking at ways of improving behaviour and attendance and developing stronger collaborative partnerships between schools across Thanet with a particular focus on early intervention to prevent exclusion. The Northwood PRU has a key role to play in working with pupils at risk of exclusion who benefit from “time out” placement and re-integration back into school.

We see the key improvements in educational outcomes as being:

- a better social and emotional response from those placed in the PRU as a result of improved design and better fitted-out facilities;
- a better relationship between schools and the PRU as a result of the collaborative visioning which takes place as an integral part of BSF planning;
- increased and successful re-integration of children into schools,
- an improved range of educational activities
- access to a wider curriculum
- better education outcomes achieved by those pupils who remain within the PRU at KS4;
- more integrated support for children within the PRU and their families; and
- improved attendance.