

The Archbishop Lanfranc School

School Strategy for Change

Current context

The Archbishop Lanfranc School is an over-subscribed, mixed, multi-ethnic, 11-16 school of 1052 pupils serving the north-west Croydon area. The majority of its intake lives within walking distance of the school, with most pupils residing less than three quarters of a mile away.

The school serves some of the most deprived wards in Croydon, including Broad Green, Waddon and West Thornton. The school deprivation indicator is 0.33 (national average 0.21)

Key features of the pupil population include:

- **Over-subscription:**
~500 applications for 200 places for admission into year 7 in September 2009
- **Gender imbalance:**
66.4 % boys 33.6% girls
- **Ethnic, cultural and religious diversity:**
17% white British
37% Asian
30% black heritage
7% mixed
9% other ethnic groups
83% total minority ethnic groups (nationally 19.5%)

47% EAL (nationally 10.6%)
55 first languages spoken, with Gujarati (9%), Tamil (8%), Malayalam (6%) and Urdu (6%) the most common other than English
- **High proportion of pupils with SEN:**
26% total SEN (nationally 19.9%)
4% school action
20% school action plus
2% statement
- **Above national average level of pupils qualifying for FSM:**
26% FSM (nationally 14.2%)
- **High proportion of looked after children:**
2.1% LAC
- **Data from RAISEonline, based on KS2 average points score, demonstrate that prior attainment on entry is below average.**

- **Attainment** at the end of KS4, as measured by the percentage gaining 5+ A* - C grades including maths and English, is below the national average:

2008	32% (47.6%)
2007	35% (46.8%)
2006	36% (45.8%)
- **KS2-4 CVA** is above average:

2008	1003.0
2007	1008.2
2006	1017.7
- **Attendance** is above the national average:
94.4% attendance (nationally 92.6%)
- **Low exclusion** rate:
17 permanent exclusions in the past ten years

The report from the Ofsted inspection of June 2009 captured the school's very distinctive character, culture and ethos in the following extracts:

- "The school is a diverse yet harmonious community..."
- "The headteacher's vision to secure the highest quality of pupil welfare and well-being, and the best outcomes for every child in the school, is communicated clearly and is shared by all staff. This ensures that the school has a strong ethos and that there is a sense of pride among staff and pupils for the quality of their work together. The specialism makes a valuable contribution to this ethos by developing pupils' sense of teamwork."
- "The school fulfils a very effective leading role in its locality, reaching out and embracing the community in all of its work. It is a true community school in all respects..."

Vision statement

The School Community believes in:

Education for Life

The school will give pupils the knowledge, skills and understanding to open up opportunities for the future. It will help them to recognise that they are responsible for determining their future and give them the knowledge, skills and understanding to do so.

We shall present education as a route to service the needs of others as well as securing personal success by enabling pupils to recognise the importance of achievement in all spheres of school life.

The development of basic skills as a fundamental human right

The school recognises that all pupils have the same right to basic skills in literacy, numeracy and ICT but that each individual's needs may have to be addressed differently.

The fulfilment of all children

The school takes pride in what our children have achieved and helps them to recognise the importance of quality. It will give all its members a sense of self worth and lead them to experience success.

The school will never accept underachievement or failure as unavoidable and will provide a curriculum, which inspires, stimulates and develops an open-minded view of the world.

A community of mutual respect and tolerance

The school will develop further the friendly and supportive atmosphere, which embraces all partners.

The school will continue to recognise that the commitment and quality of the whole staff make a difference and strive to maximise the effectiveness of human resources.

Challenges

To improve results within the context of the school's natural community will remain the most important goal and will require overcoming other key challenges. This will involve eliminating the link between social disadvantage and underachievement and creating a virtuous circle of aspiration, success and reinvestment through:

- Further developing the effectiveness of extended service provision to overcome barriers to learning. This will require enhancing current partnership working and contributing to the borough-wide infrastructure for multi-agency working.
- Being central to local community regeneration not merely through providing top quality educational opportunities within the nursery and from 11-19 but also through work with adults and families. This will involve raising aspirations and building capacity, through for example reskilling adults for employment.
- Recruiting, training, developing and ultimately retaining staff of the highest calibre. Recruitment will continue to be difficult given the school's location on the borough boundaries of Merton (inner London salaries) and Sutton (selective schools). Effective training and development, leading to successful succession planning, are vital. Within this area of work there will be scope to collaborate with a wide range of educational and other partners.
- Creating a curriculum which better meets the needs of all learners across the full age range. This will present exciting opportunities post 16 for the most able pupils as well as those who may follow vocational pathways.

Big ideas for change

The big ideas link directly to the challenges and can be articulated as:

- establishing the school as the heartbeat of its community
- families matter
- growing and nurturing our own talent
- meeting the needs of 21st century learners

Implementing the big ideas will embrace a range of other, overlapping aspects of change including:

- developing learning lifestyles
- enabling personalised learning pathways
- celebrating the diversity of the school and its local community
- establishing a culture of flexibility, opportunity and aspiration

Outcomes/EKPIs

- To move to the position where the percentage of pupils gaining 5+ A*-C grades including maths and English exceeds the national average
- To be in the top 5% nationally for CVA
- To meet Fischer “D” targets for the percentage of pupils making three levels of progress from KS3 to KS4
- To support Croydon in achieving its post BSF targets

Methodology for the above to include:

- Pupil tracking to identify individuals and groups of pupils underachieving in order to tackle any underachievement and to “narrow the gap” between the attainment of different groups
- Ensuring capacity for meaningful intervention strategies for these pupils by recruiting and retaining staff with appropriate skills not only in terms of curriculum but also well being to support pupils being in school and able to focus on their learning
- Offering high quality CPD through a specialist centre for staff within school and in the wider community
- Further developing extended provision for pupils and parents and the local community in order to ease communication and enhance cooperation between home and school
- Optimism about possibilities - use existing successes to raise aspirations and expectations of all pupils parents and staff

Monitoring and evaluation for the above to include:

- Internal – regular and reliable data collection
 - External - RAISEonline, Fischer, DCSF
- To develop a curriculum which meets the needs of all learners
 - To create viable and sustainable post 16 provision which is accessible to pupils of all abilities

Methodology for the above to include:

- Using assessment for learning to optimise the effectiveness of learning and to provide reliable information to pupils, parents and staff in order to identify appropriate pathways for individual pupils
- Working with the local authority and other schools to allow flexibility in order to best meet the needs of each cohort
- Ensuring all pupils have access to meaningful qualifications in numeracy, literacy and ICT
- Continuing to provide an academic curriculum for G&T pupils in order to maximise post 18 options
- Ensuring the physical space is conducive to providing a flexible curriculum by allowing for creative timetabling
- Tracking post 16 and post 18 destinations of pupils

Monitoring and evaluation for the above to include:

- Increased % 5+ A*-C GCSE grades including maths and English
- Increased % A*-A. grades at GCSE
- Increased numbers of pupils moving on to level 2 and level 3 qualifications at post 16
- Increased numbers of pupils entering higher education

- To eliminate exclusions

Methodology for the above to include:

- Fostering a relationship of trust with parents so that serious incidents can be resolved without resorting to exclusion
- Ensuring the smooth and effectively supported reintegration of excluded pupils
- Working collaboratively with schools, PRUs to achieve alternatives to exclusion such as managed moves and respite
- Maintaining pupil support provision and its links with external agencies
- Developing extended service provision to support pupils and their families

Monitoring and evaluation for the above to include:

- Reduction in exclusions
- More effective borough wide collaboration

- To improve attendance to 97%

Methodology for the above to include:

- Developing a curriculum that meets the needs of and engages all pupils (see above)
- Rewarding good attendance
- Continuing to monitor attendance and punctuality to identify any patterns of non attendance and pupils whose attendance falls below 90%
- Continuing to work with our education welfare consultant to provide speedy intervention for pupils with poor attendance

Monitoring and evaluation for the above to include:

- Attendance above 97%
 - Reduction in persistent absence
- To achieve an “outstanding” rating from Ofsted

Methodology for the above to include:

- Achievement and standards - moving from satisfactory to good or outstanding (see above)
- Personal development and wellbeing – moving from good to outstanding by further developing a safe and secure environment with a wide range of opportunities for personal and social development both in the classroom and through extra curricular provision
- Quality of provision – improving the learning environment by providing flexible learning spaces that allow us to respond to the needs of different cohorts; further developing ICT resources to improve levels of access for staff and pupils; developing a clear understanding of the difference between “good” and “outstanding” lessons
- Curriculum (see above)
- Care guidance and support – building on existing outstanding rating by further enhancing levels of expertise within the PSS department
- Leadership and management - nurturing existing talent within the school through a collaborative approach to CPD both within school and with the wider educational community; continuing to invest in staff, using PM to identify and develop potential

Monitoring and evaluation for the above to include:

- Engaging all staff in departmental reviews to identify strengths and areas for development to enable accurate self evaluation
- To continue to work with the DCSF on evaluating the impact of extended provision on the local community

Methodology and monitoring and evaluation of the above to be based on participation (by invitation) in a national evaluation of extended services commissioned by the DCSF and being undertaken by a consortium including BMRB, Tecis Ltd and the Universities of Manchester and Newcastle

The implications

Culture

The already inclusive nature of the school will be developed to:

- remove all barriers to learning
- ensure that there is appropriate curriculum access for all learners
- create a better appreciation that inclusion is more than a determination not to physically exclude from school

Work with the local community will seek to change its pervading ethos and to develop a “can do” culture in line with that of the school.

Creating a 21st century school will provide not only our pupils but also the local community with access to the technology and associated skills required to:

- enable them to enhance their own learning capabilities
- keep them at the forefront of global advances in education and technology
- encourage flexibility in approaches to learning and employment opportunities

Our commitment to establishing healthy lifestyles will mean:

- continuing to develop our sports specialism including its community dimension
- continuing to ensure that all pupils learn about healthy diet and how to prepare food to match its requirements
- encouraging a healthy lifestyle among parents, carers and our extended community

Curriculum

The curriculum will reflect a balance between a traditional subject based approach and vocational options. There will be greater flexibility in the choice of sciences and languages and the school will become a centre of excellence for the delivery of the sports diploma across the 14-19 age range. There will remain a commitment to balance which ensures that pupils have the opportunity to explore a range of interests and to develop their own individual abilities, skills and talents.

The school will explore a range of options for delivering a post 16 curriculum which meets the needs of its community. The IB appears a potentially interesting possibility and would reflect our commitment to breadth as well as an enthusiasm for languages.

ICT will be incorporated in all areas of the curriculum to give our pupils a greater opportunity to personalise their own learning. This will encourage individual learning programmes and ensure access to educational resources that will not limit their learning to the classroom.

Extended services will provide a range of sporting, cultural and practical opportunities beyond the school day and will allow for family, community and other mixed age learning.

Pedagogy

Approaches to teaching and learning will reflect a commitment to independence and personalisation and focus on “how” pupils learn rather than “what” they learn.

Teaching will be developed in line with national initiatives such as:

- Personalised Learning and Thinking Skills (PLTS)
- Creativity
- Social and Emotional Aspects of Learning (SEAL)

Learning will be organised to support this giving pupils opportunities to:

- engage in real tasks in real settings sometimes out of the classroom
- participate fully in the daily life of the school discussing concerns and developing creative ideas and actions to address issues in their school and wider community
- take on new responsibilities and work flexibly as situations change organising their own time and resources
- think and reflect on what they are doing and what they want to find out
- work in groups taking on different roles and responsibilities, sharing and refining ideas and evaluating each others’ work as well as questioning assumptions behind particular ideas
- communicate in a variety of ways and present their ideas to a range of others, eg, their class, teachers, assembly and people outside the school
- have informal learning valued within the school

A greater emphasis on individual learning styles and flexible approaches to teaching will be adopted. New technologies will be exploited to engage pupils and adults with their learning. There will be site-wide access to mobile computing and the internet and dedicated areas for group work and activities to develop pupils interactions with members of the wider school community.

Existing good practice in AfL will be further developed, ensuring that pupils not only have aspirational targets but also understand clearly how to make the progress needed to meet them.

Pedagogy will continue to be enhanced by high levels of CPD and training designed to offer practical classroom solutions/approaches to the needs of a changing curriculum.

Teams

Leadership is central to the development and delivery of the “big ideas”. Turning the rhetoric into the reality is the business of successful leaders. The CPD programme, including induction as well as middle management development, will ensure a continuous flow of those who believe in the vision and can translate it into action.

It will be necessary to develop capacity relating to extended provision and to ensure that effective partnership working with other teams across a range of services is established.

The specialist school group, which includes teaching staff, the extended school manager, the PDM, governors and members of the local community, will continue to monitor the impact of the specialism.

There will be ICT champions in all learning areas who will support the implementation of ICT within their specialism and together form a steering group to give direction to the use of ICT across the school and its community.

The governors' curriculum group will challenge the school to ensure that the pace of curriculum change meets pupils' needs and expectations.

To empower the school council and prefect body to ensure pupil teams have a genuine voice.

To utilise the parents' forum to engage with parents on key decisions.

Time

The school will have to consider, in consultation with its community, how its day relates to that of new and existing partners. It will need to achieve working patterns which:

- work best for pupils' learning styles (eg, start times, the balance of morning and afternoon sessions and the length of breaks)
- support the delivery of the 14-19 curriculum, including any local partnership working to facilitate this (eg, the feasibility of joint timetabling with partner schools)
- give maximum access to extended services, including ICT, sports and cultural facilities as well as specialist support providers (eg, time and space management which facilitates extended provision without compromising the core offer to pupils)

The school's requirements for control over its extensive working hours will need to be factored into any PFI contract relating to the new school build.

Pace

The school already enters some year 9 pupils for GCSE in ICT which allows the option of pursuing AS level ICT at KS4. In addition numbers of pupils successful achieve early entry grades in GCSE and GCE examinations in different community languages. Consideration will be given to other opportunities for early entry, especially in mathematics and languages.

Opportunities for learning beyond the school day will create possibilities not just for enrichment but also for extending the range of options available to all pupils. Better and more flexible use of ICT will provide greater opportunities for extended and less formal styles of learning and in turn these will offer stimulation, encouragement and reinforcement to pupils of all abilities.

Extended provision will encompass pupils of all abilities and range from basic skills top ups to additional GCSEs, including those in community languages.

As ICT provision is enhanced, the school's already effective tracking system will be developed not just to identify any potential underperformance but also to indicate opportunities for accelerated learning and attainment rather than age related entry to examinations and other forms of accreditation.

Access

Extended service provision and the central theme of working with the community will require broad access to learning opportunities. Family and adult learning are factored into the plan and will be increased in scope from an already sound foundation.

Increased access by the business/working community will ensure the continuity of education beyond the traditional 0-19 range and establish the school as a centre for life long learning.

A strategic response

Identifying and tackling underperformance

To further refine data analysis to identify potential underachievement, including:

- individuals
- identifiable groups, eg, white working class boys
- trends among identifiable groups

To use the outcomes of the data analysis to offer effective and appropriate guidance and support through, for example:

- mentoring
- behaviour management
- referral to outside agencies, including CAMHS, Connexions, educational psychologist, EWS
- careers advice
- support for literacy and numeracy
- support with coursework completion
- help with personal organisation

Appropriately flexible spaces and ICT resources will be incorporated into the design of the new building to ensure all stakeholders in the above are able to identify and tackle underperformance effectively. In particular ICT facilities will ensure an “anytime anywhere” access to ICT; using ICT to connect school, home and the community.

To offer a curriculum which is motivating, challenging and appropriate to individual needs.

To have world class teaching and support staff.

ECM, integrated working and extended schools

To achieve the ECM outcomes by ensuring they are embedded within the SSfC document, for example:

- be healthy (culture and PE and sports sections)
- stay safe (identifying and tackling underperformance, SEN, inclusion, PE and sports, arts and culture sections)
- enjoy and achieve (culture, curriculum, pedagogy, identifying and tackling underperformance, SEN and inclusion sections)
- make a positive contribution (pedagogy, consultation and stakeholder engagement, teams, models of leadership sections)
- achieve economic well-being (culture, identifying and tackling underperformance sections and developments in extended service provision)

To expand the extended school to include enhanced learning and employment opportunities:

- by hosting a flexible workspace for training, employment and the provision of services to others in the local community using ethical working practices and environmentally friendly technologies.
- by hosting a base for job centre plus to ensure we are offering training for adults that match needs in the current job market.
- by providing training opportunities within the school for the local business community including a range of fields, such as retail, marketing, ICT skills, customer service, accountancy, business skills and management.
- by offering a specialist section for teacher training and development, including:
 - induction and support for NQTs, Teach First and GTP trainees from across Croydon and neighbouring boroughs
 - hosting a specialist centre for CPD using infrastructure based on the EIP
 - providing training and development for tutors in the adult education and voluntary sectors
 - utilising contacts through the school's specialist sports community work to link with wider industry and sports leaders programmes and, for example, using the fitness suite as a site for instructor training
 - linking with training sites for council staff and businesses, which in turn would lead to job opportunities for the local community
 - ensuring sustainability of the overall offer through selling training packages and letting the facilities

SEN

The school will work towards the position where all pupils with SEN have access to mainstream provision by:

- maintaining the high levels of expertise within the existing pupil support department
- enhancing capacity through ever more effective partnership and multi-agency working
- acting as a focal point for specialist provision, eg, for autism, hearing or speech impairment, dyslexia
- continuing to recognise the primacy of basic skills development
- recognising that all staff benefit from quality training to help them meet their responsibilities to pupils across the whole ability range
- ensuring that provision mapping is developed as a tool to ensure that the needs of all pupils are met and that strategic resources are effectively targeted
- continuing to operate a best practice LSU for those pupils who are most vulnerable or at highest risk of exclusion
- continuing to appreciate that gifted and talented provision and the Aim Higher programme provide for a special need
- ensuring that design features allow physical access for all

Inclusion

To develop truly inclusive educational opportunities:

- by extending the range of courses for the most able, including:
 - building on provision for separate sciences at GCSE, leading to higher uptake of “A” level sciences
 - developing the capacity to deliver multiple languages at GCSE, including Arabic and Mandarin Chinese
 - offering higher level courses at post 16, possibly including the IB
- by providing appropriate vocational pathways, particularly where these relate to the school’s sports specialism.
- by enhancing the quality of pupil support and extended services, including a dedicated and appropriately staffed (including a range of external providers) unit to provide for families facing challenges relating to:
 - EAL
 - behavioural and/or emotional difficulties
 - literacy
 - numeracy
 - parenting
 - ICT competence
 - health, including mental health
 - social care
 - housing
- by acting as a hub and centre of excellence for extended services for other schools and communities, who would contribute to sustainability by purchasing some services.

PE and sports

“There is an exceptionally wide range of opportunities to participate in a great variety of sports, physical education and dance, together with fitness classes both during and beyond the school day. An excellent range of extra-curricular activities for pupils, particularly in sport and the performing arts, supports their outstanding social development. Participation in these activities is closely monitored and there is a high take-up. Pupils enjoy the wholesome meals and snacks available in the canteen.”
(Ofsted 2009)

The school’s commitment to healthy lifestyles is manifest in:

- its sports specialism
- achieving the Healthy Schools Kitemark
- its “healthy cooking for all” curriculum programme
- its creation of a community fitness suite

The school:

- fulfils national requirements for PE curriculum time
- has a thriving GCSE PE option in which pupils are achieving consistently improving results
- aims for all pupils to leave at 16 with a sports leaders award
- has an outstanding programme of extra-curricular sport
- establishes and maintains effective links with local clubs to help raise standards of performance and create easy pathways into sport beyond school
- has excellent links with local primary schools through the SSP based at the school
- is a hub site for the PDM and competition manager for Croydon
- believes in competitive sport as well as sport for enjoyment and leisure
- offers a range of sport and other health related activities through its extended services
- provides facilities for an extensive range of community clubs
- is collaborating with the RFL (through links with South London Storm) to provide shared facilities including a 3G pitch with floodlighting and other grass pitch enhancements – RFL funding is adding to that allocated for a successful bid to the DCSF
- is highly successful at a range of sports for both boys and girls

The school is ambitious to:

- create gifted and talented pathways by developing centres of excellence for basketball and athletics and a community club to facilitate the rugby league partnership
- link health, physical activity, diet and performance in PE & sport to a data capture service through the creation of a personal performance profile
- use ICT to analyse and assess performance and provide virtual links to clubs and coaches
- use ICT to reach disengaged pupils – for example dance mats may offer an alternative to traditional competitive team games, and may be more attractive to hard-to-reach pupils or members of the community

Arts and culture

“An excellent range of extra-curricular activities for pupils, particularly in... the performing arts...” (Ofsted 2009)

The school has popular GCSE options in art, music drama and media studies. The curriculum also offers opportunities to explore other cultures in for example RE, English, languages, food and textiles.

The school will ensure the curriculum:

- affords opportunities to learn about and understand a range of cultures
- provides access to a breadth of practical artistic and cultural experiences

Through the formal curriculum, extra-curricular activities, extended service provision and links with other educational institutions the school will:

- build on the growing strength of music as a performance art by providing more opportunities for public performance
- continue to subsidise and encourage individual instrumental and voice tuition
- develop opportunities for small and large scale dramatic productions
- incorporate opportunities for pupils to develop stage management, lighting, sound, recording and other “behind the scenes” skills in real situations
- extend opportunities in the cinematic arts through a combination of in-house expertise and work with voluntary and other groups
- integrate the use of ICT to enhance, record and analyse performance as well as broadening the range of design opportunities
- build on the range of trips and visits to the theatre, galleries, concerts, museums, exhibitions, places of worship and sites of historical and geographical interest which support and develop aesthetic and cultural appreciation
- extend the range of overseas trips
- offer a range of arts and cultural activities to the wider community as well as drawing on its diversity for inspiration, skills and input

The school will also continue to support local community festivals and other religious and cultural activities by providing subsidised use of its facilities.

Models of leadership

The ambition will be to create leaders at all levels:

- pupils will take responsibility as prefects, house captains, school council members and through the active citizenship programme
- less experienced staff will continue to be encouraged to take on responsibility as an aspect of professional development
- less experienced staff will continue to be used to lead staff training in areas where they have particular expertise
- middle leaders will have the opportunity to contribute to the change agenda through the school’s management structure which links them directly to the leadership group through pairing arrangements

- all staff will be supported in participating in networking activities with other schools and service providers
- as a performance management outcome all staff will have a personally tailored programme to help them make next steps professionally – this contributes to succession planning and vision sustainability
- leadership group members will be expected to contribute not just to the in house programme for change but also to the borough wide agenda, including networks and partnership structures deriving from the LA's evolving infrastructure

Consultation and stakeholder engagement

The school transformation team and in particular the lead advocate will ensure that existing structures are used to engage with:

- pupils – school council
- staff – the strategy for change group, staff meetings
- parents – parents' forum
- governors – governing body meetings and committees

A series of public meetings and workshops will be held to afford other members of the local community and potential partners the opportunity to contribute.

Regular information and feedback will be provided via the school's website.

Change management

Successfully managing change and developing capacity will depend on the effectiveness of the leadership model and associated CPD.

As a school we have extensive and successful experience of managing the change resulting from a range of large scale projects from TVEI through TSI, EiC and BIP to specialist school status and extended service provision.

Managing change successfully is dependent upon having:

- a clear rationale for the desirability of the proposed changes
- leadership which demonstrates commitment to the changes even in the face of suspicion and opposition
- an action plan setting out the process for achieving the desired outcomes
- an infrastructure which facilitates the process of change, eg, appropriately trained, experienced and well briefed personnel
- the ability to build capacity from within where this does already exist
- a set of both "hard" and "soft" measures for demonstrating that key milestones and targets are being achieved
- sufficient flexibility to adapt plans as circumstances demand

Sustainability

Within the context of pupils and the school community delivery of the big ideas will ensure a commitment to the government agenda on sustainability and work towards preparing young people for a lifetime of sustainable living.

As a commitment to establishing the school as the heartbeat of our community and believing that families matter we would ensure the curriculum cultivated the knowledge, values and skills to deliver the DCSF agenda on “Inclusion and Participation”, “Local Well-being” and the “Global Community”

The environment should meet the needs of 21st century learners while promoting the general health and well-being of the school and wider community through establishing and modelling good practice in areas such as food and healthy eating, sustainable energy use and promoting awareness of the impact of travel decisions.

The design and management of the buildings and site will establish a role model for all stakeholders and the local community and ensure the principles of sustainability impact on their everyday lives.

We expect to produce a saleable product through our training activities, extended services and community use of facilities which reflects our commitment to sustainability.

The leadership structure includes a role in marketing and this links closely with the work of the extended school manager. We also anticipate attracting funding for a range of projects by linking with the voluntary sector and other local businesses and organisations, including sports clubs.

The generation of income will ensure that we will be able to deliver the big ideas on a sustainable basis.