



department for
children, schools and families

Supported Schools Programme - Expression of Interest (Eoi)

Phase 6: Closing Date – 2 March 2009

Please use this form to submit an expression of interest (Eoi) to apply for additional resources towards becoming a Trust school.

Instructions

Please complete and submit this form to Keisha Walker at the Consortium Office, 16th Floor, Millbank Tower, 21-24 Millbank, London SW1P 4QP or email to john.mcglone@ssatrust.org.uk (telephone 020 7802 0656). Before completing this form, please refer to the information about becoming a Trust school at www.trustandfoundationschools.org.uk. A hard copy of the form should also be posted to the Consortium Office using the address given above. Please contact the Consortium using the details above as soon as you are considering becoming a Trust school so that you can access additional support as necessary.

An e-mail acknowledgement will be sent upon receipt of this EOI form. If you experience any problems completing this form or have any queries, please contact the Consortium Office for further assistance.

If you have agreed to work with other schools towards becoming a shared Trust, you should then submit a single copy of this form signed by all the Headteachers and Chairs of Governors.

Please complete all appropriate sections in full providing as much detail as possible to assist in considering your application for possible start-up funding. Please do not exceed 500 words in any one section.

Please note:

Completing and submitting this EOI form registers your interest in joining the Supported Schools Programme and for you to be considered additional resources. It also means that you will be added to the register of schools interested in joining the Supported Schools Programme, which may be publicly available.

Schools submitting an EOI will need to demonstrate that their proposals are sufficiently far advanced-schools are expected to have worked up a clear vision of how the Trust will help the school(s) raise standards and how they intend to use their external partners (e.g. businesses/charitable organisations etc). Ideally the school will have already had discussions with partners and obtained their agreement to work with them as part of a Trust. The schools' governing bodies must have agreed to submit an Expression of Interest.

Section 1: Background Information
1.1 Name and Address of Main Contact School or Partnership:
Manor Community College Arbury Road Cambridge CB4 2JF
1.2 DCSF School Numbers: (please include DCSF numbers for each school which intends to join the Supported Schools Programme)
<Removed from this copy>
1.3 Contact Name, Position, Contact Details (please include telephone number and email for each school)
<Removed from this copy>
1.4 Contact Details for the Chair of Governors for each school (if different from above) Name, Position, Contact Details (please include telephone number and email)
<Removed from this copy>
1.5 Local Authority
<Removed from this copy>
1.6 Source of Information What was the original source of information that informed you about the Supported Schools Programme and supported you in preparing an Expression of Interest?
Attended a Trust and Foundation Schools Introductory Seminar at the Kingsway Hall Hotel in London on 16/01/2009 (am).
Section 2: Your Aims and Vision (There is no single blueprint for becoming a Trust School-schools can choose who they work with, and how, in order to support the needs and aspirations of their pupils and local communities)
2.1 Vision: What is the vision for the Trust, i.e. what is or are the school(s) aiming to achieve through the Trust? How will the Trust contribute to raising standards?
The vision of the Trust is primarily to raise student aspirations and attainment in the Arbury and Kings Hedges areas of North Cambridge and to replace a culture of low expectation with one of excellence and high achievement building on the outstanding improvement in results over the last 2 years.
<i>We are absolutely confident that this change of status will complement and enhance the work already being done to impact on aspiration and attainment through the government's National Challenge initiative.</i>
The Trust will draw on the expertise of its partners to increase opportunities for innovation in learning, teaching, curriculum and leadership and to encourage students to exploit the educational opportunities available to them (14 – 21 +).

Furthermore, the Trust will...

...enhance the leadership of the college by offering new perspectives and approaches to successfully challenge entrenched negative perceptions of Manor Community College in the *wider* community and enable the Trust to develop as a centre of educational excellence and a beacon of good practice;

...seek to remove all identifiable barriers to progress ensuring that all students are given equal opportunities to access a first rate, challenging, enriching and enjoyable curriculum that promotes choice and diversity and places real value in students continuing with their educational 'journey' post 16 and post 18/19.

...strengthen and develop the college's specialism in the Performing Arts ensuring that our strap line, "developing the talent of the future", has credibility.

...underpin and enhance the Community Cohesion and Every Child Matters agenda at the college and to work with the Local Authority and PCT to integrate children's services in Arbury and Kings Hedges (both areas of deprivation with considerable 'needs'). Healthcare services need to be more accessible and impactful.

...promote strategies to engage, challenge and inspire our most able, gifted and talented students

...develop the concept of independent learning

What are the Trust's particular foci?

- Raising standards across the college through shared vision and belief, genuine partnership working and providing opportunities for all students to develop their creative and academic talents and challenge their perceptions of education and themselves.
- Further enhancing leadership (staff and governors) by drawing on the expertise of a range of partners to promote innovation especially in relation to learning, teaching and curriculum and to promote an ethos of life-long learning for students, staff and parents/carers and other relevant stakeholders.
- Developing clear and accessible progression routes 14 – 21+ in vocational subjects (BTEC and Diploma lines) and work based activities (e.g. Young Apprenticeships)
- Developing clear and accessible progression routes 14 – 21+ in academic subjects (GCSEs through A Levels etc)
- Developing more innovative approaches to extended services from a low base point and developing our multi-agency working in partnership with the LA and PCT to reduce the number of referrals to EOTAS/Student Support and healthcare services (ECM: stay safe, enjoy and achieve, remain healthy etc)
- Establishing Manor Community College as a centre for excellence in the creative and performing arts and in vocational and work-related learning building on our early success as a specialist school in the performing arts.
- Reducing the percentage of NEET students and significantly reducing the 'drop off' post 16 by providing a pathway for students with 2 higher grades to continue

with Level 2 courses and for some of these students to subsequently move onto Level 3 courses (3-year sixth form)

- Challenging our most able, gifted and talented students working with a range of schools, colleges and businesses.
- Working with partners and stakeholders to change the media profile of the college taking every opportunity to celebrate what we do and how much we have improved ahead of BSF 2012/13.
- Enabling parents/carers and community stakeholders to become actively engaged in shaping the future direction of the college.

How will it make a difference?

Background: For far too long there has been an unacceptable educational chasm in Cambridge City (the seat of academic excellence in the UK) between the high achieving, well motivated and affluent students who make up the overwhelming majority and those students who, through no fault of their own, are born into families where there is no history of academic success, where no real value is placed in education and where there is little or no money, time or inclination to support their children through the most important years of their lives. The majority of the student population at Manor are in this category and equality seems to have passed them by.

Their chances of success are considerably less than students in other schools and the entrenched and unfounded negative perception of so many people towards this college and our students dramatically affects their self esteem and confidence. This often leads to a range of health problems (particularly mental health), low aspirations and low attainment.

The proposed Trust would secure a bright future for our students who deserve the very best quality education, first rate teaching and every available opportunity to develop and thrive and to compete on a level playing field for places post 16 and post 19 at a range of educational establishments across the city. The core purpose of the trust is also to challenge students' perceptions of themselves and to give them access to an educational 'journey' which, hopefully, will last for life.

The Trust will add value to existing partnerships and practices by:

- Solidifying and strengthening links with existing partners e.g. our associate primary schools and the LA locality team. However Trust status is also about making these partnerships permanent, overt and something to celebrate.
- Developing and formalising the links with sixth form colleges and universities – yes we have links with all of these but we do not enjoy the benefits of genuine partnership working: sharing of ideas, vision, resources, expertise etc. The Trust will be a legitimate vehicle for this.
- Enabling colleagues at The Manor to work (formally and in a structured manner) with a range of 'partner' schools and colleges (across 4 phases: primary, secondary, tertiary and university) to share good practice and establish development opportunities for students, staff, parents and other stakeholders. This should also be an opportunity for colleagues in partner schools and colleges to also gain valuable experience from working with us.
- Strengthening links with the PCT (NHS) and LA Locality teams to develop

better extended schools provision and integrated services building on the recent success of the multi-disciplinary working group pilot.

It will also do the following to make a difference (not currently possible) by:

- Drawing on the expertise of partners and Trust appointed governors to provide new perspectives in tackling the considerable issues we face in relation to aspirations, attitudes to learning and self worth.
- Harnessing the knowledge and expertise of a wide range of external partners including further education establishments and universities to promote challenge, innovation and development in teaching, learning, assessment, transition (primary secondary and secondary to post 16/19)
- Making “Every Child Matters” mean something by looking at how aspects of healthcare, SEAL, ethics etc can be embedded in the curriculum and how healthcare and education professionals can better work together for the benefit of the students and the local community
- Give the college renewed vision, focus and goals
- Putting forward a real ‘blueprint for educational change’ and collaborative working in the Arbury and Kings Hedges areas of North Cambridge

- How will it support the school(s) in maximising the outcomes of students across the five ECM areas?

1. Be healthy

Links with the LA locality teams, the PCT and related healthcare services will seek to address significant mental and sexual health issues associated with a significant percentage of students at The Manor Community College.

One of the key aims of the Trust is to work towards integrated children’s services within the locality and on the Manor site. This will ensure that the extensive needs of our students are met more effectively and ensure that essential, proactive and preventative work takes place on drug and alcohol abuse, sex education and that, in time, this is fully embedded in the curriculum. This is vital to prevent underage pregnancies, misuse of drugs and alcohol which has such a devastating effect on young lives and to provide counselling for a range of issues at the point of need (i.e. in college). This should extend to all primary and tertiary ‘partners’.

We would also learn from best practice in a range of partner organisations with relation to the health schools legislation. We have increased interest in our canteen but much more work needs to be done to educate and enthuse students about the importance of healthy food and healthy lifestyles.

2. Stay safe

One would hope we are already doing all we can to make the college a safe place to be for all students, staff, stakeholders and partners. However there is always room for improvement, sharing good practice etc as a result of the new Trust. We also need to do more to improve safety in our ‘community – making it more cohesive and

empowering people to make a difference

We also need to develop our relatively new “safe place to be breakfast club” and extend this to more students – especially those with attendance and behavioural issues. Trust partners could really help us with this in terms of expertise, experience, ideas, resources etc. It is also something that could and should be delivered in all ‘partner’ schools perhaps controlled by the Trust.

We now have a good reputation for dealing with bullying and intimidation using both students and staff and this should be shared more widely. However we need to further develop our own systems and procedures to ensure students feel they have a greater variety of options with regards to reporting incidents of alleged discrimination or bullying especially.

eSafety could be greatly enhanced working with key partners – especially those with established experience in ICT software and hardware building on existing good practice.

Family support work would be greatly enhanced as a result of the Trust – this is urgently needed to ensure students are safe and remain so.

3. Enjoy and achieve

One of the principal functions of the trust is to raise aspirations and attainment and to draw on a range of partners to enhance the curriculum and to promote innovation in learning, teaching, assessment and leadership. This will impact on all students in the Trust partner schools.

The additional opportunities available to students will also enhance and enrich the curriculum and promote high aspirations and attainment. Success will be celebrated more often and more successfully.

Early intervention working with our associate Primary schools and allowing them to access the extended services programme within the Trust will result in improved outcomes for attendance and behaviour on entry to The Manor Community College – it will also ensure that there is better progression in Year 7 following the sterling work of Year 5 and 6 colleagues.

There are plans to propose Year 6 start Year 7 at the college 2 or 3 weeks before the end of their traditional Year 6 year in July. This too raises aspirations, ensures they are ‘ready for secondary school’ and emphasises the continuous ‘educational journey’.

Our arts status will be hugely complemented by the list of proposed ‘partners’. This will be directly linked to enjoyment, achievement and making a positive contribution.

4. Make a positive contribution

The proposed Trust will further enhance the work we are doing to improve Student Voice and the Student Voice Council

The work done to enhance our specialist status in the Performing Arts via the Trust will ensure students have even greater opportunity to get involved in the wider community and to make a positive contribution to shows, events, trips, special days

etc.

Trust partners will ensure students have access to a much larger group of positive role models to look up to.

5. Achieve economic well-being

By directly and overtly promoting a 'staying on ethos' and working with a range of post 16 and post 18/19 institutions to this end, we aim to increase the numbers of students who are on the path to success.

We also aim to reduce NEET figures to 0% and to ensure every child achieves their potential. Those who do decide to leave education will also be better prepared for life and work as a result of the work of the Trust.

2.2 Partners:

- Please list the partners that the school is planning to work with, to form a Trust and whether the partner already works with the school.

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- Why these particular partners or types of organisation?

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- How will these partners contribute/ how will their expertise be used to support the school improvement strategy?

These are the 5 key objectives under the college Raising Attainment Plan (required for the National Challenge):

1. Standards at KS 4 need to be raised – especially in English and Mathematics

All partners will be contributing to this aim directly or indirectly whether it is links with a sixth form college to improve independent learning, better transition arrangements focused on maximising the potential of new year 7 students or vocational pathways or whether it is enhancing ICT to make the learning process more innovative and enjoyable

2. Standards of teaching and learning need to be improved to the best levels seen at the college and good practice needs to be shared more widely. Mentoring by staff of targeted students needs to be enhanced and developed.

Again a number of partners will be able to make a significant contribution to a) enhancing the curriculum to make lessons more enjoyable, accessible and relevant and b) to improve standards through sharing of good practice and CPD activities etc – mainly partner primary schools, sixth form colleges and universities. The latter could be involved to offer further post graduate training. Sixth form students could be effectively used as mentors.

3. Persistent absence and lateness needs to be addressed as it is impeding the progress of a significant minority of students and, in a small college, has a devastating effect on our performance data.

<p><i>This very much draws in the LA, PCT etc to ensure that children's services (especially healthcare and family support) are better integrated, more immediate and more effective.</i></p> <p>4. Address stubbornly low levels of literacy and numeracy across the college with a view to raising standards and improving life chances <i>This, again, involves a multi agency approach: LA, partner schools, university pilot projects e.g. the stimulus project, ITT, CPD etc as well as working with library services and bookshops to raise the profile of literacy and the use of library books and resources.</i></p> <p>5. Strengthen the focus of middle leadership on learning, achieving, monitoring and evaluating <i>As mentioned in the opening vision, the trustees and trust partners will add a new and very welcome dimension to the leadership of the college and will also (hopefully) gain from working with us to improve standards and increase opportunities for our students.</i></p>
<ul style="list-style-type: none"> • Please also indicate whether they have agreed to work with the school to become a Trust.
<p><Removed from this copy></p>
<ul style="list-style-type: none"> • Please provide contact details for partners (name, address, telephone number(s) and email.
<p><Removed from this copy></p>
<p>2.3 Shared Trusts: If your proposal involves working with a shared Trust amongst a group of schools, please list all the schools here and explain how the Trust will aid collaboration. Only list the names of schools who intend to join the Supported Schools Programme to pursue Trust Status. (NB - the governing bodies of all the schools must have agreed to submit this expression of interest.)</p>
<p>N/A – would like to expand to include a Primary School once Trust status has been successfully in operation for 12 months if possible.</p>
<p>Please provide contact details for any other school/s in your shared Trust which do not want to become a Trust School but intend to be a member/partner of the Trust e.g. VA/VC/Nursery/ other community or foundation school/Independent school (name, address, telephone number(s) and email)</p>
<p>N/A</p>
<p>Please list any other school you would be keen to include at a future date but where the governing body have not agreed to be included in this EOI.</p>
<p>N/A at present</p>
<p>2.4 Governance: Have you considered whether your Trust should appoint a majority or minority of the governing body? If so, which?</p>
<p>The current preference would be the majority of current college GB to be appointed</p>

to the Trust. Very keen to discuss this further if the EoI is approved.

Unanimous support of governors to proceed as this “is the best possible route for the college to take and will have clear benefits to the students and to the community”

Section 3: Outcomes

3.1 Outcomes:

- What are the key outcomes for students which you are looking for the Trust to deliver?

1. Raised aspirations in terms of Post 16 education, University and career ambitions. Encouraging students to think beyond what their parents do to what they can achieve
2. Improving attainment at KS 4 to 60%+ 5 higher grades and 50% + 5 higher grades including English and Maths by 2011/12
3. To enhance the curriculum at KS 3 and KS 4 drawing on the expertise of a range of partners
4. Increasing the uptake for post 16 courses and ensuring that students are better equipped to deal with this and to succeed
5. Enhanced standards of social inclusion: reduced referrals to student support and healthcare services, reduced fixed term exclusions
6. Reduction of NEET figures to 0%
7. High quality provision for the Arts complemented by the Trust partners – Manor Trust is a centre of excellence
8. Excellent Virtual Learning Environment linked to innovative teaching, learning, assessment and leadership
9. Stimulating, challenging and enjoyable lessons are ‘the norm’

- What will be the key outcomes for the wider community/ other schools?

1. Greater sense of involvement because almost all Trustees and Trust partners will be drawn from local schools, colleges, universities, hospitals, councils and businesses.
2. Integrated children’s services would be more effective and convenient for the community
3. Greater say in decision making at Manor Community College – have a genuine and formal ‘voice’
4. Increased standards and opportunities for all stakeholders – especially children and young people
5. College facilities are literally ‘opened up’ to the community
6. Sense of genuine pride in the college at the centre of the local community
7. Better chances of progression to university
8. Better job prospects and employability
9. Enhanced relationship with parents and carers
10. VLE accessible to all

- What will be its added value over and above those currently projected?

Further raising of standards particularly in the core and the Arts due to partnership and collaborative learning, curricular and extra curricular additionality etc

Raising aspirations further than ever thought possible drawing on Trust partners and their skills.

Vastly improved recruitment, retention and CPD/career development opportunities for teachers and support staff

Dramatically enhanced reputation and the process of “changing hearts and minds” is initiated by the Trust.

Adding new spiritual, cultural and moral dimensions to college life and the curriculum

Formalising partnership and celebrating the success of a group of schools and what they have achieved together!

Section 4: Wider Context

4.1 Collaboration:

Describe briefly how your proposal will fit with any existing partnership arrangements. Please include details of any collaboration or federation arrangements and explain how the Trust will build on or work alongside these.

- Fits well with current National Challenge agenda. Discussed with Janet Morrison our SIP and National Challenge Adviser.
- Fits well with existing LA Locality Team operations for North Cambs
- Addresses a number of key issues in the LA “Big Plan” but principally to work harder in areas of deprivation to improve choice and raise standards yet further.
- Will complement and enhance the Cambridge Area Partnership and the Cambridge City Education Improvement Partnership which already boasts a federation, a Trust school and a foundation school

4.2 Specialism:

If you are a specialist school, please give details of how your plans for a Trust fit with your existing specialism.

DCSF designated Performing Arts College (2007). Early stages have been successful but we are going to struggle at time of re-designation (at the next inspection) if we do not do more to re-invigorate certain arts subjects and share the best practice of others. The Trust would thrust the specialism into the fore as a key driver for change and for college improvement.

Links with Primary schools and sixth forms and universities – in addition to a theatre and computer/music business (TBC) will raise the profile and make the arts even more exciting and vibrant in a community that desperately needs this creative outlet and to celebrate talent and success.

I have recently written to playwright Edward Bond and broadcaster Jeremy Paxman to ask if they will become patrons of the college.

Section 5: Discussions to date:

We would encourage you to discuss your plans with your governing body, partners, your Local Authority and other key stakeholders.

- Full Governing Body (unanimous decision for Principal to pursue Trust Status),
- Partners sought and, where indicated, they are happy to work with the college to become a Trust school.
- LA - permission sought and granted from Acting DCS (Principal met with Acting Deputy Chief Executive of Cambridgeshire County Council on 16/02/2009.)
- Full discussion with college National Challenge Adviser
- Further talks with potential partners - ongoing

5.1 Governing Body:

What discussions has the governing body had [NB- the governing bodies of all schools listed on this form must have agreed to submit this expression of interest]. Please detail any other discussions that have been held within the school- e.g. with staff.

- Unanimous agreement to submit EoI to you for 02/03/2009 with full intention to proceed to Trust Status at this stage.
- Discussions with SLT
- ALL staff informed about EoI. No initial objections were raised.
- In college union representatives spoken to. No contact will be made with regional union representatives until the EoI is approved.

5.2 Local Authority:

We would encourage you to discuss your plans with the local authority, please indicate whether or not you have done, provide details of who has been involved in these discussions and their views, and indicate whether or not the Director of Children's Services (DCS) is aware of this expression of interest. We will notify your DCS of the application. Please explain briefly whether and how your proposal fits into strategic plans for the area.

- DCS (acting) aware and approves (see above).
- This supports the LA's plans for BSF for The Manor Community College in 2012/13
- It also supports the LA's "Big Plan" for driving up standards within areas of deprivation, students on FSM etc.
- Also supports the LA's "Cambridge Culture" offer.
- Trust proposal also discussed with a range of other LA officers and Locality Team workers. Unanimous approval and no objections raised to date.

5.3 Other Key Stakeholders:		
Have you discussed your initial plans with any other key stakeholders? Please provide details.		
<ul style="list-style-type: none"> • Full consultation with LA, governors and SLT. • Initial conversations with staff and students. Parents would be confused if we consulted before the EoI was approved. 		
Section 6: Costs:		
We would encourage you to consider the costs associated with your Trust proposal. Identify and estimate the costs in relation to establishing a Trust and in becoming a Trust School. Please provide details.		
<ul style="list-style-type: none"> • Legal costs – transfer of land and assets from LA etc c. £6000 • Meetings to liaise with stakeholders, trade unions and proposed partners (including travel and hospitality c. £3000 • Miscellaneous costs including documentation etc c. £1000 - £2000 		

Signed- Headteacher(s) and Chair(s) of Governors		
Headteacher(s):		
<Removed from this copy>	Date	
Chair of Governor(s):		
<Removed from this copy>	Date	

Any personal data supplied will be used by the Specialist Schools and Academies Trust for the purpose of evaluating this event and will be processed in accordance with the Data Protection Act 1998.

www.trustandfoundationschools.org.uk

Working in partnership to support Trust & Foundation Schools



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and Academies Trust
EXCELLENCE AND DIVERSITY

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