



Appleton Academy

Education Brief Document

Working with Others Statement March 2009

Developed through collaboration between Bradford College (the sponsors), Place Group and Key Stakeholders



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Working With Others Statement for Appleton Academy

Introduction

The Appleton Academy will be dedicated primarily to developing the children, young people and staff who are a part of its immediate educational community. However, it will also be committed to supporting and serving its wider community. Although the definition and scope of this community will alter and change over time, we see it as initially comprising of; parents, all local children, partner schools and other adults and young people. In addition, the Academy has a broader vision that encompasses working beyond this local remit to forge regional, national and international relationships and partnerships where these can bring benefit to all of our stakeholders.

The Academy believes it has a role in widening the horizons of its children and young people and so will provide opportunities to engage with and develop a wide variety of interests and extra curricular pursuits. We will aim to enrich and enhance young people's lives by providing facilities and facilitators, and through encouraging young people to engage in a wide range of activities; such as sports, arts & culture, history, DIY skills, debating, social clubs and so on. These enrichments will also provide young people with a strong sense of worth, which will, in turn, feed back into a more positive approach to learning.

To realise this ambition the Academy will work particularly closely and collaboratively with the learning communities in the area to strengthen relationships and extend the range of opportunities for children and young people at all associated education establishments. As part of this relationship we will seek opportunities to share the experience, expertise and facilities that will be available from the Academy with our partners and stakeholders.

From information we have from other establishments that work in this way, we are confident that such collaborative activity will have a positive impact on the levels of skills, knowledge and positive behaviours achieved by both the children and young people at the Academy, and other members of our community. It is also expected that these developments will have the potential to provide a positive impact on the aspirations and possible progression of our learners into further and higher education and/or training or into sustainable work with training.

The curriculum will be organised to maximise the impact of the Extended Services framework and will expand collaborative work with other institutes and agencies working in this field. Such close working, as well as the involvement of families, will significantly enhance the learner's experience; as will very close links with the primary schools and with the South Bradford Confederation, employers (local, national and multi-national) and sporting organisations.

The Academy will become a centre of learning and social support for our communities. It will provide a rich and diverse curriculum and personalised learning for all ages, whilst at the same time ensuring strong links with business and developing an outward-looking perspective for children, young people and adults alike. Close relationships will be built and maintained with multi-agency support groups.

The purpose of this statement is therefore to outline the Academy's commitment to a collaboration and partnerships culture and to propose a strategy outline for achieving the benefits that might be reasonably expected.

As part of the Safeguarding policies of the Academy, all adults working with our children and young people, whether on- or off-site, will have the appropriate level CRB check and/or be working in a supervised context. Appropriate risk assessments will be made.

Academy Collaboration

With other schools, educational institutes, private training providers and employers:

Appleton Academy will be committed to working in partnership with the city-wide collaborative arrangements and models that are being, and will be, established for the delivery of the current 14–19 agenda and Implementation Plan, and possible future 11-19 strategic developments. We believe that such collaborative and co-operative engagement will be central to maximising opportunities for the development of personalised learning pathways as well as the provision of the highest quality learning opportunities for every student and member of staff. We will consider the flexible deployment of staff so as to maximise efficiencies both for local learning communities and for the staff themselves. Deployment may involve appropriate staff working in off-site learning environments to provide core support for difficult to engage students and their families and for students with attendance difficulties. We will maintain similar organisation and structure to the school day, week and year to maximise the potential for such collaboration.

The Academy will establish and maintain close relationships with all our potential education and training partners, particularly Bradford College and Dixons City Academy, to ensure that as broad a range of educational and training pathways are available to learners up to age 19. We will build on current relationships with employers, particularly around the areas of the specialisms, and with private training providers to ensure that sufficient and broad ranging work experience and work-place learning opportunities are available to our students. For instance, the sports facilities (staff, resources and courses) provided at the Trinity Green Campus of Bradford College will be available to the staff and students of the Academy.

As an All-Through Academy it will be particularly important that we work closely with our primary partners to ensure a smooth transition for students moving to the Academy. This process will be strengthened by maximising opportunities for collaboration such as:

- Blending more closely curriculum structure, content and opportunity.
- Making use of primary school 'good practice' related to the 'Excellence & Enjoyment' and 'Primary National Strategy' initiatives to make the experiences of the learners at the point of transition as seamless as possible, and to provide continuity of the development of key skills and competences.
- Sharing resources, facilities and staff with the primary schools (particularly where specialist subject input would be of benefit).

- Involving Academy students in promoting and mentoring learning and progression of partner primary school learners.

The Academy staff will utilise the data and information collected by primary colleagues, including examples of work, to ensure that learners experience challenge and development which is based on personal learning plans, and personalised pathways that may already have been established. It is expected that such an approach will reduce the anxiety and dip in performance and progression that many learners experience on transferring to secondary schools.

Close partnership and collaboration with other schools in the secondary sector, as well as with further education colleges, is seen as crucial to maximise the potential for genuine individual learning pathways based on broad subject and industry sector choices from around age 14, as well as the breadth and richness of potential progression routes at 16. The Academy will be a firm partner with local learning communities, providing specialist opportunities in science and sports related areas for all children and young people, and significant additional option choice for those aged 14 to 16. In addition, Academy learners will work with a range of appropriate education and training institutes to access additional courses and qualifications, particularly those that are occupational in nature. Through such arrangements learners should have a wide range of academic, vocationally related and occupational opportunities available to them.

The Academy will work closely with Bradford College to ensure learners have access to a broad range of options for 14 to 16 curriculum choices, and learning and assessment pathways. In particular, our children and young people should be able to take full advantage of the dynamic and exciting ranges of real-work and experiential learning available through Apprenticeships and Diplomas.

Bradford College's relationship with the Academy will provide a unique opportunity for collaboration in Initial Teacher Training (ITT). The two partners will develop innovative academy based ITT across all phases because the College ITT provision covers the Foundation Stage, Primary, KS2/3, Secondary and Post 16. This includes employment based routes. There will be exchange of staff between the two institutions and participation by key staff in selection, delivery and assessment of trainees. Some elements of the training will be located at the Academy. The all-through nature of the Academy also allows for creative approaches to the Academy's specialisms by the involvement of specialist college staff in science and sport. Links with other ITT providers will also be established to enable the Academy's evolution into a Training School.

Collaboration with the college will also provide for Continual Professional Development for teaching staff and the wider workforce.

We will engage in a dynamic 'conversation' with Bradford College and other higher education institutes (e.g. the University of Bradford, Leeds Met and Huddersfield University) to ensure learners are positively encouraged to raise their aspirations and widen their horizons. In doing so, they will be able to understand and appreciate the potential benefits of degree-level education. This will include working with national initiatives such as Aim Higher and the National Challenge HE Programme.

We are committed to developing the concept of Appleton Academy as a 'porous' educational institute, combining the most effective, engaging learning experiences and practice from other areas of the education sector, as well as from industry. This will broaden and enrich learners, staff and parental access to development in areas that reflect real-work in real working environments, as well as the broadest possible opportunities to further and higher education. Such a development has major potential for the rounded development of children and young people, staff and the wider community.

With groups who collaborate to support children and young people and their learning.

The Academy is committed to a multi-agency approach which will engage and work closely with all those agencies, organisations and groups that are able to support the learning of all our children and young people.

There will be appropriate support for children and young people:

- who are not performing to potential;
- across the whole range with special educational needs; and
- with specific learning needs.

The Academy will work closely with those groups that are able to help remove barriers to learning and engagement, or support learners in overcoming these barriers.

These groups will include the South Bradford Locality Achievement Partnership which will provide the focus for our work with health services, education services, police, youth support and family support groups.

The sponsor's staff expertise in the fields of youth and community development, social work and early years will provide an additional resource for the Academy. The Academy itself will provide placements for students training to work in these professions.

We will work with industry and those individuals who are able to support learners through mentoring and coaching activities. Having a commitment to mentoring as a beneficial approach to learning it will be important to utilise groups and programmes (e.g. the student sports leadership programme) to develop strong practice in learning and peer mentoring.

Groups that could be involved include: Connexions, Education Business Network Partnership, Chambers of Commerce; Bradford Bulls and other sports clubs such as BCFC, cricket teams; Bradford University; the Museum of Film & Photography, Cartwright Hall, the Industrial Museum, theatres and galleries such as the Alhambra and Salt Mills and the range of science and engineering and sports-based industries based locally and found across the region.

With Arts, Sciences and Sports organisations

Responding to a government initiative that is being delivered through the Arts Council England, the Academy will establish an entitlement for all learners to engage in "high

quality cultural activities each week". Working from the model currently being piloted, 'Find Your Talent' (co-funded by the Museums, Libraries and Archives Council, the Department for Culture, Media and Sport and the Department for Children, Schools and Families), the Academy aims to give children and young people hands-on experience of acting, playing a musical instrument, making broadcast programmes and digital art etc.

By establishing links with providers across the region children and young people will have the opportunity to work with professional writers, artists and musicians and to attend first class performances and art exhibitions.

A similar approach will be developed with professional, community and recognised sports organisations, and with science and technology-based institutions and organisations in the area.

Working with the local community

The development of strong links with, and relationships within, the local community is a central element of the Appleton Academy vision. Therefore we will pro-actively seek opportunities to strengthen communication, and to build sustainable relationships, with the local community by offering a range of services and facilities. These will include:

- Opening school facilities outside core hours for sports, leisure, learning and recreational activities, as well as for social care, health and welfare support, advice and perhaps youth services.
- Arrangements and provision for family learning activities.
- Supporting outreach adult learning.

The Academy will support existing regeneration programmes and schemes where possible through its core activities and will increase confidence and raise the aspirations and attainment levels of the community in order to improve the economic well-being of the area.

We will also be proactive in seeking out and identifying a wide range of ways in which the Academy can participate in the wider aspects of community life. These might include supporting local community events and initiatives, providing facilities and expertise for voluntary community support for groups in need, providing opportunities for all our children and young people to work in and with the community.

Developing Regional, National and International Relationships

The Academy's strategic plan will emphasise the creation of an outward looking educational establishment whose relationships and partnerships must stretch beyond the immediate area. This vision will assist learners, staff and members of the local community in enriching their learning experiences and broadening their horizons. Therefore, we will proactively seek to make new regional, national and global connections that will assist in broadening the horizons and raising the self esteem, aspirations and life experience of students, staff and the local community.

Existing relationship already established by both predecessor schools will provide a strong starting point for such developments. This will be further enhanced by the

extensive international activities in which Bradford College is engaged. Education for global citizenship will be promoted by the international institutional (college and school) links already established. ICT links and staff and student exchanges will be encouraged.

Strategies for Implementation of these Statements

Appleton Academy's Board of Governors will include members that reflect the planned collaboration between the Sponsor and its significant external partners.

A significant role for parents, children and young people, as key stakeholders, is planned and will require their active involvement.

Board Members and 'leaders' at Appleton Academy will have clear lines of accountability to local people through the governance structure. This will ensure that community engagement is a key part of the governance and management of the Academy. Accountability will require a clear commitment to information on performance and opportunities, so that parents, children and young people are able to review and comment on the Academy's strategy and performance.

The Principal and Chief Executive will lead, and be committed to, the implementation of our ethos and vision, and have a strong emphasis on collaboration. Collaboration will feature as part of the job descriptions and person specifications of all the leadership and management of the Academy so that it becomes culturally embedded and a core responsibility of all staff. However, the Academy's structure specifically identifies three key roles in the leadership of the work with others. The Assistant Director of Specialisms will engage with all areas of the community in the context of science and sport. The Director of Teaching and Learning will extend and embed the links and developments with Bradford College and the Director for Inclusion will work with all agencies in the support of all children and young people.

From the Academy's inception learners will be actively engaged in developing collaborative partnerships across the Academy, in the local area, across the region and nationally and globally. This will be achieved through real, as well as virtual projects, communities and initiatives.

Learners will study and work in groups and teams within the Academy and in real-life/work settings as a matter of course.

Existing collaborative arrangements will continue to be extended and developed as part of an expectation of further national and international links.

The Academy plans to be open for learning to its own children and young people for 190 days per year and for access to extended facilities for up to 350 days a year and therefore available to the community in a number of ways, including as a:

- Community hub/centre.
- Venue for use by community organisations/groups.
- Service delivery point for district based support services.
- Sustained extended school providing the full range of services.
- Venue for community health and well-being providers.

We intend that the technology (including ICT) at the Academy will be robust and always available. It will enable children and young people to access learning, their personalised curriculum and assessment from wherever they need to, including from home. Parents will be able to access relevant information through a section dedicated to their use. This will include information about the performance of their child as well as that of the Academy.

A managed learning service will link learners to online learning communities within the Academy and beyond so that their learning raises aspiration and ambition, broadens their horizons and extends their understanding and skills.

Such facility will also be widely available to members of our community.

The Academy will work with other academies both locally and nationally as well as all through schools through CATS (Confederation of All Through Schools) to maintain its position at the leading edge of educational developments. The Principal and Chief Executive will develop strong links and relationships, so that when the Academy formally opens, the foundations for partnership and collaborative activity will already be extended from those that already exist, and will be particularly well established with:

- Partner Primary Schools.
- Other schools and academies in the secondary sector.
- Bradford College at strategic and operational levels.
- The regional and national Further and Higher Education sectors.
- Multi-Agency services.
- Wide community groups/organisation.
- Local business and enterprise.
- The regional, national and international organisations associated with sports and science.

This process will continue more comprehensively after the Academy is established so that positive engagement with a wide range of community, voluntary, private sectors and public bodies will extend and enrich the learning and life experiences of learners, staff and our communities.

The Academy will create and establish 'portals' that provide access for a range of communities and parents to key information and opportunities. Many of these opportunities will be related to wide or life-long learning, raising skills levels and broadening horizons. Part of the facilitation of this will be through close links with Bradford College. This will enable the Academy to become a conduit for a wide range of courses, development and social programmes delivered directly to the local community.

In summary, collaboration will be a key element of the ethos of the Appleton Academy. It will be a keystone of policy and practice and not relegated to an 'add on' or 'desirable aspiration'. This position is based on the current ethos, culture and 'Best Practice' of the sponsors.

