

## **Annex 2b**

### **London**

#### **COOMBE GIRLS' SCHOOL, Kingston**

Head Teacher – Mrs Caroline Campbell

Address – Clarence Avenue, New Malden, KT3 3TU

Coombe Girls' School has a large network of partners, developed through its work as a Beacon school since 1999; both specific partners, as well as a wider network.

This collaborative ethos is central to the school. When staff are appointed to the school, they are appointed to work both within the school and as part of the collaborative network.

Coombe Girls' School is working very closely with Beverly School. Both have identified a need for level two provision and as a result, the schools have joined to create a vocational centre at Beverly. This will be marketed under the name of Coombe. Prospective pupils have been used to design this centre and it is due to open in September. There are also strong links with support agencies created through the new community forum.

The school has a strong focus on behaviour and inclusion with new anti-bullying policies and strategies promoting community spirit. This positive ethos has contributed to high attendance figures and exceptional student attitudes to their work.

The school also has a successful middle management course that is being run jointly with partner schools, other schools are due to join in September. Coombe girls also runs an extensive graduate training programme.

Extensive use has been made of the school premises through adult education and twilight teaching in an extended day programme.

#### **VALENTINES HIGH SCHOOL, Ilford**

Head Teacher – Dr D Moynihan

Address – Cranbrook Road, Ilford, Essex, IG2 6HX

Valentines High School is a large, multi-ethnic comprehensive school and has been a Beacon school since 1999. It has successfully developed a strong identity and ethos focused on the diversity of its pupils. An example of this is the use of mentors from the ethnic community to tackle underachievement among Year 11 boys. Both attendance and academic achievement are well above the national average for these groups. Most recently Valentines was graded ninth out of over a thousand specialist schools in a value added assessment.

The school has been working with its primary feeder schools to introduce a more effective transfer of ethnic minority pupil data from Key Stage 2 to 3. The school has also developed methods enabling schools to maintain a reliable record of pupils' progress in English acquisition both for individuals and for ethnic groups.

There is a strong extended school policy, with active links to the community and the provision of support and resources for adult learning. The LEA has praised the school for its desire to become a key component within the larger learning community.

Valentines has also developed a successful post-16 curriculum including various levels of GNVQs in Business, Science, Leisure and Tourism and Art and Design. A key area of the school's Beacon activities was working with schools in an inner city, multi-cultural context in order to raise attainment.

- **PARLIAMENT HILL SCHOOL, Camden**

- Head teacher – Christine Peters

Address – Highgate Road, London, NW5 1RL

Parliament Hill School is a popular 11 – 19 comprehensive situated in the London Borough of Camden. The school serves a diverse social and cultural population, typical of inner city London. There are 900 girls in Key Stages 3 and 4 and 550 young men and women in the Sixth Form, which is run jointly with William Ellis School. This forms part of the LaSwap Sixth Form consortium with La Sainte Union and Acland Burghley schools. The schools have worked together for over ten years and the combined sixth form includes 1,200 pupils. Approximately 80% of its curriculum is at Advanced level and rigorous value added exam analysis has raised attainment. Beacon status and Technology College status have also provided the school with platforms to further develop collaboration with individual schools and across the borough. During 2002/03 Parliament Hill School has been an exemplar School for the London Grid for Learning. This is a new innovative web portal onto which the staff and students can upload their work and access from any online computer. All Departments within the school have received training on its use, for example how to upload schemes of work, resources and subject information.

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- **North East**

- **CRAMLINGTON COMMUNITY SCHOOL, Northumberland**

Head Teacher – Mr D M Wise

Address – High Burn, Cramlington, Northumberland NE23 6BN

Cramlington Community High has a proven track record in sharing its expertise and establishing networks through an open, collaborative and coherent approach. It received Specialist Science college status in 2002 and has used this to develop innovative ideas and raise standards through a town-wide intranet of resources.

The school has a Research and Development Team which looks on both a national and global scale for areas of best practice in teaching and learning. Future developments include mini-action research projects and a research and development website.

Cramlington is working in partnership with the Gatsby Technical Education Projects on a new programme called 'Teacher Effectiveness Enhancement Programme (TEEP)' and has been identified as having excellent practice in the effective use of ICT. This initiative covers both high achievers and those with serious weaknesses.

The school is a leading member of the ABC 14+ Learning Partnership and has taken a particularly high profile role in this, developing a model of excellence in teaching and learning which has been adopted by the consortium.

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- **South West**

- **SOUTH DARTMOOR COMMUNITY COLLEGE, Devon**

Head Teacher – Mr R Tarleton

Address – Balland Lane, Ashburton, Devon, TQ13 7EW

South Dartmoor Community College has an excellent track record of collaboration. The school is a leader of Partnership Promotion work in Devon and Cornwall supporting a network of schools in the South West. There is a strong partnership with Callington Community College involving the sharing of strategic planning. The two schools are developing innovative approaches to teacher training to encourage analysis of classroom processes.

Cutting edge research is taking place into the use of new technology to allow creative development of new materials and strategies for teachers. The school is developing a video database of generic skills which focuses on teacher demonstrations and student interactions. A video exemplar library of clips on CD-ROM to model successful teaching and learning episodes and provide a teaching narrative.

The Department of PE, Sport and Dance has taken a central role in innovative work to develop new approaches to teaching and learning using new technology. An audio assisted learning pack (Sound Assist) has demonstrated measurable improvements in teacher training. This system has also been used to coach pupils, allowing them to take on teaching roles with younger children and develop leadership skills. This system is being developed in partnership with the Youth Sport Trust as a commercial project.

The school has a strong focus on inclusion and are setting up video conference links both with schools in the UK and in the USA. This initiative will help develop international co-operation between groups of disaffected young people who can use interactive technology to communicate directly. Students who have succeeded against the odds are very good role models for disaffected youngsters in other parts of the country.

## **East of England**

### **LYNN GROVE V.A. HIGH SCHOOL, Norfolk**

Head Teacher – Mr D J Evans

Address – Lynn Grove, Gorleston, Great Yarmouth, Norfolk, NR31 8AP

Lynn Grove has a strong tradition of using ICT innovatively to improve standards of teaching and learning across the curriculum at both Key Stage 3 and 4. The school was a founder partner in the Microsoft Anytime Anywhere Learning (AAL) pilot, with two teachers being seconded to Microsoft to develop curriculum materials for the project.

The current focus of the school's ICT initiatives is the development of the Virtual Learning Environment (VLE) with all departments working on the extension of further IT based curriculum materials to support pupil learning, both in Lynn Grove and other partnership schools.

The school's strong focus on ICT has also contributed to the many learning partnerships to which the school has contributed to. The Humanities and Modern Language departments have worked in partnership with the Digital Brain company developing websites. The school has also offered advice to the LEA on matters relating to ICT and the ways in which specialist schools can provide technical support to smaller schools.

Collaborative working at senior management level, partnership between staff in the specialist subjects and an annual shared training day underpin the school's work on collaboration. Adopting an innovative approach to management, Lynn Grove School has been able to free up leadership capacity to focus on developing a wide range of collaborative partnerships.

## **East Midlands**

### **ELLESMERE COLLEGE, City of Leicester**

Head Teacher – Ms F Moir

Address – Ellesmere Road, Leicester, LE3 1BE

Ellesmere College is an outward looking special school with good local links and a successful collaborative approach. It is an active and strong leader of partnership activity in the city and surrounding areas.

The college has recently been granted 'leading literacy status' within the LEA in recognition for the work on language across the curriculum, the Literacy strategy and the National KS3 strategy.

As a Secondary Special school, Ellesmere has expertise and experience with a wide range of special educational needs. They undertake 'Team Teach' behavioural training for staff from special and mainstream schools. The college also provides support to other schools on self-evaluation, database tracking of behaviour, literacy teaching and a range of curriculum provision.

Ellesmere is making an important contribution towards future strategies to provide increased opportunities for inclusion across secondary schools in Leicester. It is one of only two special schools in Leicester's Education Action Zone and in this area, Ellesmere has been able to work alongside mainstream schools in particularly challenging circumstances.

Ellesmere has a well-established a sixth form 'transition' course which has met a need for students leaving schools and colleges at 16 who are between school and FE provision.

## **West Midlands**

### **ERCALL WOOD TECHNOLOGY COLLEGE, Telford and Wrekin**

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Head Teacher – Mr G Harkness

Address – Golf Links Lane, Wellington, Telford, Shropshire, TF1 2DT

As a Specialist Technology College, Ercall Wood has expertise in whole school ICT provision, providing a 'future classroom' based learning environment and focuses on Teaching and Learning strategies to raise standards within specific subject areas.

Ercall Wood has a local and increasing national reputation for its work with children with Special Educational Needs and Dyslexia in particular. It was the first state school in the country to be given corporate membership of the British Dyslexia Association and is also a member of CReSTed (Council for the Registration of Schools Teaching Dyslexic Pupils). The college has developed an extensive network of schools that work with them to develop practice in this area.

A variety of community business networks have been established within the Telford & Wrekin area and these support Ercall Wood with its Mentoring programme for students at Key Stage 4. These links also provide opportunities for real life coursework related tasks.

As part of an LEA wide strategic policy for the development of all schools, Ercall Wood plans to form a partnership with Telford & Wrekin Borough Council's proposed 'Hadley Learning Village' which will open in 2005.

Ercall Wood is also involved in an exciting virtual classroom project with NASA and the National Guard to link local schools with the Johnson Space Centre in Houston and USA schools. This link will enable schools to hook into the secure community based network run by the National Guard that delivers education programmes to pupils in the United States.

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## **North West**

### **BROUGHTON HALL HIGH SCHOOL, Liverpool**

- Head Teacher – Mr G Murphy

Address – Yew Tree Lane, West Derby, Liverpool, L12 9HJ

Broughton Hall High School has established strong links with a range of primary and secondary schools. It has a proven track record of active collaboration with other schools including those in challenging circumstances.

The school has a growing reputation for its development of cutting edge practice relating to brain based learning and the use of ICT in curriculum delivery. The main focus is on leading research and innovative practice in relation to our understanding about learning. Inclusion is key to this and the focus on individual learning styles is based on the aim for every pupil to achieve their potential. A culture of professional learning has been established both within the school and across a widening network of partner schools.

All the initiatives, collaborative developments and consequent raising of standards have been underpinned by whole school strategic planning. School Achievement Awards for excellent results were gained in 2000 and 2001.

As a lead school in the West Derby Networked Learning Community, Broughton Hall has a key role in the development of innovative approaches to learning. The Network promotes excellence and has a strong emphasis on strengthening the quality of teaching at Key Stage transition points.

- **SAINT AUGUSTINE'S RC HIGH SCHOOL, Lancashire**

Head Teacher – Anthony McNamara

Address – Elker Lane, Billington, Clitheroe, Lancashire BB7 9JA

Saint Augustine's RC High School has been successful with its application for the Leading Edge Programme. It is currently a Beacon school and places a high priority on working collaboratively with other Lancashire schools and the LEA.

The school has a strong commitment to meeting the needs of children experiencing difficulties with their learning and ensuring they are effectively integrated into mainstream education. A tailored curriculum and enhancement programme is in place and a wide range of extra-curricular support activities are offered by the Learning Support Department.

Saint Augustine's supports the teaching and learning of gifted and talented pupils. It plans to develop a range of easily accessible extension materials linked to KS3 and GCSE courses and information packs designed for posting on school websites.

A strong partnership exists with St Mary's College with a focus on effective transition from KS4 and student placements.

The school is currently working with London Chamber Orchestra and 24 primary schools identified in terms of music provision as being most in need.

Planned research projects include work/life balance for school leaders and will highlight effective strategies of Lancashire leadership teams.

- **South East**

- **VARNDEAN School, Brighton and Hove**

Head Teacher – Mr A Schofield

Address – Balfour Road, Brighton, BN1 8NP

Varndean School has a strong record of collaborative working. It has developed an Innovation Strategy which uses national and international research as well as lessons from the Key Stage 3 pilot and the work of Vision 2020.

The school has had an innovative, extensive school based CPD programme in place since September 2000 and this involves training sessions for a variety of other schools in the LEA. Varndean also has a key role in the LEA's Early Professional Development staff with four staff as LEA mentors.

An innovative anti-bureaucracy policy has also been in place since September 2000 with a reduction in routine meetings and directed time and additional support staff brought in.

Varndean has a good record of leadership and support to a number of schools in challenging circumstances as well as providing ICT support for gifted and talented learners at Key Stage 2.

An ICT company, Varndean e-Learning, was established in 2001 and 200 schools nationwide use the Varndean learning materials. The school has also developed a bespoke intranet and communications network as well as interactive online tutorial and target setting software for Key Stage 4.

Varndean has developed as a centre of excellence for social inclusion within the LEA with innovative practice related to multi-agency provision, particularly at Key Stage 3. An integrated Student Services offices suite is also available which supports students' personal development.

**Yorkshire and the Humberside****THE CALDER HIGH SCHOOL, Calderdale**

Head Teacher – Mr D Scott

Address – Brier Hey Lane, Hebden Bridge, Yorkshire, HX7 5QN

Calder High is committed to collaborative working and has developed very strong links with partner schools. It is a partner secondary school in the Halifax Excellence Cluster and features in the 2002-2003 Calderdale Learning Partnership Plan to address the issues of inclusion.

Calder High also has well-established partnerships with local Business and Manufacturing companies who support the delivery of Vocational courses at Key Stage 4.

Calder High has introduced a range of innovative strategies to raise attainment at all Key Stages including alternative teaching and learning methods and development of a curriculum which promotes inclusion. New developments include Activity Days, Enrichment, Active 8 to provide a more flexible curriculum.

E-learning plays an important part in the school's curriculum provision and Calder High has plans to share this expertise through an intranet, through training days for staff at partner schools and through a teaching and learning network to be developed across the Local Education Authority.

Calder High is a Partnership Promotion School (for commitment to excellence in Initial Teacher Training) and has worked with several schools in the area of mentor training, for example: Making sense of the new Professional Standards, Lesson Observation and Feedback.

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