

# ***Highfield Humanities College***



## **Building Schools for the Future School's Strategy for Change**

**Update – February 2009**

*V0.2 March 2009*

## **1) What is the School's ethos/vision/mission statement for its learners and community?**

The school has a clear vision.

We are committed to high achievement, effective teaching and learning and good relationships between staff, students, parents and the wider community. We aim to embrace new technologies and teaching methods to promote a sense of readiness in students to respond to a rapidly changing technologically based society. We aim to promote the learning and thinking skills, knowledge and personal attributes essential for them to become active contributors in the changing society.

Highfield aims to be a place where children are inspired by how and what they learn and have high aspirations. An inspirational environment will utilise cutting edge technology and teaching methods to ensure everyone strives for and reaches their highest personal success in academic study, emotional and personal development.

To do this our students need to develop confidence, self belief, social, and independent learning and thinking skills. We aim to provide an opportunity to extensively modernise our school environment and achieve this vision for all associated with Highfield by providing:-

- a welcoming, stimulating and inclusive setting that in itself is a learning opportunity (eg sustainability)
- an environment that can support a variety of curriculum routes to meet all students' needs, by utilising flexible spaces
- collaboratively working together with other institutions locally, nationally and globally
- promote learning and thinking skills needed for the 21<sup>st</sup> century
- personalised learning opportunities for all students through access to a electronic environments and enhanced use of new technologies
- development of innovative teaching and learning strategies supported by a more flexible curriculum that promotes inclusion
- increased community involvement through enhanced extended service provision and integration of services

## **2) What is the School's context?**

Highfield Humanities College serves a wide residential area that includes both private and local authority housing. Students come from contrasting socio-economic backgrounds including almost half of our students from electoral wards that are identified as in the worst 30% deprived nationally and 91.5% of our students from electoral wards identified as in the worst 50% deprived wards nationally. Analysis of students in 2008 shows that:- 91.5% of the students live in the bottom 50% of the most deprived areas in England which is slightly above the overall Blackpool figure (90.4%). 45.1% of the students live in the bottom 30% of the most deprived areas in England which is below that of Blackpool (63%). 16.2% of the students live in the bottom 10% of the most deprived areas in England which is well below that of Blackpool (34.4%). [Figures taken from "indices of Deprivation" produced by the Office of the Deputy Prime Minister].

Although Blackpool has a high rate of unemployment due to the lack of industry in the area, the south shore area of Blackpool has a more stable community being further away from the central wards that include the seasonal leisure industries and our transience rate is below Blackpool averages.

Whereas other Blackpool secondary schools are faced with a reduction in student numbers due to demographic changes, Highfield has a good reputation and continues to be over subscribed. It is also understood that the south shore area of Blackpool is to undergo a residential building programme which may in turn influence student numbers.

Highfield is currently a SERF school with a high proportion of students with Special Education Needs. Specialist services are currently and will continue to be provided for physically disabled students giving them a pathway into mainstream education.

Highfield currently has an extremely small minority ethnic group<sup>1</sup> of less than 4% of the full population (Spring Census 2008). However, with the increased development of the local airport Highfield may welcome new ethnic communities in the future, more particularly students of Eastern European descent.

Highfield students belong to a variety of faith groups (although mainly Christian) and participate in collective worship.

We are the only secondary school with 'Humanities' as our specialism in the local area which may be a further influence upon student uptake. This specialist status has not only enabled us to develop this curriculum area, but has also developed more extensive community links. The development of our extended services is underway and is taking these links a step further with the introduction of evening classes and community events.

As a school we hold Charter Mark and Investors in People showing that we care about the people who we serve and are proactive in continually developing our service.

BSF will allow Highfield to continue to be an inclusive and integral part of the local community. BSF will ensure we are responsive to and can cater for all of our population needs with a flexible building and innovative provision that will transform education and community services to new heights.

### **3) What are the current characteristics & student performance?**

Upon entry the student academic profile is broadly in line with national averages. This does not wholly reflect the levels of deprivation as seen in section 2. Our role is to raise aspirations and expectations for children and families through learning and qualifications that will take them and their families out of the deprivation indicies. The progress that children are making at Key Stage 3 and 4 maintains the standard at Key Stage 2 indicating that we are overcoming a barrier to learning which is coming from a deprivation factor.

At Key Stage 3 our Science results were above national average for 5+, 6+ and 7+ and were the best in the authority for 6+ and 7+. English and Maths attainment was broadly

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<sup>1</sup> Minority ethnic group is defined as ethnic groups excluding those defined as White British unless otherwise stated.

in line with national averages. In order to increase standards further we require a transformation in the way in which Key Stage 3 is delivered. A curriculum re-design on the lines of thematic project based learning, supported by electronic platforms, and a pedagogy that takes into account preferred learning styles is already being piloted with a small group. This would only be possible school-wide if we had the flexibility to organise learning spaces and group sizes in a way that is not possible with current building restrictions.

Student performance has increased year on year over the past four years at Key Stage 4 with the 2008 results at 61% 5+A\*-C; 42% 5+A\*-C (inc En & Ma) and 47% 5+A\*-C (inc functional En & Ma). Strategies for raising achievement at Highfield are key to the continued success of our students. As a school we have shown that development of curriculum together with innovative teaching and learning strategies can not only have a direct impact upon student attainment, but also increase student engagement and progress through a clearer understanding of learning outcomes and assessment criteria. It is a key priority that BSF plays a key role in developing these strategies further.

Transformation of Key Stage 4 provision will further engage and motivate all students and raise standards to well above national averages.

We aim to:-

- establish an environment that will remove barriers to learning through personalised learning pathways for our students; enhancing our existing pathways curriculum to include traditional GCSE, vocational and diploma routes, NVQs, Key Skills and advanced level courses for identified students.
- provide life skills development to ensure students leave with the social and emotional capacity to become included members of the community. Extended services based in school will greatly support this area. Currently there is no physical capacity to base extended services on site.
- establish an environment that will allow further development of pioneering curriculum models that will allow for new approaches to teaching and learning. For example,
- staggered school day for Key stage 3 and 4
  - greater use of mobile technology to give 24/7 access to learning materials,
  - greater collaboration with other institutions e.g. Blackpool and the Fylde College, Palatine, St Georges and primary feeder schools.
  - Changing the timetable to respond to the needs of individuals e.g. KS4 starts in May for Year 9 students
  - organisation on a "human scale" by providing dedicated areas that work as a school within a school.
- an environment that will motivate and encourage staff development stimulating curriculum innovation and empowering existing staff to use more creative high quality methods of teaching and learning.
- an environment that will support parental engagement through extended services and provision.
  - adult learning
  - parental portal for electronic communication and access to information
- encourage and motivate students to attend and engage in their learning.

As a result of the sustained improvement over the past 4 years Highfield was celebrated as one of only 4 schools in our National group to have achieved an award for Outstanding Results in 2007 (Specialist Schools Trust). We were also 45<sup>th</sup> in the country for the most improved schools. At Key Stage 3 & 4 we are in the top three of

the 8 local secondary schools. In 2007 we were second highest for 5+A\*-C and the highest for the 5+A\*-C (inc E&M).

This has been achieved within a restrictive environment. We believe that when staff, students and parents work together within a more flexible environment that facilitates creative methods, our aspirations to be consistently performing at or above Fischer Family Trust band D will be sustainable.

**4) What are the school's key objectives to transform education, covering the policy areas identified in the LA's SfC?**

As a school our key objective is to ensure our learners leave having experienced a high quality education and are equipped with highly developed personal, learning and thinking skills.

**4a) Choice, diversity & Access**

Objective – Choice

We aim to further develop the Key Stage 2 to 3 transition by enhancing the Year 7 curriculum through a thematic skills based approach (see section 3 for details). Year 8 and 9 will have pathways development that echoes the Key Stage 4 pioneering curriculum models.

We are enhancing our flexible curriculum through offering alternative pathways at Key Stage 4 (see section 3 for details) and enriching the collaboration with local institutions. In example, as a Humanities specialist school we intend to support other institutions in provision of these subjects through enhanced ICT e.g. video conferencing. Personalised learning pathways ensure all students are able to construct their own route based upon their academic progress, preferred learning styles and career aspirations. The new school would include enhanced facilities to provide additional vocational learning routes. We are actively seeking to develop and deliver specific lines of learning as part of the travel to learn partnership in the 14-19 curriculum, Society Health and development together with Travel and Tourism are the ones that we are currently seeking to develop. Our vision would be to use flexible learning spaces to create a simulated business environment e.g. Health Centre, Travel Agency. Current building would not allow this to happen.

Objective - Diversity

Becoming a specialist Humanities school has had a significant impact on raising standards and the profile of Highfield. History, Geography and RE were chosen as lead subjects because of the strength of leadership, quality of teaching and learning and a consistently good student performance within the school. Development in these subjects through this status has been highly successful and in turn has impacted positively on whole school development. The Humanities Plan provides evidence of enhanced Teaching & Learning, Accelerated Learning, and Community Involvement. As a school we are keen to apply for a second specialism (as yet to be decided). We need to audit the community and undertake extensive consultation to determine which is the best specialist area to apply for that will both enhance the diversity of quality provision within Blackpool and fulfil the needs of the local community. The current school environment is not equipped to respond to this demand and we need to plan a facility that is flexible and has the capacity to accommodate the second specialism.

Governors are currently investigating the development of Trust Status for Highfield. This is likely to build upon our transition work with our feeder primary schools and our collaboration with post 16 providers. As a transition trust we will be central in providing a smooth transition from early years to adult education. We would be engaging primary, post 16 and university partners in this trust.

#### Objective – Access

We are developing our curriculum to meet the needs of our students through greater differentiation, learning styles and group organisation (see section 3). Greater use of data at school and student level is enhancing intervention strategies to support targeted students. This is leading to greater parental involvement and communication through the use of new technologies as voice connect and parental portal (see section 3).

Staff are beginning to incorporate new technologies into their teaching e.g. podcasting. We aim to do much more of this work, however, we need an infrastructure that will enable this to happen at point of source rather than in specialist rooms. A wireless infrastructure would facilitate this type of learning and does not exist on this site. The use of the CLC to overcome this restriction is proving difficult due to high usage and as a consequence is inhibiting teaching and learning. We have tried to overcome this by purchasing specialist equipment (portable TV studio) which can only be done on a small scale due to inflexibility of the building and infrastructure.

We are seeking to make greater use of learning platforms to enable development of 24 hour access to learning resources for our students. We are investigating the variety of mobile devices utilising wireless technologies to support learning.

#### **4b) Addressing Underachievement**

We address underachievement through:-

- Greater parental involvement
  - PTFA consultation and involvement in curriculum and student development matters e.g. training PTFA to use the learning platform packages with a view to cascade training to other parents
  - Adult learning to encourage parent/student collaboration e.g. parental training on memory/revision techniques
  - Parental learning alongside students (with due regard to safeguarding)
- Student tracking and intervention. Current actions focused on Year 11 resulting in positive impact on achievement across the whole school evolved from the Specialist School Trust show a positive impact on Raising Achievement through Teaching and Learning strategies and include in no particular order:-
  - Use of SAM Learning revision programme. Logged hours are higher than the national average and significantly higher than the authority average.
  - Early completion of coursework, coursework catch-up sessions for departments.
  - No study leave, a specially devised revision programme throughout the exam period.
  - Big focus on meeting school targets.
  - Reviews with students and parents in January.
  - “Critical list” of students on presenting behaviour issues are managed by a Deputy Headteacher.
  - Key assemblies in spring term on expectations and preparation for exams.

- Identification of key groups of students at the 5 Cs threshold.
- Improved partnership with parents
- Establish a positive “can do” ethos amongst staff and students
- Reward positive students response

Use of ICT information systems will enhance the efficiency of all of these strategies to reach more students across more year groups.

- Variety of behaviour management strategies – monitored through ICT information systems e.g.
  - rewards and sanctions
  - logged incidents
  - SEN information to inform intervention strategy
  - attainment reports identifying effort and behaviour across the curriculum

A single integrated system with multi access facility would greatly improve the strategies. Appropriately shared information with parents, students, staff and outside agencies bring about the right people dealing with the right student in the right way.

- Curriculum design to suit learners needs

Two examples:

1. Yr7 Humanities thematic approach taught by one teacher for one whole day. The thematic skills based programmes are designed to enhance learning skills and increase learner confidence, independence and knowledge acquisition. The progress and impact of the project is being monitored and evaluated by our collaborative work with the Edge Hill University. Other departments are expressing interest in developing similar collaborations.
2. A subject area is developing early entry for GCSE exams. Students can be entered in Yr9 and Yr10 for RE. A group now takes AS Level RE in school and AS Level Critical thinking in partnership with Blackpool and Fylde College.

Consultation with existing staff has revealed an eagerness to explore new curriculum design to enhance student performance; this will be further supported through recruitment of Advanced Skills Teachers, provision of CPD opportunities and enhanced teacher support arising out of workforce reform (e.g. HLTA etc).

- Quality teaching – Preferred Learning Styles

For the development of teaching and learning see sections 3 and 4a.

Additionally we aim to raise the quality of teaching and learning through strategies including

- Creating an ethos of success through rewards
- Provision high quality resources including buildings, new technologies and recreational facilities.
- Raising Attendance through use of voice connect, attendance awards, Fast tracking and PWO involvement
- Partnership working e.g. BFC Engineering, Construction, Catering, Hair and Beauty, Motor Vehicle Maintenance
- A contributor within the Blackpool Behaviour Collaborative.

The success of these strategies will be further enhanced particularly through provision of a high quality environment that will lead students into having a sense of pride and commitment to their learning and school.

#### 4c) Personalised learning

##### Objective

As key objective of the BSF project at Highfield is to develop an environment that provides a pathway of education for all. This would be through: -

- Development of a Learning Platform that will enable students to access their education and support on 24/7 basis, and, outside of the normal school environment. Careful management of this platform will facilitate personalised learning routes that respond to the needs and learning styles of the individual. The outcome of this approach will enable mixed aged learning groups, deciding appropriate times for examination entry and level and the ability to stretch more students to higher standards, such as, post - 16 qualifications. We have started this with the implementation of AS Level R.E. with 15 year old students.
- There will be seamless working between school and home with access to information and documents via an e-portal. Access will have differing levels to differentiate between staff, students parents and the general public for key documents and school information.
- Delivery of a broad and relevant curriculum including enhanced vocational pathways and a thematic/project organisation that focuses on skills based learning
- Provision of a flexible environment that will support varied learning styles e.g. break out areas, multi-media resource areas, flexible classrooms etc
- Wireless infrastructure allows interfacing with different devices used by students, staff and community learners to encourage anywhere anytime learning. Appropriate security to ensure integrity of information is built into the infrastructure.
- ICT immersion technologies to be used that means appropriate equipment to support generic and subject specific learning is available in every learning space. Such devices as interactive surfaces, sound systems, mood lighting, automated lighting/heating and networking capabilities. Resources to enable communication opportunities such as podcasting and TV studio are also available.  
Social and resource areas make use of multi-media interactive technologies such as learning walls, simulation areas, and immersion pods.
- Enhanced links with local business and community to help ensure suitable opportunities for work-related learning
- Development of assessment and tracking systems supported by ICT management systems to enhance self and peer assessment.
- Extending services offered within school relating to information advice and guidance. Co-located extended services would elevate the level of provision within school and south shore community e.g. Job Centre Plus and Connexions

#### 4d) 14-19

As a school we are committed to the 14-19 agenda and have been and will continue to be heavily involved with Travel to Learn Area planning and the planning for 14-19 provision. Highfield is keen to become a key resource in the Blackpool's 14-19 agenda.

Innovative work has been enabled through progressive links with Blackpool and the Fylde College. We are in our 3<sup>rd</sup> year of groups of students working at the college from 1 p.m. to 7 p.m. studying BTEC Engineering. Success rates in this group are significantly high. We intend to expand this provision through development of a vocational area within school operating using the same model to provide courses that are currently unavailable in the south of Blackpool for more students e.g. Media Studies, Society Health and development, Motor Vehicle, Sport Exercise and Fitness and Catering. Flexible hours and independent learning are areas that we want to further explore particularly at post 14. E-learning would be a major contributing factor to assist learning in this area by allowing freedom and flexibility through the use of satellite working. We would actively encourage the use of the student's own mobile technologies that would link to our ICT infrastructure.

BTEC diplomas in Health & Social Care, Travel & Tourism and Sport Exercise and Fitness have already been introduced on site at Highfield and BSF will allow us to expand this provision further. In example, our provision for Health and Social Care resulted in Highfield taking a lead role in Authority's development of this line of learning in collaboration with the Primary Care Trust.

ICT that supports networking for our specialist diploma offer of Society Health & Development and Travel and Tourism allows remote working from other institutions that will support on site tutorial work. Partners such as PCT and Blackpool & Fylde College will be networked to enable access to learning opportunities. Networking facilities enable access to Partner institutions such as Health Care services. Technologies mirror those used in the specialist industries such as Tourist Information Centres and Travel Agents.

Highfield has also been involved in sharing curriculum time with local schools to allow a wider range of GCSE option courses to be offered to students. We are currently using a joint working framework to enable GCSE German to run for a number of Highfield and Palatine students, proportions of the course are delivered at Highfield and Palatine. Discussions with Highfield and Palatine have explored the use of video conferencing to facilitate joint teaching and learning. Such a venture would require more flexibility in the organisation of learning spaces to enable this to happen, along with active engagement with Blackpool's collaborative timetabling strategy.

#### **4e) SEN and inclusion**

##### Objective

We aim to have an environment that allows greater access for community groups. Incorporating best practice in design such as:

- physical access for the physically impaired
- acoustic qualities of the building fabric and electronic enhancements for the hearing impaired
- visual signals for the visually impaired such as colour coding on effective use of building materials

SEN provision is seen as an integral part of the school. Our principles for specialist rooms and provisions being located within the school environment so that children do not see themselves as separated from mainstream are upheld with our PD SERF unit. At the moment arrangements for entry to the school need are not ideal as students do not have any covered access to protect them from the weather.

Our existing SERF unit for physical disabilities needs to be maintained and enhanced through specialist physiotherapy and breakout rooms. It is our objective to continue and develop this area by ensuring our school buildings reflect student needs. The Disability Equality Duty statement ensures that the whole school reflects the needs of disabled people.

We aim to apply for a second SERF, for sensory impairment that includes a sensory lab. We would then better meet the needs of our current HI and VI students and extend the provision within the authority at secondary level and for the community. Our existing school does not have the specialist equipment to fully support sensory impairment, induction loops, sound field systems and visual and sensory cues will be a necessity.

Enhanced use of ICT with suitable and appropriate resources along with high quality SSA support is an essential objective in enabling students with Special Educational Needs to gain access to the curriculum. Gifted and Talented students will also be further supported through access to enhanced provision, more particularly through the development of the authority's learning platform. [Personalised learning through e-portal gives access for students and families to interactive multi sensory software and key school information.](#) Sensory impaired specialist equipment is utilised to enhance access to learning. Eg. reading pens, voice recognition, ergonomic input devices and sound field system.

Development of cross phase liaison at whole school and subject level is also a key objective in this area. Extensive links have already been developed through transition plans and summer school provision to support less able and Gifted and Talented students in their transition to Highfield. This has been further developed by the Curriculum development project being held in the Humanities area. This project is designed to address the primary-secondary transition for all students, by having fewer teachers and less movement around the school, the impact of the organisational change is reduced. Development of a more flexible environment through BSF will support such curriculum developments.

#### **4f) Integration of Children's Service**

Currently the school works collaboratively with the local health authority wherein a registered nurse is working on-site, developing student health and well being. The integration of these services reflects our aim to encourage learners to take regular exercise and participate, and to eat and drink healthily, (also supports education through curriculum subjects and assemblies, healthy schools initiative, progressive changes in catering).

[An integrated network accessible within school and remotely will allow a communication channel between school, parents and external agencies. Access by service providers will have appropriate security in place e.g. social services, YOT, etc](#) The integrated network will enable support outside of normal working hours in order to extend the flexibility of service provision

We are seeking to engage with a range of partners that could be located on our site to enhance the service we could provide for our local community. The fully extended service is a key feature of our development to serve children and young families and the wider community. We are currently undertaking a consultation with prospective partners working to ensure student safety and welfare. These services are:-

|                     |                             |                                 |
|---------------------|-----------------------------|---------------------------------|
| Connexions          | Parenting support           | Sexual health                   |
| Creche facilities   | Housing                     | Adult learning                  |
| Adult mental health | CAMHS                       | Adult and child social services |
| Jobcentre Plus      | Universal health services   | Drug and alcohol teams          |
| Youth service       | Education welfare           | YOT                             |
| Springboard         | Police and community safety | Enterprise links                |
| Advice link         | Speech and language therapy | Health visitors/midwives        |

We are currently supporting the local deaf society with facilities for families with hearing difficulties to meet regularly for training support and guidance. This is a venture we want to maintain and enhance with additional specialist facilities and a community use area.

#### 4g) Extended services

An Extended School co-ordinator was appointed from September 2007. The post holder is conducting an audit into the needs of our students, parents and community in order to develop an effective programme. Our aim is provide a quality educational experience and safe environment for our students from 7 a.m. to 6 p.m. Additionally community based education from 6 – 9 p.m. with some weekend opening.

First implementation is a breakfast club between 7:30-8:30am. Students are able to eat, relax, read and do homework/coursework etc. ICT learning and leisure facilities are made available during the breakfast club. Our intention is to develop our services further to provide:-

- Varied programme of after school activities
- Support for parents through parenting classes and night classes
- Creche
- Community use of facilities (e.g. sports and community groups such as the local deaf society)
- Swift and easy access to specialist support through onsite partnership working (as above)

It is expected that provision of extended services will allow the school to become a community hub to enable and support lifelong learning.

Deliver and support extended reporting to parents and guardians on school events, nutrition and healthy eating as well as reward or discipline systems and attendance monitoring. Use of parent friendly technology such as websites, SMS, email etc should be developed to ensure parents are communicated with using a style they are happy and familiar with.

Effective integration and delivery of attendance software to ensure multi location study is possible. This is essential to support a multi-site 14-19 curriculum. Development and support of extended intelligent access systems provides seamless access to services such as library, catering and registration. This should fit with the learning profile of the student to intelligently allow access dependant on their profile and requirements. Our school management information system is flexible enough to allow

reporting of progress of our students who may be in other sectors – i.e. mainstream, special schools, PRU etc.

**5) What are the implications of the school's key objectives for key design features of the learning environment, including use of new technologies, as supported by BSF investment?**

A reorganisation of the existing estate is integral to delivery of the objectives as stated. Key features include [in no particular order]:

- A learning resource centre that facilitates our library service level agreement for Blackpool. This resource is a pivotal part of the paper based and electronic learning that goes on in school. It should be viewed as a flagship resource for South shore community with a wow factor.
- Flexible learning spaces that allow for varied teaching and learning methods e.g. team teaching, small group/ self managed learning.
- ICT integral to every department with specialist teachers available to support the lessons as required across the school.
- A robust, reliable and flexible ICT infrastructure across whole school that facilitates wireless working for staff and students to a variety of multimedia (lap top, phone, iPod, palm tops, and other possible equipment etc) for 24/7 access to a learning environment.
- A robust, reliable and flexible learning platform that allows us to develop innovative timetable models for 24/7 access to resources and personal learning pathways.
- Development of a parent interface to monitor student progress e.g. online access to student attendance and academic data.
- Development of interactive website.
- Development of in-house MIS
- Enhanced sport and leisure facilities suitable for school and community use to include multigame area, large sports hall and gymnasium.
- Features that will promote sustainable environments and practices  
Because of the clear sustainability features the school itself becomes a teaching aid for students to learn and understand sustainability.
- High quality performance areas and lecture theatre facilities that incorporates state of the art multi-media centre
- Fixed, mobile and electronic display areas to motivate and inspire
- A flexible space that can be adapted to simulate a vocational centre.
- Enhanced catering facilities
  - modelling a high quality hotel servery
  - allowing the school to operate staggered lunchtimes with minimal disruption
  - flexible room for use other than catering
  - to be developed as a training provision
  - potential to be used as a community facility (cyber café)
- State of the art Science laboratories
- Specialist Art and Music suites (including sound insulated rehearsal facilities to be shared with MFL)
- Integral SERF units for PD and SI that have specialist resources to meet the needs of the students
- Open and secure areas to allow community access in core hours and ensure safeguarding

**6) What are the implications of any area-wide developments and school partnership/collaborative arrangements?**

The impact of partnerships with Blackpool and Fylde College has resulted in an improved vocational element to our curriculum including Building and Construction, Engineering, Motor Vehicle Maintenance, Hairdressing, Catering and AS Critical Thinking offered for KS4 students. This may be increased through re-location of the college to a central location. The 14-19 agenda will also promote further links with local schools and the college in which, we are keen to play a lead role.

Highfield has been and will continue to have partnerships with the University of Cumbria, Edge Hill and the University of Central Lancashire to deliver Initial Teacher Training.

Development of our leisure and sports facilities will be part of Blackpool's sport and leisure strategy that takes account of the clustering of sports facilities across the borough and reflects specialist provision and recent investments. Our aim is to have high quality multi-use and specific sports facilities that fit in with Blackpool's area wide plan and are accessible for both school and community. Specific facilities that relate to our strengths and areas of interest include a climbing wall, cricket square and orienteering. Importantly linked to healthy lifestyle is a state of the art fitness suite with ICT to set up, monitor and maintain personalised training plans for students and the community.

Governors are actively considering Trust Status. We are considering a transition trust that builds upon our cross phase work (see section 4a).

**7) What are the key outcomes and KPI's and how the school will monitor and evaluate delivery of its strategy, with appropriate targets and timescales?**

- Our academic targets are negotiated each year with the SIP and are based upon FFT band D figures. Progress made towards these is evaluated annually within school and with the SIP.
- 92% of students currently progress onto post 16 education or training. This is evaluated annually with our SIP.
- Attendance Targets are regularly monitored by a Senior Manager along with the PWO. "Fast Tracking", targeted at persistent absentees has had positive outcomes. Electronic messaging to parents of students on first day absence has had a positive impact.
- Our Deputy Headteacher is a very active member of the 14-19 development group and is promoting the development of lines of learning. We are seeking to implement diplomas in line with the authority's timescales.
- By December 2008 Governors will decide if they are going to apply for Trust Status.
- [We were successful in the re-designation of Humanities Specialism \(March 08\). We will seek to determine a Second Specialism.](#)
- Extended services to incorporate key services that support children and families in learning and personal development. Extended Schools Co-ordinator to consult with agencies and determine a partnership model that will include accountability measures.
- We will actively seek to apply for a sensory impaired SERF in line with BSF timescales.

**8) How has the school developed its strategy, including engagement of students, staff, governors, parents, the community and other stakeholders?**

The principle of consultation has been fully embedded into school procedures. We canvass opinion, informally and formally, from parents, students and staff when considering any significant developments.

Highfield has embraced the BSF programme since March 07 with a working group including members of school staff, governors and students working together to develop a strategy in this area. Consultation has taken many forms and has had a large impact upon our vision. We have undertaken discussion with staff in Faculty meetings, Departmental meetings, Full staff briefings and personal interviews. Information was also provided and gathered through memos and questionnaires.

Students have been consulted through the School council, the working group, assemblies and out of hours consultation sessions.

Governors have been approached via committee meetings and up to a quarter of the governing body are active on the working group.

Parents have been consulted through provision of Newsletters, information on the website, out of hours consultation sessions and PTFA involvement.

Involvement of the local community has been through The Gazette, Newsletters, information on the website, out of hours consultation sessions, information to community users as well as informal consultation through linked services i.e. community officer, to ensure as much information is gathered as possible. It is important that Highfield becomes a point of access to the local community for services they require.

Governors have sought consultation through an Authority adviser and the SSAT consultant, on the issue of Trust Status.

**9) What are the key features of the school's change management programme to prepare the school for implementing new policies and working practices?**

A big part of the change management has been to engage the staff in appreciating the potential transformation of teaching and learning that the BSF programme can facilitate. The consultation process with school staff and students alike has stimulated discussion and convergence of a shared vision. This has allowed us to look at ways in which we can begin to implement changes within our existing environment. Part of our change management is to take small steps that move towards the vision of the new school.

Key areas include:-

- minor building programmes to provide more flexible environments
- pilot curriculum changes
- employment of Advanced Skills Teachers in English, Maths and Science
- professional development of staff, in ICT particularly
- entered into a Managed ICT service as a precursor to BSF.
- enhancing mobile ICT through the use of 2 trolleys with 30 laptops each. These have proven extremely successful in student engagement, achievement and staff development.

Key developments to enhance this further in our immediate future are: -

- a. purchase of further mobile technologies for student use (e.g. Linux Laptop)
- b. development of use of podcasting
- c. portable television studio
- d. further development of a Managed Learning Environment as a learning platform

Highfield is committed to preparing students for tomorrow. Students will develop personal learning and thinking skills, engage with problem solving and team working and confident use of modern technologies. They will develop self-confidence that equips them to cope with the rapid pace of change. Our teaching styles need to equip students for the modern society. Current practices need to substantially change to enable learning that is fit for the modern society..

It would be a priority for Highfield Humanities College to ensure new hardware/software is trialled with staff and training provided as part of the change management process i.e. before systems go live.

**10) How will the school embrace the transformational potential of ICT to enhance, extend and enrich learning, making it a personalised experience and how will it embed ICT to empower the learner and manage information more effectively?**

A managed service will provide an industry standard infrastructure that will allow connectivity to facilitate anytime, anywhere learning. We will utilise the “Blackpool Cloud” to provide wireless capability across the whole campus. A secondary hardwired system would be used for specialised equipment e.g. TV studio. The infrastructure needs to meet the demands of multi-user connectivity and be compatible with a wide variety of mobile devices. The infrastructure needs to cope with high capacity downloads without interruption of service.

Students will engage with this form of learning because they will have access to a variety of resources that can be accessed reliably and quickly from anywhere within the “Blackpool Cloud”.

An industry standard managed service that is secure, reliable, robust and will support a highly developed integrated MIS which will allow staff, parent, student and external agencies access to student learning profiles e.g. attendance and progress data. Fronter as Blackpool’s platform will facilitate this networking. Fronter will also be the vehicle for social networking between students, parents, staff and the community. On-line assessment, monitoring and analysis allows the rapid interrogation of the individual’s progress. This can be done by parents, staff and the students themselves.

Fronter will be set up with a variety of resources that can be securely used by students in a personalised manner. This will encourage collaboration and team work between learners and with staff.

Students will naturally use their own mobile devices that will easily connect to the learning platform. This will enable engagement in learning within and beyond the classroom. Making use of students’ own technologies will increase access and engagement in learning.

ICT is to be a core feature of our transformation in the way children learn and teachers teach. It will provide access to a variety of resources at a time and place appropriate to the individual’s learning route. Due to the electronic nature of the learning the outcomes can be presented to different audiences in a variety of ways.

[Interactive resources in the library will interest, engage and stimulate those within its environment and encourage more to visit the area. Interactive learning walls, virtual displays of artefacts \(to include laser 3d imagery\), i-books and multi-sensory immersion pods](#)