

Statement of Purpose, Values and Outcomes

Core Purpose

The core purpose of the Learning Partnership is *to secure the best possible experience, learning and outcomes for each young person for whom we have responsibility.*

Core Values

We value:

- care and respect for self and others;
- honesty;
- creativity;
- clear and open communication;
- high aspirations and the determination to fulfil them;
- strong relationships and shared goals achieved through teamwork.

Desired Outcomes

Working in partnership with students, their families and the wider community, we believe that each young person should:

- be safe;
- be healthy;
- give and receive respect as an individual;
- enjoy and achieve in school and beyond;
- develop the confidence, skills and attitudes necessary for economic well-being;
- understand their rights and responsibilities as citizens and the importance of making a positive contribution to society;
- develop moral awareness, cultural understanding and appreciation of diversity.

Strategic Intent

Key Targets

The proportion of students gaining 5 or more A*-C incl. English and Mathematics in 2013:

- Longsands – 72%;
- Ernulf – 52%.

Strategic Intent 1: Context for Learning

We intend to enhance the context for learning.

Key actions will be to:

- a) seek funding from any appropriate sources to enable fundamental renewal of facilities especially at Ernulf;
- b) implement a further programme of planned site improvement;
- c) establish a fully coordinated ICT infrastructure across the Partnership;
- d) complete the formulation of agreed Partnership policies;
- e) integrate and/or align policy and practice at Little Acorns with Partnership policy and practice (Ernulf);
- f) restructure the timetable to allow for mentoring (Longsands);
- g) restructure from vertical to horizontal tutoring in KS3 (Ernulf).

Strategic Intent 2: Learning and Outcomes

We intend to continue to raise standards at Ernulf and Longsands by:

- **promoting literacy and numeracy across the curriculum and phases (primary and secondary);**
- **ensuring that appropriately differentiated learning is embedded in all subjects;**
- **ensuring that students receive high quality information, advice and guidance.**

Key actions will be to:

- a) emphasise and support the role of all teachers and TAs in the promotion of students' literacy and numeracy;
- b) co-lead *Think Plan Communicate* - a cross phase project of The St Neots Schools Forum;
- c) improve the attendance, progress and outcomes of disadvantaged or 'at risk' groups;
- d) co-ordinate at a deeper level the provision of information, advice and guidance to students;
- e) evaluate the sixth form curriculum at Ernulf (September 2012) and plan for 2013 and 2014 (Partnership);
- f) evaluate Partnership/HSEP-organised work experience and determine the model for 2013 and 2014;
- g) continue to play an active role in the development of St Neots locality;
- h) further develop and embed international education.

Strategic Intent 3: Investing in People

We intend to continue to invest in people by:

- **further developing student engagement and the involvement of parents;**
- **maximising the synergy between Ernulf and Longsands in all areas of professional development.**

In relation to students and their parents, key actions will be to:

- a) audit each Academy's efforts to engage parents especially those who are harder to reach;
- b) promote students' engagement with learning and the exercise of responsibility for their own progress;
- c) evaluate the *Be The Best You Can Be* programme, with a view to establishing a self-organised programme;
- d) establish the use of other than school staff mentors, e.g. Rotarians;
- e) further develop well led and managed in-town provision for students educated other than at school (EOTAS);
- f) promote adult and community learning.

In relation the Partnership's staff, key actions will be to:

- a) modify Review and Development (appraisal) to enable pupil progress targets to be set more effectively;
- b) continue to differentiate staff training and development according to need and skill levels;
- c) investigate further, cross-Partnership, support for small departments and teams;
- d) re-establish Initial Teacher Training links with Cambridge and Bedford Universities (Ernulf);
- e) strengthen the staffing of Science and Mathematics (Ernulf);
- f) implement the Partnership senior leadership succession plan.

In relation to students, parents, staff and the community more generally, key actions will be to:

- a) undertake Restorative Approaches training for peer mediators and tutors;
- b) establish Restorative Approaches as fundamental to the ethos of the Partnership and locality.

Strategic Intent 1: Context for Learning
We intend to enhance the context for learning.

Ref	Action <i>what we intend to do and how we will do it</i>	Success Criteria <i>how the experience or outcomes of students/staff will be different/improved</i>	Date/ Year	Notes <i>e.g. material resources</i>
a) b)	1. Seek funding from any appropriate sources to enable fundamental renewal of facilities especially at Ernulf. 2. Implement a further programme of planned site improvement.	1. Funding for one or more projects is secured with subsequent benefits to learning and teaching, e.g. in enabling curriculum enhancement. 2. A programme of planned refurbishment is formulated in time to make maximum use of summer and other holiday periods and enable works to be undertaken without significant disruption.	March 2013 August 2013	Initial bids for capital projects were submitted to the YPLA/EFA in March 2012.
c)	Establish a coordinated ICT infrastructure across the Partnership that will: 1. maximise the impact on learning of the recently established Virtual Learning Environment (VLE); 2. establish a coordinated team approach to ICT leadership, management and support; 3. further improve the robustness of the network in each Academy.	1. Statistical analysis indicates that use of the VLE is significantly increased from the first phase of development in 2011-2012. Systems for monitoring quality are further implemented so that students and other users including parents can have confidence in the online materials and other information. 2. A team approach is developed. Information and skills are fully shared so as to protect each Academy in the event of system disruption/breakdown. 3. Success criteria in relation to item 3 will be developed when initial exploration of issues has been completed.	Review Dec 2012 July 2013 tbc	Possibilities under item 3 include: inter-site mirroring of key components; load balancing between the two sites; co-ordinated backup; single site location of management information systems with appropriate backup.
d) e)	1. Complete the formulation of agreed Partnership policies . 2. Integrate and/or align policy and practice at Little Acorns with Partnership policy and practice (Ernulf).	1. The full range Partnership policies is collated and made available as appropriate to governors, staff, parents and the wider community. 2. The proposed Governing Body subgroup is fully operational, with agendas and minutes similar to those of full GB committees.	February 2013 Dec 2012	
f)	1. Restructure the timetable to allow for increased, whole school mentoring (Longsands).	1. Enhanced mentoring is fully developed, with each student having an individual or small group session at least three times in a full-length term.	Sept 2012	Developments at Longsands will be supported by the evaluated experience of Ernulf staff and students following the introduction of school-wide mentoring at Ernulf in 2011-2012.
g)	1. Restructure from vertical to horizontal tutoring in KS3. 2. Implement an enhanced programme of induction for Year 7. 3. Adjust mentoring and other processes accordingly, with an emphasis on structuring in opportunities for Years 8	1. Expectations of learning and conduct are firmly established with the new intake in a manner that maximises their impact as new students. 2. Mentoring and tutor guidance are strengthened by focus on the needs of a particular year group. 3. Students in years 8 and 9 have clearer, further enhanced opportunities to exercise responsibility, e.g. in relation to literacy.	Sept 2012 Dec 2012 July 2013	

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	and 9 to exercise responsibility.			

Strategic Intent 2: Learning and Outcomes

We intend to continue to raise standards at Ernulf and Longsands by:

- promoting literacy and numeracy across the curriculum and phases (primary and secondary);
- ensuring that appropriately differentiated learning is embedded in all subjects;
- ensuring that students receive high quality information, advice and guidance (IAG).

Key Targets

The proportion of students gaining 5 or more A*-C incl. English and Mathematics in 2013:

- Longsands – 72%;
- Ernulf – 52%.

Ref	Action <i>what we intend to do and how we will do it</i>	Success Criteria <i>how the experience or outcomes of students/staff will be different/improved</i>	Date/ Year	Notes <i>e.g. material resources</i>
a)	Emphasise and support the role of all teachers and TAs in the effective promotion of students' literacy and numeracy .	1. Teachers and TAs are fully aware of Academy/Partnership, Ofsted and other expectations in relation to the promotion of students' literacy and numeracy. Each department operates in accordance with its own literacy policy that is itself based on Partnership policy.	Initially: Sept 2012	
b)	Co-lead Think Plan Communicate - a cross phase project of The St Neots Schools Forum - that will: <ol style="list-style-type: none"> 1. share best practice in the development of thinking and literacy skills from early years through to KS3; 2. promote effective Attitudes to Learning (A2L); 3. establish minimum quality standards for presentations at Ernulf and Longsands; 4. establish St Neots as a professional learning community in its own right. 	<ol style="list-style-type: none"> 1. Considerable progress is made towards implementation of at least two strands of work: Our Journey through Writing and Story Telling. These primary-based activities are properly understood and further developed within Longsands and Ernulf. 2. The drive towards active and engaged Attitudes to Learning is given fresh impetus, e.g. through the use of completely redesigned visual materials launched in a series of coordinated assemblies and tutorial practice. Attitudes to Learning 'scores' in observations reflect high levels of engagement, e.g. 100% Satisfactory or better, 60% Outstanding. 3. The drive towards improved presentations by students is established through means similar to those listed in 2 above. 4. An effect of the <i>Think Plan Communicate</i> project is to increase the level of understanding and trust between primary school teachers and between primary and secondary teachers. This trust becomes the bedrock on which a professional learning community – please see next column - can be established. 	First phase: March 2013 L'sands July 2013 Ernulf July 2014 March 2013 July 2014	<p>Ernulf Baseline Attitude to Learning was judged to be good or better in 96% of Key Stage 3 lessons observed in February 2012 (a significant increase of 42% from October 2011). These figures are pleasing but will need to be sustained over time.</p> <p>Longsands Baseline Attitude to Learning was judged to be good or better in 85% of lessons observed in March 2012. This figure is lower than at Ernulf, which almost certainly reflects a move from Sept 2011 to 'raise the bar' from good behaviour to active engagement.</p> <p>Professional Learning Community Defined as: a group of people who share a common purpose and common values and beliefs, and are actively engaged in learning together from each other. A learning community addresses the learning needs of its locality through partnership. It uses the strengths of social and institutional relationships to bring about cultural shifts in perceptions of the value of learning. Learning communities explicitly use learning as a way of promoting social cohesion, regeneration and economic development.</p> <p>Trust is essential to the success of working collaboratively. Trust needs to be built between peers as well as between peers and leaders.</p>

c)	Improve the attendance, progress and outcomes of disadvantaged and 'at risk' groups ,	<ol style="list-style-type: none"> Both Academies improve the percentage of persistently absent students (15% or more absence) so they are at least in line with the relevant FSM median trendline. <ul style="list-style-type: none"> Ernulf currently 14.3% needs to be 9%. Longsands currently 8.2% needs to be 7.2%. 	July 2013 and annually thereafter	The groups referred to include students who are: <ul style="list-style-type: none"> in receipt of Free School Meals and/or with particular forms of special educational needs; at risk of not being in education, employment or training (NEET); recorded as having a disability; identified as vulnerable from the PASS survey and receiving on-going interventions from Student Support.
d)	In the context of DfE policy on raising the participation age (RPA) , co-ordinate at a deeper level the provision of information, advice and guidance (IAG) to students, e.g. in relation to progression routes.	<ol style="list-style-type: none"> Secure the level of independent advice to students required by national regulation. Ensure that or all IAGs fully coordinated across the Partnership especially in terms of the transition from KS4 to KS5 (sixth form)/FE. 	July 2013	
e)	Evaluate the revised sixth form curriculum at Ernulf (September 2012) and plan for September 2013 and 2014 (Partnership).	<ol style="list-style-type: none"> [Success criteria can only be developed when we are able to evaluate the uptake of the revised sixth form curriculum at Ernulf.] 	March 2013 and annually thereafter	
f)	Evaluate Partnership/HSEP-organised work experience and determine the model for 2013 and 2014.	<ol style="list-style-type: none"> Work experience across HSEP offers students an invaluable learning experience and is coordinated to avoid inefficiency and excessive demands on employers. 	Nov 2013 and annually thereafter	Work experience for summer 2012 is being jointly developed and organised by four HSEP schools. – Longsands, Ernulf, St Peter's & Hinchbrook.
g)	Continue to play an active role in the development of St Neots locality , e.g. through the Governance group.	<ol style="list-style-type: none"> Play an active role in the induction of the new Locality Manager. Further engage the Locality Team in Partnership activity, e.g. the Summer School; student support action planning. 	Initially: Oct 2013, then On-going	
h)	Further develop and embed international education .	<ol style="list-style-type: none"> Ernulf will gain the Intermediate level of the International Schools Award. The Principal and Co-ordinator use the Horizon presidential year(s) to evaluate participation in the organisation and develop broader communication. The Partnership offers a successful international symposium for teachers in summer 2013. 	October 2012 July 2013 June 2013	The Horizon Association was formed in 1992 in order to further the ideal of international citizenship. The foundation members were drawn from schools in England, Wales, Spain, Italy, Russia, Germany and the Netherlands. Each year, the Association brings together students and staff from the participating organisations to work on projects and festivals that rely on deep collaboration and the building of international understanding.

Strategic Intent 3: Investing in People

We intend to continue to invest in our employees so that they gain fulfilment through successful work with young people.

Ref	Action <i>what we intend to do and how we will do it</i>	Success Criteria <i>how the experience or outcomes of students/staff will be different/improved</i>	Date/ Year	Notes <i>e.g. resources</i>
a)	<p><i>In relation to students and their parents, key actions will be to:</i></p> <ol style="list-style-type: none"> 1. audit each Academy's efforts to engage parents especially those who are harder to reach; 2. promote students' engagement with learning and the exercise of responsibility for their own progress; 3. evaluate the Be The Best You Can Be programme (2011-2012), with a view to establishing a self-organised programme; 4. establish the use of other than school staff mentors, e.g. Rotarians; 5. further develop well led and managed in-town provision for students educated other than at school (EOTAS); 6. promote adult and community learning. 	<ol style="list-style-type: none"> 1. audit yields useful information, which can be used across the Partnership to facilitate further parental engagement. 2. As shown under the Strategic Intent 2b. 3. Ernulf and Longsands individually and together plan a form of <i>Be the Best You Can Be</i> that is cost-effective and more fully integrated into other student support practice, e.g. mentoring and the Pupil Attitudes to Self and School (PASS) survey. 4. Rotarians and other volunteers support, for example, the drive towards improved literacy. 5. The staffing and curriculum of Prospect House are fully revised and strengthened in line with the consultation undertaken in the spring 2012 and the recommendations of the Taylor Report <i>Improving Alternative Provision</i> (2102). 6. Provision is established successfully on Love's Farm in conjunction with the BPHA (Bedford Pilgrims Housing Association). Please see the note in the next column. 	<p>Nov 2013</p> <p>October 2012 Implementation July 2013</p> <p>July 2014</p> <p>Sept 2012</p>	<p>The BPHA (Bedford Pilgrims Housing Association) manages the affordable/ social housing at Loves Farm. The Partnership has recently been given permission for limited use of the football club while the community centre is being built. Development funding has been applied for to run some free courses.</p>
b)	<p><i>In relation the Partnership's staff, key actions will be to:</i></p> <ol style="list-style-type: none"> 1. introduce modifications to Review and Development (appraisal) to enable pupil progress targets to be set more effectively; 2. continue to differentiate staff training and development according to need and skill levels; 3. investigate further, cross-Partnership, support for small departments and teams; 	<ol style="list-style-type: none"> 1. Review and Development (appraisal) is modified so that pupil progress targets can take into account each summer's results more fully. 2. The programme of staff training and development recognises the needs of individuals and groups, e.g. in terms of differentiated training for literacy and use of the VLE. 3. Small departments and teams feel less isolated and offer each other mutual support. 4. ITT students are accommodated at Ernulf as well as Longsands. 	<p>Oct 2012</p> <p>July 2013 and annually</p> <p>As required</p>	<p>VLE – Virtual Learning Environment</p>

	<p>4. re-establish Initial Teacher Training links with the Faculty of Education, Cambridge and Bedford University (Ernulf);</p> <p>5. strengthen the staffing of Science and Mathematics (Ernulf).</p>	<p>5. A new faculty structure for Science and Mathematics at Ernulf is implemented in a manner that offers clear leadership and management of two core subjects and strengthens curricular liaison between them.</p> <p>6. More challengingly, Maths and Science are fully and appropriately staffed.</p>	<p>March 2013 Initially: Oct 2012, then on-going</p>	<p>ITT – Initial Teacher Training</p>
c)	<p><i>In relation to students, parents, staff and the community more generally, key actions will be to:</i></p> <p>1. promote understanding of Restorative Approaches to conflict resolution in all its forms;</p> <p>2. undertake specific Restorative Approaches training for peer mediators and tutors;</p> <p>3. establish Restorative Approaches as fundamental to the ethos of the Partnership and, through collaboration with primary schools, the St Neots locality.</p>	<p>1. A Restorative Approaches information leaflet is distributed to parents across the Partnership. This is complemented by reference to Restorative Approaches in induction and other meetings.</p> <p>2. Peer mediators are trained in time to build on Restorative Approaches children have experienced in their primary schools.</p> <p>3. Further staff training and development are undertaken so that the philosophy of Restorative Approaches permeates practice, e.g. in the IER and LinE. Progression from the primary sector is established.</p>	<p>Nov 2012</p> <p>Dec 2012</p> <p>July 2013</p>	<p>IER (Ernulf) - Internal Exclusion Room LinE – Longsands Internal Exclusion (Room) Both are areas of the school in which students work when they are withdrawn from lessons because of behavioural concerns.</p>
d)	<p>Implement the Partnership senior leadership succession plan.</p>	<p>1. The following transitions are managed effectively with a sense of positive change but also minimal disturbance to the everyday functioning of the Partnership and Academies:</p> <p>2. Executive Principal to become Partnership Leader;</p> <p>3. Academy Director (Ernulf) to become Headteacher (Ernulf);</p> <p>4. Academy Director (Longsands) to become Headteacher (Longsands).</p>	<p>Jan 2013</p>	