

School pathfinder projects – the schools involved

School pathfinder projects are the latest development in the Government's Trust schools programme. Alan Johnson, the Secretary of State for Education and Skills, announced the 28 projects on 7 September 2006.

The pathfinder schools that are applying for Trust status have many reasons for their decision, and are looking for a wide range of Trust partners. Pathfinders are profiled here, region by region.

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Trust School Pathfinders in the East Midlands region: profiles

The Ferrers Specialist Arts College, a secondary Community school in Northamptonshire, feels that acquiring Trust status will give it greater flexibility and bring new perspectives to the school.

Principal Dr Rosemary Litawski says: "We are very excited about the possibilities open to us in becoming a Trust school and what it will mean: we feel that it will have a tremendous impact on the future of the school. We believe the future is about schools working together and collaborating rather than competing."

The school is interested in establishing links with business or industry. By bringing in new experience, skills and expertise it hopes to give students an awareness of the world of commerce and business, and access to a wider range of opportunities.

Trust School Pathfinders in the East of England region: profiles

Comberton Village College, a mixed Foundation secondary school in Cambridgeshire would like Trust status to support it in broadening its outlook. In particular the school is keen to develop the work that it does with Gifted and Talented (G&T) pupils.

Comberton Village College already works with many schools locally and nationally to support G&T provision and sees a Trust as a way of strengthening and developing this role. The school is looking for partners to bring additional expertise and experience to the development of its G&T work.

The King Edmund School, FitzWimarc Language College and Greensward Technology College are mixed foundation secondary schools in Essex. They plan to work together as partner schools with a shared Trust. They see Trust status as a route to help them develop and promote leadership across the schools in order to enhance student attainment.

Graham Abel, headmaster of The King Edmund School, says: "With mutual support and cooperation in addressing current and future initiatives and challenges, the three very high-performing and successful schools will become even more effective."

The schools hope that a shared Trust will help them to meet educational targets and support joint initiatives aimed at reducing crime and teenage pregnancy as well as increasing enterprise and employability. David Triggs, principal and CEO of Greensward College, speaks of the partnership in practice: "In working together we will be able to offer wider choice to students through working with other public sector bodies and the local community to deliver the five key outcomes of the 'Every Child Matters' agenda".

In particular the schools want to develop the role of their Local Delivery Group to meet the Extended School Service needs of students and the community. They would like to work with a range of partners drawn from local businesses and the higher education sector.

East of England Trust School Pathfinders... continued

Parkside Community College and Coleridge Community College in Cambridge hope that, as partner schools, a shared Trust will raise standards and help both schools to become centres of excellence.

A federation currently exists between the two schools. Parkside Community College, a Foundation school, is already supported by a Trust. The intention is to extend this Trust to Coleridge, a Community school, to offer both schools strategic support, guidance and challenge. The schools see Trust status as a chance to build closer partnership working and an innovative way to widen choice and opportunity for the local community.

Sharnbrook Upper School in Bedford is seeking Trust status to build upon existing partnerships. The Foundation school is one of the new Vocational Colleges that will pilot the development of vocational packages for personalised learning.

It would like to work collaboratively with business to ensure its vocational work reflects the demands of employers and to develop more substantive industry links. The school is also planning to use Trust status as a way to spread good practice, share facilities and support the development of its media arts specialism.

Southend local authority is working with **Prospects College** and **Thorpe Bay school** on an exciting vision for education in Southend. A combined 11–19-plus school and college is planned for the existing site of Thorpe Bay School. Prospects College, a vocational training provider, is hoping to form a Trust for the Foundation school, with a view to bringing its expertise and an external perspective to the management of the school.

The new combined school and college will strive to give young people a unique blend of academic and vocational education to equip them for their futures. Prospects College Chief Executive Neil Bates comments: "This partnership will signal the start of an exciting future for education in Southend. Our vision is for a new kind of education which blends the very best of traditional academic and vocational learning equipping young people with the skills, knowledge and qualifications needed to lead successful adult lives."

Trust School Pathfinders in the London region: profiles

Abbs Cross School and Arts College in Havering sees Trust status as a way to raise standards and aspirations. It would like to work with local schools to support collaboration on shared agendas such as the delivery of 14-19 education and Every Child Matters.

The secondary Foundation school hopes that acquiring a Trust will facilitate sharing of best practice and improve opportunities both within and beyond the locality. The school is interested in working with partners from local businesses, further education and higher education to build a creative and innovative culture. Abbs Cross headteacher Glenn Mayoh says of Trust status: "We are really excited at the prospect of engaging with a venture which is likely to enhance the quality of provision for our learners. By adopting a forward-thinking collaborative approach we will deliver against our motto, 'a commitment to opportunity and excellence'."

Quintin Kynaston (QK) school in Westminster has a long-term vision of achievement for all. A Trust would support this goal by bringing together skills and opportunities from a range of partners.

The school is delighted to have already secured a partnership with Westminster University. It will also be exploring opportunities to link up with other organisations in business areas such as finance, health and technology.

Presently QK has a technology specialism and offers extended services to the local community. The school also delivers a range of vocational courses and acts as a multi-agency training centre for a range of professionals including social workers and school-based police officers. Trust status would support QK in achieving a range of other goals such as the development of employer, community and education collaborations; improved quality of training for young people for the world of work; improved outcomes, by wider use of e-learning; and greater rates of progression into higher education. It is envisaged that Trust status, underpinned by productive partnerships, will allow every student to reach their full potential.

Trust School Pathfinders in the North East region: profiles

Ashington Community High School is a mixed comprehensive with a sports specialism. The Northumberland school envisages establishing a Trust to initially support a federation of local partnership schools.

It would like to explore how Trust status could help to address the underachievement sometimes associated with pupils changing schools at the age of nine and then again at 13. The Trust would ideally support the federation in developing new programmes of curriculum development and learning research across the age range from four -19.

Ashington Community High School would continue to use its two specialisms of sports and leadership development to raise standards and develop leadership across the whole group of schools. With the support of its local authority and existing good relations with the local college, the school is positive about establishing a learning pathway from early years through to further and higher education.

The Hermitage school in County Durham has a technology specialism and is interested in Trust status as an opportunity to support the development of its 14-19 curriculum and vocational pathways. The headteacher says: "Clearly Trust status is something to be developed but if we can utilise the expertise of others to sustain our key strengths and specialisms then it is an initiative that can only be of benefit to the young people we serve in our community."

Ideally the school would like to work with a university and a business partner with a technology specialism to focus on ICT, particularly for support with the latest technologies and to establish vocational links.

The school would also like to develop its extended services by linking up with organisations in the fields of health care, leisure services and sport. This could potentially enhance services by offering vocational course opportunities and employment prospects.

North East region Trust School Pathfinders... continued

Monkseaton Language College, a community school in North Tyneside, is already working closely with the Open University and Microsoft to create innovative and digital learning solutions. These include enabling pupils to take Open University degree modules, an "intelligent" learning gateway, IT foundation degrees and digital courses in languages (used in more than 1,000 primary schools).

Monkseaton and Microsoft are dedicated to developing their existing links into an Innovation Trust. This will strengthen relationships and drive innovation by working with industry and higher education partners, and by making the most of the experience available in the partnership between business and education.

Trust School Pathfinders in the North West region: profiles

Parkview Community College of Technology (a secondary Foundation school) is proposing to work with **Alfred Barrow** (a secondary Community school), **Thornccliffe** (a secondary Community school) and **George Hastwell** (a Community special school) to establish a Trust that brings together the strengths of existing networks and partnerships. This would provide a single focus, to allow them to harness current activities and develop an inclusive and aspirational learning community.

Drawing on current research and best practice in 11-19 learning and training, the schools would focus on enhancing their quality of teaching and learning. They believe that a positive transformation would be of particular benefit to schools in the partnership that face challenging circumstances. The schools are looking to expand existing links with the further and higher education sectors, business partners and the community to help them fulfil these ambitions.

Reddish Vale Technology College, a secondary Community school in Stockport, would like Trust status to help it build on and embed the work of the school as a Full Service Extended School, with a view to establishing a more sustainable structure for developing key partnerships.

The school is based in an area with pockets of deprivation. It would welcome the opportunity, with the support of a Trust, to build on existing work to engage parents in learning and to promote community cohesion and inclusion. The headteacher Jenny Campbell says: "We are always looking for new ways to broaden opportunities for the young people of Reddish and Brinnington, and we believe Trust status would enable us to do this."

The school would be interested in working in partnership with other local schools and further colleges.

Trust School Pathfinders in the South East region: **profiles**

The Henry Box School wishes to further develop partnership work with other schools in the West Oxfordshire area. In this way, the secondary Community school hopes to stimulate collaborative approaches to addressing the needs of students and the wider community.

Existing collaborative projects include curriculum development and continuing professional development (CPD). Trust status could help the school to build on this work as well as to support new developments such as the broadening of the curriculum, personalised learning and new methods of inclusion.

By establishing strong links with other schools, business, further education and higher education, the school hopes to pursue its wider goal of promoting progression for students of all abilities. The headteacher Rod Walker says: "We are excited to be given the opportunity as a Trust Pathfinder to explore the benefits Trust status could bring to all schools, particularly our partnership of seven secondary schools in West Oxfordshire."

Icknield Community College, a secondary Community school in South Oxfordshire, hopes that Trust status will allow it to further develop collaborative approaches to key agendas such as the 14-19 strategy and Every Child Matters, and to coordinate Extended Schools provision.

The Trust would support the school to think creatively about improving learning outcomes for young people across the area. Icknield would wish to use the links created by the Trust to provide opportunities for existing teachers and to improve staff recruitment and retention. The school is interested in working with partners in the further and higher education sectors and with local business.

New Brompton College, a Foundation secondary school in Medway Unitary Authority, Kent, would like to obtain Trust status to support its improving standards of education and strengthen its curriculum and teaching. It would like Trust status to help the school to strengthen and widen student participation in post-16 learning.

The school is particularly interested in developing its collaboration with further and higher education institutions, extending pathways for the progression of students through a wide range of learning opportunities. The school would like to raise students' aspirations, for example by providing them with FE or HE mentors. Collaboration could also be used to support staff training and development and improve recruitment and retention.

The school also hopes that the additional expertise provided by the Trust would help to strengthen governance and accountability.

Trust School Pathfinders in the South West region: profiles

DASH

Six secondary schools in South Devon wish to each establish a Trust. The group, all part of the Devon Association of Secondary Headteachers (DASH), would continue to collaborate by sharing development work and utilising their framework of mutual support. These pathfinders will also look at the particular issues which Trust status raises in rural areas.

Coombeshead College, a Community school, wants to maintain its momentum of improvement by establishing a Trust which would support and challenge the school to achieve world-class standards. It is hoped the Trust would represent the school's commitment to its specialism of media arts. Coombeshead is interested in establishing a Trust with a local higher education provider and with media companies to help champion learning across the community.

Ivybridge Community College expects Trust status will help it to enhance the learning opportunities offered to the local community. A newly-built school would also be federated to the college, affording an exciting opportunity for new 14-19 curriculum development. The Community school would be interested in finding partners in the further and higher education sectors.

Kingsbridge Community College want Trust status to help it sustain the school's vision of excellence and to bring new impetus and perspectives to its work. The Community school hopes that a Trust involving partners across the country will offer national and international perspectives and links. By establishing e-links, visits and national and international exchanges Kingsbridge would support its key targets relating to marine conservation and sustainability.

Knowles Hill School, a Foundation school, believes that Trust status would help to ensure school autonomy and high levels of standards and achievement. The school sees a Trust giving it the capability to pursue a wide cross-section of initiatives and to enhance the growth and diversity of the school's community dimension. Knowles would like the Trust to be a positive agent in facilitating local, national and international work.

South Dartmoor Community College plans to use Trust status as an opportunity to bring stakeholders closer. In its pursuit of innovation and reform, the Community school would apply new technology to change classroom practice and disseminate leading-edge practice through Trust partners. South Dartmoor is seeking to work with further and higher education partners. Principal Ray Tarleton, says: "Whilst there are understandable concerns that Trust status might drive schools apart our early experience has been the very opposite. A closely-knit group found a new shared enterprise to engage in. So, will it work? We all believe it will."

Tavistock College, a Community school, wishes to obtain Trust status to harness partners' knowledge and experience from within Britain and abroad. It sees a Trust as providing innovative thinking, inspiration and energy which would support the school in seeking to further establish exchanges, work placements and other collaborative projects. Tavistock's vision is to ensure that students and staff will have improved opportunities and the chance to fulfil their own ambitions and achieve the highest possible standards within and beyond the classroom.

South West Trust School Pathfinders... continued

Montacute School, a special school with a Foundation, is seeking to explore Trust status to further develop its collaborative approaches to key agendas such as Special Educational Needs and Every Child Matters.

Working with Langside, an independent special school, it wishes to establish a campus to serve other local schools as a source of expertise and training, with the facility to provide for pre-school and post-16 as well as for statutory-age pupils. The schools intend to become centres of excellence to benefit the most vulnerable pupils in Poole, Bournemouth and Dorset with complex and severe learning needs.

They would also like to establish a resource centre providing high-quality education and paramedical services and a training resource for staff, parents and families. Both schools are interested in working with partners in the health sector and further education and also with charitable and voluntary groups.

Teyfant Community School (a primary Community school), **Hartcliffe Engineering Community College** (secondary, Community), and **New Fosseway Special School** (a Community special school) are partner schools in Bristol.

The schools are involved in the development of Hartcliffe Education Campus (HEC), a transformational 'Building Schools for the Future' project. It will bring together nursery, early years, primary, secondary, special and post-16 education onto a single campus. Trust status would enable the campus to work closely with education and business partners so that all learners develop the skills, aptitudes and attitudes to be enthusiastic citizens and to achieve a good standard of living.

The schools believe that Trust status will offer them the chance to improve 14-19 aspirations towards higher education; to establish a work-related curriculum in the primary phase and to develop better parental engagement through learning. The schools would be interested in working with further and higher education institutions.

Widewell Primary is a Community school in Roborough, Plymouth, with a large proportion of pupils from armed forces families. The school is exploring Trust status to bring its pupils and the local community more opportunities through partnership working. Widewell would like to expand its work in supporting families with pre-school and school aged children educationally, socially and emotionally.

The school would also like to develop creative approaches to working with older children and young people in the community to help it combat many of the socially unacceptable pressures they face. The school wishes to facilitate and strengthen whole community cohesion.

Widewell would be keen to work with partners who have special interest in these areas.

South West Trust School Pathfinders... continued

Worle Community School, a secondary Community school, and **Westhaven Community Special School** are partner schools that see the achievement of more effective independent and innovative learning to be a key challenge.

Their vision is to support students in achieving their full potential by providing challenging and inspiring learning opportunities in schools, in which the emotional health and well-being of all is paramount. They wish to develop an innovative and business enterprise-focused Land Based and Environment programme across both sites with joint staffing, which will more closely integrate pupils from the special and mainstream schools.

They feel that Trust status could bring a new dimension to their work through specialist input and greater rigour in monitoring and evaluation. They would be interested in using Trust status to engage with new partners, particularly a university, to the benefit of the whole community.

Trust School Pathfinders in the West Midlands region: profiles

The Four Dwellings High school in Birmingham works closely with other schools and the community. The school hopes that Trust status will help it to develop its partnerships further and enable students to benefit from shared specialisms and a broad range of expertise.

The community school is interested in forming a Trust partnership with a range of organisations to harness business and community involvement. It is particularly interested in seeking advice on curriculum design and skills-based initiatives.

Four Dwellings would like a Trust to support its wider work in the community and with partnership schools.

West Midlands Trust School Pathfinders... continued

Haybridge High School is leading a group of secondary schools in the Wyre Forest, that are looking to establish a Trust to formalise and secure their existing collaborations, as well as to seek new opportunities with external partners. The schools involved are all mixed Community comprehensive schools: **Haybridge High School, Stourport High School, Bewdley High School** and **Baxter College**.

Three other local schools, **Hagley RC High School, King Charles 1st School** and **Wolverley High School** will be working with the pathfinder schools to establish how they can develop formal links with the Trust and the other schools. These schools are not however planning to become Trust schools as they already have (or will have) an existing foundation.

The Trust would advocate an "inclusive not exclusive" policy across its schools, particularly with a view to re-engaging disadvantaged and challenged students. As they work towards Trust status the schools would also like to explore how they can build on their existing collaboration to develop formal links with tHagley RC High School, King Charles 1st School and Wolverley High School.

The group sees Trust status as an opportunity to raise standards, harness public and private provisions and secure efficiencies. Its vision of a 'learnercentric' 14-19 curriculum would ideally be well supported by a university and/or a high technology company.

Kingsley College, a mixed Community school in Redditch, sees Trust status as an opportunity to bring a new perspective to learning in line with the community's educational and social needs.

The Worcestershire school is hoping to work with a university and a national business partner to enable it to establish new initiatives with higher education and to exploit links with industry and commerce locally and nationally. The school hopes that a fresh perspective from partners will foster a culture of continuous improvement and help to establish more diverse pathways for students to develop and progress through education.

West Midlands Trust School Pathfinders... continued

Halesowen Education Consortium involves **Windsor High School, Earls High School, Leasowes Community College**. These secondary schools and Halesowen College, a specialist tertiary college in the West Midlands, would like to work together in a shared Trust to help sustain improvements in learning outcomes for all students and to support the delivery of 14-19 provision.

They expect that Trust status will help to formalise existing partnership arrangements and create a more sustainable structure for collaborative working. The consortium hopes that student aspirations and progression into higher and further education will be encouraged by involving partners from both the higher education and further education sectors.

Mr Keith Sorrell, headteacher at the Windsor High School says: "We're looking forward to consolidating our current level of collaboration in Halesowen and are excited about the opportunities that Trust status may offer to the 14-19 curriculum with the extra partners involved and the more structured cooperation. This has the potential to make real improvements for all our students."

Trust School Pathfinders in the Yorkshire and Humber region: profiles

Garforth Community College, a secondary Community school in Leeds, would like to establish a Trust in partnership with Trinity and All Saints HE College. It hopes that acquiring a Trust will empower the school to foster and strengthen collaboration with other schools in the area as well as contribute to community cohesion by helping to deliver improved children's services.

It also anticipates that Trust status would give students a wider range of opportunities. The school would like a Trust to focus on two areas: developing a Garforth Learning Community to manage collective responsibility for the Every Child Matters agenda across a range of local schools; and building on existing work developing support and intervention services for underperforming schools in the region.

The headteacher Paul Edwards says, "We would like the Trust to create an environment that will support the learning needs of the whole community, offering inclusive lifelong learning opportunities and improved children's services in a seamless locally identifiable organisation. It will provide local solutions for local needs."

Yorkshire and Humber Trust School Pathfinders... continued

Outward Grange College, a Community school, feels that Trust status would help it to secure existing partnerships on a long-term basis. The school would like to form links with partners who share its vision for a Trust that is inclusive – that raises aspirations for all students regardless of their abilities – and is focused on delivering improved outcomes for students in terms of results and life chances.

The Wakefield-based school would be interested in working with local businesses to help develop young people's skills to meet the needs of local employers and with a university to develop progression routes for students to higher education.

South Craven, a secondary Foundation school, sees Trust status as the ideal way of helping it to cement the partnerships needed to meet the challenge of delivering the full range of 14 -19 provision in a semi-rural area.

The North Yorkshire school would hope to target 'cool spots' of progression, improve attainment at 16+ and increase participation in learning for those aged 16-19. The school is keen to encourage other schools in the area to work with it, with the Trust becoming the facilitator of this collaboration.

The school has very strong links with Craven College and ideal partners for South Craven would come from further and higher education.

For more information contact the Trust Schools Division at the Department for Education and Skills, email Trust.SCHOOLS@dfes.gsi.gov.uk

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