

## PART B – YOUR PLAN FOR THE NEXT FOUR YEARS

**SCHOOL.** We recommend that you plan on a similar basis to previous designations. You **must** attach copies of your SDP and SEF, and if the information requested is contained in them you do not need to complete Part B, but should cross reference in the clear boxes.

For purposes of this application you are asked, in a **maximum of five pages**, to:

1. Complete the summary of examination targets.
2. State your priorities for enrichment activities in each specialist subject over the next four years.
3. Detail what plans you have to improve links with businesses / employers / sponsors over the next four years including the contribution they will make to the delivery of the school element of the development plan.

**B1** Please summarise your examination output targets. Although we have included targets for 2009 and 2010, we recognise these will be indicative and aspirational.

### Key Stage 4

Specialist Subjects	GCSE & equivalent (aggregated performance)	2007	2008	2009	2010
Technology	% achieving A* - C	80%	79%	80%	79%
	Average point score	43	42	43	40
Maths	% achieving A* - C	61%	66%	67%	67%
	Average point score	38	39	40	40
Science	% achieving A*-C	64%	67%	70%	70%
	Average point score	39	39	41	45
Whole School GCSE	% achieving 5+ A*-C	72%	72%	74%	76%
	Average point score	49	52	52	51
Whole School GCSE including English and mathematics	% achieving 5+ A*-C including English and mathematics	60%	63%	65%	65%
	Average point score	39.1	44	45	45

**B2**

**Expanded and Broadened Curriculum Provision**

Please describe your plans for increased curriculum provision at Key Stage 4 and any plans for curriculum expansion (where applicable) in the specialist subject and any plans for curriculum expansion or adaptation in relation to vocational and work related learning opportunities.

<b>Specialist Subjects</b>		In line with guidance paragraph 4.8, challenging but realistic targets have been set in section B1 using relevant data. Our 2007 whole school 5+ A*-C target has been set with our SIP using FFT C data, in subsequent years we have used FFT D. The 2007 Maths A*-C target is also based on FFT C and in subsequent years it is based on FFT D. In 2007 the Science target is 4% higher than FFT C and in subsequent years is based on FFT D. Due to exceptionally high results in previous years all Technology targets are FFT D + 5%.
<b>Maths</b>	Year 1	<p>The 2003, 2004 and 2005 Pandas show significantly positive value added performance in maths from KS2 to 4. However we appreciate that the department has been unable to sustain the high level of performance achieved in 2003. To address concerns over the performance in maths, particularly in the last two years, we have already initiated the following actions. These will be embedded as part of the strategy for sustained improvement over the next two years to ensure that we meet the targets in section B1:</p> <p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>• Appointment of a new Head of Department who is providing a clear vision for improvement in teaching and learning (see the Secondary Strategy Action Plan which summarises the key action points for the department)</li> <li>• Appointment of an AST as KS4 Coordinator who has a clear brief to raise standards at KS4</li> <li>• We now have a fully qualified team of good practitioners following a period where there was some inadequate teaching as a result of two temporary members of staff. Staff in the Maths department will be supported by a carefully targeted programme of CPD.</li> </ul> <p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• New schemes of work have been produced for KS3 and 4 to ensure greater consistency of high quality teaching and learning across the department. This is supported by the Secondary National Strategy (Ref SNS Action Plan)</li> <li>• Improved and consistent Assessment for Learning procedures.</li> <li>• Clear target setting procedures which involve the continuous monitoring of student performance at KS4 to identify underachievement so that intervention is closely targeted to individual needs.</li> <li>• Improved use of interactive resources to further engage students in a more personalised curriculum through the newly developed VLE.</li> </ul> <p>We are confident that these strategies will enable the department to raise attainment at GCSE and meet the new targets set (based on FFT data). Very high performance at KS3 is already reflecting the improvements that we have made in teaching and learning.</p>

		<p><b>Curriculum expansion/adaptation</b></p> <p>Raise achievement of the very least able and most disengaged students by providing alternative qualifications most suited to their needs (Achieve accreditation as an ALAN test centre by June 2007). We will provide an adult numeracy qualification for between 6 and 10 students in Year 11 in June 2007.</p> <p><b>Monitoring</b></p> <p>Departmental Self Evaluation procedures and monitoring by the Head of Department and the Leadership Team will be used to evaluate the effectiveness of these strategies in raising attainment. We expect to see an increase in the proportion of lessons judged good or outstanding from 60% to 80%. Target for A*-C achievement at KS4 (61%)</p>
	Year 2	<p>Consolidate and further develop improvements from Year 1</p> <p><b>Improvements in Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Review and refine the new KS4 scheme of work</li> <li>• Reinforce the use of specific curricular targets to further personalise learning at KS4</li> <li>• Review and further develop online resources for the VLE</li> <li>• From 2008/9 maths classrooms will be brought together in a suite of rooms, this will facilitate sharing of good practice and further raise standards of teaching and learning</li> </ul> <p><b>Curriculum expansion/adaptation</b></p> <ul style="list-style-type: none"> <li>• Introduce AQA modular maths course at KS4 as an alternative to the traditional maths GCSE to tailor the provision at KS4 to student needs and raise standards.</li> <li>• Pilot the functional skills qualification as part of the introduction of the new Specialised Diplomas.</li> </ul> <p><b>Monitoring</b></p> <p>Departmental Self Evaluation procedures and monitoring by the Head of Department and the Leadership Team will be used to evaluate the effectiveness of these strategies in raising attainment. We expect to see an increase in the proportion of lessons judged good or outstanding from 80% to 90%. Target for A*-C achievement at KS4 (66%)</p>
<b>Science</b>	Year 1	

		<p>between Additional Science and Applied Science in year 11.</p> <ul style="list-style-type: none"> <li>The Applied Science course will offer vocational and work related learning opportunities.</li> </ul> <p><b>Monitoring</b>  Departmental Self Evaluation procedures and monitoring by the Head of Department and the Leadership Team will be used to evaluate the effectiveness of these strategies in raising attainment.  Analysis of hit counter data will be used to monitor the VLE use and will give an indication of the perceived value to the users.  We expect to see an increase in the proportion of lessons judged good or outstanding from 80% to 90%.  Target for A*-C achievement at KS4 (64% in 2007, please see section B1 for further targets)</p>
	Year 2	<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>Expand the VLE to ensure that high quality course materials are available for students on new courses</li> <li>Spread good practice throughout the department in the use of interactive, online assessment processes at Key Stage 4.</li> </ul> <p><b>Curriculum Expansion/Adaptation</b></p> <ul style="list-style-type: none"> <li>Introduce Additional and Applied Science Courses in year 11</li> <li>Develop the capacity to introduce 3 separate science GCSEs from September 2008</li> <li>Prepare for the introduction of AS Applied Science to provide progression from Applied Science at KS4.</li> <li>Provide relevant work related learning experiences and placements for for 40 students following the Applied Science course in conjunction with the Worcestershire Education Business Partnership.</li> </ul> <p><b>Monitoring</b>  Departmental Self Evaluation procedures and monitoring by the Head of Department and the Leadership Team will be used to evaluate the effectiveness of these strategies in raising attainment.  We expect to see an increase in the proportion of lessons judged good or outstanding from 90% to 100%.  Analysis of hit counter data will be used to monitor the VLE use and will give an indication of the perceived value to the users.  We expect that Interactive assessment will be used for 50% of internal end of unit tests by summer term 2008.  Target for A*-C achievement at KS4 in 2008 (67%)</p>
<b>Technology</b>	Year 1	<p>2003, 2004 and 2005 Panda data show significantly positive value added performance in Technology from KS2 to 4. There was a dip in performance in 2006, although initial FFT analyses show exceptional value added from KS2-4 and KS3-4 for Food, Graphics, Resistant Materials and Textiles. To address the dip in raw A*-C performance in 2006 the following strategies will be employed:</p> <p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>Revision of schemes of work at KS3 and 4 will address a lack of attention to issues of designing.</li> <li>Students will be provided with greater access to smart materials in projects at KS3 and 4 to ensure</li> </ul>

		<p>that they have increasing opportunities to design with 21<sup>st</sup> century materials</p> <ul style="list-style-type: none"> <li>• In order to provide a greater degree of personalisation, Technology schemes of work and interactive learning materials will be published on the new VLE.</li> <li>• From September 2007 compliant materials technology specialists will have a new suite of rooms located next to resistant materials. This will facilitate sharing of good practice and raise standards of teaching and learning</li> </ul> <p><b>Monitoring</b> Departmental Self Evaluation procedures and monitoring by the Head of Department and the Leadership Team will be used to evaluate the effectiveness of these strategies in raising attainment. We expect to see an increase in the proportion of lessons judged good or outstanding from 70% to 80%. Target for A*-C achievement at KS4 (80%)</p>
	Year 2	<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Revise schemes of work to include the explicit teaching of thinking skills in line with whole school policy.</li> </ul> <p><b>Curriculum Expansion/Adaptation</b></p> <ul style="list-style-type: none"> <li>• Raise achievement of the very least able and most disengaged students by providing alternative qualifications most suited to their needs. We will provide an alternative level 1 Technology qualification for between 10 and 15 students from September 2007.</li> <li>• Work in partnership with our consortium to introduce the Engineering and Construction Diplomas in 2008 for 10-20 students.</li> <li>• Develop a level 1 course in Hospitality and Catering in preparation for the new diplomas.</li> </ul> <p><b>Monitoring</b> Departmental Self Evaluation procedures and monitoring by the Head of Department and the Leadership Team will be used to evaluate the effectiveness of these strategies in raising attainment. We expect to see an increase in the proportion of lessons judged good or outstanding from 80% to 90%. Target for A*-C achievement at KS4 (79%)</p>

Please list your priorities for enrichment activities in each specialist subject over the next phase. This should include targets so you can monitor the impact of the activities. Please comment under the following where relevant: involvement in national initiatives within the subject specialism; involvement in local/national competitions related to the specialism; use of other professionals; visits to exhibitions, places of interest, field trips etc.

Out of hours learning	<p><b>Targets and Impact upon student achievement</b></p> <p>The following activities will contribute to the expected improvement in whole school KS4 performance and that of the 3 specialist subjects, as detailed in section B1:</p> <ul style="list-style-type: none"> <li>• Provide access to high quality learning materials on a VLE that are directly linked to the schemes of work in Maths, Science and Technology. We expect 60% of students to use the materials in Year 1 and 80% in year 2. We will use a hit counter to monitor the use of the VLE by students, and questionnaires will be analysed to</li> </ul>
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	<p>assess the usefulness of the materials available.</p> <ul style="list-style-type: none"><li>• In September 2007 a survey will be completed to establish the number of students currently disadvantaged by not having access to ICT at home. This information will be analysed in order to offer priority access to school ICT provision at lunchtime and after school. This will be staffed by sixth form students.</li><li>• Starting in January 2007 we will organise 6 Saturday morning workshops for Year 9 gifted and talented mathematicians in from our partner schools (40 students) this will involve using outside speakers from the LA and various universities. We expect to see an improvement in the proportion of students gaining level 8 at KS3 SAT from a baseline of 4% to 7%.</li><li>• The KS4 Maths Coordinator will target 30 students on the C-D borderline and provide a programme of out of hours support and targeted revision.</li><li>• The KS4 Science Coordinator will target 20 students on the C-D borderline and provide a programme of out of hours support and targeted revision.</li><li>• The Technology Department will provide weekend practical workshops for 40 students on the C-D borderline at KS4. It is expected that all of these students will achieve at least a grade C at GCSE.</li><li>• Further out of hours support for students in Maths and Science is outlined below (External resources/other professionals)</li><li>• The opportunity to achieve an adult numeracy qualification will be made available to 10 students who might otherwise not achieve a level 1 maths qualification. The flexibility of these tests will enable these students to prepare for the exam at a time most appropriate to their needs.</li></ul>
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B3

<p>Involvement in national initiatives related to the specialist subjects</p>	<p>Involvement in the following national initiatives will contribute to the raising of standards in the specialist subjects and whole school.</p> <ul style="list-style-type: none"> <li>• Maths - increase entry to the UKMT Junior and Intermediate Mathematical Challenge with 60 students entered for Intermediate. We expect this to contribute to an increased proportion of students gaining A and A* grades in Maths (From 12% in 2006 to 15% in 2009). We will extend the Maths challenge activities further to include 20 students at Senior level.</li> <li>• Experience in Food Technology together with links to Training School status and the Every Child Matters Agenda will be used to provide training to our parents (initially 5 attending parenting classes) in preparing healthy meals for their families. The success of this initiative will be judged by its contribution to the School gaining nation accreditation as a Healthy School by summer 2007. We will extend this project to include students from partner primary schools and develop family learning opportunities and adult level 1 qualifications in the preparation of healthy food.</li> <li>• Science - Host the Institute of Physics Lab in a Lorry to provide physics experiment days for 100 girls at KS3. We expect this to result in healthier numbers of female students choosing to study physics at A level and, from 2008, GCSE physics (in 2006/7 the baseline figure for A level physics is 2 female students in a cohort of 33)</li> <li>• Further strengthen links with SETNET - the national Science, Engineering, Technology and Mathematics Framework to provide opportunities for future engineers. This includes developing projects with EES and participation in the Young Engineers Competition (5 Year 12 students involved in a project in 2007). This will be measured by the value added performance of individual students at A2 level in the specialist subjects.</li> <li>• Through our leadership of the 14-19 Consortium we are intending to offer diplomas in Construction, ICT and Society Health and Development. As part of the planning for 2008 we will appoint a Work Experience Coordinator to work with local businesses and employers in order to provide high quality, relevant work related learning opportunities across the consortium. Teachers from our specialist departments will lead the design of courses in these diploma lines.</li> </ul>
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Planned use of external resources and other professionals

### **All Specialist Subjects**

- Arrange Easter revision workshops in Maths, Science and Technology with examiners from the relevant awarding bodies to ensure that in Year 11 GCSE revision is well targeted. A minimum of 40 students from each specialist subject will be involved in these workshops. We expect this to contribute to the improvement in examination results in the specialist subjects as outlined in B1.

### **Maths**

- Develop our partnership with eon (National Electricity Grid). This will bring engineers into school to show how they use mathematics in their day to day work. From 2007 100 students in Years 10 and 11 will take part in workshops aimed at increasing motivation and encouraging them to see the relevance to their future lives of the Maths that they are learning. We expect this to contribute to improved performance in maths at KS4 as outlined in section B1.
- Participate in Warwick University Gifted and Talented projects and Post 16 study days (10 students). We anticipate that this will result in a higher proportion of students gaining grades A and B in A2 Further Maths.
- Invite the Millennium Mathematics Project "Hands on Maths Roadshow" run by the University of Cambridge Faculty of Education. The activities are based on the NRICH website and are in the form of games, puzzles and mathematical challenges. We would use this initially with Gifted Mathematicians from Years 8-11 (150 students) and would expect it to have an impact on the number of students gaining grades A and A\*.

### **Design and Technology**

- KS4 Textiles students (40) will enter the Clothes Show Design Challenge in December 2007 and thereafter. This will provide opportunities for the most able to gain recognition for their work and should increase the number of students gaining A\* at GCSE from 2% to 5%.
- Arrange a visit to the Food Show for 40 GCSE students to illustrate the application of what they are learning in class in the outside world. We expect this contribute to the improvement in A\*-C pass rate outlined in section B1.
- Organise two annual residential visits for 12 A level Textiles students to London and Bath fashion weeks. We expect these events to provide inspiration that will result in improved coursework assignments and examination results from 80% A-C to 100% A-C by 2008.
- Further develop links with local companies such as C & G Engineering, Allen Gears and Precision Engineering so that students see the practical application of CAD/CAM in the work place. We expect companies to run one workshop for 15 students each term and we anticipate that this will contribute to enhanced achievement in Resistant Materials, Graphics and Electronics.

• A link with Worcestershire Guild of Designer Craftsmen will be used to enhance the

	<p>We expect this contribute to the improvement in A*-C pass rate outlined in section B1.</p> <ul style="list-style-type: none"> <li>• Extend CAD/CAM experience for A level students by involvement in the Formula 1 Challenge. We anticipate that this will result in a 20% increase in A and B grades at A2 Product Design</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Further develop links with the University of Reading to provide DNA days for 24 Post 16 students. We expect to see an increase in students attaining A and B grades to 40%.</li> <li>• 15 A level Chemistry students will take part in a project with the University of Birmingham to analyse organic products using Mass Spectrometry, Nuclear Magnetic Resonance and Infra Red Spectroscopy. We expect this to improve the proportion of students achieving A and B grades from 25% in 2006 to 35% by 2008.</li> <li>• Develop links with the IOP to provide practical opportunities for girls at KS4; we anticipate that this will increase participation in A level physics from the current baseline of 2 female students in a cohort of 33.</li> <li>• By hosting IOP lectures, open to our students and the public we aim to increase uptake in A level Physics and Chemistry by 10% (Baseline in 2006 59 students) and from 2008 recruit healthy numbers for GCSE Physics and Chemistry.</li> </ul>
Other	

**B4**

Please list business, partner, employer and sponsor links that you are using as part of your specialist status to support governance / curriculum development. Identify where developments and improvements need to be made in this area (you should cross reference to page and subsections on quality of provision in your SEF).

In order to allow re-designation to strengthen our relationship with sponsors and other business and employer organisations we have appointed two new members to our Governing Body. One is a Portfolio Development Manager for Mitchell and Butlers and we expect him to facilitate enrichment opportunities in Science and Technology. The other is a senior lecturer at the University of Central England and we expect her to help us develop a partnership with the Maths department of UCE.

We currently work closely with the Worcestershire Education Business Partnership, strengthened by the recently published SSAT Regional Profile for the West Midlands. This Regional Profile along with the EBP database of over 800 employers in south Worcestershire, is already being used to establish local skill needs and links with local firms such as Allen Gears, Qinetiq, G & C Engineering and Inkberrow Design. These successfully support the curriculum in D & T and Science, however we intend to use the EBP to set up links with local employers who can support the Maths Curriculum. Since September 2006 Eon has begun a programme of workshops for students in Key Stage 4 to enhance

the Maths and Science Curriculum.

Through our work in the local 14-19 Consortium we are developing links with the Herefordshire and Worcestershire Training Providers Association. They are supporting our bids to run specialised diplomas in Construction, Engineering and IT. (The IT diploma will be run in collaboration with Evesham Technologies, a local ICT business.)

Other organisations involved in supporting curriculum developments will include:

University of Reading - will run an annual DNA day to improve performance in A Biology coursework (24 students)

University of Birmingham - A level Chemistry product analysis (15 students)

University of Warwick we will participate in workshops to improve performance in A2 Further Maths (10 students)

Building on the success of the Engineering in Education Scheme with the University of Birmingham and QinetiQ, a group of 5 Sixth Form students will work with Allen Gears (a local engineering company) and the University of Birmingham to develop an innovative epicyclic gearbox for use as a demonstration model in world trade fairs.

Ross Biosciences will provide support for students in A level Food Technology to develop their understanding of complex microbiological processes.

eon - a link has been established to enhance curriculum provision particularly in Maths. This will provide workshops for 100 KS4 students to enable them to see how the maths they learn in class has a practical application in the workplace.

We are considering altering our instrument of governance to allow the appointment of additional governors to further enhance links with local business and employers.

The Local Authority and LSC fully support our application for redesignation and see it as a vital part of the overall strategic development of the local area. They and the TDA in recognising the impact of the first phase of Technology College Status also support our application to become a training school.

Our Sponsor Nominee Governor will continue to monitor the impact of ICT in the specialist areas and across the curriculum. A governor is linked to each of the Specialist subject departments with responsibility for monitoring, with the Leadership Team the quality of teaching and learning and the impact of Technology College Status upon standards.

The Technology College Management Committee and Steering Group including Sponsor Nominee Governors, Leadership Team, Heads of Department and representatives from local businesses and employers will meet regularly to review the progress of the second phase.

To improve accountability regular reviews of Technology College work will be posted on a link from the school website. Specific TC Targets will be reviewed as part of the SDP review and via the work of the Management Committee.

Each section of our SDP is the responsibility of one member of the Leadership Team - each priority is assigned a Governor to ensure greater accountability.

## B5 Whole School Performance

Please set a target for, and briefly describe, how your specialist subjects will contribute to whole school improvement by innovating and sharing best practice across the curriculum.

Our aim is to be an Outstanding School by 2010. Raising our A\*-C pass rate to 76% will place us in the top 20% of schools for value added performance. Technology College departments will contribute to this whole school improvement by innovating and sharing best practice across the curriculum in the following ways:

- One teacher in each of the specialist departments has been nominated to lead the development of online schemes of work and interactive materials. These teachers will have the opportunity to share their work at meetings of the School Improvement Group (Heads of Department) and the Teaching and Learning Group in the spring and summer terms of 2007.
- From 2008 onwards they will lead an ICT development group which will be the vehicle for developing and spreading good practice in this area. They will also run training sessions and offer one to one support for non-specialist departments.
- The science department is currently trialling the use of interactive online assessment materials. The Head of Science will share the outcomes of this innovation in the autumn term of 2007.
- In a recent audit of Assessment for Learning across the school, carried out by the Leadership team, the D&T department was recognised as having outstanding practice in curricular target setting. During the course of 2007-8 they will have the opportunity to coach other colleagues to improve practice in this area.
- Teachers in the Maths and Science departments are currently working together to develop a model for the teaching of Thinking Skills across the curriculum. Their work will be evaluated at the end of this academic year and shared with the rest of the staff at a training day in October 2007.

## C1 COMMUNITY.

We would like you to set a maximum of **FIVE** objectives. There should be one objective for each of your partner groups: primary schools; secondary schools; community groups with two **optional** objectives. For each objective, we would like you to set targets of at least two specialist subjects (with the exception of Sports College applications) and these must focus on learning outcomes. A third box is included only for those schools wishing to cover a third subject. One of the targets for the wider community must include an activity designed to support a group in the business / employer / sponsor community. Your objectives should include how your school will be working towards the development of the core offer of extended services. This plan should be a **maximum of 10 pages**.

### OBJECTIVE 1 – Primary Partners

In response to the Every Child Matters agenda we aim to engage students as lifelong learners through the development of thinking and practical skills at KS1 and 2. This will involve a clear focus on personalised learning and understanding the importance of leading a healthy lifestyle. Activities will be managed and evaluated by our TC Community Coordinator.

	Year	Target	Describe how will you implement these targets (use bullet points and short statements)
<b>Maths</b>	<b>1</b>	a) to reinforce understanding of strand 1 of the Framework for teaching Mathematics (using and applying Maths) at KS1	<p>This will address weaknesses in achievement in Using and Applying Mathematics across the pyramid. Analysis of KS2 Question Level Data conducted by the LA shows that Using and Applying questions within each strand have the lowest % of correct answers (Baseline: Topic 1 60% correct responses, Topic 2 42%, Topic 9 45%)</p> <ul style="list-style-type: none"> <li>• Starting in the Summer term of 2007, an experienced KS1 Maths teacher will lead training and provide resources for maths trail days for all pupils in Years R, 1 &amp; 2 (approx. 500) in feeder first schools.</li> <li>• Students will work in groups on a carousel of practical maths activities aimed at improving counting, measurement, capacity, coordinates and direction</li> <li>• Parents and some students from the High School will support the activities (12 parents from each school with support as appropriate from High School students)</li> <li>• Analysis of the short term impact of this strategy will be undertaken by surveys of KS1 maths teachers to assess improvements in student understanding of the Using and Applying strand of the Framework for teaching Mathematics.</li> <li>• In the longer term we will monitor the impact of this by reviewing KS2 Question Level Analysis and expect to see an improvement in correct responses to topics 1, 2 and 9.</li> </ul>
	<b>2</b>	b) to develop understanding of	This will address weaknesses in achievement in Using and Applying Mathematics across the pyramid. Analysis of KS2 Question Level Data conducted by the LA shows

		strand 1 of the Framework for teaching Mathematics (using and applying Maths) at KS2	<p>that Using and Applying questions within each strand have the lowest % of correct answers (Baseline: Topic 1 60% correct responses, Topic 2 42%, Topic 9 45%)</p> <ul style="list-style-type: none"> <li>We will host puzzle days run by a team of experienced maths teachers</li> <li>All Year 4 students from our partner first schools (250 students) will visit the sessions hosted at the High School</li> <li>Students will work in teams to solve a variety of practical and logic problems leading to improved thinking skills and confidence in problem solving in maths</li> <li>We will monitor the impact of this by reviewing KS2 Question Level Analysis and expect to see an improvement in correct responses to topics 1, 2 and 9.</li> </ul>
<b>Science</b>	<b>1</b>	c) Improve investigative skills in science for more able students in Y3/4, in particular fair testing, obtaining and presenting evidence and considering evidence and evaluating	<p>Analysis of KS2 performance by the LA Science Inspector indicates that this is an area of relative weakness in our pyramid and across the LA.</p> <ul style="list-style-type: none"> <li>Practical master classes will be hosted at the high school in summer term 2007 for Year 3 teachers of science (approximately 10 teachers from partner schools)</li> <li>Subject specialist teachers, teaching assistants and post 16 students will run practical workshops in , for example, Pyramid Building with 30 Gifted and Talented Year 4 students in new laboratories (Autumn term 2007)</li> <li>Surveys of teachers and students participating in this project will be analysed to evaluate the impact of these sessions</li> <li>We will monitor the impact of this strategy by analysing the KS2 Question Level Data provided by the Local Authority. Currently 69% of students correctly answer questions in AT 1; we expect to see an improvement in this figure.</li> </ul>
	<b>2</b>	d) Develop thinking skills in science at KS2 to support the delivery of strand 1 (Scientific Enquiry)	<p>Analysis of KS2 performance by the LA Science Inspector indicates that this is an area of relative weakness in our pyramid and across the LA.</p> <ul style="list-style-type: none"> <li>Provide thinking skills activities on control of variables and formal modelling to 30 gifted and talented pupils in Year 3 based on materials from the CASE project.</li> <li>30 Year 3 Gifted and Talented Pupils from partner primary schools to come to High School in summer term 2008.</li> <li>Surveys of teachers and students will be analysed to evaluate the impact of these sessions</li> <li>We will monitor the impact of this strategy by analysing the KS2 Question Level Data provided by the Local Authority. Currently 69% of students correctly answer questions in AT 1; we expect to see an improvement in this figure.</li> </ul>
<b>D&amp;T</b>	<b>1</b>	e) Improve awareness of healthy eating	<ul style="list-style-type: none"> <li>Healthy eating workshops for 20 students will be delivered termly at the High school by the D&amp;T department and our in-house chef and catering staff starting in November 2006.</li> </ul>

		amongst disadvantaged and disengaged students (reinforcing NC PoS <i>Knowledge and Understanding of Materials and Components</i> )	<ul style="list-style-type: none"> <li>• Approximately 20 disadvantaged and disengaged students in Year 7 will be selected to attend special workshops aimed at improving their cooking, meal planning and social skills</li> <li>• This will be further developed through our bid for training school status where we will offer healthy eating sessions to 10 parents attending parenting classes.</li> <li>• An eating habits questionnaire to all 250 Year 8 students will be used to gauge the extent to which students have adopted a more healthy lifestyle.</li> </ul>
	<b>2</b>	f) Improve the achievement of gifted and talented pupils in POS 1 Developing, planning and communicating ideas	<p>Limited access to specialist D&amp;T facilities and resources in our middle schools leads to underachievement of the most able students in this area. This is reflected in a very small number of students gaining level 7 at KS3 (Currently 2% compared with a national figure of 5%). We expect this intervention to contribute to an increase of at least 3%)</p> <ul style="list-style-type: none"> <li>• In Summer Term 2008 workshops will be arranged for 40 gifted and talented students at KS2 and in Year 7 in our partner schools to design and make products with smart materials using CAD/CAM</li> <li>• These activities will be developed further when these students are in Years 8 and 9 to ensure that there is an improvement in the proportion of students attaining level 7 in D&amp;T at KS3 of at least 3%.</li> </ul>
	<b>3/4</b>	Outline of plans	<ul style="list-style-type: none"> <li>• We will host a thinking skills conference and training activities for 100 teachers in all phases of our pyramid of schools. (Jan 2009)</li> <li>• Further develop the healthy eating project involving larger numbers of students in feeder middle schools explore the use of The Food Bus to provide on site courses for students in primary schools.</li> <li>• Extend the school VLE to students in Year 7 (students in feeder middle schools) and in time to KS2 allowing students in the whole pyramid of schools to use the same VLE hosted by Pershore High School.</li> </ul>

## OBJECTIVE 2 – Secondary Partners

In order to support a more flexible and personalised approach to the 14-19 curriculum we aim to develop our Virtual Learning Environment so that it becomes a dynamic, responsive and stimulating resource for students in South Worcestershire. Partner schools will also have access to other resources to enrich the KS3 and 4 curriculum. Activities will be managed, monitored and evaluated by our TC Community Coordinator. We have been asked to support our local Special School (one of our partner schools) in their bid for specialist status.

	Year	Target	Describe how you will you implement these targets (use bullet points and short statements)
<b>Technology</b>	<b>1</b>	a) Improve the standard of GCSE coursework in Design and Technology at KS4	<ul style="list-style-type: none"> <li>• Develop Resistant Materials students' understanding of how products can be improved through the innovative use of smart materials such as Flexinol wire to generate movement. This will support 150 students in partner schools.</li> <li>• 40 will be provided with the opportunity to employ new technologies such as Peripheral Interface Controllers in GCSE Electronics Coursework.</li> <li>• Source and provide boxes of smart materials and products for D&amp;T departments in all partner secondary schools from Spring Term 2007. This will allow greater understanding of the application of smart materials to everyday products and promote the use these innovative materials to enhance GCSE coursework projects.</li> <li>• Develop a booking system to enable all three partner schools to use the exemplar products and smart materials to enhance D&amp;T design projects at KS4.</li> <li>• Develop student support materials to accompany the smart boxes.</li> <li>• Evaluation sheets will be provided to assess the impact of these materials. We expect the average performance in Resistant Materials in or secondary partner schools to improve from a baseline of 65.5% in 2006.</li> </ul>

	2	b) Improve the performance of students in Design and Technology at KS4	<ul style="list-style-type: none"> <li>• Develop materials to support the teaching and learning of the GCSE syllabuses in Design and Technology.</li> <li>• Allow between 700 and 1000 students and staff in all partner secondary schools access to the online schemes of work and student and teacher resources developed for the VLE. Specific materials will be designed using a range of media to provide stimulating and challenging support for learning.</li> <li>• Encourage the sharing of resources between teachers in the secondary partnership to enhance the independent learning materials available to students in our 14-19 consortium.</li> <li>• Analysis of hit counter data will be used to judge the perceived usefulness of this project.</li> <li>• We expect to see an improvement in average GCSE D&amp;T performance from a baseline in 2006 of 65.5%.</li> </ul>
Science	1	c) Increase the number of girls taking A level Physics	<ul style="list-style-type: none"> <li>• Explore the practical application of physical science concepts to engineering practice.</li> <li>• Provide access to the Institute Of Physics Lab in a Lorry for 150 more able girls in year 11 to develop their investigative skills in physical science.</li> <li>• The Lab in a Lorry will be provided to each of the partner secondary schools for one day each for these year 11 girls.</li> <li>• Evaluation to take the form of questionnaires after the event, and interviews of selected students by our TC Community Coordinator. Areas to be explored will include; enjoyable learning experience; girls wanting to study more physical science/physics careers in the future.</li> <li>• The average % of girls in AS and A2 Physics groups is currently 23% we expect this initiative to contribute to an improvement in uptake.</li> </ul>

	<b>2</b>	d) Improve the performance of students in Science at KS4	<ul style="list-style-type: none"> <li>• Develop materials to support the teaching and learning of the new GCSE syllabuses in Science</li> <li>• Allow access by students in secondary partner schools to the online schemes of work and student and teacher resources developed for the VLE. This will take the form of lesson plans and suggested practical activities, bank of video clips; interactive assessments and links to on line presentations /simulations. This will be available to all KS4 students (up to 1000) from summer term 2008.</li> <li>• Encourage the sharing of resources between teachers in the secondary partnership to enhance the independent learning materials available to students locally. This will be done electronically, but hosted by PHS. For example Hall of Fame on PHS website for PowerPoint presentations</li> <li>• Analysis of hit counter data will be used to judge the perceived usefulness of this project.</li> <li>• We expect to see an improvement in average GCSE Science performance across partner schools from a baseline in 2006 of 64%.</li> </ul>
<b>ICT</b>	<b>1</b>	e) Enable 10 students at KS4 in our local special school to achieve an entry level qualification in ICT	<ul style="list-style-type: none"> <li>• Lack of qualified subject specialist ICT teaching has been identified as a problem in our local special school</li> <li>• An ICT teacher will be released for one afternoon each week to teach 10 students in the special school.</li> <li>• Courses will be offered leading to qualifications at either Entry Level or Level 1 (ICAA) depending on the needs of the cohort.</li> <li>• Currently no students are able to achieve an accredited qualification in ICT in our partner special school, we expect 10 students to achieve an entry level qualification in 2008</li> </ul>

	<b>2</b>	f) Improve the performance of students in ICT at KS4	<ul style="list-style-type: none"> <li>• Develop materials to support the teaching and learning of ICT at KS4.</li> <li>• Schemes of work and resources will be developed for DIDA, CIDA, Short Course GCSE and new diploma qualifications; these will be made available via the VLE to students in our partner secondary schools and FE Colleges via our 14-19 Consortium. This has the potential to provide personalised learning opportunities for at least 800 students in each academic year.</li> <li>• Schemes of work and materials will be developed for additional specialist units of the new diploma in ICT via the VLE. Students from other schools in our secondary partnership will have access to these allowing them to follow units related to their individual interests. Initial estimates indicate that a minimum of 20 students will benefit from this at each of the 3 levels.</li> <li>• Analysis of hit counter data will be used to judge the perceived usefulness of this project.</li> <li>• We expect to see an improvement in performance in the various ICT courses offered by schools and other institutions. This will need to be further investigated given the current wide range of courses on offer.</li> </ul>
	<b>3/4</b>	Outline of plans	<ul style="list-style-type: none"> <li>• Through leading the local 14-19 consortium we will develop in conjunction with other schools and colleges new diplomas in ICT, Engineering and Hospitality and Catering as these relate closely to our specialist status.</li> <li>• The VLE will be extended to other curriculum areas and access to schemes of work and resources will be made available to our partner schools.</li> </ul>

**OBJECTIVE 3 – Wider Community (please specify groups in the objective)**

In further developing the role of the school at the heart of its community we will broaden educational opportunities by providing courses for local employees, parents and other adults. This will be linked to school's proposals for training school status and the role it will play in providing extended services for the local area. Our TC Community Coordinator will manage these developments in order to ensure that they meet the changing needs of our community users.

	<b>Year</b>	<b>Target</b>	<b>Describe how will you implement these targets (use bullet points and short statements)</b>
<b>ICT</b>	<b>1</b>	a) Improve the ICT skills of 10-15 parents and other carers each year so that they may better support their children's learning.	<ul style="list-style-type: none"> <li>• Employ a trainer experienced in delivering basic adult ICT courses tailored to mirror children's experience at school</li> <li>• In response to the Every Child Matters agenda sessions will include the safe and responsible use of the internet and email, as well as developing basic software skills.</li> <li>• Encourage parents attending parenting classes to take part in ICT workshops to enhance their skills</li> <li>• The quality of these sessions will be monitored through observations by our TC Community Coordinator and through the completion of satisfaction surveys. We expect that the survey of participants to show that they have benefited from the course and we anticipate that a minimum of 5 adults will continue into year 2 to achieve an accredited qualification.</li> </ul>
	<b>2</b>	b) 15 adults gain the European Computer Driving Licence	<ul style="list-style-type: none"> <li>• Provide flexible access and support for the European Computer Driving Licence from an experienced trainer</li> <li>• Our TC Community Coordinator will market these courses with local employers to improve the training opportunities available for their employees</li> <li>• 15 - 20 adults will be recruited from the wider community and we expect 15 to achieve accreditation.</li> </ul>
<b>Maths</b>	<b>1</b>	c) Improve the basic numeracy skills of 5 parents involved in the SSAT Parenting Project	<ul style="list-style-type: none"> <li>• Establish the school as a registered ALAN test provider during 2006/7</li> <li>• Recruit a trainer experienced in teaching adult numeracy to develop courses to improve the confidence and mathematical skills of parents</li> <li>• Provide opportunities for parents to sit online ALAN tests</li> <li>• We expect all participants to achieve at least a level 1 qualification by summer 2007</li> </ul>

	2	d) 6 local adults and employees will gain an ALAN numeracy qualification at an appropriate level.	<ul style="list-style-type: none"> <li>• Extend numeracy classes/workshops to further develop numeracy skills and to provide access to higher level numeracy qualifications</li> <li>• Develop a section of the VLE to provide learning materials for adult numeracy courses</li> <li>• Advertise basic numeracy courses in local businesses, libraries and community centres. Our TC Community Coordinator will be responsible for marketing, recruitment and monitoring this initiative.</li> <li>• We expect all participants to achieve at least a level 1 qualification</li> </ul>
D&T	1	e) Provide training opportunities for local engineering employees to gain the status of Engineering Ambassador via SETNET	<ul style="list-style-type: none"> <li>• We will develop engineering projects that link students following post 16 courses in Maths, D&amp;T and Science with local engineers. They will attain the status of Engineering Ambassador.</li> <li>• Entry into the EES competition in 2007</li> <li>• Develop links between school, local engineering firms and HE providers.</li> <li>• The Head of Technology will monitor the impact of this project.</li> <li>• In 2007 we expect 2 local engineers to gain Science and Engineering Ambassador Status (SEA), this will provide trained engineers who will support schools in enhancing and promoting engineering in education throughout Worcestershire.</li> </ul>
	2	f) Provide 3 training sessions for 10 parents and other adults to improve their awareness of healthy eating	<ul style="list-style-type: none"> <li>• Food Technology staff together with our in-house chef and catering staff will develop 'quick meals for a healthy lifestyle' workshops</li> <li>• These workshops will be advertised to parents and to other adults through local community and health centres and recruitment will be managed by our TC Community Coordinator</li> <li>• Satisfaction surveys will be used to evaluate the impact of this project.</li> </ul>

	<b>3/4</b>	Outline of plans	<ul style="list-style-type: none"> <li>• In developing Training School status we will broaden the healthy eating workshops to include adults involved in parenting classes, these will be aimed at all parents in our community of schools as well as other adults, we expect to significantly increase the number of participants involved in Year 2 (30 adults).</li> <li>• Once set up for use in school and our community of schools we will develop the VLE to provide opportunities for parents to follow courses leading to qualifications in the specialist subjects and in other curriculum areas</li> <li>• The school will lead the provision of extended services in Pershore town and its hinterland; further plans will be developed in response to local need.</li> </ul>
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**OBJECTIVE 4 – OPTIONAL (please note that this is not a requirement, but you may wish to use them to focus on other issues identified in your audit)**

(outline objective)

	Year	Target	Describe how will you implement these targets (use bullet points and short statements)
<b>Subject 1</b>	<b>1</b>		
	<b>2</b>		
<b>Subject 2</b>	<b>1</b>		
	<b>2</b>		
<b>Subject 3</b>	<b>1</b>		
	<b>2</b>		
	<b>3/4</b>	Outline of plans	

**OBJECTIVE 5 – OPTIONAL (please note that this is not a requirement, but you may wish to use them to focus on other issues identified in your audit)**

(outline objective)

	Year	Target	Describe how you will implement these targets(use bullet points and short statements)
<b>Subject 1</b>	<b>1</b>		
	<b>2</b>		
<b>Subject 2</b>	<b>1</b>		
	<b>2</b>		
<b>Subject 3</b>	<b>1</b>		
	<b>2</b>		
	<b>3/4</b>	Outline of plans	

**C2** Explain how you will extend and expand plans into years three and four of your specialist status.

As a Technology College we believe we should be leading the way locally and nationally in the use of ICT to support teaching and learning in school and in the wider community. The main way we will achieve this is by developing our VLE. Initially this will provide access to courses and learning materials in our specialist subjects but we intend to expand it into other subject areas and enable adults in our community to access courses and qualifications otherwise unavailable to them. As a high performing specialist school we are bidding to become a Training School in 2007. This, together with Technology College status, will enable us to develop other community learning opportunities. These will include specialist training courses and conferences for technicians in ICT, Technology and Science, workshops for parents who are interested in becoming a teacher, teaching assistant or taking on a non-teaching role. In conjunction with the LA and LSC we will provide training for school catering managers to enhance the provision of healthy food to students in our partner schools. We will use expertise gained through Technology College Status to develop these plans further in conjunction with our leadership of the Extended Services programme within our catchment area.

How will you monitor and evaluate the effectiveness of strategies for delivering targets set out in the community element of the plan?

**Monitoring:**

Strategies for monitoring quality and outcomes of community activities:

- Annual analysis of subject level data at KS2, 3 and 4; this will include question level analysis
- The individual performance of adults achieving accredited qualifications in numeracy and ICT will be used to judge the effectiveness of these activities.
- Post event satisfaction surveys will be used to gather the views of beneficiaries
- Formal observations of activities will be reported to the TC Management Committee
- Hit Counters will be used to measure the use of and perceived value of online resources and activities

Action to be taken if the above strategies reveal that the targets have not been met:

- Where performance data does not show improvement we will engage additional support from the LA and other outside agencies
- If wider community activities are not perceived to be beneficial or of sufficient quality the programme will be adjusted to meet the needs of the participants
- If observations of activities suggest that they are inadequate alternative practitioners will be recruited
- Hit counter data will be frequently reviewed; where online resources are not adequately used they will be enhanced or removed

Refining and updating targets for the second half of the phase:

- Where analysis of performance data (KS2,3 and 4) shows that targets are not being met the plans for year 3 and 4 will be developed to include intervention strategies
- Satisfaction surveys will be used to focus the development of the learning opportunities for the wider community in years 3&4
- Regular Headteacher meetings will be used to identify changing needs in the community of schools and plan appropriate developments in years 3&4

**Evaluation:**

Evaluation of community activities will be undertaken by the Governors, Deputy Headteacher with responsibility for Technology College Status and the TC Community Coordinator in reporting to:

- Governors School Improvement Committee and Full Governing Body (twice per term)
- The Community Committee which includes representation from local businesses, sponsors, local government and other stakeholders (once per term)
- The Annual Meeting of the Technology College Steering Group which includes representatives from the Governing Body and other Community Stakeholders
- Headteacher meetings with primary and secondary partners (once per term)
- Our School Improvement Partner , a highly experienced Headteacher of a Specialist and Training School in Coventry
- 14-19 Consortium Steering Group which includes local Headteachers, Local Authority and LSC representatives (termly)

We have begun to develop a SCAPE in order to more clearly focus our strategy for community partnership and engagement.

**DEVELOPMENT PLAN**

I confirm that the information provided in this report is correct.

Signature..... Date...19/09/06.....

Name and title i.e. Chair, Head etc. Clive Corbett, Headteacher.....

Signature... .. Date...19/09/06.....

Name and title i.e. Chair, Head etc. Rob Phillips, Chair of Governors.....

Please return the completed form by 20 September 2006 by email to:

[specialist.schools@dfes.gsi.gov.uk](mailto:specialist.schools@dfes.gsi.gov.uk)

*(Please include the word 'Re-designation' in the subject line of your email)*