



Passmore's Cooperative
Learning Community
Corporate and Strategic Plan
2016-2019

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Introduction

Passmores Cooperative Learning Community (PCLC) was formed in 2013 in response to requests from local schools and the DfE to move the Passmores Academy Trust to a position that it would be able to sponsor other schools. In September 2013, the PCLC officially sponsored two of Passmores Academy's family of primary schools, Potter Street and Purford Green, which had been placed into an Ofsted category in the preceding months: Special Measures and Requires Improvement respectively.

It was agreed from the outset that the PCLC would focus on working in partnership with our family of schools, in order to provide a great educational journey throughout a young person's time in school.

Our Aims and Aspirations

The PCLC aspires to create a group of academies that have a reputation for delivering a great education for all young people. Whilst operating as a part of a family, each school exists in its own right, maintaining its own unique characteristics and individual identity. Whilst each school serves to meet the needs of its local community, all are united in their core purpose of providing an outstanding educational experience.

Aims

At PCLC schools we aim to ensure:

- all young people are highly valued and expected to achieve their full potential, no matter what their socio-economic background
- all young people will enjoy their learning, understand that we all continue to learn throughout our lives, attain high outcomes, and be helped to become confident individuals and responsible citizens, whilst making excellent progress
- all young people will benefit from an inclusive ethos, excellent teaching, and a broad and balanced curriculum underpinned by strong leadership in a local school
- all young people will be supported and encouraged to lead healthy and active lives, making sensible choices whilst respecting the views and attitudes of others

Aspirations

The PCLC holds an ambitious vision for education. Its academies are committed to our core remit of providing an outstanding educational experience so that:

1. **all** young people will enjoy their learning, attain high outcomes, and be helped to become confident individuals and responsible citizens, whilst making excellent progress in all respects;
2. **all** young people will benefit from an inclusive ethos, excellent teaching, and a broad and balanced curriculum underpinned by strong leadership, in a local school;

3. **all** young people will be supported and encouraged to lead healthy and active lives whilst gaining an understanding of the factors that can impact on their mental and physical health, and what they can do to improve their own situation.

The PCLC schools aspire to create a group of academies across sectors that have a reputation for delivering a great education for all students, **and have shown in the first two years, that working across sectors in different contexts is not a barrier or a burden, but an opportunity.** Passmores Academy received a 'Good' overall rating from Ofsted, with 'Outstanding' for leadership and management, in the academic year 2013/14. Purford Green Primary was upgraded from 'Requires Improvement' to 'Good' by Ofsted in 2015. In the same year, Potter Street Academy was moved up two grades, which took them out of 'Special Measures'. Additionally, the academy was rated 'Good' for both early years provision, and the behaviour and safety of pupils.

The PCLC foundation is rooted in Passmores Academy's role as a National Support School and its strong track record in supporting and working with schools in a variety of sectors, contexts and local authorities.

The PCLC academies ensure that they contribute to school improvement in terms of raising the standards of attainment of all children and young people through:

1. aspiring to be judged as good or outstanding using the Ofsted criteria;
2. understanding the issues related to underperformance of different groups of children and implementing intervention strategies;
3. sharing knowledge and expertise through the local partnership of schools, as well as within the PCLC family of schools
4. using tried and proven systems for effective intervention and support.

Each school continues to exist in its own right maintaining its own unique characteristics and individual identity. The PCLC schools will always be distinctive in their own right, as each school must meet the needs of its local community, and each community is different.

The PCLC expects each headteacher and their team of leaders to ensure that the work of their school is of the highest standard, allowing children and young people to have high aspirations.

Our philosophy is to keep things simple yet focused. Schools can make rapid progress by concentrating on the basics. For instance, in the primary sector we have to make sure that teachers and support staff are trained to effectively teach reading, writing, spelling and mathematics systematically, as well as

knowing how best to assess, in a rigorous manner, every young person's progress.

Whilst each school retains and continues to develop its own ethos, there are a number of principles and practices which run throughout PCLC schools which, in essence, set us apart from other academy chains.

a. Leadership

We are a group of schools rooted in providing the best possible education for children and we are not motivated by 'making a profit'. National Support School status was awarded to Passmores Academy four years ago in recognition of the quality of leadership at all levels. This means that subject leadership, key stage leadership, pastoral leadership, support staff leadership, as well as school leadership, has been assessed as outstanding. We wish to widen the impact of our exceptional leaders by creating change within classrooms and schools to raise aspirations and achievement of our young people.

We recognise the requirement for each school to be led by its own leader. However, we also recognise that each school cannot rely solely on that one leader to bring about sustainable change and increased success; no one head alone can achieve this. The PCLC is set up so that heads and their leadership teams can work with each other, share good practice, and be a central part of a wider team, aspiring for the best for our young people, whichever PCLC school they attend.

b. Learning and Teaching

This is the most important aspect for all who work in the PCLC schools.

Learning and teaching are the core purpose of our schools.

Our approach to teaching is to instill a sense of **challenge, enjoyment and passion for learning** that will equip our young people to **achieve their potential and raise their expectations** as to what they believe they can achieve. Teachers who do this have a passion for their subjects, make it interesting and lively and, very importantly, build positive relationships with their students. This must be the aspiration of all teachers across all PCLC schools.

Learning and teaching make the difference. We aim to deliver inspiring learning and support students to enable them to achieve their potential. This reminds us of the reasons for the existence of the PCLC and the criteria by which we are judged. It is focused, uncompromisingly, upon the needs of our young people.

We aspire for all PCLC schools to be high achieving. Our drive to ensure that our young people achieve at the highest level and that this is derived from the high quality of teaching and the importance placed by each school on learning, teaching, progress and achievement.

Our approach to learning is founded on key principles:

- Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential;
- every young person has the right to be successful and has ability to achieve, no matter what their socio-economic background;
- there is no limit to achievement – intelligence can be developed;
- each student must know what to do in order to improve and how to do it, high expectations on their own are not enough;
- consistency of experience is fundamental; each school has a team and consistency makes us greater than the sum of our parts;
- employment opportunities in PCLC schools should allow all colleagues to inspire a love for learning; not simply process and record what we find.

The importance of employing excellent teachers can be summarised by this quote:

“I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized” – Haim Ginott

Our Key Priorities for 2016-19

The PCLC has five key priorities for the next three years, within the context of budget constraints:

1. Leadership - To provide strong leadership through governance focussed on student progress, and day to day leadership that does not accept artificial limits set according to factors outside the control of our young people. Leadership must be developed in others across the PCLC, to ensure that the partnership can sustain the growth that is already taking place.
2. Teaching - to ensure that all our young people are given access to an experience of great teaching.
3. Growth Mindset – to ensure that all systems/structures are designed and used to help our young people have high aspirations for what they are able to achieve, and to make good choices regarding developing positive relationships with their peers and the adults that strive to help them. It is important that failure is seen as the first step in learning and not as a negative experience.
4. Staff Development – to ensure that our robust appraisal procedures are focussed on developing the workforce to continually strive for self-improvement. Once individual development priorities are agreed, we must deliver the opportunities for growth, for each person, based on their role within the organisation and the resources available.
5. Community Engagement – to ensure that the school remains at the heart of the community it serves by engaging with local community leaders and developing an ethos of partnership for the improvement of Harlow, both now and in the future.