

ColytonFoundation

Collaborative School Improvement Partnerships: High Attainment

Overview:

The goal of Collaborative School Improvement Partnerships is to share Colyton Grammar School's expertise in teaching academically able pupils to significantly improve outcomes for high attainment in partner schools.

Participating schools work collaboratively with a Foundation Associate to review the school's provision for more able pupils using the High Attainment Framework. The Foundation Associate then works with school leaders to form an improvement implementation plan. Once a plan is agreed the Foundation Associates support the delivery of this plan within the school.

Foundation Associates are senior and middle leaders from Colyton Grammar School with experience and expertise in supporting academically able pupils, matched to the priorities of partner schools. Areas of specialism include:

- Curriculum design
- Challenge in the classroom
- School culture
- Preparation for higher education and application to competitive courses
- English
- Maths
- Chemistry
- Physics
- Biology

Partner Schools have access to:

- Dedicated Foundation Associate to offer support and challenge in improving school's provision for high attainers
- Collaborative review of school's provision against High Attainment Framework and subsequent identification of improvement goals.
- Up to three annual associate visits support school leaders in achieving these goals: further collaborative review and implementation mentoring
- Subsidised fees for teachers taking part in Colyton Foundation teacher CPD programmes and courses

Collaborative Partnership: Annual Improvement Cycle



High Attainment Framework & School Improvement Support

Framework Strand	Focus Areas	Foundation Associate Support
1. Understanding outcomes for high academic potential pupils	<ul style="list-style-type: none"> Internal progress tracking vs KS2 attainment/baseline data Transition to and from secondary school Post-16 and higher education: progression & retention GCSE (and A Level) vs K2 attainment Analysis of subject and pupil group performance 	<ul style="list-style-type: none"> Annual data review, follow up discussion and report Agree key framework priority area(s) for coming year.
2. Closing the disadvantage gap	<ul style="list-style-type: none"> Understanding the school community & context, and its impact on high attaining pupils Disadvantaged high attaining pupils: identification, support and intervention 	<ul style="list-style-type: none"> Demographic data review: nuance beyond FSM/PP: IACI, POLAR, Acorn etc; parent and pupil voice Review of identification, support and intervention Implementation advice & support
3. Curriculum design	<ul style="list-style-type: none"> High ambition; high challenge curriculum Disciplinary knowledge for next steps: beyond exam specifications, 'Backward design' to support progression Whole school curriculum structure Individual subject curricula Integrated co-curriculum Developing oracy 	<ul style="list-style-type: none"> Whole school curriculum review: discussion with leaders and teachers, curriculum model, pupil progress, pupil voice. Subject curriculum reviews: discussion with leaders and teachers, curriculum, pupil progress, pupil & teacher voice Subject curriculum development workshops Implementation advice & support
4. Teaching and learning	<ul style="list-style-type: none"> Ensuring attainment underpins aspiration: achieving top grades <u>and</u> other forms of academic success Teacher disciplinary knowledge and confidence Adaptive/responsive teaching High challenge, high support Developing oracy 	<ul style="list-style-type: none"> Whole school T&L review: discussion with leaders and teachers, learning walks, pupil progress, pupil voice. Subject/department reviews: discussion with leaders and teachers, learning walks, pupil progress, pupil & teacher voice. Teacher and leader visit to Colyton Grammar School Implementation advice & support
5. School culture, extension and enrichment	<ul style="list-style-type: none"> Encouraging, framing and celebrating academic aspiration and achievement: University as explicit goal Role models – internal and external Integrated curriculum and co-curriculum Engagement with external organisations and opportunities 	<ul style="list-style-type: none"> School culture extension and enrichment review: provision mapping, leader, teacher and pupil interviews, learning walks, key 'artefacts' Teacher and leader visit to Colyton Grammar School Recommended external partnerships Implementation advice & support
6. Pupil advice and guidance	<ul style="list-style-type: none"> HE & careers advice Targeting competitive universities and courses Understanding students next steps: further and higher education GCSE and post-16 subject choice Parental engagement 	<ul style="list-style-type: none"> Review of current provision; recommendations Implementation advice & support

Testimonial:

“The Colyton Foundation visit to our school gave us the external insight we needed before embarking on the next stage of our school improvement journey. Faced with the post-Covid challenges of poor attendance and resetting behaviour, the next step on our journey was to ensure our high attaining pupils not only achieved the grades of which they were capable, but had the aspirations and resilience to succeed beyond Year 11. The feedback recognised our existing strengths, for example with systems, coaching and curriculum, and provided us with helpful next steps which were aligned with our culture and ethos. Essentially, the visit enabled us to reframe the 'compliance to engagement' journey within our context, for our students.”

Deputy Head, Exeter