



ColytonFoundation
Leading High Attainment



1 Year Programme for South West School Leaders

Target Audience:

Senior Leaders in South West secondary schools & trusts with responsibility at school or trust level for:

- Quality of education, teaching and learning and curriculum
- Outcomes for HPA and/or disadvantaged pupils

Aims:

Improve GCSE, A Level and HE progression outcomes for high prior attaining pupils (particularly disadvantaged HPA pupils) in participants' schools by:

- Developing participants' knowledge and expertise in supporting high attainment
- Supporting participants to implement strategies to improve outcomes for HPA pupils (particularly DHPA pupils) in their schools
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Overview:

This course will develop the knowledge and practice school leaders in supporting high attaining pupils, with the ultimate aim of improving outcomes in the South West for high prior attainers, particularly those who have experienced disadvantage.

Fewer pupils from the South West progress to higher education than in any other English region. Outcomes in the region for disadvantaged high prior attainers are among the worst in the country: the 2023 average GCSE Progress 8 score for this group in the South West was -0.89; in London it was -0.20.

Combining in person and online seminars and school and university visits, the course gives participants access to the collective knowledge and expertise of leading universities and schools with a track record of outstanding outcomes for high attaining and disadvantaged pupils. Participants use the Colyton Foundation's *High Attainment Framework* (see appendix) to develop deep knowledge and understanding of what excellent provision for high attainers looks like, and are supported in identifying priorities and implementing a project to improve outcomes for high attainers in their schools.

Programme Structure

Seminars & Visits		School Improvement Project
Autumn Term	<p>Opening seminar day (in person): Framework Focus: <i>Understanding the progress of high attaining pupils</i></p> <ul style="list-style-type: none"> • Course overview & introduction to High Attainment Framework • High Attainment in the South West: the context • School case study • Introduction to school review task <p>School visits (London) - Focus: <i>Closing the Disadvantage Gap</i></p>	School review and identify priorities
Spring Term	<p>Online Seminar - Focus: <i>Curriculum design</i></p> <ul style="list-style-type: none"> • School case study • Implementation <p>University visit Focus: <i>Pupil Advice and Guidance</i></p> <ul style="list-style-type: none"> • University & college tour • Widening access and admissions presentation • Student and academic panel: <i>What are universities looking for in students? How can schools develop this?</i> • Improvement plan workshop 	
Summer Term	<p>Online Seminar - Focus: <i>Teaching and Learning</i></p> <ul style="list-style-type: none"> • School case study • Project implementation plans <p>School visit: Colyton Grammar School Focus: <i>School culture, extension and enrichment</i></p> <ul style="list-style-type: none"> • School tour & presentations • Implementation project review and support 	Plan and begin delivery

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High Attainment: A Framework for Excellence

1. Understanding the progress of high attaining pupils

- Attainment, aspiration and expectation
- Identifying high attaining pupils
- Internal progress tracking vs KS2 attainment
- Post-16 and higher education: progression & retention
- GCSE (and A Level) attainment & progress
- Variation between subject areas and pupil groups

2. Closing the disadvantage gap

- Understanding the school community & context
- Identifying and understanding need
- Supporting disadvantaged pupils: 'Disadvantage First'

3. Curriculum design

- High ambition; high challenge curriculum
- Beyond exam specifications: curriculum for disciplinary progression; backward design
- Disciplinary narratives and threshold concepts
- Cross-subject curriculum structure
- Individual subject curricula
- Integrated co-curriculum
- Curriculum for oracy

4. Teaching and learning

- Teacher subject expertise and disciplinary confidence: modelling scholarship, disciplinary narratives, threshold concepts
- Agency, not autonomy
- High challenge, high support
- Activating deep thinking
- Top grades and other forms of success
- Responsive teaching: 'adapting upwards'
- Developing oracy

5. School culture, extension and enrichment

- Academic expectation and achievement: encouraging, framing and celebrating
- Higher education as explicit goal
- Role models – internal and external
- Integrated curriculum and co-curriculum
- Engagement with external organisations and opportunities
- Developing academic independence

6. Pupil advice and guidance

- Transition points: GCSE and post-16 subject choice; HE & careers advice
- Targeting competitive university courses and degree apprenticeships
- Understanding students' next steps: further and higher education
- Parental engagement