



Specialist Schools
and Academies Trust
THE SCHOOLS NETWORK™

Corporate plan



2010–2011 to 2012–2013



Foreword



Chairman's foreword

I am pleased to introduce this plan which sets out our priorities for the next three years.

Our membership continues to be at the heart of everything we do. The expertise in schools, at all levels of leadership and in the classroom, is the force that drives change and improvements in the education sector.

The current challenging economic background will not limit our ambition. We will continue to work – through our head teacher steering groups – with leaders in the education sector, business and broader society to support every child and young person to achieve well, whatever their background.

A handwritten signature in black ink that reads "Nick Stuart". The signature is written in a cursive style.

Nick Stuart
Chairman

Chief Executive's introduction

Our plan for the next three years reflects our commitment to developing our 'by schools, for schools' way of working, bringing school leaders and practitioners together in practical ways to offer each other support and share effective practice.

We know that the best ideas for improving education come from schools themselves. For this reason we will make sure that our work is shaped and driven by our member schools.

We will work with government through our national headteacher steering group so that the experiences and ideas of school leaders contribute to the development of national education policy. Our school networks, working with businesses, universities, colleges and the community, will continue their groundbreaking work so that all children and young people receive an education which allows them to achieve all that they can.



Elizabeth Reid
Chief Executive



About SSA

Who we are

We are the Specialist Schools and Academies Trust (SSAT), an independent, not-for-profit membership organisation dedicated to raising levels of achievement in education. We have a membership of over 5,500 schools and growing numbers of affiliated universities, colleges and local authorities. We are a registered charity.

What we do

We help school leaders work together to raise achievement by sharing effective practice and offering professional challenge and support.

Through our networks, the following areas of work are at the heart of everything we do.

- Achievement
- Community
- Education for 14- to 19-year-olds
- Innovation
- Leadership
- New technologies
- Pedagogy (the method and practice of teaching)
- Specialism

Our members

Our members, at 1 April 2010, include:

- 2,881 mainstream secondary schools in England
- 404 special schools
- 532 primary schools in England
- 1,734 schools and institutions from outside England
- 59 local authorities, and
- 49 universities.

Our work with members

Three-quarters of member schools say that membership led to improvements in teaching and learning in their schools last year.

Our work with member schools ranges from core challenges in teaching and learning to building new knowledge and ideas.

All continuing professional development (CPD) we offer will be provided through our Leadership and Innovation Academy (LIA). Head teachers and practitioners will design the CPD and it will be delivered in LIA hubs and other member schools, and be available online.

AT



Our aim and objectives

Aim

'Our aim is to give practical support to transforming secondary education in England by building and enabling a world-class network of innovative, high-performing secondary schools in partnership with business and the wider community.'

Objectives

'We have six objectives that set out our ambition and commitments over the next three years.'

- 1 To develop the specialist schools and academies system.
- 2 To develop specialisms and the curriculum.
- 3 To build and embed capacity in schools to raise achievement.
- 4 To develop specialist school and academy partnerships with business and the community.
- 5 To develop leadership and foster innovation.
- 6 To develop our organisation to achieve results.'

Principles a

Working principles

Our way of working is 'by schools, for schools'.

By this, we mean:

- making sure that improving student achievement and raising academic standards are at the heart of everything we do
- making sure that head teachers take the lead in directing our work
- involving head teachers and other teaching staff in designing and delivering our programmes, activities, research and development
- inspiring, challenging and motivating head teachers and other teaching staff to raise standards, and to support and challenge one another, and
- validating and accrediting educational practices and measuring educational outcomes.

Values

Our values are an important part of how we go about our work.

Our values are to:

- develop and support all our staff to contribute effectively to our aims and to succeed in their roles
- be open, discuss our progress and take responsibility for our actions, and aim to fully involve all those with an interest in our work
- maintain high standards of honesty and professionalism, and promote equal opportunities in all areas of our work, and
- make good use of our resources and get value for money.

Our working method is 'by schools, for schools'

We bring school leaders together to learn from one another. There is no other network for school leaders where they can access, in the same way, the leading practice in other schools.

Four in five secondary schools who are members say that they have been brought into contact, over the past year, with school leaders who can share relevant knowledge and good practice.

and values



Managing performance

We contribute to a wide range of education goals, always aiming to meet or do better than the expectations of our members and clients. All our work is assessed against the expected outcomes. Our objectives are set against a wide range of nationally and internationally recognised quality standards.

We work with the government to help schools and school leaders shape effective and practical policy, and to lead work to raise achievement throughout the school system. This means working to raise the achievement of all children, whatever their background and whatever their starting point.

Each year we report in detail on our performance, through our annual report and study on educational outcomes.



Objective a

To develop the specialist schools and academies system.

We will work with schools and school leaders to raise achievement of all students whatever their background. We will make sure that the specialist system contributes to student attainment.

These are our main areas of work.

Specialist schools

We will develop the specialist schools programme and the high-performing specialist school (HPSS) programme to help build a centre of excellence in every school and make sure the specialist school system meets its full potential.

Academies

We will support the extension of the academies programme to improve the educational opportunities and life chances of young people throughout the country. Academies are part of the wider specialist system and we work with their principals and sponsors within our networks.

Trust schools

We will promote and support the trust and foundation schools initiative to encourage individual

secondary and primary schools, and groups of schools working together, to govern themselves and to form productive, long-term relationships with partners.

Special education

We will support special schools to:

- achieve curriculum or special educational needs (SEN) specialisms
- become part of the specialist system, and
- play a full role in our programmes and networks.

This will give staff in both mainstream and special schools the knowledge and skills they need to support the learning of children with special educational needs.



All through (3–19) education

We will actively work with ‘family of school’ (primary) networks, trusts and federations and all-through schools – those offering education for 3- to 19-year olds. We will focus on successful ‘transition strategies’ for those students moving through the school system and help primary and secondary teachers to learn from one another.

Post–16 education

We will give a high profile to developments in post–16 education, including support for schools and academies with existing sixth forms, those developing new sixth forms, sixth-form colleges and all-through schools which have a sixth form. This will include passing on good practice in curriculum developments such as applied learning, and the International Baccalaureate. We will also

work on post–16 education with trusts, federations and groups of schools.

International networking – iNet

We will develop and support networking among a growing membership of schools outside England, to encourage and share effective practice, and promote links with our member schools in England. We will involve schools from our international networks in our programmes and activities, and encourage and support international school partnerships.

Objective two

To develop specialisms and the curriculum.

We will help schools and academies develop as centres of excellence in specialisms and subjects, raising the achievement of all students. We will use the specialist system, and SSAT lead practitioners, to support schools to develop subject knowledge and pedagogy (the method and practice of teaching), redesign the curriculum, and prepare to teach new and revised qualifications.

These are our main areas of work.

Centres of excellence

We will support specialist schools to develop as centres of excellence. They will lead the development of teaching and learning in their specialist subject, and share good practice with their local family of schools and through regional, national and international networks.

Subject networks

We will develop our subject networks on a regional basis. This will include supporting groups of local schools to work together to offer a broader and richer choice in the curriculum.

At a national level, we will help specialist schools and academies to support education strategy in the following areas.

- Science, technology, engineering and maths (STEM) education, including supporting science colleges to lead teaching in physics, chemistry and biology as separate GCSE subjects.
- Modern foreign languages, leading the teaching of important world languages such as Mandarin Chinese and Arabic, and encouraging a wider return to learning foreign languages (including in primary schools).
- Cultural and creative sectors, helping to link the school system with the fast-growing creative economy (and including working towards the 2012 Olympics).

WO



- Business and enterprise education, helping to raise the quality of enterprise education throughout the school system.

Developing the curriculum

We will support schools to redesign the curriculum, responding to wider flexibility within the National Curriculum at Key Stage 3 and new learning 'pathways' in post-14 education (A-levels, GCSEs, the International Baccalaureate, Diplomas, Apprenticeships and foundation learning).

14–19 education

We will support specialist schools and academies in raising achievement for all young people, so that they provide information, advice and guidance to their students, and prepare for the rise in the age of students in compulsory education or training.

We will help create new schools-led work on five learning pathways. We will support mainstream and special schools so they can offer access to and outstanding provision in:

- Diplomas in their specialist areas
- Apprenticeships
- Foundation learning
- GCSEs, A-levels (including the extended project), and
- the International Baccalaureate.

Objective 1

To build and embed capacity in schools to raise achievement.

We will support schools, teachers and other staff to work together to share and develop knowledge and expertise, working in areas that evidence shows are vital to raising achievement and narrowing the gaps in attainment of students from different backgrounds.

These are our main areas of work.

Accrediting and using school expertise to support every child to achieve

We will maintain and develop networks of accredited consultant schools, consultant head teachers and lead practitioners. A new area of work will be accrediting consultant schools and heads with specific experience of narrowing gaps in attainment.

We will use this expertise, and the expertise of high-performing specialist schools, to work with schools and local authorities to raise achievement throughout the education system.

Getting all the staff in schools involved

To make the most of the potential for non-teaching staff to play a stronger role in raising achievement and providing value for money, we will become

more involved with networks of finance directors, data managers, librarians, PAs, and facilities managers. We will include finance as a distinct area within our professional development programmes to make sure that school leaders have a good understanding of the financial issues facing their organisations.

Developing schools as centres of excellence in data analysis

We will offer a complete information service to schools, through our data enabler toolkit (already used by more than a third of secondary schools and academies), on-line resources, regular publications and research. We will continue to work with our partners in the USA on data analysis to identify a shared basis for support and opportunities for working between school leaders internationally.

hree

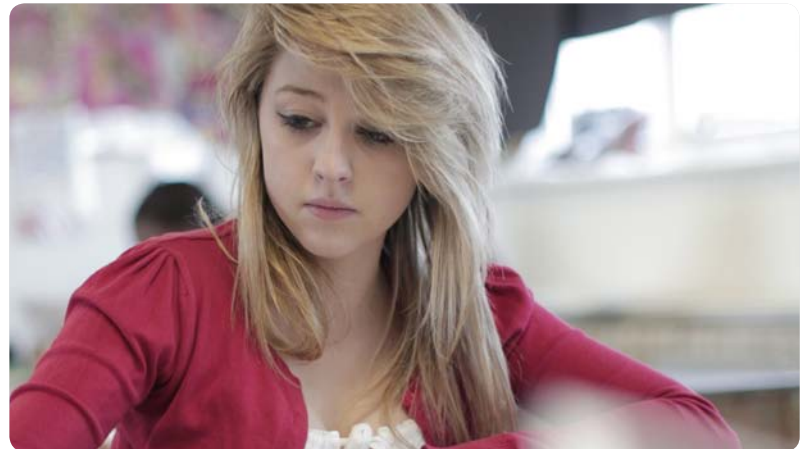


Becoming an accredited schools provider

We will aim to become an accredited schools provider so we can build on our long-standing experience of working together with successful schools.

International work

We will develop our activities in the Middle East and East Asia building on our existing work in Abu Dhabi and China. Working through iNet (our international network), we will develop a network of educators and students who recognise the opportunities provided by working together internationally and thinking from a worldwide viewpoint.



Objective for

To develop specialist school and academy partnerships with business and the community.

We will encourage and support specialist schools and academies to develop strong, long-term partnerships and activities with the wider community that are vital to 21st century education.

These are our main areas of work.

School community partnerships

We will encourage schools and academies to use the community aspect of the specialist schools programme to support schools so they can be at the centre of their communities.

School business partnerships

Working through the specialist system, we will support every specialist school and academy to get involved effectively with business partners. This will include specific support to the employees of sponsors and other business partners so that everyone can get the most out of school involvement.

School university partnerships

Working through the specialist system, we will support every school and academy to have a meaningful partnership with a university that encourages students to have ambitions and progress to university.

Support for school governors

We will work with head teachers and academy principals to provide a programme for governors of specialist schools and academies to make an outstanding contribution to school leadership.

our



Support for information, advice and guidance

We will support schools and academies to provide high-quality careers education and information, advice and guidance.

Sustainable schools

We will develop a programme that supports schools to operate in a way that sustains the environment and teaches students about environmental issues.



Objective fi

To develop leadership and foster innovation.

We will work with schools, academies and head teachers to inspire teachers to move into leadership roles and to develop the expertise of existing leaders. We will encourage school-based innovation (finding new and creative solutions and ideas), working with teachers, students, and leading academic institutions and education specialists.

These are our main areas of work.

Leadership and Innovation Academy

Our new Leadership and Innovation Academy (LIA) will provide a 'one-stop shop' for the wide range of continuing professional development (CPD) opportunities we offer for head teachers and teachers.

Our CPD will be characterised by the 'by schools, for schools' approach, with courses designed and delivered by leading head teachers and practitioners.

The LIA will work at a local, regional and national level, and be supported by resources on the internet, providing networking forums, the opportunity to share ideas, and online modules.

We will set up a regional network of leadership and innovation academy hub schools which will work with us to deliver local continuing professional development which is tailored to people's needs.

The work of the hubs will allow us to identify new talent and innovative practice that can feed into the work of the regions and the national programmes. Each hub will be supported by a coordinator who will be jointly appointed by us and the hub school.

ive



Leadership programmes

Our Leadership and Innovation Academy will build on the success of our national leadership programmes. A blend of local, regional, national and international experiences will help us develop leaders with the skills to put into practice ground-breaking learning solutions for students in member schools.

- We will offer national leadership programmes, so school leaders from all over the country can develop as leaders, work with leading academics and educationalists, and consider a national and international viewpoint.



- We will build more regional elements into our developing leaders and newly qualified teachers' programmes to allow easier access to training and base more events in member schools so that young leaders can experience outstanding practice first hand.

Objective fi

Teach First and Future Leaders

We work with Absolute Return for Kids (ARK) in developing the Future Leaders programme. This is designed to fast-track teachers into headship in schools in city areas. We also partner ARK and Teach First in delivering the National College 'accelerate to headship' programme and we will aim to build a strong relationship with Teach First in areas where we have similar programmes and aims.

Student leadership

We will encourage students to take leadership roles in schools and the wider school system, and we will continue to develop and support student networks.

School-based innovation

We will encourage ideas in teaching and learning through school-based development and research. For several years we have been working to personalise learning and to redesign schooling for the 21st century. We will continue this work, which has involved over 2,000 schools in England and internationally.

ive



Objectives

To develop our organisation to achieve results.

We will continue to support our development by providing effective, high-quality services that respond to change, feedback and new priorities.

People

We will develop the talent and abilities of our staff. We will offer a wide range of learning and development opportunities, including face-to-face training, online modules, mentoring, coaching, work shadowing and career case studies.

We will employ staff from schools and the education sector. We are working to develop a 'revolving door' between ourselves and schools. This means school staff work for us for fixed periods, so that we benefit from first-hand knowledge of current practice in schools and staff return to schools with new skills and experience.

Having received the Investors in People Silver award in 2009 we will develop our abilities even further with the aim of achieving the Gold award. We aim to represent all the communities we serve. We will promote our commitment to do this in everything we do. We will review and develop our Single Equality Scheme and Disability Two Ticks

accreditation by building them into our processes, behaviour and programmes of work.

Strategy

We will aim to build on our role as a leading education organisation in England and internationally. We will develop programmes of work and bid for contracts that are consistent with:

- our role as a membership organisation
- our 'by schools, for schools' philosophy, and
- our charitable aims.

Our national head teacher steering group (NHSG) is a group of leading head teachers. It helps shape our programmes and works with those who have a key interest in education to develop national education policy. We will strengthen the role of NHSG at national level and use head teacher networks more to transfer knowledge to and from the school system.

six



We will aim to base more of our programmes and activities in forward-thinking and innovative schools to strengthen the services we provide to our members regionally and locally. We want to make sure that effective and innovative practice in schools is passed on within the school system and reflected in national education discussions and when developing policy.

We will aim to create an endowment fund to support research and development in member schools to raise educational achievement.

Partnerships and communications

We will continue to work with a wide range of partners to help us achieve our objectives. This includes schools, businesses and employers, sponsors, government departments, non-departmental public bodies (NDPBs), independent

educational organisations, academic institutions and cultural organisations.

New technology will play an important role, as we use the web and other media to communicate and interact with our members, those with an interest in the sector and our partners. Through our website we can encourage local, regional, national and international networks and support business and development activity. We will aim to make sure our members have easy access to many of our programmes at a time and a place which suits them.

Improved information and the way we manage knowledge will have a significant effect on involving our members and main contacts. Marketing products and services will be based on strong evidence and research, supporting new ideas and meeting the needs of customers.

Objectives

Taking a forward-thinking approach to media and public affairs work will mean that we make a significant contribution to the education debate.

Corporate social responsibility

Our corporate social responsibility policy is focused on positive action on:

- strong business ethics
- being active in school communities, and with other organisations working with young people
- reducing our effect on the environment, and
- managing and developing our people.

We will continue our support for the Backing Young Britain campaign by improving our work-experience programme, and employing more apprentices. This will apply on top of our work with Career Academies UK, and our work with the Windsor Fellowship, to provide work placements for young people.

We will improve our links with the School Governor's One Stop Shop so more of our staff can become school governors, and also continue our well-established reading partners programme with local schools.

We will work to keep our ISO14001 environmental management standard at its first full recertification, and continue our efforts towards reducing our carbon emissions by 10% in 2010 as part of our pledge to the national 10:10 campaign.

Processes for continuous improvement

We will continue to use the EFQM (European Foundation for Quality Management) Excellence Model, for which we hold five-star accreditation, to improve the quality of our work.

We value the certification we receive from the International Standards Organisation (ISO), which shows that we meet internationally recognised standards of service and performance across our organisation.

We will work to:

- expand our Quality Management System ISO9001 by documenting our main corporate processes and bringing them under the scope of ISO9001, and
- secure and maintain the IT Service Management standard ISO20000.

six



We will maintain our certifications for:

- Information and Security Management System ISO27001
- Environmental Management System ISO14001, and
- Health and Safety Management System OHSAS18001.

We will aim, where practical, to include the same processes in our offices outside England.



Governance

Finance

We will continue to develop our financial systems to meet the needs of a growing organisation and to improve our efficiency. We will maintain and improve our financial controls where necessary so we can protect our assets.

We will develop processes to make sure that our suppliers give us the goods and services we need at prices that represent good value. Measuring our own performance will help us to offer value for money to our members.

Managing risk

We are committed to using risk-management procedures that are consistent with best practice in both the public sector and the commercial sector and which are regularly audited.

	2009/10 Actual income £million	2010/11 Planned budget £million
DfE Specialist Schools & Academies grant	13.0	13.5
Other DfE grants	1.3	0.5
	<hr/> 14.3	<hr/> 14.0
DfE Contracts	19.0	15.2
DfE Subtotal	<hr/>33.3	<hr/>29.2
LSIS contracts	26.7	11.5
International contracts	11.7	22.0
Charges for services (inc. affiliation)	14.7	18.8
Other	4.0	3.4
Subtotal	<hr/>57.1	<hr/>55.7
Donations – school sponsorship	0.6	0.2
Overall total	<hr/>91.0	<hr/>85.1

Other includes sponsorship, commercial partnership and interest income

Structure

We are governed by a board of trustees responsible for our overall strategy. The trustees support high standards of corporate governance, which are the systems and processes we follow. We also aim to follow the recommendations of the Charity Commission. The trustees as of 1 April 2010 are listed below.

Nick Stuart CB Chair

Julie Chakraverty

Non-Executive Director,
Paternoster Insurance

Jude Chin

Lorna Cocking

Chairman of Council, The Girls'
Day School Trust

Martyn Coles

Principal, The City of London
Academy (Southwark)

Professor Malcolm Gillies

Vice Chancellor, London
Metropolitan University

Sir Dexter Hutt

Executive Head, Ninestiles
Federation

Judy Moorhouse OBE

Non-executive Director,
Teachers Assurance

Dr Elizabeth Sidwell CBE

Chief Executive, Haberdashers'
Aske's Federation

Sir Cyril Taylor GBE

Chair, American Institute for
Foreign Study

Michael Wilkins

Chief Executive & Academy
Principal, Outwood Grange
Academies Trust

SSAT senior management team

We are managed by the senior management team, led by **Elizabeth Reid**, the Chief Executive.

She is supported by the following directors.

Anne Creyke

Strategic Director of
Communications

Andrew Hewett

Strategic Director of Finance and
Resources

Jennifer Jupe

Strategic Director of Specialism
and Curriculum Networks

Chris Montacute

Strategic Director of Partnerships
and Performance Networks

Sue Williamson

Strategic Director of Leadership
and Innovation Networks

SSAT General Advisory Council

Elizabeth Allen

Newstead School for Girls

Professor Derek Bell

Wellcome Trust

Steven Beswick

Microsoft UK Ltd

Peter Birkett

Barnfield College

Baroness Sue Campbell

Youth Sport Trust

Christine Davies

The Centre for Excellence and
Outcomes in Children and Young
People's Services

Stuart Fraser

City of London Corporation

David Grigg

Lord Lawson of Beamish School

Peter Harris

Peter Harris Foundation

Mike Hatch

Crosshills Special School

Dr Neil Hopkin

Federation of Rosendale

Primary School and

Christchurch CE Primary

School and Children's Centres

Governance

Chris Keates
NASUWT

David Lendon
Lincolnshire Business Education
Trust

Stephen Maddern
West Exe Technology College

Glenn Mayoh
Abbs Cross School

Leo Noe
REIT Asset Management

James O'Neill

Janie Orr
EMI Music Sound Foundation

Professor Alec Reed
Reed Foundation

Dr Anthony Seldon
Wellington College

Michael Shepherd
Hawes Side Primary School

Sir Alan Steer

Professor Steve Smith
University of Exeter

Geraint Williams
BT Global Services

Margaret Wilson
King John School

SSAT Academy Sponsors Advisory Council

Steve Chalke MBE
Oasis Community Learning

David Crossland
Crossland Academies

David Doran
The Bedford Charity

Kevin Everett
Sir John Cass's Foundation

Helen Fraser
The Girls' Day School Trust

Sir Ewan Harper
United Church Schools Trust

Lucy Heller
Ark Education

Deborah Knight
Haberdashers' Company

Sir Richard Leese
Manchester City Council

Sir Bruce Liddington
E-ACT

Michael Marchant
Worshipful Company of
Mercers

Ian Millard
City of Wolverhampton College

Arati Patel Mistry
New Charter Housing Trust
Group

Dr Daniel Moynihan
Harris Federation of South
London Schools

Annabel Nicoll
Arbib Foundation

Sally Ritchie
The Aldridge Foundation

Peter Simpson
Brooke Weston Academy

David Triggs
Academies Enterprise Trust

Caroline Whitty
Samworth Academies

Professor Michael Worton
University College London

SSAT associate directors

Professor Brian Caldwell

Tom Clark

Professor Barry Carpenter

Professor Brent Davies

Dame Wendy Davies

Sir Iain Hall

Professor Sir Geoff Hampton

Professor Andy Hargreaves

Professor David Hargreaves

Professor Alma Harris

Professor David Hopkins

Professor David Jesson

Rosemary Potter

Clive Tucker

Ken Walsh

Professor Dylan William

Professor Yong Zhao

SSAT National Head Teacher Steering Group

John Townsley
Morley High School (chair of group)

Andy Birkett
Hele's School

Rob Boothroyd
Yarborough School

Trudy Brothwell
St Hugh's Church of England Maths & Computing College

Steven Clark
Tabor Science College

Allison Crompton
Middleton Technology School

Paul Danielsen
Highworth Grammar School for Girls

Philip Dover
Lees Brook Community Sports College

Christina Edwards
Ringwood School

Janet Felkin
Blatchington Mill School and Sixth Form College

Stephen Gallaher
Foxhills Technology and Performing Arts College

David Gregory
Fosse Way School

Peter Hamer
Kirk Hallam Technology College

Dr Neil Hopkin
Federation of Rosendale Primary School and Christchurch CE Primary School and Children's Centres

Patrick Howarth
Hummersknott School and Language College

Chris Leach
Great Wyrley High School

Stephen Maddern
West Exe Technology College

Glenn Mayoh
Abbs Cross School

Catherine McCormack
South Wirral High School

Alan McMurdo
Thomas Deacon Academy

Annetta Minard
Oakmead College of Technology

Stephen Munday
Comberton Village College

Dr Sai Patel
The Hayfield School

Ian Potter
Bay House School

Stephen Prandle
Ponteland Community High School

Rob Robson
Samuel Whitbread Community College

Mary Saunders
Bettridge School

Andy Schofield
Wellington Academy

Michael Spinks
Urmston Grammar School

Jacques Szemalikowski
Hampstead School

Simon White
St Robert of Newminster RC School

Pam Wright
Wade Deacon and Fairfield Federation

Glossary

Academies

Academies are publicly funded, independent schools that provide a first-class, free education to local pupils of all abilities. The earlier academies model brings an original approach to school leadership, using the skills of sponsors and other supporters.

Sponsors of academies in the original programme come from a wide range of backgrounds including universities, individuals, businesses, the charitable sector, existing private schools and educational foundations. They may also come from faith groups or the voluntary sector. Some are established educational providers. However, all of them bring a record of success in other enterprises which they can use in their academies alongside experienced school managers.

Recent policy announcements have opened the door for all schools to become academies. New academies are free from the National Curriculum, from local authority control, from teachers' pay and conditions, and can choose term dates and school hours. At the time of writing, this policy has not yet been passed as law.

As with earlier academies, the Department for Education pays their running costs.

Achievement

A learner's progress from where they were to where they are now.

Affiliate

A member of the SSAT.

Applied learning

Learning to prepare for the world of work. Students involved in applied learning often work on real projects set by businesses.

Attainment

The level of education or skill a student actually achieves.

iNet 'International Networking for Educational Transformation'

Our network to encourage schools from different countries to share good, innovative practice.

International Baccalaureate

An international non-profit-making educational foundation, set up in 1968 in Geneva, Switzerland. The organisation runs programmes for elementary, middle, and high schools providing schools with an international curriculum intended to be acceptable to universities around the world.

Lead practitioners

Outstanding teachers paid to work with other teachers in their area, to share ideas for improving teaching and learning.

Non-departmental public bodies (NDPBs)

Organisations that are not part of a government department and carry out their work independently from ministers. However, ministers are ultimately responsible to Parliament for the activities of the NDPBs that are sponsored by their department.

Special school

A school for pupils with statements of special educational needs (SEN), whose needs cannot be fully met in mainstream schools.

Specialism

A curriculum area which a specialist school chooses to focus on. Schools can choose from 10 specialisms, special educational needs or an applied learning specialism.

Specialist schools

Specialist schools work with private-sector sponsors and are supported by extra government funding. Specialist schools focus on those subjects that relate to their chosen specialist subject, but must also meet the National Curriculum requirements and deliver a broad and balanced education to all pupils.

Any maintained secondary school in England can apply for specialist status in one of 10 specialisms: arts, business and enterprise, engineering, humanities, languages, maths and computing, music, science, sports, and technology. Schools can also have any two extra specialisms.

The Specialist School Programme promotes improvement by giving opportunities for schools to work to their strengths. This allows them to deliver effective teaching and learning in their specialist area of expertise, as well as across the curriculum, and to drive forward new ideas.

The board

Our board of trustees.

Trust school

A state-funded school supported by a charitable trust. The trust is made up of a range of partners that can include businesses, universities and colleges. The trust appoints school governors and supports the school in many ways to give new opportunities to young people.

Contacts

We are based in central London and have regional offices throughout England. These offices allow us to work with our members and our partners throughout the country. We also have offices in other countries through our international networks of schools.

London Millbank office

16th Floor, Millbank Tower
21–24 Millbank
London SW1P 4QP
Phone: 020 7802 2300
Fax: 020 7802 2345
Email: info@ssatrust.org.uk

Chester-le-Street office

1st Floor, Unit 4 Hedworths
Bowes Offices
Lambton Park
Chester-le-Street
County Durham DH3 4AN
Phone: 0191 385 1700

Guildford office

Artillery House
71–73 Woodbridge Road
Guildford
Surrey GU1 4QH
Phone: 01483 510540
Fax: 01483 510569

Peterborough office

Ground Floor
3 Commerce Road
Peterborough Business Park
Peterborough PE2 6LR
Phone: 01733 405 770
Fax: 01733 405 779

Stafford office

Unit 7, First Floor
Greyfriars Business Park
Frank Foley Way
Greyfriars
Stafford ST16 2ST
Phone: 01785 782900
Fax: 01785 782919

Taunton office

Ground Floor, Unit 3, Heron Gate Office Park
Hankridge Way
Taunton
Somerset TA1 2LR
Phone: 01823 446900
Fax: 01823 444142



Wolverhampton office

Technology House
Glaisher Drive
Wolverhampton Science Park
Wolverhampton
West Midlands
WV10 9RU
Phone: 01902 796061
Fax: 01902 796079

York office

Richmond House
St Mary's Court
Blossom Street
York YO24 1AH
Phone: 01904 678720
Fax: 01904 678739

Ofsted called the specialist schools movement an 'optimistic network of like-minded schools'.



We will support and strengthen our school networks in everything we do, as we look to allow schools and teachers to lead the development of the education system.



Specialist Schools and Academies Trust

THE SCHOOLS NETWORK™

Specialist Schools and Academies Trust
16th Floor, Millbank Tower,
21–24 Millbank, London SW1P 4QP

Phone: 020 7802 2300
Fax: 020 7802 2345
Email: info@ssatrust.org.uk
www.ssatrust.org.uk

Charity number 296729. Registered in England. Company number 2124695.
Printed July 2010



INVESTORS IN PEOPLE | Silver

