



Specialist Schools
and Academies Trust
THE SCHOOLS NETWORK™

Corporate plan 2009–2010 to 2011–2012



Contents

01	About the SSAT
02	Chairman's foreword
03	Chief Executive's introduction
04	Our aim, principles, values and objectives
05	Managing performance
	Our objectives
07	Objective 1 To develop the specialist schools and academies system
09	Objective 2 To develop specialisms and curriculum
11	Objective 3 To build and embed capacity in schools to raise achievement
13	Objective 4 To develop specialist school and academy partnerships with business and the community
15	Objective 5 To develop leadership and foster innovation
16	Objective 6 To develop our organisation to achieve results
18	Governance
19	Structure
23	Glossary
25	Contacts

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.

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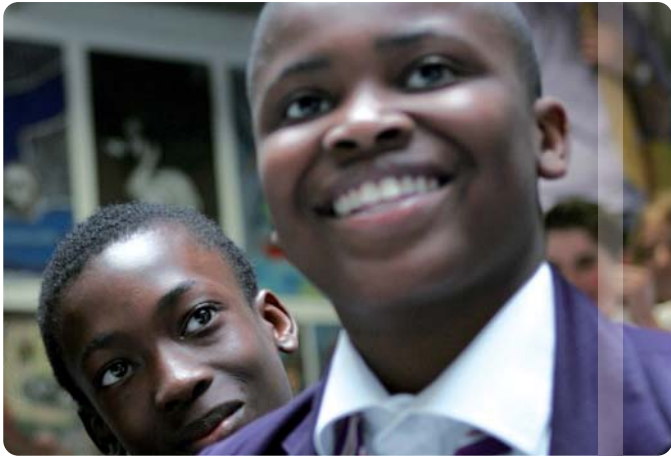
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About the SSAT



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 secondary education. We have a membership of over 5,300 schools and growing numbers of affiliated universities, colleges and local authorities. We are a registered charity.

What we do

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



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.

Chairman's foreword



The Specialist Schools and Academies Trust (SSAT) is committed to supporting schools to raise standards so that all young people receive an education that broadens their knowledge and experience and allows them to succeed.

This corporate plan sets out our main work for the next three years. It explains our strategy for achieving our aim by building on the successes of the specialist schools and academies system.

As a membership organisation, driven by the 'by schools, for schools' working method, schools and school leaders are at the heart of everything we do and achieve. Our head teacher steering groups shape our work and play a vital role in planning and delivering our programmes.

We will continue to work closely with the Department for Children, Schools and Families and other partners, including business, to help make sure that national targets are met. We will give schools the support they need to be innovative, improve consistently every year and to narrow the gap in educational achievement between students from different backgrounds.

Schools are working tirelessly to raise standards. We look forward to working with them and all our partners to meet the objectives in this publication so that every student receives a world-class education.

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

Nick Stuart
Chairman

Chief Executive's introduction



I am pleased to introduce our corporate plan, which we will deliver in close partnership with our growing networks of over 5,300 schools worldwide.

It is through these networks that schools can share best practice, leading to improvements to the whole system and better outcomes for more young people. We will continue to work with schools to support them in using their specialism to raise standards and lead innovation in the curriculum, so that every student has the skills and knowledge they need to meet the challenges of the 21st century and be successful.

Specialist schools and academies have a vital role to play in future educational developments. We are committed to providing schools with the support they need to create strong, long-term leadership models and to build effective relationships with business, higher-education institutions and local communities.

We have put in place, and will continue to monitor and develop, internal processes that will allow us to achieve our objectives. Using our 'by schools, for schools' working method, we will provide support, advice and guidance so schools can continue to inspire and motivate young people and give them the opportunity to fulfil their potential.

A handwritten signature in black ink that reads "Elizabeth Reid".

Elizabeth Reid
Chief Executive

Our aim, principles, values and objectives

Our board has agreed the wording of the following aim, principles, values 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.’

Principles

‘Our working principle 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.

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 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.’

Managing performance



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

We contribute to the priorities of the Department for Children, Schools and Families. This includes targets for raising the achievement for all children and young people, and narrowing the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers. One important target is to increase to 53% the proportion of pupils at Key Stage 4 who achieve five A* to C GCSEs (and equivalent), including GCSEs in both English and maths, by 2011. We also support the recommendations of the National Council for Educational Excellence by encouraging partnerships between schools, and between schools and businesses and universities.

We report in detail each year on our performance, through our annual report and our educational outcomes study.

The impact of our work

The specialist schools movement

From small beginnings more than 20 years ago, the specialist schools programme has grown into an international movement of schools and school leaders working together in practical ways to lead the development of secondary education.

At the same time the SSAT has grown as a membership organisation, helping to encourage and promote this unique schools movement. Our members now includes 2,900 mainstream English secondary schools, 330 special schools, more than 400 English primary schools and we have 1,700 member schools from countries throughout the world.

The movement has raised standards of attainment in English secondary education and produced the most wide-ranging and effective school networks of their kind in the world (the 'specialist system').

We are committed to helping the specialist system fulfil its potential by:

- supporting schools and academies to develop as specialist centres of excellence
- giving schools the ability to work innovatively and lead educational reform, and
- promoting the sharing of knowledge and effective practice.

Our international strategy – building a world-class education system

English schools must work with schools in other countries if they are to achieve world-class standards. An education system adapted to a global economy will also need to take account of worldwide perspectives throughout the curriculum, build cultural understanding and encourage students to learn languages.

We have a fast-growing membership of schools outside England. We will aim to involve schools from our international networks in all of our programmes and activities, and to encourage and support international school partnerships.



Objective 1

To develop the specialist schools and academies system

We will work with our members to raise achievement and narrow the gap between students, making sure that the specialist system contributes to meeting national targets for student attainment.

Our members include English secondary, primary and special schools, sixth-form colleges, further-education and higher-education institutions and local authorities, and schools and organisations outside England.

These are our main areas of work.

- **Specialist schools.** With the Department for Children, Schools and Families (DCSF), 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 fulfils its potential.
- **Trust schools.** We will promote and support the trust and foundation schools programme 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.
- **Academies.** We will give academies support to help them make successful progress and form links with the wider specialist system that benefit everyone involved.
- **School networks in England.** We will develop and support networking among a growing membership of English secondary schools, primary schools (our 'family of schools' programme) and special schools, to encourage and share effective and innovative practice.
- **iNet – international networking for educational transformation.** We will develop and support networking among a growing membership of schools outside England, to encourage and share effective and innovative practice, and promote links with our member schools in England.



The impact of our work

Using the specialist system to support national education strategy

An important aim of the English education system must be to give young people the education and skills they need to be successful in a worldwide economy. The specialist schools and academies programmes are helping to encourage the innovation needed in the curriculum and in the way students are taught and learn.

- Schools that specialise in the science subjects are supporting the national science strategy, including leading the teaching of physics, chemistry and biology as separate GCSE subjects.
- Language colleges are leading the teaching of important world languages (such as Mandarin Chinese and Arabic), as well as encouraging a return to learning foreign languages (including in primary schools).
- Business and enterprise colleges are helping raise the profile and quality of enterprise education throughout the school system.
- Sports colleges are leading a national drive to increase the number of young people taking part in PE and sport.
- Schools that specialise in arts-based subjects are helping to deliver the cultural education students are entitled to, linking the school system with the fast-growing creative economy.

Curriculum development ‘by schools, for schools’

Changing the curriculum in a school deeply affects the lives of its students. To support schools in responding imaginatively to the challenges of changing the curriculum, we have developed a national network of SSAT lead practitioners – outstanding classroom teachers who are still ‘in the job’ – with proven experience of redesigning the curriculum. Their support makes sure that the redesigned curriculum both provides a more personalised curriculum and leads to better results. This approach, where schools share their experiences face-to-face, is a good example of what we mean when we say SSAT is ‘by schools, for schools’.

Objective 2

To develop specialisms and curriculum

We will help schools and academies develop as centres of excellence in specialisms and specialist subjects, raising the achievement of all students. Working with the DCSF and its agencies, 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.

- **Specialism.** We will support schools in using specialism to raise achievement, and to develop as specialist centres of excellence.

We will make sure that specialist schools and academies are influential in supporting national education strategy in the following areas.

- Science, technology, engineering and maths (STEM).
- Cultural and creative sectors (including working towards the 2012 Olympics).
- Modern foreign languages.
- Business and enterprise education.
- Special education.
- **Curriculum development.** We will lead and manage a programme to allow schools to redesign the curriculum, responding to the wider flexibility within the National Curriculum at Key Stage 3 and the new learning 'pathways' in post-14 education (A-levels, GCSEs, the International Baccalaureate, Diplomas, Apprenticeships and the Foundation Learning Tier).
- **14–19 education.** We will support specialist schools and academies in raising achievement

for all young people, so that they provide effective information, advice and guidance to their students, and prepare for the rise in the age of students in compulsory education or training.

We will lead innovative work developed by schools that:

- allows schools to provide Diplomas in their specialist areas, working as centres of excellence
- supports the successful introduction of Diplomas
- promotes high-quality applied learning throughout the specialist system, with practical involvement from businesses and employers
- supports mainstream and special schools to teach the Foundation Learning Tier, and
- supports schools to teach GCSEs and A-levels, including the extended project
- helps schools to develop support for Apprenticeships and to offer Apprenticeships.



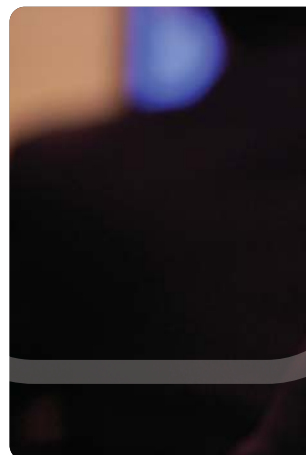
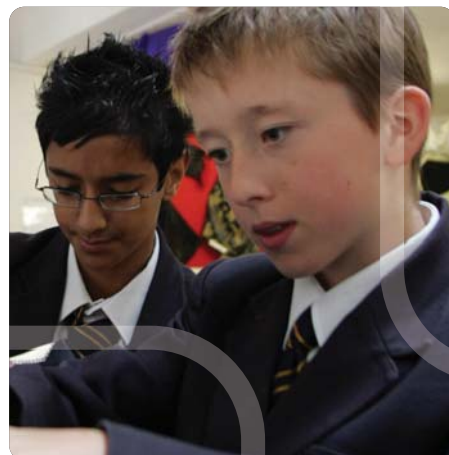
The impact of our work

‘By schools, for schools’ – our approach

Our working principle is ‘by schools, for schools’. We want to allow professionals in schools to work with each other to lead changes to the system, share practice, and offer professional challenge and support. As part of this working approach, we have led and encouraged the use of new types of tailored school-to-school partnership to raise achievement. The result is that thousands of schools throughout the system – from high achievers to those facing the greatest levels of challenge – are involved in partnerships that benefit everyone involved. School-to-school partnerships are achieving outstanding educational outcomes.

Mentor schools

As of April 2009, we had more than 60 mentor schools working with other schools nationally. Individual schools or local authorities may ask for support with a particular part of their work in raising achievement and, through our networks, we identify schools with relevant experience. Staff from mentor schools might visit a school to work directly with its staff or host a visit to demonstrate good practice first-hand. Some mentor schools host events at which they share their practice with staff from other schools. Many also contribute to our conferences and seminars. The mentor school network is a powerful way of allowing schools to work together.



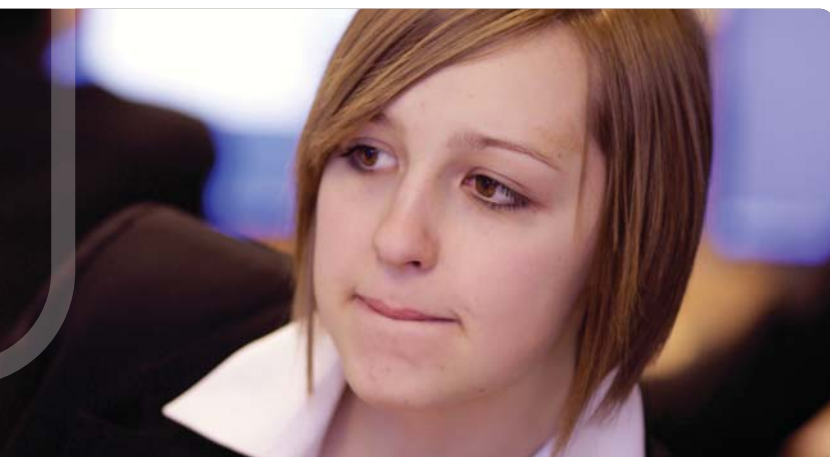
Objective 3

To build and embed capacity in schools to raise achievement

We will support schools and teachers to work together to share and develop knowledge and expertise, working in areas that evidence shows are vital to raising achievement and narrowing the gap in student attainment. We will use this expertise to support improved outcomes in all schools and academies, including those in the National Challenge.

These are our main areas of work.

- **Building and using school-based expertise to help raise achievement.** We will maintain and develop networks of accredited mentor schools, consultant head teachers and lead practitioners, and offer their expertise to support schools, school leaders and local authorities through our Every Child Achieves framework.
- **Delivering national programmes ‘by schools, for schools’.** We will use our school-based expertise, and the expertise of high-performing specialist schools, to deliver a range of national programmes that:
 - support school partnerships to raise achievement
 - provide practical and tailored support to academies
 - promote innovation, and
 - share knowledge and effective practice.
- **International work to support raising achievement.** We will use our English and international networks to support improved achievement in different education systems, focused on Australia, China, the Middle East and the USA. This activity will encourage schools from different countries to share effective practice and expertise to common benefit, including to English schools.



The impact of our work

The outward-facing specialist school

Most specialist schools already have characteristics that the vision of the '21st-century school' considers vital – they are high-achieving, and at the heart of their communities. Through the community aspect of specialism – for which a third of specialist funding is provided – schools are providing extended schooling (including adult and family learning) and working with other local schools. The community aspect also supports the aim that every school should have successful partnerships with a business and university. This helps to support Diplomas, encourages school students to consider higher education, and allows schools to benefit from the expertise and energy of their partners in a range of practical ways.

Support to school governing bodies

We try to provide practical support for all school leaders. Governors have a vital role to play in schools. This is why we have worked with an outstanding academy to develop a simple software-supported training programme to help governors and school leaders meet Ofsted's requirements for effective governance and help other schools to become good or outstanding.



Objective 4

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 the vision for the 21st-century school.

These are our main areas of work.

- **School community partnership.** We will encourage schools and academies to use the community aspect of the specialist schools programme to provide extended schooling and to support the Children's Plan's aim that schools should be at the centre of their communities.
- **School business partnership.** Working through the specialist system, we will support the Government's aim for every secondary school to have a strong partnership with a business.
- **School university partnership.** Working through the specialist system, we will also support the Government's aim for every secondary school to have a strong partnership with a university.
- **Support for governors.** We will work with head teachers to provide a programme to help governors of specialist schools and academies, to make an excellent contribution to school leadership.
- **Sustainable schools.** We will develop and offer a programme to allow schools to lead sustainable development within the National Framework for Sustainable Schools. Sustainable development means teaching and learning to create a culture where people care for themselves, each other and the environment.



The impact of our work

Using our leadership programmes to encourage innovation

Our leadership programmes are designed and delivered by outstanding head teachers who are dedicated to raising standards. All leaders on the programme carry out classroom-based or whole-school innovation projects designed to improve practice and raise achievement. To date, over 1,000 innovation projects have been accredited by the University of Warwick and those taking part are able to complete a master's degree in leadership and innovation. From 2008 to 2009, we recorded 231 promotions, including 30 promotions to head teacher.

Personalising learning

Personalising learning means meeting more of the educational needs of students more fully than ever before.

Our work on personalising learning builds upon the experience and thinking of head teachers and other school leaders, and is led by Professor David Hargreaves, associate director at SSAT. We identified key areas of focus for this work – the 'gateways' to personalising learning – as student voice, assessment for learning, learning to learn, new technologies, curriculum, advice and guidance, mentoring and coaching, workforce reform and school organisation and design.

These areas have now been pulled together under the four headings of deep learning, deep experience, deep support and deep leadership, and provide a powerful framework for innovation. In some cases, schools have restructured their leadership team using this framework.

Schools are increasingly rethinking the design of schooling and challenging conventions around the school day, terms, lessons, year groups, subjects and assessment. The impact of web 2.0 technologies (web design that allows communication and information sharing) and 'generation Y' (people born after 1980) is also an important part of our thinking.

The effectiveness of this work is recognised in Ofsted assessments of schools, with school leaders linking school improvement with the move to personalising learning.



Objective 5

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 ability of existing leaders.

We will encourage school-based innovation, working with teachers, students, and leading academic institutions and educational specialists.

These are our main areas of work.

- **The Leadership and Innovation Academy.** We will set up and run a Leadership and Innovation Academy for future and existing leaders in schools, aiming to produce outstanding leaders of learning organisations and teaching. The academy will provide national, university-accredited leadership programmes, designed and delivered by schools and academies, and a strong regional programme of work.
- **Partnerships.** We will support the delivery of leadership priorities by working in partnership with the National College for School Leadership, universities and other organisations.
- **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 innovation in teaching and learning, including the use of new technologies, through school-based development and research. For five years, we have been working to personalise learning and to redesign schooling for the 21st century. We will continue this work, which has already involved over 2,000 schools in England and internationally.



Objective 6

To develop our organisation to achieve results

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

People

We will continue to 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 continue to employ staff from schools and the education sector. We are working to develop a 'revolving door' between SSAT and schools, with school staff working at SSAT 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.

We will offer a range of training and developmental opportunities for young people including internships and Windsor Fellowships, and we will introduce Apprenticeships.

We will work to make sure our Investor in People status is at level 4. We aim to represent all the communities we serve. We will promote our commitment to do this in everything we do. We will support the principles behind our Single Equality Scheme and Disability Two Ticks accreditation by building them into our processes, behaviour and programmes of work.

Strategy

Our goal is to reinforce our role as a leading education organisation in England and internationally, giving practical support to help transform secondary education. 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.

We will work with our members to develop and shape our strategy and policy, and to produce evidence of the effect of our activities and how successful our services have been. We will support our head teacher steering groups to contribute to our work and help develop national education policy.

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 locally and regionally. We want to make sure that effective and innovative practice in schools is reflected in national education discussions and policy development.

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.



Partnerships

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.

We will continue to manage funds effectively through strong financial systems, concentrating on providing financial information and other information on our performance, to support responsible decision-making and planning. We will use benchmarking to compare our financial performance to other organisations, and continue our yearly 'value for money' audits.

We will develop a communications strategy with a co-ordinated approach to overseeing and managing our relationships with members, the media and important partners. Our strategy will use new technologies and information to communicate in an interactive way, deepening our understanding of the people who hold an interest in our work and developing services and products to meet their needs, including online learning opportunities and sharing expertise across our networks. We will support our communications with people outside our organisation with highly effective internal communications, to make sure we manage knowledge and information efficiently.

Processes for continuous improvement

We will work to:

- maintain and expand our Quality Management System ISO9001
- maintain our Information and Security Management System ISO27001
- maintain our Environmental Management System ISO14001
- maintain our Health and Safety Management System OHSAS18001, and
- secure and maintain the IT Service Management standard ISO20000.

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.

Governance

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 that are regularly audited.

Budget

The table below shows our budget split into programmes and activities.

	2008/2009 Actual income (not audited) £million	2009/2010 Planned budget £million
DCSF Specialist Schools Programme	14.1	14.8
Other DCSF and grant programmes	6.2	0.4
	<hr/> 20.3	<hr/> 15.2
DCSF contracts	12.0	20.3
DCSF subtotal	<hr/> 32.3	<hr/> 35.5
<i>Charges for services</i>		
LSIS contracts	31.3	30.1
Income from schools	11.6	12.0
International contracts	5.0	14.5
Other	4.2	7.1*
Subtotal	<hr/> 52.1	<hr/> 63.8
Investment income	0.4	0.2
Restricted funds	0.9	0.5
Overall total	<hr/> 85.7	<hr/> 100.0

* Other includes school affiliation fees, sponsorship and commercial partnerships.

Structure

We are governed by a board of trustees. 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 are listed below.

Nick Stuart CB

Chair

Dr William Cavendish (resigned April 2009)
Director of Health and Wellbeing Department of Health

Dr Robin Clarke

Vice Chair

Martyn Coles

Principal, The City of London Academy (Southwark)

Dr John Dunford OBE

General Secretary, Association of School and College Leaders

Sir James Hill Bt OBE DL

Chair of Governors, Dixons City Academy

Sir Dexter Hutt

Executive Head, Ninestiles Federation

Judy Moorhouse OBE

Chair, General Teaching Council for England

Dr Elizabeth Sidwell

Chief Executive, Haberdashers' Aske's Federation

Sir Cyril Taylor GBE

Chair, American Institute for Foreign Study

Michael Wilkins

Executive Principal, Outwood Grange College

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

Lesley King

Strategic Director of Partnerships and Performance Networks

Sue Williamson

Strategic Director of Leadership and Innovation Networks



The SSAT General Advisory Council

Rev Janina Ainsworth

The Church of England

Elizabeth Allen

Newstead School for Girls

Steven Beswick

Microsoft UK Ltd

Professor Diane Birch

University of Nottingham

Peter Birkett

Barnfield College

Baroness Sue Campbell

Youth Sport Trust

Christine Davies

The Centre for Excellence and Outcomes

Stanley Fink

ISAM Funds

Stuart Fraser

City of London Corporation

David Grigg

Lord Lawson of Beamish School

Peter Harris

Peter Harris Foundation

Dr Victoria Harrison

Wolfson Foundation

Mike Hatch

Crosshills Special School

Chris Keates

NASUWT

David Lendon

Lincolnshire Business Education Trust

Stephen Maddern

West Exe Technology College

Glenn Mayoh

Abbs Cross School

Ros McMullen

David Young Community College

Leo Noe

REIT Asset Management

James O'Neill

Carmel RC College

Janie Orr

EMI Music Sound Foundation

Professor Alec Reed

Reed Foundation

Stuart Robinson

St Bartholomew's School

Dr Anthony Seldon

Wellington College

Jennifer Simms

John Ruskin College

Sir Alan Steer

DCSF Advisor

Margaret Wilson

King John School

The SSAT Academy Sponsors Advisory Council

Steve Chalke MBE

Oasis Trust

David Crossland

The Crossland Private Office

David Doran

Alpha Plus Group

Kevin Everett

Sir John Cass's Foundation

Sir Ewan Harper

United Church Schools Trust

Barbara Harrison

The Girls' Day School Trust

Lucy Heller

Ark Education

Deborah Knight

Haberdasher's Aske's Company

Sir Richard Leese

Manchester City Council

Michael Marchant

Worshipful Company of Mercers

Arati Patel Mistry

New Charter Housing Trust Group

Dr Daniel Moynihan

Harris Federation of South London Schools

Annabel Nicoll

Arbib Foundation

Peter Simpson

Brooke Weston Academy

Caroline Whitty

Samworth Academies

The SSAT associate directors

Professor Brian Caldwell

Tom Clark

Professor Barry Carpenter

Professor Brent Davies

Dame Wendy Davies

Sir Iain Hall

Sir Geoff Hampton

Professor Andy Hargreaves

Professor David Hargreaves

Professor Alma Harris

Professor David Hopkins

Professor David Jesson

Rosemary Potter

Ken Walsh

Professor Yong Zhao



SSAT National Head Teacher Steering Group

John Townsley

Morley High School (chair of group)

Tim Barclay

Hove Park School and Sixth Form Centre

Andy Birkett

Hele's School

Rob Boothroyd

Yarborough School

Paul Danielsen

Highworth School

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

Nigel Griffiths

John Kyrle High School

Andrew Hall

Calday Grange Grammar School

Peter Hamer

Kirk Hallam Technology College

Kevin Hollins

Knutsford High School

Rev Neil Hopkin

Robin Hood Junior and Infant School

Les Jones

Jarrow 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

James O'Neill

Carmel RC Technology College

Carole Owen

Bankfield School

Ian Potter

Bay House School

Stephen Prandle

Ponteland Community High School

Paul Roberts

Eaton Bank School

Chris Rolph

Monks' Dyke Technology College

Mary Saunders

Bettridge School

Andy Schofield

Wellington Academy

Bernie Smith

Four Dwellings High School

Margaret Wilson

King John School

Andy Yarrow

Chelsea Academy

Bernadette Young

Royds Specialist Language College

Glossary



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

They are ‘all-ability’ schools set up by sponsors from business, religious or voluntary groups working in creative partnerships with central government and local education partners. The Department for Children, Schools and Families pays the costs of running the academies.

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

iNet International Networking for Educational Transformation. Our network to encourage schools from different countries to share good, innovative practice.

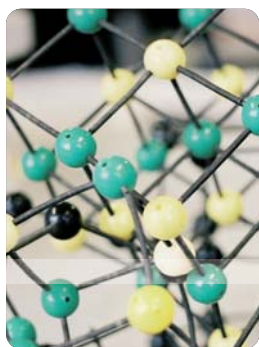
International Baccalaureate An international non-profit-making educational foundation, set up in 1968 in Geneva, Switzerland. The organisation runs programmes for elementary, middle, and high schools, which provide schools with an international curriculum intended to be acceptable to universities around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

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

National Challenge Launched by the Secretary of State for Children Schools and Families on 10 June 2008, the National Challenge is a programme of support to secure higher standards in all secondary schools so that, by 2011, at least 30% of pupils in every school will gain five or more GCSEs at A* to C, including both English and maths.

Non-departmental public bodies (NDPBs) Organisations that are not part of a government department and carry out their work at arm’s length from Ministers. Ministers are, however, 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 Curriculum area in which a specialist school chooses to focus. Schools can choose from 10 specialisms, special educational needs or applied-learning specialism.

Specialist schools Specialist schools work in partnership 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 additional specialisms.

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

Sustainable schools These are schools that aim to teach young people to care for themselves, for others and for the planet. A sustainable school prepares young people for a lifetime of 'sustainable' living, through its teaching and its day-to-day practices. These schools are guided by a commitment to:

- care for ourselves (our health and wellbeing)
- care for others (whatever their age, culture or where they live), and
- care for the planet (both locally and worldwide).

The board The board of trustees of the SSAT.

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.



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™

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