



Montgomery High School

A Language College & Full Service School

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Learning for Life

Dear Applicant

Thank you for your interest in this post. We are pleased to provide you with this booklet of information about our work, along with the current school prospectus, which is to be updated for next year.

Don't worry, you're not obliged to read all this! We think it should help you to decide whether you would like to apply for the vacancy or not.

What the information does not capture is the real sense of caring at the school: caring by students for students, by staff for students and by staff for each other. We think you can only experience this by coming to the school and seeing how we all live and work together.

We will never stop trying to improve the learning experiences, relationships and environment for our students. This is why we launched our own catering in September 2007 and why, with our students leading, we modernised our uniform for September 2008.

We are an ambitious school. We challenge ourselves to achieve higher standards, but in an organisation which will never 'name and shame'. We will always encourage aspirational thinking, risk-taking, accelerated learning programme introductions or change, if they are in the students' best interests and can be managed by our staff. There is a real sense of school pride here in what we do together with our students. These things are rooted in confidence and care – without which we could never have got where we are today.

You will be made welcome at Monty and see for yourselves our school commitment.

PAUL MOSS
Headteacher



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SECTION 1: THE POST

The Post

The post is Teacher of Modern Foreign Languages (French)

It is a permanent post starting in September 2010.

The post is for a 0.4 FTE teacher, working Tuesday and Friday each week.

The salary is in line with the Teachers' Main Scale.

The Role Profile

We wish to appoint a subject specialist, who will facilitate and encourage learning which enables all students to achieve high standards. The successful candidate will share and support the corporate responsibility for the well being, education and discipline of all students within this vibrant and successful department and the school as a whole.

Principle Responsibilities

Accountabilities

- To prepare and teach lessons of a high standard to the students assigned to him/her:
 - following designated programmes of study
 - carrying out the necessary assessments, using the Assessing Pupil Progress approach
 - providing information for the departmental tracking system
 - monitoring students in accordance with agreed department strategies
- To maintain discipline in accordance with school policies and demonstrate good practice in class with regard to attendance, appearance, uniform, punctuality, behaviour and completion of classwork and homework
- To contribute to the corporate tasks of development, record keeping, monitoring, evaluation of lessons and maintenance of resources
- To participate in the application of the departmental homework policy, which includes marking and setting of homework on a regular basis
- To work closely with and consult those teachers, who are responsible for other curriculum areas, ensuring continuity and progression for students
- To record pupil progress, using the tracking system and to use this information to plan for pupil progress and to report to parents
- To engage in continuous professional development in relevant areas


Knowledge and Skills

Classroom teachers should demonstrate their knowledge and understanding of:

- The principles and practices of effective learning and teaching
- Preparation of schemes of work and lessons, according to the new Programmes of Study and the revised National Curriculum
- Principles and practices of monitoring/ assessment/ evaluation

Person Specification

Essential

- An ability to teach to the same high standards as demonstrated by other members of the curriculum team
 - To be positive and enthusiastic about the teaching of Modern Foreign Languages
 - To be willing to contribute to the development of learning and teaching resources in Modern Foreign Languages
 - To be a good team player, willing to work collaboratively
 - To be organised and able to work to deadlines
 - To have an ability to develop, maintain and enhance effective relationships with staff and pupils
 - Have a good sense of humour
 - Have an excellent attendance and sickness record
- 

Montgomery as a Specialist Language College

Montgomery was proud to achieve designation as a specialist Language College in 1997. This brought with it a renewed enthusiasm, not only in terms of teaching and learning in MFL and the wider curriculum, but also a greater awareness and understanding of our school's place within a worldwide community. It created a deep sense of pride amongst our students that they were part of a Specialist College. With opportunities to study new languages and cultures from around the world, pupils' learning opportunities have undoubtedly been enriched. We now wish to build further on the positive foundations we have put into place at Montgomery, welcoming recent National developments in MFL, and looking forward to the positive changes they will bring.



As we complete our re-building of the MFL Curriculum Team with this appointment, we look forward to strengthening our international links and partnerships with other schools elsewhere in the World. We have international visits to Berlin and Flanders which are long established, and also an annual ski visit to Italy. We organise an annual oversubscribed visit to France for Year 7 pupils including a visit to our partner school in Cotes d'Armor. Y8 students are currently working on a cultural project with our partner school in Spain and will be following this with exchange visits. A number of our Y10 students undertake their work experience in our twin town of Bottrop in Germany. We want to build up links with partner schools in all of the languages which we teach. However, we don't see this as the core work for the MFL team. We see these partnerships being developed and taken forward across all 9 curriculum teams, with the MFL team assisting and supporting these partnerships.

The Modern Languages Department

The MFL teaching team is made up of experienced, forward thinking practitioners who are able to offer a wide range of language expertise. French, German, Spanish, Italian and Japanese are all taught here at Montgomery by a committed team of full-time and part-time teachers. The new teacher will be supported in his/her role by the Curriculum Leader and Assistant Curriculum Leader, as well as by the rest of the teaching team.



We are very fortunate in having a suite of eight purpose built Modern Languages classrooms. Each room is equipped with audio-visual facilities, internet access and interactive whiteboards and projectors. The team enjoys the benefits of a well equipped Resource Room, which can be used for quiet study and for small group activities. This room also serves as a teaching base for our Language Assistants. There is also a further office/dining room, allowing the team to meet together regularly, both formally and informally.

Examination results achieved in Modern Foreign Languages as well as results across the school have been exceptional. In 2009 63% of students studying German, 59% studying French and 36% studying Spanish gained A* - C grades. The results have been below average in Spanish and that's partly as a result of the introduction of the subject at a later stage to last year's Y11 cohort. However, we are a more stable and fully staffed department at the moment and we are very committed to the quality of teaching and learning and to re-establishing the high level of results in all languages from now on. Spanish is being introduced now from Y7 alongside French and German and all the students carry on studying the same language up to GCSE. The two top sets have the opportunity to study a second language in Y8.



Modern Foreign Languages as a curriculum area is moving forward and enjoying the stability of a strong and experienced team. Colleagues look forward to welcoming an additional member of the team who will play their part in our continuing success and development.

The Teaching Team

| | |
|---------------------|---------------------------------------|
| Mr Tijani Souaissi | Curriculum Leader |
| Mrs Sihem Khalifa | Assistant Curriculum Leader |
| Mrs. Tori Giblin | KS4 Coordinator & Internationalism |
| Miss Amy Boardwell | Teacher of MFL (Spanish/French) |
| Mrs. Karen Bunker | Teacher of MFL (French) & Head of Y7 |
| Mrs. Vicky Farren | Teacher of MFL (Spanish) |
| Miss Karen Redman | Teacher of MFL (German/Spanish) |
| Miss Helen Rowe | Teacher of MFL (German) & Head of Y11 |
| Mrs. Gemma Goodman | Teacher of MFL(Italian) |
| Mrs. Mariko Pumbien | Teacher of MFL (Japanese) |

Programmes of Study

Key Stage 3

New schemes of work including the framework have been introduced for KS3 French, German and Spanish. Students in Year 7 use Logo 1 for German, Metro 1 for French and Listos1 for Spanish. This corresponds to the courses used in Years 8 and 9.

The focus of this year has been on the use of ICT in teaching and learning. In addition to text books, pupils are now being taught through languages software (Metro Electro, Board works) and different websites (Linguascope, Linguashare, Zut, Klar, Languages online, MFL games...).

Students in Year 7 now study French, German and Spanish (4 groups French, 3 groups Spanish and 3 groups German).

Students in Year 8 continue with their main language and the two top sets take an additional language.

Japanese has been introduced for Year 7 only. This is being taught on a weekly basis on Wednesday, from 13.45 – 14.45. The course is for complete beginners and we are hoping that this will lead to a final assessment in Year 11, possibly GCSE. Currently 24 Year 7 pupils are involved.

Italian is also being delivered every Wednesday, from 13.45 – 14.45. This is a 3 years course leading to GCSE and it is aimed at Year 8 students. Currently 14 pupils are involved.

New assessments and assessment procedures are being introduced throughout KS3. Pupils in Years 7, 8 and 9 are being tested at the end of each cycle for all skills: listening, reading, writing and speaking.

Assessment results for each skill are being recorded in the tracker system. This is monitored regularly by the Curriculum Leader to ensure standardisation across the team and to make pupils more aware of progress and what they need to to move to the next level.



Key Stage 4

All Key Stage 4 students continue to study at least one modern language to GCSE, with a number of students studying two languages. Students are now following the Edexcel GCSE syllabus. We are currently looking into the possibility of introducing The Diploma and other vocational based courses in order to offer our students a more

diverse language learning experience and provide more flexibility for their needs and expectations..

To further motivate Key Stage 4 students, we regularly invite Senior Lecturer in MFL from the University Of Central Lancashire and final year university students to school where they deliver presentations regarding language opportunities and careers.

Key Stage 2

Over the past few years the school has worked to develop the teaching of Modern Foreign Languages in our local feeder primary schools. Currently, one member of the team has timetable commitments teaching Year 6 pupils on a weekly basis, in several local primary schools. This year we have also worked to offer support for those primary teachers who are now teaching languages in their school as part of the Primary Languages Strategy. We work closely with the Primary Languages Co-ordinator for the LEA to develop primary languages.

As a Language College, the school is proud of its global network. We have partner schools in Germany and Spain and are keen to develop further links with other schools abroad. Every year we offer international work experience placements in Bottrop, Germany for a number of Year 10 students, a ski trip to Italy and we are currently in the process of organising our annual French trip for year 7. We have a 10 year annual partnership with Scoala Mihail Sebastian in Bucharest, Romania and their staff and students are annual visitors. We are also former holders of the British Council International School Award and we are in the process of submitting a new application.

We look forward to the new teacher to support our continuous work, to recommend further development in the teaching of Spanish at both Key Stages and to contribute to the strengthening of partnerships with other schools, as already indicated.

Future priorities

- To raise achievement at KS3 in French, German and Spanish
- To raise standards of attainment at KS4 in all languages
- To update KS3 and KS4 schemes of work according to the new curriculum requirement and to be available on the school network system
- To produce a new informative and comprehensive departmental handbook
- To develop further links with Teacher training Institutions
- To continue developing links with Universities and 6th form colleges
- To continue playing the lead role in the primary Languages Strategy
- To Strengthen our lead role in the Secondary Languages Strategy
- To develop stronger international partnerships
- To develop a stronger sense of internationalism across the school
- To submit an application for the International School Award (via the British Council)
- To strengthen the position of Italian and Japanese to encourage greater take up of MFL.

SECTION 2: MONTGOMERY AS A COMMUNITY

Context

Montgomery High School is a mixed, co-educational community 11-16 high school, which has seen its numbers increase from 850 in the mid-90's to 1450 in 2007. The school's growing oversubscription rates have contrasted with reducing demographic reductions in North Blackpool. Had we chosen to admit all our first choice families, first choices averaging out at 360 in the last 5 years, we might have had an operational capacity of 1800+ students. Current preferences, in the new equal preferences scheme, are:

- 287 - 1st preference
- 134 - 2nd preference
- 112 - 3rd preference

We are highly motivated by this continuing confidence of the Blackpool North Community in the job which we do.

Our School Community and its Environment

- Montgomery is an inclusive, caring community, where people will always be at the heart of the school. Relationships between the students are excellent; between staff and students are excellent and between the staff are brilliantly supportive. We recognise the emotional needs of our staff and pressures on teaching and support staff.
- There have been 2 capital programmes at Montgomery, to accommodate increased numbers at the direct encouragement of the Local Authority. In the first programme we built more pupil places but, in so doing, housed Expressive Arts and SEN facilities actually designed by the individual teachers. This was a quality build which then triggered (2003), the gutting and re-building of all pupil loos.

In 2005 a second capital programme housed Design Technology with superb workshops, regrettably with only one Food Technology facility. The first floor housed a unique educational experiment – launch of Orange Pathway within our pathways pilot. This was, at the time, a school within a school.

A smaller scale project re-furbishing vacated Design Technology Rooms and developing the Q.A. Centre with its separate community entrance and separate identity from the main school, was completed in 2006. In all of this work we have sought to develop high quality environments, hopefully to house high quality living and learning.

Montgomery has been allocated a significant capital allocation within the Building Schools for the Future programme, which we hope will be carried out in 2013. This allocation should allow us to complete the modernisation of our school with building or refurbishment work in Sport, Science and pathways learning.

Partnerships at Montgomery

The school ethos and vision welcomes and thrives on partnerships. We are active partners with Blackpool's PCT in the Q.A. Centre, as well as Family Support Services and CAMHS – Blackpool. We wish to take those and other partnerships to another level through the Montgomery Learning Trust – the Foundation which we are building this year, as a successful early adopter Trust School, seeking to be fully established by March 2009.

We have always pursued DfES/D.C.S.F. Partnerships in the belief that they will bring to our students and staff more living and learning opportunities. It is for this reason that we became:

- i. A specialist Language College in 1997, DfES approved
- ii. A Beacon School from 2002 – 2005, DfES approved
- iii. The Lead School in Blackpool's Networked Learning Community 2002 – 2006, NCSL approved
- iv. Blackpool's Full Service Extended School, DfES approved
- v. An Early Adopter Trust School, SSAT/D.C.S.F. approved

We have also worked in close partnership with the D.C.S.F. Innovation Unit, receiving funding for our pathways work several years ago. We commit to collaboration unreservedly for our young people.

Specialist Subject: Modern Foreign Languages

In recent years, Montgomery has seen a fallback in achievement in our specialist subject, which has, in part, resulted from difficulties of re-developing the team under new leadership, as the previous Curriculum Leader in MFL was promoted to Assistant Headteacher, Pathways and Curriculum Development. We have overseen a period of staff turnover and re-building, which was completed in September 2008. This has already led to significant change in programmes at Key Stage 4, which we believe will lift achievement in this area – heading us back to the high levels of achievement which characterised our Phase 1 and 2 of our work as a Language College. These changes are being led by our newly appointed Curriculum Leader in Modern Foreign Languages.

We want learning in modern foreign languages to bring greater connectivity with the outside world. We intend to re-ignite a strong sense of internationalism in school. We want learners who are confident in speaking and listening, so that they become increasingly confident communicators, as they re-visit established theme areas in the spiral approach which is at the heart of languages teaching. We think simulating European culture and real-life situations would strongly reinforce the learning experience here. Equally, we believe that frequent, systematic opportunities for young people to video-conference with their counterparts in Spain, Germany, France and Japan is very important. So, we want the themed spiral structure of language teaching and an emphasis on speaking and listening to have impact on our future building plans in Building Schools for the Future.

Every Child Matters – Sport and Health

Montgomery High School is a ‘Healthy School’ and is committed to the development of all aspects of health, as well as a robust strategy for teaching sport and P.E. Our approach to sport is to encourage maximum participation, as well as to engage in competition across school sport. Our approach to health is the same – to embrace all aspects of our community’s health – whether it be physical, mental, sexual or emotional. To this end, we have learned a lot through our work as a Full Service Extended School.

SEN and Inclusion

At Montgomery High School we actively embrace the Government policy on inclusion. We value all our pupils and wish to make the teaching and learning, achievement, attitudes and well being of every young person matter. We wish to reduce barriers to learning and participation, and promote tolerance and understanding.

We currently meet a range of diverse needs, but are well aware that all our pupils are individuals, and we are constantly striving to develop our understanding and awareness of their needs and difficulties. We are willing to change and adapt our provision for any pupil who wishes to be part of our school, and provide many different forms of support in order to facilitate this, for example: enlarged resources and specialist equipment for visually impaired pupils; emotional, social and academic support for ASD pupils; in class support and individual withdrawal sessions.

All pupils have equal access to the full range of curriculum offered by the school at each Key Stage. OFSTED in September 2005 commented that “Provision for students with special educational needs is very good”. Pupils with SEN engage in the activities of the school alongside the pupils who do not have SEN. Tutor groups consist of mixed ability groupings where pupils experience personal and social education together. SEN pupils are encouraged to participate fully in the life of the school, and SEN pupils have held the position of prefects, been members of the Student Council, and all are included on school educational visits if they wish to attend.

Montgomery as a Trust School

The focus of the Montgomery Learning Trust – is entirely congruent with transforming learning in the context of BSF. Our 3 key areas of focus form an integral part of our proposals in this paper. The Trust School will create a Board of Trustees contributing to our progress in these focus areas. We anticipate that the Trustees will also participate alongside governors and senior staff in monitoring the impact of new learning opportunities and pupil outcomes. Montgomery High School’s Trust is called The Montgomery Learning Trust, or MLT.

MLT wishes to raise the levels of aspiration of our students and broader school community, and achieve higher standards of achievement at Key Stage 3 and 4.

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MLT wishes to develop higher quality teaching, which includes clearer understanding of student learning approaches.

MLT intends to empower its community of learners, so that they have a stronger sense of ownership of their own learning.

MLT wishes to take further forward the school's programme of personalising learning through pathways.

SECTION 3: MONTGOMERY’S KEY STRENGTHS

1. Curriculum

In Montgomery’s last OFSTED Inspection in 2008 “Curriculum and other activities” were judged as good, as well as creative.

HMI Patricia Metham reported in the School Inspection in 2007, “*The defining principle for Montgomery High’s curriculum innovation is ‘personalised learning’ Students as a whole value the school’s breadth and flexibility of curriculum provision.*”

It is this commitment to meeting different kinds of learning needs, which has stimulated our development of the curriculum at Key Stage 4. Our option choice is rich and diverse and it has built up a very strong vocational element.

Vocational Programmes

Curriculum development has been an area of significant innovation and within it vocational programmes have been a key strength. In 2006 our first four BTEC Diploma programmes reached external examination having been first introduced to Year 10 Option in 2004. Standards of achievement were outstanding. These high standards were maintained with the introduction and delivery of additional BTEC programmes in Business Studies, Performing Arts, Public Services and Health and Social Care as shown below.

| | A* Diploma* | A Diploma | B Merit | C Pass | %A*-C |
|-------------------------|-------------|-----------|---------|--------|-------|
| Business | 7 | 2 | 4 | 16 | 100 |
| Construction | 18 | 14 | 16 | 4 | 100 |
| Health & Social Care | 0 | 13 | 14 | 1 | 100 |
| Media Studies | 18 | 0 | 2 | 3 | 85 |
| Performing Arts: Acting | 3 | 1 | 4 | 7 | 93 |
| Public Services | 0 | 0 | 1 | 21 | 96 |
| Sport | 0 | 5 | 11 | 3 | 95 |
| Travel & Tourism | 7 | 0 | 4 | 10 | 89 |

Currently, 272 students in Year 11 and 277 students in Year 10 follow a vocational course.

The school is now preparing to deliver a Lead Diploma Line in Construction and the Built Environment against a background of outstanding achievement by students following vocational programmes, access to which has increased diversity and opened new access for more of our young people to progression routes post 16.

Pathways

Learning centred pathways have been established in KS3, since 2004. They provide students with greater diversity of and better access to curriculum provision in Years 8 and 9. Curriculum innovation in Green Pathway has led to the development of a range of modules within an evolving Enterprise education programme offering learners varied, practically based learning experiences. Pathways development is at the heart of our efforts to drive up standards in KS3. The introduction of Pathways for Learning has supported our commitment to the personalisation agenda providing a learning experience which responds more closely to individual skill and interest. Our Pathways provision has evolved through four years of pilot study and has developed key areas of strength which we will take further as a key focus in the context of BSF.

We will develop our pathways provision to deliver five new learning routes/pathways with approximately 60 students in each one. We propose to introduce the following pathways into Year 7:

| Pathway/Route | Number of students | Focus Area |
|-----------------|--------------------|------------------------------|
| Pathway/Route 1 | 60 students | Sports Science |
| Pathway/Route 2 | 60 students | Global |
| Pathway/Route 3 | 60 students | Technology |
| Pathway/Route 4 | 60 students | Enterprise |
| Pathway/Route 5 | 60 students | Creative and Expressive Arts |

Orange Pathway led successful innovative practices which will be incorporated in new proposals for pathways development:

- Themed learning: all subjects linked, wherever feasible, their teaching and learning programmes through a common theme to make the learning experience enjoyable, cohesive and challenging.
- Exhibitions: individual students/groups/pairs of students presented to invited family members their work in a particular subject area/theme. Events take place during the school day; visitors assess student work and presentation skills and engage in discussion/analysis.
- Portfolio Presentations: students presented (on an individual basis) a review of their personal and learning progress to their family/carer and the Pathway Leader. Presentations were delivered through ICT and prompt discussion of current achievement and plans for the next stage. Portfolio Presentations take place twice per year, currently.

We know need to take this major initiative forward in different ways with Year 7 pupils opting into one of five possible pathways in October of their first year.

We were pleased to hear that HMI were recruited to research schools offering creative curriculum opportunities. Both the DfES and OFSTED nominated Montgomery as a school worth visiting as part of a survey inspection programme. We were thrilled with the outcome of the summary report in letter format.

At Key Stage 3 the Pathways Curriculum has also impacted positively on students' attitudes, building in more learning activities which they enjoy in order to raise their achievement. This is a continuous journey.

2. Pastoral Care

Pastoral care is the school's major strength. In our last two OFSTED inspections it has been judged as "Excellent" and "Outstanding". The school's approach to pastoral care has always been dedicated to building emotional intelligent relationships between staff and students. The OFSTED Inspection in 2008 stated "students have positive relationships with each other, their teachers and other adults they meet in the school." This tireless patience and unreserved support for all students has been embodied by the Assistant Headteacher: Pastoral Care and Guidance and by all of his team.

The culture then, of care and support and structure is one which has spread across the whole school. It is for these reasons that we feel Professor Bill Roger's vision of respect for young people, recognition of their issues as adolescents and flexible responses to their difficulties fit so closely to the pastoral care vision already being taken forward by our Pastoral Team and all the staff.

Uniquely, high quality relationships extend across the staff in a way which is exceptional. The care and support from teacher to student, teacher to teacher and student to student is to be remarked upon and celebrated. They provide an environment for teaching staff which makes them feel valued, supported and confident to voice their concerns combined with a culture in the school of risk taking and trying different things to improve student learning – with no place in the school for 'naming and blaming' – contribute to a teaching and support staff who set very high standards for themselves.

Impact upon student progress

Outstanding pastoral care, then, contribute directly to students' attitude to their learning in a very positive manner: "students' behaviour is exemplary and they have very good attitudes to their learning. They thoroughly enjoy their experience of school, are proud of its achievements and fiercely loyal to it." Pastoral care is a major contributor to the high levels of achievement at Montgomery.

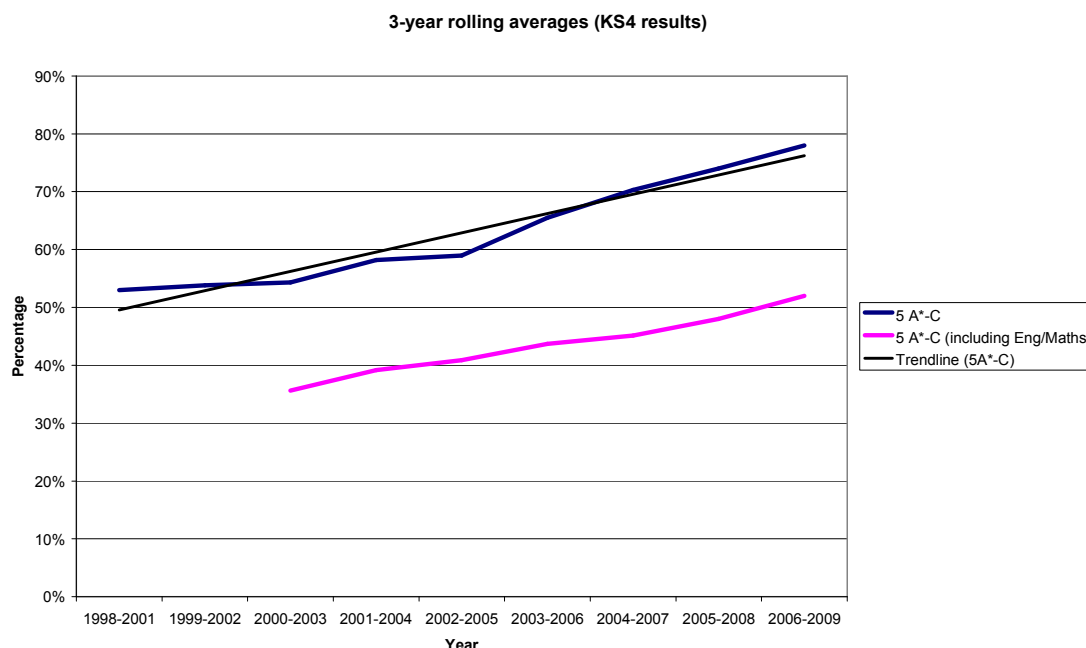
3. Achievement and Standards

We are pleased with the steady improvement which we have made in the percentage of students achieving 5+ GCSEs at A*-C progressing from 35% in the mid 90s to 76% in 2007. In 2008, 51% of our students achieved 5 GCSEs at A*-C, including English and maths.

This process of sustained improvement at Key Stage 4 is illustrated below through three year rolling averages, which show an upward trend over the last nine years.

| | | | | | | | | |
|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 1999-2002 | 2000-2003 | 2001-2004 | 2002-2005 | 2003-2006 | 2004-2007 | 2005-2008 | 2006-2009 |
| 5 A*-C | 53.8% | 54.3% | 58.2% | 59% | 65.5% | 70.3% | 74% | 78% |
| 5 A*-C (including Eng/Maths) | - | 35.6% | 39.2% | 40.9% | 43.7% | 45.1% | 48% | 52% |

[Source: FFT 3-year rolling averages]



The following subjects have a history of outperforming national averages as show below

| | 2007 | | | 2008 | | | 2009 | | |
|--------------------|--------|----------|------------|--------|----------|------------|--------|----------|------------|
| | School | National | Difference | School | National | Difference | School | National | Difference |
| Child Development | 76% | 53% | 23% | 83% | 53% | 30% | 69% | 54% | 15% |
| D&T Food | 72% | 60% | 12% | 74% | 60% | 14% | 85% | 64% | 21% |
| Physical Education | 68% | 61% | 7% | 94% | 61% | 33% | 72% | 65% | 7% |

| | | | | | | | | | |
|---------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Leisure and Tourism | 86% | 32% | 55% | 67% | 32% | 36% | 92% | 35% | 57% |
|---------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|

We recognise that, in value added terms, we can achieve better results in English and maths, as well as in our average capped points score. This is the focus of our work in 2009 – bringing value added achievement and standards to the higher levels in the way which we have done with raw achievement figures. We are confident of making major inroads into CVA during the current academic year.

4. Innovation and preparedness to Change

Our record of successful school development is characterised by focussed research on emerging local, national and international innovations, an openness to new ideas and the experience and skill to adopt strategies to meet the needs of our school and wider community:

We believe that we have seen opportunities to change the educational status quo at an early point in the areas indicated below. This is to do with vision and risk-taking which have benefited students at the school.

- *A Language College since January 1997*
Specialist School status established the raising of achievement agenda across the whole school. The focus our status brought to us in this area has been a key part of sustaining whole school improvement over the intervening years. Specialist status as a Language College is challenging: we welcomed that challenge confident of our ability to deliver a successful outcome.
- *The lead school in the Tower Networked Learning Community (NCSL approved in 2003)*
Working with three primary schools in Blackpool and two main partner secondary schools focussing on learning and developing area of pedagogy.
- *Blackpool's Full Service Extended School since September 2003*
FSES has worked to develop stronger school based partnerships with a wide range of service providers taking forward the 'Every Child Matters' Agenda. Our work is two ways facing, seeking to develop health and social care services for our students and their families as well as supporting mental and general health services in the wider community. The uptake of the supplied services is testament to its success. Adult education is a strong feature of the Extended School and is now a well established and very successful element of life in the local community.
- *Montgomery Learning Community: CPD – established September 2005*
Following the successful work of the TNLC and to drive forward improvements in teaching and learning, the MLC was established. The weekly programme delivers focussed training to all staff led by in-house and/or external facilitators. We are the first school locally to maximise the impact of staff development in this way as a key strand in our raising standards agenda.
- *Early Adopter Trust: successful application Autumn 2007*
The vision for the Trust focuses on a commitment to raise the levels of aspiration of our students and broader school community and achieve higher standards of

achievement at KS3 and KS4; to develop higher quality teaching; to empower its community of learners and to take forward the school's programme of personalising learning through pathways.

Impact upon student progress

We understand that partnerships and innovation may not impact on student progress in educational settings. However, all of our partnership developments have been motivated by a relentless drive to raise achievement and standards. The Language College raised achievement in languages to very high levels for a number of years, although recently staffing problems have lowered those achievements but we are now back on track. The innovations listed above were designed to take forward the standards agenda as well as to deliver the five outcomes of the ECM Agenda. These partnership developments have contributed to a sustained upward trend in Key Stage 4 examination results of which we are deeply proud.

We have now got into the 70%+ range with 5 GCSEs at A*-C – high value added achievement – and our 5 A*-C GCSEs including English and Maths stand at 48%. We believe we can take these areas further forward to unprecedented levels of achievement at Key Stage 4 for a Blackpool school.

5. Engagement with the Community

Montgomery implemented a community strategy in 2003. Our first steps were to introduce adult and family learning within our own community education programmes. In our first full year of community education, 64% of our learners were trying community education for the first time. We were thrilled to raise numbers accessing different kinds of learning, along with partner institutions. This has been a difficult journey for the school, but it has restructured staffing in order to make it more successful. In 2006-07, Montgomery delivered 20,000 guided learning hours in Personal, Community and Development Learning. This was the biggest provision in this area in Blackpool. In March 2008, at the time of writing this paper, we have already achieved the targets set to us in PCDL by Blackpool C.S.A. These programmes are not middle class hobbies for middle class people. They reach a wide ranging community, many with learning difficulties, many eligible for support, some with disadvantaged lives. Montgomery Education Centre fulfils a social role as much as it does a learning opportunity. This work can only continue, as long as we remain a Full Service Extended School, because it does not generate profit becoming Blackpool's Full Service Extended School was a natural step on from our community education programmes. We leapt at the opportunity to strengthen our community engagement across all seven elements recommended for Full Service Schools to address. This, in turn, led to the development of the QA Centre in 2006.

The launch of the QA Centre symbolised the progress which the school has made in this area. School is open to the Community right across the year facilitating a holiday club at all holiday times as well as daytime learning opportunities in ICT for the adult community. We have developed, in partnership with Blackpool C.S.A. and Blackpool's P.C.T. health based services as already indicated. We are pleased with the progress made in these areas. Most recently, we have been pleased to welcome

the appointment of our Health Mentor, Blackpool P.C.T. funded, in this role on a full time basis across the year. This work continues as one of our highest priorities.

SECTION 4: MONTGOMERY'S LEARNING COMMUNITY

In September 2006, we introduced a radically different approach to continuing professional development for teaching staff at Montgomery. We were not satisfied with the mixed quality of external providers on INSET days – or with the ad hoc arrangements of INSET days, which did not provide training or development opportunities when they were needed.

After public consultation with our parents, we introduced Montgomery's Learning Community. Each Wednesday, the teaching staff have two hours together for development purposes – 2.00 - 4.00 p.m. This means that Period 5 is no longer a taught period. Having two hours every Wednesday afternoon now gives us great flexibility, through weekly opportunities to meet and learn together.

There is an example of this Learning Community's programme from last year summarised in this section. It is now our intention to incorporate into future cycles more curriculum team time for improving schemes of work and sharing best practice in this very important area. An added, unplanned bonus for our teaching staff is that we have 're-gained' our five INSET days!

Students now have a choice on Wednesday, Period 5. They can go home (only with parental approval), or they can choose an activity. There is an example of the activities chosen by students in the Spring Term, together with uptake numbers. We are very pleased with these activities and believe that they are very different opportunities for our young people to enjoy and achieve.

Our commitment to personal and professional development for all our staff, both teaching and associate, was recognised when we were recently inspected for and awarded redesignation as an Investors in People organisation.

Montgomery Learning Community Programme

| Cycle | English & Science | Expressive Arts & Maths | Humanities & ICT | D&T & MFL |
|---|---|-------------------------|------------------|-----------|
| Week 1. 7 th January 2.05pm-4pm | <p align="center">Planning for Engagement and Challenge. All staff will be working on developing schemes of work for the New Curriculum & Themed Pathways in their writing groups or pairs The Pathways Planning team will meet with AS in O6 from 2.00pm to 2.45pm regarding proposed themes for Year 9 in the academic year 2009/10.</p> | | | |
| Week 2 14 th January 2.05pm-4pm | <p align="center">Whole School INSET – SIMS Behaviour Manager and its applications. [MY] O Block Resource Centre Coffee will be served from 1.55 pm Break out sessions will follow in various ICT rooms.</p> | | | |
| Week 3 * 21 st January 2.05pm-4pm | <p>2.05 PM to 3.00pm; Curriculum Area Meetings –This will take place Curriculum Areas. 3.05 to 4.00pm ; Year Meetings - Progress Managers [Year Heads] to arrange venues.</p> | | | |
| Week 4 27 th January 2.05- 4pm | <p align="center">Planning for Engagement and Challenge. All staff will be working on developing schemes of work for the New Curriculum & Themed Pathways in their writing groups or pairs</p> | | | |
| Week 5 4 th February 2.05pm-4pm | <p align="center">Curriculum Area Meeting – 2.05 to 3.00pm Followed by BTEC Meeting [SM- venue to be arranged] and Pastoral Meeting. All staff not involved in BTEC/Pastoral meetings will continue to work in writing teams/pairs on Planning for Engagement and Challenge</p> | | | |
| Week 6 11 th February 2.05pm-4pm | <p align="center"><u>Sharing Good Practice – Student Voice</u> KH working with <u>all</u> Curriculum Leaders and Key Stage 3 trackers and Key Stage 3 planners from the core subjects. 2.00pm to 3.30 in QA Meeting Room <u>All staff not involved in this meetings will continue to work in writing teams/pairs on Planning for Engagement and Challenge</u></p> | | | |
| Week 7 * 25 th February 2.05pm-4pm | <p align="center"><u>Staff Meeting – commences 2.05 promptly</u> O Block Resource Centre Coffee will be served from 1.55 pm</p> | | | |

| | |
|---|---|
| <p>Week 8 4th March 2.05pm – 4pm</p> | <p>“Transforming Learning Capacity” [TLC] Meeting with SK/MY in QA meeting room [Staff involved are ; DS, MT, CO, BN, KM, DE, RN, MN, FD and HL] 2.05 pm – 4.00pm Planning for Engagement and Challenge All other staff will be working on developing schemes of work .</p> |
| <p>Week 9 11th March 2.05pm – 4pm</p> | <p><u>Sharing Good Practice – Teaching and Learning</u> Orange Resource Centre 2.05 pm Coffee will be served from 1.55 pm Whole School INSET followed by break out sessions in O1, O2 and O3. Plenary – 3.30 pm in Resource Centre</p> |
| <p>Week 10 18th March 2.05pm – 4pm</p> | <p>Performance Management - Planning Meetings. Schedules and guidance for these meetings will be issued to all staff prior to this date. When not involved in Performance Management meetings staff will work together in their writing groups/pairs on Planning for Engagement and Challenge.</p> |
| <p>Week 11 25th March 2.05pm – 4pm</p> | <p><u>Sharing Good Practice – Teaching & Learning</u> Whole School INSET with Marian McQueen and Damian Ainscough commencing at 2.05 promptly. Orange Resource Centre. Coffee will be served from 1.55 pm With the exception of those pastoral staff taking part in Rainbow Bereavement Counselling Training [Part 1] [Venue T.B.A.]</p> |
| <p>Week 12 1st April 2.05pm – 4pm</p> | <p><u>Sharing Good Practice – Teaching & Learning</u> An opportunity to work in Curriculum Areas with consultant support regarding follow up from last weeks INSET. With the exception of those staff taking part in Child Protection Level 1 Training and Bereavement Counselling Training [Part 2] [Venue T.B.A.]</p> |

Aims of Montgomery Learning Community

- To develop a whole school approach to our focus areas.
- To ensure that all teachers develop their understanding in our four areas of focus.
- To allow staff adequate time to discuss and share their learning and to include new strategies into schemes of work.
- To encourage personal reading time around new education initiatives.
- To develop peer coaching, both in Curriculum Areas and cross Curriculum Areas.
- To encourage a climate of reflection and evaluation.
- To develop an ethos where pupils and teachers enjoy learning together.

Wednesday Afternoon Activities for Pupils, January' 07-April' 08

| Activity | Max Number of Pupils | Number of Pupils | Tutor | Internal/ External |
|-------------------------|----------------------|------------------|-------------------------|--------------------|
| Art & Craft 1 | 25 | 25 | Helen Parry | Internal |
| Art & Craft 2 | 25 | 23 | Tracey McMullan | Internal |
| Basketball | 15 | 15 | Pete Montgomery | Internal |
| Circus Skills | 30 | 29 | Blackpool Circus School | External |
| Coursework | 290 | 18 | Ruth Fearon | Internal |
| Creative Room Design | 20 | 18 | Daniel Hargreaves | External |
| Dance B | 15 | 14 | Tina Meehan | External |
| Dance A | 15 | 15 | Cath Jenkins | External |
| Drama | 15 | 16 | Donna Byrne | External |
| Fashion/Textiles | 15 | 17 | Alison Hobbs | Internal |
| Film Club | 25 | 24 | Karen Berry | Internal |
| Football | 70 | 37 | Birlow Soccer | External |
| Games Club | 25 | 25 | Bev Carney | Internal |
| Guitar A | 6 | 6 | Paul Connolly | Internal |
| Guitar B | 6 | 6 | Stuart Wright | External |
| ICT | 25 | 25 | Rob Hegarty | Internal |
| Karate | 25 | 10 | Robert Thomas | External |
| Knitting | 10 | 10 | Lianne Green | Internal |
| Life Saving Skills | 12 | 5 | Sydney Holt | External |
| Musical Theatre | 25 | 13 | Maragret Ardetti | External |
| Self Defence | 25 | 13 | Rob Campbell | External |
| Table Tennis | 15 | 15 | Hai Hau | External |
| Help in library | 5 | 3 | Lianne Green | Internal |
| Japanese | 10 | 10 | MFL Curriculum Area | Internal |
| Work Related Learning | 40 | 17 | Colette Watson | Internal |
| Student Council/Peer Ed | 12 | 12 | Debbie Park | Internal |
| Help Basketball | 5 | 5 | Pete Montgomery | Internal |
| Learning Support | 1 | 1 | Learning Support | Internal |
| C/wk - MA | 40 | 40 | Miss Marini | Internal |
| Maths Catch-Up | 67 | 67 | Maths Dept | Internal |
| Miscellaneous | 11 | 11 | Not Applicable | Not Applicable |

| Year Group | Pupils staying in school | Pupils going home | Total pupils |
|------------|--------------------------|-------------------|--------------|
| Year 7 | 182 | 110 | 292 |
| Year 8 | 118 | 173 | 291 |
| Year 9 | 63 | 226 | 289 |
| Year 10 | 47 | 242 | 289 |
| Year 11 | 135 | 123 | 258 |
| Total | 545 | 875 | 1420 |

