

A Vision for King Edward VI Grammar School in 2015

Our overarching mission is for all KEGS students to be nurtured as uniquely talented individuals, finding fulfilment through their love of learning and the exploration of the furthest reaches of their intellectual, creative, physical and emotional capabilities. Our students will be guided and challenged to become principled global citizens, committed to making a contribution to the communities in which they live, to economic and environmental sustainability, and to tackling poverty and intolerance. Enabled by a philosophy of 'learning without limits' students will be central to their own learning, striving to achieve at the highest possible level in an environment of mutual trust and respect that allows the 'KEGS spirit' to flourish. Students will develop as independent life-long learners, creative risk-takers and innovators. They will be leaders and team-players, as well as confident individuals who set themselves challenging personal and professional life goals.

In 2015 KEGS will have built on all of its many outstanding strengths and successes, continuously striving to be a leading-edge 21st Century Grammar School, proudly rooted in tradition while also providing an outstanding education for the modern age. With a sustained record of exceptional examination and inspection outcomes, KEGS will maintain its status as a High-Performing Specialist School and thriving Science and Language College and as one of the best schools in the country for learning and for teaching. With a widely acknowledged reputation for excellence in educational research, KEGS will have developed highly effective partnerships at a local, national and international level, focused on provision for the most able students, and championing the agenda to establish aspirational educational standards for all young people.



The four 'Deeps' defined by Professor David Hargreaves for the SSAT in 2006 provide a useful framework for outlining further details of our vision for KEGS:

Deep Learning (*Teaching and Learning; Personalised Learning*)

A sustained focus on the concepts of Assessment for Learning* and Student Voice will characterise learning in all areas, maximising opportunities for students to shape the path of their own learning at school and beyond while sustaining outstanding academic outcomes at each Key Stage. Specialist teacher expertise will remain a foundation of the school's success in routinely delivering outstanding lessons. In some areas, including in ICT, students will co-construct their learning to a high level, working alongside teachers to decide what they learn and how they learn it.



In conjunction with a state-of-the-art IT network, KEGSnet and the Bromcom information system will support independent learning for all students in all subjects, enabling students to know in advance the full scope of the curriculum content and the assessment regime, with maximum opportunity to communicate online with and receive support from peers and teachers.

As a research-engaged, Lead School for Gifted and Talented, identifying the essence of successful learning and teaching for very able students and putting it into practice will be an explicit focus for professional development and partnership work, making the idea of 'learning without limits' a reality. The annual Gifted and Talented Exhibition will provide an opportunity for celebrating the range of talents shared by KEGS students. Research work through the Leading Edge specialism will be sustained, with a greater emphasis on longer-term studies and publication and dissemination of the outcomes of teachers' research. Students trained as lesson observers and researchers will be available to work with teachers as a resource to support the self-evaluation process. 'Students as teachers' will be a strong feature of learning, following the CCF model.

Deep Experience (*Curriculum Provision*)

The academic curriculum, which will evolve continually, will be characterised by its rigour, its breadth and its capacity to prepare students for Higher Education, work and life in general. In practice, it is envisaged that by 2015 KEGS will offer a mixture of GCSEs and IGCSEs at KS4 and A levels and Cambridge Pre-U Courses in the Sixth Form. Throughout the school, Specialist College subjects will be prominent but kept in balance with all others to ensure that breadth is maintained. The Sixth Form curriculum will be extremely broad and challenging for all students; this will be a defining characteristic of the school whereby the majority of students, with few exceptions, complete four or more full A levels or Pre-U equivalents, regardless of university offers in addition to an accredited enrichment course such as Pre-U Global Perspectives.



By 2015 Food Technology will be an established component of the KS3 curriculum and, from Year 7 onwards a number of cross-curricular strands will be mapped and embedded leading to excellent outcomes: ICT, work-related learning, the five strands of the Every Child Matters agenda, global perspectives and environmental sustainability. Twilight provision, distance learning models and flexible timetabling in partnership with CCHS will have enabled us to offer a broader range of subjects. At Key Stage 3, all students will have the opportunity to engage in a self-selected extended learning project enabling them to express their ideas in an unconstrained manner relating to a subject about which they feel particularly passionate. All students will have the opportunity to be involved in a curriculum-based international dialogue or exchange project.

The enrichment curriculum will be developed to ensure that all students have opportunities to engage in a range of activities to support their personal development. A full, varied programme of trips and visits will be delivered, rationalised as far as possible to maximise the learning benefits and minimise disruption to lessons. Sport and Performing Arts will continue to be significant strengths in the school with full support given to events and to the development of elite performance. The Young Musician of the Year competition will be an annual addition to a comprehensive calendar of Arts performances, and in sport, the 'KEGS Lions' will attract strong home support for key fixtures. The House System will expand to feature a wider range of activities including cooking, film-making, enterprise activities and creative writing. Debating will be a core, high-profile, student-led activity at each Key Stage including regular Model United Nations events.

The CCF will be thriving, with the addition of additional officers and an Air Force Section. The Duke of Edinburgh Awards, World Challenge and student-led Charity events will continue to receive maximum support. For all students, an aspect of Community Service will be a compulsory element of life during KS4/5. A range of opportunities will be developed to facilitate this. Leadership opportunities will continue to be developed alongside the Student Voice agenda; the student newspaper will be a central part of school life alongside the in-school radio/TV station and student website.

Deep Support: (*Individual Care, Guidance and Support*)

Pastoral systems will develop to ensure each individual student's academic and personal needs are met. We will provide the following for all students: a guarantee of one-to-one personal guidance and support during each academic year; opportunities for students to learn and socialise within vertical groupings across year groups; individual careers guidance and support for UCAS processes and HE interviews. The Personal Development Profile will chart each student's non-academic progress. A range of initiatives including wider use of peer mentoring will be in place to improve the delivery of Sex and Relationships Education and to support the process of embedding the culture of care, mutual support, tolerance and respect both horizontally in Year Groups and vertically. The idea of vertical tutor-groups will have been explored. From Secondary transfer onwards, robust systems will be in place to monitor and evaluate students' academic progress, ensuring that prior attainment information and formative assessment data is easily accessible, informs teaching and supports early identification of underachievement. SEN provision will be enhanced and embedded in the school's culture, with teachers and Learning Support Assistants working in partnership to support students with a range of individual needs to an outstanding level.

The Every Child Matters* and Community Cohesion* agendas will be fundamental aspects of the school life, well-understood by all members of staff, with external agencies and members of the school community engaged to support maximum learning outcomes and personal development for all students. KEGS will deliver excellent 'Extended Schools'* provision and students will be able to study before and after school in a 'cyber-café' environment, to support their learning in a flexible manner. All the Healthy School requirements will be sustained.

Deep Leadership (*Leadership, Management and Professional Development*)

There will be a strong culture of collegiacy and distributed leadership enabling members of staff at all levels of responsibility to launch and to lead initiatives, to share practice and participate in decision-making processes. The autonomy of individual teachers to develop their own practice will dovetail with a more explicit culture of peer support, peer observation and inter-departmental dialogue. Teaching and Learning will be the focus of staff induction and professional development, with the Teacher Learning Community model put into place, supported by time and resources. Given the age profile of staff in 2009, it is envisaged that a range of strategies will have been employed to recruit staff of high calibre to replace retired colleagues, with KEGS positioned as an outstanding centre for professional development.



A whole-staff ethos will be developed ensuring that teachers and support staff of all kinds are valued equally and have opportunities to meet, share ideas and offer mutual support. Programmes to meet the professional development needs of staff will be carefully planned and all members of staff will be regarded as members of the Research-Engaged Learning Community, expected to engage in activities that lead to a better understanding of the work that they do on a continuing basis. The well-being of staff will be of central importance alongside a strong 'family friendly' ethos.

The role of middle leaders will be developed with a shared understanding of the features of effective leadership and expectations of post-holders. In-house leadership development programmes will support an Essex-wide approach to succession planning. It is an explicit goal to support the promotion of more women to middle and senior leadership roles. The Senior Leadership Team (SLT) will incorporate one or more associate members, whereby middle leaders are seconded on a rotating basis to strengthen the team and to provide professional development opportunities. Non-hierarchical leadership groups and discussion forums of various kinds will be developed over time to ensure that 'Deep Leadership' is firmly embedded.

Partnership

Community Cohesion and Partnership work will be a key focus of the school, exploiting and promoting the contribution KEGS makes to the wider community, as a leading school with genuine expertise in the field of teaching and learning, working with very able students from a range of social and ethnic backgrounds.

The school will thrive as a Leading Edge Partnership School, a Lead School for Gifted and Talented (G&T), a Science College and a Language College. Each aspect of partnership work will promote G&T provision and the 'learning without limits' concept, enabling partner schools and KEGS to engage in mutual exchange of ideas and expertise. The research publication 'Learning Lessons' will have achieved a national profile, in paper and web-based formats, with a reputation for innovation in relation to Assessment for Learning, G&T and Student Voice work.

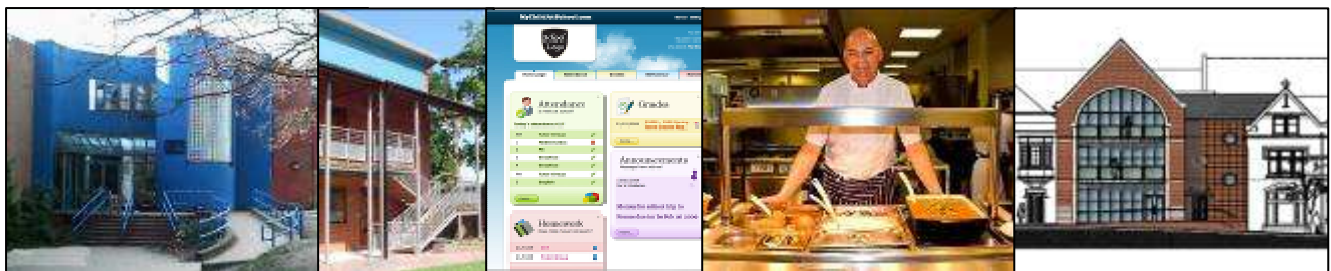
KEGS will be a genuine international school with partnerships based on learning around the world. This will be evidenced through the formation of the KEGS Global Partnership of Schools (GPS). Every student and every department will have access to concrete, active links with a counterpart in a school in another part of the world, promoting inter-cultural understanding, global perspectives and collaboration. The International Schools Award will have been achieved and renewed. The German and French exchange programmes will be thriving and the Magonjet school link developed to a deep level with annual visits and regular communication.

Parents will play a key role as partners. KEGS will have established extensive opportunities for parents to engage with the school and with their child's learning. These will include regular forums to air views, termly workshops focused on curriculum and pastoral issues, access to extensive online information, drop-in facilities at school to access web-based resources, to seek advice and to meet other parents. It is anticipated that the Governing Body and Parents Association will continue their excellent work and will reflect more closely the social and ethnic make-up of the student body.

The issue of social barriers to gaining admission to KEGS, particularly for students on free school meals, will be addressed through extensive outreach work in local primary schools and a review of admissions criteria and procedures. Provisions will be made for individuals as necessary to enable us to operate on the assumption of 100% access to online information. The links between the school and the Foundation Governors, the Old Chelmsfordians and the local business community will be strengthened. This will be reflected in increased direct contact and in-school activity, as well as contributions in the form of work-based learning opportunities, social events, sporting activities and sponsorship.

Systems, Buildings & Resources

In 2015, KEGS will be regarded as a modern, professional school providing a first-class working and learning environment in terms of the resources, facilities and accommodation provided. Old and new buildings alike will be smart and uncluttered, with IT facilities and learning technology of the highest standard in all classrooms as required. The Sixth Form Centre will be established as a thriving study facility with a strong learning-focused ethos. Accommodation for SEN and Food Technology will have been established alongside facilities to deliver a comprehensive G&T programme supporting primary and secondary partners.



The school will have gained Eco-School Green Flag status through the work of the student-led Eco-School Action Group and will be making steps towards becoming a 'sustainable school'. An extensive range of initiatives to reduce the use of paper, water, fuel and electricity, and to systematically recycle waste will be in place; all members of the school community will be expected to contribute and to adhere to the KEGS Eco-Action Code. Carbon-offsetting measures will be adopted for all flights on school trips and maximum use of public transport and cycling will be supported. The school will be regarded as clean and tidy! KEGS will also be a Fair Trade school sourcing food and other materials with Fair Trade credentials wherever possible.

KEGS will operate as an IT-rich, contemporary work/study environment. Information and Communication Systems will be developed to maximise access and efficiency in numerous areas including assessment, information to support learning at home, internal and home-school contact, payments to school including school meals, attendance registration, staff recruitment and dissemination of all publications. KEGSnet, the main school website and the MyChildAtSchool portal will be at the heart of school life.

All of the above will be achieved within a secure financial framework that ensures that the school is never in a deficit situation. Extensive fund-raising activities will be undertaken to secure on-going donations from past and present members of the school community, the Local Authority, central government and private and corporate sources. A 'legacy programme' will have been established to support the long term development of the school with consideration given to acquiring land that can be purchased on the Columbus College site. The use of the school's facilities for income generation will have led to increased revenue, and the school's catering will have increased revenue through greater take-up and increased numbers of outlets and vending machines, while ensuring that the quality of school meals is maintained at a very high level.

Glossary (*)

SSAT, Specialist Schools and Academies Trust; CCF, Combined Cadet Force; STEM, Science, Technology, Engineering and Maths; MFL, Modern Foreign Languages; HE, Higher Education (Universities); Every Child Matters: Government Policy relating to healthy, safety, learning, participation and economic well-being; Community Cohesion: Government Policy relating to schools' role in the wider community; LSAs, Learning Support Assistants; Assessment for Learning (Afl) is a process of improving learning by involving students in the assessment of their work.