The Enderoth School

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# 1 - School Ethos Statement

Our shared vision is of a School that provides a stimulating learning experience which places learning and teaching at the heart of everything we do, where the focus is on securing the very best academic progress and personal development for every student. A School where we all care enough to challenge and where we are driven to securing the best outcomes for all.

We are determined that a handful of years spent at Enderoth School will open a lifetime of opportunity for all those who pass through our doors.

This vision will be achieved by:

* a relentless pursuit of excellence;
* ensuring everyone shares the highest expectations and absolute belief that, given the right conditions to flourish, all can and will go on to do so;
* providing a broad, balanced and relevant curriculum which inspires, challenges, engages and develops a full range of skills and abilities;
* encouraging students to take ownership, pride and responsibility for their own learning;
* devising flexible, differentiated and responsive routes through the curriculum;
* equipping students with the skills, knowledge, attitudes and resilience necessary to succeed as individuals and as responsible and valued members of society, in a world coping with increasing change;
* ensuring that students and staff are safe and secure and operate within a mutually supportive and respectful environment;
* developing close links with the community, particularly parents and local employers.

It is the Enderoth School Ethos to:

* Protect children from maltreatment;
* Prevent impairment of children’s health or development;
* Ensure that children grow up in circumstances consistent with the provision of safe and effective care;
* take action to enable all children to have the best outcomes.

# 2 - Current Numbering

It has become necessary to adapt our current pricing strategy to react to change. Our current numbers have seen a decrease from 966, to 933 this year with an expected fall in the next academic year to 890. This is due to an issue with the current Year 09’s decision to apply to Rothende High School due to the curriculum changes instigated in February this year that saw a move by the school towards a year 09-10 GCSE full curriculum intake. On hindsight this decision should have been delayed to the end of the year, when preparations could have been put in place, including adequate teachers for Business Studies and ICT. With the fall in student numbers, the school government finances have taken a reduction from £1.2M funding to £0.9 funding based on a student cohort finance schedule.

# 3 - Staffing Issues

Due to the reduction on student numbers progressing from year 09 to year and the fall in the current Year 10 going into 11 cohort, it has become necessary to reduce the number of teachers across the department from 57 to 49, a saving of £120,000 on the current financial budget. This will mean a transference of skills from Mathematics and science to the Business and ICT departments to make up the reduction shortfall.

A further £38,000 will be saved by reducing the number of Vice principals from 2 to 1 this year, the workload will be shared among the Assistant Principal and Heads of Departments.

Our current retention figures of 12% show that there is some disconnection between staffing and long term contractual agreements. We plan on reducing down the contract time to 1 year contracts to allow progression within departments to make up for the shortfall.

# 4 – Stakeholder Policy

Decision-making authority on which of the four school restructuring models to use resides with the county with limited stakeholder involvement, while most of the smaller decisions that will determine the success of the reform—like changes in schedule, curriculum, teaching approach, and monitoring of student progress—occur at the school level. With the assistance of local business leaders, school teams comprised of teacher’s education support professionals, and administrator in partnership with family and community stakeholder are the decision makers that select the changes implement them, and adjust them based on evaluation feedback. Administrators who make unilateral decision will cut themselves off from the teachers, education support professionals, and stakeholders whose effort and support determine whether the changes will b positive. In successful school turnarounds, stakeholder become part of the change rather than watching it from a distance. Their buy-in is often secured through communicating honestly about the school’s performance in the past and sharing a clear vision of the improvements to come (Learning Point Associates, 2010).

Students at schools that received our private funding grant are overwhelmingly from minority and economically challenged groups.

# 5 - How the Planning Process Can Engage All Stakeholders

In an analysis of how school turnaround efforts have been conducted so far, we have made the following recommendations for engaging all stakeholders in the decision-making process:

* Require school and county leaders to solicit and incorporate teachers’ professional expertise as well as parent, student, and community input into decisions.
* Specify the required timelines, financial and nonfinancial resources, and accountability structures for meaningful community engagement.
* Offer school and business leaders training on authentic community engagement and models of best engagement practices at the LEA, local, and county levels.
* At the school level, develop a representative oversight body that can solicit teachers’ professional judgments and the community’s ideas, concerns, and shared values and vision about what they want their schools to look like
* Use parent surveys and hold multiple, accessible meetings (i.e., meetings held at times and locations that parents can attend and that provide free childcare and simultaneous translations) for community input.

# 6 - Statement of Intent

It is the intention of the school to change the policy on intake to an exam intake in order to increase the quality and ability of the students from year 09 and 10 to take advantage of the pushed curriculum. This will mean a more rigorous intake program, clarified by a more regimented curriculum for year 09’s. The hard push this year to increase the numbers will continue. Based on the figures from the Government Census, the area has an increased number of potential students entering Year 07, based on our feeder school intake, this may lead to a longer term increase in our numbers but this will take 2 years to filter down to Year 09,