



Lilac Sky Schools
Outstanding Education Solutions

**Lilac Sky Schools' Proposal
New 3-11 Primary in Royal Borough of Kingston
upon Thames**

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Introduction

Lilac Sky Schools propose to establish a new primary academy in Kingston: **Sky Primary Academy**. Our vision is to create an organisation that:

- Will flood the community with positivity;
- Will be a calm, safe environment which allows children to thrive;
- Ensures adults and students will be there for each other;
- Makes everyone's day through high achievement;
- Has fun;
- Is relentless in pursuing the best;
- Shows love care and hope for the young adults of the future.

In this proposal we not only set out the character, philosophy, and educational approach in the academy; we also demonstrate our plan to lead the academy for the first three years and beyond in order to bring about innovation and life changing opportunities for the pupils of the school. Our strategy will create a high achieving school that is seen as the heartbeat of the local community.

Our Core beliefs and values are set out on the photos that divide the sections of this proposal.



The Academy Pledge

Pupil numbers and admissions

Sky Primary Academy will be a co-educational two form entry Academy, admitting pupils according to the Local Authority's Fair Access Admissions Policy and its' over subscription criteria. On 3 September 2012, 60 Year R pupils and up to 26 part time nursery aged pupils would be admitted to the school. In each subsequent year a further 60 pupils will be admitted into Year R and up to 26 full time equivalent pupils will be admitted into the nursery. In September 2014 only, 60 Year 3 pupils would be admitted. The school would have capacity for up to 420 pupils and 26 Full Time equivalent nursery aged pupils in September 2017.

Extended Services

Sky Primary Academy will offer a comprehensive range of extended services which respond to both the needs of the academy population and the wider community. We expect the Academy to be open at all times of the day, evening and weekends – to support local families with a range of family, adult learning and leisure activities otherwise inaccessible. We would like Sky Academy to become a true hub in the local area for the school to help transform not only the education of its youngsters but also their health and cultural horizons.

Ethos

Sky Primary Academy will be an innovative school which involves and includes all its pupils no matter their background or ability. Our Academy will be a fun place to be, where we aim to make everyone's day. The Academy will be safe and welcoming, the second most important place for our pupils next to home. We shall follow the Lilac Sky strategy and be relentless in our pursuit of high educational standards for all. We shall expect excellent attendance and positive relationships in the school.



In short we want our Academy to be somewhere we would be proud to send our own children.

Area or community that school serves

The academy is required to provide additional primary school places in the Surbiton area and as such, will serve local pupils who largely live within walking distance of the site.

Early Years Provision

26 Full Time Equivalent places will be provided in an on-site nursery.

Effects on Standards and Contributions to School Improvement

As an Academy, Sky will give choice to the parents of the area and to the diversity of schooling. Lilac Sky have a track record of highly successful outcomes in both SATS, attendance, behaviour and the progress of students irrespective of background or the socio economic mix of the population. Through our own staff, our support programme for the school and our organisational capacity, we will bring about significant success for the new primary Academy.

At Sky Primary Academy we ensure pupils are safe, happy and successful. Through our programme and curriculum pupils will access the national curriculum but it will also be extended through sport, language, culture and drama. We will introduce Fab Fridays which will be an exciting mix of extended and creative activities for all pupils to end their week.



Community Cohesion

We are very clear that the success of the school will be to work in partnership with the Local Authority, local schools and the community in order to raise expectations, aspiration and standards.

Promoting and contributing to community cohesion

Our team of Lilac Sky Consultants have worked extensively on ensuring that the multiplicity of faiths, backgrounds, income groupings and learning and special needs work together as one in our schools. In the London schools that we have led and managed, up to fifty different languages, cultures and faiths were represented. Our Executive Team will work to ensure that all faiths are recognised, no culture or race is discriminated against, that youngsters learn to work together irrespective of background or culture and that the school values this diverse ethnicity rather than seeing it as a problem. Through assemblies, clubs and extended school activities we would expect to work with members of the local religious communities both in and outside of the Academy. We would extend our concept of universal entitlement to all members of the Academy community and stakeholders. We embrace this entitlement and celebrate it. We would explicitly plan for a range of religious and cultural events to be noted and celebrated within the school and we would expect to publicise this aspect of the Academy's work as one of the significant benefits of working in a multi-cultural environment. Our overriding aim is to create a harmonious school where all students are universally entitled to all that our Academy can provide for them.

Increasing inclusion and equality of access for all social groups

The new school will be inclusive and fair. Lilac Sky Schools operates as an organisation according to its' own Philosophy. Part of that includes the notion of 'Universal Entitlement'. In brief this means that Lilac Sky Schools is committed to ensuring that whatever resources, interventions, work plans or staffing are required we will ensure that all students succeed within their potential as equally as each other. In practice this means each student, regardless of their background culture or religion, will receive the level of one to one attention, ICT support, mentoring or coaching determined by the *Pastoral and Family Support Team* set out within the document. This policy enabled us when working together in Salisbury School in Enfield to reduce exclusions to zero. We set up internal processes which supported this policy so even if a student needed one to one teaching we would provide it. This proactive use of resources meant that rather than spending more time or money we reprioritised our existing resources to prevention rather than cure or crisis.

Collaboration with other schools

We will establish networks where they do not already exist with other primary schools and secondary partner schools. There is no short cut to the relentless pursuit of good relations with all relevant partners to the school. We shall also hold regular meetings within the Academy of partner Head teachers and seek to share training with the other schools. This will enable us to share an understanding of our philosophy and approach and gain from the wealth of unique curriculum opportunities and extra-curricular participation at all levels. We will pursue these relationships and nurture them wherever and whenever we can.



Business Partners and extended services

Lilac Sky Schools has three business partners who we would expect to support our work in the Academy. This covers the business areas of the Media, IT and Communications. In the schools that we have worked in previously our business partners experience has allowed us to develop links with the local community, work experience placements and business mentors and coaches for students and staff. At Sky Primary Academy we would expect to follow the same pattern building on the good work of the predecessor school, the Local Authority and local community stakeholders.

This work would combine well with our extended services agenda to reach out to the local community. We would work with local organisations such as The Learning Group to ensure that children and families came to school during the day, evening and at weekends to make full use of the Academy's sporting, IT and arts facilities. We would expect the use of these facilities to extend and inform families about the learning objectives of the school. We would also want to provide study support, family coaching and other forms of mentoring and therapy to improve student and family issues. We would also hope to take this work out to local religious and faith organisations and by reaching out in this way to the local community we could ensure our educational objectives are maximised.

Accommodation

The proposed accommodation will be adequate in our view, based on our understanding of the plans and pupil projections to meet the number of pupil places specified in paragraph 4 of Schedule 1.

Location

Sky Primary Academy will be established on the site specified in the competition notice.

Implementation of the proposal

Our proposal will be implemented in line with the timing in the competition notice.

Project Costs

In our view the costs of establishing the new school can be met within the estimate of capital costs of providing the school outlined in the competition notice.

Lilac Sky Schools are experienced in building and managing schools. We are confident that the costs of establishing the Sky Primary Academy can be met within the estimated £8 Million of capital costs to be provided by the Local Authority, outlined in the competition notice.

In all four schools managed and led by the team an important element of the work has been the rebuilding, refurbishing and rebranding of the schools in question. Lilac Sky Schools would like to be closely involved, overseeing and managing where appropriate the building of the new school. In total we have managed investment over four schools of some £20 million capital expenditure. Sky College is currently undergoing £4 million redevelopment, not cut in recent government expenditure review.

We recognise the significance of the school environment to generate, pride, excitement, fun, motivation and a new school culture. The buildings play an enormous part in this change.

Travel

We want to see students walking and cycling from the surrounding area as well as travelling to school from further afield via public transport where appropriate.

The new site has pedestrian and cycle access from Ewell Road, Oakhill and South Bank Terrace and is well served by bus services from all local areas and from further afield. The site is also just a few minutes walk from Surbiton train station.

The academy is proposed to have 6 car parking spaces including 2 disabled spaces accessible off South Bank Terrace. Pupils attending the academy in one of the SEN places may live further away from the school than is envisaged for the rest of the school community. Where applicable, these pupils may arrive by local authority arranged mini bus or taxi which will have arranged access from Ewell Road.

An outline School Travel Plan has been submitted as part of the planning application which seeks to minimise the traffic impact of the proposed school. It is proposed that all new parents would receive information on how to travel sustainably, including at induction days.

A School Travel Plan will be formulated in consultation with parents once the school has been set up. Monitoring will take place annually to establish how pupils are travelling to the site. The results will feed into the School Travel Plan and it will be adjusted as necessary.

Specific measures that are envisaged include a 'Walking Bus', 'Park and Walk' from suitable locations, public transport season ticket loans for staff, comprehensive Road Safety Education for pupils, cycle training and the provision of cycle racks.

Curriculum

Sky Primary Academy will be committed to planning and delivering an exciting and stimulating broad-based curriculum for all pupils. We will meet the general requirements in relation to curriculum contained in section 78 of EA 2002. Literacy, Numeracy and IT skills are core to our teaching and learning, however, we fully value the importance the 'Arts' in giving our children a rounded education. Knowledge and Understanding of the World, Creativity in Art, Sport and Music are subjects we will enthusiastically embrace and will be integral to our teaching in classes from Reception through to Year 6.

Fostering and developing imagination, investigation and independence will be central to our teaching. This will be woven into everything we do with our children, through well structured lessons and learning experiences, which will lead to confident, enthusiastic learners, well prepared for secondary education and the changing pace and challenges of modern life.

Special educational needs

Sky Academy will be inclusive and will meet the needs of children with a range of Special Educational Needs (SEN). It is proposed that Sky Academy will have a Specialist Resourced Provision for up to 24 pupils, supporting up to 3 pupils in each year group and 3 pupils in the nursery. Numbers in the specialist provision would grow gradually as the academy roll increases.

Children with special educational needs

We would expect to ensure that for children with special educational needs we will facilitate:

- improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the LA's Accessibility Strategy;
- improved access to specialist staff, both education and other professionals, including any external support and, or, outreach services;
- improved access to suitable accommodation; and
- improved supply of suitable places.

Compassion

'They have also installed photographs on corridor walls of the students at work and play to help celebrate their success. Students and staff greatly appreciated these efforts and from the lessons observed it was having a positive impact on learning and helping make the school a safer place to be' - HMI – Ofsted report April 2010



Relevant experience of Lilac Sky Schools

Lilac Sky Schools has worked with 4 Local Authorities and over 25 schools this year, helping the schools, help their young people to be the best that they can be. Our work ranges from leading and managing schools, to school transformation partnerships, supporting schools and academies in their approaches to Positive Discipline, Assessment for Learning, Leadership and Organisation, Teaching for Learning, The School Environment, Communications and PR and Pastoral and Family Support.

When we work with schools it means that one of our team of Lilac Sky Strategy Advisors works in school every week for at least a term. By doing so we get to know the school, its community and the teachers and students. We work at a Strategic Level with senior leaders but also get in the classroom and on to the corridors working directly with teachers and children to affect change.

Local Authorities

Somerset LA, Essex LA, Manchester City LA, Lewisham LA

Full Leadership and Management

The Priory School, Somerset; Sky College, Taunton

School Transformation Partnerships

Chilton Trinity, Bridgwater; Sawyers Hall School, Brentwood

Academies

Langley Academy, Berkshire; Paddington Academy; Merchant Academy, Bristol; Mount Bay Academy Cornwall; Davenport Academy Plymouth.

Seminars and Training Partners

Emmerson Park School, Essex; The Grace Academy, Solihull; St Edmunds School, Dover; The Bushey Academy; Thomas Aveling School, Kent; The Marsh Academy, Kent; Carlton Bolling School, Bradford.

Schools

Broomfield Primary School, Chelmsford; Melbourne Primary School, Essex; Margaretting Primary School, Brentwood; Mildmay School, Essex; Great Waltham Primary School; Baddow Hall School, Great Baddow; Downham Church Primary School, Ramsden Heath; Collinwood Primary School, Essex; Bishops Church of England Primary School, Springfield; Oak Primary, Connaught Primary, Little Mead Primary, St Joseph's Primary, Blaise Primary, St George Primary, Air Balloon Primary, St Brendan's Sixth Form College, Bristol; Yeo Moor Primary, Clevedon; Carlton Bolling, Yorks.

The Lilac Sky Schools' Proposed Team for Sky Academy

Lilac Sky Schools employs a range of outstanding staff and Senior Leaders who work in our schools, contracts and partnerships around the UK. A unique aspect of this proposal is that Lilac Sky Schools will bring a team to Kingston to run Sky Primary Academy for the first three years. This Executive Team have worked together for several years in various schools. It is also the team that will present this proposal; they have all visited the local area to understand the context of the school. Lilac Sky Achievement Consultants will contribute a further sixty days per year to support the Academy's development.

The 7 component strategy set out later in this proposal brought about radical improvement in all the schools in which it has featured, reducing exclusions and raising results.



Trevor Averre-Beeson – Director of Education

The organisation was founded by Trevor Averre-Beeson who has been a Head teacher of three London Schools, an Educational Consultant and Executive Head of Sky College in Somerset over the last fifteen years. Most prominently he was Head of Islington Green School in London. The school was rejected by the Blairs for their children and Pink Floyd featured children from the school singing 'we don't need no education'. Several of the Lilac Sky Team worked with Trevor in these London Schools and now work together bringing the Lilac Sky Strategy to schools across the UK.

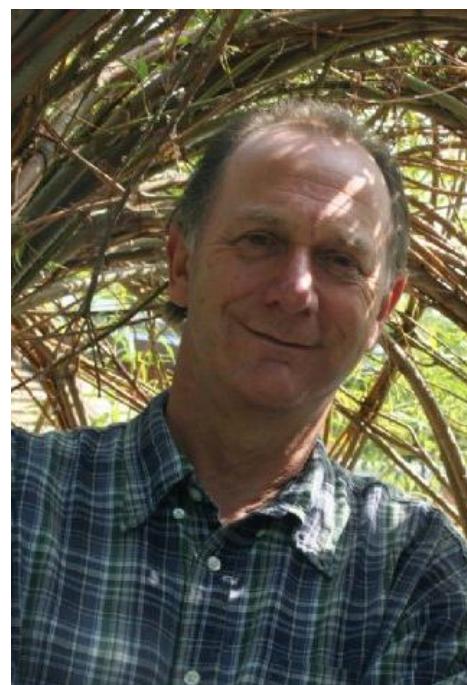


Jane Fielding
Principal Leader

Jane taught at Islington Green School in English and Drama, became Head of Lower School and has been a member of the Senior Team at Sky College. Jane is an inspiring Positive Discipline coach and leader.

David Ford
Executive Head

David is an experienced Primary Head of 20 years standing who lives and works in a neighbouring borough. His school in Richmond has regularly been outstanding in Ofsted's view and was confirmed so in 2009. David is a renowned Primary Head called to give advice and leadership in a number of situations outside of the school, including recently to a House of Lords select committee.



Vicky Rezaie
Achievement Leader

Vicky is a Lilac Sky Project Manager who specialises in Teaching for Learning, Assessment for Learning and the use of technology to achieve outstanding educational outcomes. She has worked with over 20 primary schools in Essex, Hampshire and Bristol. She will work with teachers at Sky Academy to help move teaching and learning to outstanding.

We believe this is a powerful model for transforming educational opportunities. It has a proven track record in two contracts in London, one in Somerset and in the three schools Trevor headed in London, as well as in our partner schools.

Working closely with the Academy Trust Board and the Local Authority, we would expect after three years, to appoint a long term Leadership Team for the school. Lilac Sky Schools would continue to support the school professionally for at least the following three years. Our sponsorship of the Academy would of course continue indefinitely.

Lilac Sky Management Reporting Structure

- Trevor Averre-Beeson would become the Project Manager for the recruitment and planning period from January to August 2011. He also would continue to oversee the project as Executive Principal of Sky Academy
- The Principal of the School would report to the Executive Principal and would meet every week in order to establish priorities for the school on a week by week basis
- The Lilac Sky Executive Team would meet each week made up of the Executive Principal, The Principal, and Principal Senior Leader
- The Executive Principal would expect to attend major governing body meetings, the Principal would attend all meetings
- The Executive Principal and the Principal would attend the project management group meeting with Governors and Local Authority on a regular basis. This group would meet to monitor the achievements of the academy and hold the Executive Team accountable.

We are very aware from our experience of running similar contracts in London and Somerset that beyond these formal meetings there is a need to win and continue to keep the hearts and minds of all stakeholders in the Academy, Local Authority and Lilac Sky Schools. We would therefore organise regular meetings with all Local Authority personnel involved with the Academy to ensure that everyone is clear about the transparent aims and intentions of the leadership of Sky Academy. The best laid plans can falter on misunderstandings across the range of stakeholders involved. We would pursue this communications strategy relentlessly to achieve success.



Courage

'Lilac Sky Schools gave us the courage to improve our Teaching and Learning'
Pat Hollinghurst,
Headteacher Chilton Trinity, Somerset



Our School Transformation Strategy is focused on transforming achievement and the wider well-being of students as a whole and of different groups of pupils, including those most at risk.

We will transform the achievements of students at all levels by establishing **Achievement Teams:**

- Achievement teams will be brought together for each year group and ability level of students;
- The teams will focus on analysing student level data that we ensure is in place;
- Through a focus on data, prior attainment and CAT score data, teams will ensure that appropriate levels of challenge and targets are set for individual students. In conjunction with their Individual Education Plans this will ensure that students are focused on a higher level of attainment;
- Achievement teams will consist of all relevant staff involved with students;
- Achievement tutor time will be prioritised so that students also get *individual support* on a daily basis to meet these targets, review them and set realistic and supported actions to meet them.

The well-being of students will be supported through **The Pastoral and Family Support Panel:**

- This group will meet every week and be made up of all the relevant pastoral staff, including external services such as welfare, attendance, social services and so on;
- By meeting each week, twice in both key stages, the group can ensure that the relevant interventions are organised on an individual basis;
- Students who are most at risk will be raised at the meeting, including the issue of attendance, and a joint action plan will be established between the school and other agents;
- The school will set up its own Learning Zone intervention group to support vulnerable and disaffected students and those most in need;
- This group will also co-ordinate the special learning needs of students and any other matters that arise through disability, social or ethnic grouping.

The Pastoral and Family Support team will be the main driver in meeting the diverse needs of the student population.

Appointing the winning team – super heroes only need apply!

Without a doubt a major factor in the success of a school is the adult team running the school. Adults change schools not children. We would have some six school months available to structure and build our team. We welcome working within the Local Authority's HR policy and would start to look for the staff we need to run the Academy. We would stick closely to our structures approach to school organisation (See Appendix 1). We would also be relentless in ensuring we only recruited the best. Our brand advertising (Appendix 2) has generated a huge turn around in the recruitment of staff in our schools. Our 'Superhero's' advert led to over 100 applications for a single post. A year earlier the school had no responses for a similar vacancy. We would expect the same impact at Sky Academy. Most importantly we would be intensively training the staff and would start before the end of the preceding school year with weekend and summer break conferences and training. That programme would involve the following:

Continuous Professional Development for staff at the school, together with examples of similar training delivered elsewhere.

We would expect to train all staff in the 7 components of the Lilac Sky Strategy;

- This would involve spreading the use of INSET time more equally through the year to ensure training at least monthly if not every 2 weeks;
- This is important because of the need to move quickly to improve school standards;
- The 7 components of the Lilac Sky Strategy are tried and tested over a ten year period and have taken two schools from special measures and one from serious weaknesses to good Ofsted evaluations;
- The same training package was introduced at Salisbury School in North London between 2007 and 2009. This reduced exclusions from 100 per term to zero. Exam results doubled, the quality of teaching rose from 60% inadequate to 100% satisfactory. Attendance rose and the Learning Environment was transformed;
- The Lilac Sky Strategy is based on the assumption that all schools succeed by achieving equality of provision in each of the seven areas.

The 7 components of the Lilac Sky Strategy are:

Positive Discipline

We would begin by training in Positive Discipline Techniques and Relationships for Learning at the same time as introducing a strong reward and sanction policy. This involves the management of the classroom and the introduction of intense planning for improved student behaviour.

Assessment for Learning

We would train staff in the use of Assessment data and in becoming Achievement Tutors. We would shift the emphasis from crisis management to teachers and staff facilitating exciting learning experiences informed by real time data of student's capabilities.

Leadership and Organisation

Leadership training for all staff and students. A focus on coaching and mentoring all staff in the appropriate leadership role that they all must pursue in taking responsibility for their own work and achievement.

Teaching for Learning

We would provide training in our philosophy of Teaching for Learning. We will focus on a systematic cycle of coaching, planning and observing lessons. We would see the introduction of strategies maximising the use of time focused on learning and ensure organisational efficiency.

The School Environment

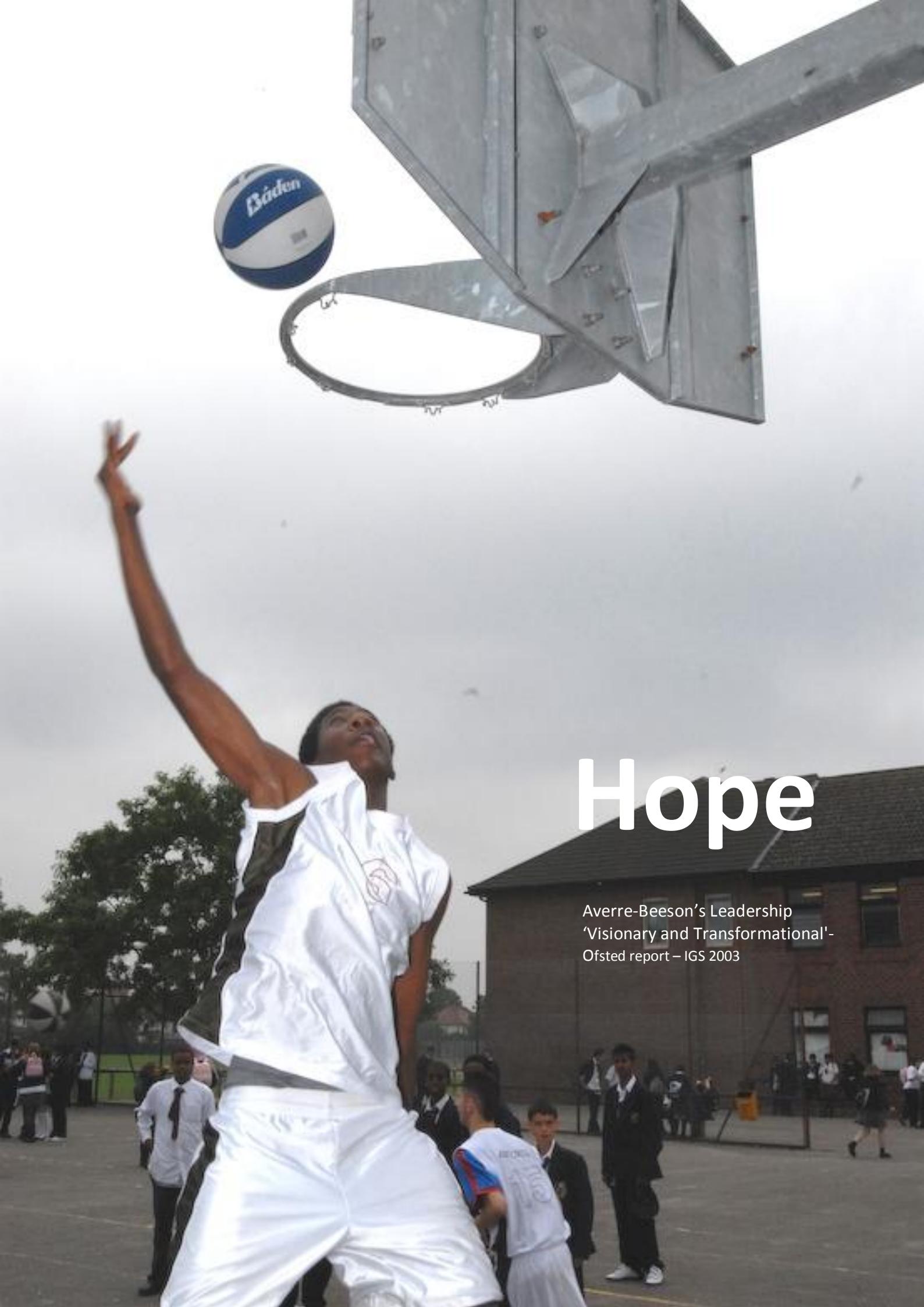
We will place great emphasis on the school environment and its part in transforming the culture and achievements of the school.

Communications and PR

We will raise awareness of the role of all staff in supporting the ethos and reputation of the school.

Pastoral and Family Support

The Lilac Sky Strategy is based on universal entitlement i.e. the role of all staff in seeing themselves as the solution to entitling all students to succeed regardless of their background, ability or special need.



Hope

Averre-Beeson's Leadership
'Visionary and Transformational'-
Ofsted report – IGS 2003

Teaching and Learning

The highest quality of teaching will be assured through the adoption of our Teaching for Learning component:

- This will involve a term by term review of all teaching and all subjects in a 'Supported Self Review';
- The Supported Self Review will involve a member of the Lilac Sky Executive Team working alongside school staff to organise a review of teaching in each subject area, a curriculum review, analysis of assessment data, an evaluation of the subject area's development plan and policies;
- The review will be organised by the subject leader with the support of SLT and Lilac Sky Schools;
- The outcome of each subject review, each term will be reported to the Governing Body Curriculum Committee – in order to involve them and to enable them to evaluate the school's progress;
- The targets that are set within the review report will be the focus of the next term's subject review;
- Teaching quality will be assured through regular monitoring and through Lilac Sky Training at least twice each half term;
- Training will focus on the Psychology of Learning, Planning, understanding Learning Objectives and a coaching routine which will see a relentless round of 'planning – observation – coaching - planning and further observation' to improve each teacher's work in the classroom;
- Where teaching is not of the required standard the intensity of this process will be stepped up, leading if need be to capability procedures and change of teaching personnel if necessary.

This tried and tested approach reduced 60% inadequate teaching to 100% satisfactory or above when used in one of our contracts at Salisbury School in North London during the first twelve months of the contract.





"I always tell people how impressive it is that the Lilac Sky Strategy is based on genuine values and beliefs"
— John Bayley – Teacher's TV

Integrity

Governance

Lilac Sky Schools as sponsor will set up The Academy Trust to oversee the strategic success of the Academy. The Board of Governors will as far as possible reflect the Local Authority and their schools governing body structure. Its members therefore shall include the Executive Headteacher, the Headteacher, representatives of the Academy's sponsors (Lilac Sky Schools Ltd), Local Authority, community, parent, teacher and staff governors. The Governing Body Meetings will take place on a regular basis throughout the academic calendar, will meet at least three times through the year and will include at least three sub committees finance, staffing and students, which will also meet at regular intervals throughout the academic year.

Students will participate in their own weekly Celebration Circle and their Leadership Team made up of student representatives will meet regularly. Their thoughts and voices will be heard via a Lilac Sky 'brown paper planning – thought shower' activity which will canvass and articulate their views. This component of work will be overseen by a member of SLT.

Parents will be invited through the newsletter to offer their views and a similar 'brown paper planning' exercise will be undertaken with volunteer parents at regular intervals. Parent governors have a crucial role in reflecting the feelings of the parent body of the school. We will seek via our Learning Conferences to maximise participation by parents of this part of our work in the school.

Monitoring Sky Academy

Performance indicators we would expect to report on monthly, and the national benchmark data we would use as comparators:

- The annual SATS statistics achieved by subject and students in Year 6 in the school – compared locally and nationally through the RAISE online data;
- The progress towards the SATS target throughout the year at regular intervals, including SATS progress (or equivalent) . Again we would expect to use local and national data as a comparison. We would also set up our own 'Data Dashboard' for individual student achievement tracked weekly by their Achievement Tutors;
- Attendance data at all levels by year group and persistent absentees again comparing local Schools and the DfE standards. We would set up monitoring in school as well as positive reward on a weekly basis for improvement. Where possible we will appoint a Family Attendance officer and use all electronic systems available including text and email alerts for parents;
- Exclusions. Our aim would be to exclude no one from the moment we open the academy. Once again local and national data exists for comparison;
- Behaviour referrals within school to our newly set up Reflection Room. There would not be national comparators but we would undertake qualitative evaluation for the reporting team;
- The Quality of Teaching. We would expect to be measured by a regular audit of teaching verified by the Local Authority and Ofsted. We would expect to reduce inadequate teaching to zero and achieve over 50% good or better teaching by the end of Year 2. Ofsted data comparisons would be used for evaluation;
- Improved reputation judged by qualitative research from within the community;
- Quality of staff and training – measured by outcomes including staff attendance against Ofsted standards;
- Progress against the school's action plan for building development;
- The production of a suitable Strategic Plan.

At Lilac Sky Schools we are quite clear that you cannot run a school from behind closed doors. Staff meetings and communications with staff, students, parents and governors will be scheduled to include:

- A weekly staff briefing, accompanied by a detailed staff bulletin with all plans, diaries of senior staff and the school published and amended each week. The Principal will write a weekly narrative of the school's progress to success published in both the staff bulletin and parents' newsletter;
- A three weekly 'Town Hall Meeting' will take place for all staff – where both training, 'Headteacher's question time', and the strategic transformation of the school will be set out;
- All staff will meet the Lilac Sky Team individually or in small groups. Line management meetings will be set up for the weekly dissemination of information and to take a temperature test of staff morale;
- All staff will take part in 'Quality Circle' sessions where their achievements will be noted and recognised;
- Informal meetings of all staff at Tea and Cake sessions with the Headteacher each half term, social events and celebrations organised by the Leadership group as well as birthday-cards from the Principal all generate a team loyalty. We will also hold a celebration lunch for staff on a regular basis;
- Parents will receive a weekly newsletter keeping them openly abreast of events within school and the transformation taking place;
- Parents will also be invited to learning and information conferences, Lilac Sky School engagement activities and the usual parent/teacher conferences;
- Governors will be invited to oversee the school through their normal meetings and also through 'Governor visit weeks' when they will be invited into school to participate in the development of the school and witness its development first hand;
- We also strongly believe in students being involved at all levels in this information flow as well as via their own student leadership team. Students will be invited to mirror the management and governance of the school to ensure that their voice is heard.





Responsibility

'Exclusions have dropped significantly'

HMI - Ofsted report April 2010

Sky College

Project Plan

Our intention is to flood the school with positivity, organisational capacity and innovative approaches to transforming the work of the staff and educational opportunities for students of the school:

- To do so we will make plans, and prepare resources between January and August 2011, to introduce the Lilac Sky Strategies on arrival in September;
- We will set up the Academy Trust;
- We will also set about agreeing the staffing structure of the school consulting key stakeholders including the Local Authority;
- We will set about appointing key staff in school;
- We will organise for the school to have a new website up and running for the beginning of September 2011;

On Day One in September 2011 – we will hold a ‘Town Hall Meeting’ of all staff to explain the Lilac Sky Strategy and begin training straight away:

- We will likewise organise to see all the students and contact all parents with a first day ‘press release’ to explain the school’s new approach;
- We will set out the personnel involved in running the school, the background of Lilac Sky Schools and our new approach;
- It will be our intention to introduce our ‘Learning Pledge’, our approach to ‘Universal entitlement’ (zero exclusions), and our ‘Open Diary’ approach to managing and leading the school.

Week One –

- We intend to make sure there is Launch Conference straight away made clear via signage outside and around the school and in the public areas such as reception of the school. This will make clear that the school is now being run in partnership with Lilac Sky Schools;
- We will ensure that all classes are observed in the first half term with ‘Tea and Cakes’ sessions to follow, informally involving all staff in the new philosophy;
- We will organise meeting times to ensure that teams can focus on lesson planning and student achievement;
- Our first weekly newsletter will be issued and we will introduce the idea of ‘Quality Circle’ which ensures that all student and adult achievements are recognised on a weekly basis through letters from the Principal;
- We will also be bold in the timetable, curriculum structure and use of mentor time.

In our first 100 Days –

- We will undertake a continuous review of the staffing roles and responsibilities;
- We will allocate staff so that they teach students with a low contact ratio as possible;
- We will establish a high profile image for the school through our press links to enhance recruitment and the self-esteem of the school's staff and students;
- We will establish a Learning Zone and Reflection Room process, to proactively support our inclusion policy;
- We will review the use of IT in support of Assessment and Learning;
- We will make plans for behaviour therapy and counselling, plan for a multi-sensory provision and the concept of a 'screaming tree';
- Through our Design Partners (Van Cols of Essex) we will flood the school with large print images of students in the school, establish high quality documentation in the school for student and staff planners and the school's prospectus;
- We shall continue to develop the school environment with plants and a corridor theme (The 'Lilac Sky');
- We will organise the first thorough term by term review of Teaching for Learning, Subject reviews and policy approach within the curriculum.

In our first year -

- We shall place high priority on achieving high outcomes at SATS to ensure students can take maximum advantage of post year 6 opportunities;
- We shall hold Parent/Teacher conferences to support learning;
- We shall introduce a staff handbook;
- We will train on a fortnightly basis with a particular focus on positive discipline, use of assessment, lesson planning and teaching for learning;
- Ensure ICT network is in place to support learning, administration and assessment.

In subsequent years -

- We shall publish an annual calendar and Strategic plan within a staff handbook;
- We will continue to relentlessly pursue the school's transformation through organisation, teaching assessment and improved behaviour, evaluating and adjusting the Strategic Plan as we progress.

And in the end -

The success of the academy will be down to us and everyone else in the community working together. We are passionate about school transformation and, flooding schools with positivity, being relentless and showing a little love in our work. What we give is what we get. Our shared passion and energy will transform life chances for youngsters in this community. We are proud of the schools and Academies we run and work in. At Sky Primary Academy we will bask in the reflected glory of our pupils' success.

Justice

A photograph of three boys in light blue polo shirts and dark blue trousers stretching on a grassy field. The boy in the foreground is looking down at his hands. The boy in the middle ground is also stretching. The boy in the background is standing and holding a yellow ball. The background is a blurred green field and trees.

Improvements at The Priory School in Taunton 'impress'
Jeremy Browne – MP for Taunton Deane

A classroom scene showing several students in dark school uniforms with ties, sitting at wooden desks and reading books. The background is slightly blurred, focusing on the student in the foreground who is looking down at his book.

'students said that they were proud of
their school now'
HMI – Ofsted report April 2010
Sky College

Respect

Appendix 2

Sky College News

Welcome Back!

Welcome back to the new year and to Sky College! I hope you have all had a relaxing, yet exciting, summer break.

The new year is going to be a good one here. We've some exciting new projects and we welcome some new faces to the staff team. John Gordon will be leading the Mendip Learning Community and will be teaching Science within the college. Carla Barber will be SENCO and will lead the Pastoral and Family Support Team. Claire Bailey joined us at the end of the last academic year and will teach Maths throughout the college.

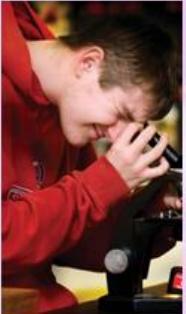
I look forward to a successful year ahead
Trevor A. Besson – Executive Headteacher

New Projects.

There will be lots and lots of new things going on this term. But check out all of the things that have happened over the summer holidays. Lots of classrooms have been painted and we now have a new library!

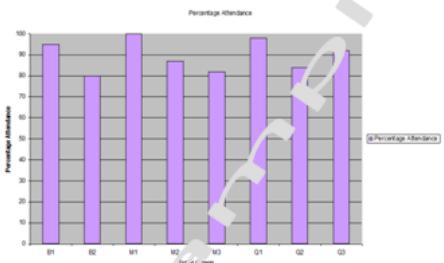
Have a look at the selection of books we have in there and make some recommendations for new ones!

Offsite activities – check with your Learning Community Team Leader or tutor to see whether or not you will be taking part in any offsite activities this year.



Sky College Attendance Data Report

Data has been collected over the past year and is shown here for ease. As you can see, attendance this year is at an all time high.



Year	Percentage Attendance
2011	95
2012	80
2011	98
2012	85
2011	88
2012	82
2011	92
2012	87

Various new systems have been put in place in order to improve attendance. Learning Community Team Leaders have placed a high importance on attendance and have carried out various workshops within Community Time.

The Pastoral and Family Support Team have further enhanced this through close working with parents and carers.

Annual Reviews have been used to discuss school attendance and to address various concerns. A close working relationship with the schools Education Attendance Officer and the Local Authority has proved vital in raising school attendance.



Fax Message

To:

From:

Date:

Number of pages (including this page):

Subject:



Sky College Merit Notification Form

Please tick the appropriate box to indicate which awards need to be given this week.

Name	Brave	Smart	Kind	Helpful	Special	Outstanding	Superstar

Please return to the school office with your register this morning.





Lilac Sky Schools in partnership with Somerset LA® Sky college

Trevor Averre-Beeson and his team have turned around 3 London Schools in the last 10 years. Their successes include the high-profile transformation of Islington Green School, in North London. The once struggling inner-city school became a symbol of educational failure in the 1990's, hitting the headlines when Tony Blair rejected it for his children. Under Averre-Beeson's leadership, the school passed its inspection in the space of 9 months. In each of three Headships the team adopted their 'Lilac Sky Strategy', seeing exam results double, and exclusions fall.

These posts are based at Sky College, a day school with boarding facilities for boys with Behavioural, Emotional and Social Difficulties in Taunton, Somerset. Pupils on roll are aged between 11 and 16. This is a unique opportunity to be part of our team and a vital part of our strategy for root and branch improvement.

The Governors wish to appoint:

An Achievement Leader (Teacher) to co-ordinate the work of our 'Alternative Education Community'. The right candidate will be a qualified teacher, any subject considered but English, Maths and Technology an advantage. The work involves co-ordinating off site activities for students at the college, teaching small groups and one to one coaching

A Positive Discipline Co-ordinator to work with Teachers, TAs and Senior Leadership to support and manage the behaviour of students at the College.

SUPER HEROES REQUIRED!

An Achievement Leader

(TLR 1A + 2 SEN Points)

Only exciting and inspiring super-teachers need apply

A Positive Discipline Co-ordinator

(Grade 12)

A well-qualified super hero needed to inspire great relationships and calm behaviour around the school

To apply, please contact the college for an application form.

T: 01823 27 55 69

E: skycollage@lilacskschools.co.uk

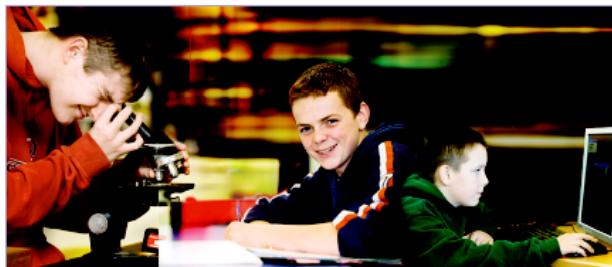
www.skycollage.co.uk

www.lilacskschools.co.uk

www.trevoraverrebeeson.com

We don't need no Education – We need an outstanding one
Do you have what it takes to deliver it? Working with

Lilac Sky Schools



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In each of three Headships the team adopted their 'Lilac Sky Strategy', seeing exam results double, and exclusions fall.

We are now looking to appoint the following positions to join our team in our exciting new project Lilacskschools@ ThePriorySchool

We need...

- **A Director of Learning (L10-15)**
- **Teachers of Maths and English** (Salary – main scale plus £4k allowance)
- **Primary Trained Teacher** (Salary – main scale plus £4k allowance)
- **Team Leader for Learning (TLR 1A)**
- **Curriculum Support Manager (TLR 2B)**
- **3 HLTA's (Salary point 12)**

All of these posts are based at The Priory School, a day school with boarding provision for fifty boys with behavioural, emotional and social difficulties in Taunton, Somerset. This is a unique opportunity to be part of our team and a vital part of our strategy for root and branch improvement, described by OFSTED as 'visionary and transformational.'

If you think you have the determination and drive to join our team please send your CV and letter of application to: Emma Mottram – pa@lilacskschools.co.uk – 07534701009

The closing date for applications is Tuesday 4th May. Further information and Job Descriptions can be found on the school website www.theprioryschool.co.uk

www.lilacskschools.co.uk www.trevoraverrebeeson.com

SP028 (1/011)

A close-up photograph of a young Black male student. He is wearing a dark blue school blazer over a white collared shirt and a blue striped tie. He is holding a brass instrument, likely a trumpet or tuba, which is partially visible in the lower right corner. He has short, dark hair and is looking slightly to his right with a thoughtful expression. The background is a plain, light-colored wall.

Wisdom

‘Exclusions fall’ at Taunton School
– BBC News April 2010

This proposal is being submitted independently by Lilac Sky Schools.



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