



# **Montgomery High School**

*An Academy, Language College and Full Service School*

## **Community Cohesion Implementation Plan 2013-16**

**Approved by the Student Welfare Committee:**

**13/11/13**

**Review in**

**3 years**

Aspect	Sample Actions	Desired outcome
<b>Equity and excellence</b>		
Attainment and achievement	A baseline (minimum expectation) of 3 levels of progress over KS 3 and 4 is applied in for all students in all subjects. Self-Evaluation, Monitoring and intervention systems deeply analyse performance data and prompt action for all students. Vulnerable individuals and groups are specifically identified and their progress tracked. Live@edu pilot in Year 7, range of groups including PP/Education off site, etc offering a modern approach to homework, communication systems and software access at no cost, promotion of the low cost 'get online at home' campaign	Closed achievement gaps, minimised variation and high levels of achievement. The same approach is taken by staff and students in maximising progress towards challenging targets. All students and staff are ambitious and work together towards challenging targets and minimum expectations e.g. 3 levels of progress over KS 3 and 4
Monitoring and evaluating participation in and the quality of wider school experiences	Houses, Student Leadership Team/Senior Prefects/Student Leaders of Learning and extra curriculum participation analysis, volunteers, extra curricular and Wednesday Afternoons	Wider offer and participation. Extended opportunities for students to work in multiple age groups.
Inclusion indicators	Pay Back, Levels of Intervention and streamlined attendance action plans reflecting early intervention and partnership with parents. Specific plans. Route 95+. Pupil and catch-up Premium identified groups	Positive behaviour for learning maximised and number of incidents reduced in both number and level. Attendance improved. PA reduced.
Welcoming new students and families	Meetings with Progress Teams, drop-in sessions, online information, Parents' Evenings, Keep Kids Safe, Satisfaction Survey, Parents' Advisory Groups, Coffee Mornings, updated systems to ensure	Families engaged. Positive Satisfaction Survey feedback.

	a smooth start for ‘non-routine joiners’	
Understanding equality responsibilities	Updated Single Equality Policy 2011 based on Equalities Act 2010, revamped Staff Handbook and Equalities Audit, feedback to Governors and all stakeholders, Well Being Committee, checklist of best practice issued to all staff. Equality objectives.	Equalities best practice is enshrined in our work at all times. All other policies and procedures are reviewed in light of the Single Equality Policy through the year and will be evaluated for Equalities Impact from Summer Term 2013
Diverse role models	International City of Culture Initiative, Sport Olympics/PE Sky Living for Sport, varying charities and Red Nose Day, International assemblies, quiz, themed days and tutorial programme and Green Day, environmental planting	Students are exposed to wider learning opportunities regarding diversity. Impact seen in homophobic and racist incidents remaining at very small and ideally nil level/s
Representation	Associate staff leadership groups, Associate SLT, Teaching and Learning Forum, School Improvement Board, Parent Councils, PTFA, Staff working and wellbeing groups, Student Leadership Group and School Council. Student behaviour is externally validated (visitor comments and feedback – Anti-Bullying Ambassadors (NW Conference) Enterprise, North West Ambulance knife crime video). A Montgomery teacher developed and shared a key part of the Prevent (anti extremism) strategy used in Lancashire Schools. Knife Crime NW Ambulance. Parents’ Advisory Groups, established in 2010 work with the school to support parents with challenging	The voice of all is heard and recognised

	issues e.g. drugs and alcohol. The work of Montgomery Trust engages the expertise and support of our wider community.	
Positive relationships	Social agencies, pastoral key workers, Ed Med Soc, Student Handbook, Community Awards, Monty Volunteers, specific logging, Progress Teams Internal Review and Improvement Plan, behavioural analysis, Progress Team work, monitoring and quality assurance and Student Leaders of Learning initiative. Wellbeing Committee activities e.g. Random Acts of Kindness Days and charity fundraising	Behavioural Interventions decline in both number and level
Admissions	Playing a full part in local provision across the LA. Admissions Policy compliant with the National Admissions Code.	Parents and students receive high quality information enabling informed admission preferences to be made. Montgomery High School recruitment remains robust.
Equalities Legislation	Checklist of best practice. Equality objectives set and reviewed.	Audit reveals that best practice is followed in all areas of the school's work
Professional development	MLC, Gaining Ground Partnership and Fylde Coast Teaching School Alliance (FCTSA) Performance Management records	The quality of teaching continues to improve, targeting a baseline of 'good'
Student Voice	Student Leadership Team, Student Leaders of Learning, Internal Review system Prefects	Student Leadership has a high impact upon school improvement, evidenced through structure, terms of reference, the School single Plan, newsletters, action plans and Student Leader Notice Boards
<b>Teaching, learning and curriculum</b>		
School vision and values	Revamped Mission Statement, themed Tutorial	The school community unites in a common value

	programme, mapping of personal development and electronic portfolios	set and moral framework of mutual respect and understanding. Students and staff are ambitious and work together towards challenging targets and minimum expectations e.g. 3 levels of progress over KS 3 and 4
Awareness of own identity	Ambition programme	Increased participation of students in education/work-related training post 16 and sustained very low NEET levels.
Expressing own identities	Uniform Code, Houses, Colours, rewards, student impact on school reputation, Monty branded merchandise, Monty Points	The whole school community identifies strongly with the school and our strong reputation and heritage are sustained
Appreciating others' lives and cultural appreciation	Foreign Language Assistants, UK City of Culture and international events, cross-curricular dimensions. Homelessness support. Christmas Appeal. Holocaust Memorial Day Blackpool leadership, hosting of Anne Frank Exhibition and many educational visits.	Awareness of issues 'beyond Blackpool' is raised. Observance of Remembrance Activities.
Respect for different viewpoints	School Council, Consultations, assemblies, Parents' Councils, democracy initiative, work of Progress Teams	Minutes and feedback confirm a consultative, collaborative, inclusive approach to all aspects of the school's work
Controversial issues	Health Mentor input, parents councils on drugs and alcohol, Connect, Tangerine Day Health Market Place, stop smoking programmes, student involvement in DVD/dramatic initiatives working against knife crime, with NW Ambulance, NHS Connect (sexual health) Services available on site	The school is unafraid to promote discussion in areas which may be controversial and the whole school community has the capacity to contribute in an informed, balanced and non-judgemental manner
Recognising commonalities	Learning arising from educational visits,	Students identify with their peers in differing contexts.

	assembly programme, global perspectives e.g. International Assemblies and competitions in addition to our Tutorial input	Redesignation with the (British Council) International Schools Award
UK Culture	Tutorial programme, display, re-launch of the Heritage school tie, assemblies, annual observance of Remembrance, dedication of our own memorial, Montgomery Day and events such as the upcoming Jubilee. Cultural issues emphasised through our food offer. Involvement in the development of the Lancashire 'Prevent' strategy to minimise hate crime.	Students understand and are proud of their heritage and culture
Migration histories	Linking through areas of the taught, wider curriculum and educational visits e.g. Battlefields, Auschwitz, History, Geography, RE, English, Science, UK City of Culture and the Tutorial Programme	Students become aware of demographic changes, the impact of this on populations and the positive and/or negative 'drivers' behind these people flows
Fundamental equality principles	Enshrined and embedded in all the work of the school, flowing from the mission statement 'mutual respect, ambition and learning'. Wellbeing for the whole school community established as a key organisational priority.	Evidence seen in the way school operates and its reputation
Advocacy skills	Student representation within and beyond school e.g. School Council, Sports Captain, Student Leader, Senior Prefect, House Captain, UK Youth Parliament representative, Sports Leader, Peer Mentor, Student leader of Learning, Blackpool	Students are full partners in school improvement, involved in decision-making and debate and are able to articulate their views in a constructive manner

	Young People's Council, UCLAN Junior University, Presenter/s for Blackpool Sports TV	
Regular work with different people/Wider Student Leadership	Working parties incorporating students and other stakeholders e.g. Eco, Fairtrade, Enterprise, Prom Fair, Credit Union and Student Leadership Team Committees, work with students from other schools	Rich and broad learning experiences are available to all students and staff encompassing the ability to work with a wide range of people from within and beyond the Montgomery community
Team and communication skills	Houses, extra-curricular activity, student sports leaders and student leaders in general	All school teams are effective in raising standards
Peer learning, leadership and responsibility	Student Leaders of Learning, reading scheme, Mathematics support and target review	Student impact positively upon learning and rates of progress of their peers
Democratic decision making	UK Youth Parliament and School Council. Democracy focus	Democratic principles are visibly embedded in our school's work and students develop a good understanding of democracy and alternatives. Students are aware of the world around them
A share in power/ Student Voice	Student role in quality assurance and monitoring, Curriculum Area links, School Single Plan and interaction with Governors. School Council, Student Leadership Group, Sports Captains, Peer Readers and Peer Mentors.	Students are full partners in school improvement, involved in decision- making and debate and are able to articulate their views in a constructive manner
Social change	Work to challenge stereotypes, raise aspiration and encourage social mobility e.g. ambition programme, support for Blackpool NHS 'Altogether Now' campaign and Tangerine Targets, negotiations to work with Santander to develop community financial awareness and	Students are ambitious and optimistic for their futures and this is reflected in 'destinations' data

	skills	
Professional development	MLC programme. ITT hub partnership. Middle Leader programme/s. Schools Direct and Gifted and Talented Event. School/school partnerships and local networks. Gaining ground partnership. Coaching initiatives e.g. TLC. Commercial links e.g. Microsoft	Teaching quality standards rise to meet and exceed our challenging targets and expectations
Community engagement and extended services		
Extending services	Community organisations use Montgomery's facilities e.g. TramShed, Community Band, Men's KeepFit, SafeHands, Blackpool Football Club Community Trust, neighbourhood 'Friday Night Football', PCSO, Health Mentor, NHS (vaccinations), Connect North, Parenting Team/Family Nurse partnership and the church. Adult Education was delivered until recently demand evaporated. Parent 'Drop-In' arrangements in place for 2013/14. All additional services signposted and computer facilities available via QA Centre.	Extended Services combine with school initiatives such as Tangerine Day - Health Market Place to bring together and meet the as many of the complex needs of our community as possible
A welcoming school	Our emphasis on respect is sustained by all members of the school community and reinforced through our values structure, overall approach, Tutorial Programme, expectations and in all communications and interactions.	Atmosphere and climate continue to be warm and welcoming and are noted by visitors to the school.
Communicating school ethos	Consistent understanding is developed through engagement, dialogue and involvements and reinforced at all times, mission statement	Corporate standard and consistency is secured in publications and website

	revamped	
Contributions from all	Houses, visits, Literacy, working groups and Active Tutorial Work. Carol Singers and Monty Volunteers Green Day 'Random Act of Kindness' Day Montgomery Christmas Appeal Work with 'Streetlife' to support homeless people in our community	The impact of all on our reputation and heritage is clear and celebrated.
Language	Language College enrichment work e.g. Tutor Group Language Quiz and Assemblies, observance of national days, European Day of Languages, Educational Visits, multi-lingual notice boards, training of languages teachers, Enrichment and curricular study. International School Award. EAL and educational support for colleagues with first language other than English and key document translation e.g. into Polish. Students moving seamlessly between cultures.	Languages have a high and successful profile in school and beyond. Increasing number of students are dual linguists
Facilities development	Site security enhancements continue. Community events use Montgomery's facilities e.g. TramShed, Community Band, Men's KeepFit, Connect North, Parenting Team/Family Nurse partnership and the church. Site Development Plan under construction recognising both maintenance and enhancement need. Science, Mathematics and MFL facilities have been improved. PE, Humanities and further Science	Site is safe, secure and available as a valued community resource. Facilities enhance and do not inhibit learning

	<p>improvements are priorities. The ICT Strategic Plan plots our course in this area.</p> <p>Partnership work with partner schools and colleges to share facilities and co-deliver learning is underway and being developed further.</p> <p>Exercise PE, roof, ICT.</p> <p>Microsoft Innovative Educators Partnership</p>	
Promoting interaction	<p>Well Woman initiative and Trust work to embed positive role models.</p> <p>Curriculum remodelling for inclusion, Circle Time, Pastoral Key Workers and Social Agencies</p>	<p>Hard to reach students engage, participate, gain self-belief and succeed</p>
Consultation	<p>Views of our school and wider community consistently sought e.g. Parents' Evening questionnaires, Academy consultation</p>	<p>Our community is genuinely engaged and recognises its role as a key school stakeholder and vice versa.</p>
Professional development	<p>Montgomery Learning Community (MLC) programme. ITT hub partnership. Middle Leader programme/s.</p> <p>School/school partnerships and local networks.</p> <p>Gaining ground partnership. Coaching initiatives e.g. TLC.</p> <p>Commercial links e.g. Microsoft and the Montgomery Trust. ITP, ETP, Internal Review Programme. FCTSA, MFL Network, 6<sup>th</sup> Form Governor</p>	<p>Teaching quality standards rise to meet and exceed our challenging targets and expectations</p>
Student Voice	<p>Student role in quality assurance and monitoring, Curriculum Area link, School Single Plan and work with Governors.</p> <p>School Council, Student Leadership Group, Sports Captains and Peer Mentors. Montgomery</p>	<p>Students are full partners in school improvement, involved in decision-making and debate and are able to articulate their views in a constructive manner</p>

	Student Leaders and Blackpool Sixth Student Leaders interaction.	
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