

## **Heath Park's Relationship with Moseley Park School**

The following aims to clarify the position of Heath Park in relation to Moseley Park School. The local press has carried some articles related to Moseley Park in which reference to our school has been made, however in the absence of information, misinformation has filled the void. For this I apologise but there is as yet no formal ratification of proposals pertaining to any new relationship between the two schools.

In October 2010 Moseley Park was placed in special measures. Early in the new year, the Secretary of State for Education, Michael Gove, wrote to the school and the LA saying that he was minded to stand down their governing body and replace it with an Interim Executive Board (IEB) to oversee a structural solution to the issues facing the school. The IEB; membership of which was decided by the Secretary of State and is as follows: Mr Robert Turton (Chair), Mr Mel Pope (Vice Chair), Mr Michael Ion, Mr Peter Traves and Mr Phil Marshall, met for the first time last Friday, 10 June 2011. They have proposed that Heath Park sponsors Moseley Park's conversion to an academy and that the two schools form a Learning Partnership; a formal federation, through which Heath Park will support Moseley Park's school improvement action plan.

The proposal is aimed at addressing the short term needs of Moseley Park, through a long term solution, embracing a collaborative approach to continuous school improvement. The role of Heath Park as an Academy Sponsor for Moseley Park has been at the request of the LA and has the support of the Secretary of State.

The landscape of education is changing significantly, with the capacity of LAs to support schools and in particular school improvement significantly reduced. Additionally, the new financial constraints under which we will all be working will impact negatively upon individual schools capacity to deliver in isolation. The proposed learning partnership model provides a solution for future working, with schools collaborating to establish economies of scale and develop capacity to support all students within the partnership to fulfil their potential.

The model is structured and formal in order to guarantee collaborative working, shared aims and objectives. However, central to the proposal is the uniqueness of partner schools and their individual identities will be fiercely protected. Diversity is viewed as a major strength of the proposed partnership and there is no desire to adopt a cloning approach to school improvement. Each school will retain its autonomy but this will be directly proportional to their capacity to deliver; measured by the most recent Ofsted judgement. We are an outstanding school and Moseley Park is presently in 'special measures'.

The role of Heath Park within the partnership is determined not only by its 'outstanding' Ofsted judgement but by its track record in supporting school improvement. As a pilot Teaching School it has delivered the full range of improvement programmes to over eighteen schools in four different LAs in addition to playing a major role in the delivery of a two year leadership development programme in South Yorkshire. The Executive Headteacher and the Headteacher are both National Leaders of Education and the school a National Support School. These roles are specifically designed, as is our internal senior leadership structure, to deliver the degree of support required by Moseley Park. Over the last three years, support has been provided for four Wolverhampton schools and two schools beyond the city have been Gaining Ground partners. In addition improvement partnerships have been established with Rotherham, Barnsley and Doncaster schools and staff involved have undertaken a programme of exchange visits. Through this varied activity Heath Park has developed the personnel and structures to support school to school working and is well placed to lead a formal federation. Experience to date has brought nothing but benefits to Heath Park as we have enhanced our practice through involvement with other schools.

The immediate developments regarding Moseley Park impact solely on staff - teaching and associate - and do not and will not result in any teacher being removed from their contact with timetabled classes at Heath Park. Curriculum developments are not on the agenda but collaboration with partner schools is commonplace Post 16 across the city and in future this will enhance provision at Key Stage 4, irrespective of our relationship with Moseley Park.

Mr Selkirk, Executive Headteacher, has worked at Heath Park for over thirty five years, twenty five in a senior leadership role. If you were metaphorically to cut him in half it would read 'Heath Park'. He would not be supporting this proposal if he did not believe it would add value to the educational experience of all Heath Park students. We are totally convinced of the benefits of formal federations and Mr Selkirk has argued strenuously over a number of years for the city to adopt learning partnerships and alternative models of school leadership.

## **Core Aims of the Learning Partnership**

1. All academies within the collaboration will be adding value to the results of their students.
2. All academies will be capable of outstanding judgements from OFSTED when next inspected after September 2014 (or within 3 years of joining CLP)
3. CLP academies are all over subscribed or on a significant upward trend.
4. The academies are working closely together within CLP, creating a sustainable model of education for the all students who attend them. This will be as a result of sharing ideas that work, co-development, support provision, utilising teachers, leaders and support staff for the benefit of all partnership academies.
5. CLP is self sustaining and outward looking using its capacity to support those who are underprivileged, in difficulty, or in any other way in need.
6. An inclusive culture will be the norm in each academy, with permanent exclusions rare and every student leaving their school with a plan for the next stage of their career.
7. The Professional Development Programme will produce high quality committed professionals and future leaders for CLP academies as well as schools beyond.
8. CLP academies will be recognised nationally as organisations of high quality, producing outstanding results within a culture of innovation and achievement.
9. All academies within CLP will continually develop their own unique characteristics and ethos re enforcing their individual identities within their respective communities.
10. CLP will build upon the diversity of its academies in order to broaden the experience of its students and communities and challenge discrimination and prejudice in all its forms.

I hope the above answers your most pressing questions and alleviates any concerns you have regarding the emerging learning partnership. If there are remaining points you wish clarifying please do not hesitate to raise as part of the consultation process.

Mrs Holloway  
Headteacher

Mr Selkirk  
Executive Headteacher