



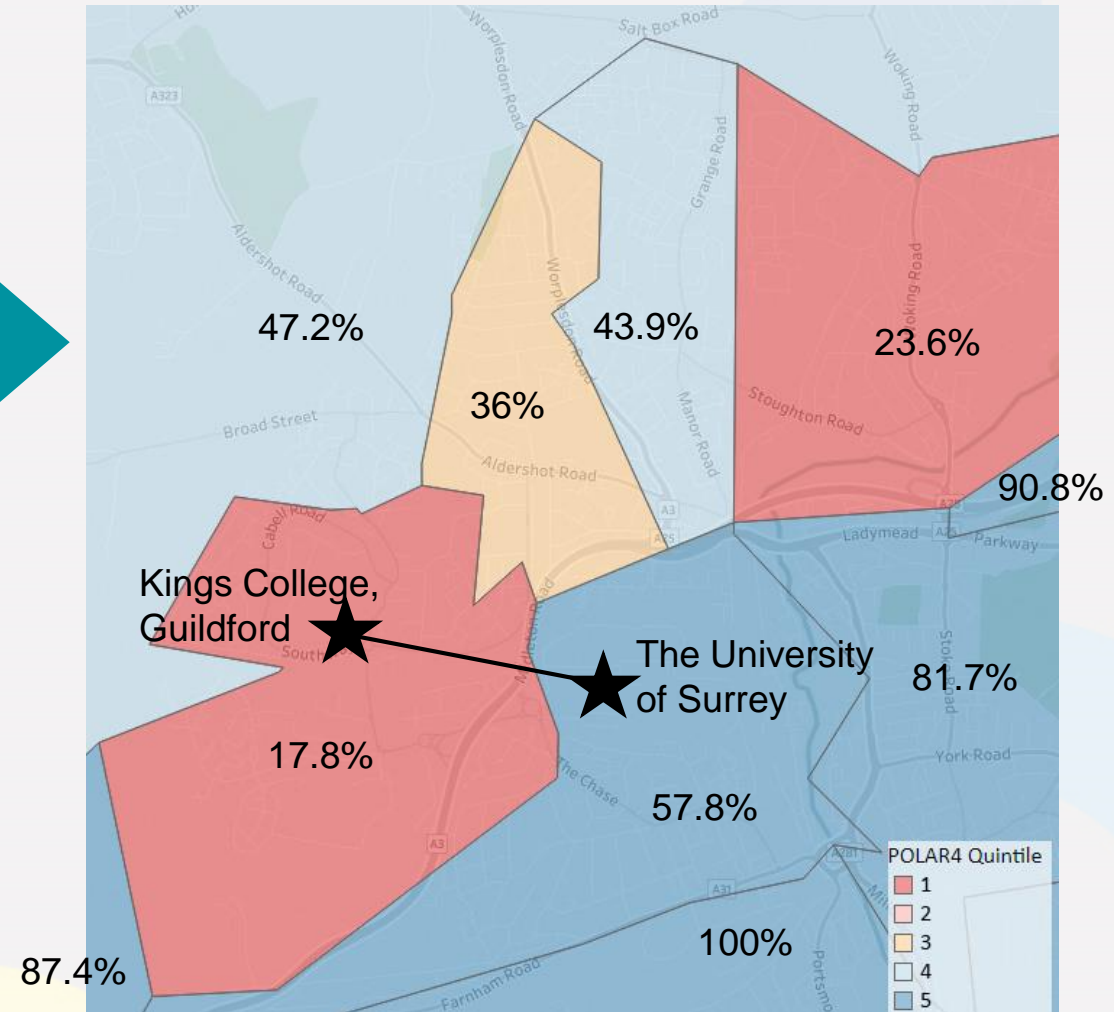
Partnership in Practice: *Developing a Relationship that Works*



FINDING OUR FUTURES
AT KINGS

Kings College, Guildford: The Journey

- » Prior to 2012- 6 Heads in 5 years
- » Kate Carriett- Appointed in 2012
- » 2012 OFSTED - “Requires Improvement”
- » Alastair McKenzie – Appointed Sep 2016
- » 2016 OFSTED - “Special Measures”
- » Jan 2017 – Decisions, expectation & aspiration
- » Feb 2017 - WP Coordinator arrives
- » May 2017 – HMI Monitoring Visit – “taking effective action”
- » Sept 2017 – Building a culture of learning
- » Dec 2017 – HMI Monitoring visit “taking effective action”
- » June 2018 – OFSTED Good – one of the fastest ever turnarounds of a secondary school

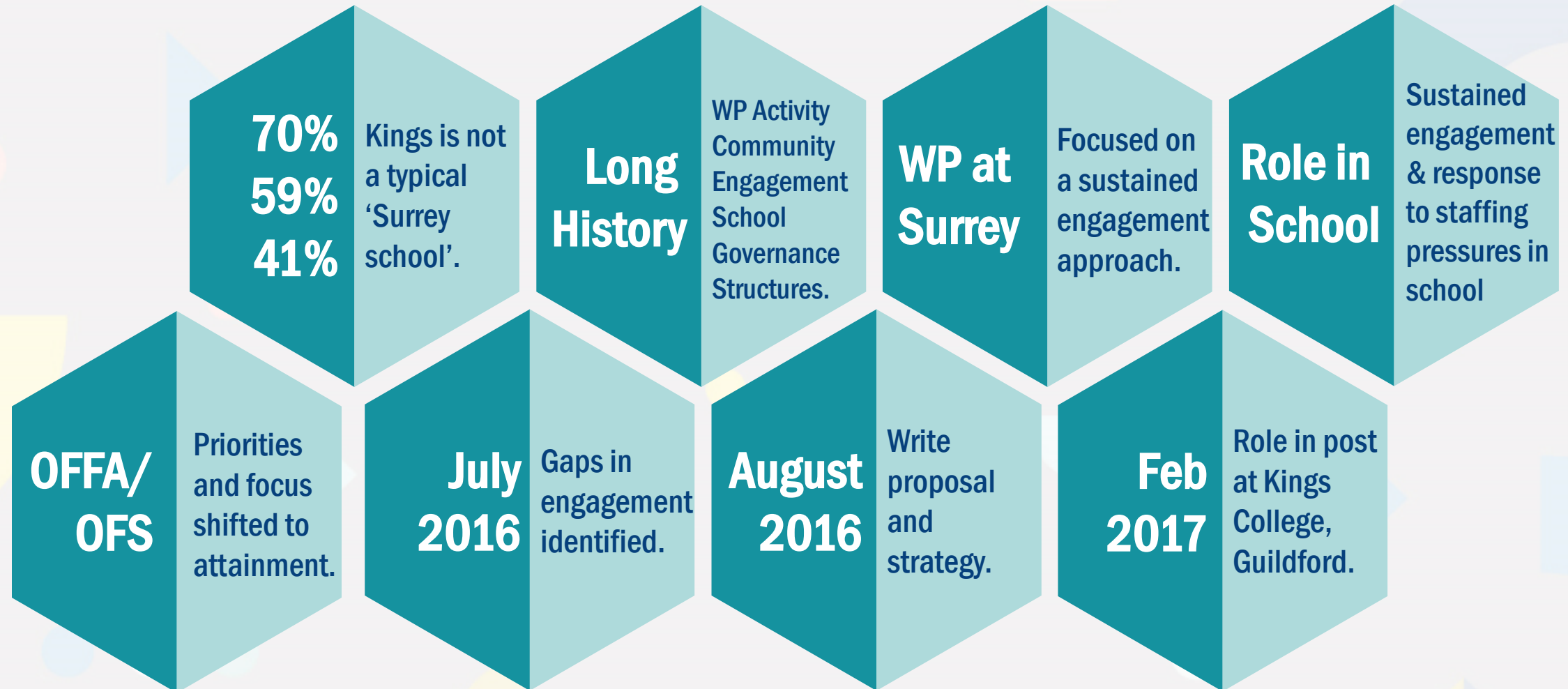


Students at Kings

213 WP
16 Non WP

			Year 7	Year 8	Year 9	Year 10	Year 11
Population	Total Number	No.	40	63	55	73	81
	Total Male	No. (%)	19 (48%)	28 (44%)	28 (51%)	40 (55%)	34 (42%)
	Total Female	No. (%)	21 (52%)	35 (56%)	27 (49%)	33 (45%)	47 (58%)
Groups	Pupil Premium	No. (%)	16 (40%)	34 (54%)	24 (44%)	32 (44%)	33 (41%)
	SEN Total	No. (%)	19 (48%)	20 (32%)	18 (33%)	24 (33%)	21 (26%)
	Statement/EHCP	No. (%)	3 (7.5%)	1 (1.6%)	1 (1.8%)	3 (4.1%)	3 (3.7%)
	EAL	No. (%)	1 (2.5%)	5 (7.9%)	8 (15%)	7 (10%)	9 (11%)
KS2 Attainment Bands	KS2 Prior Attainment Band - Low	No. (%)		31 (49%)	27 (49%)	18 (25%)	17 (21%)
	KS2 Prior Attainment Band - Middle	No. (%)		21 (33%)	13 (24%)	33 (45%)	30 (37%)
	KS2 Prior Attainment Band - High	No. (%)		8 (13%)	11 (20%)	15 (21%)	25 (31%)

Background to the Partnership Approach



The WP Coordinator Role



- Employed by the University of Surrey.
- Line Managed by the Head of WP.
- Recognised as a school staff member.
- 4 days at school | 1 day at university.
- Duties and role tailored to providing attainment and aspirations support at Kings.
- Delivering the sustained programme of activities.
- Assessing ways that the whole institution can support the school.
- Getting undergraduate/postgraduate students involved in school life.
- Embedding university within school.

Obtaining Strategic Level Buy In: Our Approach

- » Link activity to current strategies and zeitgeist
- » Develop and agree an MOU.
- » Set engagement and attainment targets in our Access Agreement/ Access & Participation Plan.
- » Submit half-termly reports to each partner's Senior Management.
- » Senior members of the University sit on the school and MAT Governing Boards.
- » Communicate successes at every opportunity!
- » Be clear in what our aims and objectives are.

"University of Surrey sponsors exciting new partnership role at Kings College School, Guildford

Young people in Guildford stand to benefit from an innovative new initiative from the University of Surrey in 2017. Celebrating the University's 50th anniversary by giving something back to the local community, a partnership with Kings College School, Guildford and the Guildford Education Partnership Multi Academy Trust (GEP Academies) has been formed. "

"Welcome from the Principle

Our excellence awards, in partnership with the University of Surrey continue as we focus on rewarding students for reaching new heights right across the curriculum. These awards are now embedded in our culture and it is wonderful to see the calibre of work being produced by our young people. It really does demonstrate just how far every individual can go with hard work, resilience and drive.

We continue with our award winning alliance with the University of Surrey and the Royal Grammar School. Having seen the calendar for the year ahead, I am excited about the opportunities that are available to our students."

A photograph of two people standing in a grassy field, holding a large, ornate, empty picture frame. The person on the left is wearing a white short-sleeved shirt and dark trousers. The person on the right is wearing a floral patterned shirt and dark shorts. The frame is positioned in the center of the image, and the landscape beyond it is a rolling green field under a clear sky.

Our Vision

“Whole school approach to providing a coherent and individualised programme of academic and pastoral support that aims to assist students in raising their aspirations and attainment.”

Our Embedded Aspirations Curriculum: Finding Our Futures



A WORLD OF BOOKS
YEAR 7



DESTINATION UNKNOWN
YEAR 8



MENTOR ME
YEAR 9



THE APPRENTICESHIP
YEAR 10



GET READY
YEAR 11

98% of students have had at least one aspiration activity this year.
76% of students have engaged with three or more activities.

WPO Events

A small example of WPO Events that the students have been involved in:

- » Maths Masterclasses
- » Engineering Island
- » STEAM Festival
- » Spoken Word Workshops
- » Catastrophe on Campus
- » University Christmas Event
- » Theatre Performances
- » Exam and Revision Skills
- » University Week



Student Union Involvement



» Sports Mentoring Programme

- Mentoring programme for year 9 girls, learning skills through sport

» Societies and Sports Clubs

- Dodgeball, Gospel Choir, Women's Rugby, Chinese Society, Theatre Society and more!



The University of Surrey
Students' Union

» Volunteering

- SU advertise opportunities for individual volunteers to support homework club, reading, and tutoring.

» Student Leadership Team Training

- In partnership with USSU, the sabbatical officers ran a leadership workshop thinking about key skills and learning about student politics.



Developing Leaders

» Student Leadership Team (School Council)

- University design team supported students to create their own branding for their school council.

» Futures Ambassadors

- This year we have launched our Future Ambassadors Scheme. Kings students are ambassadors for the University for WPO Primary events.
- Future Ambassadors support in school or on campus activities and offer a perspective transitioning to secondary school.



STUDENT
LEADERSHIP



89% of students agreed that they felt more confident in their communication skills after being a Futures ambassador.

Parent/Carer Engagement



» Appointments at Parents Evenings

- Opportunity to book 1-1 appointments with WPO Coordinator.

» “Try Something New” Tasters

- Families invited to learn something together such as veterinary science, gospel choir singing and cooking in a professional kitchen

» New Communications Approach

- Reward postcards sent home recognising children’s efforts as part of the programme. Experience Cards documenting ALL extra activities their child is involved in each term

» Involvement in Sustained Engagement Programmes

- Built into all WPO sustained engagement activity

» Parent/Carer Takeover

- New for 2019/20: Parents invited to support school trips to the University

52% of parents/carers had an appointment with the WPO Coordinator at Parents Evenings in 2017/18.

Work Experience Opportunities

» 10 Students took part in work experience placements with the University this year

- Research & Innovation
- Accommodation
- Lakeside Restaurant
- Student Lettings
- Library
- Estates & Facilities



“This experience was wonderful, I really need to say thank you to everyone for having me and treating me well. This placement has made me change my views of working and adult life a lot. There are many good aspects that I had not realised before the placement!” – Year 10 Student

Community Engagement



» North West Guildford 2020 Project

- Supporting the University's collaborative project focusing on green spaces in the area by organising forums and introducing them to the community.

» North Guildford Wardens

- Working with the wardens in the area to keep each other aware of initiatives, including attending their Grassroots Network activities and signposting them to opportunities for residents in the community.

» Guildford in Bloom/Gardening Projects

- Worked in the community to paint a mural for a community garden. School through Eikon submits a school garden entry to the competition.

» Local Primary School Support

University Collaborations



» University of Reading

- Futures Day, Maths Meets Medicine, Greek Music, and more!

» University of York

- Year 11 Residential

» University of Oxford

- KS3 Chemistry Taster Day

» University for the Creative Arts

- Illustration workshop for year 7's

Impact of the Partnership

- » Collecting demographic data and identifying WP students
- » Use HEAT as an institution
- » Logic Model Outcomes
- » 2 Access and Participation Plan Targets set against Partnership
- » Regular reporting to members of Exec board and the school's EWG
- » Attainment, Behaviour and Achievement data from school
- » Psychology PhD started as of 1st October 2018
- » Finding Our Futures Annual Survey – Impact of the role and partnership as a whole




Knowledge

Attitude

Behaviour

Impact of the Partnership

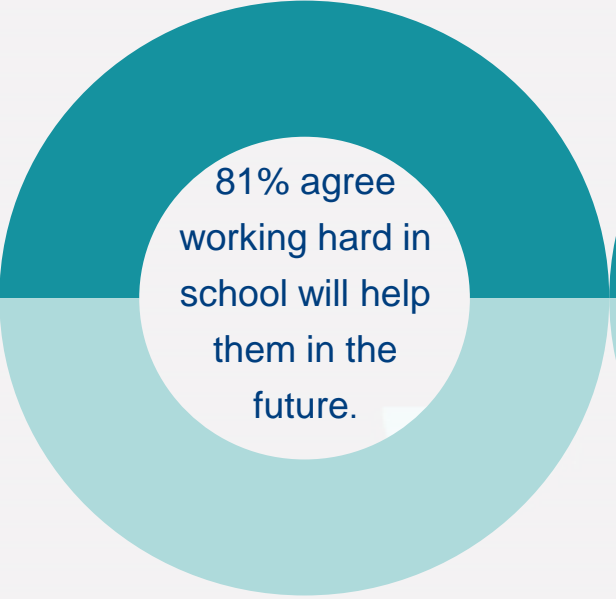
Finding Our Futures Survey



57% have
started feeling
more positive
about their future.



59% have
started to think
about different
pathways for the
future.



81% agree
working hard in
school will help
them in the
future.



52 students
said Miss Trott
had got them to
try something
new.

Impact of the Partnership



Benefits

- A two way learning experience
- Opportunities to engage more meaningfully with the local community & develop a greater understanding of local issues
- Increase awareness of importance of WPO
- Informed WPO approach that is developed with the school for the school
- Opportunity to be innovative & experiment with ideas in a supportive, collegiate environment



Challenges

- Geographical location and context of area
- Financial Commitments and Constraints
- Targeting and selecting students with a 'whole school approach'
- Engaging students and gaining their buy-in
- Differences between schools and universities
- Time to fully develop a programme
- Managing expectations
- Getting buy-in from the whole institution

Impact of the Partnership

The Partnership has been referenced throughout the Ofsted Special Measures process and recognised for its impact on aspirations.

“Leaders’ focus on raising pupils’ aspirations benefits from their investment in working closely with the University of Surrey. Pupils value and enjoy the range of activities and events that they have the opportunity to participate in, which the Raising Aspirations Leader coordinates to ensure that as many pupils are involved as possible. Almost 30 events have been run so far this year, with pupils reflecting positively on how the activities have widened their horizons about future possibilities and stimulated their interest in learning. Opportunities to involve parents in events such as the ‘Ready Steady Cook Family Challenge’ also help to build effective working relationships between the school and the local community.”

HMI Kathryn Moles, Ofsted, April 2018

“Close partnership work with the University of Surrey enables pupils to be well informed about future career paths. This motivates them to strive for the educational standards they will need to achieve in order to access appropriate further or higher education.”

*HMI Kathryn Moles, Ofsted, July 2018
Final Ofsted Inspection*

Impact of the Partnership



WINNER– 2019 NEON Widening Access Partnership Award
& School/College Widening Access Award

“Thanks for the York trip. It has shown my daughter that she does need to do her best as, at one time, she did think a ‘pass’ (4) would do.”

Year 11 Parent

“The transformation in how the children view their futures and view their ability to succeed has been incredible.”

*Anna Wallis, Vice
Principal*

“Students have opportunities given to them that they wouldn't otherwise be likely to have, the type of opportunities which are more usually afforded to privately educated children. Seeing our children shine outside of the school environment and discover activities and career paths they enjoy is priceless!”

Elena Plaice, Maths Teacher

**What
partnerships
are already in
the room?**



How could you make your partnership more embedded?

How would you
navigate this?





Governance

Resource

Buy In



Truly 'Embedded'

Priorities

Building relationships

