

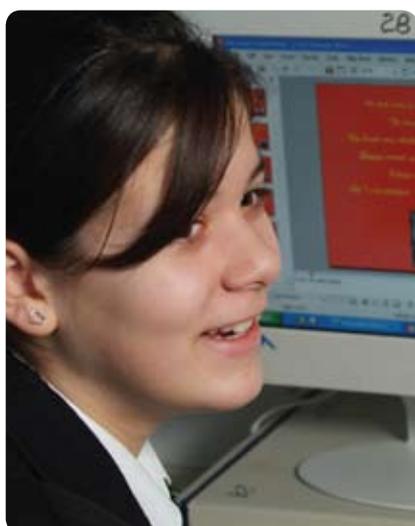


Specialist Schools
and Academies Trust
THE SCHOOLS NETWORK™



Annual report

2009/2010





About us

About the SSAT

Who we are

We are the Specialist Schools and Academies Trust (SSAT), an independent, not-for-profit membership organisation dedicated to raising levels of achievement in education. We have a membership of over 5,500 schools and growing numbers of affiliated universities, colleges and local authorities. We are a registered charity.

Working principles

Our way of working is 'by schools, for schools'.

By this, we mean:

- making sure that improving student achievement and raising academic standards are at the heart of everything we do;
- making sure that head teachers take the lead in directing our work;
- involving head teachers and other teaching staff in designing and delivering our programmes, activities, research and development;
- inspiring, challenging and motivating head teachers and other teaching staff to raise standards, and to support and challenge one another; and
- validating and accrediting educational practices and measuring educational outcomes.



Foreword from chairman



'Our 2009/2010 Annual Report shows clearly the practical effect of our 'by schools, for schools' way of working on raising achievement, sharing teaching practice and resources between schools, and on

system leadership. We will build on this powerful base to make sure that the many hundreds of school leaders who work actively in our networks continue to design and deliver our offer of professional development to schools, and bring a professional viewpoint on the way education policy and practice are developed.'

Nick Stuart
Chairman

Introduction from chief executive



'I hope that as you read this Annual Report you will see the richness and depth of school-to-school partnership working and system leadership that has developed in England through the work of schools in our

networks. Our networks are exceptionally wide-ranging and internationally recognised.

I am confident these networks which encourage collaboration and the sharing of ideas between schools – in all phases and sectors and including schools in other countries – will flourish. They will then continue to secure rising standards of achievement for all young people, whatever their backgrounds and circumstances.

This Annual Report fulfils our accountability to the Department for Education and to schools and students in our networks and programmes.'

Elizabeth Reid
Chief executive



Performance

Our performance and achievements

Raising achievement 'by schools, for schools'

Raising achievement is at the heart of everything we do. We bring schools and school leaders together to share practice and learn from one another.

No other schools network offers similar direct access to the best teaching and learning in schools.

In 2009/2010:

- 73% of our secondary school members said that membership had led to improvements in teaching and learning in their schools over the previous 12 months; and
- 81% of our secondary school members judged that membership with us had brought them into contact with school leaders who could share relevant knowledge and good practice over the previous 12 months.

The effect of our work on raising achievement is reported in our analysis of 2009 educational outcomes, 'The economics of education'.

Membership and involvement

We are a membership organisation. By 31 March 2010 our membership had increased to 5,715 (from 5,487 on 31 March 2009).

Our members included:

- 2,881 mainstream secondary schools, including all 203 open academies;
- 404 special schools;
- 532 primary schools;
- 1,734 schools and institutions from outside England;
- 59 local authorities; and
- 49 universities.

48,443 school leaders and educationalists took part in our activities over the course of the year. (In 2008/2009, this number was 43,805.) These included agenda-setting conferences for secondary schools, primary schools, special schools and local authorities, and programmes and events that developed and showcased leading practice in schools in specialisms and subjects and each of our areas of work.



Our 17th National Conference brought together 2,000 school leaders and educationalists from throughout our networks and included addresses from Madam Fu Ying, Chinese Ambassador to the UK and the Rt Hon Ed Balls MP, Secretary of State for Children, Schools and Families.



Madam Fu Ying, Chinese Ambassador to the UK, spoke at our national conference in November on understanding a multi-faceted China.

Feedback from members

We answer to our members and each year arrange an extensive independent survey of members' views.

In 2009 Ipsos MORI confirmed that our familiarity and favourability ratings were among the highest in the education sector. Secondary school head teachers surveyed reported:

- 99% familiarity with SSAT (in 2008, this was 99%);
- 93% favourability towards SSAT (in 2008, this was 90%);
- 86% satisfaction with the service we provided (in 2008, this was 83%); and
- 88% satisfaction with their relationship with us (in 2008, this was 83%).

We ask members to evaluate all our programmes and events. In 2009/2010 we achieved our best ever average evaluation of 1.63, on a scale of 1 (excellent) to 5 (very poor) (in 2008/2009, this was 1.64).

Objective on

To develop the specialist schools and academies system

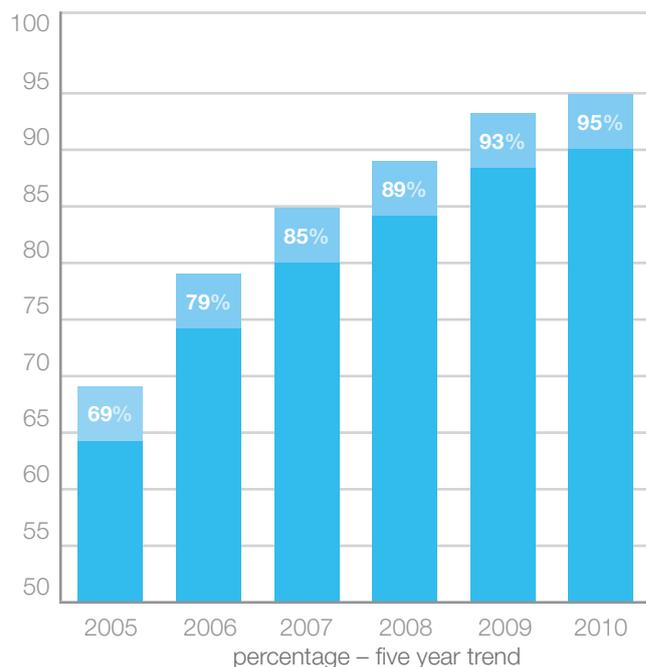
We will work with our members to raise achievement and narrow the gap between students, making sure that the specialist system contributes to meeting national targets for student attainment.

These are our main achievements.

Specialist system

On 31 March 2010, 95% of mainstream secondary schools had achieved specialist school, trust school or academy status, together with 30% of special schools with secondary-aged students.

Percentage of mainstream secondary schools with specialist school, trust school or academy status



The specialist school and high-performing specialist school programmes challenge and support school leaders to raise achievement for every child. Our networks provide a structure through which schools can share and measure their practice with other schools and access examples of effective teaching and learning in areas of interest.



For example, during 2009/2010, our consultant head teachers worked with over 300 high-performing specialist schools. They focused on what leading schools were doing to raise achievement, to find pockets of greatness, identify new ideas and share what they found with others. Among the outcomes were several publications including 'Re-Booting English', designed to support English departments and senior leaders to boost whole-school literacy. Much of the new and emerging practice was showcased at our specialism conferences, raising achievement events, our Achievement Show and our National Conference.

Vibrant networks continued to develop among schools. The website www.myschoolnetwork.org.uk allows schools to display the networks they are involved in, their achievements, and their current focus areas. It expanded in 2009/2010 to support unprecedented levels of online school involvement and meet requests for support, sharing files online and demand for interactive resources.



www.myschoolnetwork.org.uk allows schools to display the networks they are involved in, their achievements, and their current focus areas.

Specialisms (31 March 2010) (see note 1)

| | Mainstream schools | Special schools |
|---------------------------|--------------------|-----------------|
| Arts | 467 | 24 |
| Business & Enterprise | 246 | 9 |
| Engineering | 58 | |
| Humanities | 134 | 3 |
| Languages | 214 | |
| Maths & Computing | 287 | 5 |
| Music | 29 | 1 |
| Science | 329 | 5 |
| Special Educational Needs | 8 | 157 |
| Sports | 371 | 31 |
| Technology | 525 | 10 |
| Combined specialism | 148 | 2 |
| Total | 2,816 | 247 |

Note 1: does not include second specialisms held by high performing specialist schools.

Academies

We continued to work closely with all open academies to improve educational opportunities for young people throughout the country. Our academy support programme offered a tailor-made service to 176 academies which were open or being set up. Using school networks to arrange the most effective support available, the programme helped academy principals in many areas including:

- curriculum design;
- using information about students' performance;
- developing leadership skills;
- literacy and numeracy;
- new technologies;
- post-16 provision; and
- getting more out of their specialism.

Objective or

An interim evaluation of the programme, carried out by the Effectiveness and Improvement Research Group at the University of Manchester (May 2010), finds that the programme is having a significant positive effect in a number of areas.

Our Academy Principals Steering Group played an important part in shaping our work on academies. In the course of the year, the steering group met with:

- the Secretary of State for Children, Schools and Families, Ed Balls;
- the Chair and Chief Executive of the Young People's Learning Agency, Les Walton and Peter Lauener; and
- the Director General for Schools at the DCSF, Jon Coles.

On 31 March 2010:

- 203 open academies (on 31 March 2009, this was 133); and
- 100% of academies were members of the SSAT.

Trust schools

We continued to promote and support development of Trust and Foundation schools, working with the Youth Sport Trust and the Foundation and Aided Schools National Association. We helped schools to find other partners, achieve trust status, and use new partnerships to raise achievement.

On 31 March 2010 there were:

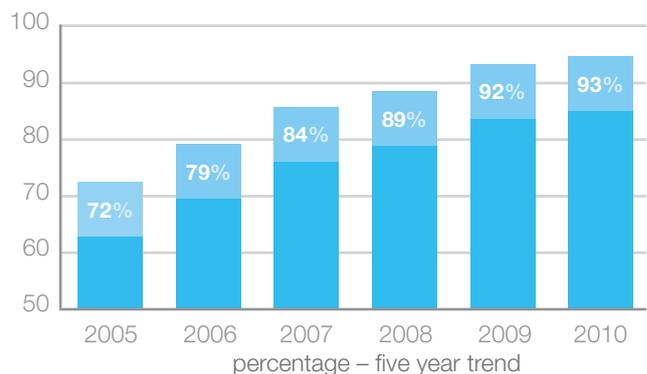
- 298 trust schools (on 31 March 2009, this was 145); and
- 474 schools looking to gain trust status.

School networks in England

Membership in all our school networks increased through the year. At end of March 2010 the networks included:

- 2,881 (93%) of mainstream secondary schools;
- 404 (45%) of special schools; and
- 532 (3%) of primary schools.

Percentage of mainstream secondary schools that are members of the SSAT



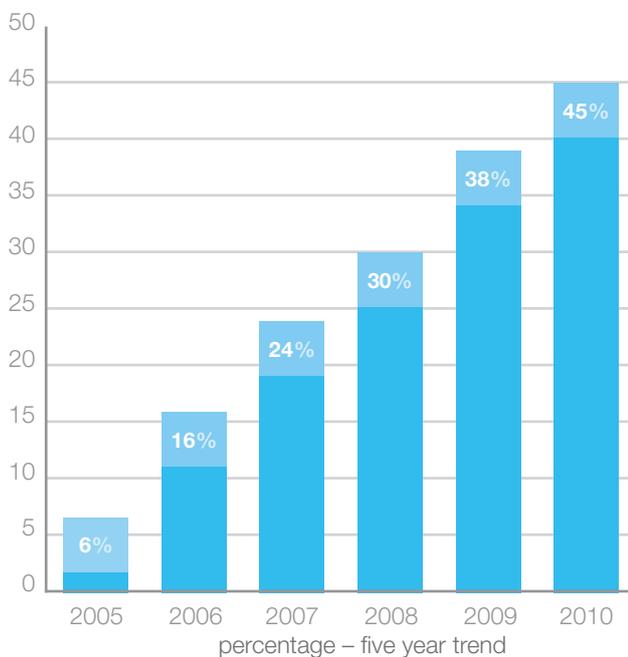
To improve the service we offer schools, we restructured our regional teams in 2009/2010. We appointed a Head of Regional Network in each region, supported by primary and special school consultants, as well as a student voice consultant. The new structure aims to provide 'local solutions, for local schools'. The regional programmes are decided by the region's steering group of head teachers to make sure that activities meet the needs of schools in the region.

Special school network

Our thriving network of special schools continued to focus on improving pedagogy (the method and practice of teaching), improving the curriculum and developing student leadership. It also developed a group of programmes to improve leadership in special schools.



Percentage of special schools with secondary-aged students that are members of the SSAT



Professor Barry Carpenter, our Associate Director for Special Educational Needs, began a major research project on complex learning difficulties and disabilities. A central aim is to use school networks to transfer teaching expertise from special to mainstream schools.

Our SEN and special schools headteacher steering group has been central in setting the strategic direction of our work. During the course of the year the group:

- met with the DCSF lead on special educational needs and disability;
- fed into the work of the DCSF Implementation Review Unit;

- contributed to discussions on foundation learning and the Ofsted inspection framework for special schools; and
- through iNet, advised the Mauritian Ministry of Education on its special needs policies.

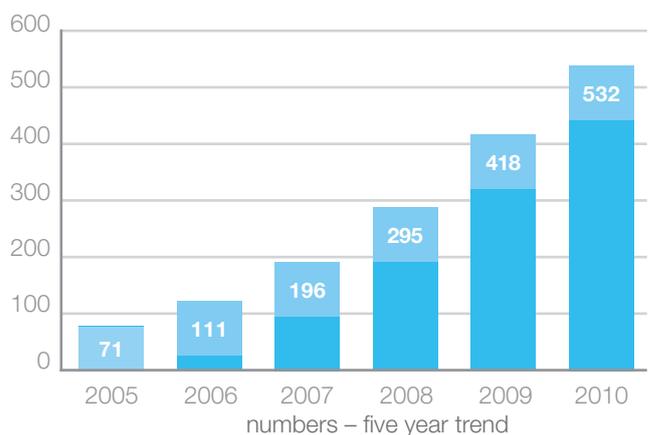
Primary network

The Family of Schools (primary schools) network held its third national conference in January 2010 on the theme 'A curriculum fit for the 21st century'. The network developed a suite of leadership programmes that is delivered locally and nationally. It also organised a successful study tour to China, and contributed to iNet conferences in Australia and the United States.

The primary specialist pilot programme, involving 34 primary schools, continued into its third year, and received a strong evaluation. (University of Warwick, Evaluation of Pilot Primary Specialism Programme: Second Interim Report 2009.)

The primary headteacher steering group met with Sir Jim Rose as part of his independent review of the primary curriculum for Government and contributed written evidence to the Cambridge Primary Review.

Number of mainstream primary schools that are members of the SSAT



Objective or

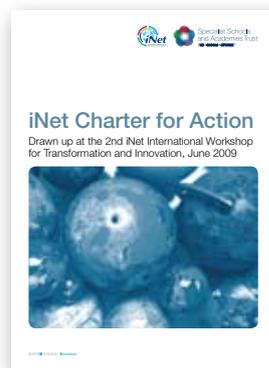
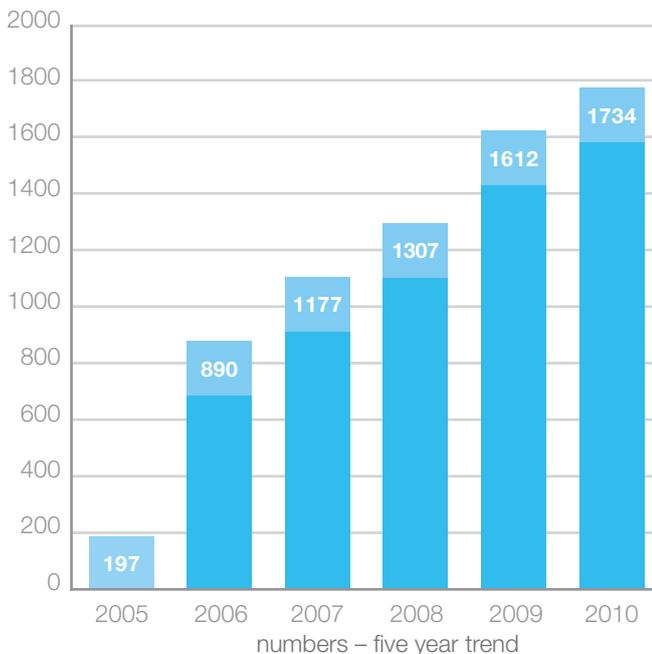
iNet – international networking

iNet is an international network of schools which shares a commitment and determination to transform schools and to give students an education that prepares them for the challenges of the 21st century.

On 31 March 2010:

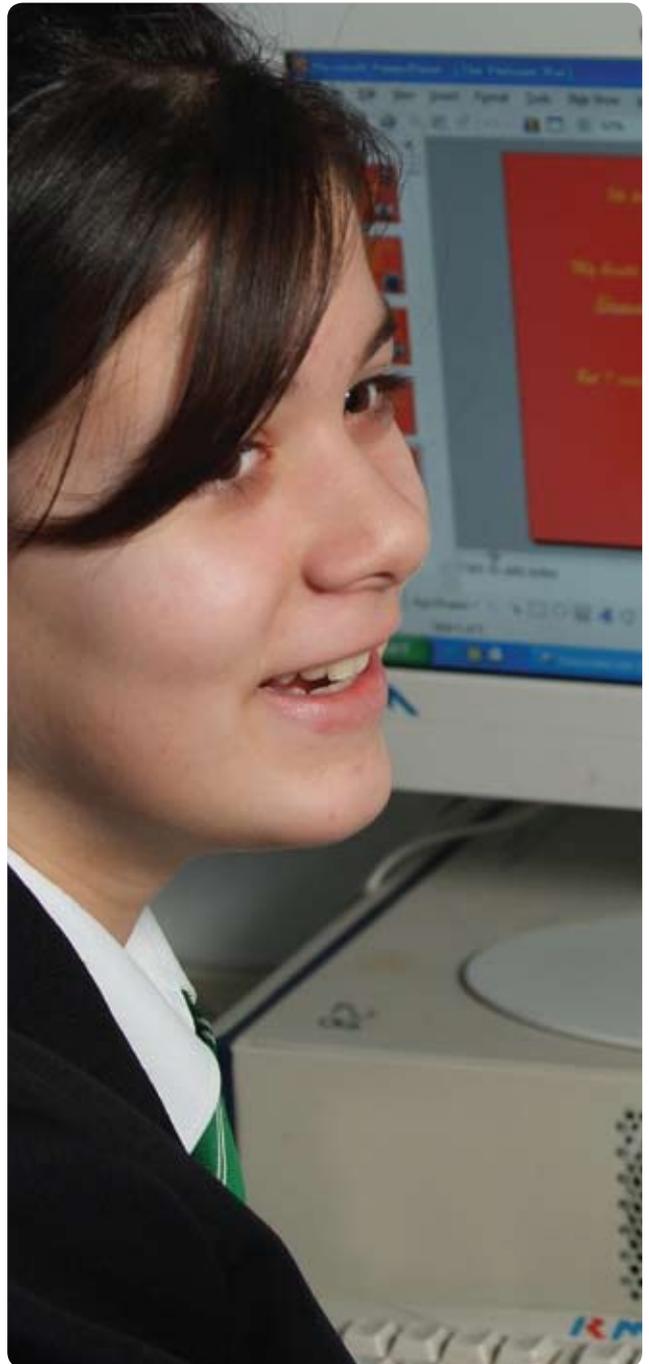
1,734 schools from 31 countries were members of iNet (on 31 March 2009, this was 1,612 schools), with networks in Australia, China, Holland, Northern Ireland, South Africa, Mauritius, the United States and Wales.

SSAT's international membership



We held our second Transformation and Innovation workshop in Mauritius in July 2009 at the invitation of the Mauritian Government. The outcome was the iNet Charter for Action, a commitment from school leaders to work together to make sure that wherever a child lives

or learns, they have access to a good education that prepares them to prosper in a world economy. The charter was the focus of the 6th iNet international conference held in Cape Town in February 2010, where delegates from eight countries attended, and were addressed by Mme Helen Zille, Premier of the Western Cape. The first iNet Wales Conference was held in October 2009. Professor Dylan Wiliam was the keynote speaker addressing the topic 'Assessment for learning: why, what and how'.





Objective two

To develop specialisms and curriculum

We will help schools and academies develop as centres of excellence in specialisms and subjects, raising the achievement of all students. We will use the specialist system, and SSAT lead practitioners, to support schools to develop subject knowledge and pedagogy (the method and practice of teaching), redesign the curriculum, and prepare to teach new and revised qualifications.

These are our main achievements.

Specialism

Our main aim was to continue to give children and young people in schools in England access to the best subject teaching. The focus of our work was to support schools to become centres of excellence in their specialisms and to use our specialism and subject networks to transfer effective practice between schools. Our 'by schools for schools' approach made sure that practice was transferred from the bottom up and across schools and was highly valued by teachers and schools.

Involvement in specialism and subject networks in 2009/2010

- > 2,473 specialist schools (81% of specialist schools) and 7,503 teachers took part in programmes to support specialism (in 2008/2009, this was 2,575 specialist schools).
- > 355 head teachers took part in specialism steering groups (in 2008/2009, this was 290).
- > 1,052 specialist schools (34%) took part in specialism conferences (in 2008/2009, this was 1,094 specialist schools).
- > 2,336 specialist schools (76%) took part in subject or specialism-based lead practitioner networks (in 2008/2009, this was 1,600 specialist schools).



Ofsted judgments on the effect of the specialist schools programme showed that it continued to have a powerful effect on improving schools. Of 730 Ofsted reports on full (Section 5) inspections carried out at specialist schools in 2009/2010:

- 49% received a 'very positive' assessment, defined as specialism making a significant effect on whole school improvement, and often also having a wider effect on the school system or community;
- 95% received either a 'positive' or 'very positive' assessment of their specialism; and
- 13% received negative comments on the specialism, or comments that the specialism is still being developed, or no comment.

(A small percentage of schools received both positive and negative comments.)

Specialism highlights

Science

Schools with specialisms in science continued to lead the teaching of physics, chemistry and biology as separate subjects – triple science – and to help reverse a drop in take-up of physics and chemistry at A-level and university. Higher involvement and attainment in separate sciences at science colleges means that in 2009 about an extra 8,500 students secured GCSE passes at A*–to C in each of physics, chemistry and biology than otherwise would have been expected.

Science colleges

| | Percentage take up | A*–C % | A*–A % |
|-----------|--------------------|--------|--------|
| Physics | 22 | 95 | 54 |
| Chemistry | 22 | 96 | 55 |
| Biology | 22 | 96 | 55 |

All schools

| | Percentage take up | A*–C % | A*–A % |
|-----------|--------------------|--------|--------|
| Physics | 12 | 93 | 47 |
| Chemistry | 12 | 94 | 48 |
| Biology | 12 | 94 | 47 |

Level 2 qualifications for 2009 in separate subjects, comparing specialist schools with all schools including selective schools. Source: SSAT, 'The economics of education' 2009. Includes schools with science as a second or combined specialism.

Science, technology, engineering and mathematics (STEM)

Schools in the SSAT network with specialisms in science, technology, engineering and maths and computing led work in key national programmes to:

- extend uptake of triple science;
- promote STEM subjects and careers;
- improve the quality of practical work in science; and
- put into practice use of new technologies in curriculum design and assessment.

A new network of 30 schools developed leading practice in space education. Its work will be passed on nationally.

Forty specialist schools developed new approaches to STEM curriculum practice and showed the educational benefits of working across, and making links between, science,

Objective tw

technology and mathematics. Students and staff reported that learning in the separate subjects was improved. The work of the schools was captured in a publication, 'Leading Practice in STEM', that was provided to every secondary school in England, as well as to the main stakeholder and policy-making organisations.

Modern foreign languages

Specialist language colleges continued to lead a revival of language learning, including teaching important world languages such as Mandarin and Arabic. Of the students at language schools, 88% gained a modern foreign language qualification in 2009, compared to 40% in other schools. Similarly, 54% of students at language colleges passed at least one language GCSE with a grade A*-C, compared to 29% in all schools.

Language colleges

| | Percentage take up | A*-C % | A*-A % |
|---------|--------------------|--------|--------|
| Spanish | 20 | 72 | 31 |
| French | 45 | 67 | 24 |
| German | 23 | 73 | 24 |

All schools

| | Percentage take up | A*-C % | A*-A % |
|---------|--------------------|--------|--------|
| Spanish | 8 | 69 | 26 |
| French | 25 | 66 | 20 |
| German | 11 | 72 | 21 |

Level 2 qualifications for 2009 in separate subjects, comparing specialist schools with all schools including selective schools. Source: SSAT, 'The economics of education' 2009. Includes schools with languages as a second or combined specialism



Specialist language colleges continued to lead in language learning, including the teaching of important world languages such as Mandarin and Arabic.



Our schools-based Confucius Institute led development of teaching and learning of Chinese language and culture. In 2009/2010, about 6,000 school students studied Mandarin Chinese in the network of schools operating under our Confucius Institute, contributing significantly to the increase in the number of students taking Chinese at GCSE and A-level. We published 'Edexcel GCSE Chinese' along with Pearson. This was written by Chinese teachers from our Confucius classrooms and quality assured by our partners at Peking University.

Our Confucius Institute was one of only 20 global institutes worldwide to be honoured with a Confucius Institute of the Year award at the Annual Confucius Institute conference in Beijing in December – the second year in a row it had been honoured in this way.

Business and enterprise

We continued to support the Enterprise Network programme, which is designed to improve existing enterprise education initiatives, support all sectors of education from 5 to 19 years, and improve the quality and quantity of enterprise education in England. In the first phase of the programme, Enterprise Learning Partnership Boards, each chaired by a head teacher or principal, were set up covering 148 of 150 local authority areas in England.



On 31 March 2010, the Enterprise Network had become involved directly with 41% of primary schools, 58% of secondary schools, 55% of further education and sixth-form colleges, and 214 employers.

'Practitioner satisfaction with the network suggests that it is becoming a role model for business engagement and the wider work-related learning agenda at a local, regional and national level. This is an education support programme which whilst addressing a national imperative, is driven by local needs and responsive to the realities of practitioners in schools and colleges.'

University of Warwick, Centre for Education and Industry, Review of the Enterprise Education Network (June 2010)

Objective tw

A highly successful yearly business and enterprise conference, 'The Enterprise Journey 5–19', was addressed by Iain Wright MP, Parliamentary Under-Secretary of State for 14–19 Reform and Apprenticeships, and Rod Aldridge, founder of the Capita Group, with nearly 250 people drawn from secondary, primary and further-education sectors.

Arts and music

Arts colleges played a leading role in the Government's 'Find Your Talent' programme and their contribution to support the learning of children and young people is noted in a March 2010 government publication 'A Place for Culture' which reads 'Specialist Arts Colleges in particular should have a crucial role to play as hubs for their local cultural offer'.

The Cultural Learning Alliance, formed in March 2010 and including representatives from leading cultural organisations, has three head teachers from arts colleges on the steering group. They can deliver important messages about the way that culture can play a powerful role in changing education. Arts colleges use their excellent cultural learning opportunities, both within the curriculum and through extended programmes, to offer young people, families and the wider community access to a wide range of cultural experiences.

Specialist music colleges contributed to raising the profile of music both in the curriculum and in the wider cultural offer to students, promoting the benefits that getting involved with music can bring. Music colleges were at the forefront of 'Tune In: The Year of Music'. Twyford CofE High School and specialist music college hosted the inaugural event of The Year of Music, the live internet broadcast to schools all over the country of 'First Class: The Ultimate Music Lesson'.



Tune in: The Year of Music was launched at Twyford CofE High School where the Gospel Choir enjoyed acoustic improvisation with singer/songwriter Jamie Cullum.



Humanities

Humanities colleges continued to champion the teaching of history, geography and religious studies, with rates of involvement substantially above national averages. Through school networks, humanities colleges got involved with a range of national organisations, including the Royal Shakespeare Company, the British Library, BBC School Report, the National Archives, the Royal Geographical Society and the Victoria and Albert Museum.

Developing the curriculum

In 2009/2010 we continued to use our school networks to create a successful curriculum design programme, providing wide-ranging support to schools to put the new secondary curriculum into practice. This meant that curriculum designers could create a relevant, clear and interesting curriculum for all learners. We recruited a team of lead practitioners from senior leadership teams in schools that were recognised by Ofsted as having outstanding and innovative curriculums. These practitioners provided, in the course of the year, local and regional support for school leaders and curriculum designers, focusing on key stages 3 and 4, and across the 11 to 19 reforms.

By 31 March 2010:

95% of all secondary schools in England had taken part in the curriculum design programme. (On 31 March 2009, this number was 67%.)

14 to 19 education

We used our networks to provide a thorough package of continual professional development (CPD) to schools, colleges and their partners, as part of a contract from the Learning and Skills Improvement Service (LSIS). Our work covered delivering diplomas, general qualifications (focusing on the revised A-levels and the Extended Project qualification), foundation learning and apprenticeships.

We also continued to support the sharing of expertise and experience in 14 to 19 education by developing the applied learning network and raising the profile of this type of education across the specialist system.

We have become recognised as a leader in 14 to 19 education, providing a valued contribution to workforce support. This has included supporting and promoting effective information, advice and guidance.

Teachers and leaders who have taken part in CPD activities and networks and used our online support said they felt more informed and more confident and that their 'readiness' to teach new qualifications had improved.

In 2009/2010, through the 14–19 Workforce Support Programme, together with our partner the Learning and Skills Network we worked with more than 20,000 practitioners (in 2008/2009, we worked with more than 10,000 practitioners).



Objective th

To build and embed capacity in schools to raise achievement

We will support schools and teachers to work together to share and develop knowledge and expertise working in areas that evidence shows are vital to raising achievement and narrowing the gap in student attainment. We will use this expertise to support improved outcomes in all schools and academies, including those in the National Challenge.

These are our main achievements.

Building and using school-based expertise to help raise achievement

Over the past 10 years and more, we have pioneered the use of school-to-school partnership working to raise achievement. This has included a number of important programmes that are valued by, and popular with, schools and school leaders. These include the Specialist School and High-Performing Specialist School (HPSS) programmes, Raising Achievement Transforming Learning, Leading Edge and the Specialist School Achievement Programme.

More than 2,000 schools – two-thirds of all mainstream secondary schools – were involved in our raising-achievement partnerships in the course of 2009/2010. Many others took part through less formal networks and we also used our school-based expertise to offer tailored support to large numbers of schools in all contexts.

Working alongside the school-to-school support, 405 outstanding classroom teachers worked for us as lead practitioners (in 2008/2009, this was 372), sharing effective and new practice and resources to improve teaching and learning. This included tailored in-school support, hosting learning visits, leading seminars, and contributing at regional and national events.

It is good to know that peer-to-peer support between school leaders and teachers is now widely seen as the most effective approach to professional development.



Delivering national programmes 'by schools, for schools'

A vital part of the current work between schools is the HPSS programme through which the top one-third of schools is funded to work with other schools of their choice. We know from our member schools that there is a strong demand for high-performing accreditation. School leaders are not focused just on Ofsted outstanding classification and examination results. They value the moral purpose of system leadership, the mutual benefit that comes from working together in partnerships, as well as the prestige the institution gains. They get positively involved in the programme and it is an important part of the current school system.

In 2009/2010 we supported a range of national programmes aimed at raising achievement, including the Leading Edge HPSS programme, Gaining Ground, the Specialist School Achievement Programme and the Gifted and Talented network. We also provided our Every Child Achieves programme to all schools, and local authorities have bought support packages based on our resources (see below).

- **The Leading Edge Partnership Programme (LEPP)** and Raising Achievement Partnership Programme (RAPP), part of the HPSS initiative, helped schools to work together on a local and national level to solve some of the most difficult problems in education. LEPP encouraged schools to focus on one of eight achievement themes and to share their thinking on these as the school year progressed. This work has developed a significant amount of knowledge, which is being published. The LEPP and RAPP high-performing programmes are now operating as a single programme under the name, 'Leading Edge'.

- **Gaining Ground** created partnerships to encourage schools to share practice on raising achievement and narrowing gaps in educational achievement. In particular, the partnerships focus on improving the rates of progress children make in English and maths from KS2 to KS4. Gaining Ground uses principles developed in the highly-effective Raising Achievement Transforming Learning (RATL) programme.
- **The Specialist Schools Achievement Programme (SSAP)** supported schools that were facing challenges and at risk of losing their specialist status. Over half of these schools were in an Ofsted category – all had come out by the end of their four terms on the programme. The number of their students achieving five or more GCSEs at grades A* to C, including English and maths, increased by almost three times the national average in the 2009 examinations.
- **The Gifted and Talented** HPSS lead school network expanded significantly. Lead schools worked towards becoming centres of excellence for Gifted and Talented provision, focusing on the whole school and across the curriculum, providing training and support for other schools and sharing resources nationally through the website, www.myschoolnetwork.org.uk.
- **Our 'Every Child Achieves'** programme provided tailored support to schools throughout the country, and to a growing number of local authorities, helping identify and overcome barriers to learning. Programmes included literacy, parental involvement and cultural diversity.

Objective th

School-to-school support we helped arrange in 2009/2010

- Leading Edge: 279 lead schools, over 1,000 supported schools (in 2008/2009, this was 219 lead schools and 1,000 supported schools).
- Gaining Ground: 300 lead schools, 393 supported schools.
- SSAP: 23 lead consultant heads and consultant schools with 122 supported schools (in 2008/2009, this was 19 lead consultant heads and schools with 104 supported schools).
- Gifted and Talented network: 166 lead schools, with over 500 schools in the network.
- Every Child Achieves: tailored support to 500 schools and seven projects with local authorities (in 2008/2009, this was tailored support to 200 schools).

Schools on SSAP have higher-than-average percentages of students from disadvantaged backgrounds, as we can see from the percentage taking free school meals. Research by Strathclyde University reported on the ways in which SSAP support these schools to successfully close the gap in attainment of students from different social backgrounds. (Narrowing the achievement gap: what and how schools learn through involvement in the Specialist Schools Achievement Programme, University of Strathclyde Education, March 2010.)

The Achievement Show: Over 1,000 delegates came to this popular one-day event at the Emirates Stadium in London. The show attracted schools from all over the country, many of which sent teams of teachers to spend the day sharing information, going to seminars, and planning as teams.



Using data effectively

Another important part of our raising-achievement work with member schools is the resources, training and support that we provide on using data effectively. In 2009/2010, 1,140 schools were part of our Data Enabler programme (in 2008/2009, this was 897 schools), which supports school leaders, at all levels, to use information to predict examination outcomes for their students and set targets and tailor teaching as a result. We continued to develop our position as a centre of excellence in analysing data, working with the Fischer Family Trust, independent experts and government officials, and provided training to Ofsted inspectors on using the data enabler.



Accreditation

In all of our raising-achievement programmes, schools have said what a positive effect the partner schools, heads and lead practitioners have had.

To provide further assurance of the quality of our work – and meet growing demand from schools – we have strengthened and extended our processes for accrediting schools-based expertise. We now have fast-growing groups of consultant schools, consultant head teachers and lead practitioners.

- **Consultant schools**

We asked all schools leading raising-achievement partnerships to apply for consultant school accredited (CSA) status. We have named schools that showed exceptional expertise in supporting others across a wide range of areas as ‘advanced consultant schools’.

- **Consultant heads**

These are successful head teachers with a track record of raising achievement in their own schools and of supporting other schools to do the same.

- **Lead practitioners**

We have launched a lead practitioner accreditation scheme – working at Teacher Learning Academy stage 3 and with the Warwick University Postgraduate Certificate in Innovation in Education. By 31 March 2010, more than 150 teachers had joined the scheme.

Accredited schools-based expertise on 31 March 2010

- 284 schools with consultant school accredited (CSA) status.
- 45 schools with advanced CSA status.
- 118 consultant heads (on 31 March 2009, this was 106).

An external evaluation of the Lead Practitioner programme was carried out.

- 94% of those who responded said that they would definitely or probably recommend lead practitioner network events to other schools and teachers.

‘The Lead Practitioner programme has fulfilled all my expectations. We are getting dissemination of good practice, and modelling of lessons for others in the department. We participate in the programme because of the benefits to the school, and because it is very prestigious.’

Head teacher, North West England.

Evaluation for the Lead Practitioner Programme, Verdant Consulting, June 2010

Objective th

We created quality standards for Cultural Diversity and Parental Engagement to recognise and celebrate outstanding practice, to assess existing practice and to help development plans.

Cultural diversity quality standard (CDQS)

We produced this with a network of 32 schools and steering group of 12 head teachers and partners.

- 26 schools achieved the gold standard award in 2009/2010.
- Three schools achieved the diamond standard award.

‘During our recent Ofsted inspection our CDQS evidence played an important role in contributing to our success in achieving ‘outstanding’. It is exciting to see our work in the area of cultural diversity continue to grow since achieving the Gold Award.’

Karen Moule, Robin Hood Junior and Infant School, Birmingham

Parental engagement quality standard (PEQS)

We produced this with a network of 103 schools and a steering group of 16 head teachers, senior leaders and partners.

- 16 schools achieved the gold standard award in 2009/2010.

‘What makes the PEQS so special is that it is a standard written by schools. It is colleagues in these schools who work every day to overcome barriers to effective parental engagement and who see the benefits to students and to learning when it works. The PEQS is a school-developed, school-led, and school-assessed award – there is no better way of celebrating success and setting future direction.’

Rob Carter, St Paul's Catholic College, West Sussex



Canon Slade School in Bolton was one of three schools achieving the diamond award in the SSAT's Cultural Diversity Quality Standard.



International work to support raising achievement

We used our English and international networks to support improved achievement in different education systems, focused on Australia, China, the Middle East and the USA. This encouraged schools from different countries to share their effective practice and expertise to common benefit, including to English schools.

We successfully bid to support an extra 17 schools in the Abu Dhabi Education Council (ADEC) private public partnership, bringing the total to 21 schools. Schools in Abu Dhabi can use the expertise of our school networks. For example, two early years teachers from Robin Hood School in Birmingham visited Abu Dhabi to work on the early years curriculum with local staff. Principals from Abu Dhabi visited Robin Hood School in November 2009, and a strong partnership is developing between the schools.

Educational outcomes in Abu Dhabi are excellent. Evaluations of them comment on the strong partnership working between us and the principals, the quality of the leadership training, as well as the progress the local teachers are making with pedagogy (the method and practice of teaching) and assessment for learning. The reports also highlight exceptional work being done to promote the Emirati culture and heritage.

A delegation of 40 principals and teachers from schools in Abu Dhabi came to our national conference, and school principal Adel Ahmead Salem Al-Obaidly, principal of Khaled Bin Al Waleed High School in Al Ain addressed the conference from the main platform.

iNet Australia continues to run the Raising Achievement Transforming Learning (RATL) school-to-school support programme, work with Lead Practitioners, and offer a Young Leader development programme.



Objective fo

To develop specialist school and academy partnerships with business and the community

We will encourage and support specialist schools and academies to develop strong, long-term partnerships and activities with the wider community that are vital to 21st century education.

These are our main achievements.

School community partnerships

We encourage schools to develop roles at the heart of their communities. In 2009/2010, we offered our members a range of projects and programmes that support school and community partnerships. Schools told us that they valued local, school-based events, and representatives from over 600 schools came to one of our school-based seminars. We contacted our delegates three months after the events. Nearly all were able to report a positive effect on their school's ability to involve the community as a direct result of the events.

Community involvement through our programmes in 2009/2010

- 1,907 specialist schools and academies were involved in community projects and programmes.
- 44 new schools began working towards the Investing in Community Engagement (ICE) quality mark and 10 schools were awarded ICE.



The Secretary of State, the Rt Hon Ed Balls MP presented the SSAT Sponsor of the Year Award to Kevin Everett, Chairman of Sir John Cass's Foundation at our Guildhall event in January 2010.

School business partnerships

We believe that every secondary school should have an effective and long-term partnership with a business or employer. To further this aim, in January 2010 we hosted a policy forum with the support of the Education and Employers Taskforce, co-chaired by Bob Wigley, Chairman, Yell Group plc and Anthony Salz, Executive Vice Chairman of NM Rothschild. The event brought together head teachers, employers and business leaders to explore ways of achieving stronger partnership working.

We are a member of the Taskforce Partnership Board and contributed to its work throughout the year. This included developing 'The engaging employers: self-assessment tool' to help schools and colleges understand what effective involvement with employers looks like, and 'Creating effective partnerships with employers: guidance for teachers'. This document identified the main characteristics of successfully involving employers.

Our yearly reception at the Guildhall in London was attended by over 500 guests from business and schools. The Secretary of State, the Rt Hon Ed Balls MP, presented the SSAT Sponsor of the Year Award to Sir John Cass's Foundation and the new SSAT Education-Employer Partnership Award to Manchester Academy and Pinsent Masons LLP.



Objective fo

Funds raised for schools in 2009/2010:

We raised sponsorship worth £12.5 million for schools. This included £1.9 million in cash, £10.2 million of sponsorship-in-kind, and sponsorship valued at £0.4 million in the form of 'volunteering'. We also matched 512 schools with sponsorship. (In 2008/2009, this number was £8.3 million, which included £1.6 million in cash, £6.6 million sponsorship-in-kind, and £17,000 in volunteering.)

'The engine room of Microsoft is innovation and continuous learning and we feel a great affinity for the SSAT, its goals and its ways of working. The passion for sharing good ideas and helping all students reach their full potential is easy to engage with and we feel we can help make a difference in UK education by supporting the SSAT.'

Steve Beswick, Senior Director Education, Microsoft UK

School university partnerships

We also believe that schools should have strong links with the university sector. In the course of the year, 49 universities got involved with specialist school programmes, including our annual higher education institutions (HEIs) and schools partnership conference. In particular, our work with universities aims to give fairer access to universities, including for those students who are the first to go to university in their family. Strong support was provided to help develop our HEI steering group. We also hosted a meeting for affiliated universities with the then Minister for Higher Education, David Lammy MP.

Throughout the year we contributed to the National Council for Educational Excellence Higher Education Ambassadors group. Through our partnership with Liverpool University, resources and support were available to the 'Family of Schools' to encourage younger pupils to better understand higher education. The Chinese Network provided an opportunity for 200 school sixth-form students to go to a half-day series of lectures given by leading academics in Chinese economics, history and culture at the Royal Institute for International Affairs (Chatham House).



Our Applying to Higher Education: Advisers' Certificate and Admissions to Higher Education: Advisers' Directory 2009–11 provided valuable support to schools and HEIs in our network. Working with London South Bank University the 'Applying to Higher Education: Advisers' Certificate offered accredited training for staff, mainly in schools, who are providing HE-related support and advice. It also carried accreditation towards a Masters qualification. It concentrated on guidance skills as well as developing up-to-date knowledge and understanding about HE applications and admissions. Admissions to Higher Education: Advisers' Directory, which we publish every two years, gave essential information to advisers to make sure they have access to information on the very latest changes and developments in HE admissions, applications and excellent advice for students moving on to a higher level.

Support for governors

During 2009/2010, we developed an extended programme of support for governors of schools and academies. This included:

- providing support for governors to develop their understanding of school improvement and how to achieve an outstanding Ofsted grade for governance;
- telling governors about their new duties under the new Ofsted framework and the need to closely monitor and evaluate the effect of specialisms within their schools; and
- launching a network for academy governors.

567 governors took part in our governor training programme and seminars (in 2008/2009, this was 378).

Sustainable schools

Schools were supported in their work to be sustainable schools through the 'rural dimension of specialism'. Leszek Iwaskow, Her Majesty's Inspector, delivered the keynote speech at our National Conference and those who came to our regional workshops reported that it had increased their understanding of the value of the Rural Dimension programme in their schools.

A Rural Dimension school, Cardinal Wiseman Catholic School & Language College in Coventry, was awarded the then DCSF Sustainable School award at the 2010 Teaching Awards.

Schools taking part in the Leadership for Sustainable Schools programme found it was an opportunity to explore the National Framework for Sustainable Schools and to put it into practice in their schools. Those schools who took part reported that the Rural Dimension had a positive effect on learners' achievement, behaviour, motivation and attendance.

By 31 March 2010, 53 schools had been accredited with the Rural Dimension specialism. (On 31 March 2009, this number was 43.)



Objective five

To develop leadership and foster innovation

We will work with schools, academies and head teachers to inspire teachers to move into leadership roles and to develop the ability of existing leaders.

We will encourage school-based innovation (finding new and creative solutions and ideas), working with teachers, students, and leading academic institutions and education specialists.

These are our main achievements.

The Leadership and Innovation Academy

We developed a new Leadership and Innovation Academy (LIA) to offer our members a wide range of opportunities in leadership and continuing professional development (CPD).

The LIA will operate at a local, regional and national level. We have also created a virtual learning environment to support this work, so that teachers and head teachers on our programmes can take part in networking forums, share ideas and take on-line modules.

A central feature of the LIA is the regional network of hub schools which will work together to deliver local, tailored CPD. Pilot LIA hub schools operated in the course of the year in the Eastern region (Gable Hall), South West (Cabot Learning Federation) and Yorkshire and the Humber region (Outwood Grange Family of Schools). And, 138 other schools applied to become LIA hubs, from which the following were chosen and will start operating in 2010 to 2011.



ve

East Midlands

Tuxford School, Notts

Eastern

Gable Hall School, Essex

Reepham High School and College, Norfolk

London

Harris Academy, South Norwood

The Bridge School, Islington

North East

Cramlington Learning Village, Northumberland

Park View Community School, Durham

North West

Middleton Technology School, Manchester

St Mary's Catholic College, Blackpool

West Midlands

The Edge Partnership of Schools in Birmingham, Edgbaston

South West

West Exe Technology College, Exeter

Cabot Learning Federation, Bristol

Budmouth Technology College, Weymouth

South East

Thornden School, Eastleigh

The Canterbury High School (The Canterbury Campus), Canterbury

Yorkshire & the Humber

Outwood Grange Academy, Wakefield

Royds Hall High School, Huddersfield

Our national leadership programmes

During 2009/2010 we continued our programmes to offer leadership development for teachers at all stages of their careers. The programmes, which were led by outstanding head teachers and some of the country's most inspiring educationalists, gave delegates access to the latest educational thinking and practice. We added three new programmes, for personal assistants, learning support assistants and head teachers in their middle years of headship.

We continued to improve our national leadership programmes to respond to the changing needs of schools. Our 'Developing Leaders For Tomorrow programme' is now a one-year programme and we redesigned our middle-level leaders programme to tackle the needs of those people who want to be senior leaders. More events are taking place in schools, with more held in the early evening ('twilights') and more organised on a regional basis. This brings us closer to schools and reduces the effect of travel and cost of arranging classroom cover. The regional LIA hubs will be actively involved in delivering national as well as regional programmes.

Our leadership programmes continued to be accredited by the University of Warwick and offered teachers a route to getting a full masters degree.

Objective five

We worked with ARK and Teach First to support the training of teachers and leaders. As the partnerships develop, those involved will become members of the Leadership and Innovation Academy.

Student Leadership

We continued to develop the regional student steering groups to provide more opportunities for students in specialist schools to prove their leadership skills. An example of this is a social entrepreneurship project in which students worked with Professor Yong Zhao, iNet Chair of Globalisation and New Technologies, on developing a toolkit for schools. We have designed a system of accreditation so that we can formally recognise the leadership contributions of students.

Work to develop school leadership in 2009/2010

- 2,158 teachers and head teachers from 954 schools received leadership training. (In 2008/2009, this number was 2,299 from 1,041 schools.)
- 137 delegates went on executive head teacher training courses. (In 2008/2009, this was 140.)
- 268 promotions were made, with 40 becoming head teachers. (In 2008/2009, 231 people were promoted and 30 were promoted to head teacher.)

Over 400 students from 74 schools took part in our national student voice conference at the Emirates Stadium in March 2010. Sponsored by NESTA, the conference showcased some of the most innovative student leadership programmes taking place in English schools. The NESTA/SSAT student authored publication 'Meeting the challenge of 21st century education and a global economy' was also launched at the conference.



School-based innovation

In 2009/2010, 22 Innovation Fellows from the English regions and Wales worked on two major projects.

- The effect of web 2.0 on the method and practice of teaching; and
- Project-based learning.

The outcome of the research was published in 'Innovation by schools, for schools: SSAT innovation fellows' action research 2009/2010' (SSAT, January 2010).

Schools continued to personalise learning. By 31 March 2010, over 1,300 practitioners had taken part in the Embedding Formative Assessment programmes led by Professor Dylan Wiliam and head teacher, Siobhan Leahy.



Hannah Taylor, an SSAT student voice consultant at our national student voice conference at the Emirates Stadium in March 2010.

Objective

To develop our organisation to achieve results

We will continue to support our organisation in its development by providing effective, high-quality services that respond to change, feedback and new priorities.

These are our main achievements.

Strategy and Policy

During the year we continued to develop as a leading education organisation in the UK and internationally. Our income increased by £4 million to £91 million with all our activity linked to our charitable aims.

While most of our work continues to take place in England, we carried out an increasing amount of work overseas. Income from a contract to support the improvement of publicly funded schools in Abu Dhabi increased to £11.4million. We also received income of £0.8 million to develop Confucius classrooms in England.

Reflecting the increasing international work, our Board asked for and received approval from the Charity Commission to change our main charitable objects so that they read ‘...to advance, for the public benefit, the education of young people, primarily within the UK, but also internationally...’. The new charitable purpose also firmly embraces the increasing work we are carrying out across all phases of education (3 to 19 years).



Leadership from headteacher steering groups

Schools and school leaders continued to steer our programmes and activities, and influence the development of national policy and thinking on education.

Our National Headteacher Steering Group (NHSG) provided national leadership, representing a network of steering groups. In the course of the year, the NHSG met with senior politicians, officials and those with an involvement in the education system. These included:

- the Right Hon Ed Balls MP, Secretary of State for Children, Schools and Families;
- Vernon Coaker MP, Minister of State for Schools and Learners;
- Michael Gove MP, Conservative Shadow Secretary of State;
- David Laws MP, Liberal Democrat Shadow Secretary of State;
- David Bell, Permanent Secretary, Department for Children, Schools and Families; and
- Isabel Nisbet, Acting Chief Executive, Ofqual.

The NHSG is a representative group for head teachers and each NHSG member chairs a regional, specialism or other themed head teacher steering group. 799 head teachers took part in at least one of our steering groups in 2009/2010. (In 2008/2009, this number was 894.)

People

Having achieved silver-level Investors in People status in 2008/2009, we put in place a plan of action to gain the Gold standard. A variety of learning and development opportunities were offered during the year, including a learning and development event to help staff to consider the range of different ways that successful learning takes place.

We took on our first apprentice in August 2009, and will aim to increase the number of apprentices working with us as roles become available. In summer 2009, we hosted and sponsored a Windsor Fellow for their summer placement.

Our diversity champions met regularly and led two events for staff, the first to raise awareness of different cultures and the second highlighting the importance of effective community links for schools. We also confirmed our commitment to the Disability Two Ticks accreditation in May 2009.

We continued our People Matter awards to recognise outstanding achievements by staff. Our Staff Consultative Forum met regularly to influence improvements to our staff policies.

Progress on building a group of staff from wide-ranging backgrounds

- On 31 March 2010, the percentage of our staff who are not white was 19.1%. (On 31 March 2009, this was 17.3%.) This is an improvement on our target based on the ethnic diversity of the recruitment pool from which we recruit staff.

Objective six

Communications

Through the media and a new series of policy briefings, we were able to pass on the views of our members to a wider audience. The Conservative, Labour and Liberal Democrat parties were represented at our national conference for the first time, providing an opportunity for delegates to listen to their policies and put questions to them.

We hosted a symposium on 21st century leadership for 21st century schools and co-hosted an Education Leaders' Briefing with Microsoft. This coincided with the Learning and Technology World Forum (LATWF), attended by ministers of education from around the world. This raised our profile internationally, with 22 ministers of education and influential delegates from nearly 100 countries coming to the event.

For the third year, we were delighted to sponsor the 'Outstanding New Teacher of the Year Award' at the Teaching Awards. This award celebrates the contribution made by these new teachers who are an inspiration to others starting out in the profession. Sponsorship proves our support for teachers at all stages of their careers and our commitment to developing the method and practice of teaching.

We listened to our members' request that we use digital technology for communication. We started to use social media (such as social networking sites) as a way of involving our members, and we upgraded our website which has led to an increase in the number of people visiting.

We built a virtual learning environment (VLE) for the website to be used by head teachers and teachers taking part in our leadership courses. It allows them to support each other and learn together. A new site called www.myschoolnetwork.org.uk, shows the ways schools are working together and allows their wider communities to connect with them.

Our survey which we carry out each year, carried out by Ipsos MORI, gave a positive picture of our performance and, helped us measure the effect of SSAT membership on teaching and learning in schools.

Processes for continuous improvement

We continued to use the internationally-recognised European Excellence Model (EFQM) as a framework for self-review and as another measure of progress against established benchmarks.

At the last assessment (February 2009), we achieved 'Recognised for excellence: 5 stars', the highest level of award. We responded to the assessor's feedback that we should compare our work to other organisations more often. For example, in December 2009, we visited the Council for the Curriculum, Examinations and Assessment (CCEA), previous European award winners, to find out what they do to provide the best possible service to their customers. We shared our own experience with others in a feature in the 'UK Excellence' magazine in October 2009 and as a case study on the British Quality Foundation's website.



Edward Vickerman won the 'Outstanding New Teacher of the Year', an award sponsored by the SSAT at the Teaching Awards in 2009.



We maintained our quality standards:

- Quality Management System ISO9001;
- Information and Security Management System ISO27001;
- Environmental Management System ISO14001; and
- Health and Safety Management System OHSAS18001.

Meeting these standards shows our commitment to providing products and services to high and internationally-recognised standards.

In October 2009 we were shortlisted for the British Quality Foundation achievement award for customer satisfaction.

'...high levels of membership retention for SSAT are positive indicators of levels of customer satisfaction, and that these satisfaction levels have resulted in a loyal and active membership which both values, and is able to actively contribute towards, the services provided by the organisation, and its ongoing success into the future.'

British Quality Foundation achievement award assessment

Corporate social responsibility

We understand that we have a responsibility to those with an interest in our work to operate in a socially and ethically responsible way in all of our activities. We have a corporate social responsibility (CSR) policy to help us achieve this aim. Our CSR policy focuses on four main areas.

• Strong business ethics

We kept our payroll giving scheme for staff, 'greened' our stationery supplies (such as choosing more products that can be recycled or from sustainable sources), and are continuing to develop practices for buying supplies and services which are effective over the long term.

• Being active in school communities and with other organisations working with young people

We have a staff reading mentor programme with local schools and we support staff to work as school governors.

• Reducing our effect on the environment

We have signed the Mayor of London's Green 500 initiative and have received the gold award for our efforts to reduce the carbon we produce. We have signed up to the international 10:10 campaign to reduce our emissions by 10% in 2010. We have set up a Sustainable Schools Innovation Fund to provide eco-audits and grants for sustainability projects to schools.

• Managing and developing our people

We have a single equality scheme in place to promote equal opportunities for people with disabilities, from different ethnic backgrounds and in sex equality. We offer staff work-shadowing and mentoring opportunities.

Financial statement

Every year, we write a report on our financial situation. The audit committee has reviewed full copies of our audited accounts and these have been approved by our board.

We have sent copies for the year ending 31 March 2010 to the Charity Commission, Companies House and the Department for Education. This is a summary of that report.

| | Year ending 31 March 09 £'000 | Year ending 31 March 10 £'000 |
|---|-------------------------------------|-------------------------------------|
| DCSF grant | 21,559 | 14,355 |
| Charges for services and other income | 65,420 | 76,658 |
| | 86,979 | 91,013 |
| Resources spent | 87,830 | 88,754 |
| Pension gain or deficit | -1,863 (deficit) | -4,767 (deficit) |
| Foreign exchange gain on consolidation* | 21 | 16 |
| Net increase or decrease in funds | -2,693 (decrease) | -2,492 (decrease) |
| Total funds at 1 April | 8,533 | 5,840 |
| Total funds at 31 March | 5,840 | 3,348 |

The pension loss is how much our actuary works out the shortfall in our pension scheme has increased by. The shortfall is the amount that we were advised to set aside to make sure we have enough funds to meet our pension costs in the future. The net increase or reduction in funds is the amount by which our reserves have increased or reduced over the year.

* An accounting adjustment to bring together our overseas work where accounts are prepared in local (foreign) currencies but must be converted into pounds sterling.

Creating income

Our income continued to increase in 2009/2010, from £87 million to £91 million, an increase of 5%. Of the £91 million, £33.3 million was from the Department for Education (DfE). DfE income as a percentage of total income reduced to 37% in 2009/2010 from 41% in 2008/2009. Within this figure the grant element reduced in 2009/2010 to £14.4 million (in 2008/09, this was £21.6 million) as an increasing percentage of DfE income was attained through competitive contract. Of the income left over, £14.7 million came from charges for services to schools, while £0.6 million was from sponsorship we have processed for schools. This is shown as restricted funds.

The income growth in the year related mainly to our success in delivering the LSIS contract for Diploma Support Services (£26.7 million in the current year). We were also successful in winning DfE contracts for Enterprise Networks and Academies Support.

Reserves

During the year, our reserves (savings) reduced to £3.3 million. (In 2009, this figure was £5.8 million.) This arose from a £2.3 million surplus from activities during the year (including a charge to the statement of financial activities of £989,000 for FRS17 an accounting standard issued by the Accounting Standards Board, which sets out how retirement benefits such as pensions and medical care during retirement are treated in accountancy terms), offset by a £4.8 million actuarial loss on the pension scheme.

The trustees continue to review and actively manage our reserves. During the year, the trustees approved a revised reserves policy, drawing on guidance from the Charity Commission and the Treasury and reflecting the greater level of commercial risk in the environment in which we now work. The new policy sets out a general reserve to cover any risk relating to our staff salaries and risk to costs relating to support services of £4.7 million, with the additional funds available for specific investment. We continue to monitor movements in the defined benefits pension scheme. This monitoring system includes reporting on factors within and outside of our direct control including staff age range, interest and discount rates.

On 31 March 2010 our unrestricted reserves of £3.2 million were £1.5 million below the minimum amount we need under the reserves policy. This was mainly due to the loss we have built up on the pension scheme of £4.8 million. We will use any spare money in the future to increase the level of reserves above the minimum we need.

Improvement in controls

During 2008/2009, we identified a number of weaknesses in internal controls. We have now put these right and we continue to make more improvements.

Partners

We value our relationships with large numbers of partner organisations and sponsors including the following with whom we work closely.

| | |
|--|---|
| 157 Group | Lancaster University |
| Abu Dhabi Education Council (ADEC) | Learning and Skills Improvement Service (LSIS) |
| Association of Colleges (AoC) | Learning and Skills Network (LSN) |
| Association of School and College Leaders (ASCL) | Microsoft |
| BBC | Nasen (formerly the National Association for Special Educational Needs) |
| Becta | National Association for Able Children in Education (NACE) |
| British Council | National Association of Episcopal Schools (NAES) |
| British Educational Suppliers Association (BESA) | National College for Leadership of Schools and Children's Services |
| Centre for the Use of Research and Evidence in Education (CUREE) | National Endowment for Science, Technology and the Arts (NESTA) |
| CISCO | National Grammar School Association (NGSA) |
| Consortium of All-Through Schooling (CATS) | Ofqual |
| Department for Business Innovation and Skills (DBIS) | Oracle |
| Department for Culture, Media and Sport (DCMS) | Partnerships for Schools (PfS) |
| Department for Education (DfE) | Pearson |
| Department for Work and Pensions (DWP) | Peking University |
| Edge Foundation | Qualifications and Curriculum Development Agency (QCDA) |
| Education Employers Task Force | Teach First |
| FASNA – Foundation, Aided Schools and Academies National Association | Times Educational Supplement |
| Fischer Family Trust | Training and Development Agency for Schools (TDA) |
| Future Leaders | Universities UK (UUK) |
| Hanban (The Office of Chinese Language Council International) | University of Warwick |
| HSBC | Youth Sport Trust |
| Institute of Education | Young People's Learning Agency (YPLA) |
| Institute for Education Business Excellence (IEBE) | |
| Intel | |

Publications

We produce a range of publications, often by working with schools, to support our members to share their experience and learn from each other. Our major publications for 2009/2010 included the following.

'Academies and building schools for the future: a guide to academy procurement'

'Academies resource pack series – A health-related specialist focus'

'Academy libraries: magic thresholds'

'Adding up to a lifetime' supported by Prudential

'Admissions to higher education: advisers' directory 2009-2011'

'Annual report of the SSAT Confucius Institute' 2009

'Arts Award: developing creative students in specialist schools' with the Arts Council and Trinity Guildhall

'Creating effective partnerships with employers: guidance for teachers' with the Education and Employers Task Force

'Creative and enquiring minds: profiles of leading visual arts departments'

'Do parents know they matter?' Alma Harris, Kirstie Andrew-Power and Janet Goodall

'Economics of education: educational outcomes and value added by specialist schools and academies (2009 analysis)' by Professor David Jesson and David Moran

'Embedding formative assessment' CD and pack

'Expectation to experience: the first year of teaching through the eyes of newly qualified teachers'

'Focus on literacy'

'Innovation by schools for schools: SSAT innovation fellows' action research 2009-2010'

'Leading practice in STEM'

'Learning by doing – the Edge Academies'

'Love literacy: literacy-based starter and plenary ideas for all subjects'

'Maximising KS4 – part 1: an in-school resource to improve key stage 4 outcomes'

'Meeting the challenge of 21st century education and a global economy' with NESTA

'Narrowing the social attainment gap'

'National programmes gifted and talented'

'Newham creative hub' with the Department for Culture, Media and Sport (DCMS) and University of the Arts London

'Our school building matters' with CABE (Commission for Architecture and the Built Environment)

'Outstanding progress – whole-school approach'

'Outstanding progress in English'

'Outstanding progress in maths'

'Powerful partnerships: a Leading Edge perspective' by Robert Hill

'Practical guidance on embedding the use of performance data for staff and students'

'Raising aspirations, raising achievement'

'Re-booting English: a review tool for English teams and senior leaders' by Geoff Barton

'SSAT international symposium: 21st century leadership for 21st century schools'

'Talent management in academies' by Professor Brent Davies and Dr Barbara J Davies

'Talking about boys: strategies used by specialist schools to inspire boys in the teaching of English and the arts'

'The Importance of Dreaming – A BRIT School Book' with the BRIT Trust

'Transforming schools – seven journeys achieving excellence through specialism'

You can find publications on our website at www.ssatrust.org.uk/eshop or you can order them by phoning 020 7802 2300.

Structure

We are governed by a board of trustees responsible for our overall strategy. The trustees support high standards of corporate governance, which are the systems and processes we follow. We also aim to follow the recommendations of the Charity Commission.

Our trustees are listed below.

Nick Stuart CB, Chair of Board

Dr William Cavendish (resigned 27 April 2009)

Director of Health and Wellbeing, Department of Health

Julie Chakraverty (appointed 11 November 2009)

Non-Executive Director, Paternoster Insurance

Jude Chin

Lorna Cocking (appointed 1 January 2010)

Chairman of Council, The Girls' Day School Trust

Dr Robin Clarke (resigned 6 December 2009)

Dr John Dunford OBE (resigned 14 December 2009)

General Secretary, Association of School and College Leaders

Martyn Coles

Principal, The City of London Academy (Southwark)

Professor Malcolm Gillies (appointed 1 January 2010)

Vice Chancellor, London Metropolitan University

Sir James F Hill Bt. OBE DL (term of office ended 31 March 2010)

Chair of Governors, Dixons Academy

Sir Dexter Hutt

Executive Head, Ninestiles Federation

Judy Moorhouse OBE
Non-Executive Director,
Teachers Assurance

Dr Elizabeth Sidwell CBE
Chief Executive, Haberdashers' Aske's Federation

Sir Cyril Taylor GBE
Chair, American Institute for Foreign Study

Michael Wilkins
Chief Executive and Academy Principal, Outwood Grange Academies Trust

We are managed by the senior management team, led by Elizabeth Reid, the Chief Executive. She is supported by the following directors.

Anne Creyke
Strategic Director of Communications

Andrew Hewett
Strategic Director of Finance and Resources

Jennifer Jupe
Strategic Director of Specialism and Curriculum Networks

Lesley King (until December 2009)

Chris Montacute (from January 2010)

Strategic Director of Partnerships and Performance Networks

Sue Williamson
Strategic Director of Leadership and Innovation Networks

General Advisory Council (as at June 2010)

Elizabeth Allen
Newstead School for Girls

Professor Derek Bell
Wellcome Trust

Steven Beswick
Microsoft UK Ltd

Peter Birkett
Barnfield College

Baroness Sue Campbell
Youth Sport Trust

Christine Davies
The Centre for Excellence and
Outcomes in Children and
Young People's Services

Stuart Fraser
City of London Corporation

David Grigg
Lord Lawson of Beamish
School

Peter Harris
Peter Harris Foundation

Mike Hatch
Crosshills Special School

Dr Neil Hopkin
Federation of Rosendale
Primary School and
Christchurch CE Primary School
and Children's Centres

Chris Keates
NASUWT

David Lendon
Lincolnshire Business Education
Trust

Stephen Maddern
West Exe Technology College

Glenn Mayoh
Abbs Cross School

Leo Noe
REIT Asset Management

James O'Neill

Janie Orr
EMI Music Sound Foundation

Professor Alec Reed
Reed Foundation

Dr Anthony Seldon
Wellington College

Michael Shepherd
Hawes Side Primary School

Sir Alan Steer

Professor Steve Smith
University of Exeter

Geraint Williams
BT Global Services

Margaret Wilson
King John School

Academy Sponsors Advisory Council (as at June 2010)

Steve Chalke MBE
Oasis Community Learning

David Crossland
Crossland Academies

David Doran
The Bedford Charity

Kevin Everett
Sir John Cass's Foundation

Helen Fraser
The Girls' Day School Trust

Sir Ewan Harper
United Church Schools Trust

Lucy Heller
Ark Education

Deborah Knight
Haberdashers' Company

Sir Richard Leese
Manchester City Council

Sir Bruce Liddington
E-ACT

Michael Marchant
The Mercers' Company

Ian Millard
City of Wolverhampton College

Arati Patel Mistry
New Charter Housing Trust
Group

Dr Daniel Moynihan
Harris Federation of South
London Schools

Annabel Nicoll
Arbib Foundation

Sally Ritchie
The Aldridge Foundation

Peter Simpson
Brooke Weston Academies

David Triggs
Academies Enterprise Trust

Caroline Whitty
Samworth Academies

Professor Michael Worton
University College London

National Headteacher Steering Group (as at June 2010)

John Townsley (chair of group)
Morley High School

Andy Birkett
Hele's School

Rob Boothroyd
Yarborough School

Trudy Brothwell
St Hugh's Church of England
Maths & Computing College

Steven Clark
Tabor Science College

Allison Crompton
Middleton Technology School

Paul Danielsen
Highworth Grammar School for
Girls

Philip Dover
Lees Brook Community Sports
College

Christina Edwards
Ringwood School

Janet Felkin
Blatchington Mill School and
Sixth Form College

Structure

Stephen Gallaher
Foxhills Technology and
Performing Arts College

David Gregory
Fosse Way School

Peter Hamer
Kirk Hallam Technology College

Dr Neil Hopkin
Federation of Rosendale
Primary School and
Christchurch CE Primary School
and Children's Centres

Patrick Howarth
Hummersknott School and
Language College

Chris Leach
Great Wyrley High School

Stephen Maddern
West Exe Technology College

Glenn Mayoh
Abbs Cross School

Catherine McCormack
South Wirral High School

Alan McMurdo
Thomas Deacon Academy

Annetta Minard
Oakmead College of
Technology

Stephen Munday
Comberton Village College

Dr Sai Patel
The Hayfield School

Ian Potter
Bay House School

Stephen Prandle
Ponteland Community High
School

Rob Robson
Samuel Whitbread Community
College

Mary Saunders
Bettridge School

Andy Schofield
Wellington Academy

Michael Spinks
Urmston Grammar School

Jacques Szemalikowski
Hampstead School

Simon White
St Robert of Newminster RC
School

Pam Wright
Wade Deacon & Fairfield
Federation

Associate directors (as at June 2010)

Professor Brian Caldwell

Tom Clark

Professor Barry Carpenter

Professor Brent Davies

Dame Wendy Davies

Sir Iain Hall

Professor Sir Geoff Hampton

Professor Andy Hargreaves

Professor David Hargreaves

Professor Alma Harris

Professor David Hopkins

Professor David Jesson

Rosemary Potter

Clive Tucker

Ken Walsh

Professor Dylan William

Professor Yong Zhao

Glossary

Academies

Academies are publicly funded, independent schools that provide a first-class, free education to local pupils of all abilities. The earlier academies model brings an original approach to school leadership, using the skills of sponsors and other supporters.

Sponsors of academies in the original programme come from a wide range of backgrounds including universities, individuals, businesses, the charitable sector, existing private schools and educational foundations. They may also come from faith groups or the voluntary sector. Some are established educational providers. However, all of them bring a record of success in other enterprises which they can use in their academies alongside experienced school managers.

Achievement

A learner's progress from where they were to where they are now.

Affiliate

A member of the SSAT.

Applied learning

Learning to prepare for the world of work. Students involved in applied learning often work on real projects set by businesses.

Attainment

The level of education or skill a student actually achieves.

iNet 'International Networking for Educational Transformation'

Our network to encourage schools from different countries to share good, new practice.

Lead practitioners

Outstanding teachers who work with other teachers in their area, to share ideas for improving teaching and learning.

Special school

A school for pupils with statements of special educational needs (SEN), whose needs cannot be fully met in mainstream schools.

Specialism

A curriculum area which a specialist school chooses to focus on. Schools can choose from 10 specialisms, special educational needs or an applied learning specialism.

Specialist schools

Specialist schools work with private-sector sponsors and are supported by extra government funding. Specialist schools focus on those subjects that relate to their chosen specialist subject, but must also meet the National Curriculum requirements and deliver a broad and balanced education to all pupils.

Any maintained secondary school in England can apply for specialist status in one of 10 specialisms: arts, business and enterprise, engineering, humanities, languages, maths and computing, music, science, sports, and technology. Schools can also have any two extra specialisms.

The Specialist School Programme promotes improvement by giving opportunities for schools to work to their strengths. This allows them to deliver effective

teaching and learning in their specialist area of expertise, as well as across the curriculum, and to drive forward new ideas.

The board

Our board of trustees.

Trust school

A state-funded school supported by a charitable trust. The trust is made up of a range of partners that can include businesses, universities and colleges. The trust appoints school governors and supports the school in many ways to give new opportunities to young people.

Rural dimension

The rural dimension specialism gives students an understanding of environmental issues and of the countryside. It is relevant to all schools, including those in urban (towns and cities) settings.

Windsor fellows

Windsor Fellows who work with SSAT are carrying out the Windsor Fellowship's Leadership Programme for Undergraduates. This programme is designed for black, Asian and ethnic-minority undergraduates who have already shown talent and potential. The programme includes intensive residential seminars, a personal improvement programme, a summer internship and voluntary work which each fellow chooses for themselves. Each fellow is sponsored by a leading organisation at which they carry out their paid internship.



Specialist Schools and Academies Trust

THE SCHOOLS NETWORK™

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Charity number 296729. Registered in England. Company number 2124695.
 Printed July 2010

