

Annual Report 2008/2009



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Chairman's foreword



As this report shows, we have continued to support schools to become centres of excellence in their specialisms, to raise standards across the curriculum, and to share their knowledge and experiences both nationally and internationally.

Schools use their specialist status to make improvements that contribute to their overall success. This is demonstrated in many Ofsted reports. Language colleges are encouraging students to study languages and are introducing subjects such as Mandarin and Arabic. And science colleges are encouraging the teaching of physics, chemistry and biology as separate subjects, increasing the number of students studying science at A-level and degree level. Many specialist schools are leading the way in developing the new Diplomas.

Importantly, the specialist schools programme is about more than improving the curriculum. Schools are using the 'community dimension' to build effective partnerships with local businesses, primary schools, further education colleges and universities. Through this, schools are putting themselves at the heart of their communities, playing a vital role in strengthening communities and improving neighbourhoods.

This report also shows the extent of our international work. If all schools are to be world-class, we must know what is happening in other countries and look for improvement wherever it can be found. Through our international network iNet and our other international programmes, schools are looking beyond their local community to countries such as Australia, the USA and China. As well as broadening the experiences of young people, our international network develops new ways of transferring knowledge and best practice.

This report provides an overview of our work and achievements against our objectives. We are an organisation driven by our schools membership and dedicated to working with and supporting our members so all young people, whatever their background, receive the world-class education they deserve. We look forward to working with all our members and other partners to raise standards further.

A handwritten signature in black ink that reads "Nick Stuart". The signature is written in a cursive, flowing style.

Nick Stuart
Chairman

Chief Executive's introduction



During 2008/2009, we extended and deepened our work as a membership organisation dedicated to meeting the needs of our members. Our membership continued to grow nationally and internationally, with increasing numbers of secondary schools, special schools, primary schools, local authorities, higher education institutions and further education colleges sharing our ambition for a world-class education system in which all children and young people can succeed.

Our activities this year have reflected our commitment to the priorities of the Government's Children's Plan. Our active and expert support of specialist schools, academies and trust schools continued to develop and enrich the education system. By the end of the year, 92% of all mainstream secondary schools held specialist school, academy or trust status. We championed the use of specialism to encourage excellence in teaching and learning, and the needs of increasing numbers of young people were met through our pioneering work on personalising learning with such initiatives as 'student voice' and 'assessment for learning'. Our determination to develop inspired and inspiring leaders, equipped to meet the challenges of leadership in the 21st century, was realised through leadership programmes involving 2,299 teachers from 1,041 schools.

Our 'by schools, for schools' approach to school improvement is based on partnership working, and once again we saw how programmes such as the Leading Edge Partnership Programme are effective in encouraging schools to work together on a local and national level. We also supported schools to develop partnerships with businesses, higher education institutions and the local community. Through our international network iNet, we helped to create opportunities for schools in England to build relationships with 1,614 schools in 33 countries.

Our achievements have been guided by our networks of head teachers which are a significant and representative national voice. This year we supported these networks in developing national policies. This is a powerful way of transferring knowledge to and from the school system, as we work together to achieve our shared ambition of world-class education.

A handwritten signature in black ink that reads "Elizabeth Reid". The signature is written in a cursive, flowing style.

Elizabeth Reid
Chief Executive

Our performance against our objectives

Our corporate plan for 2008/2009 set six objectives for the financial year 2008/2009. Our senior management team and our board monitored our progress against the plan throughout the year.

The following sections of this report set out each of the objectives as they appear in our 'Corporate plan 2008–2009 and 2010–2011', and our performance towards meeting each objective. This report includes a summary of our financial performance in 2008/2009.

Our objectives

- 1 To develop the specialist schools and academies system
- 2 To develop specialisms and curriculum
- 3 To build and embed capacity in schools to raise achievement
- 4 To develop specialist school and academy partnerships with businesses and the community
- 5 To develop leadership and foster innovation
- 6 To develop our organisation to achieve results

Main results

- By March 2009, 2,891 mainstream secondary schools (92% of all mainstream secondary schools) were specialist schools or academies, or had trust status. During the year, a further 58 mainstream secondary schools gained specialist status to become specialist schools by September 2009.
- The number of middle schools with specialist status reached 44. This is 18.3% of all middle schools with pupils over the age of 13.
- In the 2008/2009 academic year, 26 special schools applied for specialist status and 15 were successful. The year ended with a total of 212 special schools (24% of all special schools with students aged 11 and over) in the specialist programme, made up of 79 in the curricular specialisms and 133 in the special educational needs (SEN) specialism. This was 24 more special schools than last year.
- During 2008/2009, almost 92% of schools that applied to keep their specialist status were successful. We supported schools throughout this process, including holding 11 events attended by 833 schools.
- The number of academies increased from 83 to 133 this year. Through the academy-support programme we worked with 146 academies that were open or soon to be opened. All academies, including those which have principals in place but are not yet open, were affiliated to us.
- With our partners in the Trust and Foundation Schools Partnership, we worked with another 137 schools in the process of becoming trust schools. This brings the total number of schools we and our partners supported to 565. By the end of the year, there were 145 established trust schools.



- By the end of the year, a total of 3,717 schools in England were affiliated to us. This included 346 special schools and 454 primary schools.
- The number of schools affiliated to iNet, our international network, reached 1,614 in a total of 33 countries. This was 305 more schools than last year.
- During 2008/2009, 370 'lead practitioners' worked with other teachers to share curriculum resources and ideas for improving teaching and learning. This was 254 more than in the last year.
- During the year, 2,606 schools took part in our specialism and curriculum programmes or '14–19' themed events. This was 83% of all mainstream secondary schools.
- Through the Diploma Support Programme we have worked with more than 10,000 practitioners across 317 consortia.
- We built good relationships with more higher-education institutions, ending the year with 46 affiliated to SSAT. This was 11 more than in the previous year.
- In specialist schools and academies, an average of 48.5% of the students achieved five or more GCSEs, including English and maths, at grades A* to C. Without English and maths, the average was 65.5%.
- Of the 70 academies with students in Year 11, the percentage of students gaining five or more GCSEs, including English and maths, at grades A* to C increased by over three times the national average (4.4% of students in academies compared with a national average of 1.3%). Without English and maths, the percentage of academy students gaining these results increased by more than two and a half times the national average (9.9% of students in academies compared with a national average of 3.9%).
- The number of local authorities affiliated to us reached 64, five more than last year.
- In 2008/2009 we offered 11 leadership programmes for 2,299 teachers from 1,041 schools bringing the total number of teachers we have trained to 3,536. This included 140 school leaders who took part in leadership training for executive head teachers, bringing the total number of teachers trained for executive headship to 173.
- Our development team worked with 23 different people and organisations to raise £8.3million for the specialist schools system.
- We achieved 'Recognised for Excellence – 5 stars', which is the highest level possible, in our European Excellence Model (EFQM) assessment.
- More than 894 school leaders took part in at least one of our steering groups, making a total of 1,016 places. They helped to shape our priorities and to make sure that we remain an organisation driven 'by schools, for schools'.
- The 16th National Conference, held at the same time as the 5th iNet Conference, was more successful than ever before. Some 2,254 delegates from 1,105 schools, including delegates from 16 international locations, attended the conference. This was 138 more delegates than in 2007, and 50 more schools.
- In the evaluation of our events during the year, overall we achieved 1.64 against a target of 1.65 (scores range from 1 for 'excellent' to 5 for 'very poor').
- Our income increased by 43% to reach £87million.

Objective 1

‘To develop the specialist schools and academies system’

We continued to support schools to help them raise achievement and make sure all young people receive an education that prepares them for the challenges of the 21st century. We worked with schools to use the specialist system to identify improvements and put them into practice.

By March 2009, 2,891 schools (92% of all mainstream secondary schools) were specialist schools or academies, or had trust status. During the year, a further 58 mainstream schools gained specialist status to become specialist schools by September 2009.

Our services helped schools that were applying to keep their specialist status (a process called redesignation), and almost 92% of these schools were successful. We held 11 events where a total of 833 schools discussed the specialist-school programme and how to prepare for redesignation.

During 2008/2009, another 217 schools became high-performing specialist schools (HPSS), and 326 delegates (nearly 60 more than the previous year) attended our introductory events.

Our international network, supported by our iNet programme, continued to expand and extended to 33 countries. iNet encourages and supports schools and educational organisations around the world to share effective practices with the aim of raising standards.

The number of schools, higher-education institutions and other educational organisations affiliated to iNet was 1,657. Of these, 1,614 were schools, an increase of 315 (25%) compared with last year. The largest growth during 2008/2009 was in Michigan, USA, which ended the year with 144 affiliates, all of which became members during the year.



We promoted and supported the Trust and Foundation Schools programme with the Department for Children, Schools and Families (DCSF), Youth Sport Trust (YST) and Foundation and Aided Schools National Association (FASNA). With these partners, we worked with 137 schools, supporting them on their way towards getting trust status. This brought the total number of schools supported by us to 565. By the end of the year, there were 145 schools in established trusts.

During the year, the number of academies increased from 83 to 133. Through the academy-support programme, we worked closely with 146 academies that were open or soon to be opened. All academies were affiliated to the SSAT.

We published nine more titles in our series of resources for academies, including two on academy leadership, one on academies' community involvement and another – with the Royal Marsden Hospital – on supporting children with cancer. We published a series of 13 resource packs focusing on topics identified by academy principals. We also produced four issues of the 'Academy Update' newsletter. There is a full list of publications and toolkits on page 39.

We also developed the 'academies wiki', in collaboration with the National Audit Office (NAO) and with the support of a group of academy leaders. The wiki provides information about individual academies and the academies programme and can be updated at any time by all registered stakeholders.

A total of 915 delegates attended our 26 conferences and events for academies and academy sponsors. This was 364 more than the previous year, showing a 66% growth in attendance. They gave an overall score of 1.66 (scores range from 1 for 'excellent' to 5 for 'very poor'). These events included our annual Academies Conference, which Lord Andrew Adonis, Parliamentary Under-Secretary for Children,

Schools and Families, spoke at. Over the two days, 219 delegates attended and the evaluation score was 1.75 (scores range from 1 for 'excellent' to 5 for 'very poor').

We established nine networks for practitioners in academies. These included networks for librarians, dance teachers, chairs of governors, special-needs co-ordinators and directors of post-16 learning.

Head teacher steering groups in every region helped us identify our priorities. We developed activities and support tailored for each region, including high-quality training, specialism-network meetings, subject conferences and regional conferences.

Over the year, our regional development team made more than 1,400 visits to schools in England, and held more than 300 events. The events were designed to cover the areas of development identified by the regional head teacher steering groups. The average evaluation score for these events was 1.65 (scores range from 1 for 'excellent' to 5 for 'very poor').

Each region appointed a school-based consultant to provide support and help meet the needs of special schools. The consultant also gave expert advice and guidance on dealing with (SEN) issues in mainstream schools. Regional events provided high-quality continuing professional development (CPD) on aspects of special educational needs directly relevant to the schools. Some 355 delegates from 124 schools took part in these events. This was an increase of 214 delegates (152%) and 56 schools (82%) from the previous year.

The first SEN lead practitioners were appointed, increasing the availability of CPD and the reach of good practice throughout the regions. Special-school-network events regularly included subject-based workshops on sharing good practice.



During 2008/2009 we supported 90 special schools in their application for specialist status. The support included giving them advice to help them strengthen their bids. Four workshops explaining the process of applying for specialist status attracted 195 delegates. The year ended with a total of 212 special schools in the specialist programme, 24 more than the previous year and 24% of all special schools with students aged 11 and over. The schools were made up of 79 specialist special schools in the curricular specialisms and 133 in the SEN specialism.

The Family of Schools programme continued to deliver leadership programmes and specific training to local authorities and primary schools as well as secondary schools. The number of primary schools in England affiliated to us reached 454, an increase of 136 schools on the previous year.

The National College of School Leadership (NCSL) chose us to provide training for head teachers and local-authority staff to support the Primary Capital Programme. We also continued to deliver the DCSF's Primary Specialism Pilot in partnership with the Youth Sport Trust and National Strategies.

We supported primary schools in responding to issues not covered by their local authority or neighbouring primary schools by linking those that had similar projects and planned initiatives. We arranged school visits, training opportunities, publications, information and study tours.

We formed a partnership with the Consortium of All-Through Schooling (CATS) to provide continuing support to the schools either interested in or providing all-through education (education from Key Stage 1 through to A-levels).

In developing the specialist schools and academies networks, we worked with the DCSF and a wide range of partners including educational organisations, non-departmental public bodies, sponsors and employers.



Case study:

Regional support for specialist schools and academies

Royds Specialist Language College has been a language college since September 2003. Through the specialism and affiliation to us, the school has had the opportunity to become involved with regional networks.

The regional networks were set up to identify, support and share good practice. During the year, practitioners and school leaders had the opportunity to join regional and specialism groups that supported developments in leadership and the curriculum. They also created new opportunities to share ideas and strategies that affected classroom learning.

Royds shared expertise with other schools by:

- running workshops or conferences;
- sharing case studies or other resources on the SSAT website or in SSAT News;
- contributing to wider networks and sharing information at SSAT events; and
- keeping up to date with national and international developments in teaching and learning.

As a result, the school could provide advice to other schools and act as a point of contact between us and the network, working with the SSAT regional, specialism and national co-ordinators.

Bernadette Young, Head Teacher of Royds Specialist Language College and Chair of the SSAT's Yorkshire and the Humber Regional Steering Group said:

'The regional group is a dynamic group where you can really contribute and influence the way things are done. It uses a wide range of existing collaborations to identify particular topics in which more focused regional provision is required. The networks bring teachers and leaders together over a wide spread of schools and organisations to share knowledge and achieve better understanding of the ways in which multiple partners are seeking to address common issues. This has had a particular impact on languages as the network has strengthened teaching and learning within the school and across schools in the region which have been involved with Royds. It has led to innovation and creative use of technology to motivate learners of languages and enhance their learning.'



Objective 2

'To develop specialisms and curriculum'

We supported specialist schools and academies in:

- becoming centres of excellence in their specialisms;
- raising standards across the curriculum; and
- sharing their knowledge and experiences with each other.

Our head teacher steering groups continued to promote the development of the specialisms in schools. During the year, our steering groups covered 11 specialisms, along with 14–19 networks and Chinese networks. Three steering group meetings were held in each specialism. In total, 290 members attended 35 steering group meetings.

We developed the network of 57 'enterprise learning partnerships' which were funded by the DCSF to support networking and joint working. In particular, they focused on developing the teaching and learning of enterprise education (work related learning that encourages pupils to become more enterprising) across secondary schools with other specialisms as well as non-specialist schools, special schools, primary schools and colleges of further education.

Our team of specialism co-ordinators supported specialist schools through 454 school visits, as well as by phone and email. The support included providing advice and guidance on specific subjects, developing the contents of the curriculum, and providing teaching and learning resources developed by our staff.

We held 12 specialism conferences for all specialisms and the Chinese network. The conferences were attended by 1,985 delegates, an increase of 306 compared with last year.



We offered a series of 15 events for directors of specialism. This was four more than the previous year. These two-day introductory and advanced courses, attended by 233 delegates, covered issues such as how to:

- firmly establish the specialism into the curriculum;
- monitor and evaluate the effectiveness of the specialism;
- develop leadership and management of the specialism; and
- prepare for redesignation.

We continued to work with other organisations to show how specialisms are put into practice. The other organisations included the Royal Geographical Society, Royal Opera House, Channel 4, British Library, British Museum, the Institute of Physics, the Association for Science Education, the Design and Technology Association, the National Centre for Languages (CILT), the Association for Language Learning, and the Royal Academy of Engineering.

We expanded the number of Confucius Classrooms in our Confucius Institute, from five in 2007 to 12 in 2008. Funded by Hanban (the Office of Chinese Language Council International) the SSAT Confucius Institute encourages and supports the teaching and learning of Chinese language and culture. In December we were presented with the Advanced Performance Confucius Institute Award by the Chinese Education Minister, Zhou Ji. The ceremony took place at the Hanban World Conference for Confucius Institutes in the Great Hall of the People in Beijing.

An important part of our role is helping schools to record and reflect on their achievements as specialist schools, including leadership and management. Further development to the Specialist Dividend Self-evaluation Toolkit provided many resources to guide schools' planning and development. (The specialist dividend is defined as the added improvements schools make as a result of becoming specialist.) The toolkit also provided knowledge and experience from other schools.

In 2008/2009, 15% of all specialist schools used the toolkit, completing a total of 3,767 reviews. More than 85% gave evidence showing that practice in these schools was developing, extending or transforming, and leading (the top three categories). Some schools used the reviews to prepare their self-evaluation forms for Ofsted.

In May 2008, the Quality Improvement Agency awarded us the contract to deliver phase 2 of the Diploma Support Programme. More than 10,000 practitioners working in 317 consortia have been involved with the programme.

The 14–19 team worked closely with the Learning and Skills Network (LSN), the Workshop, and Pearson Education to provide training events, web-based materials and resources to support schools or colleges teaching Diploma courses from September 2009. A new website, www.diploma-support.org, allowed practitioners to keep in touch with 14–19 developments and get involved with the Diploma Support Networks through its online communities.



We worked to improve applied learning throughout the specialist system. Training events helped practitioners to network and develop their 'applied learning' skills. Around the country, events that involved employers prepared teachers and school leaders to develop new, exciting experiences for learners aged 14–19.

We continued to provide professional-development support to schools and their partners. The national networks of lead practitioners helped raise standards. We refined the professional-development programme for new head teachers and published a handbook to support the programme. We established the first international lead practitioners in Abu Dhabi.

The Lead Practitioner programme grew to include more than 300 'lead' teachers who worked with other teachers to share ideas and resources to improve teaching and learning. In an evaluation published by the market research company TNS in 2008, based on findings from the 2007/2008 academic year, results showed that 71% of participants in seminars led by lead practitioners became more confident in their teaching ability, and nearly two-thirds reported that their pupils were more involved and motivated. 84% shared resources with other colleagues in their schools.

We further developed our Lead Practitioner accreditation to offer professional recognition for leading on excellent practice. We brought this internationally recognised accreditation in line with the University of Warwick Postgraduate Certificate in Innovation in Education (PGCiE) and the Teaching and Learning Academy (TLA) stage 3.

We worked closely with the Centre for the Use of Research & Evidence in Education (CUREE) which develops national coaching and mentoring standards. This helped us to train practitioners to become accredited leaders in coaching.

The ongoing Curriculum Design programme funded by the DCSF helped us to support schools to effectively redesign the curriculum. The programme has developed and strengthened our working relationships with the Qualifications and Curriculum Authority (QCA) and the National College for School Leadership (NCSL).

Through the programme we supported 2,177 secondary schools in England (including middle schools and special schools). The schools' evaluations of this support were very positive, averaging 1.75 (with a scoring system ranging from 1 for 'excellent' to 5 for 'very poor').

Case study:

Horsforth Science Specialist College

Horsforth School has been involved with SSAT programmes to increase the number of students taking triple science (biology, chemistry and physics) at GCSE and at A-level, particularly promoting physics. The programmes included co-ordinating a network of four other schools in Leeds to develop teaching resources with scientists. During the year, the network grew to 16 schools that are now developing links with higher education providers.

As part of the Triple Science Support Programme, the director of science specialism at Horsforth was appointed as a lead practitioner to develop training modules and model lessons relating to contemporary triple science topics. She co-ordinated and delivered a full day CPD event at Horsforth College for 22 teachers from the Yorkshire and the Humber region. That event was aimed at raising the standard of the teaching of triple science, with a particular focus on potential A and A* students.

The school also had a lead role in promoting the Institute of Physics' 'Stimulating Physics' programme. Activities included industry visits, post graduate mentors and a 'Girls into Physics' careers day for students at both Horsforth and partner schools.

There has been a steady increase in the number of students taking GCSE physics (46 in 2007 to 82 in 2008) and A-level physics (17 in 2006 to 23 in 2007 and 25 in 2008) over the past three years. Students taking part in extra-curricular events centred on physics and triple science, such as the Key Stage 5 rocket club, also increased during the year.

Students taking GCSE and A-level physics are receiving a much better experience, and an enormous number of opportunities are offered to complement teaching. As a result, physics is seeing the most rapid school-wide increase in numbers of students opting to study it at some level, and Horsforth is now considered across the region as a school that delivers triple science and GCE physics in a dynamic and successful way.



Objective 3:

‘To build and embed capacity in schools to raise achievement’

Supporting schools to help them raise achievement and narrow the gap in examination results is at the heart of what we do. During the year we provided specialist schools and academies with programmes and services that helped them to make long-term improvements and use the specialist system to develop teaching and learning practices.

The Leading Edge Partnership Programme (LEPP) was set up to encourage schools to work together on a local and national level to solve some of the most difficult problems in education. Eight more Leading Edge Partnership Programmes were added to build on and focus the work of the partnerships. The programmes included maths, English and programmes for the gifted and talented. By the end of the year, more than 30 schools were in each of the main Leading Edge Partnership Programmes.

The number of high-performing specialist schools (HPSS) choosing to form ‘leading edge’ partnerships and become a lead school reached 240, an increase of 22 on the previous year. A further 55 schools became HPSS lead schools to work within the Raising Achievement Partnership Programme (RAPP). This programme was set up to support schools in difficult circumstances.

In 2008, we held our first ‘Achievement Show’, a one-day conference for schools within Leading Edge Partnership Programmes to come together and share best practice from across the country. More than 1,200 delegates attended the event, at which 11 ‘learning zones’ gave teachers a wide range of opportunities for development. Speakers included Professor Alma Harris from the Institute of Education, University of London.

The Gifted and Talented lead schools network, established in 2007 through the LEPP programme, has now grown to more than 149 lead schools. The lead schools worked with their local authority to help improve the teaching of gifted and talented students in other schools.



In March 2009 we applied for the contract to deliver the Gaining Ground programme. The programme creates partnerships to encourage schools to share best practice on raising achievement and narrowing the gap in educational achievement. In particular, the partnerships focus on improving the rates of progress all children make in English and maths from Key Stage 2 to Key Stage 4.

The Specialist Schools Achievement Programme (SSAP) gave advice and guidance to schools that were facing challenges and at risk of losing their specialist status. All 52 schools on the programme were successful in keeping their specialist status. Six came out of an Ofsted category of 'notice to improve' or 'special measures' within three terms of the programme. Also, 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 2008 examinations.

Many schools benefited from our professional-development programme by firmly establishing formative assessment. (Formative assessment is about adapting teaching to make sure that every student's needs are being met.)

The professional-development programme was developed with Professor Dylan William from the Institute of Education, a leading authority on assessment. During 2008/2009, 300 delegates from 222 schools took part in six 'embedding formative assessment' events. Nearly 500 copies of the 'Assessment for Learning' training pack were sold to schools and local authorities.

We helped to deliver the Academy Support Programme (ASP) with the DCSF. Through the ASP, we worked with academies on their school improvement activities and their CPD programmes. More than 100 academies were involved in over 30 categories of support, including literacy, use of information, curriculum design and delivery, and leadership. Also, all of the academies, whether part of the ASP or not, were involved in the networking and academy support opportunities developed by us. In 2008, we held the first Annual Academies Conference. More than 219 delegates attended the conference, and a further 150 students attended a related conference held at the same venue.

The training and support available to the governors of academies included a resource pack focusing on roles and responsibilities and on effective monitoring of performance. We held 21 training sessions for academy governors and planned a further 12. A comprehensive communications plan included information specifically for governors on our website, a free e-newsletter for governors, and information specific to governors at our events, including the national conference and the academies' annual conference.

We developed the Every Child Achieves programme, working with over 200 schools to identify and overcome barriers to learning. A series of events and tailored support packages challenged, motivated and inspired schools so every student had the opportunity to achieve their full potential.



Ken Morris, Head Teacher of Hamstead Hall Community Learning Centre received the first Diamond CDQS award.

Two publications showed how schools were using our 'cultural diversity quality standard' (CDQS) to promote community cohesion. (Community cohesion involves mutual support and co-operation between different parts in the community, such as parents, employers and other groups.) During the year, we awarded 10 gold, three silver and four bronze CDQS awards. The first diamond award was presented to Ken Morris, Head Teacher of Hamstead Hall Community Learning Centre.

We further developed our work to help schools involve parents through the Engaging Parents Raising Achievement programme. Our new toolkit set a standard for primary schools to involve parents. We widened the reach and effectiveness of the secondary toolkit. Evaluation showed that 271 schools using the new toolkit had improved in this area.

The Data Enabler programme helped schools and academies to better understand and use information. During 2008/2009, the programme reached more than 1,000 schools and 1,468 registered users through national events, a website and publications. The programme was recognised by Ofsted, DCSF and Fischer Family Trust. Schools in the National Challenge programme found it useful in identifying which students were at risk of failing to reach national targets for exam results. In our publication on educational outcomes we set out our annual analysis of GCSE results. The publication shows the effect specialist status has had on raising standards and gives schools their value-added scores and useful case studies.

We also worked with colleagues abroad to support their work widening learning opportunities for young people. In 2008/2009, we secured a contract from the Abu Dhabi Education Council to work alongside local teachers to put programmes in place to help raise achievement in four schools in Al Ain, in the Emirate of Abu Dhabi. In February 2009, 20 teachers from Hubei Province in China took part in a two-week training programme to learn about the English education system and innovations taking place in schools in London.



Case study:

Seven Kings High School

In 2008, 88.1% of students at Seven Kings High School in London achieved at least three levels of progress in English and maths. Also, 83% of students achieved five or more GCSEs, including English and maths, at grades A* to C. Their overall progression rates were more than 42% higher than the national average of 45.5% in 2008.

To achieve this, Seven Kings set up an intervention programme for English and maths from Year 7 onwards. This programme supported students identified in Key Stage 2 as needing extra help. These students received targeted support during lesson time in the core subjects, whether in Year 7 or Year 11. In Key Stage 4, approximately 10% of students received mentoring from senior staff and experienced teachers across all subjects.

The senior team played a prominent role by visiting maths and English lessons each day, meeting students and making sure that successes were recognised. Seven Kings' next challenge is to extend the strategies used in English and maths across all subjects. Regular meetings between the heads of English and maths have been extremely beneficial and more joint working between the departments is planned.

Clive Rosewell, Deputy Head, said, 'the 'magic ingredients' are the use of 'hard-edged' data, plus positive and personalised intervention strategies to support students in all Key Stages. Seven Kings 'track and manage data constantly' ensuring any underachieving student is identified. This has enabled Seven Kings to narrow gaps in achievement: a focus on boys' achievement has significantly improved outcomes. Homework is rigorously tracked and weekly feedback given.'



Objective 4:

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



Throughout the year we helped schools to strengthen their involvement with their local community. This included schools offering a range of services such as opportunities for adult learners and being part of a wider network of schools, colleges, higher education institutions and businesses.

In November 2008, we joined the DCSF and the Training and Development Agency at an event to celebrate the fact that the number of schools offering the full range of extended services had gone over the national target. The Secretary of State, the Rt Hon Ed Balls MP, and Minister for State, the Rt Hon Beverley Hughes MP, spoke at the event. Elizabeth Reid, our chief executive, and Sir Alasdair MacDonald, Head of Morpeth Specialist Performing Arts School in Tower Hamlets, spoke about the important role specialist schools play in developing services for the community.

To help schools offer these extended services, in January 2009 we held our second national extended schools conference, attended by 57 delegates. Susanna Todd, Deputy Director responsible for Extended Schools and Children's Centres at the DCSF, spoke about issues relating to the 'outward facing school' (a school that works with their community). The conference got an evaluation score of 1.74 (scores range from 1 for 'excellent' to 5 for 'very poor').

To share best practice, we published 'Academies and their communities'. This gave seven examples of how academies are involving and contributing to their communities.

Our network of higher-education institutions continued to grow. During 2008/2009, 11 more institutions became members, with a total of 46 affiliated by the end of the year. Through the network, we helped schools to build effective partnerships with universities, businesses and the local community. Nine higher-education champions based in schools helped other schools to form partnerships with universities and colleges. These links helped schools to raise standards and give students the opportunity to broaden their horizons and develop new skills and knowledge. During the year we sold more than 500 copies of our guide on higher-education admissions.

We worked with the National Council for Education Excellence (NCEE) to influence their recommendations to improve the links between schools and higher-education institutions. We focused on improving links for providing information, advice and guidance (IAG), working mainly with schools to raise awareness of NCEE's goal of increasing the number of students progressing into higher education, and also to consider the ways of increasing the number of students choosing to study language and STEM subjects (science, technology, engineering, maths) at university. Our work with NCEE continues through the higher-education Ambassadors Group



which includes a representative from the SSAT. The recommendations were shared at our higher-education conference in March 2009.

The conference gave schools advice and guidance on how they might work with universities to encourage more students to consider higher education. The Rt Hon David Lammy MP, Minister of State for Higher Education and Intellectual Property, spoke at the event about how these partnerships give universities a unique opportunity to get in at the earliest opportunity to develop and mould the undergraduates of tomorrow.

We also supported NCEE in the work they did on behalf of the Government to look at how involving businesses in education can make the most difference. This work led to a new National Framework for business education partnerships being introduced to help create effective relationships between businesses and schools. The work continues through the Employer Taskforce, and a representative from the SSAT sits on the partnership board.



We held a series of seminars to support organisations wanting to sponsor specialist schools and academies. An increasing number of sponsors were from higher-education institutions, further-education colleges and local authorities. The events gave potential and current sponsors the opportunity to find out more about the role of sponsors, government policy, governing rules, the effect on the wider community, and child-protection issues.

As part of our work with academy sponsors, we offered an 'academies sponsor relations programme' which included specific support for more than 30 sponsors. We organised 42 academy visits and 10 conferences for existing and potential sponsors, and circulated 11 publications to this group.

We further developed our website for academy sponsors, and we established an e-forum for chairs of governors (that is, a part of our website where chairs of governors can share knowledge and experiences).

We worked with 23 people and companies to gain £8.3million worth of sponsorship to help schools apply for specialist status or continue to be specialist schools (through the process known as 'redesignation'). This will make nearly £25million of government funding available to schools within the academic year. Support also came from companies that help schools in other ways, such as by providing school governors.

In the year, 60 teachers attended workshops which focused on understanding strategies for involving employers, and guidance on best practice. We also helped to successfully form and link partnerships between employers and schools. The employers included Linklaters and Jaguar.

We raised more than £800,000 which allowed us to offer a greater number of projects aimed at encouraging schools to share best practice and raise standards. These projects include the National Conference, the specialism conferences and the annual lecture.

We also supported organisations wanting to become partners in trust schools. We held events each term, attended by over 150 organisations, leading to 32 partnerships with schools being formed.

Case study:



Barnfield Further Education College

Barnfield College in Luton is the first further education college in the UK to sponsor two academies. The college has Beacon status, is graded 'outstanding' by Ofsted, and is an Investors in People Champion. Barnfield is recognised as a forward-thinking organisation and has excellent links with the local community and businesses.

It is leading the way on many national initiatives including opening a dental practice on a campus. To do this it is working with an NHS trust as part of a National Dental Skills Academy.

In September 2007, two secondary schools in Luton were transformed into Barnfield West and Barnfield South academies. A model was established to encourage the sharing of excellent practice among all partners. The college and the schools share a common flag, the same vision and values, and work towards a single development plan. The college provides a range of high-quality value-for-money support services, helping the academies to concentrate on students. Support services include contributing to community regeneration (improving and strengthening communities), giving advice, guidance and leadership, and carrying out activities covering student curriculum and progression, and staff development. The further-education college plans to extend its reach into the community.

During their first year of opening, both academies performed extremely well. At Barnfield West, the percentage of students gaining at least five GCSEs at grades A* to C (including English and maths) tripled from 16% to 47% – the highest performance in the last 40 years. The percentage at Barnfield South more than doubled, from 17% to 37% – the highest performance for 20 years.

Objective 5:

'To develop leadership and foster innovation'



We provided a full range of leadership training for teachers at all levels in specialist schools and academies. The leadership programme aims to make sure schools continue to have skilled and passionate leaders who can raise standards for all young people.

We offered leadership programmes specifically for newly qualified teachers, developing leaders, middle-level leaders, experienced leaders, aspirant head teachers, new head teachers and executive head teachers. 91% of those who joined a leadership programme remained on it until the end of the year.

During 2008/2009, 2,299 teachers and head teachers from 1,041 schools received leadership training, bringing the total number of teachers we have trained to 3,536. This includes 140 delegates who took part in leadership training for executive head teachers. Among those who took part in leadership training, 231 were promoted, with 30 becoming head teachers.

Leadership exchanges (where teachers visit other schools for a day to see what practices are in place) involving 259 delegates took place between 35 schools. These exchanges gave the teachers the opportunity to find out more about what other schools are doing. A further 48 national and 83 regional leadership events took place and achieved evaluation ratings of 1.51 and 1.50 respectively (scores range from 1 for 'excellent' to 5 for 'very poor').

Our leadership programmes continued to be accredited by the University of Warwick and offered teachers a route to getting a full masters degree. During 2008/2009, 18 'developing leaders' from the first two groups taking part in our leadership programmes gained their full masters.

We worked with the National College for School Leadership (NCSL) to provide a number of programmes to meet the leadership-training needs identified as a priority. These are as follows.

- **Primary leadership**

The 'developing leaders programme' helped aspiring leaders to understand the principles of good leadership and how these relate to the national agenda for primary education. In total, 382 teachers took part in this programme.

- **Future leaders**

We worked with NCSL and Absolute Return for Kids (ARK) to provide the Future Leaders programme in London, Manchester and Birmingham. This is an accelerated leadership programme designed for high-quality applicants from education and the business world to work and lead in inner-city schools.

- **London leadership**

The London 'Leadership Strategy Programme' was successfully completed in July 2008. More than 140 teachers from 12 schools took part in this middle-management-level programme, while 74 teachers took part in networking leadership visits, exceeding the target by 25 teachers. A further 19 teachers from eight schools took part in extended leadership visits.

'The extended leadership visit and the time spent discussing with a colleague after the visit were invaluable in helping me to work through all of the good practice that I saw. Discussing whether or not particular systems and methods would work in our school has helped.

The visit enabled me to look at leadership styles and to compare what I do, and what my school does, with the procedures and methods adopted in another successful school.'

John O'Shea

Bow School (London Leadership Strategy)



- **Manchester leadership**

Following the success of the London leadership programme, we received funding to set up the 'Greater Manchester Challenge Programme'. This project includes five programmes to support middle leaders, and three programmes for head teachers. This programme will be provided to schools in the Greater Manchester area until 2011.

- **Academy leadership**

The 'academy leadership induction programme' paired experienced academy principals with 55 newly appointed principals. The partnerships gave principals the opportunity to test and review their approaches to staffing structures, development plans, teaching and learning, financial arrangements and governing rules.

- **International leadership**

In June 2008, we were awarded the contract to deliver the 'international leadership learning programme'. The programme allows senior school leaders to explore how schools are led in other countries and to share what they have learnt with colleagues in the UK so those colleagues can develop their leadership skills. The programme has recruited 349 participants as well as 54 facilitators. (Facilitators lead workshops where participants work together and share information.) We delivered 37 workshops in England and made 11 international visits.

The Teachers International Professional Development programme arranged for 637 places on study visits abroad. The places were taken up by teachers from 135 schools and colleagues from their local authorities.

We supported senior and middle leaders to develop the work they do within their communities as part of their specialism through programmes, events and lead practitioners.

- A total of 20 lead practitioners worked with 154 schools to help them develop the community aspect of their specialism.
- Within the group of lead practitioners, four acted as co-ordinators and worked with schools in their regions to develop leadership of the 'rural dimension' of their specialism (how the school is committed to providing opportunities for students to increase their understanding and experience of the countryside as a place to live and work).
- A total of 43 teachers took part in the community leadership programme which helped them lead the community aspect of specialism within their schools.
- We held eight community leadership events during the year and 75 leaders took part.
- In 2008/2009, 10 schools took part in a new leadership programme to help schools meet the expectations of the National Framework for Sustainable Schools.

Professor Brent Davies supported and chaired two leadership seminars for academy principals and vice principals, and led a study visit to California to investigate the leadership in schools there. He also developed two publications on academy leadership, one of which was co-authored by Hilary Macaulay, principal of West London Academy.

We continued to encourage student involvement through the 'Student Voice' programme and held nine student-voice events in 2008/2009. These included training for students and staff, observing and commenting on lessons, creating teaching and learning methods with students, and a joint SSAT and the National Endowment for Science, Technology and the Arts (NESTA) student leadership and innovation conference. These events attracted 499 delegates from 191 schools. A conference for 150 students from academies was held in July to coincide with the national academies conference. We also held three online conferences for students through iNet. In total the conference attracted more than 29,000 visits from across the globe.

Throughout the year, students had the opportunity to showcase their skills and talents. Our 16th National Conference in November, which more than 2,200 school leaders went to, saw 357 students from 58 schools leading workshops, performing and speaking on the main stage, and interviewing and filming delegates. They also did work experience at the convention centre and with our conference team.

A student, supported by our student-voice consultant, spoke at our 12th annual lecture in June. The conference also saw the launch of two 'school of talent' awards – the RM School of Talent Award for the school 'unlocking' the talent of their students and The Talent and Enterprise Task Force School of Talent Award for the school 'unlocking' the talent of their staff.





Students from specialist schools and academies provided more than 120 contributions for 'Learning with Students', a publication that demonstrates innovative practice in 'student voice'. For those contributions, 10 were chosen to be in the final publication. This is believed to be the first publication of its kind. Nearly 3,000 copies were distributed at the National Conference and at the SSAT and NESTA student leadership and innovation conference.

At the SSAT and NESTA conference, 243 students and school staff discussed different models of student leadership in schools, student involvement in school reviews, students as learning partners, online mentoring, making learning better, and student-led workshops. Students and teachers from 10 schools took part in the launch of the research project, 'Meeting the challenge of education in the 21st century and a global economy'. They worked with the Prime Minister's Global Fellows and representatives from NESTA to explore their vision of education. All projects are being led by students, supported by members of our personalising learning team.

School-based innovation was the subject of seven new publications, based on the work of more than 65 schools. These pamphlets were closely linked to the theme of the National Conference, and copies were given to each delegate.

One of the main subjects covered in the pamphlets was 'leading system redesign', an area of work, led by Professor David Hargreaves, that identifies elements of the redesign of a school system that would meet the needs of the 21st century. Themes included how Web 2.0 can help to transform learning, new forms of professional development, the possibilities of joint working between staff and students, and the processes of school-based innovation. Case studies showed how schools had reorganised their structures to personalise learning for all students.

Following work with a group of generation Y teachers (teachers who were born in the 1980s) from a variety of schools, four gave presentations on the main stage of the National Conference about the leadership opportunities they had been given in their schools and the importance of embracing new technologies and joint working between students and teachers. This was followed by three school-led showcases, presented by students, about the innovative work that was happening in their schools.

The academies coach tour took 96 delegates, including school leaders and government officials, to seven academies and one college of further education which sponsors an academy. The tour showcased the many different ways in which academies are raising standards across the whole curriculum. Delegates learned about themes ranging from all-through education to programmes for personalising learning and specialisms, and providing boarding facilities.

The Futures Vision Tour Awards continued to provide an opportunity for award-winning schools to show the achievements of their students and staff. This year, 11 schools opened their doors to business leaders, education experts and government representatives. They celebrated the important role teachers and students were playing in placing their schools at the heart of the community.



Case study:

SSAT and NESTA student voice conference

More than 260 students and staff were involved in the SSAT and NESTA student leadership and innovation conference at the University of Warwick. The aim was to share, explore and be inspired by student-voice practice going on in schools and for students to take ideas back to their own school to bring about and lead change.

Sally Paskin, a student from Ringwood School, reported on the event.

‘Over 17 schools attended the conference, some with complex, well-set-up student-voice systems and others with none at all.

‘There was one presentation I found particularly striking. George Pinder Community Sports College presented a review of their student voice system and the importance of student leadership. I was amazed at the amount of things students had done for their school through getting together just once a week. For example, they had introduced an ‘opening minds’ lesson, which was taught on a Monday morning so that students could have a positively focused start to the week. The lesson is taught by tutors and the hour consists of practical, fun activities where important life and social skills are learnt.

‘The experiences at the conference reinforced my belief that everyone benefits when teachers and students work together. Our school has recently submitted an entry for a competition to get support for a student learning research project. We are going to focus on the use of technology in our school and work with people in our local community. Students were able to work closely with our teachers on planning the bid and therefore felt truly involved from the start. Many of us feel that it is by going out into other schools and meeting like-minded students that we will find the very best opportunities to take our leadership roles further. The conference gave us an exciting vision of what can be achieved when ideas from so many sources are shared and discussed.

‘Much is written in today’s press about a disaffected youth and declining standards in education. I saw nothing of that during the conference. On the contrary, the place was alive with discussion, debate, engagement and downright enthusiasm. To best sum up the atmosphere, let me borrow a phrase from the President of the United States: “Yes we can!”’

Objective 6:

'To develop our organisation to achieve results'

In developing our organisation during 2008/2009, we focused on five areas – people, leadership, policy and strategy, partnerships and resources, and effective and efficient processes for achieving our aims.

This year we retained our Investors in People (IIP) status and achieved 'silver' for our assessment under IIP's new process to recognise achievement beyond the basic IIP standard. We set up our People Matter awards to recognise outstanding achievements by staff. Our Staff Consultative Forum met regularly to influence improvements to our staff policies. Our Diversity Group continued to work to improve representation of all the communities we serve. This included launching our voluntary Single Equality Scheme, which brought together the three separate schemes that were in place to promote equality.

We kept our ISO14001 award, the recognised standard for environmental management, and gained OHSAS18001 (health and safety management).

We were assessed by the British Quality Foundation against the European standard 'excellence model' EFQM. We achieved the highest level – five stars, 'recognised for excellence'. The model uses nine criteria including results, leadership and processes. We were grateful to the Higher Education Funding Council for England for partnering us in our preparation.

As part of our drive for continuous improvement, in February 2009 we achieved ISO9001 certification for our quality-management system. ISO9001 is the world's most established framework of its type, used by nearly a million organisations in 170 countries. Meeting this standard shows our commitment to providing products and services to a high standard.

We made sure that information on our performance was available to all staff through the intranet, meetings and a 'fact book' publication. This helped to guide our planning and allowed us to evaluate our progress in meeting our objectives.



‘I believe the Specialist Schools and Academies Trust is one of our great national success stories. It is the most dynamic force at work in education in this country.’

The Prime Minister, the Rt Hon Gordon Brown MP

Our National Headteacher Steering Group (NHSG) continued to help us set our priorities and shape our strategy. During the year, the group was addressed by:

- The Rt Hon Ed Balls MP, Secretary of State for Children, Schools and Families;
- Ella Joseph from the DCSF Strategy Unit;
- Isabel Nisbet, Acting Chief Executive of Ofqual (the Office of the Qualifications and Examinations Regulator); and
- other senior civil servants.

The group discussed ways in which school leaders could contribute more effectively to developing policies. A special NHSG one day meeting helped develop our response to the ‘21st century schools’ consultation and government White Paper. It focused on the contribution that the specialist school system should make to developing schooling in the 21st century. In November, John Townsley, Head Teacher of Morley High School in Leeds, took over from Michael Wilkins, Executive Head Teacher of Outwood Grange College, as chair of the group.

The NHSG was supported by all other steering groups to help shape our priorities and make sure that we remain an organisation driven ‘by schools, for schools’. More than 894 school leaders took part in at least one of our steering groups, making up a total of 1,016 representatives. The number of representatives on each steering group was as follows.

- Regional—216
- Specialism—255
- 14–19 Education—20
- Academy—15
- Applied Learning—23
- Chinese—14
- Community—12
- Extended services—12
- Future Vision—191
- LEPP—12
- London 2012 Games—15
- Primary—18
- RATL—21
- Rural—10

An extra 25 school leaders and colleagues from education organisations and institutions took part in our higher-education steering group and 129 took part in our four iNet steering groups across England and Wales.

Our full SSAT Board of Trustees met six times during 2008/2009. Our four subcommittees of the board also held regular meetings to carry out business delegated by the board. Our board’s General Advisory Council and Academy Sponsors Advisory Council each met twice.

The Prime Minister, the Rt Hon Gordon Brown MP, delivered our annual lecture to 500 school and business leaders. Following the lecture, both he and the Rt Hon Ed Balls MP, the Secretary of State for Children, Schools and Families, answered questions from the audience.

‘The improvement journey of SSAT is a real success story. To have improved from their three star status to five star in only two years is an outstanding achievement and a credit to chief executive, Elizabeth Reid and her team.’

Mark Bell, British Quality Foundation



The Rt Hon Ed Balls MP, Secretary of State for Children, Schools and Families addressed our National Headteacher Steering Group.

In January 2008 the Rt Hon Ed Balls MP also attended our Guildhall reception for more than 480 head teachers and education sponsors. He presented Peter Harrison with our 2009 Sponsor of the Year Award. The Peter Harrison Foundation had given nearly £1 million worth of support between 2003 and 2009, which helped 40 schools to get specialist status.

We hosted four dinners to celebrate schools' successes. The dinners were for schools:

- that improved their GCSE results;
- that added value to students' performance;
- with 60% or more students achieving five or more GCSEs at grades A* to C, including English and maths; and
- classed by Ofsted as 'outstanding'.

Guest speakers included Professor David Jesson, expert in performance evaluation from the University of York, Professor Dylan William, Deputy Director of the Institute of Education at the University of London, and Sir Mike Tomlinson, Chief Adviser of London Challenge. In total, more than 700 school leaders attended these events.

We created many opportunities for schools to share best practice. We reported case studies in 87 publications and a range of other resources.

'The management system is well structured. All the appropriate staff involved in the audit showed a high level of awareness and commitment to the management system. Well done.'

Lead auditor for the ISO9001 audit

The Rt Hon Jim Knight MP, Minister of State for Schools and Learners, addressed the National Conference in Birmingham, where there were 2,254 delegates from more than 1,100 schools. This was 138 more delegates than in 2007, and 50 more schools. The 5th iNet conference, held at the same time, was attended by delegates from 16 international locations, including Australia, Canada, China, India, Mauritius, the Netherlands, the United Arab Emirates and the United States of America. The two conferences gave head teachers the opportunity to meet colleagues from 16 countries, and to influence and learn from educational systems around the world.

Speakers at the National Conference included the following.

- **Sir Michael Barber**, Global Public Sector Practice, McKinsey & Company
- **Professor Brian Caldwell**, Educational Transformations Ltd
- **Charles Leadbeater**, leading authority on innovation and creativity
- **Richard Reeves**, Director, Demos
- **Professor Ken Robinson**, a leader in the development of creativity, innovation and human resources
- **Professor Yong Zhao**, Michigan State University, USA

Celebrity choir master Gareth Malone and opera director Karen Gillingham worked with students from three Birmingham schools, The Heartlands High School, St Matthew's Primary School and Calthorpe Special School, for four days before the national conference. The students performed songs, including one that they had written, at the conference.

Excellence at the SSAT

Five years ago we adopted the EFQM Excellence Model as a framework for measuring our performance and improvement. The framework is now firmly established in activities across the organisation and is reflected in our corporate plan.

We organised our sixth objective ('To develop our organisation to achieve results') under the nine EFQM criteria. Five of these criteria cover what an organisation does. The other four criteria cover what an organisation achieves. We listened to all our feedback, had a clear approach to improve, and were systematic in evaluating what we did. We set out information on our performance at all levels of the organisation, making it readily available to all colleagues.

In February 2009, we completed our second Recognised for Excellence (R4E) assessment. We achieved the highest score of any R4E applicant in 2008, and made significant improvements in all nine criteria of the Excellence Model. The assessors identified the following strengths.

- A clear focus on customers
- Rigorous processes for managing risks
- Commitment to making progress in environmental management
- Sound approaches to developing and managing partnerships

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 2009 to the Charity Commission, Companies House and the Department for Children, Schools and Families (DCSF). This is a summary of that report.

Year ending	31 March 2008 £000	31 March 2009 £000
DCSF grant	37,037	21,559
Charges for services and other income	23,827	65,420
	<hr/> 60,864	<hr/> 86,979
Resources spent	58,113	87,830
Pension gain or deficit	1,143 (gain)	-1,863 (deficit)
Foreign exchange gain on consolidation	12	21
Net increase or decrease in funds	<hr/> 3,906 (increase)	<hr/> -2,693 (decrease)
Total funds at 1 April	4,627	8,533
Total funds at 31 March	<hr/> 8,533	<hr/> 5,840

The pension deficit 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 decrease in funds is the amount by which our reserves have increased or decreased over the year.

Increasing income

Income for the year ending 31 March 2009 was £87million, 43% more than the previous year. Grants from DCSF made up 24.8% of income compared to 60.9% in the previous year. The rest of our income was made up as follows.

- £63.8million came from charges for services to the DCSF, schools and other organisations.
- £1.2million was sponsorship income we processed for schools.
- £0.4million was interest income.

Major new contracts in the year included providing support for the new diploma qualification in the UK and providing teaching support to four schools in Abu Dhabi.

Reserves

During the year our reserves decreased from £8.5million to £5.8million. This was due to the combination of a loss of £0.8million from activities and the pension deficit increasing by £1.9million.

The board continued to monitor our reserves during the year. Under our reserves policy, which is based on guidance from the Charity Commission, we must maintain reserves of £4.3million to cover certain risks. The remaining balance on reserves of £1.5million is available to be invested.

Changes to results reported for the year ended 31 March 2008

During the year the directors reviewed the accounting policy for income and spending. The policy was changed so it met the relevant accounting standards. As a result of the changes, some income and spending which was previously included in the year ending 31 March 2008 has now been included in the results for the year ending 31 March 2007. Changes were also made to the assumptions used in previous years by our actuary to work out the shortfall in our pension scheme. So the figures we are now reporting for the year ending 31 March 2008 are different from those reported in last year's annual review.

Our structure

We are governed by a board of trustees. Our 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. The trustees for 2008/2009 are listed below.

Sir James Hill Bt, OBE, DL (Chair)
Chair of Governors, Dixons academy

Dr William Cavendish
Director of Health and Wellbeing
Department of Health

Dr Robin Clarke (Vice Chair)

Martyn Coles
Principal, The City of London Academy (Southwark)

Dr John Dunford OBE
General Secretary, Association of School and College Leaders

Sir Dexter Hutt
Executive Head, Ninestiles Federation

Judy Moorhouse OBE
Chair, General Teaching Council for England

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

Nick Stuart CB
Chair, National Institute of Adult Continuing Education

Sir Cyril Taylor GBE
Chair, American Institute for Foreign Study

Michael Wilkins
Chief Executive, Outwood Grange Family of Schools

We are managed by the senior management team, led by Elizabeth Reid, the Chief Executive. During 2008/2009, she was supported by the following directors.

Anne Creyke
Director of Communications (from 1 October 2008)

David Crossley
Director of Achievement Networks
(until 31 December 2008)

Jennifer Jupe
Director of Specialism and Curriculum Networks

Colin Kerr
Director of Finance and Resources

Lesley King
Director of Academy Networks

Ian Turner
Director of Strategy and Policy Networks
(until 31 December 2008)

Sue Williamson
Director of Leadership and Innovation Networks

During the year we reorganised how we are structured, including creating a new directorate of Communications, to give more focus to this area of our work.

Our strategic directors and directorates (as of May 2009) are listed below.

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
Strategic Director of Partnerships and Performance Networks

Sue Williamson
Strategic Director of Leadership and Innovation Networks

The SSAT General Advisory Council

Rev Janina Ainsworth

The Church of England

Elizabeth Allen

Newstead School for Girls, Orpington

Steven Beswick

Microsoft UK Ltd

Peter Birkett

Barnfield College, Luton

Baroness Sue Campbell

Youth Sport Trust

Christine Davies

The Centre of Excellence and Outcomes in
Children and Young People's Services

Stanley Fink

ISAM Funds

Stuart Fraser

City of London Corporation

David Grigg

Lord Lawson of Beamish School,
Chester-le-Street

Peter Harris

Peter Harris Foundation

Dr Victoria Harrison

Wolfson Foundation

Mike Hatch

Crosshills Special School, Blackburn

Chris Keates

NASUWT

David Lendon OBE

Lincolnshire Business Education Trust

Stephen Maddern

West Exe Technology College, Exeter

Glenn Mayoh

Abbs Cross School, Hornchurch

Ros McMullen

David Young Community College, Leeds

Leo Noe

REIT Asset Management

James O'Neill

Carmel RC College, Darlington

Janie Orr

EMI Music Sound Foundation

Professor Alec Reed CBE

Reed Foundation

Stuart Robinson

St Bartholomew's School, Newbury

Dr Anthony Seldon

Wellington College, Crowthorne

Jennifer Sims

John Ruskin College, Croydon

Sir Alan Steer

DCSF Adviser

Margaret Wilson

King John School, Benfleet





The SSAT Academy Sponsors Advisory Council

Steve Chalke MBE

Oasis Trust

David Crossland

The Crossland Private Office

David Doran

The Bedford Charity

Kevin Everett

Sir John Cass's Foundation

Sir Ewan Harper

United Church Schools Trust

Barbara Harrison

The Girls' Day School Trust

Lucy Heller

ARK Education

Deborah Knight

Haberdashers' Aske's Company

Sir Richard Leese

Manchester City Council

Michael Marchant

Worshipful Company of Mercers

Arati Patel-Mistry

New Charter Housing Trust Group

Dr Daniel Moynihan

Harris Federation of South London Schools

Annabel Nicoll

Arbib Foundation

Peter Simpson

Brooke Weston Academy, Croydon

Caroline Whitty

Samworth Academies

SSAT associate directors

Professor Brian Caldwell

Educational Transformations

Tom Clark

Professor Barry Carpenter

University of Oxford

Professor Brent Davies

Dame Wendy Davies

Sir Iain Hall

Sir Geoff Hampton

Midlands Leadership Centre

Professor Andy Hargreaves

Boston College, Massachusetts

Professor David Hargreaves

Professor Alma Harris

Institute of Education, University of London

Professor David Hopkins

Institute of Education, University of London

Professor David Jesson

University of York

Rosemary Potter

Ken Walsh

Professor Yong Zhao

Michigan State University



SSAT National Headteacher Steering Group

John Townsley

Morley High School (chair of group)

Tim Barclay

Hove Park School and Sixth Form Centre

Andy Birkett

Hele's School

Rob Boothroyd

Yarborough School

Paul Danielsen

Highworth School

Philip Dover

Lees Brook Community Sports College

Christina Edwards

Ringwood School

Janet Felkin

Blatchington Mill School and Sixth Form College

Stephen Gallaher

Foxhills Technology and Performing Arts College

David Gregory

Fosse Way School

Nigel Griffiths

John Kyrle High School

Andrew Hall

Calday Grange Grammar School

Peter Hamer

Kirk Hallam Technology College

Kevin Hollins

Knutsford High School

Dr Neil Hopkin

Robin Hood Junior and Infant School

Les Jones

Jarrow 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

James O'Neill

Carmel RC Technology College

Carole Owen

Bankfield School

Ian Potter

Bay House School

Stephen Prandle

Ponteland Community High School

Paul Roberts

Eaton Bank School

Chris Rolph

Monks' Dyke Technology College

Mary Saunders

Bettridge School

Andy Schofield

Wellington Academy

Bernie Smith

Four Dwellings High School

Margaret Wilson

King John School

Andy Yarrow

Chelsea Academy

Bernadette Young

Royds Specialist Language College

Our partners

During the year we worked with a wide range of partners including educational organisations, non-departmental public bodies, sponsors and employers. These partners include the following.

- 157 Group
- Association of Colleges (AoC)
- Association of School and College Leaders (ASCL)
- BBC
- Becta
- British Council
- British Educational Suppliers Association (BESA)
- The Centre for the Use of Research and Evidence in Education (CUREE)
- Chinese Embassy
- Consortium of All-Through Schooling (CATS)
- Department for Children, Schools and Families (DCSF)
- Department for Culture, Media and Sport (DCMS)
- Department of Health (DoH)
- Department for Innovation, Universities and Skills (DIUS)
- Dyslexia Action
- Foundation & Aided Schools National Association (FASNA)
- Future Leaders
- Grammar School Headteachers' Association (GSHA)
- Hanban (the Office of Chinese Language Council International)
- Learning and Skills Network (LSN)
- Learning and Skills Council (LSC)
- Learning and Skills Improvement Service (LSIS), (previously the Centre for Excellence in Leadership and the Quality Improvement Agency)
- National Association for Able Children in Education (NACE)
- NAES (the National Association of Schools for Children with Behavioural, Emotional and Social Difficulties)
- Nasen
- National Audit Office
- National College for School Leadership (NCSL)
- Ofsted
- Partnerships for Schools (PfS)
- Pearson Plc
- Qualifications and Curriculum Development Agency (QCDA) (formerly Qualifications and Curriculum Agency (QCA))
- Royal College of Arts
- Royal Institute of British Architects (RIBA)
- SKILL (the National Bureau for Students with Disabilities)
- Teaching and Development Agency for Schools (TDA)
- The Royal Marsden NHS Foundation Trust
- The Workshop
- University of Warwick

Our publications

We produce a wide range of publications that help schools to share best practice and raise standards. Below is a selection of the publications we produced during 2008/2009. You can get these, and others, through our website at www.ssatrust.org.uk/eshop or by phoning 020 7802 2300.

- 'Academies and their communities' by Caroline Maynard
- 'Academies resource pack series – Assessment for learning, Business and enterprise, Every Child Matters, Gifted and talented, Governance, Post 16 education, Mentoring and coaching, Self evaluation, Student data, Student voice'
- 'Admissions to higher education: advisers' directory 2008–2010'
- 'Annual report of SSAT Confucius Institute' 2008
- 'At the heart of learning. The role of the library in the specialist school' by Heather Evernden
- 'Applied Learning Specialism: choices chances and collaboration in practice'
- 'BBC news school report: impact on literacy'
- 'Beyond study leave: personalised approaches to preparing students for GCSE examinations. A guide for school leaders and teachers' by Tom Clark
- 'Capturing transformation: how schools secure and sustain improvement' by Professor Alma Harris
- 'Creative and enquiring minds – profiles of visual arts departments' compiled by Kevin Mathieson
- 'Data driven school transformation – educational outcomes and value added by specialist schools and academies (2008 analysis)' by Professor David Jesson and Dr Mike Treadway
- 'Deep support 2' by Professor David Hargreaves
- 'Deep leadership 2' by Professor David Hargreaves
- 'Deep learning 2' by Professor David Hargreaves
- 'Embedding formative assessment: a training pack for schools' by Professor Dylan William and Siobhan Leahy
- 'Enhancing the impact of work experience: Report on a review of the effects of current work experience for key stage 4 learners' by Simon Smith and Andy Davidson
- 'Executive leadership in academies' by Professor Brent Davies
- 'Leading academies' by Professor Brent Davies with Hilary Macaulay
- 'Leading system redesign 1' by Professor David Hargreaves
- 'Leading system redesign 2: the changing profession' by Professor David Hargreaves
- 'Leading system redesign 3: the students' by Professor David Hargreaves
- 'Leading system redesign 4: innovation networks in action' by Professor David Hargreaves
- 'Learning with students'
- 'Preparing global citizens – globalisation and education' by Professor Yong Zhao
- 'Pupils with cancer – a guide for teachers' by Bette Petersen Broyd, Professor Kathy Pritchard-Jones, Dr Lesley Edwards
- 'Pastoral care proves its worth'
- 'Special schools should be full partners' by Clive Lilley
- 'The Deeps in action' by Professor David Hargreaves
- 'The power of networks to transform education' by Professor Brian Caldwell
- 'Why Chinese history matters' by Jonathan Fenby
- 'Why the Chinese economy matters' by Kerry Brown
- 'Why the China environment matters' by Isobel Hilton

Glossary

Academies	Academies are publicly funded independent schools that aim to provide a first-class free education to local pupils of all abilities. They bring an original approach to school leadership, using the skills of sponsors and other supporters. They are 'all-ability' schools set up by sponsors from business, religious or voluntary groups working in creative partnerships with the Government and local education partners.
Applied learning	Learning to prepare for the world of work. Students involved in applied learning often work on real projects set by business.
Consortium (consortia)	A group working in partnership or association. For trust schools it is a partnership between three educational organisations – SSAT, Youth Sport Trust and Foundation and Aided Schools National Association. In the case of Diplomas, it refers to partnerships between schools, colleges and work-based learning providers who work together to deliver the new qualification. The SSAT Diploma Consortium is the collection of organisations that have come together to deliver the Diploma Phase 2 contract. The SSAT Diploma Consortium is made up of SSAT, the Learning Skills Network (LSN), the Workshop, and Pearson Education.
Contextualised value-added score (CVA)	This is a measure used by the DCSF that also takes account of the circumstances the schools work in (see value-added score below).
Designation	When a school is first granted specialist status by the DCSF.
High-performing specialist schools (HPSS)	Top-performing schools that take on extra roles so they can share good practice and help other schools and the wider community.
iNet	International Networking for Educational Transformation. Our network to encourage schools from different countries to share good, innovative practice.
Leading edge	Under the Leading Edge Partnership programme, 'lead schools' work with partner schools to help meet the challenge of underachievement among students from poorer social and economic backgrounds, and from particular ethnic minorities.
Special school	A school specifically for pupils with statements of special educational needs (SEN) whose needs cannot be fully met within mainstream schools.

Specialism	The area of the curriculum that a specialist school chooses to focus on. Schools can choose from 10 subject-based specialisms, a special-educational-needs specialism or ‘applied learning’ specialism.
Specialist schools	Specialist schools work in partnership with private-sector sponsors and are supported by extra Government funding. Specialist schools focus on those subjects relating to their chosen specialism but must also meet the requirements of the National Curriculum and provide a broad and balanced education to all pupils. Any state-maintained secondary school in England can apply for specialist status in one of 10 specialisms – arts, business & enterprise, engineering, humanities, languages, mathematics & computing, music, science, sports and technology. Schools can also combine any two specialisms.
Specialist system	Where a group of specialist schools with different specialisms work together to provide a higher standard of education than any one school could on its own.
SSAT consultant head teacher	Usually a secondary-school head teacher who we have approved to provide advice and support to other schools.
SSAT consultant school	A school that we have approved to provide advice and support to other schools, using a range of staff from senior leaders through to expert classroom teachers.
SSAT Lead Practitioners®	Outstanding teachers who are funded to give their time to work with other teachers in their area of the country to share curriculum resources and ideas for improving teaching and learning. (Throughout this document, all references to ‘lead practitioners’ mean the registered SSAT Lead Practitioners®.)
Trust school	A state-funded school supported by a charitable trust. The trust school 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 a number of ways to help it provide new opportunities for young people.
Value-added scores	These show the progress pupils in a school have made between their test results at age 11 and their results at age 16 (some students may take the tests at ages outside this range). The value-added score for each pupil is the difference (positive or negative) between the results they have achieved and the average results achieved by other pupils with the same or similar test results at age 11. The value-added score for each school is the total of all the pupils’ scores in the school.



Specialist Schools
and Academies Trust
THE SCHOOLS NETWORK™

Specialist Schools and Academies Trust

16th Floor, Millbank Tower
21-24 Millbank, London SW1P 4QP

Phone: 020 7802 2300

Fax: 020 7802 2345

Email: info@ssatrust.org.uk

www.ssatrust.org.uk

www.ssat-inet.net

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