



abbeymanorcollege

Information for applicants

Headteacher

Vision

As a staff we are committed to improving the life-chances of our students. We are ambitious for them and we expect them to learn and achieve, consequently the College ethos is grounded in students taking responsibility for their own learning and actions. There is a commitment to social justice and an emphasis on empowerment and self-respect. Equality of opportunity is successfully interpreted as a focus on individual student need. This concept is integral to our work, staff and students respect each other and we listen to our students valuing them as individuals.

The organisation works within restorative principles and practice, which results in a culture of constructive and intelligent discussion with our students regarding their learning and behaviour. We are determined that our students succeed and we actively seek novel solutions to learning challenges, particularly when faced with complex behaviours.

We endeavour to establish a learning environment which, above all, gives excluded students optimism and the power to transform their future.

The College

Abbey Manor College is an 11-19 PRU based in Lewisham, South London. Students are drawn from a borough which reflects a diverse urban community with more than 170 languages spoken. Over 40% of the population are from black or minority ethnic communities, a figure which rises to around 72% within the school population. Nearly 22,000 households have no adult in employment and 17.8% are lone-parent households, compared with 11.6% in the rest of Inner London.

The College is on two sites: the John Evelyn Campus in Ladywell is for KS4 students and includes a new short-term intervention programme. The Broadoak Campus in Lee offers programmes for KS3, KS4 & KS5. The College also manages specialist assessment services for the Local Authority and provision for year 11 students new to the Borough.

Students are admitted to the College throughout the academic year, depending on when they are excluded. At Key Stage 3, all students have been permanently excluded from mainstream schools and the College makes every effort to reintegrate them back into school. In Key Stage 4, most students have been permanently excluded, with about

30% referred from school because they are on the verge of permanent exclusion. This is a long-term intervention strategy since all students in Key Stage 4 remain at the College for the remainder of their statutory schooling. The College also offers 6th form provision for students who are too vulnerable to access post-16 education at the end of KS4.

The College is funded for up to 160 students, and currently there are 140 students on roll of which the majority are based at the Broadoak Campus, the larger of the two sites. The ethnic breakdown is 29% White, 55% Black British, 7% mixed black and white and 2% Asian. Of these, 76% are boys, 3% are Looked After and 5% have Statements of Special Educational Need. Some 27% are involved with the Criminal Justice System for offences ranging from aggravated robbery to rape.

Abbey Manor students are drawn from working class families, many of whom rely on state benefits to survive. A significant number of students are also from lone parent households. The College receives Pupil Premium for all our students. In addition to high levels of learning support, the College also provides free breakfast and lunch for all students.

Staffing (Also see Management Structure chart)

There are currently 76 staff in post, as follows:

Leadership Team - 6

Administrative and Premises Team - 7

Attendance Team - 3

Kitchen Team - 4

Learning Support Managers - 3

Teaching Team - 28

Learning Mentor Team - 9

Teaching Assistant Team - 15

Psychological Therapist - 1

Budget

The College is funded from the High Needs Block of the Designated Schools Grant. For this financial year the budget is £3,626,538.

Key Stage 3

Students undertake an intensive programme of work designed to give them confidence in their learning so that they return to school able to access the curriculum successfully. The curriculum reflects that of a mainstream school and includes Citizenship and PSHE. The College has established close links with local secondary schools with whom our staff liaise closely to ensure that students can be successfully re-integrated back into mainstream settings.

There are 37 periods a week broken down as follows:

English	6 Periods
Food Studies	4 Periods
Maths	6 Periods
Performance	6 Periods
Student Voice	6 Periods
Science	6 Periods
Fitness	3 Periods

Key Stage 4

At KS4 students stay at the College until they are 16. They attend for one or two years (years 10 and 11) depending on when they are permanently excluded, or when the school identifies them as being at risk of permanent exclusion. Students undertake vocational programmes at Level 2, with some students achieving success at Level 3. This is a professional vocational curriculum, and resourcing reflects this. There is also an emphasis on students being prepared for work and the demands of particular industries. To this end, real work situations are a part of each course programme including work experience, or in the case of Catering, chef students prepare lunches for the whole organisation. All programmes are accredited by BTEC, City and Guilds or other awarding bodies appropriate to Further Education. Students also undertake GCSE's in Maths and English.

There are 37 periods a week broken down as follows:

Vocational Core	20 Periods
GCSE English	7 Periods
GCSE Maths	7 Periods

Sport	2 Periods
Student Voice	1 Period

Achievement at this key stage is significant. Last year 80% of students achieved at Levels I – III with 60% achieving Level II or III qualifications. Our first students took up university places in 2009.

As from January 2017 the College offers a short-term intervention programme for KS4 students at the John Evelyn Campus. Students are referred from local schools and attend for a maximum of 6 weeks. The programme seeks to address learning or behaviour issues which are preventing students from accessing the KS4 curriculum effectively. We are optimistic that this new work will help support students to return to school and generate income for the College.

Sixth Form

The College has a small 6th form for students who are not able to access conventional post-16 education or training. This small group of young people remain at the College and complete Level 2 qualifications. They then receive support and mentoring in their transition to Further Education or work. Students in 6th form follow the same curriculum as students in KS4.

Ethos

The College offers a fresh start and students are expected to learn and achieve: our ethos is grounded in students taking responsibility for their own learning and actions. There is a commitment to social justice, and an emphasis on empowerment and self-respect. Equality of opportunity is successfully implemented as a focus on individual student need. The College offers an opportunity to achieve and recover from the damage of exclusion. Over time, young people who have become alienated from conventional educational settings gain confidence and start to learn effectively.

Student Support

Student support is a crucial element for successful work with our students. To this end there is a team of Learning Mentors, Teaching Assistants, two Attendance Officers, a Psychological Therapist and a Police Officer. Teaching groups have a maximum of eight students with the support of a Teaching Assistant. Teaching staff are always on duty at break times, but receive a paid lunch hour with the proviso that they undertake some

lunch duties. Students finish early on Fridays in order to facilitate staff team meetings. Timings are specifically designed so that as far as possible, staff can undertake meetings and other essential duties within a normal working day. We want healthy and stress-free staff who have a sensible work-life balance.

The Curriculum

KS3 students follow a curriculum which reflects that of a mainstream school.

KS4 and Sixth Form students undertake the following curriculum by choosing one vocational programme together with GCSE Maths and English.

- Art & Design
BTEC First in Art & Design Level 2
- Business
BTEC First in Business Level 2
- Catering
City & Guilds NVQ2 Diploma Kitchen Services
City & Guilds NVQ2 Certificate in Patisserie and Confectionary
CIEH Level 2 Food Safety Certificate
- Construction
City and Guilds Basic Construction Skills Level 1
- Digital Arts
BTEC First in Creative Digital Media Production Level 2
- Health and Social Care
BTEC First Health and Social Care Level 2
- Information Technology
BTEC First in IT Level 2
- Music Technology
BTEC First in Music Level 2
- Professional Sport
BTEC First in Sport Level 2
- Travel & Tourism
BTEC First in Travel & Tourism Level 2
- GCSE English
- GCSE Maths

Students in all key stages undertake Sport and Student Voice as part of the main curriculum.

Other priorities

Student Voice

Originally, Student Voice at the College was focused on conventional participative structures such as a student council. However, research within the organisation indicated that excluded students lacked the skills to communicate effectively, particularly with those in authority. This limits their ability to articulate their opinions and ideas both inside the organisation and the wider community. For example a routine stop by the Police often results in abuse and arrest as students struggle to assert themselves effectively and communicate appropriately.

A Student Voice Working Party was established to develop strategies and ideas that would develop student voice more effectively. The group have established a specialised curriculum that supports students in developing the skills of self-advocacy and empowerment so that they become more articulate, confident and able to communicate successfully.

Literacy

Many of our students have low levels of literacy when they join the College, consequently targeted work focussing on literacy continues to be a priority. We also have a Writer in Residence programme (First Story) which we hope will result in improved literacy levels. Our first book was published last year.

GCSE

Our students find these courses the most challenging, since they reflect the type of conventional learning that they are least able to access. Raising achievement in this area is an on-going priority.

Ofsted

The College was judged as Good in June 2016. We aspire for Outstanding and are addressing the issues raised by this inspection.

Partnerships with other organisations

The College works with a number of organisations. These partnerships both enhance the student experience and raise the profile of the College.

Citi

The College has an on-going, highly successful partnership with this global banking organisation. Student art work is exhibited annually at the London headquarters of Citi in Canary Wharf. Our students also take part in a number of activities with Citi, ranging from professional art workshops to seminars on careers, C.V. writing and personal development. As a result of this work, Citi fund bursaries for post-16 students. This means that eight students are funded for two years in Further Education in order to achieve the qualifications necessary for university or work. Citi funded bursaries for the first time in 2013, and they have continued to fund another eight places each year. Each bursary is worth £40 per week throughout a 2 year Further Education course programme.

Music Projects

Each year, a group of KS3 and KS4 students undertake a project in collaboration with the BRIT School. The project involves all students in the group. They write, produce and then present their own radio show which is broadcast on BRIT FM, the BRIT School's online radio show. The project is an exciting opportunity for students to work with staff and Year 13 students at the BRIT School and to learn about teamwork and how a radio show is created.

Sport Projects

The College has been working closely with the Millwall Community Trust, since September 2014. Their aims are to reach and engage young people through the power of football and sport. They also aim to empower young people, giving them the means and inspiration to change their lives for the better.

Each week our students are coached by qualified football staff from the Trust. They take them through different drills that prepare them for competitions such as the 'Kickz' league, where students from other schools across London compete against each other.

Our teams have been very successful over the last two years. In 2015/16 we won three MOPAC tournaments, the overall MOPAC League and the Millwall Kickz League. This

academic year we have already won the Millwall Community Trust PRU tournament. We have a group of enthusiastic and talented footballers.

Success

The College has been successful in a number of areas over the years. Art work was exhibited at Sanctuary Buildings (the first time student work was ever exhibited at the DfE) and there is a standing exhibition at the Institute of Education.

Students have also been successful in national catering competitions, received commissions for various design work from professional organisations and successfully taken part in a wide range of activities from music performance to radio shows.

Staff have reached the finals in the TES School Awards, the National Teaching Awards and the EdExcel awards.

We continue to work hard to build on this success.

Dr Liz Jones

January 2017



Abbey Manor College Structure Chart

