



Fallibroome

National Teaching School
Specialist Arts College

School Information

September 2017

The School

The Fallibroome Academy is a thriving and successful 11-18 mixed comprehensive school. We currently have 1,499 students, including a flourishing Sixth Form of 320 which continues to grow as we expand the range of courses available to students. We are hugely popular in the local area and the number of applications for entry into Year 7 regularly exceeds the places available. Our intake is non-selective and varied, including children from a wide range of homes and backgrounds and from up to 27 different primary schools.

The school is situated in a very pleasant area on the edge of Macclesfield within easy reach of the Peak District National Park and with good access to Manchester, Chester and North Wales. Adjoining the school is Macclesfield Leisure Centre, with its excellent pool, athletics track and other sporting facilities. We are fortunate to have extensive playing fields, creating a feeling of space, and the school site is most attractive with open farmland to the rear and views of the nearby hills. By any standards, the school is a desirable working environment with well-designed buildings and an enviable situation on the western side of the town.

Fallibroome originally opened in 1978 in temporary accommodation and moved to the present site as a new purpose-built comprehensive school in September 1979. Following a period of six years' grant maintained status from 1993, we became a Foundation School in 1999 and were approved as an Academy in September 2010. Following a rigorous selection process, we were designated a Teaching School in September 2011. Our designation as a Performing Arts College since 2003 has also contributed significantly to the culture and success of the school. The school is also a Champion School for the Whole Education Network. This powerful collaboration is committed to promoting the importance of building students' skills, attitudes and attributes in addition to the highest academic standards. The partnership of Champion Schools provides a valuable source of inspiration and innovation.

Fallibroome established a Multi-Academy Trust in September 2014. In addition to Fallibroome, this group of schools initially included another large secondary school (The Winsford Academy) and two small primary schools (Broken Cross and Nether Alderley). Since then, two more primary schools (Adlington and Whirley) joined us in September 2016, another (Gawsworth) joined in July 2017 and Upton Priory is due to join us in 2018. Our work in this area has already brought real benefit to all of the schools in the group and has certainly helped to create exciting leadership opportunities for many colleagues at various levels at Fallibroome.

The Staff

The Multi-Academy Trust is led by Peter Rubery (Executive Principal). As such, he oversees the work of all the schools in the group and ensures that outcomes and processes are in line with best practice.

Fallibroome is led by Francis Power (Headteacher). He is assisted in this work by his Vice Principal (Ross Martland) and seven Assistant Principals – Claire Burstow (Director of Teaching and Learning); Jane Knott (Director of Teaching School); Mark Payne (Director of Sixth Form); Stuart Smalley (Pastoral Leader 11-16); Alain Kyd (Curriculum and Timetabling); Karen Fay (Director of Performing Arts); Matt Priest (Director of Achievement) and Matt Dale (Director of Faculty/Deputy Pupil Manager). Liz Wilson (Business Manager) is also a permanent member of this group.

Subjects are led by Directors of Teaching and Learning (DTLs), often supported by Assistant Directors of Teaching and Learning (ADTLs). The pastoral care of each year group is overseen by their Learning Manager (LM) who in turn is supported by a dedicated team of highly skilled and experienced support staff.

There are currently over 100 teachers, who are supported in their work by an expanding team of excellent administrative, clerical and technical staff.

Our staff are well qualified, experienced and highly committed to the needs of the children and the success of the school.

Professional Development

Professional development opportunities at Fallibroome are extensive and varied and there is a strong commitment to encouraging staff to gain further accreditation. We are currently engaged in a range of activities, including action research, centred around teaching and learning. This work has already included visits to Australia, the USA, China and South Africa as we seek to develop an international dimension in our professional knowledge and understanding by building new partnerships. Training School status allowed us to strengthen and deepen our commitment to high quality professional development. For example, we restructured our school day and our use of INSET days to provide fortnightly training sessions for all our staff. Many of these sessions are delivered by our own staff, with external expertise being brought in as appropriate. The advent of Teaching School status has extended our commitment to this agenda significantly.

Our approach to teaching and learning has generated much interest, both locally and nationally. We have pioneered new, collaborative approaches to learning, based on the work of Dr Spencer Kagan in the USA and have been engaged in creating a new pedagogical framework for the school, based on cooperative learning strategies and the principles of Assessment for Learning. The freedom allowed by our Multi-Academy status, combined with the evolving Teaching School initiative, make this an exciting time to join the school. It is our intention to remain at the forefront of educational reform in this country and we are sure that this will bring interesting professional development opportunities for our staff.

Excellent teaching and learning lies at the heart of everything that we do at Fallibroome. We commit significantly to the professional development of all our teachers and support staff and we are constantly seeking new ways in which to improve our practice. We regard ICT as a fundamental tool for teaching and learning and have consequently invested heavily in our infrastructure in this respect. A

commitment to the development of strong ICT skills is therefore a requirement for all staff who take up a post at Fallibroome, and support and training will be made available as required.

We believe that our emphasis upon excellent practice in the classroom and the investments we make to bring this about make Fallibroome a special place to work. We aspire to ensure that every teacher who joins us will improve their practice by virtue of the opportunities given to them while they are here.

Networks

We have a proud tradition as an 'outward facing school' and have worked hard to be at the forefront of educational innovation both nationally and internationally. With this in mind, we have built a significant network of relationships with other like-minded agencies. At the centre of this lies the 'Fallibroome Learning Community' which coordinates and develops extensive cross-phase work with our seven partner primary schools (Bollinbrook, Mottram St Andrew, Nether Alderley, Prestbury, Upton Priory, Broken Cross and Whirley). We have also actively sought opportunities to develop strong connections with other schools across the country and this has led to our designation as a Leading Edge School, a National Support School and more recently as a Teaching School. This work has not, however, been limited by geographical boundaries. We have also developed strong contacts with schools in Australia, China, South Africa and America and this has led to important exchanges of ideas and expertise in recent years. Our recent establishment of a Multi-Academy Trust has significantly enhanced our commitment to working with other schools and we anticipate that this will be a growth area in the future.

Pastoral Care and SEN

The focus at Fallibroome is on the needs of every individual child. We have an excellent Learning Support department which helps children with learning difficulties. 23 students are currently statemented under the 1981 Education Act and we employ Teaching Assistants who work with them on an individual basis. Teaching Assistants are also deployed to support students who are physically handicapped. Ofsted reported that "the care, guidance and support given to all students, including those with learning difficulties and / or disabilities, are outstanding".

The role of the form tutor lies at the core of our pastoral provision. Forms are made up of about 30 students in Years 7 to 11 and are smaller in the Sixth Form. Almost all full time staff are assigned one of these groups to guide and mentor. There are approximately 240 students in each year group from 7-11 with 164 in Year 12 and 156 in Year 13. The Learning Manager is responsible for the pastoral care and general academic progress of their year group. The work of the Learning Managers is managed by one of the Assistant Principals (i.e. either the Pastoral Leader or the Director of Sixth Form).

We have recently revised our behavior management policies and procedures with a view to establishing even higher standards across the school in this area. These changes have also led to the restructuring of pastoral roles and the creation of three centres that are specifically aimed at supporting students with specific pastoral needs. These centres are:

Inclusion Centre

This is staffed by two colleagues on a full-time basis and provides additional support to students with issues such as anxiety, mental health, anger management, etc. They are supported in this work by a professional counsellor.

Behaviour Centre

This is also managed and supervised on a full-time basis by three colleagues. This centre isolates students from the community following incidents of poor behavior and manages the school's response to these issues.

Pastoral Centre

This is staffed by three colleagues on a full-time basis and supports the organizational pastoral issues that arise on a day-to-day basis.

The standard of behaviour and appearance of the children at Fallibroome is high and the Ofsted report findings were that "behaviour and discipline are first rate". Our ethos is one of caring and mutual respect and relationships between staff and students are very good.

Visitors to the school usually comment on two things: the warmth of the welcome they receive and the politeness of our students. We work very hard to sustain both of these.

Academic Monitoring

Assessment data is collected on a regular basis for every year group. We have a powerful management information system in place to process this information and report upon it. Well established and effective reporting systems are in place to ensure that students, parents and staff are able to monitor academic progress effectively.

The progress made by all students in every year group is very closely tracked. We have developed sophisticated tools to allow any issues to be quickly identified and acted upon. We make it a high priority to do this in a way that is easy to understand for staff, students and parents. We do not expect colleagues to analyse data endlessly; instead we have developed tools that make this process as easy as possible so that teachers can focus upon deciding upon the appropriate course of action.

Curriculum

'The curriculum at all key stages is a strength of the Academy' (Ofsted, 2013).

We place a significant emphasis upon the principle of maximising student choice throughout the curriculum. We have consequently reduced the compulsory core at Key Stage 4 to an absolute minimum and we do not compel any students to follow prescribed pathways at GCSE or A-Level. Where alternative routes have been developed, the decision as to which route to follow is always left to the students and their parents. We are consequently committed to providing excellent advice and guidance to students to ensure that the decisions that they make are fully informed.

In Key Stage 3, almost all students follow the same programme of approximately thirteen subjects. In recent years we have worked hard to offer alternative programmes to students who are at risk of becoming disengaged from school. This has proven to be very effective and we hope to expand this provision in the years ahead.

In Key Stage 4 we provide a full range of subjects for our students. In the main, these lead to GCSE qualifications, although we have recently extended our provision of vocational courses for students who wish to follow such a route. The Key Stage 4 curriculum includes courses in the Separate Sciences as well as Core and Additional Science and the majority of students will follow a course in Design and Technology and study French, German or Spanish to GCSE. Traditionally we have offered a wide range of options at Key Stage 4 with a high level of pupil satisfaction at the choice of GCSE subjects and we strive to maintain a balance in our curriculum.

Sixth Form students usually study four subjects at AS and continue with three of these to A2. We have also developed a substantial 'curriculum enrichment programme' in the Sixth Form that offers a range of optional courses from recreational sport, digital photography, Duke of Edinburgh awards, 'grub on a grant' etc.

Young people at Fallibroome have many opportunities for learning beyond the classroom, with numerous industrial links, an extensive range of trips, visits and exchanges and a full work experience programme for Year 12. Our links with the community are excellent. We were recently presented with the Chief Executive's Award for Community Leadership at the 6th Annual SSAT Conference. We have also received a large number of smaller awards for environmental work in particular. In extra-curricular work, most children find an outlet to suit them.

Facilities

The Fallibroome site has been extensively developed in the past fifteen years to cater for the growing school population with the intention of offering the best quality educational provision in the area. The building is therefore modern and attractive and provides a very pleasant atmosphere in which to work.

Our teaching accommodation is also of a very high standard and offers specialist rooms for all departments. Most subjects are taught in suites of rooms, creating for staff and students a high-quality, attractive teaching and learning environment. Over the last few years, we have added a Sixth Form Centre, a 500 seat Performance Hall, an eLearning Centre and a new Medical Suite to improve the facilities available to our wheelchair users and other students with disabilities. We embarked on a further major capital project that was completed in Summer 2007, costing £3 million. This huge project significantly extended and enhanced both the ICT suite and our Performing Arts facilities, including new studios for Drama and Dance and a state-of-the-art Music Technology suite, as well as providing new changing facilities to complement our brand new all-weather pitch that was opened in October 2006. In 2011, we completed significant interior refurbishments to two Science labs and the Food Technology room and added a purpose built Media Suite and TV Studio. We have also completed a further £1.5 million building project that has created an additional eight classrooms and allowed us to create a bespoke "Pastoral Support Centre". This also led to significant internal refurbishment and the creation of a "Teaching School Centre" that has become a key resource for our CPD and ITT work. In addition, we were recently awarded a £4 million grant to build a new Sixth Form Centre, refectory and admin block. This has resulted in state-of-the-art study and recreational facilities for our students.

We consider ourselves to be exceptionally fortunate with respect to the quality of our site and facilities. While we have had great success in accessing grants to support our work in this area, we also work very hard to maintain our infrastructure in first class condition. As a result, we believe that we have created an environment that is immediately impressive to visitors as well as prospective students, parents and staff.

Examination Results and Ofsted Inspections

Part of Fallibroome's appeal for parents lies in our high academic standards, as exemplified by excellent examination results which far exceed the national average. When measured against prior attainment, children at Fallibroome perform extremely well and value-added residuals are significantly positive in many subjects.

The 2013 Ofsted inspection found that “students make rapid progress from their starting points and achieve extremely well”. This progress is supported by outstanding teaching that “involves students actively in their learning and makes them think for themselves”.

The behaviour of our students is also “exemplary”. The Ofsted team found them “polite and friendly towards one another, to staff and to visitors”. The relationship between staff and students is excellent” and “characterised by mutual respect and good humour”. All of this is supported by school leaders who are “exceptionally rigorous in checking students’ progress and the quality of teaching and ensure that only the best is good enough”.

Culture and Values

The Multi-Academy Trust is built upon the core values of trust, respect and optimism. At Fallibroome, we have described our commitment to these principles by developing four key guiding statements. These apply to all members of our school and help us to remind us of our core beliefs and values.

Community

Strong relationships are at the centre of everything that we do. Our students get on well with each other and with their teachers. We expect everyone to be respectful and polite and to show a sense of pride in their school and loyalty to each other. We want our students and staff to contribute to the life of the school and many do so with distinction.

Integrity

We expect everyone in our school to deliver on their promises. This means that our staff work very hard and our students always do their best. Our staff are exceptionally competent in their chosen subjects and we are not interested in doing anything poorly. Our students are determined to reach the highest standards and build on the achievements of previous Fallibroome generations.

Ambition

We are always striving to improve and we want to develop the same mindset in our students. We don't stand still and we are always looking for examples of best practice from home and abroad. We prioritise

the development of self-confidence in our students so that they leave us believing that they can achieve great things. We always encourage them to aim high and to challenge themselves to improve.

Resilience

Overcoming setbacks is a part of life. We recognise that some students and staff need a lot of support at certain times of their life and some may need help to develop the resilience that is needed to overcome these difficulties. We admire and celebrate anyone who shows the ability to overcome such obstacles but who still refuses to give up.