



**SHROPSHIRE COUNTY COUNCIL**

**BSF ONE SCHOOL PATHFINDER**



# **William Brookes School**



***Coubertin School  
Performing Arts College  
Maths & Computing College***



# EDUCATION VISION

## 1. INTRODUCTION

William Brookes School is an average-sized school which serves a large rural area. The school has been a performing arts college for the last five years and has recently been designated a mathematics and computing college. As a Coubertin School the school has strong links with Olympian ideals and the Olympic movement and these are at the heart of the aims and philosophy of the school.

***“William Brookes is a good school with many outstanding features. It meets its aim to provide ‘high quality education across the whole curriculum and for students of the full range of talents, interests and skills’ well.”***

**OFSTED May 2007**

Performing arts college status is central to the life of the school and helps make an excellent contribution to the local community. It contributes greatly to students’ excellent cultural development and enhances their social skills. It has a very positive impact upon raising the self-esteem and standards for all students, as well as developing their very good organisational and teamwork skills. They participate in the many sporting and performance opportunities available and take up healthy eating options.

The school aims, in partnership with the communities that it serves, to build on these very strong foundations in the Arts and Sport, to be a centre of performance excellence.

Students enter school with broadly average standards. They make good progress to achieve standards which are above average. The number of students gaining five or more higher GCSE passes, including English and mathematics, has risen sharply over the last few years, at a much faster rate than national results, and is well above average. Almost all students gain five or more GCSE passes.

Building on this very secure foundation of strength in attainment, the school has set a course to transform learning and to move from a ‘good’ school to be an ‘outstanding’ school.

Students’ personal development and well-being are good. Students know how to stay healthy. They are also well aware of how to remain healthy by not smoking, and of the dangers of drug and alcohol abuse. They understand right and wrong and their social and moral development is further enhanced by their good understanding of the Olympian ideals, as a Coubertin School. The school’s strong commitment to inclusion is demonstrated by its excellent support for vulnerable students and those attending the learning support unit. The strong school council is influential and students take part in departmental reviews and feel they have a real say in the running of the school, including changing the way in which they are taught. Very good opportunities exist for students to take part in the democratic process both within school and by working with local councillors, taking part in the National Democracy week and having a member of the Youth Parliament.

Sixth Form students’ personal development is outstanding, allowing them to become confident and mature, with considerable pride in their school and teachers. Students act as exemplary role models, for example, in helping out as teacher assistants in classes and supporting younger students. Care, guidance and support are outstanding. Students feel exceptionally well supported and guidance at critical transition points has been very well received.

This outstanding platform of student personal development, linked to the school’s Olympian heritage and its Coubertin status, will be central to the vision of the school of the future.

## The Olympian heritage at Much Wenlock

***“Much Wenlock is a town in Shropshire, a county on the border of Wales and, if the Olympic Games that modern Greece has not yet been able to revive still survive today, it is due not to a Greek but to Dr W.P.Brookes. It is he who inaugurated them 40 years ago, and it is still he, now 82 years old but still alert and vigorous, who continues to organise and inspire them”.***

**Baron Pierre de Coubertin 1890**

The Wenlock Games were the foundation for the revival of the modern Olympiad.

They are Britain’s Olympic heritage.

Whilst the revival of the Olympic tradition was the brain-child of the French nobleman, Baron Pierre de Coubertin, one of the major influencing factors on Coubertin’s thinking was the work of a Shropshire doctor, William Penny Brookes.

In 1850, Brookes started the Wenlock Games. He had a keen interest in the values of antiquity and felt that a healthy body was as important as a healthy mind.

The Games were held annually on the Linden Field, Much Wenlock, and consisted of traditional English rural sports. They survive to this day.

### Coubertin’s Philosophy

For Pierre de Coubertin, the Games were more than an athletic event. They were to enhance human development and make the world a better place to live in. To this end, Coubertin tied the staging of the Games and his work with the IOC to a set of ideals. These ideals have become known as ‘Olympism’.

Olympism is a philosophy of life, exalting and combining in a balanced whole the quality of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles, to ennoble and strengthen sports, to ensure their independence and duration, and thus to enable them better to fulfil the educational role incumbent upon them in the modern world.

Olympism is based on 6 Goals which should be seen as integral to the future vision of William Brookes School:

- personal excellence
- mass participation
- sport as education
- fair play
- cultural exchange
- international understanding

The Olympic movement’s principal purpose is:

***“To contribute to building a peaceful and better world by educating youth through sport practised without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play”.***

It is captured in the Latin motto:

**“Citius, Altius, Fortius”**

**“Swifter, Higher, Stronger”**

## **2. PREPARATION AND CONSULTATION**

In the preparatory, consultative stages of the development of the educational vision, a number of generic characteristics were used with a wide range of stakeholders to generate dialogue and feedback on aspects of vision, aspiration and action that will lead to the design of the school of the future. These characteristics relate to the core aspects of school improvement that are implicit in the transformational aspects of the Building Schools for the Future national programme. The framework below was used with stakeholders to establish the contexts for an educational vision.

### **1. STANDARDS**

- Attainment
- Attendance and participation
- Progression
- Inclusion
- Quality of teaching
- Leadership quality at all levels
- E learning throughout the school

### **2. CULTURE AND ETHOS**

- Safe, secure relationships
- Values
- Independent learning
- Student voice and leadership development
- Parent voice in support of learning
- Every Child Matters: the 5 outcomes
- Accessible learning opportunity

### **3. TRANSFORMATIONAL LEARNING**

- A curriculum to challenge and inspire
- Personalised learning
- Assessment: progression by stage not age
- School organisation driven by learner need
- Specialisms at the heart of the learning
- Optimum use of the digital technologies

#### **4. WORKING IN PARTNERSHIP**

- The school as the hub of a learning community
- Community cohesion through learning
- The extended school – 24/7 learning
- Parental and family learning partnerships
- Partnerships for learning that provide learning pathways: primary, 14-19, FE, HE

#### **5. ICT**

- Exciting, innovative and motivating
- Anywhere, anytime learning
- Access to tools and devices that are portable
- Digital equipment for personalised learning pathways
- Integrated systems that support assessment and reporting
- Designed to promote and improve parental engagement in learning
- Delivered through a managed learning environment (MLE)
- Supported by learning champions
- Saving on workload and teacher time

#### **6. STAKEHOLDER GROUPS**

- Students
- Staff workforce
- Governors
- Parents and carers
- Educational partners
- Local Authority officers, civic representatives, business partners
- Community user groups

### 3. TRANSFORMATIONAL THEMES

**There are five key transformational themes that are woven through the body of the educational principles that inform the vision for the pathfinder school:**

- **OLYMPISM**

Grounded in the historic legacy of William Penny Brookes and the founding work of Coubertin, Olympism draws on the pursuit of personal excellence.

- **INNOVATIVE TEACHING, PERSONALISED LEARNING AND ACHIEVEMENT**

A sustained focus on innovative teaching and learning, harnessing the benefits of the new technologies, developing the practice of the school workforce and providing opportunities via learning pathways, for all to progress and achieve in an outstanding school.

- **SOCIAL AND EMOTIONAL HEALTH AND WELL-BEING**

Active pursuit of the 5 outcomes of 'Every Child Matters', allied to the fundamental principles enshrined in the Olympian ideal of a 'healthy mind in a healthy body'.

- **COMMUNICATIONS**

At the heart of the everyday practice, to meet the needs of students and the community, to provide breadth of access to the curriculum and to exploit the benefits of e learning, thereby encouraging the further development of citizenship and personal development.

- **EXTENDED COMMUNITY PARTNERSHIPS**

An extension of the foundation of success, partnership working will strengthen relationships with and between all the communities served by the school, through opportunities in learning, sport, arts and culture.

## **4. THE PATHFINDER SCHOOL EDUCATIONAL VISION**

The stakeholder groups involved in consultation are all students and staff at the school, officers of the local authorities, governors, parents, educational partners, Councillors and community representatives. The process has been overseen by the Project Board. The outcomes of this consultation have been collated in a directory and have informed the planning of a Stakeholder Conference on 8th/9th June 2007 with 88 stakeholders in attendance from across the representative spectrum. The outcomes have provided the shape and substance of the Pathfinder school vision set out below.

### **10 KEY PRINCIPLES**

#### **1. An outstanding school which maximises the potential of all learners to achieve, and which respects its Olympian heritage**

- Grounded in a philosophy of personal best performance for high achievement in all aspects of life at school and beyond
- Enhancing personal development and individual potential, to make the world a better place in which to live
- Building from strong foundations of success and achievement
- Seeking to be faithful to the legacy of William Penny Brookes
- Promoting physical and intellectual education, together with cultural values, to embody the philosophy of a Coubertin school
- Representing the spirit and meaning of Olympism through respect for universal ethics including tolerance, generosity, unity, friendship, non-discrimination and respect for others
- Becoming established as an internationally recognised school, with a strong global dimension to curriculum and citizenship programmes
- Placing quality communications at the heart of all actions in the school and with the community, locally, nationally and internationally

#### **2. A sustainable landmark building in harmony with the environment**

- Treading lightly on the earth whilst giving inspiration to all learners
- Encompassing its rurality and reflecting its beauty
- Having an exceptional commitment to the principles of the sustainable school
- A highly legible building which on sight and access makes a statement about learning
- Providing a learning link between the inside and outside aspects of the building and its landscape
- Offering eco-friendly learning
- Incorporating local materials where appropriate
- Demonstrating ease of access for the communities served by the school through designated provision and transport solutions, that take account of the extended out of hours programme
- Respecting the balance between security and open access
- Acting as a learning hub with links that are signalled to and connected with partnerships beyond the boundary of the site
- Inspiring pride, ownership and a sense of belonging
- Enhancing Much Wenlock and the surrounding area

### **3. Access to innovative, personalised learning to include and value all learners**

- Maximising the opportunities for every learner to achieve to potential and beyond
- Ensuring that communication and information systems enable access for all
- Being inclusive of the needs of all students and accommodating equal access to learning opportunities
- Ensuring that the learning is matched to stage not age and that curriculum provision is relevant and blended with pathways that provide a breadth of experience
- Providing flexibility in the organisation of teaching groups to meet a range of learner needs
- Retaining and improving the strengths of the school and its accredited specialist status in the performing arts, maths & computing and the Sixth Form
- Developing vocational provision that meets new 14-19 priorities
- Meeting the specific learner needs of all post 16 students to enhance the Sixth Form
- Providing serviced support for teaching and learning
- Valuing and supporting all staff as learners with enhanced facilities for their professional work and training

### **4. Active, creative social spaces that promote learning and physical and emotional health and well being**

- Creating comfortable, active communal spaces for all students
- Fostering an ethos of high activity to reduce boredom and creating facilities which promote a healthy life style
- Offering an environment that enhances personal development and the social and emotional aspects of learning
- Enabling the school with its educational partners to develop a sophisticated strategy for play through creative sports, arts and games activities
- Creating sensitive and practical adjacencies between learning and social spaces, designed for themed creative activity
- Heightening opportunities for passive and digital supervision
- Extending opportunities for students to meet the 5 outcomes of 'Every Child Matters'
- Promoting wide and active participation in extra-curricular programmes
- Providing spaces for high quality display
- Providing secure spaces for the storage of student possessions and equipment, with no student carrying bags or coats during the school day
- Providing catering facilities and spaces that match flexible needs, both indoors and outdoors, allied to community provision

### **5. A balance between flexible, multi-functional, adaptable and specialist spaces for learning**

- Designed as learning hubs around which specialisms can be based and resources shared
- Designed to maximise the number of spaces that can be used for more than one purpose
- Ensuring there is high value placed on efficient storage, access to resources, durability and functionality

- Able to be re-configured efficiently and economically to meet changing curriculum delivery needs
- Able to accept new digital technologies not yet invented
- Paying special attention to environmental factors which affect learning, such as acoustics, sound transference, ventilation, lighting and colour scheme
- Providing a lecture theatre that will be a teaching and learning space, observation and training room and conference facility
- Designing leadership, administration, and support service bases as strategic hubs around the school
- Designing a multi-purpose auditorium for assemblies, performance and conferencing
- Recognising the differing flexible design needs of the specialist areas such as Music, Drama, Dance, Art, Science and Technology
- Creating space that will be responsive to the changing demands at 14-19 on vocational programmes in the specialist subject areas and new learning lines such as health & beauty and catering

**6. A welcoming school with high value on independent learning, student care, guidance, leadership and personal development**

- Providing high visibility of learning - not a building dominated by car parking
- Reducing movement and student circulation
- Offering a student and family support services centre with high quality welfare and guidance
- Collaborating with other providers for the delivery of appropriate multi agency provision to meet the core offer aspect of swift and easy referral to specialised services
- Considering alternative options for the organisation of the school and the implications for leadership, learning, mentoring and tutoring
- Placing the student at the heart of learning
- Giving the Sixth Form independence for appropriate learning and study provision and social interaction
- Providing quiet areas for student and staff reading, reflection and study

**7. Accessible, appropriate, adaptable ICT to meet the needs of all learners served by the school**

- Motivating and adding value to learning, participation and attainment
- Placing communications at the heart of all learning
- Providing a system that supports anywhere, anytime learning throughout the school site, at home and with community partners
- Providing built-in flexibility, adaptability and sustainability
- Including high level and extended training
- Providing an appropriate level of support staff
- Having a system that provides integrated, efficient and easy access to learning and management information for all users
- Harnessing the potential of portable technologies for student everyday use
- Offering a business ICT capability and providing designated community access
- Ensuring optimum use of ICT for administration, management and security

## **8. An extended campus for learning with appropriate access for all the communities served by the school**

- Providing a 'more open: open more' philosophy offering accessible learning opportunities to all, 24/7
- Meeting the youth offer and improving social cohesion
- Building on the specialist performing arts, sports and ICT facilities and current strengths
- Providing coherent management structures for extended school and community needs
- Providing a range of performance areas including a purpose designed performance hall and conference area located for easy school and community access but with priority for students and young people
- Addressing the rural transport and infrastructure issues, so that there is equality of opportunity for all communities served by the school, taking account of the extended hours programme

## **9. Learning enriched by partnerships which facilitate transition and progression**

- Creating access that is welcoming to users and facilities that are dual in purpose and adaptable for potentially different uses
- Ensuring that parental partnerships and family learning and students' learning
- Securing the further growth of primary-secondary learning activity to improve progression and the sharing of pedagogy
- Promoting the development of the collaborative and vocational teaching and learning opportunities required of the 14-19 curriculum
- Recognising the specific Sixth Form progression factors with regard to higher education
- Extending the global education horizons of the school

## **10. Access to high quality sports, arts and cultural opportunities in partnership with all the communities served by the school**

- Working in partnership with a wide range of funding providers and planning for facility developments beyond the renewal of the school as an important focus for the surrounding rural community
- Harnessing opportunities set out in regional and national strategic plans for sport and arts
- Securing an enhanced standard of sports provision that will include appropriate indoor sport and outdoor grass and all weather facilities and, if possible, retaining the swimming pool in an integrated design
- Ensuring that the sports provision embraces the long term aspiration of the community
- Ensuring that the excellence of the performing arts at The Edge is sustained and built upon with appropriate and sufficient facilities for lessons, practice and performance, including separate dance and drama studios
- Securing the arts and sports provision of the school as a physically linked and inter-connected community resource
- Developing the international and Coubertin dimension through sport, culture and the arts, conference facilities and the partnerships with the community

## 5. FURTHER VISION FOR THE DEVELOPMENT OF ICT

Working in partnership with the Bristol BSF pathfinder programme and the Bristol LA Strategy Adviser for ICT, William Brookes School has addressed the specific need to consider the visionary component of ICT.

Key questions formulated have been:

- How can ICT impact on **Standards and Improvement**?
- How can ICT impact on the **Culture and Ethos** of the new school?
- How can ICT enable **Working in Partnership**?
- How can ICT **Transform Learning** and help students play a more active role in their education?
- How could ICT be used to ensure **Progression and Inclusion**?
- How will the pressures and pleasures of working in a new **ICT rich school** be significantly different?
- How can ICT help you spend **more time talking to students**?

As a result of working dialogue in preparatory workshops and at the Stakeholder Conference the following visionary propositions were formulated from the prompt:

*'In the school of the future it would be great if we could have.....'*

### 1. Systems, functionality and connectivity

- Systems and equipment that work all the time
- Anytime, anywhere connectivity
- A safe environment where everything is recorded and stored and is operative in all environments across the school
- Access to tools and devices that are portable for students and teacher
- A ratio of 1:1 equipment for personal learning as an aspiration
- Information and data that can be intelligently extracted
- A Managed Learning Environment offering access to a range of Virtual Learning Environments and multimedia resources

### 2. E pedagogy

- Use informed by pedagogy (teaching and learning styles and methodology)
- Access to integral assessment frameworks
- Personalised learning pathways
- Monitoring and reporting on progression re qualifications and aspirations for further and higher education
- [Opportunity for accreditation through the 14-19 diploma route](#)

### 3. Motivation, engagement and sustainable practice

- Improved parental engagement in learning
- Support from Learning Champions –'the guide on the side'
- Fun, innovation and excitement
- Saving on workload and teacher time
- Ability to work and operate in collaboration with business and commercial partners
- Sustainability beyond the lifetime of the first four years and the initial set up funding

# APPENDIX

## CRITERIA FOR “COUBERTIN SCHOOLS”

### International Pierre de Coubertin Committee (CIPC), B.P. 397, CH-1001 Lausanne

1. The head, staff and pupils/students should understand and acknowledge the importance of Pierre de Coubertin and his contribution. The school community should be encouraged to view him as an inspirational figure, with much to contribute to the development of young people in the world today.
2. The school should demonstrate the significance of Coubertin in clearly identifiable ways. For example:
  - including a photo of Coubertin in the School Prospectus and/or Yearbook and explaining the pedagogical principles;
  - installing a photo or a sculpture of Coubertin in a highly visible area of the school;
  - incorporating Pierre de Coubertin, his ideas and his life in various subjects (e.g. history, languages, sports, citizenship, general studies), even where this is not a compulsory element of the curriculum;
  - making special presentations about the life and work of Coubertin (e.g. on 23<sup>rd</sup> June, recognised as “Olympic Day”);
  - organising special events that demonstrate the importance of Coubertin to the school.
3. The school should emphasise that Pierre de Coubertin was not only responsible for the rebirth of the modern Olympic Games, but also an educational reformer, believing in the importance of bringing body, soul and will into harmony.

### The profile of a Coubertin School:

4. Physical Education should have a specific significance in its overall educational values, aims and objectives. In addition to physical and intellectual education, cultural values (e.g. music, fine arts, literature, ethics, and traditional sports) should also be emphasised in the educational program of a Coubertin School. A Coubertin School may be a school which specialises in sports, but it could also be a specialist performing arts school, as long as physical education is emphasised in order to ensure a coherent and harmonious over all education.
5. To put this spirit into effect, the “Coubertin Award” of the CIPC is crucial. It should be organised regularly at the school and as many pupils/students as possible should take part.
6. Once a year (1<sup>st</sup> December) the Coubertin School should send a report of its Coubertin related activities to the CIPC General Secretary.
7. The CIPC will support the school through the provision of information and resources, including the writings of Coubertin, and also, if requested, through the provision of specific material (videos, documentation for the “Coubertin Award”, etc.). Every two years the school will be invited to participate in the International Pierre de Coubertin Youth Forum.
8. The naming of the school should be a celebration. Representatives of the CIPC, the family of Pierre de Coubertin and the National Olympic Committee of the country should be invited. The school should submit its proposal to the board of CIPC and to a representative of the Coubertin family, in order to be granted authorisation to use the name “Pierre de Coubertin School”.
9. In order to achieve the official status of “Coubertin School” the school must be a member of the CIPC. The head or a delegate of the school will be member of a working group which will be kept informed of and consulted upon the biannual International Coubertin Youth Forum.
10. Schools that are still in the process of gaining the legal status of “Coubertin School”, may be recognised as “Observer School” for two years and in this way may send a small number of observers to the Youth Forum. After two years a final decision on the legal status of becoming a “Coubertin School” has to be made by the responsible school authorities.

**Dr. Norbert Müller**  
**President, CIPC**