

1 REFLECTIONS ON THEMES/ ISSUES OF INSET

- Beyond school – strong connections to community
- The importance of an environment (light, heat, ventilation, quality of space etc) that is conducive to learning
- Good combination of dreaming and practical reality
- The importance of sustainability, full use of all resources and environmental awareness
- So much ambition – there will be a need to prioritise
- The value of teaching in different ways, different environments - out of the classroom
- Focus on life skills – very holistic
- The extent to which the vision was shared by all
- Involvement of all staff

Additionally, John reflected back two key interconnected recurring themes:

1. A safe base/ beacon/ lighthouse/ shelter from the storm
2. Journey, exploration, specialist spaces/ activities beyond

Suggested that this might be seen (like a fractal) as applying at all levels from the individual child to the school in the community



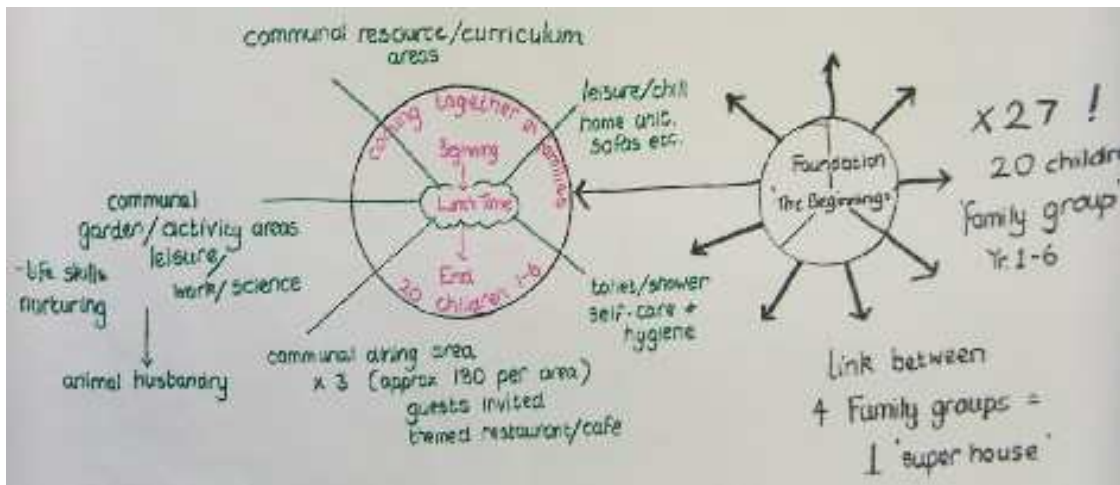
2 'FAMILY BASE' AND WHOLE SCHOOL ORGANISATION

Possible options include

- Status quo - year based class groups of 30 with progression through key stages as at present
- House structure, with vertical groupings for social, sports etc – could vary from light touch to small schools within school?
- Age and stage organisation by developmental criteria (learning and social) rather than key stage
- Vertical tutor groups/ classes
- Groups by learning styles, MI etc

3 EXPLORING THE OPTIONS

FAMILY / VERTICAL GROUPINGS



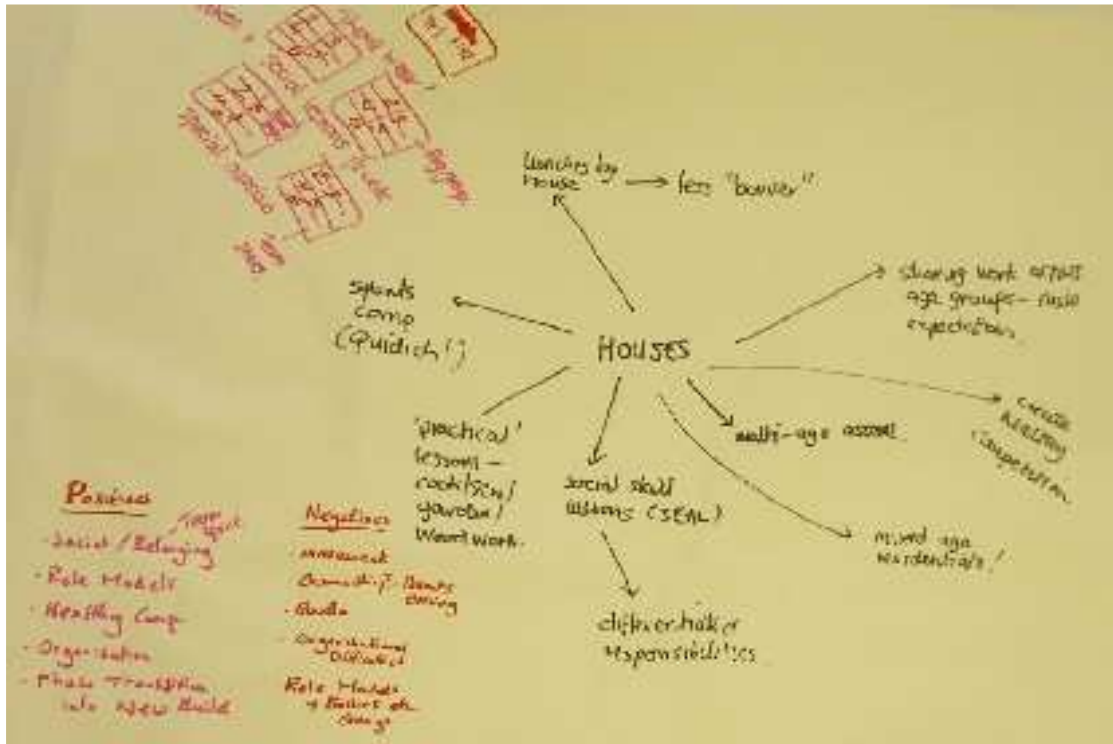
Positives

- Time
- Sense of community
- Sense of security
- Social skills
- Tolerance
- Responsibility – individual and corporate
- Teamwork
- Nurture
- Role models
- Sense of purpose
- Belonging/ identity
- Ownership – places / things
- Respect
- Empathy
- Child centred/ orientated
- Clear journey through school with family/ house group

Problems/ challenges

- Organisation and logistics
- Curricular demands
- Restrictions of time
- Potential of younger children to become dependent on older ones
- Tendency to become insular if they stay within one social group
- Social dynamics that are negative – no chance to 'escape' from problem relationships / negative social problems

'HOUSE' STRUCTURE



5 'houses'

- o foundation and Year 1
- o 4 each with years 2 – 6

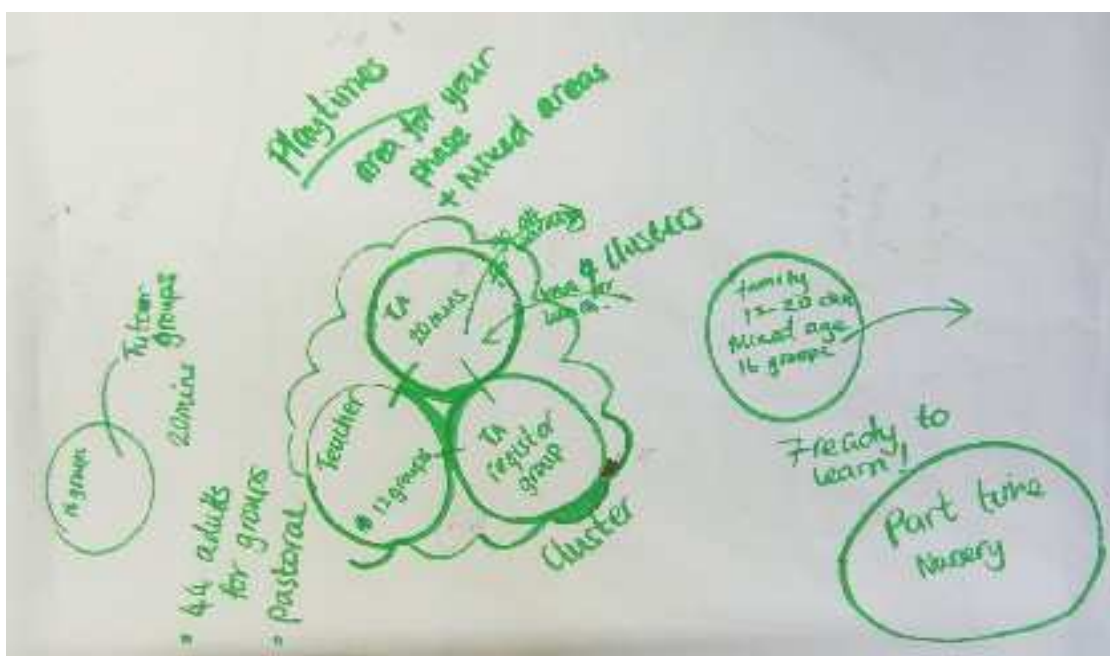
Positives

- o Social/ belonging
- o Role models
- o Healthy competition
- o Organisation
- o Phase transition into new build

Problems/ challenges

- o Movement
- o Ownership (parents evening)
- o Ghetto
- o Organisational difficulties
- o Role models – bullies etc

DEVELOPMENTAL



Banded in:

- Foundation and Year 1
- Years 2 and 3
- Years 4.5.6

Positives

- Banded socially in development stages
- Play bases curriculum in foundation and Year 1
- More personal times – family feel
- Clusters

Problems/ challenges

- Time of changing areas
- Lots of groups – confusing
- More adults required – responsibility of TAs

SOME COMMON ISSUES

- Much still to be explored – no clearly emerging consensus on alternative approaches
- Common desire for smaller 'class' groups (at least for social/ tutorial groupings) – max 20. Is this feasible and what are the staffing implications?
- Value of vertical groupings for some activities – more discussion needed about what and how
- Concerns about over complicating organisation
- Recognition that it will be a very large school and need for some form of sub grouping for identity/ safety etc

4 WHERE NEXT

- School Council involvement ongoing – John and Matt to liaise
- Need to co-ordinate all the actions volunteered from Inset day – with feedback to John/ Martin to ensure ideas/ responses etc are fed into the process and don't get 'lost'
- Next meeting of this group: 9th October, 3.30 – 5.00: Focus on exploring 'mini-town'/ specialist activity spaces