



Liverpool College

From Outstanding to Transformative Summary of Proposals

Why:

We want our school to move beyond outstanding (20% of schools in the country). Our aim is to be a **transformative school**. The measurement for this is simple:

“Attending Liverpool College transformed my life, in a good way.”

Another phrase might be:

“Going to LC is the luckiest/best thing that ever happened to me. I would not be where I am today if I had not attended LC.”

We believe that our school should:

- ✓ educate not just teach
- ✓ increase affection for life and living in pupils and staff
- ✓ enable every person in our school community to embrace challenge and succeed
- ✓ help us mature and become our best selves
- ✓ propose a variety of activities and experiences to learn from

We want school to be a proposal not only about learning academic subjects but about life. Key themes in this proposal are asking pupils to reflect on their experiences, allowing pupils to search for meaning not only as an intellectual endeavour but as a search for meaning in life. We want to do this through a variety of life and learning experiences, building deeper relationships and building capacity for relationship in staff and pupils, creating a curriculum and school experience where everyone contributes to the culture of the school.

How:

	We are going to:	Leading to:
I.	Take a broader view of the purpose of education and school.	<i>School is about becoming our best selves. This project of pursuing our best selves affects every dimension of the human person and involves more than intellectual activity.</i>
		

2.	Take a broader view of the job and role of a teacher and staff member.	<i>We are educators, not only teachers and staff members, our impact is on the totality of the person's journey to maturity. We do this through relationships and through embodying and exemplifying a vision of the full life.</i>
		
3.	Have an ambition for the education of the whole person delivered through an explicit integrated curriculum of academic, community and personal challenge.	<i>We are going to integrate many activities and learning into our articulated and schemed curriculum including through a diploma programme which goes way beyond the national curriculum and pupil expectation of school</i>

Steps to this:

1. Leadership for cohesion, accountability and transformative education.

Throughout the College, a new senior and middle leadership structure will create clear lines of accountability for every member of staff.

2. Pilots

We will pilot innovations, thus learning from doing, evaluating what works, while mitigating risk to institutional effectiveness. Our pilots are therefore not permanent changes. They are evaluated according to specific criteria of success.

What will the changes look like?

- They will be age appropriate.
- They will be measured and developed in a structured and gradual way.
- They will focus on key characteristics: challenge, success, activity, relationships, service, coherence.

Key Questions – What changes will there be in 2021-22?

Whole College

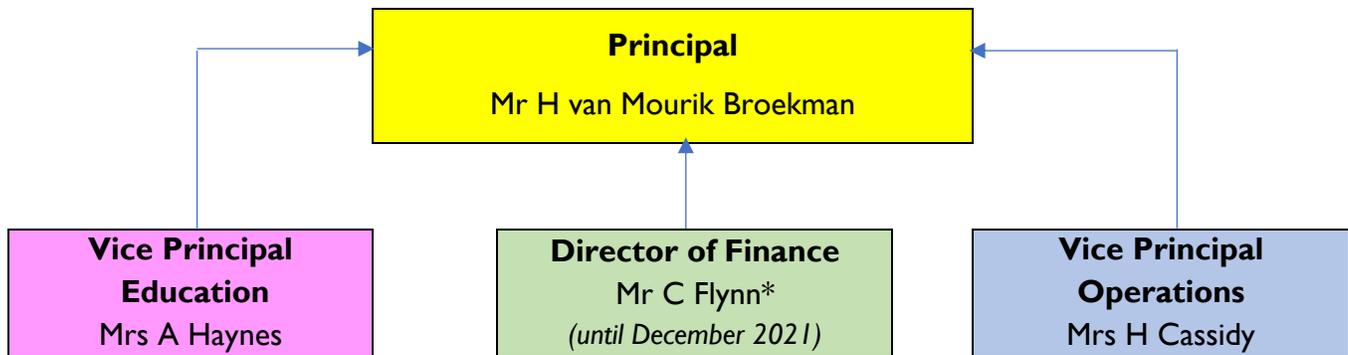
1. What are the changes in the leadership structure next year?

The structure of the College Leadership Team (CLT) (executive leadership of the College) will change in September 2021.

The leadership of personal development and academic provision will be combined under one Vice Principal (Education) and all operational staff and functions of the College will be unified under another Vice Principal (Operations) who enables our campus and resources to be deployed to deliver the transformative agenda. The Director of Finance will lead on the school's financial planning, management and compliance.

The two Vice Principals and Director of Finance report directly to the Principal who has overall responsibility to the governing body for the strategic direction and intent, educational provision and performance, and financial and operational management of the school.

College Leadership Team:



**Mr Flynn will be retiring in January 2022.*

2. Are there any changes to the term dates for 2021-22?

No. The term dates for next academic year remain unchanged from those published here: <https://www.liverpoolcollege.org.uk/parents-pupils/key-information-planner/term-dates>.

3. Are there any uniform changes?

No, the uniform lists remains unchanged.

We will launch a review process during 2021-22 academic year focused on ensuring our uniform enables the successful delivery of our holistic curriculum as well as being affordable. This review will involve parental and pupil representatives.

4. How will the College begin its pursuit of the transformative school experience?

In 2021-22, we will be running a **pilot programme** in primary and secondary, called the Chapter Pilot.

(a) Why have a pilot?

A pilot allows a 'real-world' try out of proposals while mitigating risks to school effectiveness. It will only involve two year groups in the primary and in secondary phases who are not involved in public examination preparation.

(b) Who is involved in the Chapter Pilot in 2021-22?

- Primary phase – Year 1 and Year 4
- Secondary phase – Year 7 and Year 8

5. What proposals will the Chapter Pilot be trialling?

Our ambition, rooted in our educational philosophy is to be a transformative school. We identified in *Intent 2022* the key principles for the creation of a truly transformative school and the delivery of a holistic education:

- ✓ the continuity of and consistency in high-quality relationships for pupils (peer to peer and staff to pupil) over time;
- ✓ the articulation, integration and effective delivery of an ambitious age-appropriate personal development curriculum for all, built within a diploma framework with clear end goals.

The pilot will therefore be trialling the implementation of changes that would be needed to deliver a holistic and integrated personal development.

The scope of the pilot will be different in primary and secondary phases.

6. What is a personal development curriculum?

A personal development curriculum should mostly consist of the development of relationships through activity (a distinction between **RATIO**: intellectual comprehension and **POESIS**, action, activity, the making of community and culture):

- daily physical activity, including for staff;
- well-being activity, including reflection and spiritual practice;
- community service;
- entrepreneurial and charitable activity;

- careers/vocation;
- personal finance;
- leadership;
- artistic and cultural initiatives; and
- competition and games.

7. What are the core principles that underpin the personal development curriculum?

- ✓ **Challenge** - The curriculum must provide a challenge for every pupil. This means it needs to be able to be differentiated and have “stretch”.
- ✓ **Success** - The programme must make it possible to achieve and enjoy substantial and recognized success outside academic study and performance and must expand the definitions of success in school beyond academic outcomes.
- ✓ **Activity** - The programme should centre on activity; doing. Physical health and wellbeing need to be promoted through the activities of the programme.
- ✓ **Relationships** - The content and structure of the programme must improve peer to peer relationships and pupil-staff relationships.
- ✓ **Service** - Opportunities to serve each other, to serve the school, the community, and the wider world should be embedded and demanded within the diploma programme.
- ✓ **Coherence and articulation** - Like any curriculum, the sum should be more than the parts. The programme needs to cohere. It must deliver this coherence via a proper articulation of age appropriate development and progress, building experiences upon experiences, targeted outcomes upon targeted outcomes.

8. Why a Diploma approach to the personal development curriculum?

We must have the same high expectations and standards for the personal development curriculum as we would for the English or science curriculum for example – it needs to be articulated, coherent and sequential.

An effective and impactful curriculum is also one that is constructed with clearly defined and understood end points, with clear assessment mechanisms in place to deliver a qualification and reward system. As set out in *Intent 2022*, we believe a diploma model would be the way to create this structure and the opportunity for pupil success to be qualified, recognised and celebrated.¹ The suggested name for this is the Chapter Diploma. The diploma would be awarded at the end of each year (eg. Chapter 8 Diploma).

In 2021-22, Mr Stamper in primary and Mr Ridley in secondary will undertake the role of Chapters Diploma Lead. They are tasked with the development of a high-quality coherent personal development curriculum articulated within a diploma framework for each year group in the pilot programme.

¹ Intent 2022: Outstanding to Transformative, page 49-50

9. What happens from 2022 onwards?

This depends on the success of the pilot.

Monitoring and evaluation metrics will be published but we would be looking for the impact of the pilot to be reflected in areas such as:

- academic progress
- behaviour
- attitude to learning
- surveyed well being of pupils
- parental feedback

The experience of pupils alongside staff feedback, will also be an important element in our evaluation.

Our conclusions on the success and impact of the pilot will determine any further roll out and what that programme looks like in other year groups and key stages.

10. How will pupils and parents be involved in the pilot and its evaluation?

A programme of pupil voice discussions will take place and we will utilise assemblies and other forums to share our plans with pupils and discuss with them our ambition to be a transformative school and what it means for their school experience. We will make sure that pupil voice forms a central and on-going part of the development and evaluation of the pilot programme.

Ensuring parental support and understanding of our intent and ambition is important as is parental feedback as part of the pilot evaluation. At our next parent information evening, scheduled for 30 June 2021 at 5.30pm, we will further explain the proposals and parent information meetings during the 2021-22 academic year will include feedback on the pilot. There will be other feedback mechanisms for parents as well.

Primary Phase (Reception – Year 6)

A. Routines

1. Are there any changes to the school day timings in the primary phase?

No. The pilot will not involve any extension of the school day or changes to start or finish times in the primary phase beyond those of pre-Covid.

B. Curricular Changes

1. My child is in one of the pilot year groups – what does this mean for their experience of school?

There will be no loss of academic teaching time and no reduction of focus on their academic learning. Instead the emphasis in the pilot programme through the integration of a personal development curriculum will be on ensuring healthy minds and bodies and developing character to improve their learning in all areas.

Personal development time within the school day will be more carefully and strategically planned within a curriculum framework, so that it is sequential, age appropriate and impactful. Many of our already established and successful activities will be included, for example, Forest School, mindfulness and yoga, plus some new instrumental playing, CCF and leadership programmes for the younger ones, and an increased focus on daily movement and physical activity.

Pupils in pilot year groups (Chapters) 1 and 4 will receive a Diploma award at the end of the year in a Celebration Evening. We will publish further information about the elements that will make up the diploma and awarding level criteria.

2. My child isn't in one of the pilot groups, does this mean they won't have any personal development sessions?

No. Every class has at least the same amount of personal development time as they had pre-pandemic and year groups will continue to have personal development sessions to cover statutory Personal, Social and Health Education (eg. careers education) and beyond such as Forest School.

If the pilot is successful, it is anticipated that the diploma programme will be rolled out into other year groups from 2022.

C. Pastoral Changes

I. Is there any change to the pastoral structure in the primary phase?

No.

Responsibility for behavioural management and pastoral concerns continue to rest with class teachers who know their pupils best. The Head of School, Mrs Pease in the Prep School and Mrs Gannon in Pre Prep retain the pastoral and behaviour leadership above that of the class teacher.

Secondary Phase (Years 7 -13)

A. Routines and School Day Timings

I. Are there any changes to the school day timings in the secondary phase?

Yes.

To enable the effective delivery of an integrated personal development curriculum focused on the development of high-quality relationships through learning and activity, the biggest investment we need to make is time: we have to build a school day model and timetable that gives staff and pupils the time they need within the school day to deliver the curriculum, in the same way we assign time for academic subjects within the timetable.

Although only Years (Chapters) 7 and 8 are involved in the pilot in 2021-22, our staffing model is built on staff teaching across the secondary key stages (rather than specialising in key stage 3 for example). Therefore, a timetable and school day change that affects Year 7 and 8 will have some impact on all year groups.

(a) Pilot Group (Chapter) Year 7 – 8:

There will be a longer school day every day: **8.25am-4pm** (except on a Friday when school will finish at 3pm for Chapter 7 and 8).

Chapter (Year) 7 & 8 School Day Structure 2021-22:

		Week A and Week B				
		Chapter 7 & 8				
Time	Monday	Tuesday	Wednesday	Thursday	Friday	
08:25 - 09:25	Period 1					
09:25 - 09:30	Morning Registration					
09:30 - 10:30	Period 2					
10:30 - 11:00	Break					
11:00 - 12:00	Period 3					
12:00 - 12:30	Personal Development (PD)					
12:30-13:00	Lunch					
13:00 - 13:30	Personal Development (PD)					
13:30 - 14:00	Personal Development (PD)					
14:00 - 15:00	Period 4					
15:00 - 16:00	Period 5					

(b) Years 9-13 (non-pilot year groups):

There will be a **late start on Monday, Wednesday and Friday** (9.25am) and finish at 4pm every day (except for Fridays when school will finish at 3pm).

Year 9-13 School Day Structure 2021-22:

	Week A and B				
	Year 9 - 13				
Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:25 - 09:25		Period 1		Period 1	
09:25 - 09:30	Morning Registration				
09:30 - 10:30	Period 1	Period 2	Period 1	Period 2	Period 1
10:30 - 11:00	Break				
11:00 - 12:00	Period 2	Period 3	Period 2	Period 3	Period 2
12:00 - 12:30	Period 3	Activities	Period 3	Activities	Period 3
12:30-13:00					
13:00 - 13:30	Lunch				
13:30 - 14:00	Personal Development (PD)				
14:00 - 15:00	Period 4				
15:00 - 16:00	Period 5				

2. Has time been taken from academic lessons to create personal development time?

No.

Academic teaching time or allocations have not been “sacrificed” in order to create the time for the delivery of the personal development curriculum. The time has been found by a rationalisation of the timetable (eg. improving lunchtime routines and incorporating daily LC Time and NSI period into the personal development lessons).

3. With an extended school day, will there be a change to the homework policy?

There are no planned changes to the homework policy at present but this will be monitored and reviewed during 2021-22 and changes will be made if appropriate for learning.

4. Is half an hour for lunch enough time?

One of the benefits of our recent Covid safe routines has been the split lunch times. This has allowed for quicker and calmer lunchtime routines and the pupils have benefitted from a more civilised dining experience as a result. Before Covid, we had 4/5 year groups passing through the dining hall in 45 minutes. In this new plan we will have one year group through the dining space in half an hour. This means less time is wasted queuing up and the resultant disruption and dissatisfaction that long queues cause: pupils can dine with their peers at lunchtime without rushing. They will have plenty of time to eat; if there is a need to extend the time for any reason this can be accommodated.

B. Curricular Changes

1. What will happen in the personal development periods?

Pilot Group (Chapters 7 and 8)

Every day, pupils in Chapter 7 and 8 will have personal development lessons timetabled (12-12.30pm and 1-2pm daily) when they will be with their form mentor following the new curriculum.

Personal development (PD) lesson time will also include: games, senior leadership assembly, year (Dean) assembly and Chapel on a weekly basis.

Model of a Personal Development timetable structure in Chapters 7 and 8:

	Monday	Tuesday	Wednesday	Thursday	Friday
12 – 12.30pm	Health (physical and mental wellbeing)	Chapel and Spiritual Formation	Health (physical and mental wellbeing)	Dean Assembly	Health (physical and mental wellbeing)
LUNCH					
1pm – 1.30pm	Relationships	Games	Service	Activity	Music
1.30 – 2pm					Whole school Assembly /LIT

Broad outline of Personal Development themes:

- **Relationships** = PSHE, RSE, Philosophy for Children. For example, the first half term in Year 7 will focus on ice breakers, team work, mutual respect and conflict resolution, threads which will also be picked up in Games lessons during the week.
- **Service** = CCF, community service, citizenship, political awareness, debating, charity, careers, financial awareness, eco-awareness

- **Activity** = Entrepreneurial skills, Forest school, Bikeability, cooking, First Aid, Youth Sport Trust
- **Games** = Games lessons will include not only high-level coaching for the school teams but also inclusive activities for all
- **Music** = playing an instrument together as well as music appreciation and recognition of the power of music for brain training and well-being.
- **Health** = daily movement e.g. Youth Sport Trust activities, walk a mile, “Fit in Fifteen”, as well as mental wellbeing with yoga and mindfulness activities.

Years 9-13

Pupils have a daily ½ hour personal development period with their form mentor after lunch every day – this time will include senior leadership assembly, year/house assembly and Chapel on a weekly basis and the delivery of the statutory material currently covered within NSI (PSHE) periods.

Pupils will still have their two activity periods on a Tuesday and Thursday. However they will move into the middle of the day rather than being at the end.

2. What will be in the diploma? What will pupils achieve at the end of the year?

Pupils in Chapters 7 and 8 will receive a Diploma award at the end of the year to celebrate all that they have achieved over the year. It will be presented at a Celebration Evening. This is likely to be in the form of a virtual portfolio of awards and badges of, for example Mental Health First Aid or ‘Learning a new instrument’.

We will publish further information about the elements that will make up the diploma and awarding level criteria.

3. Does the pilot mean that there will be less focus on academic lessons and progress?

No. This is about creating a holistic and integrated curriculum, not a focus on one area to the detriment of the other.

Under our new College leadership structure, Mrs Haynes as Vice Principal: Education will provide unified leadership of every dimension of the academic and personal development school experience of pupils across the whole College. Mrs Haynes’ leadership and responsibility for the entire educational provision will ensure that an appropriate balance is maintained between the academic and personal development curriculum.

4. How will you ensure that academic standards are maintained and continually improve?

The school has a highly effective academic middle leadership team. We are able to consider this move towards the development of a transformative school because we can build on a solid foundation. Heads of Faculty, led by Mrs Lines (Assistant Principal), will continue to drive and monitor academic progress and attainment through systems of interventions, staff professional development, monitoring and evaluation. The new timetable in 2021-22 will also allow an extended period of time for faculty teams to meet together for LIT (learning impact time) when pupils will be in assemblies led by senior leaders.

We also anticipate that one of the impacts of the integrated personal development curriculum will be a positive effect on pupils' engagement with their learning and school, leading to improved academic outcomes.

5. What impact will these changes have for extra curricular sport and music provision (eg. school play)

The new school structure makes some of these extra-curricular activities easier to schedule than previously, for example the Middle School production which includes Prep and Secondary pupils could rehearse in the middle of the day rather than after school.

One key benefit of the new integrated personal development curriculum will be the increased accessibility of extracurricular provision for our pupils. For example, those pupils who are not naturally musically gifted will have the opportunity to be a 'novice' with their Form Tutor to learn an instrument. In a similar vein, physical health is aimed at physical movement for all rather than elite sports which will be covered by school teams as in pre-Covid years. The focus is on being active and taking part and the implicit and knock-on benefits of the activity itself.

6. Will pupils in the secondary phase still be taught in class bubbles?

No. Assuming a relaxation of covid measures, from September 2021 academic lessons will take place in teaching groups (not with tutor group) as was our practice pre-Covid.

Pupils in Chapter 7 will be in a set for Maths and English and in a mixed ability class for other subjects.

Pupils in Chapter 8 and Year 9 will be taught in streams with a mathematical stream for their more scientifically based subjects, a literacy stream for their English-based subjects and a mixed ability creative stream for the more practical subjects.

Personal development lessons will take place with tutor groups in assigned classrooms which will be located in the same geographical area.

C. Pastoral Changes

1. Are there any changes to the pastoral structure in 2021-22?

Yes, we are piloting a new year group based pastoral and curricular role in Chapters 7 and 8 - a Dean. Deans will replace the role of Head of House in these year groups.

Deans in the secondary phase will have responsibility for the behaviour management and pastoral care and intervention for the pupils in their Chapter as well as being curricular leaders in the delivery of the personal development curriculum. They will track and monitor the development and delivery of the diploma in their Chapter (year group), and by extension, pupil participation in it. The Dean and the staff they lead in the Chapter (Form Mentors) ensure that pupils are known and enable high-quality continuous and consistent relationships with them. It is proposed that Deans would take their Chapter through from Chapter 7 to 11.

In 2021-22, there will be a Dean for Chapter 7 (Mrs Hall) and a Dean for Chapter 8 (Mr Bartlett) as part of the pilot.

It is anticipated that if the pilot is successful all Heads of House will become Deans in 2022. The post of Head of House will disappear in this model.

2. Are Deans just the same as Heads of Year?

No.

The title signifies a unique challenge and role which is not limited to pastoral intervention and behaviour management. Very few Heads of Years would describe themselves as team leaders, personal development leaders and developers of curriculum. This is one of the reasons the title of Dean is important.

Deans are focused on ensuring that pupils in their Chapter (year group) not only know things but DO things, are contributing to their school and community, are challenged to extend their ranges of interests and activities.

3. My child's year group is not involved in the pilot, who will be the member of staff with responsibility for their pastoral care and support?

In 2021-22, those Heads of House who are not involved in the pilot will double up and take pastoral responsibility for Years 9-11 in two houses as follows:

- Years 9-11 Brook's and Butler's = Mr Turbitt (cturbitt@liverpoolcollege.org.uk)
- Years 9-11 Howard's and Howson's = Miss Miller (lmiller@liverpoolcollege.org.uk)
- Years 9-11 School and Selwyn's* = Mr Scott (cscott@liverpoolcollege.org.uk)

* Mr Ridley is stepping away from pastoral responsibilities in 2021-22 to undertake the Chapters Diploma Lead role.

The Heads of House will be supported by two House Administrators: Mrs Bradley and Mrs Hunter.

Mr Fox (Assistant Principal) retains overall responsibility for the pastoral support and interventions for pupils in Years 7-11.

It is anticipated that if the pilot is successful, all Heads of House will become Deans in 2022.

The Sixth Form pastoral team, under Mr Griffith's (Head of 6th Form) leadership, will continue to cover Year 12 and 13 as usual.

4. My child is in one of the pilot year groups, who will be the member of staff with responsibility for their pastoral care and support?

Years (Chapters) 7 and 8 are in the pilot. The Deans have pastoral responsibility for pupils in these groups:

- Chapter (Year) 7 – Mrs Hall (jhall@liverpoolcollege.org.uk)
- Chapter (Year) 8 – Mr Bartlett (wbartlett@liverpoolcollege.org.uk)

As a result of this change of role, Mrs Hall will not be Head of Howard's and Mr Bartlett will not be Head of Butler's in 2021-22.

Mrs Hall and Mr Bartlett will be supported by a school Administrator – Mrs Davies.

Mr Fox retains overall responsibility for the pastoral support and interventions for all pupils in Years 7-11.

5. Will the coherence and effectiveness of the pastoral system be adversely affected by running a house system and Dean (year group) system in parallel?

No, as mitigations are in place to minimise any risks of a 'divided' pastoral structure.

Deans are still part of the Head of Guidance Committee along with the Heads of House and all pastoral middle leaders are line managed by Mr Fox. As Deans have been appointed from the Heads of House, they are already members of this experienced and committed group of middle leaders who work well and effectively as a team. This will help protect coherence, effectiveness and continuation across the pastoral structure.

It is anticipated that if the pilot is successful, all Heads of House will become Deans in 2022. The post of Head of House will disappear in this model.

6. Will the House system still be relevant to pupils' experience of school?

Yes. The move towards a year group pastoral system, and away from one built around the Houses, that is set out in these proposals and is being trialled through the pilot in 2021-22,

does not mean that Houses will no longer be part of a Liverpool College education or an important part of school life.

The house system will continue with pupils still being assigned to one of the six houses and being in a form by house (eg. 7 Butler's, 10 School). Pupils will continue to enjoy belonging to a house and the experiences that come with it such as competitions and other events organised by House Leaders.