

Golborne & Lowton Co-operative Learning Partnership



Proposal to establish a new school for Golborne & Lowton



Golborne & Lowton Co-operative Learning Partnership



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Introduction

This proposal is being submitted by the Golborne and Lowton Co-operative Learning Partnership (GLCLP), following extensive discussion and consultation with the local community and other key stakeholders.

The partners are:

The Co-operative Group

(at this stage represented by the Co-operative College)

Wigan and Leigh College

The University of Central Lancashire

Edge Hill University

Wigan Borough Sports Council

Wigan Leisure and Culture Trust

Lowton High School

Golborne High School

GLCLP is a newly-formed Mutual Co-operative Membership Trust which will build on the longstanding and effective collaboration between Golborne High School and Lowton High school. As such it is a social and educational co-operative, part of the wider national and indeed international Co-operative Movement.

Our overarching goal is to realise the full potential of our students by raising aspirations and working systematically to further enhance individual and collective achievement within the community we serve.

With a strong existing track record for school improvement, the Trust will provide new access to wide-ranging expertise in community services, further and higher education and will aim to deliver high standards and a range of new learning opportunities.

We are confident that our proposals for the new school will achieve these goals through the effective deployment of resources, as envisaged in 21st Century Schools: A World Class Education for Every Child (DCSF 2008)

The Trust believes strongly in the tried and tested Co-operative values which characterise our proposal. This details how we intend to use the strengths of partnership working to deliver highly effective education and facilitate a wide range of children's and community services at the proposed new school.

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Information provided in accordance with Schedule 2 Part 1 of the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007.

1 Contact Details

The proposer

The proposal is submitted by the Golborne and Lowton Co-operative Learning Partnership (GLCLP), referred to as the Trust in this document.

Our contact

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2 Nature of submission

Our proposal is being submitted independently. The proposal has been written with the collaboration of all members of the Golborne and Lowton Co-operative Learning Partnership (the Trust). The Trust is representative of the local community. Our bid represents a unique opportunity for the communities of Golborne and Lowton to come together to deliver world class educational outcomes for all our students working in partnership with parents, other stakeholders and the local community.

3 Category

It is proposed that the new school will be a Foundation school with a Charitable Trust as the Foundation. The Trust will be a mutual Co-operative membership Trust and as such brings opportunities not typical of school foundations to involve parents/carers and other stakeholders in the local community as active partners. The involvement of partners from all stages of education also means that the Trust will be well placed to support the provision of children's services and related activities from ages 0-16 alongside our core business of providing high quality 11-16 education and effective preparation of our students for continuing education and training.

4 Pupil Numbers & Admissions

It is proposed that the size and age range of the new school will be in line with the Local Authority competition specification. It will therefore provide 1500 places for children aged from 11-16. It is also our intention to follow the Local Authority's proposed admission arrangements.

5 Extended Services

The Trust intends to ensure that the school becomes a Full Service extended school, providing and signposting a year-round programme of opportunities which is carefully planned and integrated with our learning provision. We will achieve this by taking full advantage of our partnership links to support a wide range of services and activity including arts, sports, health and adult learning provision.

The Trust's vision for extended services is an essential element in our ambition to create a cohesive and forward-looking community in Golborne and Lowton.

Our vision for extended services is to:

- Raise the ambitions and aspirations of members of our community
- Promote equality of opportunity and focus on strategies to narrow the gap of educational achievement between different groups in our community
- Provide exciting and stimulating opportunities for young people and adults to engage in life long learning
- Meet the broader social and emotional needs of our young people and adults

Our provision will:

- Reflect our diverse population and geography.
- Take account of local needs and aspirations.
- Be fully integrated into a coherent pattern of local service delivery.
- Clearly reflect and support the interests of stakeholders and partners.
- Be consistent with the prime purpose of schools in delivering high quality education in order to optimise life chances for children and young people.

This will be achieved through the provision of:

- A varied menu of activities for young people and adults in the area of community use
- High quality childcare for the over eights
- Opportunities for a wide range of cultural and sports based activities
- Parenting support
- Swift and easy access/referral to other services
- Appropriate adult learning experiences

A varied menu of activities

We will provide a wide variety of activities during term time, weekends and in school holidays for children and young people in the community.

Our offer will enhance existing provision and be based on extensive consultation with students, parents and the local community.

It is likely to include:

- A Breakfast Club and other high quality provision for childcare, based on local needs
- After school study support and homework facilities
- Sports clubs and social activities including games clubs such as chess and board games
- Opportunities to get involved in competitive sport
- Performing Arts clubs and activities including dance, drama and music
- Visual Arts clubs and activities
- Community Radio
- Duke of Edinburgh's Award
- Focused support for catch-up classes and gifted and talented students including additional courses and qualifications
- Off-site visits and residential activities
- Youth Club development, encouraging young people towards community involvement
- Family and adult learning provision
- Activities with partner FE and HE institutions

In accordance with the Competition Notice, the Trust is committed to providing high quality child care for the over eights should a need for this be determined by the Annual Childcare Sufficiency Assessment. The Trust will work with its partners, including Lowton Junior and Infants, to make its facilities available to enable this to take place.

Parenting Support

The close involvement of parents in their child's education is at the heart of our educational vision. Parents will be members of our Co-operative Trust and have a genuine voice in the direction of the school through the Stakeholder Forum. Our partnership with Leigh, Lowton and Golborne Family Partnership, combined with our existing work, will enhance our capacity to engage and support parents.

We will promote parent voice and education through the parent/carer constituency of the Stakeholder Forum, which will be a Parent Council as envisaged in the 2008-2011 Wigan Borough Partnership for Children Young People and Families (CYPF) Children and Young Peoples Plan and the 2007 Children's Plan published by the Department for Children, Schools and Families.

We will support parents by providing:

- Easy access to pastoral staff and a member of senior management who will act as a parent champion
- A programme of parent information evenings designed to help parents support their child's education as they move through the school
- An annual review day where they can meet their child's personal tutor to review and set personal learning targets
- Access to parenting programmes to support families with children aged 0-16
- Opportunities to engage in Family Learning Activities which enable parents, grandparents and siblings to learn together
- Programmes and activities designed to promote healthy lifestyles and reduce obesity
- A structured transition programme at each stage of education so that all children, especially vulnerable ones, do not fall behind at key points in their education
- A programme to educate parents about access to HE, FE and wider participation



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Swift and easy access/ referral to other services

We want the best possible outcomes for all of our young people. We want to ensure that all students, and particularly those who are vulnerable and at risk of underachievement, have access to the care, guidance and support they need to succeed. This work needs to begin at the earliest possible time in a child's life and we will work with statutory and third sector agencies (including our partner the Leigh, Lowton and Golborne Family Service) to identify families in need of support and provide access to a range of support services.

These will include services such as:

- Speech and language therapy
- Portage services
- Child and adolescent mental health services
- Counselling services
- Family support services
- Intensive behaviour support and (for young people)
- Sexual health services
- Alternative education providers

Additional provision for adult learning opportunities

The Co-operative values of the Trust reflect the importance we place on community engagement. We intend to build on the existing adult provision in the area and work to address the needs of hard-to-reach potential adult learners. Our approach will embrace the Lowton Civic Hall facilities, which will be provided for through the new school building, and the extensive adult education programme at Lowton and Golborne High Schools. The inclusion in the Trust of the Wigan Leisure and Culture Trust, which currently manages the Lowton Civic Hall, is a demonstration of our commitment to this aspect of extended provision. Our partnership with Wigan and Leigh College and the University of Central Lancashire means that we will be able to provide higher level courses for those members of the community who wish to pursue this level of accreditation.

Our adult provision will include a mixed economy of some free provision and some self-funding activity, which will address a number of needs including:

- **Personal Community & Developmental Learning**
These are programmes which provide arts, drama and community learning programmes for personal development, cultural enrichment, intellectual and creative stimulation. Essentially this is 'learning for enjoyment' and there is no expectation that learners should necessarily progress to other learning, although they are still encouraged and supported to do so.
- **Family Learning programmes**
These provide opportunities for families to learn together in order to raise the level of achievement of children and encourage parents and family members to take part in learning themselves. This takes the form of family literacy, language and numeracy, which aims to improve essential skills and wider family learning activities. Lowton High School has developed a varied menu of activities under the banner of wider family learning. The provision includes arts and crafts, sport, healthy eating and music courses that run during school holidays and as weekly activities over a set period.
- **Access to Further and Higher Education**
Working with our FE and HE partners, we will provide opportunities for adults with a variety of prior experience and attainment to engage with learning from 'access' level courses to higher level qualifications. These will be designed to support both personal and career development. This targets those residents in the local community who seek to acquire recognised qualifications within a subject area or a specified career pathway.
- **Special Interest /bespoke courses**
Some provision will respond to the expressed needs of the community, developing skills and abilities and encouraging access where appropriate to more formal further and higher education, for example with the support and involvement of UCLAN

6 Ethos

Our ethos and vision

The Trust's vision for the school is one of educational excellence and high levels of achievement for all its members. It will achieve this by creating and sustaining a school culture which promotes high aspirations and leads to the development of thoughtful, creative and enterprising young people who are ready to play an active role in their communities as contributing citizens. This will take place in an environment which provides for the personal, spiritual, moral and cultural well-being of its members.

Our Core Values

Our core values are drawn from the Co-operative values of Self-help, Self-responsibility, Democracy, Equality, Equity and Solidarity.

These values will underpin the ethos of the school and reflect those implicit in the Every Child Matters outcomes.

Personalised learning

An inclusive curriculum will be tailored to meet the needs and interests of students and designed to foster a genuine love of learning. All students will experience learning through a variety of styles that will equip them to be adaptable and independent lifelong learners. Students will work in partnership with teachers to plan, deliver and evaluate their own learning to ensure that they are genuinely engaged in and inspired by the process of learning.

Teaching which inspires

Teaching will inspire students to achieve their best. As experts in designing learning, teachers will use their knowledge and expertise to create lessons which engage and motivate students. They will take into account students' learning preferences and seek ways of connecting learning to the real world, building on what students already know and challenging them to go further. They will use new technologies to enthuse and excite students and promote skills which will prepare them for learning beyond school.

High Standards

The very highest standards of academic performance will be expected of all members of the school community. Teachers will be role models for students who in turn will act as role models for each other. The Trust will complement opportunities provided in school to raise aspirations so that all students have the ambition to 'be the best they can be'.

High Achievement

Students will be challenged to reach their full potential by being set demanding personal targets and will be given full support and encouragement to achieve them. Mentoring and intervention through the House system will ensure that all students are recognised as individuals and given the guidance needed to succeed.

Conduct of the highest order

Good behaviour is a prerequisite to good learning and the school will use an emotionally intelligent approach to behaviour and discipline to ensure positive relationships between all members of the school community. All students and staff will commit to a code of conduct that promotes respect for each other, honesty, politeness and good manners.

Equality of opportunity and tolerance of difference

The school will be committed to inclusion and its personalisation of approach will ensure that all students are given the opportunity to succeed. Students will be taught about the multicultural society they are part of and encouraged to play an active role in challenging prejudice and make a positive contribution to their community.



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Education for sustainable development

Students will be educated to live within environmental limits and understand the requirements for achieving a sustainable economy. The school and its partners will model an approach that reflects these values.

Our vision encompasses students, staff, parents and the wider community. All have a vital part to play in delivering world class outcomes and it is our intention to invest in all our people in order to achieve these outcomes.

Our vision for students is that they will:

- Have high aspirations, ambitions, confidence and self-belief
- Be hard-working, determined and committed to their own success
- Respect themselves and other members of the school and wider communities
- Possess the skills and knowledge needed to succeed in education and employment including:
 - Highly developed communication skills
 - Creativity
 - Teamwork and leadership skills
 - Enterprise skills
 - High levels of ICT capability
 - High levels of literacy and numeracy
- Be capable of taking responsibility for themselves and others
- Be caring, thoughtful, polite and trustworthy
- Be understanding and tolerant of difference
- Have a strong sense of fairness
- Play an active role as citizens in their own community

In our vision for staff, we will expect them to:

- Be committed to the education of young people in its broadest sense and the development of the whole child
- Act as a role model for young people and project a can-do, highly ambitious attitude in everything they do
- Believe in working as part of a team to secure the best possible outcomes for young people
- Understand the importance of and be committed to their own professional development throughout their career
- Be prepared to work in a culture of responsibility and accountability
- Wish to play a full and active role in the life of the school and its community

We want parents to:

- Possess the skills and knowledge needed to be effective parents, supporting their children's ambitions
- Be confident in supporting their children throughout their time in education
- Be fully engaged with and supportive of the school through the Stakeholder Forum
- Take advantage of services offered by the Trust such as the Family Support service

We want all members of the community to:

- Take a keen interest in their own learning and take advantage of the opportunities the Trust provides
- Be committed to living healthy, happy and fulfilling lives
- Play an active role in the life of the school through the Stakeholder Forum
- Take advantage of community services offered through our extended school core offer

We want Trust partners to:

- Represent the highest expectations and aspirations for learning and achievement
- Provide a variety of stimulating learning experiences for children, young people, staff, parents and the community
- Provide information, advice and guidance to all in the school community about progression opportunities
- Contribute to the development and implementation of our strategic plan for learning
- Support the shared vision and principles of Trust through the everyday work of the new school

7 Religious Character

We do not intend to ask for designation of the new school as having a religious character. It will be open to students of all faiths and no faith.

8 Area or community that school serves

In line with the competition notice the new school will serve the area of Golborne and Lowton.

The feeder schools identified will be Gilded Hollins, Lowton Junior and Infants, St Mary's C of E Lowton, Lowton West, Lowton St Lukes, Golborne Community and St Thomas C of E Golborne.

9 Admission arrangements

As with all Foundation Schools the new school will be its own admissions authority. It will adopt the Local Authority's proposed admissions arrangements, participate in the co-ordinated admissions scheme and follow the timetable for applications. As such its admissions will follow these principles:

The school will abide fully by the Schools Admissions Code of Practice.

The school will not make provision for selection by ability as set out in section 101 of the School Standards Framework Act (1998).

All students in the current schools will be offered places in the new school.

The new school will adopt the proposed admissions arrangements outlined in the competition notice as set out below.

After the admission of children with a statement of special educational needs that names the school, the following criteria will apply:

- Children in public care.
- Children with a brother or sister who will be attending the school at the time of admission.
- Children who live in Golborne, Lowton and Pennington (postcodes WA1; WA2; WA3; WN7-3) and who attend the following primary schools at the time of application: Golborne Primary; Golborne St Thomas C E; Lowton West; Lowton J&I; Leigh Gilded Hollins; Lowton St Luke's C E; and Lowton St Mary's C E.
- Other children who live in Golborne, Lowton and Pennington (postcodes WA1; WA2; WA3; WN7-3).
- Other children living nearest to the school using the straight line method.

We will consult fully with parents, Wigan Council and other stakeholders before formally adopting an admissions policy.

10 Grammar School

This is not applicable to our proposal. We will be a non-selective, all-ability school.

11 Schools with a religious character or particular educational philosophy

This is not applicable to our proposal.

12 Sixth Form Education

This is not applicable to our proposal.

13 Early Years Provision

This is not applicable to our proposal. However we will work closely with any provider of early years provision on the campus, whether that is a primary school or Children's Centre.

14 Specialisms

The school will apply for specialisms in Arts and Sports. This will build on the considerable success of these specialisms in the existing high schools. Details of the implications of the impact of this on the new school are given in section 29 (curriculum).



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15 Effects on Standards and Contributions to School Improvement

Information and supporting evidence on:

- how the school will contribute to enhancing the diversity and quality of education in the area; and
- how the school will help to raise the standard of education in the area and contribute to school improvement.

It is the intention of the Trust that the new school will continue to challenge low expectations and raise aspirations in order to deliver the ambitious agenda articulated in the DCSF publication *21st Century Schools: a World Class Education for Every Child*.

This document makes it clear that in order to break the links between social background, deprivation and low educational achievement, schools will need to:

- Adapt to the needs of an increasingly diverse pupil population
- Support pupils to progress, both academically and personally
- Encourage good behaviour and address bullying
- Help pupils develop wider personal skills
- Meet additional needs, e.g. pupils with a special educational need (SEN)
- Personalise learning
- Provide a range of activities and opportunities
- Engage parents and improve satisfaction
- Create effective home-school relationships
- Work in partnership with other schools and wider children's services
- Safeguard children's welfare
- Deploy resources effectively to improve outcomes
- Employ a highly skilled and motivated workforce

Wigan LA has articulated a very similar long term strategic vision in its Building Schools for the Future Readiness to Deliver document.

These are particularly relevant to the new school:

- Have high ambition, looking for all schools to exceed national targets by 2017
- Close the gap in levels of aspiration, achievement and success, whilst engaging those traditionally disengaged (see Sections 17 and 29)
- Create a seamless continuum of personalised provision of high quality learning, with appropriate support for children aged 0-19 to ensure better outcomes for all (see Section 29 and below)

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- Accelerate the rate of improvement in secondary school standards and improve attendance and enjoyment of school for all (see below)
- Ensure secondary schools play a full part in the delivery of excellent integrated and extended services to communities (see Section 5)
- Enable all young people to access their full 14-19 entitlement and progress successfully to employment, training and higher education as appropriate (see Section 29)
- Ensure that all schools are inclusive and that the pattern of provision across the borough enables all children and young people to reach their potential (see Section 17)
- Fully embrace the opportunities that ICT brings to support and enhance learning

The new school will be the first non-faith Foundation Trust school in Wigan LA and will therefore contribute to the diversity of provision in the area.

We have set out below some of the key ways in which we believe the new school will enhance the quality of provision, raise the standard of education and contribute to school improvement in the area.

Transition from primary to secondary school

The transition from primary to secondary school is a critical stage in a child's education. Both schools already have excellent transition programmes, many of which are shared through existing arrangements, notably those supported through the LOGOS (Lowton-Golborne Schools) partnership.

These arrangements include visits to primary schools to establish relationships and curriculum projects such as the Lowton Year 5 Olympics Day and Golborne's Primary Progression day. There are joint ventures such as literacy and maths development groups, the Let's Sing project and Year 6 Transition Days for pupils and parents.

We know these are successful from student and independent external surveys. The Trust will sustain and develop these to ensure that pupils look forward to the transition to secondary positively and with excitement. This work will be strengthened by the Trust partnership with primary schools and their commitment to the shared vision of the Trust. The new school's proposed admission arrangements will support partnership working by specifying the feeder schools and giving the work a tighter focus.

During their first year of secondary education, our students will work closely with a small number of school staff, providing a supportive transition from their primary school experience and enabling them to build effective relationships with their new teachers.

Pastoral Care

The experience we have in working with the community has helped us to develop highly effective pastoral and support structures that ensure all learners feel safe, happy and supported in their school. Effective pastoral care is also essential if students are to enjoy school and maintain high levels of attendance. The model we propose for the new school is designed to give learners a sense of involvement and ownership engendering a 'small school feel' within the wider campus.

This will be achieved through a house system in which each house will:

- Have a clear identity with specifically allocated staff
- Provide a tutor who stays with his or her group throughout their time at school
- Identify a personal mentor for every student to facilitate and support independent learning
- Regularly mentor all students using teachers, learning mentors or other attached adults
- Promote activities and competitions to develop the house identity
- Link rewards and sanctions to house competitions
- Establish house councils to give students a voice in the running of the house and the school.
- Have links to the Trust's Stakeholder Forum
- Have house bases to give students an identified space and ownership of the buildings and resources
- Provide recreation, breakout and study space for student use in less structured time
- Have healthy vending / snack facilities adjacent to these areas to complement the above

The house team will be led by a senior member of staff with responsibility for the development of the whole child and be supported by a non-teaching house leader who will be available at all times. The team will comprise tutors and support staff attached to the House for all activities. The house system will be the primary mechanism for supporting the students and enabling them to access the curriculum and other opportunities in school.

This team will provide:

- Support with welfare issues and speedy access to counselling and other support services
- Intervention for underachievement and support for those identified as gifted and talented to achieve their potential
- Swift access to Wigan's resourced mainstream provision for those identified with complex and specific learning difficulties
- Information advice and guidance for relevant issues as they arise during the year.
- Informal advice and care
- Promotion of opportunities in sport, drama and the arts
- First day response to absence
- Initiatives to promote good attendance and demonstrate the link between attendance and attainment
- Communication with parents on issues such as consultation evenings, review days and other calendared events
- Immediate response to parental concerns or enquiries
- Maintenance of on-line reporting and record keeping
- Monitoring of behaviour and progress in lessons and other activities

Raising Achievement

The new school will make extensive use of assessment for learning to ensure that we fully understand the learning needs, abilities and potential of all our students from the outset.

The excellent relationships with our feeder primary schools will be used to ensure we have high quality data and key information to support pupil transfer, alongside the arrangements set out for transition above.

Both existing high schools have sophisticated systems for setting student targets, tracking achievement and intervening where underachievement is identified. In the new school we will build on this existing good practice and ensure that the co-ordinated use of performance data at whole school, departmental, tutorial, teacher and student level will be a driver to maintain and increase standards. Heads of House will have a major responsibility for tracking students, liaising with teachers and parents and ensuring that high quality mentoring is available for all students.

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Parents will have a review day interview with an identified member of staff who will share data with them and set targets, both academic and personal. They will then be kept informed about their child's progress through half termly reports, available on-line. This will include data about achievement, attendance, behaviour and attitude to learning. Given the importance of narrowing the gap in achievement between students of different socio-economic backgrounds, we will build on existing good practice in the schools which includes analysis of student performance by background and enables us to target intervention where it is most needed.

Improving Teaching and Learning through staff development

Progressively raising our standards of teaching and learning will be a priority for the new school. To achieve this will require a consistent commitment from the whole school community and particularly the full range of staff, volunteers and others engaged in the work of the school.

This approach is in line with the latest recommendations of the Children's Workforce Development Council (CWDC) and the Training and Development Agency for Schools (TDA).

In order to maintain high standards of teaching and learning from the outset, we will put in place mechanisms for succession planning and a strategy for effective staff recruitment, retention and development. We will plan regular training for all teaching staff to ensure that best practice is shared and embedded in all classrooms. The two existing high schools have Advanced Skills teachers (ASTs) for Assessment for Learning, Maths and Teaching and Learning. The new school will build on this expertise and aims to have ASTs working in each Faculty area.

Our Further and Higher Education partners are committed to supporting our vision for professional development. For example, Edge Hill University is the largest provider of professional development for teachers in the UK and offers a range of flexible, modular award-bearing courses. Over the past two years Lowton and Golborne High Schools have collaborated in the delivery of school-based MA courses delivered by Edge Hill. All teachers in the new school will maintain a Professional Development Portfolio and be expected to achieve Master's level qualifications including through the newly launched Masters in Teaching and Learning. Both schools work with the partner HE institutions for Initial Teacher Training already and will develop this partnership to design school-based teacher training and leadership courses to enable us to 'grow' our own teachers and future leaders.

For all support staff, we will put in place systematic performance management and professional development arrangements to enable them to make an effective contribution to teaching and learning and the efficient administration and management of the school.

Leadership of Learning

At the heart of all effective schools is a robust system of performance management. The new school will use performance management systems to ensure that teaching staff agree challenging targets against which to measure both the progress of the students they teach and broader aspects of their school work. Monitoring will be rigorous and include both a structured cycle of lesson observations and senior management drop-in visits during lessons. Thorough, systematically planned self evaluation informs and encourages effective practice. In the new school all Faculties will complete annual performance reviews building on existing good practice in both high schools. This process will include the use of external consultants such as Local Authority advisers to help to quality assure and validate school judgments. Both high schools already place great importance on listening to students' views about teaching and learning and the new school will have Student Panels in each faculty area. Their role will be to give feedback to staff and senior managers on areas such as curriculum content, methods of delivery and the effectiveness of assessment. Faculty leaders will be expected to report back to Governors on the outcomes of such reviews.

Leadership and Management

We recognise that the creation of the Co-operative Learning Partnership presents new challenges and opportunities in terms of leadership for the new school.

The strength of the Trust approach lies in the multi-layered approach to strategic planning, governance and accountability, providing a strong support structure for effective leadership and management. It will provide access to additional expertise and resources to help deliver the strategic vision of the school. The school's governors will exercise fully the key role of 'critical friend' and provide a high order of challenge and support for the leadership team.

The new school will have an innovative model of senior leadership which will sustain and develop the current leadership approach of both high schools to ensure continuity and effective partnership. We intend to work closely with the National College for Leadership in Schools and Children's Services in order to put in place leading edge best practice, based on sound principles and solid evidence from research.

Our leadership structure will comprise:

- Strategic leadership of the Trust, working across a cluster of partners
- Leadership and operational management of the school
- Clear lines of responsibility and accountability for standards and outcomes across the school
- Systematic use of monitoring and evaluation to promote excellence
- Leadership of learning at all levels throughout the school
- Participation of all members of the school community so that they have a voice
- Clear lines of communication and processes for decision-making

It will be for the new school's Governing Body to decide the final leadership structure. At this stage it is envisaged that this will result in an innovative model that identifies clear responsibilities within a distributed leadership approach. The school is expected to have a senior leader with responsibility for strategy and the external dimension of the school, similar to the role of Chief Executive, working alongside a senior leader responsible for the leadership, operational management and organisation of the school on a day to day basis.

16 Achieving good outcomes

The delivery of the Every Child Matters outcomes will be pivotal in realising our educational vision. We will ensure the five key outcomes of the Every Child Matters agenda are embedded in the ethos of the school and are supported through a well planned and relevant curriculum. We are committed to working with the Local Authority to support the objectives set out in the Wigan Children and Young People's Plan (CYPP). This sets out the priorities that are shared by all the agencies that make up Wigan Borough Partnership for Children, Young People and Families (CYPF).

Being Healthy

The school will be a Healthy School and promote the programme for healthy schools. A multi agency approach to Personal, Social, Health and Citizenship Education (PSHCE) and effective parental communication through the Trust forum will keep children well informed about healthy lifestyles and choices. The teaching of PSHCE will address issues of drugs, smoking and sexual relationships as well as psychological, emotional health and wellbeing issues. The links to Higher Education and Further

Education will raise aspirations both academically and vocationally, thus contributing to students' emotional well being.

Healthy eating and physical activity will be supported by school policies. Opportunities during the school day and after hours will be provided for both competitive sport and recreational activities. Key partners in the Trust e.g. Wigan Borough Sports Council and Wigan Leisure and Culture Trust, who have numerous community based initiatives that seek to achieve these outcomes, will extend the offer at weekends and after school hours. Both existing high schools have high sport participation rates and an active School Sports Co-ordinator (SSCO) partnership which works closely with primary schools. This will expand as the Trust develops and be strengthened by the links to expert partners.

Staying Safe

We will minimise all forms of bullying and discrimination through a coordinated and agreed approach using Social, Emotional Aspects of Learning (SEAL). Golborne is a lead school for SEAL and Lowton has a well-established programme.

The principle of an entitlement to learn in an orderly, caring and supportive school environment will be paramount. Bullying will not be tolerated and incidents will be addressed and recorded using agreed LA protocols. Behaviour codes, high expectations and staff training will lead to few incidents of poor behaviour. Exclusions will be seen as a last resort. They will be minimised through an extension of the already established supported transfer arrangements. We will incorporate work placements with partners and other providers to increase personalisation and motivation. Students will be educated to understand the key risks they might face through contact with some adults (e.g. maltreatment, neglect, violence and sexual exploitation) and computer use (e.g. internet, email, social networking sites) and given the knowledge and skills needed to ensure their personal safety and minimise these risks. This will include an e-safety policy, to address the growing national problem arising from new technology.

Our extended schools provision and open campus approach (more adults on site and regular parental involvement) will provide a stimulating environment for students. The challenges this presents for safeguarding and health and safety will be addressed through clearly articulated and applied policies and procedures for employment and workplace practice. These will be regularly reviewed and training for all staff provided on a regular basis.

Personal safety and first aid training will be a required component of the curriculum and will complement

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students' personal development and well being. The new school will be designed with security in mind from the outset.

The values of the Co-operative movement will foster a culture of mutual support and responsibility between all members of the learning community.

Enjoying and Achieving

Fundamental to our vision for facilitating high achieving students is the commitment to the very highest standards of teaching and learning. Lessons will be challenging and enjoyable. They will be delivered by teachers who are committed to achieving the highest standards. Staff will themselves be engaged in continuous professional development throughout their career at the school. Trust partners, including Edge Hill University and University of Central Lancashire, are committed to providing this bespoke training and professional development.

Trust membership will greatly assist curriculum developments that lead to greater immersion in learning and consequently greater achievement, enjoyment and high aspirations. Creating a stimulating learning environment and providing continuity and progression around a carefully designed curriculum will be a key strategic aim of the school. Given co-ordinated all-through provision (4-16 on the same campus with strong links to FE and HE), students will have improved opportunities to match desired outcomes and interests with provision and thus be more motivated to achieve.

The democratic values of the Trust will support the principle of student voice and their sense of ownership of the learning process, which will again have a positive impact on enjoyment and achievement. All students will be given opportunities to showcase their achievements and successes through parental and community events that include student exhibitions and displays.

Our students will leave us well qualified and proud of their successes, fully prepared for whatever challenges they face.

Making a Positive Contribution

Underpinning our vision and school philosophy is the understanding that all students will have a real voice in the school and be listened to and taken seriously.

The influence of a Trust based on the values and ethics of the Co-operative Movement, combined with existing good practice, will have a dramatic impact in this area. All students will be part of an achievement culture, meeting the highest standards through self help, responsibility, democracy and equality.

Student councils will be extended to open age councils with stakeholders from partners and the community who

have a say in decision making in school. They will also have increased responsibility to help others through social enterprise and opportunities to engage in community work. Personalised learning linked to preferred learning styles will promote responsibility and be a key feature of the school. Students will be actively encouraged to create positive change via their choices and actions. Mentors sourced from the Trust partners and the community will make a valuable contribution to ensuring that learning is relevant and purposeful.

The school will encourage activities that develop responsibility and leadership such as Duke of Edinburgh Awards, Junior Sports Leaders, Dance Leaders and coaching awards. It will support involvement in competitions such as Maths Challenge and Young Enterprise.

All students will be given the opportunity to become involved in activities that develop their role as citizens in their wider community.

Achieving Economic Well Being

The vision of the Trust is to promote, through the school, active engagement with partners from the world of work. The school will equip students with the skills required to become responsible citizens who contribute to society and are economically independent. Partnerships with the Co-operative College and Group, Further and Higher Education institutions will support progression routes aligned with career and professional aspirations. Personal, Social, Health and Citizenship Education, Enterprise and other programmes of study will include inputs from these providers to bring the subject to life.

Specific curriculum development, including Level 2 and 3 diplomas will be planned to fill skills gaps and meet local employer needs, identified from the Wigan 14-19 strategy and in liaison with the Education Business Partnership. Networking within the Trust will allow us to react to changes in local employment trends e.g. the relocation of the BBC to Media City and redevelopment of the local infrastructure.

All students will have an entitlement to information, advice and guidance from Connexions, supplemented by input from their learning mentors and other professionals within the Trust partnership. They will leave us with leadership and communication skills that enable them to contribute as team players and have the confidence to adapt to the many challenges their career may require.

17 Community Cohesion

A core part of the Trust's vision is to promote community cohesion in the Lowton and Golborne area with the new school at the heart of its community. This has special significance given that the new school will see two existing high schools, each with their distinctive cultures and ethos, brought together. This will mean forging a new ethos and developing a shared identity which extends into the wider community. We believe that the Trust, given the existing close collaboration between the two high schools, the involvement of so many local partners and the ethos and democratic values of the Co-operative movement, is well placed to deliver this.

Community cohesion also means looking beyond our local community to national and international communities. We live in a multicultural society and need to educate our young people to understand their role in this society and the importance of tolerance and mutual regard with respect to people from different cultural and religious backgrounds. The international and global nature of the Co-operative Movement will also help greatly in this regard.

In order to promote community cohesion we need to develop a culture of inclusivity and respect for diversity, address inequalities and develop strategies to narrow the gap in educational achievement between different groups. There are three broad approaches to addressing these issues:

Teaching and Learning

Our curriculum will help students to understand the diverse nature of their society and learn the values of tolerance and respect for difference. Citizenship lessons will cover the Identity and Diversity: living together in the UK strand of the Citizenship national curriculum and students will be taught how to question and challenge prejudice and stereotyping. Citizenship will be taught as an active, participative subject and students will be expected to become involved in practical activities to learn about their local, national and international communities. This will include fieldwork, visits and meetings with members of different communities.

In addition, our school will include children for whom English is an additional language and we will ensure that they are given the appropriate support to enable them to achieve the highest possible level of English.

Equity and Excellence

We subscribe to the view that disadvantage should not be used as an excuse for low expectations or underachievement which will further compound inequalities between individuals and communities.

Narrowing the achievement gap between young people from different ethnic and socio-economic backgrounds is

one of the greatest challenges facing schools in our local authority. Our personalised curriculum will ensure that the interests and abilities of all students are met through a diverse choice of academic and vocational pathways. Our pastoral system will have care, guidance and support at its heart so that barriers to learning and achievement are identified and removed at the earliest possible opportunity. The Trust's close working partnership with FE and HE institutions will help us to provide students with positive role models and experiences in order to raise aspirations and achievement.

Engagement and Extended services.

We will provide opportunities for students and their families to mix with people from different cultures and backgrounds through forging links with schools in other communities both nationally and internationally and providing extended services which promote positive community values.

We are committed to ensuring that the new school is inclusive both in its design and educational values. In terms of design, we will work closely with the Local Authority's BSF team to ensure that the inclusive principles underpinning the CABE approach (Commission for Architecture and the Built Environment) are incorporated into the plans.

We will increase inclusion and equality of access for all social groups by offering:

- A curriculum which celebrates cultural diversity and educates our students to challenge prejudice and stereotyping
- Extended services which include before and after school clubs, including a breakfast club
- Opportunities for students to get involved in their local communities through charitable activities and volunteering
- Genuine opportunities for the Student Voice to be heard through year and school Councils as well as Student Panels in each subject area contributing to the debate about effective teaching and learning
- Links and exchanges with other schools, FE Colleges and Universities which enable our students to experience different cultures and beliefs
- Relationships within the school based on mutual respect, trust and support
- Working closely with parents and other members of the community through the Stakeholder Forum to ensure that their voice is heard

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18 Accommodation

The accommodation will be adequate to meet the number of pupil places specified in paragraph 4.

Our vision is that the design, construction and use of the building and facilities will express the purpose of the new school, which represents a once in a lifetime investment in learning for our community.

The accommodation will be truly fit for purpose for the 21st Century education we propose to deliver. The school buildings will advocate sustainability through energy efficient design and effective energy management systems. There will be a clear expression of our approach to partnership working through the accessibility and community usage of the facilities, facilitating our extended services programmes, notably in arts, sports and community learning provision.

19 Single sex or coeducational

We confirm that the school will be co-educational.

20 Single sex or coeducational (2)

Not applicable

21 Location

We can confirm that the school will be located on the site specified in the competition notice.

22 Implementation (1)

We can confirm that the proposal to establish the new school will be implemented in line with the timing outlined in the competition notice.

23 Implementation (2)

The proposals will be implemented by the Trust working in partnership with the Local Authority.

24 Project costs (1)

We can confirm that we consider that the costs of establishing the new school can be met within the estimate of the capital costs of providing the school outlined in the competition notice.

25 Project costs (2)

Not applicable

26 Project costs (3)

Not applicable

27 Travel

We know from our consultation with parents that many are concerned about the increased travel distances faced by some children and young people. The parent partnership group articulated their concerns about this as one of the biggest issues exercising the community. Key to the success of the transition years (2009-2012) is sensitively addressing these concerns and working closely with community groups. Sustainable travel arrangements, such as those outlined below, will go some way to allaying these fears and ensuring that options are available to all to move away from the car as the preferred mode of travel.

Wigan Council has stated in its travel plan that it is trying to achieve a change in attitude towards walking, cycling and using public transport for the journey to and from school and other educational establishments. It is also providing information to enable real choices to be made regarding mode of travel. In addition, the Council wishes to improve choice for children and young people; in particular those without access to a vehicle.

Every school in the Wigan borough has received a map detailing travel to school options, so that real choices can be made regarding mode of travel. Information such as the following has been made available:

- Location of all schools
- Location of school crossing patrols
- Location of pedestrian crossing facilities
- Bus stop locations
- Cycle routes
- Provision of cycle lockers and other cycling facilities located at the school

Our proposal will support the LA plan and build on it to facilitate cycle / walk to school options. The majority of students in the proposed feeder primary schools will live within a three mile radius of the site and be able to cycle, walk or take a short bus journey. Those having longer journeys will travel by bus and we will support the LA in encouraging use of their dedicated bus service and any subsidised travel.

To encourage cycling, adequate secure and undercover cycle shelters will be provided for students and staff. The large local estate is accessible by cycle or on foot and so this is a realistic and desirable travel option.

We will focus on students from this estate to generate a culture of 'walk/cycle to school' and use this as a catalyst to stimulate engagement from all parties. We will work with staff to encourage car sharing schemes with incentives such as prioritised parking for car share and long distance commuters in the staff car park.

Work can begin on this before the move to the new school through curriculum inputs in areas such as PSHCE,

science and PE, emphasising the culture we want to create in the new school. This will align with our intention to use the site and buildings as a teaching tool. All aspects of sustainable living, healthy lifestyles and choices will develop naturally from the work the students have been involved in during the development of the School Strategy for Change.

The successful implementation of our policy will also go some way to addressing the concerns of local residents who are worried about traffic congestion on Hesketh Meadow lane.

28 Federation

We envisage that the Trust will assist in developing LOGOS as a formal soft federation, building on the successful collaborative arrangements which are already in place.

29 Curriculum

The school will fully meet the requirements of the National Curriculum.

The aims of the new national curriculum have been clearly articulated by the Qualifications and Curriculum Authority (QCA) and indicate exactly what the Trust and its partners would like to see in the new school.

In the words of the QCA document:

"Education influences and reflects the values of society, and the kind of society we want to be. Clear aims that focus on the qualities and skills learners need to succeed in school and beyond will be the starting point for the curriculum. The curriculum of the new school will enable all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

We have detailed how our bid addresses these aims in different sub-sections (paragraph 6 on school ethos, paragraph 16 on Every Child Matters and paragraph 17 on Community Cohesion) but set out in more detail our vision for the curriculum below.

Our vision for learning and the curriculum is based on:

- Personalised learning which offers students more choice and less prescription whilst maintaining the delivery of a broad and balanced curriculum.
- Multi-disciplinary collaboration which promotes the acquisition of personal, learning and thinking skills.

- Experiences which promote independent learning, encourage students to become more actively engaged in their own learning and enable them to acquire and utilise transferable skills.
- Experiences which build on students' existing knowledge and use real life contexts, activity based and applied learning.
- The effective use of new technologies e.g. ICT to enable learning to take place anywhere and at any time.
- Assessment which is fit for purpose and designed to help students understand how to make progress
- Clear lines of progression between all key stages culminating in engagement with continuing education and training post-16.
- Providing opportunities for work related learning which prepares students for future employment.
- Close collaboration with feeder primary schools to ensure the best possible progression to KS3
- Close collaboration with the 14-19 sector and engagement with the Wigan 14-19 Strategy and Education Plan to ensure that students' entitlements are met.
- A culture of high expectations that encourages students, staff and parents to aim higher.

KS3

Our general approach to transition arrangements is set out in section 15: here we provide further detail on curriculum continuity and progression.

At the start of the KS3 curriculum we believe that it is essential that students are able to bridge the gap effectively between primary and secondary school. This is of particular importance in the core subjects of English and Maths. Within our partnership with LOGOS, we will ensure that effective diagnostic testing is carried out which, together with KS2 data, enables us to identify students who need additional support and put into place programmes to address these core skills.

For students who find transition difficult, both High schools currently offer small group provision which is designed to create a nurturing ethos and give targeted support for literacy and numeracy, where student skills in these areas are particularly weak.

We will continue to offer established schemes such as 'Sounds Write', 'Renaissance Reading' 'Maths Challenge' and 'Word Shark' to enable students who enter the school below national expectations to catch up and achieve levels which will enable them to access the secondary age curriculum.

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We will build on current curriculum innovations at Lowton High School to provide a Year 7 curriculum which enables students to develop academic and social skills through an integrated approach to learning. Golborne operates a similar scheme based on a smaller scale thematic approach to learning in year 7. Our approach will facilitate learning through extended projects in areas such as Humanities and the Visual and Performing Arts so that students have the time necessary to explore topics in detail and learn to work both independently and as part of a team.

Bridging the gap is also about providing students with the experiences necessary to develop as effective learners in a secondary context. In year 7, 20% of the timetable will be devoted to the completion of 'rich tasks', projects designed to deepen students' learning and develop their personal, learning and thinking skills. These are designed to develop students as:

- Self-managers
- Creative thinkers
- Problem-Solvers
- Team workers
- Reflective and independent learners
- Effective Communicators

This model of learning has been successfully implemented at Lowton High School through an integrated Humanities curriculum in Year 7 and at Golborne High School through integrated tasks and we will seek to build on the expertise developed in this area. We will also build on our successful use of collapsed timetable days to develop broader aspects of the curriculum such as enterprise and health awareness and to deliver projects aimed at raising aspirations such as visits to Higher Education institutions.

On arrival at secondary school students look forward to the excitement of working in Science Laboratories, Art, Design and Technology rooms and using specialist sports and music equipment. These opportunities in 'state of the art' facilities will be provided in remaining curriculum time to make up a broad and balanced curriculum.

In year 8, student specialisation will increase as the curriculum becomes more subject-based, whilst still preserving coherence through co-ordinated cross curricular projects. By Year 9 students are ready to start making choices and this will be catered for by beginning to offer personalised pathways within the scope of a broad and balanced national curriculum.

Where appropriate, students learning will be accredited through external qualifications such as GCSEs and BTECs. For most students, Year 9 will be a foundation year during which they begin to work at a higher level in preparation

for their GCSE and other KS4 courses including the LA offer in Diplomas.

KS4 and 14-19

Although the new school will be 11-16, we are determined that all members of the school community view the start of Year 10 as the start of a 4 year programme of learning with the potential of progressing into higher education. We want all students to aspire to reach their true potential. To this effect we will work closely not only with our Trust partners, Wigan and Leigh College, Edge Hill and UCLAN, but with all institutions involved in delivering the Wigan 14-19 Plan. This will involve working closely with the planned 14-19 centres and with other schools involved in delivering diplomas and other level 1 and 2 courses.

Our 14-19 curriculum strategy is informed by the strategic national priorities for widening participation set and the key goals set out in the draft Wigan 14-19 Plan.

These are to:

- Increase participation in education, employment and training and thereby reduce the number of young people not in education, training or employment (NEETs)
- Raise achievement and create opportunities for all to reach their potential
- Engage employers and local communities in developing the 14-19 offer
- Work in partnership to ensure effective collaboration
- Develop workforce capacity across all secondary schools and post-16 providers
- Support and influence the provision of suitable facilities and transport

The delivery of a truly personalised curriculum at KS4 will require high levels of care, guidance and support at an individual level to enable each student to make well-informed choices about his or her future. We will offer personalised pathways which include GCSEs, BTECs, Diplomas and Foundation Learning Tier courses. Courses will last either two or three years depending on the nature of the course and the needs and abilities of the students. For students interested in vocational and alternative pathways, we will work closely with the proposed 14-19 Centres and other providers. This will give access to courses such as construction, hair and beauty, hairdressing and diploma lines. Both schools have wide experience of commissioning alternative courses at KS4 to meet individual student needs and working in partnership. Progression through and beyond 14-19 will be a key component of IAG at each key stage.

All students will study the National Curriculum core subjects of English, Maths, Science, ICT, PE, Citizenship and RS. They will all leave with a recognised accredited qualification in ICT. One of the advantages of bringing the two existing high schools together is that the new school will be able to offer a wider choice of GCSEs, BTECs and other courses than is possible in smaller schools. The success of BTEC Sport at Lowton High, BTEC Drama at Golborne and the involvement of both schools in Diploma development and delivery (Creative and Media, Sport and Active Leisure and Society, Health and Development) provides a firm base on which to build a broader range of courses in the future.

Special Educational Needs

We support the Wigan Special Educational Needs policy and will work to ensure that the school meets the curriculum entitlement of every student.

Our goal is for the new school will be a fully inclusive school that can support all students through the provision of appropriate specialist advice, services, equipment and resources. The Trust will ensure that the new school maintains a close working relationship with Leigh, Lowton and Golborne Family Service and other agencies, in order to meet the five Every Child Matters outcomes, as described above.

Our partnership with primary schools will ensure that we have a good understanding of how best to provide for students with special educational needs who are transferring from Key Stage 2. In order to focus support on those most in need as soon as they enter the school, we will carefully plan their transition to secondary school and build on successful strategies already employed by the two high schools such as nurture groups and catch-up classes.

Personalising learning for all students means that we pay particular attention to the needs of the most vulnerable. The school will build on existing good practice in the two high schools and use a combination of in class support and targeted withdrawal programmes.

Special needs staff will be dedicated specialists who will be available before and after school as well as at lunchtime to provide an environment in which the most vulnerable can thrive.

The school will create an inclusive and caring ethos and work with parents, relevant professionals and external agencies to ensure that all students reach their potential. This will be achieved through detailed mapping of provision and the use of Individual Educational Plans to ensure that personal targets are set and reviewed for each student. This will involve the student, parents, relevant professionals and external agencies.

The needs of Gifted and Talented students will be met through a similar process of identification, assessment and provision mapping. We will ensure that these students are challenged and motivated through a combination of curriculum extension and enrichment. There will be a teacher with school-wide responsibility for raising aspirations and ensuring that all students achieve their potential.

We will work with the Local Authority and support Wigan LA's inclusion policy which includes placement procedures for SEN students and an access strategy and plan.

Specialisms

The Trust will seek to bring the benefits of the two existing specialisms of Sport and Visual Arts into the new school, combining the benefits of both areas to achieve the most effective learning opportunities for its students and the community.

Having the chance to design a school around two specialisms is a unique situation that we will exploit as fully as possible. The proposed site is an important community venue, providing sports fields and recreation space and an auditorium/ community space that is used regularly by a wide spectrum of groups for performances and Arts based activities. The Trust is well aware of the importance of replicating this provision in the new school. Our two specialisms will complement this community provision.

Visual Arts Specialism

As an Arts college the school will raise standards of attainment not only in the Visual arts but also across the school, through an emphasis on the use of visual learning and sharing resources and expertise with established network partners. Exhibitions around the school and attention to detail in visual display will enhance the quality of the learning environment. We will nurture an appreciation of creative learning and engender in students a life long passion for the arts. The specialist area will lead on innovation in learning styles and feed into staff development through the vehicles of art and cross-curricular themes. As Golborne is an existing arts college, we will bring to the new school a legacy of excellence and, given the opportunity to plan the provision from the outset, develop this further in the new school.

As an existing provider of the Diploma in Creative and Media, Golborne High has the expertise to bring to the new school to ensure that it becomes a centre of excellence for creativity and the visual arts.

31 Foundation Schools (1)

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We will work in conjunction with the Local Authority BSF team and Wigan Leisure and Culture Trust to provide a community venue for the Arts that can maximise the use of resources and provide a focus for community activity.

Sports Specialism

As a Sports College, the school will ensure that students are given every opportunity to live active and healthy lifestyles and develop a love and enjoyment of sport and physical activity they will carry with them throughout their lives. Building on the outstanding Sports provision at Lowton High School, the new school will use sport as a vehicle for developing leadership skills, promoting Co-operative ways of working and using healthy competition as a way of getting the best out of students. We will ensure that students have the opportunity to engage in sporting activities during all of their free time as well as before and after school.

Being a Sports College will also facilitate the promotion of healthy lifestyles and teach students many valuable, transferable life skills. We will offer courses, within and beyond the school day, that extend individuals in areas such as playing, coaching, refereeing and junior sports leadership. These will teach skills and qualities such as enterprise, Co-operation, leadership, fair play and competitiveness. The opportunity to build on the existing high quality provision will ensure outcomes for students within the new school will be first class.

The school will sustain and develop links with a range of community clubs, such as the Leigh Centurions, Parkside Rugby Club and Golborne Sports and Social Club.

As a lead school for the Sport and Active Leisure Diploma and a current provider of BTEC Sport, Lowton High School will bring its expertise to the new school to ensure that it becomes a centre of excellence for all areas of the sports curriculum.

We will work with the LA to develop community provision for sport within the context of the Children and Young People's plan. The options for mutually beneficial partnerships with leisure providers in the areas of coaching, officiating, and representative team play are numerous.

Our partners in the Trust offer expertise that will enable us to make the most of the chance to design a school around two specialisms and plan community provision to replace the facilities that are currently in existence on the site. This will serve to promote community cohesion and establish a link with the community that is highly valued.

30 Voluntary aided schools

Not applicable

31 Foundation Schools (1)

The school will be a Trust school.

32 Foundation Schools (2)

The following is taken from the draft Memorandum and Articles for Trust Schools

The school is to be a Trust school with a Foundation.

- (a) The foundation will be the Golborne and Lowton Co-operative Learning Partnership
- (b) The rationale for the Trust, the contribution it will make, and the direction it will provide to the schools can be summarised as:
 - Building on the values and ethos of the Co-operative movement to create a school community in which all stakeholders play an active part
 - Engaging parents so that they play a more active role in their children's education
 - Working with partner primary and tertiary sector organisations to plan and deliver a curriculum which promotes progression and high achievement
 - Working with tertiary sector partners to raise aspirations and increase the number of young people entering training, further and higher education
 - Promoting links between all partners to enhance professional development of staff and share expertise in all aspects of leadership and management
 - Sharing resources and making joint appointments where appropriate
 - Sharing expertise from the two specialisms already in place
 - Sharing off-site provision and joint timetabling so that both schools benefit from a broader curriculum entitlement
 - Enabling parents to have the opportunity through the Trust forum to have a voice in the setting up of the new school
 - Ensuring the schools are inclusive; all learners' needs are met to reduce exclusions; improving gender performance and supporting learner difficulties and disabilities
 - Having a clear consultation and engagement strategy to involve all stakeholders
 - Ensuring that the two school communities work together in a joint enterprise to forge a strong identity for a new school

(c/d) The partners of the Trust, who will each nominate one Trustee, are:

- The Co-operative Group (at this stage represented by the Co-operative College)
- Wigan and Leigh College
- The University of Central Lancashire
- Edge Hill University
- Wigan Borough Sports Council
- Wigan Leisure and Culture Trust

Golborne and Lowton High Schools will also be partners in the Trust. Each will nominate two members of the Trust who will be the Headteachers and Chairs of Governors, or nominees, of each school.

Lowton Junior and Infants primary school has been accepted onto the SSAT Supported Schools Programme which offers support for schools who wish to become Trust schools. It is anticipated that the Governing Body will, in early 2010, be consulting on a proposal to change category to foundation and also to acquire a Charitable Trust, namely the Golborne and Lowton Co-operative Learning Partnership. If this proposal is agreed by the Governing Body, it is envisaged that they will be represented on the Governing Body of the new school by the Headteacher and Chair of Governors (or nominee).

In addition, learners at both schools, parents, staff, members of the local community and local community organisations will be able to become members of the Trust. The Trust will have a Stakeholder Forum composed of members, which will be able to appoint some of the Trust's Trustees. As the Trust develops, the Trust will welcome other schools joining the Trust.

(e) The proposed constitution of the governing body:

The constitution of the Governing Body of the new school will be determined by the temporary Governing Body which will be established by the Trust in consultation with the Local Authority.

(f) The Objects of the Trust are to advance the education of the pupils at the new school, to advance the education of other members of the community, and otherwise to benefit the community, it being acknowledged that in carrying out the Objects the Trust must (where applicable) have regard to its obligation to promote community cohesion under the Education Acts.

It is intended that the curriculum and ethos of the Schools will place an emphasis on, and include a commitment to students learning about, the Co-operative values of self-help, self responsibility, democracy, equality, equity, solidarity, honesty, openness, social responsibility and caring for others with the aim of encouraging all

students to become better citizens, not only while they are students but during the rest of their lives.

The Trust has the following powers, which may be exercised only in promoting the Objects:

- To act as the foundation of the Schools
- To acquire or hire and hold property of any kind, including the acquisition of freehold or leasehold property to be held by the Trust (either alone or jointly with any other person) in Trust for the purpose of the Schools
- To develop, improve, let or dispose of property of any kind (but only in accordance with the restrictions imposed by the Charities Act and any restrictions imposed by the Education Acts)
- In relation to the Schools, to appoint and remove foundation governors in compliance with the provisions of the Education Acts
- To act as the Trustee of any Trust relating to any of the Schools
- To nominate one or more governors for appointment to the governing body of any other school
- To exercise its rights as the foundation of the Schools
- To raise funds (but not by means of taxable trading)
- To borrow money and give security for loans (but only in accordance with the restrictions imposed by the Charities Act and any restrictions imposed by the Education Acts)
- To employ staff
- To pay remuneration and allowances to any person, and to make arrangements for providing, or securing the provision of pensions or gratuities (including those payable by way of compensation for loss of employment or loss or reduction of pay)
- To promote or carry out research
- To provide advice
- To publish or distribute information
- To co-operate with other bodies
- To support, administer or set up other charities
- To make grants or loans of money and to give guarantees
- To set aside funds for special purposes or as reserves against future expenditure
- To pay for indemnity insurance for the Trustees
- Subject to this Article 5, to employ paid or unpaid agents, staff or advisers

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- To enter into contracts to provide services to or on behalf of other bodies
- To establish or acquire subsidiary companies to assist or act as agents for the Trust
- To pay the costs of forming the Trust
- To do anything else within the law which promotes or helps to promote the Objects
- (g) Not applicable. The Trust will appoint a minority of governors. However, the parent/carer constituency of the Stakeholder Forum will act as the Parent Council.
- (h) The requirements set out in the School Organisation (Requirements as to Foundations) (England) Regulations will be met.
- (i) The Trust will contribute to the advancement of education at the school and will help to raise standards by providing help, directly and indirectly, to the new school. The ways in which the partners can contribute are outlined throughout this document and in particular in paragraph 33.
- (j) The Trust will contribute to the advancement of community cohesion. The ways in which the partners can contribute are outlined throughout this document and in particular in paragraph 33.

33 Relevant experience of proposers

The Golborne and Lowton Co-operative Learning Partnership is a Trust established to promote high quality education in the Golborne and Lowton areas. Whilst initially established to support the work of Golborne and Lowton High Schools and promote education in the locality at all key stages, the Trust was also formed with the intention of entering the competition to run the new school. Both High Schools have a long tradition of serving their local communities and believe that by working together they can enhance the educational outcomes for children and develop a cohesive and successful community in the local area.

Golborne High School is a mixed comprehensive school of 800 students. It has served students and families in Golborne, Lowton and Abram for over 50 years. It is a specialist college of Visual Arts and has an outstanding reputation in this field. It has a track record of delivering curriculum innovation with recent developments including the introduction of numerous alternative KS4 courses tailored to students' needs in partnership with work based learning providers and local colleges. The school led the development of the Creative and Media Diploma and is offering this in partnership with two other high schools and Wigan and Leigh College. The timetable

model used to accommodate diploma delivery has been adopted by other schools in the Borough.

The school is a popular venue for community activities in the evenings including taught courses and training facilities for local sports clubs.

Over the past three years, under the leadership of headteacher David Lythgoe, the school has seen a significant improvement in standards. Over this period of time the percentage of students achieving 5+ A*C GCSEs has risen from 53% to 75% whilst the percentage including English and Maths has risen from 26% to 52%. The school was inspected in September 2009 and judged to be good.

Lowton High School is a mixed comprehensive school of 1000 students. It has served students and families in Lowton for over 30 years. It is a specialist Sports college and has an outstanding record of delivering the highest quality outcomes in this field. It has a track record of delivering curriculum innovation with recent developments including an integrated skills based course for Year 7 students, Learn to Learn programmes at Key Stage 3, the introduction of choice for Year 9 students and an increasingly personalised curriculum at Key Stage 4 which includes significant engagement with Wigan's 14-19 strategy. The school has been in the forefront of developments in this area through its involvement in the Eastern Skills Alliance and their joint development of a Skills Centre on the Moss Industrial Estate.

The school also has wide experience in the provision of extended services. It provides a varied menu of activities for young people and adults in the area with over (see Appendix).

Over the past three years, under the leadership of headteacher John Shanahan, the school has seen a significant improvement in standards. Over that period of time, the percentage of students achieving 5+ A*C GCSEs has risen from 56% to 74% whilst the percentage including English and Maths has risen from 45% to 53%.



Both existing high schools have a long history of working in partnership with each other and their local primary schools in the LOGOS (Lowton and Golborne Schools) cluster. This group has over 20 years experience of working Co-operatively in a variety of ways.

These include:

- Community cultural events such as the Let's Sing festival, Sports Festivals and Community Carol Service
- Joint staff training on topics such as gender and achievement, behaviour for learning and writing skills
- Joint curriculum work such as the recent Literacy Project (funded through the Manchester Challenge), joint moderation in numeracy and literacy and the Foundation Stage and Early Years support groups
- The shared purchase of educational resources
- Joint policy development e.g. community cohesion, attendance and the Virtual Learning Environment
- Exchange of staff expertise
- Joint headteacher visit to India funded through the British Council
- Informal support through regular headteacher meetings

The decision was made in 2009 to formalise these relationships through the establishing of a Joint Trust. In seeking external partners for the Trust, the schools wanted to deliver the vision outlined above.

The Co-operative College was approached to help deliver this vision. The Manchester based College is an educational charity. Established ninety years ago, it is the education arm of the Co-operative Movement as well as being the hub of a network of similar co-operative colleges across the world. It has increasing experience of working with schools across the country to raise standards and promote values-based education. This was initially through its national network of Business and Enterprise Colleges and latterly through its development of the co-operative school trust model. The new school will become part of a national network of co-operative schools established in November this year. This new sector is recognised as the fastest growing sector in the English school system. On current numbers it is anticipated that the network will continue to grow rapidly and see over 200 co-op schools established by the end of 2010, the target set by the current Secretary of State. The College is also currently supporting other co-operative school trusts in other parts of the country and is also involved in discussions around another three.

All schools involved (and all co-operative organisations), seek to adhere to the following co-operative values:

- **Self-help**
help people to help themselves
- **Self-responsibility**
take responsibility for, and answer to our actions
- **Democracy**
give our members a say in the way we run our businesses
- **Equality**
matter how much money a member invests in their share account, they still have one vote
- **Equity**
carry our business in a way that is fair and unbiased
- **Solidarity**
share interests and common purposes with our members and other Co-operatives.

At the heart of the co-operative vision for education is the engagement of stakeholders.

This is partly achieved through the creation of a Stakeholder Forum with representatives from the following constituencies of members:

- A learners constituency, open to students registered at the school
- A parents and carers constituency
- A staff constituency
- A local community constituency open to any person with a legitimate interest in the school
- A community organisations constituency open to local organisations such as charities, voluntary groups or businesses with a legitimate interest in the school

This Stakeholder Forum gives our Trust a distinctive character and ensures that the school is rooted in and accountable to its local community.

A number of additional partners with the ability to offer further support to the realisation of the school's vision have been identified.

Wigan and Leigh College is a large Further Education College, serving the borough of Wigan, including Golborne and Lowton High Schools. 73% of pupils from Lowton and 63% from Golborne High Schools apply to Wigan and Leigh College. Student numbers have successfully increased year on year with 3506 full-time 16-18 year olds attending in 2009-10, an increase of over 158 compared to previous years. The College has significantly increased standards, with achievement rates being above national benchmarks at 91%. The College was inspected by Ofsted in February 2007 and achieved an overall grade of 'good'.

Golborne & Lowton Co-operative Learning Partnership



The Inspection Report identified the College's productive partnerships, excellent community links and inclusiveness, wide range of courses and progression routes, well co-ordinated strategic and operational planning and particularly effective leadership and change management.

The College provides extensive work-based learning and has a large number of employer links - over 600. It receives direct and indirect funding for Higher Education, with over 1,000 learners on foundation degrees and higher national diplomas. A recent Higher Education Inspection was exceptionally positive.

Wigan and Leigh College is keen to share its expertise in the progression of students, higher education, adult education, including skills for life, and family learning. The College helps to provide learning pathways which reduce the number of those 'not in education, employment and training' (NEET) and to widen participation. It has a specialism in sport, having a base at Leigh Sports Village, which recruits students from level 1 to foundation degrees and offers football (male and female), basketball and rugby academies. In performing arts, provision is of an exceptionally high standard and a new theatre is currently being designed, to be completed in July 2010. The College has an extensive professional development programme and expertise in human resources, estates and ICT. Currently, 14-16 provision is offered in Hair and Beauty and in Motor Vehicle Maintenance and the College hopes to develop links with maths staff in schools.

The Principal of the College sits on Lowton High School's Governing Board. The College is keen to develop strategic and operational relationships which serve the community, employers and the "harder to reach" learners, giving support where it is most needed.

The University of Central Lancashire (UCLan) has developed an enviable reputation as an institution that innovates, evolving its course portfolio to over 500 undergraduate programmes and 180 postgraduate courses. With a staff and student community of over 35,000, UCLan is located in the heart of Preston with further campuses at Westlakes in West Cumbria (nuclear and energy related research programmes) Llangollen in North Wales (outdoor education) and Burnley, our newest campus which opened in September 2009.

The University has an established research reputation within the areas of Business, Health, Humanities and Science. In the recent Research Assessment Exercise, all 17 subject areas submitted were rated as containing research of international excellence while 11 areas were assessed to be undertaking research which is world-leading. In the 2008/9 National Student Survey UCLan gained top ten satisfaction ratings in 11 subject areas

including: engineering, journalism, maths, philosophy, physical geography, social policy and sports science.

The University's unique partnership with the National Skills Academy for Nuclear has inspired the development of an exciting raft of qualifications specific to the nuclear sector. These range from foundation degrees in nuclear related technologies to innovative leadership programmes for nuclear team leaders. UCLan's foundation degree in Nuclear Decommissioning is the first in the UK.

UCLan has a strong sustainable development agenda. It has the largest solar panel array of any UK university and in the latest People and Planet University Green League for environmental performance It improved its position from 5th in 2008 to 4th position in 2009 (out of 119 universities).

It has a long and successful tradition of working in partnership with other education providers. Over 20 years ago it was the first higher education institution to work in collaboration with further education colleges, to bring the opportunity of a university education to people who would otherwise not be able to access the main campus in Preston. More recently, UCLan has become the lead organisation for Aimhigher Lancashire, and for the Lancashire Lifelong Learning Network, both of which embrace university, college, school, business and others in partnerships to widen access for young people and adults under-represented in higher education. It is one of the sponsors of West Lakes Academy in Cumbria, and a member of the Burnley Education Trust.

UCLan is therefore delighted to have the opportunity to work in partnership with the Trust, which we see as being totally in line with our own strategic aim of leading the UK higher education sector in promoting equality of educational opportunity. We are particularly keen to work in partnership with schools to extend access to groups traditionally under-represented in higher education. We have a long-standing partnership with Wigan and Leigh College and welcome the opportunity presented by the Trust to work on creating and strengthening pathways to higher learning from Primary right through to Higher Education.

Edge Hill University is one of the most significant and 'best of class' providers of education and training for the children's workforce in terms of quality, reputation, operational excellence and financial standing. The portfolio includes: Initial Teacher Training (ITT) across all the age phases; Postgraduate Professional Development (PPD) for teachers; and Professional Development for those working as part of the children's workforce.

Delivering this portfolio involves working in partnership with over 2000 work-related settings together with local authorities and other key employers. This work alongside major bespoke contracts (e.g. HLTA Assessment) for clients including the Training and Development Agency for Schools (TDA), Department for Children, Schools and Families (DCSF), Universities and Skills (DIUS), private sector organisations and local authorities gives Edge Hill significant credibility within the sector.

Of particular relevance to this bid is Edge Hill's position as a major provider of PPD for teachers, with a national reputation for innovative approaches to the promotion, accreditation and evaluation of teachers' professional development. Edge Hill is leading the way in school-based research through its innovative Teacher Research Associate Programme (TRAP), a partnership of school-based practitioners undertaking research projects leading to Masters level accreditation and to peer-reviewed publications. Much of this school-based research has been conducted through three of the University's research centres of excellence: the Centre for Learner Identity Studies (CLIS), which leads research examining the proposition that raising educational attainment is concerned with who or what a learner conceives her/himself to be; the Centre for Research with Children and Young People (Ask Youth); and the Centre for Research Ethics and Ethical Deliberation (CREED). Edge Hill has also pioneered the use of 'naturally occurring evidence' in its impact evaluation of the PPD programme.

Wigan Leisure and Culture Trust (WLCT) was formed in 2003. The organisation is a charitable trust working on behalf of Wigan Council to manage and support Leisure and Cultural facilities, initiatives and events for over 300,000 residents across the Wigan Borough.

WLCT is sustained by a combination of external funding and income generation, including an annual grant from Wigan Council. The Trust is a registered charity and social enterprise, which means that any surplus income generated must be invested in improving facilities and services for the people of the Borough.

WLCT currently manage the facilities at Lowton Civic Hall, including the sports pitches located on the proposed site. It is keen to play the fullest possible role in terms of supporting the provision of a wide range of cultural and leisure services to benefit both pupils and the wider community by working with the GLCLP Trust to enhance the community aspect already developed within Lowton Civic Hall.

WLCT also manage Leigh Sports Centre which is located adjacent to Wigan and Leigh Sixth Form College on the site of Leigh Sports Village, and is close to the site of the new school. A partnership would also facilitate access to

high quality sports and leisure facilities as well as promoting opportunities for students to post-16 courses and career development in the leisure industry.

Wigan Borough Sports Council will support the Sports specialism in the new school by providing expert advice and training. They will work with the Trust to implement a strategy for effective club links enabling the schools to achieve ambitious Physical Education targets. The new school will also build on the existing adult education programmes of Lowton and Golborne High Schools to provide training for those currently engaged in the provision of voluntary sector sport (e.g. first aid, child protection training).

34 Special Educational Needs

The competition notice does not include provision that would be recognised as reserved for children with special educational needs. Please paragraph 29 above for information about Special Needs.



Letters of support for the Golborne & Lowton Co-operative Learning Partnership



Leigh, Lowton & Golborne Family Service

17 November 2009

The 26 Primary Schools within Leigh, Lowton and Golborne have come together to form the Leigh, Lowton and Golborne Family Service - a new dynamic service to support families throughout Locality 4 (Leigh, Lowton and Golborne).

It is a partnership project evolved by the highly successful LEIGH EXCELLENCE CLUSTER of Schools and the LOGOS Group of schools in Lowton and Golborne. LOGOS is the oldest group of Wigan schools working together in partnership and has a formidable record of success in promoting high standards of achievement and pastoral care throughout its partner schools.

Together the LEIGH EXCELLENCE CLUSTER and LOGOS now make up a new partnership within Locality 4.

The Service is eager to play a significant role within the new Cooperative Learning Partnership in helping to deliver a relevant, positive, cohesive and supportive 0 – 19 Agenda.

Core Aims of the Service :-

- To provide all of our children with the best possible start in their young lives
- To remove inequality of opportunity
- To offer parents the positive support they may need to be effective parents
- To identify, at an early stage, children with limited development and address these issues effectively and successfully

Target Group

- There are approximately 1,000 children coming annually into the 26 schools which admit children into the Foundation Stage within the Leigh Excellence Cluster and the LOGOS (Lowton and Golborne) Group of Schools
- We will work with all of these children and their families through the Leigh, Lowton and Golborne Family Service
- We will work with all children aged 0 – 4+
- We will be working with 4 x 1,000 children at any one time (4,000 children)

We believe that the Cooperative Learning Partnership will genuinely play a key and positive role within the whole community of Lowton and Golborne.

We are eager to help in that success.

Alan Dutton

Director

Leigh Excellence Cluster



Wigan Council, Children & Young Peoples Service Gilded Hollins Community Primary School

To whom it may concern,

We are writing to express our support for the Golborne and Lowton Cooperative Learning Partnership's bid. We are confident that the bid provides the best model for the future education of the children and young people of Lowton and Golborne.

We support Wigan Council's stated objectives to raise standards of education in the area by providing:

- a vibrant learning campus for those aged 0-16
- transformed educational provision for the Golborne and Lowton Communities
- raised aspirations and attainment
- a focal point for the community and extended services and additional facilities and believe that the Partnership's vision, based on excellence for all, ambitious aspirations and high levels of community engagement will enable these objectives to be achieved.

The LOGOS schools, Primary and Secondary have worked together for over twenty years. We have worked together on numerous projects over the years. At the moment we are working together on a Literacy Project, Transition Programmes, Early Years support group, Numeracy and Leadership groups. Sports and Arts Festivals are a regular feature of our working partnership. Working together, means that our children and staff benefit from using the strengths of one another and also sharing common goals, which enhance the education of our children.

Ninety eight percent of our pupils choose one of our High Schools as a choice for their Secondary Education. I believe that no small part of this is due to the close relationship that has been fostered between the schools over many years and continue to grow with each new year.

Yours sincerely,

S. A. Higginson
Headteacher

Mrs Penny Martin
Chair of Governors

Letters of support for the Golborne & Lowton Co-operative Learning Partnership



Golborne Community Primary

7 December 2009

To whom it may concern

We are writing to express our support for the Golborne and Lowton Cooperative Learning Partnership's bid. We are confident that the bid provides the best model for the future education of the children and young people of Lowton and Golborne. We support Wigan Council's stated objectives to raise standards of education in the area by providing

- a vibrant learning campus for those aged 0-16
- transformed educational provision for the Golborne and Lowton Communities
- raised aspirations and attainment
- a focal point for the community and extended services and additional facilities

and believe that the Partnership's vision, based on excellence for all, ambitious aspirations and high levels of community engagement will enable these objectives to be achieved.

Coming in to Wigan from Cheshire I am able to see at first hand the value and strengths of the collaboration between our family of schools. We have been able to develop numerous curriculum initiatives as wide ranging as attendance, literacy, numeracy, management and sport to name but a few. Having the direct link of LOGOS, however, working with both secondary schools has driven these initiatives still further. This partnership bid is the perfect opportunity to formalise relationships and work even more closely together.

We also see the partnership as having particular importance to our school as the majority, if not all of our children will move on to Golborne High, or possibly Lowton High and therefore strong links with these schools are essential for school

Yours sincerely

P. Ryan
Headteacher.

Damian Roach School Improvement Partner

11 December 2009

To whom it may concern

I am delighted to have been asked to support the school in its Competition bid. As the School Improvement Partner to Lowton High School I have worked closely with Mr John Shanahan during the past three years. My role is to provide professional challenge and support to the school, helping its leadership to evaluate its performance, identify priorities for improvement and plan effective change.

On taking up appointment as headteacher three years ago, Mr Shanahan immediately implemented an overall long term strategy for improvement and has, since then, consistently provided effective leadership and clear direction for the school.

He has led and managed the introduction of procedures and plans which have ensured improvements in the overall ethos of the school and the teamwork of SLT, with strong commitment and effective support from senior colleagues.

There have also been considerable improvements in leadership and management across the school. There are now thorough communications between members of SLT and faculties, including monitoring and evaluation procedures, with a focus on the impact on pupils' achievements and development. Procedures ensure consistency and reliability in the quality of judgements.

Middle leaders themselves now play a significant role in the process of accountability; procedures for monitoring and evaluation are linked to whole school procedures and hence inform whole school as well as faculty improvement planning.

All of the above has ensured improvements in the quality and consistency of provision – curriculum and teaching and learning. This has had a positive impact on outcomes, both in terms of the motivation, behaviour, attitudes and response of pupils and subsequent considerable improvements in academic achievements over the past two years.

An example of effective leadership and management was the school's successful submission for re-designation as a specialist college, with the identification of a second target setting subject, English. The revised School Development Plan, with a three year action plan, written in accord with Specialist Schools and Academies Trust (SSAT) guidelines, is a clear and thorough document.

The headteacher has been determined to raise the profile of the school within the community and to develop links with primary schools. One crucial aspect of the latter has been endeavours to ensure that pupils make a positive start at Lowton. This has included both pastoral and curriculum initiatives. In response to a recent survey, parents of first year pupils expressed a high degree of satisfaction with the school, confirming that transition had been smooth and successful for the majority of pupils.

In summary, the school has clear and effective strategic leadership, focused on pupils' achievements and personal development through raising expectations and supporting them in achieving challenging targets. Over the past three years there has been continuous improvement in the overall effectiveness of the school, and the capacity for further and ongoing improvement has been considerably enhanced.

I am, therefore, pleased to confirm my support of the school in its competition bid.

Damian Roach
School Improvement Partner.

Letters of support for the Golborne & Lowton Co-operative Learning Partnership



LOGOS Golborne & Lowton Schools

To whom it may concern

LOGOS is a long standing partnership between the headteachers of all the schools in Golborne and Lowton. It has been active for over 20 years. The group are active in collaborative working across curriculum, sporting and arts based activities. There have been numerous joint initiatives including at present, a reading project, a joint Let's Sing event in November and a recent trip to India. We are keen to maintain and strengthen this relationship when the new school is opened and believe there is the opportunity to take the partnership to a new and more formal level.

We are writing to express our support for the Golborne and Lowton Cooperative Learning Partnership's bid. We are confident that the bid provides the best model for the future education of the children and young people of Lowton and Golborne.

We support Wigan Council's stated objectives to raise standards of education in the area by providing

- a vibrant learning campus for those aged 0-16
- transformed educational provision for the Golborne and Lowton Communities
- raised aspirations and attainment
- a focal point for the community and extended services and additional facilities

and believe that the GLCLP's vision, based on sound educational thinking and rooted in a deep understanding of the community they serve, will support these outcomes.

Signed

Chair of LOGOS



Lowton West Primary School

To whom it may concern

We are writing to express our support for the Golborne and Lowton Cooperative Learning Partnership's bid. We are confident that the bid provides the best model for the future education of the children and young people of Lowton and Golborne. We support Wigan Council's stated objectives to raise standards of education in the area by providing

- a vibrant learning campus for those aged 0-16
- transformed educational provision for the Golborne and Lowton Communities
- raised aspirations and attainment
- a focal point for the community and extended services and additional facilities

and believe that the Partnership's vision, based on excellence for all, ambitious aspirations and high levels of community engagement will enable these objectives to be achieved.

The school has worked in partnership with the two high schools through LOGOS. Headteachers, Numeracy co-ordinators, Foundation Stage practitioners and Deputy Heads meet regularly to work together and share good practice. More recently, the LOGOS group have been successful in a bid for 'Greater Manchester Challenge' funding which is allowing the eleven schools to participate in a project to improve standards in writing. Lowton West Primary School benefits greatly from this collaborative work and sees this as an opportunity to formalise relationships and work even more closely together.

The two high schools are the main schools of choice for the majority of pupils at Lowton West Primary School.

Yours faithfully,

Mrs Jeanette Westhead **Mr Tim Booth**
Headteacher Chair of Governors

Letters of support for the Golborne & Lowton Co-operative Learning Partnership



CCH Educational Consultancy

December 2009

To whom it may concern

Golborne High School – Wigan

I am delighted to have been asked to support the school in its Competition bid. As the School Improvement Partner to the school I have worked closely with Mr Dave Lythgoe and the senior leadership team for the past three years. My role has been to advise, challenge and support the school on its journey of improvement.

Over the past three years GCSE results at Golborne have improved dramatically. This has been the result of a clear improvement strategy implemented by the head and his senior team. Mr Lythgoe has a high profile around the school ensuring consistent high standards of teaching and learning, which in turn has led to standards that are judged by Ofsted as Good.

The head is supported very well by his senior team. A positive mix of experience and creativity, the senior team has a positive track record of development within the school. There is capacity within the team to improve the school further. The goal to move from a good to an outstanding school within the next three years is within their capabilities.

The strength of the head and his senior team is without doubt their willingness to listen to others and accept challenge in a positive way. I am proud of my association with the school and look forward to seeing it continue on its upward pathway of improvement.

Yours faithfully

Clive Howlett B.Sc., M.A
Company Director

Lowton J & I School

To whom it may concern

We are writing to express our support for the Golborne and Lowton Cooperative Learning Partnership's bid. We are confident that the bid provides the best model for the future education of the children and young people of Lowton and Golborne.

We support Wigan Council's stated objectives to raise standards of education in the area by providing

- a vibrant learning campus for those aged 0-16
- transformed educational provision for the Golborne and Lowton Communities
- raised aspirations and attainment
- a focal point for the community and extended services and additional facilities

and believe that the Partnership's vision, based on excellence for all, ambitious aspirations and high levels of community engagement will enable these objectives to be achieved.

Lowton J and I school has, for many years, worked in partnership with the two high schools through our LOGOs group; we have developed cross-phase INSET training, transition projects and a series of support groups including, Maths and English subject leaders and ICT and Management groups. These groups meet regularly to develop a deeper understanding of learning within different key stages and to extend staff expertise. Our school has particularly benefitted from the access we have had to the 2 schools specialist status.

Our sporting links with Lowton, and Arts links with Golborne have supports us in raising standards within these areas through staff cpd and opportunities for pupils to access expertise and resources that would normally be unavailable within a primary setting. Our community cohesion agenda was recently enriched by a very successful joint singing project involving choirs from each of the two high schools and the nine primaries within LOGOs coming together to perform to an audience of hundreds. We see this as an opportunity to formalise relationships and work even more closely together.

Yours sincerely

Michelle Silcock
Head Teacher

Letters of support for the Golborne & Lowton Co-operative Learning Partnership



St. Luke's Church of England Primary School

To whom it may concern

We are writing to express our support for the Golborne and Lowton Cooperative Learning Partnership's bid. We are confident that the bid provides the best model for the future education of the children and young people of Lowton and Golborne.

We support Wigan Council's stated objectives to raise standards of education in the area by providing

- a vibrant learning campus for those aged 0-16
- transformed educational provision for the Golborne and Lowton Communities
- raised aspirations and attainment
- a focal point for the community and extended services and additional facilities

We believe that the Partnership's vision, based on excellence for all, ambitious aspirations and high levels of community engagement will enable these objectives to be achieved. St. Luke's CE Primary School plays an active role in the local cluster group (LOGOS) and works closely with both Lowton and Golborne High Schools. We have shared sporting activities and use the high schools as part of our Gifted and Talented scheme to extend our most able children. The availability of this facility on a single site can only enhance the provision provided. Finally, the two high schools are overwhelmingly the choice of our children progressing from primary to secondary education, and the homologation of teaching through the co-operative will assist in this transition to the benefit of the pupils.

Yours sincerely

John Lever
on behalf of the Governing Body



Wigan Leisure & Culture Trust

7 December 2009

To whom it may concern

Dear Sirs,

Re: Golborne and Lowton Co-operative Learning Partnership

Wigan Leisure and Culture Trust (WLCT) are very keen and fully supportive of the Golborne and Lowton Co-operative Learning Partnership's aim for the new school. The model of providing community facilities for culture and leisure in the way proposed through the new extended school fits extremely well with WLCT's own vision of 'Getting Wigan Active and Improving People's Lives'.

On this basis, WLCT offers its fullest possible support for both the formation of the 'Learning Partnership' and its bid to run the new school as a Foundation Trust school.

Detailed below are the areas where WLCT have and will continue to support the development of the above learning partnership. These areas focus on the valuable expertise that can be provided as a partner in the new Trust, but also in managing the cultural and leisure offer in the new extended school facility.

Firstly, as one of the largest charitable Trusts of its type in the country, WLCT now has a successful track record of providing high quality, excellent performing and cost effective services to the residents of Wigan Borough. This extends from the governance practices developed, through to the day to day operation of a complex and wide ranging portfolio of cultural and leisure services.

In addition WLCT has an extensive knowledge of national policies and strategic needs for leisure and culture provision and is Wigan Council's strategic partner in this respect.

In terms of specific provision planned for the new school, WLCT are members of a working group that consists of multi-agency members who all have a special interest in the development of a learning campus in lowton. A key role of this group has been supporting and assisting in the formation of the Golborne and Lowton Co-operative Learning Partnership.

With regard to the development of a learning campus for which the afore-mentioned partnership are bidding to run, WLCT are keen to play the fullest possible role in terms of supporting the provision of a wide range of cultural and leisure services to benefit both pupils and the wider community from the new building. In particular, these are:

The replacement of the existing Leisure Venue (Lowton Civic) with a new purpose built yet integrated venue on site, capable of providing facilities for a wide range of activities. The key features being:

- A programmable space open during the week, in the evenings and at weekends for a full range of performing arts, community events and private hire activities.
- A 400 seat auditorium with stage, sound, lighting and fly tower for theatrical productions.
- Flexible seating and layout arrangements to allow a range of formats and set up options (theatre style, cabaret, conference style etc).
- Full Facilities for wet and dry catering to support community private, hire and small scale commercial entertainment events.

The opportunity to explore the provision of a community library, operating in conjunction with the school library. This service will add to the current library provision in the Borough, but will be run primarily by and on behalf of the community volunteers and third sector groups as successfully piloted and developed by WLCT elsewhere in Wigan

The provision of outdoor sports and playing field facilities to meet existing and growing community need. In particular, ensuring no loss of facility as a result of the development but also helping develop plans to encourage greater community use and ownership of the playing facilities

In conclusion, WLCT is pleased to offer the fullest possible support to the new Learning Partnership in helping it refine the long term plans for the new site and therefore fully supports the Golborne and Lowton Co-operative Learning Partnership's bid to run the new extended school.

Yours sincerely

Rodney Hill
Chief Executive

Letters of support for the Golborne & Lowton Co-operative Learning Partnership



Rt. Hon. Ian McCartney MP Socialist Member of Parliament for Macclesfield

10 December 2009

Mr Nick Hudson
Director
Wigan Council – Children and Young Peoples Service
Progress House
Westwood Park Drive
Wigan
Lancs WN3 4HH

Dear Nick,

Firstly Ian would like to declare an interest in that a number of his grandchildren have been or still are pupils at Golborne High School. As you know from our numerous discussions concerning Building Schools for the Future we have always expressed support for the concept of bringing together Golborne and Lowton High Schools on a green field site in order that a campus of community services could be built in which education was the core element of the development.

We were pleased when the first phase of BFS was approved and that the proposals for Golborne and Lowton were to be consulted on. Subsequently we have been in discussions with the representatives of Golborne in response to their Co operative Learning Partnership bid. We are both personally confident that this bid provides overwhelmingly the best model for the future education of children and young people from Golborne and Lowton and will be the only vehicle for the additional community based services that we have spoken so much about in the past.

We met the representatives of the bid as we wanted to be clear that they were supporting the Local Education Authority with clear objectives to raising standards. For example:

- a vibrant learning campus for those aged 0 – 16
- transformed educational provision for Golborne and Lowton communities
- raised aspirations and attainment
- a focal point for the community and extended services and additional facilities

We were delighted that the vision expressed by the partnership based on excellence for all, ambitious aspirations and total community engagement will enable the above objectives to have very high levels of achievement.

Ian has been an elected representative for this area for twenty-eight years and for thirty years has been engaged in community activity involving the schools and a wide range of number of community organisations. Andy likewise, both from his family history and as a Member of Parliament in the last decade has strong ties and affiliations with many community organisations.

As a very young member of Parliament, Ian led the campaign to maintain the then Golborne High's form intake which was being proposed to be cut and with it the viability of the school itself. Back then demanded from the school leadership that they improve standards and raise aspirations and the current leadership has done exactly that and clearly wants to go even further and take the new establishment to a very high level of performance and engagement.

This once in a lifetime opportunity which is best achieved through the ideals of the co operative movement, integrated with the Council's own stated objectives and led by the huge desire of everyone associated with the current schools and the new Learning Partnership.

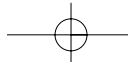
There is no doubt that there is much public support for the current two schools. Parents and pupils alike are supportive of the very high standards already achieved. We believe that in order to get community buy in for the new campus, and the vision behind the proposals, it is essential that the community not only feel that they own the project but that on a practical everyday basis they actually do so. The local co operative partnership is the only viable vehicle to deliver public support for phase one of the BFS as it relates to Golborne and Lowton.

Finally we believe that it is critical for the project that there is commitment to the appointment of a student architect to work with the pupils and engage with them so that they have a real say on the design and outcome of the new campus. We have made this point very clear to representatives of the Learning Partnership and we believe that it is essential to winning the hearts and minds of parents and a sometimes uncertain and questioning community.

Best wishes

Yours sincerely,

Rt. Hon I. McCartney MP Macclesfield
Rt. Hon. A. Burnham MP Leigh



Letters of support for the Golborne & Lowton Co-operative Learning Partnership



Rt. Hon. Andy Burnham MP
Labour Member of Parliament for Leigh

4 December 2009

Mr Nick Hudson
Director
Wigan Council – Children and Young Peoples Service
Progress House
Westwood Park Drive
Wigan
Lancs WN3 4HH

Dear Nick

Lowton and Golborne High School's Co Operative Trust

I am writing in support of the entry by the newly formed Co operative trust to manage the new school resulting from Wigan's successful BSF bid.

I have met with the headteacher's from both schools and have been impressed by the work done jointly over many months to ensure that the merger goes smoothly and all pupils at the new school reach their potential.

As you will be aware the Trust has been formed with the support from the Co operative society. The highly successful LOGOS group have joined the trust to ensure that transition to high school is managed well and follows on from the work already carried out in both existing high schools.

I feel the ethos of the Co operative would blend extremely well with values of the new school placing a great deal of emphasis on inclusion and community along side high academic standards and achievement.

Given the unique position of this Trust and the insight it already holds on the needs of the pupils and community I hope any proposal to run the new school would be looked on favourably.

Yours sincerely

Andy Burnham





Golborne & Lowton Co-operative Learning Partnership Notes:

