



# About The College

## Our Value Statement

Coopers is an educational community which:

- is inclusive, not exclusive
- acts on the belief that all members can succeed and are valued, safe and happy
- promotes education as a life long activity
- practises self evaluation and self target setting
- recognises intelligence or talent to be multi-faceted.

## About Us

Coopers is an 11 – 19, co-educational comprehensive college situated in the London Borough of Bromley. The number on roll is 1550 with 300+ in the sixth form.

The College is academically organised through a Faculty structure and at present pastorally through Guidance and Achievement Leaders who are responsible for Years 7-13. From September 2010, the pastoral system will be organised through vertical tutor groups organised into five Learning Communities. The teaching structure is organised into three Learning Teams each led by a Vice Principal. We also have a Business Team led by a Vice Principal. The College is well regarded by our parents and the community and is significantly oversubscribed.

Coopers has a mission to continuously develop ways of using ICT to improve learning and promote an educational culture which is scientific and technological. We have been acclaimed for our leadership in innovative curriculum provision by [Ofsted](#) and we are used by Microsoft as a centre of excellence for improving learning through the use of ICT.

Student learning is at the heart of all that we do at Coopers. It is our belief that student learning is improved by using ICT. We strongly believe that ICT allows us to better serve the diverse learning needs, pace and styles of our students and that it enables us to prepare them effectively for future learning. We are aiming to give students the confidence to interact in a technological environment to achieve their personal, educational and working life goals.

They must be able to access, retrieve and use information College-wide, community-wide, nationally and internationally confidently. Competent use of ICT supports the development of process skills such as flexibility, adaptability, critical thinking, problem solving and collaboration that are essential to success in our rapidly changing information age.

The College is an interactive community that develops happy fulfilled individuals. We strive to create an atmosphere where everybody can regard themselves as partners in the learning process which takes place in a spirit of interest and diversity. Our aim is to produce students who can face the challenges of the 21st century, a century of life-long learning and enterprise heavily influenced by rapid technological advancement.

Coopers curriculum has a 'value-added' emphasis on the practical, scientific, technological, mathematical and communication skills needed for the 21st century. The aim at Post-16 is for increased specialization in these areas whilst ensuring, through enrichment and a core curriculum, that young people will be both well-educated and technologically skilled, ready and able to progress into employment, further training or Higher Education, according to their individual abilities, aptitudes and levels of attainment.

Whether today's students go on to careers in science, technology or not, we must be able to count on them to give thoughtful and enlightened attention to their humane use and the risks and responsibilities that accompany new knowledge. They must also be able to assess the power and the limitations of scientific and technological knowledge as it applies to Government and commercial policy decisions. Our society has never experienced such rapid potential change as it faces now in the first half of the century. Therefore, young people today must be prepared for the future, not the past.

It is our mission and responsibility to help students become:

**Knowledgeable Individuals** -able to read with comprehension, write with skill, communicate effectively and responsibly; and able to demonstrate academic proficiency.

**Information Navigators** -showing confidence in using ICT, media and telecommunications to access information.

**High Quality Transformers** -successfully converting academic, intellectual, artistic, scientific and practical learning into high quality performance in all aspects of life.

**Effective Communicators** -utilising their varied communication skills in a range of settings.

**Competent Thinkers** – thinking analytically and creatively, solving problems and making decisions.

**Effective Collaborators** -working successfully with diverse individuals, the opposite gender, small and large groups.

**Responsible Citizens** -who are informed and apply knowledge to improve the quality of their lives, communities and family.

**Life-Long Learners** – self-motivated and self-directed, with the ability to apply learning confidently and successfully to any new or different situations, especially those that are complex and constantly changing.

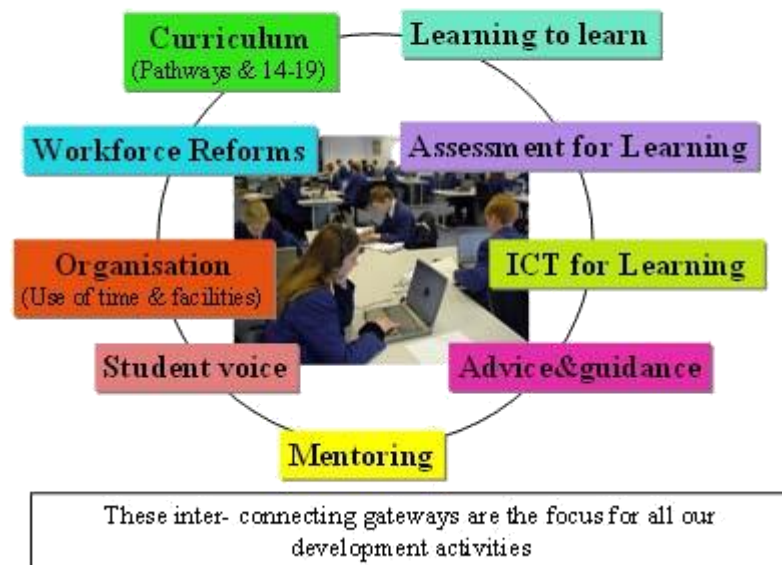
We have adopted 9 key **learning habits** for the classroom:

***What do the Learning Habits mean at Coopers?***

Learning Habit	What it means	Why it is important
<ul style="list-style-type: none"> <li>o <b>Creating</b></li> <li>o <b>Risk-Taking</b></li> <li>o <b>Persisting</b></li> </ul>	<ul style="list-style-type: none"> <li>o Using your imagination, being original</li> <li>o Being prepared to try something even if you think you might fail</li> <li>o Continuing to try even when things seem difficult</li> </ul>	<ul style="list-style-type: none"> <li>o Success involves thinking for yourself and creating solutions</li> <li>o The most successful people often have to risk something to reach the biggest prize</li> <li>o Successful people overcome difficulties and do not give up</li> </ul>
<ul style="list-style-type: none"> <li>o <b>Researching</b></li> <li>o <b>Evaluating</b></li> <li>o <b>Collaborating</b></li> </ul>	<ul style="list-style-type: none"> <li>o Being able to 'find out', for example using the internet or books</li> <li>o Judging the 'good' and 'bad' points</li> <li>o A willingness and ability to work with others</li> </ul>	<ul style="list-style-type: none"> <li>o Successful people find things out for themselves</li> <li>o Being able to weigh up the evidence helps people to make the right decisions</li> <li>o Success comes much more easily when people can work together</li> </ul>
<ul style="list-style-type: none"> <li>o <b>Listening</b></li> <li>o <b>Communicating</b></li> <li>o <b>Reflecting</b></li> </ul>	<ul style="list-style-type: none"> <li>o An ability to hear what others say and try to understand</li> <li>o Being able to let others know what you mean clearly</li> <li>o Thinking carefully about what you have achieved and how you could improve</li> </ul>	<ul style="list-style-type: none"> <li>o Successful people recognise that they need to learn from others</li> <li>o All types of success involve communicating with others</li> <li>o Reflection is an important part of self-improvement</li> </ul>

The major thrust of the College is **personalising** the curriculum and learning experience in the classroom. The College Development Plan is summarised below and focuses on personalising teaching learning.

**Personalising Teaching and Learning  
at Coopers**



We try to steer students along the best pathway for them, based on everything we know about their aptitudes, abilities, interests, experiences and preferred learning style

When young people begin their secondary education they are embarking upon an incredible journey – one that will take them from a child to an adult with all the accompanying responsibilities. All students are heading for the same destination

– success. It is our privilege in College to guide our students on that journey, making sure that they take the most appropriate route – creating their own road map for success.

Many people assume that success in education and future life is guaranteed by being in the ‘top’ set and achieving high grades. At Coopers, we take a different view. We believe that a student’s success is better defined by whether he or she experiences the right level of challenge and support that will motivate them to fulfil their potential and achieve their ambitions.

Coopers has developed a system of ‘pathways’ that enables each student to identify the most appropriate educational path for them. A more academic student might take GCSEs and A-Levels, whilst someone with practical or non-academic talents might pursue their interests through alternative work-related experience and qualifications.

Along each pathway there are ‘stepping stone’ periods where students can pause to check that their pathway is right for them before moving forward again. The stepping stones represent opportunity for assessment and personal reflection, and ensure that every student is following the most appropriate pathway for them.

**We believe that by using pathways in education, we are able to open up new doors of opportunity, both for university entrance and also for other well-recognised training routes to careers and development.**

Whichever pathway they follow, students are provided with a comprehensive framework of support:

- rewards, merits and prizes to maintain motivation
- a pastoral system with a personal tutor reporting back on progress so students have a clear idea about their strengths and areas for development
- a series of individual behaviour plans to keep students on track and help them improve on any area of weakness
- a clear code of conduct with sanctions displayed in every classroom so that all students are well aware of what is expected of them.

The College is an [Investors in People organization](#). We believe strongly in quality leadership throughout Coopers. Consequently all members of staff who have a leadership role commit to our Leadership Charter. This identifies that a leader at Coopers will:

- always practice within the framework of the College’s values
- ensure clear objectives are set so people know what is expected
- through support, empower people to succeed
- by example, be positive and factual
- give support to the College leadership team
- continue his/her own professional development to ensure that skills, knowledge & understanding are kept up to-date.

**Coopers operates a non smoking environment.**

**A personal commitment to the above is a prerequisite for a successful application.**

Please view our [Ofsted Report \(December 2009\)](#) and our [liP Report \(March 2010\)](#).