

## Proposal for a new School for the Acklam Base

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### **Contact Details**

1.

The proposer of the new school is:

The Endeavour Educational Trust

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This proposal is being put forward by the partnership of Macmillan Academy, Middlesbrough College and Teesside University. This partnership, the Endeavour Educational Trust, will be known throughout this document as "The Trust". The aim of the Trust is to promote education within inner city areas.

### **Category**

3.

The school will be a Trust school (ie a foundation school with a foundation). Decisions for the general direction of the school will be taken by the Trust, but the organisation and management of the school will be delegated to a governing body.

### **Student numbers and admissions**

4.

The size, age-range and student number of the school will be in line with the specification in the competition notice. It will be a mixed 11 – 16 school with approximately 1350 students. The school will also cater for 30 students with Moderate Learning Difficulties. Although initially planned as an 11 – 16 school, should the need arise in the local area, the school could expand to produce an all through 5 – 16 school in line with best national practice. The admission number at age 11 for the school will be 270 upon the school opening and in every subsequent year. As the new school will replace two existing schools, all displaced students will be provided with a place at the new school. The new school will open on 1<sup>st</sup> September 2010 and will initially operate from the existing buildings of Hall Garth Community Arts College and King's Manor School, both currently co-located on the same site.

The new school will build on good practice already established in the two predecessor schools. Recent Ofsted reports indicate that, at King's Manor examples of good practice include: effective accurate self evaluation, a rise in GCSE passes and provision of high quality care and support to students. At Hall Garth good practice includes the opportunities and breadth provided by the curriculum, the fact that student behaviour is good and that there is a clear focus on improving this, and there is an equality of opportunity provided and that discrimination is tackled so that learners can achieve as well as they can.

## Extended Services

5.

There is a strong commitment by the Trust to make the facilities and resources of the school available beyond the hours of formal schooling to benefit all students and the wider community. The school will collaborate in developing a master plan with Middlesbrough Local Authority (LA) to ensure the most efficient use of resources and to avoid duplication and waste. The aim will be that the school will

- (i) become a fully extended school by 2012 following the move in to new buildings
- (ii) develop outreach and collaboratively plan to provide increasing services to the community
- (iii) ensure that out of hours learning becomes a feature of the school
- (iv) plan extended services in conjunction with Middlesbrough LA and other stakeholders.

The provision of Extended Services is further explored in Section 17 – Community Cohesion.

## Ethos/Religious Character

6.

**The ethos of the school will be established around the joint principles of “inspiring every student to succeed” and a wish to “give students the skills employers want”.** This will be achieved by promoting seven key values.

### Learning that inspires

Students will be exposed to a wide range of quality learning and teaching experiences in order to develop adaptability throughout life. Monitoring learning and teaching activities will become a priority in the school. Lesson planning and lesson observations will be used to improve the experience every student receives (for further details see the Training School - section 15).

### Exemplary conduct

All students and staff will promote integrity and honesty and display manners, politeness and behaviour that enhances mutual respect. Good behaviour is a pre-requisite for good learning and the new school will build on the Ofsted comment of one of the predecessor schools that “positive behaviour management systems .... (have resulted in the fact) that .... students were well behaved in lessons.”

### An expectation of the highest standards

In all areas of school life staff and students will strive for the absolute best. This will be achieved by raising the aspirations of all students. This can be achieved this for all students by celebrating success and using senior students, staff and members of the local community as role models.

### A commitment to sustainability

The school will treat environmental issues as a priority. It will also support a wider sustainability agenda. Students will be encouraged to understand the personal, local, national and international implications of not doing so. The students will have an eco council which will have a high profile and will show how student voice can influence all the activities in the school and the local community. A “sustainability week” will be introduced to expose students for a longer period of time to sustainability and

environmental issues. The fact that the school serves a regeneration area will be used to generate a “green” ethos in which all students will learn to appreciate the importance of preserving our environment and heritage.

#### Aspirational Achievement

Students at all levels will be challenged with personal targets in order to achieve their maximum potential in all areas of their development. The new school will aim to match educational outcomes secured by the highest achieving schools in Middlesbrough.

#### Tolerance and Partnership

Students will be made aware of the need for tolerance in a multi-cultural society and be encouraged to see how they can contribute in partnership with others. This will be demonstrated by a decrease in the number of fixed term exclusions and a reduction of the number of permanent exclusions. The school will aim to become a fully inclusive school through its personalised learning programme.

#### Personal Care and Development

Students’ individual needs will be at the heart of everything the school does and it will value their opinions. Their care, health and welfare will be paramount.

Establishing the ethos of the new school from its first day will be of utmost importance. Bringing together two schools is no easy task, because of the difference in ethos and culture. We do not underestimate the scale of the challenge. Teesside University and Middlesbrough College will use their expertise and facilities to aid this. The seven core values stated above will be prominently displayed in all learning spaces. Staff, at all levels, will constantly remind students of these values; they will be referred to in assemblies, tutorials and during all other learning activities. Staff will promote a “can-do” attitude, equipping all students to achieve their best. A caring tutorial system will be employed that gives personal tutors sufficient time to ensure the safety and happiness of all their tutees. Personalised learning will be at the heart of the curriculum with all students being constantly provided with sufficient individual challenges to develop their minds. A comprehensive system of rewards will be used at all levels to encourage students to develop.

The sports specialism will be used to develop a sense of team spirit. Students will learn how to be collaborative yet competitive and will learn how to react to success and to learn from failure. The arts specialism will be used to develop all students as whole people, able to communicate with the outside world (see section 29 for further details of the influences of the specialisms and the curriculum). The personalised curriculum will be used to prepare students for life beyond their schooldays and will provide them with many opportunities to learn from the wealth of different businesses and industries that are situated in Middlesbrough. Training providers, Teesside University, Middlesbrough College and Macmillan Academy will be used to make students aware of the possibilities the future can hold. Staff and students from Teesside University, Middlesbrough College and Macmillan Academy will be used to establish an ethos in which the importance of learning beyond the age of sixteen is greatly valued. This is crucial in an area which has relatively low aspirations. The ethos of the school will be established

even before the students join it in Year 7 because strong links with all the feeder primary schools will be established. One of the major activities in this strategy will be the Induction programme that will invite Year 6 students into the school for several days in the July before they start. This will introduce the students to their new teachers and will enable them to get used to the new buildings. Primary school children will become used to being welcomed into the school for several activity days each year in which the school's facilities will be used to the full (especially in the performing arts and sports areas). The new school will run sessions for gifted and talented primary school students so that the latter can appreciate the learning ethos of the school. Teesside University runs a "Meteor Programme" which could be used to strengthen and support this.

The staff appointed will be expected to act as role models for the students in every aspect of their communication with them. They will be of the highest quality, have a commitment to their students both inside and outside the classroom. They will be expected to have the interests of the students at heart and will plan and mark work, assess and feedback to students regularly. In return the school management will value its staff and put in place systems to ensure that staff feel that their efforts are valued.

7.

The school is not planned to have a religious character but will be multi-ethnic, welcoming students of all faiths as well as those with none. Middlesbrough College is in the process of establishing a multi-faith chaplaincy and would make its staff and facilities open to students from the school. Teesside University also have an established chaplaincy and an Equality and Diversity Officer whose services can be placed at the disposal of the new school.

#### **Area or community that school serves**

8

The school will serve the existing admission zone shared by both Hall Garth and King's Manor schools known as the Acklam base. This zone includes much of the centre of Middlesbrough, including areas subject to significant regeneration, and parts of Hemlington and Stainton & Thornton wards to the south of the town, as described in the proposal document.

Every year Macmillan Academy receives over 800 applications for 220 places. Many of these applicants reside in the Acklam base area. The reason that the Trust is submitting a proposal for this school is that it believes all these students should have the quality of experience to which parents aspire.

The Trust understands the needs of the community. For some years it has been possible to understand the feelings of many parents about their choice of schools. Significant numbers of families each year apply to Macmillan Academy from the Acklam base (175 in 2008 for 2009 entry).

The Middlesbrough Common Admissions Form indicates reasons which are often discussed when disappointed parents seek meetings to understand the admissions process.

Macmillan Academy Board members and Parent Teacher Association members reside in the catchment area of the new school and give a deep insight into the feelings of the community, Many members of staff from Middlesbrough College reside in the catchment area. Many of the students who attend

Middlesbrough College and their parents also come from the local area.

### **Admission Arrangements**

9.

**The admission arrangements will follow the National Code of Practice.** The new school will participate in Middlesbrough LA's co-ordinated admissions scheme and will use the LA's timetable for applications each year. The new school will consider all applications for places. All students in the current schools will be offered places. In future years, should fewer than 270 applications be received, the new school will offer places to all those who have applied.

No priority is to be given to students of any religion or religious denominations or to students having no religion or religious denomination.

If, in future years, the school becomes successful and is oversubscribed the school will first admit students with Statements of Special Educational Needs where the new school is named on the statement and then children in public care. In order to achieve a spread of ability proportionate to the ability range of the applicants, fair banding will be used.

**All admission arrangement will be fair and transparent.**

### **Grammar schools**

10.

The school is not to be established in substitution for one or more discontinued grammar schools.

### **Schools with a religious character or particular educational philosophy**

11.

Not applicable.

### **Sixth Form Education**

12.

There are no current plans for Sixth Form Education at the school. There is adequate provision for Sixth Form learners in the area – the other partners in the Trust offer Post 16 opportunities at Middlesbrough College and Macmillan Academy. The expertise provided by these two establishments will be used to provide information, advice and guidance as part of the Middlesbrough offer. Macmillan Academy and Middlesbrough College could offer a natural progression route for students from the new school. A “passport system” will operate with the Teesside University enabling students from the schools to have a accessible Higher Education route.

### **Early Years Provision**

13.

There are no plans for early years provision although should the need for a crèche arise due to changing requirements in Middlesbrough, an opportunity may be subsequently seized.

## Specialisms

14.

**The school will apply for specialisms in Arts and Sports.** This will build on the specialisms of the predecessor schools. These are also areas in which Macmillan Academy is strong and can provide assistance. The school would want to lead the teaching of the sports diploma in Middlesbrough and build around the quality facilities available to the two schools in the Trust. Details of the implications of the specialism on the ethos of the school are described in Section 29 (Curriculum). Both Middlesbrough College and Teesside University can support the curriculum specialisms. The Trust will liaise with the Specialist Schools and Academies Trust (SSAT) to ensure it is possible to continue with these specialisms.

## Effects on Standards and Contributions to School Improvement

15.:

(a) The school will contribute to enhancing the diversity and quality of education in the area:

By 2012, Middlesbrough Local Authority area will have a range of schools providing choice for parents:

- Three Academies (Macmillan, The King's and Unity)
- One Catholic Voluntary Aided School (Trinity)
- Two community schools (Acklam Grange, Ormesby)
- One Trust school (the Endeavour Educational Trust School – yet to be named)

The new school will complement the range of schools in the local authority. The three partners in the Trust, Macmillan Academy, Middlesbrough College and Teesside University all have extensive experience in providing education in the Middlesbrough area. Their provision covers the whole range of level of ability and the Trust partners will use their expertise to raise standards. The specialisms of the new school will complement the current range of specialist schools in the town.

- The King's Academy - Business and Enterprise,
- Unity Academy - Computing,
- Macmillan Academy – Outdoor Education & Science,
- Trinity - Technology,
- Acklam Grange – Maths & Computing
- Ormesby - Engineering

In addition there are three special schools in the area that have secondary age students.

**(b) The school will help to raise the standard of education in Middlesbrough and contribute to school improvement in the area.**

Both the predecessor schools, Hall Garth Community Arts College and King's Manor School have been identified by the DCSF as National Challenge schools and are required to achieve national floor targets for the percentage of students achieving five or more GCSEs at grades A\* - C including English and Maths. Ofsted has recently said that in the one or both of these schools;

- Literacy and numeracy levels are low on entry
- Teaching and learning are not consistent
- Pupils are not given the appropriate levels of challenge

- Pace of the lessons needs increasing
- Better use of assessment data is needed
- Leadership & Management are satisfactory
- Middle leaders need development
- Behaviour is not good at times
- There are low levels of attendance

Middlesbrough LA, through its Education Vision, articulated in the Middlesbrough Building Schools for the Future (BSF) Strategic Business Case, has identified the following as the key challenges facing the town: They are particularly relevant to the new school:

- Raising the aspirations of residents, including students. (addressed in Section 17 – Community Cohesion)
- Raising the profile of education in the town to combat the significant socio-economic problems that many face. (Section 17 – Community Cohesion)
- Providing high quality learning opportunities for adults so they provide positive role models for students and young people. (Section 17 – Community Cohesion)
- Improving attainment standards and achievement still further for all students. In July 2008 Hall Garth achieved 31% 5 A\* - C including Maths and English and Kings Manor 15% (discussed later in this section)•
- Targeting underachievement in specific groups of students, those with “borderline” achievement at measured thresholds and within subjects within the school by providing extra, focused support based on known predictions of expected progress. (see below)
- Improving the quality of learning and teaching, self-review and sharing best practice.
- Providing improved, inclusive and integrated services for students and young people, particularly those who are vulnerable.
- Improving attendance levels further.
- Significantly improving the physical and emotional well being of all young people.

**Both the Ofsted reports and the Middlesbrough Education vision provide an immediate agenda for the new school. Top of our agenda is improving standards of attainment and achievement.**

The performance of students will be monitored continuously across the school. This will be a key component of the culture of using performance data to identify needs and develop improvement strategies where they are needed. The co-ordinated use of performance data at whole school, departmental, tutorial, teacher and student level will be a driver in raising standards of achievement. Strategies, such as, tracking individual student progress, individual student target setting, mentoring (adult and peer group) and a range of other intervention strategies will all be employed to raise standards. Procedures adopted will follow those in practice at Macmillan Academy where they have been used to good effect, as evidenced by the recent Ofsted Report, National Performance tables and the SSAT School Improvement Awards.

Across the curriculum, strategies and support will be targeted at those with specific needs. Highly effective liaison at transition from KS2 to KS3 will enable individual student needs, including SEN, behavioural and social needs, to be identified early. Small group and individualised learning and intervention programmes will be developed to support student needs, early in KS3. A highly effective MLD SEN team will be supported by a substantial inclusion team of learning, behavioural and transition mentors who work closely with outside agencies and LA secondary consultants. This innovative inclusion approach will be integrated into the main school to provide an on-site support base of alternative programmes for students who might otherwise be excluded. This inclusion provision will also enable access to joint strategies on inclusion issues with our community partners such as the local neighbourhood trust.

Raising levels of attendance to tackle underperformance will be a high priority. The school will employ a dedicated attendance officer who will co-ordinate the monitoring and evaluation of student attendance and will work closely with the LA to address this priority.

The Trust would want to support the aspiration that all Middlesbrough secondary schools, including academies, will continue to work together to tackle underperformance. Only by sharing problems and good practice with other Middlesbrough schools can standards be raised. This collaboration will include effective transition at KS2/KS3 and at KS4/16+, improving numeracy and literacy levels at KS3, student attendance and managing behaviour (particularly collaborative arrangements for hard to place and excluded students).

Every student will have a personalised learning plan and this will contribute greatly to raising the motivation, performance and attendance of the students as well as bringing about a reduction in the number of NEETS (those not in employment, education or training). This, along with the continuation of common PD (personal development days) for staff represents the agenda for the Middlesbrough Secondary Education Improvement Partnership. The opportunity to rationalise and plan the location and accessibility of support services across the new school will allow support and intervention strategies to be targeted more effectively.

**Raising standards in teaching and learning will be a priority of the school.** Macmillan Academy is a Training school and will use this expertise to monitor teaching standards in the classroom. Regular staff training will ensure that staff are applying agreed standards to all students in all situations. A regular weekly afternoon session will be provided for this training, so that staff can share good practice. One of the advantages of having two schools in the Trust will mean that the expertise of the Advanced Skills Teachers (ASTs) can be used in both schools. Macmillan Academy is a Leading Edge School, participates in the Middle Leaders Training programme and will be able to help in raising the standards of teaching and learning. Teesside University is the regional centre for the National College for School Leadership and provides a large volume of high quality tailored programmes for senior school staff and teaching teams. Middlesbrough College leads, on behalf of the Colleges in the Tees Valley, a programme which converts teachers into Middle Managers.

16.

The five principles of "Every Child Matters" enabling students and young people to (i) be healthy, (ii) stay safe, (iii) enjoy and achieve, (iv) make a positive contribution to the community and society, and (v)

achieve economic well-being will be used to underpin the ethos of the school.

The school will aim to:

- promote healthier lifestyles for students, young people and their families by ensuring catering services are of the highest standard and that a healthy living style is promoted regularly in assemblies and the tutorial programme.
- develop coherent, effective and timely provision for vulnerable students and their families through children's services, a common assessment framework and access to appropriate educational provision. Strong tutorial teams will be the key to initiating these actions.
- reduce or prevent the need for wider services by proactive intervention and through developing partnership approaches to improve learning outcomes and life chances for vulnerable students.
- promote inclusion and reduce exclusion by providing alternative pathways for students
- improve school leadership and management.
- help parents/carers become aware of the value of learning and support their children.
- reduce absence.
- improve the performance of boys, looked after students and multiethnic students as appropriate by analysing performance data and targeting suitable groups with appropriate action.
- expand educational opportunities to meet the different needs of young people and adults.
- support the entitlement of every child and young person to out-of hours learning opportunities.
- build on Learning Networks and 14-19 collaboration where the school shares and develops best practice and self-review.
- ensure every child has a school place in a building suitable for the delivery of a 21st century curriculum.
- expand the provision of accessible, affordable, quality child care when necessary.
- support students entry to secondary education and their development through school.
- improve standards of attainment at both key stages.
- improve behaviour.
- improve the quality of the school overall.
- increase the numbers of young people remaining in education or high quality training post 16 and of adults re-entering education.
- increase the numbers of parents/carers accessing employment and training.
- expand the involvement of young people in democratic processes in Middlesbrough.

Further scrutiny of the RAISEONLINE reports for the predecessor schools will enable us to prioritise some of the above objectives (should the bid be successful).

The above points can be achieved by developing the good practice exercised at Macmillan Academy.

Examples of this include:

- Developing a healthy dining room
- Achieving national awards (eg National Healthy Eating Awards)
- Obtaining Middlesbrough Fair Trade accreditation

- Having a high profile tutorial programme which teaches students to respect one another.
- Teaching about high quality relationships
- Reducing the number of permanent exclusions
- Building a site which is totally secure
- Managing student behaviour and targeting exemplary conduct.
- Participating in Middlesbrough Youth Parliament.
- Having an active student council to ensure student voice is heard.

In the Academy there is a constant emphasis on improving the quality of teaching and learning so that all curricular challenges are enjoyable, yet challenging for the students. Activities extend beyond the taught day with a wide and varied enrichment programme. The Training School is used to ensure that teachers are continually developing their skills and have a chance to practice them and to share ideas and good practice with colleagues.

### **Community Cohesion**

17.

#### **(a) Curriculum and Extended School Provision**

The school will promote and contribute to community cohesion. In the new school time will be spent identifying and evaluating the constantly changing needs of the community and will provide a programme that will ensure cohesion. This will be done by providing innovative curriculum and teaching which will involve specialism activities. The arts specialism will ensure that its facilities and expertise eg the theatre will be available for the community. The sports facilities will be used to support local sports clubs and similar activities. The school will provide in service training for all its staff and those of local schools especially in the areas of performing arts and sports. The school will raise the profile of sports and arts in the local community. The school will engage community and business leaders into the school to enhance the curriculum and promote aspiration. They will be used to mentor and motivate students in the school, giving them a sense of purpose.

**The school will provide an “extended school programme” by ensuring the school buildings are available in the evening.** The Trust is aware of the need to plan for the statutory requirement to provide student supervision between the hours of 8 am and 6 pm. Parental support will be harnessed in many areas to improve achievement. Out of hours learning will be offered to members of the local community. These will include opportunities to obtain formal qualifications, such as GCSEs and A levels as well as informal classes such as Art Appreciation or cookery. Vocational (Applied Learning) courses will also be available at different levels. The school ICT and library facilities can be made available for community access. The school will provide an environment that is a ‘safe place to be’ – welcomed by members of the community. As an extended school, the new school will deliver more than the “core offer” of integrated services. These services will include parenting and family support. This will involve providing information to parents on matters such as transferring to secondary education or to Post 16 education, to “signposting” to local and national support on issues effecting both students and their parents. Information and support for parents on issues such as drugs or school attendance as well as assisting parents to access adult learning opportunities will be available.

The school will work closely with other statutory services and the voluntary and community sector to

ensure that students with additional needs are identified as early as possible and that appropriate intervention and support is provided through integrated working with other services. This would include providing access to speech and language therapy; child and adolescent mental health services (CAMHS); family support services; intensive behaviour support; support from counsellors; and (for young people) sexual health services.

During the school holiday Summer and Easter schools will operate. These provide further opportunities to extend community cohesion and will benefit not only students at the school, but other students in Middlesbrough and will provide an opportunity for parents to become more involved in their children's education in a less formal manner. Examples of activities that currently take place at similar schools are:

- Summer Art School,
- ICT Club – Web design,
- Italian Cookery School,
- Drama & Film Making,
- Amateur Radio,
- Music School,
- Car Maintenance,
- Judo,
- Local History in Middlesbrough,
- Football Academy,
- Trampolining,
- Theatre Club involving visits and productions,
- Talent shows,
- Fashion Shows,
- Photography,
- Adventure Club (Outdoor Education provision) etc.

Expeditions and trips would be organised during these times for students participating. These activities would be organised from the school, but would not necessarily be staffed by full time teachers from the school. This would give further employment opportunities to the local community.

The **extended school office** will target the groups in the community who traditionally feel the area has little to offer them and target extended school activities in their direction. This includes NEET (not in Employment, Education or Training) youngsters who have recently left school, young single mothers, job seekers and other returners to work, elderly people, disabled people and their carers.

**All three of the Trust partners have a large proportion of black and minority ethnic (BME) students.** As such they celebrate the cultural background of their students and all three partners have developed practices which ensure that this cultural mix provides real and vibrant experiences.

Activities at the school will be part of the Middlesbrough Adult Education programme which ensures that complementary activities are taking place across the town. The school will work with local and regional groups – history/ arts societies, local volunteers, health, police, and probation services.

All the partners in the Trust are open virtually all year. Through the Trust they will open their doors to

school students, providing both tailored activities and allowing students to share in the pre-arranged activities. Both Teesside University and Middlesbrough College run Summer Schools which will prove beneficial to students. Teesside University provide 65 of these summer school courses ranging from “Introduction to Life Drawing” to “Consumer Law – Know your rights” and from “Get by in Spanish” to “Effective English”. These are intended to give participants a taste of working in a University environment with the hope that they will eventually pursue a longer course of study .

**(b) Inclusion and Equality of Access**

The school will increase inclusion and equality of access for all social groups. The school community will strive to minimise the barriers which might exclude students from equal access to, participation in and outcomes of schooling based on language, culture, gender, physical, intellectual or emotional state and socio-economic status. The whole school will focus on treating each student as an individual. All teachers will orchestrate their learning programmes to ensure that lessons are responsive to child diversity. The school will ensure that all students, their families and visitors to the school have got the right to move around the building safely, to share in all aspects of learning according to their needs and to receive communications in a readily accessible form. Teesside University will contribute to the aspiration raising agenda through the recruitment of student ambassadors, preferably alumni of the school.

The school will ensure appropriate and adequate delivery of student and parent support to meet the objectives of Every Child Matters and to reflect the centrality of behaviour to school standards and improvement processes. For further details section 16 – Every Child Matters.

**‘Student performance and well-being go hand in hand. Students can’t learn if they don’t feel safe or if health problems are allowed to create barriers - and doing well in education is the most effective route for young people out of poverty and disaffection.’** (Every Child Matters: Change for Children in Schools, DfES, 2005). This conviction is at the heart at improving the performance of every student. At Macmillan Academy promoting tutor group cohesion is the central method in which students are taught to respect each other and to value the contribution of all. Success is celebrated at every level. In the first term of Year 7 students spend a week with their tutor group on an Outward Bound Management course in the Lake District. This creates the required bond between the students which lasts throughout their school career and beyond. Citizenship classes, assemblies and tutorials are used to build on tutor group cohesion so that the students learn to respect each other. This sense of respect, developed at an early age is essential if we expect students to promote community cohesion as they make their way into adult life.

Students with additional needs will be fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring that all contribute to the social and cultural activities of the school.

(c) The school will collaborate with other schools, colleges and training providers.

The Trust will provide opportunities for collaboration between the members of the Macmillan Academy and the new school. The Trust and its partners have the required expertise in this area - see paragraph

33 in this document for details. The school will work with other Middlesbrough providers to deliver diplomas and to improve educational standards in the town. Teesside University has a “first year experience” strategy which underpins student support and the academic programme design. This has been developed because the University has learned that students can be vulnerable at key transition points, particularly when they experience something for the first time. Non-traditional students can find the transition to University particularly difficult, in part because they experience more ‘firsts’, and so the focus on enhancing the first year experience is an effective way of helping students make the transition into HE.

#### **Accommodation**

18. The present accommodation will not be of high enough standard to fulfil the needs of the students. For this reason the school will require a new school, built as planned and financed under Phase 3 of Building Schools for the Future (BSF) as described in the competition notice.

The design of the school will be such that it will provide extremely flexible learning spaces and specialist facilities and will be suitable for twenty-first century learning.

#### **Single sex or co-educational school**

19.

The new school will admit students of both sexes.

20.

Not applicable.

#### **Location**

21.

The school will be established on the site specified in the competition notice

(a) Initially the school will be co-located in the current buildings of Hall Garth and King’s Manor schools

(b) The school is expected to transfer to the new buildings in September 2012;

(c) The current site is accessible. The design phase of the new school will take into consideration the fact that access must be given to providing workable teaching areas during the construction of the new buildings

(d) The current site is owned by the Middlesbrough Local Authority and is freehold / leasehold. The present buildings will be demolished.

(e) The tenure of the land on which the school will be situated will be transferred to the Trust.

(f) the costs of providing the site will be met by the local authority.

#### **Implementation**

22.

The proposals are expected to be implemented in line with the timing in the competition notice.

23.

The proposal is to establish a foundation school with a foundation (ie a Trust school). The proposals are to be implemented by the Trust..

(a) The Trust will be responsible for the day to day implementation of the proposals and will liaise with

BSF and the local authority.

(b) The capital costs of implementation are to be met by Building Schools for the Future finance.

(c) When the school staffing is agreed, any resulting redundancies will be financed by the LA.

### **Project Costs**

24.

It is understood that £27.6 million has been allocated from BSF funds for the capital costs of the school. At this stage the Trust must rely on the LA's assessment that this estimate will be sufficient to cover the complete costs of establishing the new school.

25.

Written confirmation that the necessary funds for the project will be made available is contained in the proposal document.

26.

The Trust and its partners are not proposing any input of capital costs for implementing the proposal. Their contribution will be in terms of contributing expertise in the educational field (see paragraph 33). Finance will need to be made available to establish a Project Team (which will oversee the building programme) and an Educational Team (which will oversee the development of the curriculum of the new school). It is envisaged that these teams will be set up as soon possible after the award of the contract. The Project Team will utilise the experience of all the partners, the LA and BSF whilst the Educational Team will build on good practice developed by the Trust partners. Should the bid be successful, a thorough 'due diligence' exercise will be undertaken involving all the advisors currently working in the two predecessor schools.

### **Travel**

27.

Students will travel to school using the current Local Authority provision. However, the school will encourage students to walk / cycle to school as part of its environmental priorities.

### **Federation**

28.

The school will become part of a soft federation with Macmillan Academy. A soft federation, or collaboration, is a formal arrangement under section 26 of the Education Act 2002. Each school retains its individual governing body. Each school will have the freedom to determine its own arrangements within a framework agreed by the Trust. The school will receive its finances from the Local Authority, but will administer its own financial affairs. Timely delivery of funds in order to maintain a positive cash flow situation will be essential.

The Trust would want to explore the best methods of utilising resources to ensure that the needs of all students are met and that cost effective strategies are used. This would mean the setting up of service level agreements as appropriate with Macmillan Academy and the partners in the Trust or other service providers. This would involve for instance, but not limited to, joint provision for cleaning, catering, legal services, payroll services, ground maintenance, human resources, health and safety emergency planning services, school improvement, school standards and quality, school management information

systems, school library service, security, language behaviour and learning support, educational welfare service, educational psychology service, energy procurement, ICT facilities and financial management (the school would be expected to use the same procedures, accounting packages, year end etc, as one of the partners (Macmillan Academy) - different payment or year end arrangements would make the organisation and management very difficult and not permit economies of scale), These service level agreements will be reviewed at regular intervals to ensure value for money and other providers other than the Trust partners may be contracted.

## **Curriculum**

29.

### **The school will meet the general requirements in relation to curriculum contained in the new National Curriculum.**

The new school will embrace the new National Curriculum, taking advantage of the increased flexibility it provides so that through personalised learning all learners may achieve their full potential and be prepared for the world of work by “being taught the skills employers want”

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 many areas this submission relates to these aims eg paragraph 6 – the ethos of the school, paragraph 15 – effects on standards and contribution to school improvement and paragraph 16 – Every Child Matters. A slightly edited version of the aims of the new National Curriculum (published 2007) is included below because it elegantly exemplifies what we are looking 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.*

*This can be broken down as follows:*

*The new school will ensure that the students become successful learners who will*

- *have the essential learning skills of literacy, numeracy and information and communication technology*
- *be creative, resourceful and able to identify and solve problems*
- *have enquiring minds and think for themselves to process information, reason, question and evaluate*
- *communicate well in a range of ways*
- *understand how they learn and learn from their mistakes*
- *be able to learn independently and with others*
- *know about big ideas and events that shape our world*
- *enjoy learning and are motivated to achieve the best they can now and in the future”.*

**Macmillan Academy has been a pioneer in the development of the new National Curriculum. Without taking unnecessary risks, it has developed its well known “Bookend Curriculum” in which the beginnings and ends of Key Stage 3 have been dedicated to teaching the students the transferable skills described above that the students will need to become successful learners. The Academy has shared these ideas with schools nationally at educational conferences, has described them in published case studies and has acted as consultant to several schools.**

*“The students will become confident individuals who:*

- *have a sense of self-worth and personal identity*
- *relate well to others and form good relationships*
- *are self-aware and deal well with their emotions*
- *have secure values and beliefs and have principles to distinguish right from wrong*
- *become increasingly independent, are able to take the initiative and organise themselves*
- *make healthy lifestyle choices and are physically competent and confident*
- *take managed risks and stay safe*
- *recognise their talents and have ambitions*
- *are willing to try new things and make the most of opportunities*
- *are open to the excitement and inspiration offered by the natural world and human achievements”.*

**Macmillan Academy has long developed confident individuals with the above characteristics. This has been done through a strong tutorial programme which emphasises the importance of every student. The Outdoor Education programme, in which every student participates, has been used to strengthen self confidence, to make students self aware, to encourage them to take managed risks, to make them valuable members of teams, and encourages them to tackle new things, to appreciate the natural world and to be open to excitement. Middlesbrough College provide a “Curricula Enhancement Programme” which also develops confident individuals.**

*“The students will learn to become responsible citizens who:*

- *are well prepared for life and work*
- *are enterprising*
- *are able to work cooperatively with others*
- *respect others and act with integrity*
- *understand their own and others cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world*
- *appreciate the benefits of diversity*
- *challenge injustice, are committed to human rights and strive to live peaceably with others*
- *sustain and improve the environment, locally and globally*
- *take account of the needs of present and future generations in the choices they make*
- *can change things for the better.”*
-

**At Macmillan Academy, numerous activities are used to develop responsible citizens. The importance of the Year Councils and the Academy Council show how seriously “student voice” is taken by the Academy management. Through these councils the principles of democracy are taught. Matters brought to these councils are treated with the utmost respect and every effort is made to provide a solution the problems discussed. A similar process happens with the student Eco council; the result is that the students do sustain and improve the environment. Teesside University provides “Aim Higher” activities for students in Years 9, 10 and 11.**

### **Sports Specialism**

As a specialist Sports college, the new school will ensure that the ethos of a healthy eating lifestyle will permeate the entire school curriculum. Physical Education encourages learners to be enterprising and work cooperatively and effectively with others. Taking on the roles of leader or official helps develop a sense of respect for others and the ability to apply rules fairly and act with integrity. Physical Education encourages students to make regular physical activity part of their lives and to get involved in healthy physical activity, sport and dance regularly both in school and in the community. Sport helps students consider the impact of their lifestyle choices on the community, environment and sustainability. Learning how to perform, lead, coach and officiate provides students with a broad range of skills and attributes that they can use within their local communities, allowing them to contribute positively to make them better places in which to live and work. The work of the Middlesbrough Schools Sports Co-ordinator will continue to develop links between primary and secondary schools and will improve standards across the town.

The school will aim to share its expertise in sport with other schools in the local area and will aim to lead the new sports diploma in Middlesbrough schools. At times it will utilise the expertise of the large Physical Education department at Macmillan Academy and will develop an outdoor learning arm to the PE specialism. There is a wealth of expertise in this area at both Middlesbrough College and Teesside University, both of which can be utilised to help students at the new school. eg Teesside University runs an elite athlete programme, has sports laboratories and runs sports clinics. Middlesbrough College has purpose built facilities and has excellent links with Middlesbrough Football Club.

### **Arts Specialism**

As a specialist arts college, the school will raise standards of achievement and the quality of learning for all its students, leading to whole school improvement in performance, visual arts and media related activities. It will nurture within its students a lifelong passion for, and appreciation of, the arts as both participants and discriminating audiences. The school will be inclusive by promoting enjoyment of many different artistic forms and encouraging participation in a wide variety of artistic activity for all students. The school will be innovative in finding new ways for learners to learn well. The school will put a high status on applied learning (vocational courses) in the Arts. It will identify ways in which the arts can improve learning in other curriculum areas. It will take a lead in using ICT as a means of enhancing learning in the arts and other subjects. It will enable students to work in school with professionals involved in the arts and creative industries and to enjoy artistic experiences outside the classroom.

**The Trust is aware of the esteem in which the local community holds the unique Hexagon Theatre. A decision will be made to see if something similar can be incorporated into the design of the new school.**

The Trust partners are all well equipped to help with the Arts specialism. Cleveland College of Art and Design is a strong Post 16 provider who work in partnership with Middlesbrough College and Teesside

University. State of the art recording and TV studios are available at all the partners' sites.

Conversations are on-going with the Specialist Schools and Academies Trust (SSAT) in order to establish whether there are any requirements or impediments for re-designation when the two schools are planned to merge in 2010.

If young people are to be prepared for the future they need to develop essential skills and qualities for learning, life and employment. These include skills that relate to learning in subjects as well as other more generic, transferable skills.

The curriculum provided will be dynamic, forward-looking and will create opportunities for learners to develop as self-managers, creative thinkers, problem-solvers, team workers, reflective and independent learners, and effective communicators.

The framework for learning and thinking skills which has been created by QCA in consultation with employers, parents, schools, students and the wider public – captures these skills and competencies and has been further developed by Macmillan Academy (whose expertise in this area SSAT has acknowledged by appointing one of the Macmillan deputy principals as an adviser).

Central to skill development are the functional skills of English, mathematics and information and communication technology (ICT). All teachers will be trained to deliver both the transferable skills and functional skills within the curriculum, as without these skills students cannot be thought to be employable when they leave school.

When students arrive in the school, they will be taught within themes, by groups of departments. The transferable and functional skills will be specifically taught within each subject so that students can see the transferability of these skills in action and can see the links between subjects. This approach has been successfully pioneered at Macmillan Academy and allows teaching within themes but does not destroy the integrity of individual subjects. The emphasis will be on exciting teaching, ensuring that all students are actively engaged in their personalised learning programme.

The Key Stage 3 programme will be thought of as a "Learning to Learn" experience during which time students will develop their skills in a variety of areas. At the end of the key Stage a comprehensive programme of advice will be given to enable all students to make well thought out choices. All students will be able to study the National Curriculum subjects, with particular emphasis on Maths and English but will they have a wide choice of other courses. Foremost amongst these will be the new diplomas. The school will fully participate in the Middlesbrough scheme, subscribing to the Middlesbrough collaborative timetable. This will enable students in the school to take any of the diplomas that will be eventually offered to students in the consortium. These diplomas will be open to any students who meet the entry requirements. They will not be limited to students of lower ability as many higher ability students will be able to benefit from the diplomas, which combine academic and applied learning and provide routes into employment (often via apprenticeships) and into Higher Education. The school will teach on the diploma courses in Sport and Active Leisure (led by the school), Engineering (led by Macmillan Academy) and Creative and Media (for the specialist Arts students, led by Cleveland College of Art & Design) but will actively support the collaborative venture between Middlesbrough schools to enable students in the school to participate in any of the diplomas. The diplomas will not be the only applied learning courses on offer. Other Level 2, Level 1 and Entry Level courses of a practical nature

will also be available, depending on the wishes and aspirations of the students. An alternative curriculum, for those students for whom there is too much challenge in the traditional curriculum, will be provided two days a week to enable students to take a more vocational route. This alternative curriculum will be partly off-site, and will provide the students with practical, experiential opportunities. As always, the emphasis will be on “giving students the skills employers want”. The school will look for opportunities to create new and innovative courses, involving varied teaching methods and strategies, to satisfy the needs of students. More traditional courses will also be available in the options and will allow the students progression routes to the partner organisations into Post 16, Further and Higher Education.

ICT will be of utmost importance in the school. It can help students to research and learn independently and so improve their confidence and skills. It can engage the disaffected. The school will use ICT to manage and monitor learner progress, attendance and difficult behaviour. The use of e-learning will enable a more flexible way of working. On line planning and the sharing of electronic teaching resources will enable students to have access to a more coherent curriculum and staff to share resources. For this reason, the school's ICT facilities must be compatible with those of Macmillan Academy, permitting easy sharing. A discussion will be necessary with the local ICT Director to provide the most appropriate system.

#### **Voluntary aided schools**

30. The school will not be a voluntary aided school.

#### **Foundation Schools**

31. The school is to be a Trust school.

32. The school is to be a foundation school which has a foundation.

(a) The foundation will be The Endeavour Educational Trust.

(b) This foundation exists to improve the educational opportunities within inner city areas. The memorandum of understanding between the partners in the Trust states that the Trust will provide an appropriate level of challenge for the governing body in order to improve the educational outcomes in all areas of the new school.

(c) The Trust will operate as a partnership between Macmillan Academy, Middlesbrough College and Teesside University.

(d) The Trust will consist of:

- The Principal of Macmillan Academy
- The Principal of Middlesbrough College
- A nominee of the Vice Chancellor of Teesside University
- Three other members nominated by the Trust partners

(e) the proposed constitution of the governing body is

- 3 Elected Parent Governors
- 10 Trust (Foundation) Appointed Governors (of whom 3 must be parents at the school)
- 2 Community Governors
- 2 Staff Governors

- 1 Local Authority Governor;

(f) The details of the foundation's charitable objects are:

The Trust's objects are to enhance for public benefit education in the UK by establishing, managing and developing schools offering a broad curriculum with a strong emphasis on, but in no way limited to, science, technology, the arts and to outdoor learning and physical education.

The Trust may exercise the following powers:

- To carry out research into the development and application of new technologies in education, in particular in relationship to the school's area of curriculum specialism and to its approach to curriculum development and delivery.
- It may publish the results of such research.
- It may use the experience of industry, commerce, the voluntary sector and other schools to benefit the education of students in its schools.
- It may carry out action research into pedagogical approaches to teaching and learning.

(g) As the majority of governors are to be foundation governors a parent council will be established in accordance with section 23A of EA 2002;

(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 three partners can contribute are outlined elsewhere in this document, notably paragraph 33.

(j) The Trust will contribute to the advancement of community cohesion. Between them the three partners in the Trust have made an enormous contribution to community cohesion. The University is one of the biggest employers in the area. One of the stated aims of Middlesbrough College is to "deliver the 14-19 education agenda and extend and widen participation for the whole community, and will become a key component of education, training, leisure, culture and lifestyle for the people of Middlesbrough". Macmillan Academy is the largest secondary school in the area, with 93% of its students obtaining 5 or more A\* - C GCSE grades. Macmillan is thus playing a major part in raising academic standards in the local community. Further details of the contributions of Teesside University, Middlesbrough College and Macmillan Academy can be seen in Section 33.

The Trust will have improved the diversity of school provision in the area by providing extra choice in the area. The Trust will provide a university, a further education college, a trust school and an academy. Working together, these partners can offer choice to all the learners in the community – whatever their level.

### **Relevant experience of proposers**

33. The three partners in the Trust have extensive experience in the educational field and in raising standards as shown below.

#### **Macmillan Academy**

Macmillan Academy has been given the status of "an outstanding school", following the December 2007 Ofsted inspection. It is one of only 10 secondary providers in the North East of England named in Her Majesty's Chief Inspectors Annual Report.

In December 2008 the Academy received NLE/NSS (National Leader of Education/ National Support School) status from the National College for School Leadership. Macmillan Academy is thus one of only 100 secondary providers nationally and the sixth in the North East Region to hold this accolade. This is in recognition of the capacity of the Academy to support other schools in school improvement and raising achievement.

The Specialist Schools and Academies Trust have contracted staff at the Academy to deliver: headteacher induction, the aspirant headteacher programme and lead practitioner roles. The Academy is supporting other academies in Applied Learning, Outdoor Learning and Digital Media work. The Academy is a designated Training School with a genuine interest in the career development of its staff. Through its Leading Edge status it has developed a bespoke training programme for Middle Leaders.

The Academy has specialisms in Outdoor Learning, Applied Learning and Science and leads the Middlesbrough SCITT Partnership that provides teachers for all Middlesbrough schools

Other credits include:

- Healthy Workforce Award 2008
- School Sportsmark Award 2008
- Education Business Outstanding Academy Award 2008
- Climate Change Lead School 2008
- Healthy Schools Award 2008
- SSAT High Performance School 2008
- SSAT Success in Adding Value Award 2008
- SSAT High Performing Specialist School 2008

The Academy is strategically situated, both geographically and philosophically to promote the development of a new Trust School.

Macmillan Academy has extensive experience in project management. It has recently overseen the completion of a £13.6 million extension to the Academy. This project has now been completed within budget and on time. This included not only liaison with the architect for the structure of the main building but the design and costing of the theatre. Post 16 facilities, the library, landscaping and signage. Crucially this involved managing the movement of 1500 students round a building site while maintaining normal teaching.

### **Middlesbrough College**

Middlesbrough College is a large general further education /tertiary College which, in 2008, moved from four campuses into a single 3,500 square meter campus, in the centre of Middlesbrough.

It currently provides education for 3,000 16 – 18 year olds across the range of academic and vocational provision and it has particular strengths in Engineering and Construction, Sport and Performing Arts and the Service Industries – specifically Hair and Beauty and Care and Hospitality Management. In addition, it provides employment and related training ranging from Apprenticeships to Foundation Degrees. A Higher Education Partnership with Teesside University delivers a range of Higher Education provision to some 1,000 students. A HEFCE capital investment of £2.5 million has enabled the College to include a

160 seat theatre and dance and recording facilities within its new build.

The College is a consortium partner in the development of Diplomas and offers provision at Level 1 to 3. This would provide an opportunity for students to travel to and experience the resources of this vast site.

The College is determinedly inclusive and has been a lead partner in reducing the NEETS statistics in the borough. The 2008 Ofsted Inspection described the College as “Outstanding” for social inclusion and its capacity to improve was described as “Good”.

Already delivering to significant numbers of 14 – 16 students, the College sees its facilities as belonging to the wider Middlesbrough community and this would clearly benefit students in the new Trust School.

### **Teesside University**

The University’s mission “Providing Opportunities – Pursuing Excellence” and its vision sets out the primary importance of contribution to community, social inclusion and raising standards and is thus fully aligned with the purposes and principles of this partnership and the proposed Trust.

The University’s mission is to:

- become widely recognised regionally, nationally and increasingly internationally as amongst the top UK institutions of higher education in relation to:
  - delivering excellence and enhancing academic and professional standards for both individuals and organisations;
  - contributing effectively to the economic, social and cultural success of the communities that we serve
- and to demonstrate a real and ongoing commitment to social inclusion and widening access to higher education.

As a large University established in 1992, with a single campus in the centre of Middlesbrough, there is a concentration of resources and expertise which will be able to contribute to many aspects of the new Trust.

Within the specialisms of performance and sport the University has subject expertise to masters level as well as research capacity.

Teesside University is the regional centre for the National College for School Leadership and provides a large volume of high quality tailored programmes for senior school staff and teaching teams. The University also hosts the TDA North East Regional Centre.

The University is a national leader in raising aspirations and is able to deliver sustained and coherent programmes throughout the secondary years to enhance classroom activities. This includes the

provision of student mentors and student ambassadors as role models.

As a large autonomous organisation, the University can contribute expertise across a broad range of functions; expertise in governance and management; experience in the management of a large estate and many large building projects; financial and procurement expertise; personnel and legal support; library and learning resources; procurement, installation and development of ICT systems.

From its research base the University can offer evaluation studies to support evidence based pedagogical practice.

### **Special educational needs**

34.

The school will include provision for students with Special Educational Needs. This provision will be for 30 students with Moderate Learning Difficulties (MLD). Initially the provision will be based in the buildings of Hall Garth Community Arts College. In 2012 the resource will transfer to the new buildings and will operate in purpose built, state of the art facilities. The school will operate within Middlesbrough LA's policy for students with special educational needs.

Many students with moderate learning difficulties may also be suffering from low levels of self-esteem and motivation. They sometimes become resentful and refuse to attempt new work as they perceive themselves to be likely to fail before they start. It is likely that they will become over-reliant on teaching assistants to help them with tasks and they will need much encouragement and praise to persuade them to attempt new challenges which are within their capability and develop greater independence.

The provision will operate from the resource base described above, but will aim to be inclusive wherever possible. When they arrive in the school students allocated with an additional support contract will have a personalised learning plan drawn up and implemented. Wherever possible students will be integrated into mainstream classes. If necessary, they will receive in class support from a qualified classroom assistant. Emphasis will be placed on students achieving functional standards in literacy and numeracy, so that they are prepared for the world of work. This may require withdrawal from some lessons. As the students reach Key Stage 4 they will continue to be presented with manageable challenges and may be provided with an alternative individualised curriculum either within the school, within local industry and business, with a local training provider or with Middlesbrough College. A buy back service from the local authority, or other providers will be used to ensure the needs of every student are met.

Staff supporting students with MLD will be appropriately qualified, whether at teacher or classroom assistant level (through the Training School, if necessary) and they will be made aware of the appropriate strategies and consistent approach that will be necessary to ensure these students meet their full potential.

Special educational needs provision will be in line with that specified in the competitions notice.

## **Executive Summary of the Bid**

### **Contact Details**

The proposer of the new school is:

The Endeavour Educational Trust

Postal address

Macmillan Academy

Stockton Rd

Middlesbrough

TS5 4AG

This proposal is being put forward by a partnership of Macmillan Academy, Middlesbrough College and Teesside University.

### **Category**

The school will be a Trust school run by the Endeavour Educational Trust. The three partners have extensive experience of designing and project managing multi-million pound bids, media, marketing and human resource expertise and, above all, a track record of producing outstanding educational outcomes.

The aim of the Trust is to promote education within inner city areas.

### **Extended Services**

The school will increase inclusion and equality of access for all social groups. The constantly changing needs of the community will be evaluated and met. The school will engage community and business leaders to enhance the curriculum and promote aspiration. Parental support will be harnessed and work will be undertaken with statutory services and the voluntary and community sectors.

### **Ethos**

The ethos of the school will be established around the joint principles of “inspiring every student to succeed” and a wish to “give students the skills employers want”. Staff will be expected to act as role models for students. A focus on the five principles of ‘Every Child Matters’ will ensure that students are in a position to achieve and so raise the overall quality in the school. The ethos will be enhanced by establishing strong links with primary schools.

### **Admission arrangements**

Admission arrangements will follow the National Code of Practice. The school will be part of the Middlesbrough LA Co-ordinated Admissions Scheme. All students at the two predecessor schools will be offered a place. Should success bring oversubscription in the future, a nationally approved system of fair banding would be employed.

## **Specialisms**

The school will apply for specialisms in Sport and Arts – areas in which the Trust partners are well equipped to help. The specialisms will be central to the ethos, with a healthy lifestyle through sport and by nurturing a life long passion and appreciation of the arts.

## **PRESS RELEASE**

Middlesbrough College, Macmillan Academy and Teesside University have harnessed their combined resources to submit a bid to run the new school proposed for Acklam Base.

Operating as a Trust, the partnership's experience of designing and project managing multi million pound bids, combined with its media, marketing and human resource expertise and production of outstanding educational outcomes, leaves it opportunely placed to progress the new school.

As key educational institutions in the town, they have a close understanding of the issues facing Middlesbrough schools and the need to build on existing partnerships is well recognised.

Fundamental to the developing institution will be the liaison work undertaken with primary schools and issues of transition.

An individual assessment of the distance travelled by each child and the establishment of a broad curriculum which is accessible to all and which excites young people is essential. Aspirational targets will be set for all students and, with its extended services, the new school will be a "champion" of community cohesion.

The early priorities for the school will include raising achievements, and an innovative building of which students and staff can be proud.

The "Trust" members are genuinely excited about the prospect of being able to influence the lives and futures of so many young people.