

Acklam Community Education (ACE)

Bid for New Secondary School Acklam Base – 2010.

Proposers:

Acklam Community Education Group

Partner in Bid:

Cleveland College of Art and Design

Supporters of Bid:

“The cluster confirms their willingness to work in an active and meaningful partnership with ACE if the bid is successful and would seriously contemplate joining the trust and/or the governing body if ACE wins the bid.”

Central Cluster of Primary Schools

The following declared that they would support our bid and have confirmed their willingness to work in a meaningful and active partnership with us if our bid is successful:-

Middlesbrough FC
in the Community

Acklam Tennis Club

Cleveland Triathlon
Club

Acklam Junior

M'bro Swimming

Ormesby Table

Rugby

Club

Tennis Club

Sokudo Karate Club

Coulby Newham F.
C.

Whinney Banks F.
C.

Central Mosque

Waterloo Rd
(Mosque) Jamia
Masjid

Linthorpe
Community Council

Grangetown

Netball Club

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Summary of ACE Bid.

“The people who get what they want from this world are the people who get up and look for the circumstances they want - and if they can't find them, they make them themselves!” George Bernard Shaw.

Introduction

Everyone who has been involved in submitting this bid is deeply passionate about education in general, and especially, education in Middlesbrough. Since we started the journey in November we have been tremendously impressed with the zeal, passion and support that has been engendered by students, parents, residents, educationalists, and the wider community. We believe our bid is in the best interests of students and their families and the wider community of Middlesbrough.

Who we are.

The proposers - parents, residents of the local community and Cleveland College of Art and Design (CCAD) - bring an individual and collective commitment to ensuring the very best possible school for pupils of Middlesbrough. As parents we want the school to make a positive difference to the lives of our own children and all pupils attending the school. As local residents we want a school that will make a positive difference to the community in which we live. Being involved in high quality and inclusive education, CCAD will bring expertise, skills and knowledge to our school. We believe strongly that parents and carers are key to developing children and young people's social, emotional and behavioural skills and their attitudes to learning. All the evidence supports greater parental involvement in education and our proposal is designed to do just that.

What we will deliver.

We are committed to the creation of an outstanding, non-denominational, inclusive learning environment based upon dignity and respect that places within the reach of every learner the ladders of opportunity and ambition that will allow each of them to succeed and excel. We are dedicated to the establishment of an aspirational, high achieving school with specialisms in 'art' and 'sport' which is firmly rooted in the local community and actively promoting equal opportunity for all, irrespective of ability, gender, culture, faith and ethnic or national background.

Partnership, Collaboration and Consultation.

We are a value driven organization and our fundamental principles underpin our bid. Meaningful partnership working is a primary principle as it enriches and enhances education. We have a powerful aversion to any 'stand alone' solutions that don't involve others. Therefore, to some extent, our bid is a 'work in progress' because we have rejected the idea of a preset template for the school. We will continue to consult and collaborate and work in meaningful partnerships to ensure our school is the best in Middlesbrough and one that is integral to the community it serves. We are determined to draw upon the best people and organisations that can support us in our aims. If our bid is successful, we would expect the expertise, knowledge, skills and enthusiasm of parents, the wider community and CCAD to shape and develop the vision for our school.

Type of School.

We are committed to securing excellent leadership and strong governance through the establishment of a self-governing Trust school drawing on the skills, experience and commitment of the whole community. This will make certain of the school's sustainability, as parents, the wider community including local Mosques and CCAD will ensure that any future changes take place within the same ethos and principles that are laid out in this document.

Learning.

In our technologically and ICT rich setting, we will have increasingly personalised and flexible learning pathways which will ensure all our young people are equipped for the challenges and opportunities of adult life and are not excluded from the digital world.

Community Cohesion.

Provision for all students will reflect the multi-race, multi-faith and multi-cultural nature of 21st Century Middlesbrough. To encourage social and community cohesion we will ensure that the cultural and faith needs of all young people are recognised and respected and that tolerance and respect for each other is actively promoted.

Meetings, Consultation and Support.

Introduction.

Consultation meetings and gaining support from individuals, institutions and groups has been an essential part of our bid. We wanted to ensure that our proposal would have the support of a large part of our community so we organised a number of meetings to consult so that we could garner views and attitudes.

Meetings with Students

We held consultation meetings with the following students:

- Hall Garth School Council – Dec 12th 2008
- Breckon Hill Primary Year 5/6 Pupils (20 girls/2 boys) – Dec 15th 2008
- Linthorpe Primary Year 5/6 Pupils (5 boys/5girls) - Dec 15th 2008

The issues that were brought forward at all three meetings were:

- Welcoming school environment
- Safe environment free from bullying
- Concern about the large number of pupils in the new school. (All three meetings agreed that they would like the school to be sub-divided into smaller units such as a 'House' System)
- Teachers to show respect to pupils
- Healthy dinners
- Support for all pupils
- First class performing arts and sports facilities including theatre and sports hall.

All of the above have been incorporated into our bid.

Hall Garth School Council also asked that the Nicki Conroy memorial garden be kept in some form.

If we won the bid we would ensure some form of memorial would be put in place for Nicki and preferably another garden.

Public Meetings

Parents, Governors and Residents meeting - Dec 2nd - Jack Hatfield Club

Linthorpe Community Council – Wednesday 3rd Dec 2008
Bow Street Mosque - Dec 14th 2008
Central (Southfield Road) Mosque – Jan 9th 2009
Parents of Hall Garth & King Manor Pupils – Jan 15th 2009.
Linthorpe Community Council – Jan 20th 2009.
Acklam Community Council – Jan 22nd 2009.

Outcome of Public Meetings.

- 138 parents and residents signed up as active supporters.
- Central Mosque agreed to become a partner in the bid.
- Linthorpe Community Council passed a unanimous resolution supporting our bid for the new school.
- Acklam Community Council passed the following: “Acklam Community Council is very appreciative of the chance to consult about the proposed new school. It is encouraged by the refreshing approach of the promise for the school to be responsive to the needs of Acklam Community and for the proposed school to be a ‘good neighbour’.”

Meetings with Primary School Headteachers.

We held two meetings with the Central Cluster of Primary Schools. At the second meeting the following motion was passed with one abstention:

“The cluster confirms their willingness to work in an active and meaningful partnership with ACE if our bid is successful and would seriously contemplate joining the trust and/or the governing body if ACE win the bid.”

Letters of Support:

The following clubs and institutions declared that they would support our bid and have confirmed their willingness to work in a meaningful and active partnership with us if our bid is successful:-

- Middlesbrough Football Club in the Community
- Grangetown Netball Club
- Acklam Tennis Club
- Cleveland Triathlon Club
- Whinney Banks Football Club
- Acklam Sports Centre
- Acklam Junior Rugby

- Ormesby Table Tennis Club
- Sokudo Karate Club
- Middlesbrough Swimming Club
- Coulby Newham Football Club
- Waterloo Rd (Mosque) Jamia Masjid

Type of School – Management Proposals for New School.

The school will be a **Trust School** which is to be managed through a Community Interest Company (CIC)

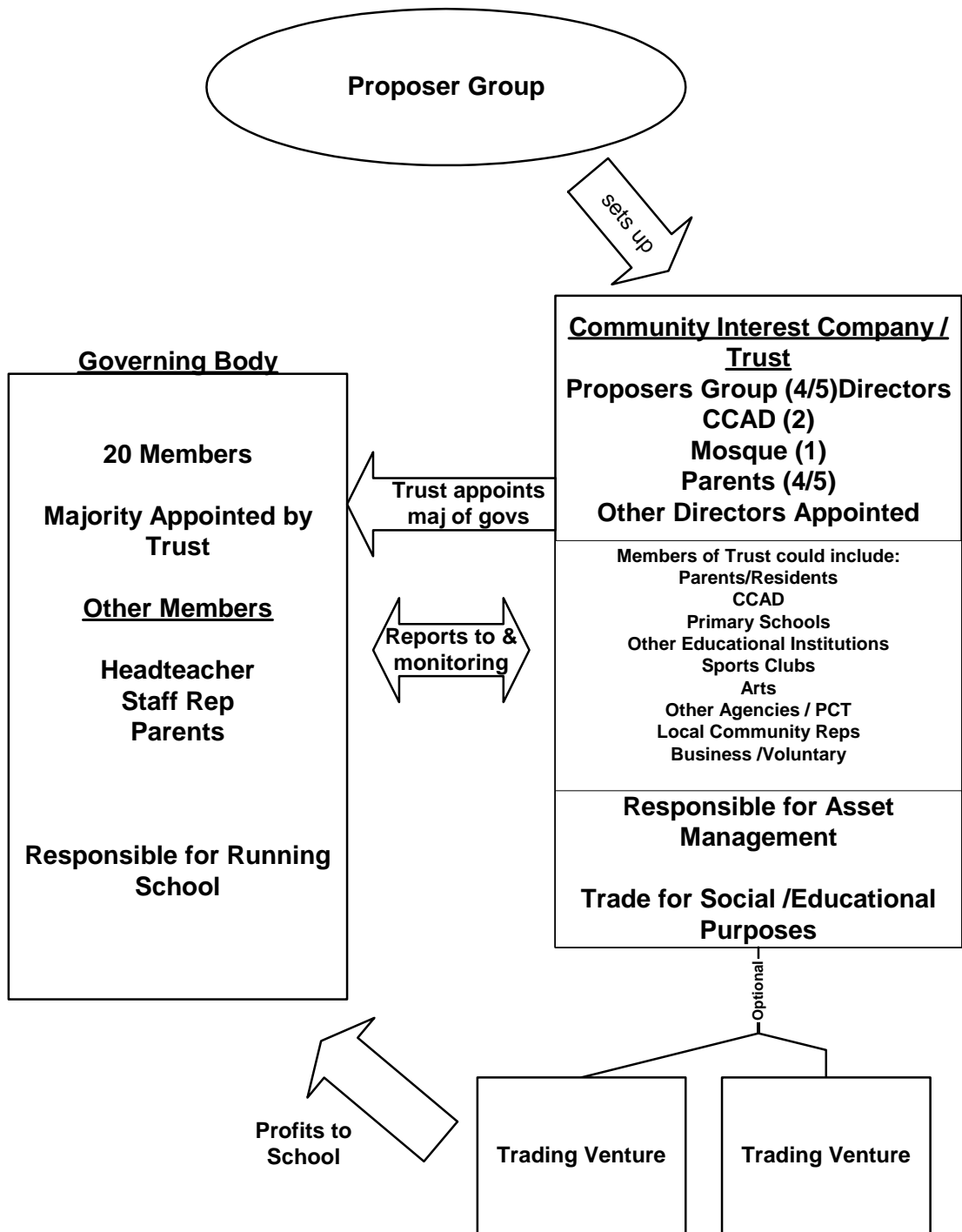
This type of Trust model has been chosen to;

- Ensure that the school assets are 'locked', in perpetuity, for the purpose for which it will be set up (namely advancing the education of all school learners). It is statutory, cannot be removed and is overseen by the Regulator.
- Ensure transparency of operation, regulation and community accountability. The involvement of stakeholders is overseen by regulation and is integrated into the corporate governance of the CIC through the annual report.
- To facilitate the involvement of public, private and voluntary sector partners.
- Provide continuity of purpose. Once it is incorporated the Trust will continue in existence until it is dissolved whereby the residual assets will be preserved for the community rather than distributed to members.
- It's social business ethos and capabilities and will give greater flexibility in terms of the activities. For example, it will be capable of providing the school with a buildings/property management and maintenance service (thus freeing the school and governors to concentrate on educational achievement and results). Likewise it could set up a variety of different social enterprise activities whose profits could only be used for educational purposes.

Trust Composition, Management and Governance

- All parents will have the right to be members of the Trust. They will elect 4/5 directors of the board of the trust.
- There will be 15 non-executive directors who will be responsible for the management of the Trust. Initially directors will come from and represent the following: Proposers' Group (4/5 directors); Cleveland College of Art and Design (2 directors); Mosques (1 director); Parents (4/5);
- Additional Directors will then be appointed from the following constituent stakeholder groups; education and other agencies (primary schools/PCT?); residents, the community sector including arts and sport; business and the voluntary sectors.
- Membership of the trust will also be open to residents and the wider community of Middlesbrough.
- The Trust will appoint a majority (11) of the school's governing body which will have 20 members. It is envisaged that, other than the appointed governors, members of the governing body will be; Headteacher, staff representatives(1/2); parent governors (6/7)

Trust Model for New School



Bid for the New School - Acklam Base.

Contact Details:

1. Acklam Community Education c/o 42 Linden Grove, Linthorpe, Middlesbrough. TS5 5NE. Telephone: 01642 818479. Acklam Community Education is a parent/community group bidding to establish a new school to replace Hall Garth and King's Manor Schools in Acklam, Middlesbrough. We are a writing committee of 7 individuals supported by many more who have edited and given advice and content in the writing of this proposal. Cleveland College of Art and Design and a mosque are formal partners in the bid.
2. The proposals are being submitted independently

Category:

Acklam Community Education intends to establish a new Foundation School with a Trust.

Student numbers and admissions

3. Acklam Community Education confirms that the size, age range and student number of the school will be in line with the specification in the competition notice.

Extended Services

4. Collaborative and Partnership Working.

The school will be an integral part of an active and meaningful partnership providing extended services to students, their families and the wider community. This partnership/cluster will consist of feeder primary schools, other secondary schools, other agencies, the local authority and members from the third sector. Being part of this active and meaningful partnership will enable us to work strategically across the wider community. Its services will be of the highest quality available. The aim of our Extended School Provision is to transform learning as well as being at the heart of Every Child Matters outcomes.

The partnerships will provide integrated support to all pupils and their families with targeted support to those who are deemed to be the most vulnerable. We will have processes in place for early identification of, and support for, young people and their families who are deemed to be vulnerable or who have additional needs. There will be clear pathways to target additional internal or external support for those deemed to be at risk of disengaging or underachieving. We will work with partners from Middlesbrough's

Children's Trust in enabling effective multi-agency working (the use of CAF for example). We will provide additional support to help those children and families gain the support they need to fulfil their potential and overcome barriers.

The school and the partnership will develop its services strategically alongside other plans and agenda's already in place or in development (Children's Trust; Local Area Agreements etc.). There will be active engagement of the voluntary and community sector to enable the effective delivery of services.

Because of its physical location in the admission zone, many of the learners will belong to families and communities that are some distance from the school and we believe that easy access is essential for all. This will mean that either, 'satellite' activities/services provided by the school but delivered at other venues or, transport to the school will be used to enable those young people and their families easy and swift access to the school and its facilities. The activities offered will stem from the identified needs of each part of our community.

Study support

The school will be open and accessible to learners, their families and local people to access facilities for creative and sporting activities.

The school will offer extended learning opportunities. The use of the school's facilities will extend beyond the school day. In response to the needs of the school and the community, the school and its facilities will be open on evenings, weekends and during school holidays.

Homework and study clubs and support for learners will be available with appropriate facilities and access to expertise, information, advice and guidance. ICT will be very important in accessing study support for all and there will be an effective and innovative Virtual Learning Environment.

Technology will be planned to be sustainable and accessible for learners. This will promote the benefits and take up of access beyond the school and will encourage all the family to benefit from both formal and informal life-long learning opportunities whilst reducing the risk of social exclusion through digital inclusion. The school will have an ethos that promotes anywhere and anytime learning facilitated by technology tools and services such as learning platforms providing safe and secure access for all students.

There are already extended activities provided by Hall Garth and King's Manor, most notably in the areas of arts, sports and family learning. The new school will embrace and develop these as well as adding new activities. Consultation and negotiated provision across the partnership will be necessary to ensure effective use of resources and that provision is not duplicated.

Enrichment activities

The school will offer a wide range of extra-curricular enrichment activities to support the curriculum and to provide opportunities for collaborative and independent learning in a variety of settings (drama clubs, choirs, orchestras/bands, environmental groups, outdoor adventure activities including residential stays, debating societies, school teams for various sports, etc.).

It is our intention to work in a meaningful and active partnership with primary schools, Cleveland College of Art and Design, colleges and universities and other local providers, clubs, institutions to engage the full range of community members in these activities.

Parenting support

The school will be proactive in ensuring that all local families receive the highest level of support and guidance to ensure that young people enjoy their education and are able to thrive, as much as possible, in secure, stable and supportive family settings. This will include establishing and maintaining active and meaningful partnerships which will include primary schools, the local authority, health and other agencies. The school will employ parent support workers to ensure effective partnership working to supply structured and evidenced-based programmes for parents.

An important part of parenting support is built into our ethos whereby there will be a meaningful partnership between the school and the students' families. The school will inform, include and involve parents in their child's education. This meaningful partnership will lead to progression and improvement for all.

The active and significant relationships with other educational institutions will mean programmes for transition will ensure that young people and parents/carers are able to move through the various stages of the educational process confidently and securely, making choices which will equip them to achieve their goals and aspirations.

We will work proactively and collaboratively with other agencies to meet the needs of parents and families. In planning the building and site we will ensure that appropriate accommodation is available to

support multi-agency working and the provision of wider support services. It is anticipated that agencies would work from the same offices and would therefore have an integrated and coordinated method of working. Services will be as local as possible for parents to feel comfortable in their dealings with agencies.

Family Learning

Family learning will be an integral part of our school as it takes more than a school to educate a child. We will build upon the excellent practices currently on offer for families and the wider community and will include regular, well-publicised programmes for family learning in a wide variety of contexts and covering an extensive range of subjects and skills to help families enjoy a good quality of life and participate actively in productive and rewarding activities. Activities will include the following:

- Family Literacy
- Family Numeracy
- ESOL for Families
- Family Learning Weekends
- Using ICT as a family
- Engaging Fathers
- Intergenerational Projects
- Family Sports and Art Activities

Community Access for Learning.

In planning the new school we will ensure that the design is such that it is possible for the wider community to access facilities for sport, arts and ICT both within and beyond the normal school day and throughout the year.

As a sports college, and alongside other providers and clubs, we will provide a range of programmes aimed at increasing levels of physical activity and improving the health and well-being of our students and the wider community. Our meaningful partnership with sports clubs and health and social care professionals will ensure that we are offering services which meet the health requirements of the local population.

The partnership with Cleveland College of Art and Design will enable us to offer local people access to innovative facilities for all forms of art participation. As with the sport's provision, we will work with local 'art' institutions to provide first class activities and facilities.

Our clear vision of providing adult and community education in a wide range of accredited and leisure-based courses will be set up in conjunction with established providers such as Middlesbrough Adult

Education and Cleveland College of Art and Design who have a proven track record in delivering high quality adult learning.

To ensure clarity it is anticipated that Community User Agreements will be put in place.

Organisation, Governance and Leadership

To ensure that the partnerships work effectively it is expected that the partnership will set the strategic aims and objectives whilst the day-to-day operational leadership will be left to co-ordinators and other operational partnerships.

Outcomes will include:

- Meaningful and active partnerships in place
- Availability of and easy access to extended services
- Availability of and access to local parenting services
- Availability of and access to LA and PCT services
- Availability of and access to local study support services
- Availability of and access to sports and arts facilities / services
- Availability of and access to ICT services
- Availability of and access to lifelong learning services
- Availability of effective family learning activities
- Greater community involvement in school by number of adults using facilities
- Number of parents attending activities / events
- Increased levels of adult skills as measured by the number of adults attending certificated courses
- Enhanced partnership working with the community as measured by number of joint meetings with community groups etc

Ethos

We aim to create a school where all children will succeed and which will meet the future needs of the community but will also be a place where students can meet, make friends, build positive relationships and develop as confident, valued individuals. Everyone will be made to feel welcome and a sense of community will be clearly evident

5.

The ethos of the school will be positive, fully inclusive and reflective of the community and society that it serves, which is diverse. It will be non-denominational in nature and everyone belonging to the

school community will be treated with respect and dignity. A strong sense of community, good citizenship and sensitivity to others will be actively promoted.

The governance, leadership and management will construct and develop an unambiguous culture that assumes success and high aspirations are the norm for all. The school will ensure that there will be the opportunities for excellence for all learners by stimulating youngsters and their families to develop high aspirations and a legitimate appreciation of the significance of lifelong learning.

The school will prepare learners for success by expanding their experiences and deepening their understanding of the wider world and their rights and responsibilities in that world. Staff will actively advance self-control, personal responsibility and motivation in all learners.

The school will treat learners as individuals. Staff will monitor and be knowledgeable about learners' specific needs and ensure that they make marked progress. We fully subscribe to the idea that "children and young people have the right to express their views freely in all matters affecting them" (Article 12 of the UN Convention on the Rights of the Child). The students will be involved in the organisation of the school by enabling a school council to participate and make a difference to the school, their local community and beyond.

The parents/carers and the wider community will be actively involved with the school in an active and meaningful partnership. This will help in securing the health, well-being and education of all youngsters. Students, their families and the wider community will have access to an abundance of opportunities to develop healthy and active lifestyles.

The culture of the school will be inspiring, challenging and innovative but also safe and supportive. The school will create a supportive environment that values the health and welfare of everyone.

The school ethos will be strengthened by the fact that every person will be part of a school community. Everyone will be expected to actively encourage, adhere to and demand that the school's values and expectations are met. Effort into promoting positive values and standards will be an investment in the future health of the school and our community.

7. The school will not have a religious character but will be non-denominational in nature because the area is well served by faith schools. In line with the requirements of the National Curriculum we will provide religious education and opportunities for collective worship to support pupils' spiritual, moral, social and cultural development.

Area or community that the school serves.

8. Acklam Community Education confirms that the area and community that the school serves will be in line with the specification in the competition notice.

Admissions arrangements

9. The school will adopt Middlesbrough Local Authority's admissions policy for community schools which complies with the requirements of the School Admissions Code and has the following over-subscription criteria:

- 'children looked after';
- pupils permanently resident in the Admission Zone who express a preference for that school;
- pupils who have a brother/or step brother and/or sister and/or step sisters living at the same address attending the school in the following September
- those children who have special educational needs:
- pupils with social and/or medical reasons for attending the school, which in latter circumstances are substantiated by the LA medical advisors
- pupils who reside closest to the school 'as the crow flies'.

The school will participate in Middlesbrough LA's coordinated admissions scheme.

Grammar School

10. The school is not a substitute for a grammar school.

Schools with a religious character or particular educational philosophy – parental demand.

11. The school is not to have a particular religious character but will be non-denominational. Parental demand, especially from the Muslim community, is quite unequivocal in that they want a non-denominational school.

Sixth Form Education.

12. The school will not have sixth form provision.

Early Years Provision.

13. The school will not have early years provision

Specialisms.

14. The school will have a joint specialism in 'sport' and 'art'. The school will build upon the strengths and excellent practices of both Hall Garth and King's Manor.

Effects on Standards and Contributions to School Improvement.

Objectives:

-
- To create an excellent and inclusive learning environment based upon dignity and respect that places within the reach of every student the ladders of opportunity and ambition and will allow each of them to succeed and excel;
 - To be committed to the continuous growth of all learners and to provide them with the knowledge, skills and aspirations which will enable them to fulfil their potential and, therefore, allow them to contribute meaningfully to our community;
 - To augment and raise the standards of academic achievement and attainment for every learner so that each achieves their full potential;
 - To provide teaching of highest quality so that learning will take place in an inspiring and challenging environment;
 - To offer an inclusive and diverse educational culture so that all learners' needs - including those that are especially vulnerable - are met in a safe, supportive but stretching setting;
 - To collaborate closely with primary schools and further / higher education providers to maximize learners' educational opportunities;
 - To build upon the excellent present partnership practices of both schools and develop new approaches to collaboration so that the learning experiences of all are enhanced and enriched;
 - To offer and expand the opportunities for wider family learning and to actively promote lifelong education for all in our community;
 - To promote and establish the philosophy of the extended school and to provide activities and facilities to encourage members of our community to lead healthy, active and productive lives:
 - To ensure that parents and the community are engaged with and contribute fully in shaping and developing our students' education;
 - To provide effective governance and management structures to ensure delivery of outstanding school outcomes.
-

15.

- a) The school will contribute to enhancing the diversity and quality of education in the area through:
- its status as a Trust school, bringing external expertise and commitment to its Leadership and Governance;
 - working in close and fruitful partnership with other agencies and as part of the Middlesbrough “family” of schools;
 - making its expertise and excellence in its chosen specialisms of sports and art available to the wider educational community;
 - a commitment to inclusive education and equality of opportunity for all students including those with special educational needs; the gifted, able and talented; students who are looked after by the Local Authority; students who have English as an additional language and students from a variety of cultural backgrounds or heritage.

All pupils will be valued as individuals and diversity seen as a strength which will be respected and celebrated by all.

- b) “What will enable the learner to learn.” is to be at the centre of our philosophy and this will drive practice. Therefore, the school will have the following principles at the heart of our raising standards agenda:

- High aspirations
- High expectations
- Partnership and collaboration
- First-class facilities
- Effective Learning and Outstanding Teaching
- Personalised learning in a broad and balanced curriculum
- Effective and meaningful monitoring & evaluation
- Respect

The school will be a vibrant learning environment. All learners will be expected to have high aspirations and will be expected to achieve their fullest potential. Nothing else will be acceptable.

There will be outstanding teaching and learning going on throughout the school. The school will cater for every student’s needs through personalised learning and a broad and balanced curriculum. Every student’s progress will be tracked and individual targets rigorously monitored to ensure that they are making the expected progress throughout their school career.

Those that are deemed to be 'vulnerable' will be closely monitored and supported to ensure they make the same rates of progress as their peers.

Attendance, Behaviour and Academic Achievement

Outstanding academic achievement is built upon high rates of attendance and appropriate behaviour. The enablers to educational success are based in the individual pupil, their home, the community and the school but these are also where barriers and obstacles to success may be found. To reinforce the enablers and overcome the barriers it is necessary to work in partnership with individual learners, their families and the community. The school's ethos and structures will ensure that this happens. The school will place learners at the centre of the decision making process with their views being used to generate improvement, plan provision and monitor impact.

The school's behaviour policy will be based upon positive reinforcement of appropriate behaviour and mutual respect between the learner and staff rather than sanction and exclusion. Pupils will be responsible for their own behaviour:

"What do you think the punishment for this offence should be?"

"Do you think we are being fair?"

"What are you going to do to make things right?"

Days lost to learning either through non-attendance or exclusion will be kept to a minimum.

Indicators will include;

- Overall attendance
- Attendance of pupils from vulnerable groups
- Number of behaviour incidents
- Number of exclusions and especially those from vulnerable groups etc

Integral Partnership with Primary Schools:

The feeder primary schools have many outstanding practices which enable their pupils to raise standards above the national average.

The feeder primary schools will work with the school in an integral, close and meaningful partnership to enable 'through' and 'seamless' education for all learners. Transition strategy and practices will be worked out in partnership with primary schools.

Outstanding practices will be shared and disseminated throughout so that accelerated rates of progression are accepted as normal. Year 7 classroom organisation and

curriculum delivery will be designed to bridge the KS2 to KS3 transition to ensure pupils continue to make progress.

Indicators will include:

- Active and meaningful partnership with primary schools in place
- Learners continue to make progress through transition (attendance; behaviour; academic attainment)
- Shared INSET in place
- Primary School representatives on governing body of new school

Specialisms

There will be excellent facilities for 'arts' and 'sports' which will be open and accessible to learners and the wider community. The school will focus on specialisms in art and sport engaging in partnership with other clubs, institutions, and individuals and building upon the excellent current practice of both schools. For example, Middlesbrough Football Club in the Community will use the school as a 'centre' for developing their outstanding work whilst our partnership with Cleveland College of Art and Design will ensure that the provision of art is at the cutting edge.

Indicators will include:

- Number of activities
- Number of participants (learners/members of the community etc)
- Excellence in 'specialism related' qualifications
- Active partnerships in place with clubs/institutions

Personalised Learning

The school will design its educational provision around the needs of each youngster, with the expectation that all learners achieve high standards. Therefore:

- The school will offer a rich curriculum with personalised learning routes within and beyond the school, encompassing a full range of courses at Key Stages 4 including specialist diplomas;
- The school will design and deliver a flexible but also broad and balanced curriculum which will enable differentiated, personalised routes and accelerated rates of progression to take place;
- The school will enthusiastically utilise the Personal, Learning and Thinking Skills (PLTs) framework together with the functional skills of English, Mathematics and ICT

to ensure that learners have success in learning, life and work;

- Learners will be expected to take responsibility for their own learning and to transfer knowledge, skills and understanding across subject boundaries;
- Teachers will use their knowledge and skills to engage learners as partners in learning and will be expected to adjust their teaching in response to the learner's learning;
- Parents will be utilised as their child's co-educators and the school will engage with them to support their child's learning;
- Closely integrated ICT facilities will make personalised learning provision available so that learners have 'on demand' access to appropriate and relevant learning resources;
- Mentor and study support will be available through our ICT provision. 'Face to face' support will also be available;
- There will be 'off-site' and satellite learning opportunities which will include workplace experience, training and college based provision linked to personalised and flexible progression routes to beyond KS4. This will be provided in collaboration with other schools, training organisations and colleges. This will have rigorous monitoring and evaluation to ensure quality for our learners.

Indicators will include:

- Rich and individualised curriculum in place
- Attainment and progress of all learners
- Mentoring provision in place and effective
- Off site provision in place and effective
- Achievement data

Collaboration with other secondary schools and LA

Working in collaboration and partnership with other secondary schools and the Local Authority is essential – for example, being involved in The Secondary Improvement Partnership. It is critical that the success of the new school will be built, not just on its own strengths and characteristics, but on its position within a strong, dynamic and outcome focussed partnership of schools and colleges across the LA. We recognise that improvements in one school cannot be at the expense of others schools otherwise Middlesbrough, as a whole, will not make the

progress necessary to ensure all young people living in the town can achieve their fullest potential.

We believe the future lies in strong collaborative practice and a sense of collective accountability for outcomes in raising standards. The new school will be a strong and dynamic partner in this emerging structure and in being so will help to develop Middlesbrough into an authority with both a regional and a national reputation for building improvement on partnership and collaboration.

Integral Partnership with Further Education.

The school will have a very close working and meaningful relationship with Cleveland College of Art and Design and other local FE colleges. There will be collaboration to develop significant and worthwhile courses including NVQs and other vocational qualifications. There already have strong links with CCAD and the delivery of the BTEC Diploma in Media Studies is a case study in collaborative practice which has led to outstanding results for students and made a significant contribution to raising levels of achievement. This model can be built upon and developed.

Pupils will have access to vocational courses at college or by other means but this will remain part of a balanced curriculum of National Qualifications delivered by the school.

There will be enhanced guidance and support systems so that learners make informed choices as they progress into further education, training or employment. The Aim Higher programme will be significant in this process.

This integral working relationship will ensure that there is real and meaningful progression for pupils and seamless transition between school, college and the world of work. This collaboration will also ensure that learners with Special Needs will have access to courses that bring recognised and relevant qualifications.

Indicators will include:

- Partnership in place and effective

Learning Opportunities and Outstanding Teaching

Effective learning for all learners is paramount to our vision.

Outstanding teaching would be expected to be the norm and imaginative approaches should be based and rooted in research and recognised good practice.

Outstanding teachers are reflective teachers. Teachers individually and together will ensure that - by reflecting on practice - that what and how they are teaching has a major

impact upon all learning. Therefore staff will constantly reflect upon practice. We intend the school to be a centre of excellence where outcomes are very high because a first-rate staff applies the best evidence-based methods of teaching.

Ongoing staff professional development will be expected for all staff. Developing and sharing excellent practice across and beyond the school through coaching, collaboration and partnership is also expected

Indicators will include:

- Number/percentage of excellent outstanding lessons
- INSET in place and deemed effective

Skilled, flexible and motivated workforce

It is essential that the school, to succeed in its objectives, has a workforce that is committed, dedicated and inspiring. This will mean highly effective leadership and management at all levels with rigorous quality assurance processes and innovative professional development opportunities for all staff.

The staffing structure, with specialised support staff, will extend opportunities for effective learning to take place in all areas. Imaginative and flexible approaches to workforce reform which support and enrich learning opportunities will also be encouraged.

We believe that staff are the most important resource in the school and we will provide them with opportunities to gain professional satisfaction and fulfilment from their job. We will be committed to a fair, caring and responsible approach to staff. We will foster an ongoing and positive relationship based on consultation with staff and their professional associations.

Family Learning and the Extended School

The school's commitment to Family Learning and the Extended School will ensure that positive and meaningful relationships are in place between school and family. These commitments will be based in the school's demand for high aspirations and recognition of the importance of education for all learners. (For performance indicators see Family Learning / Extended School)

Facilities

The Building Schools for the Future programme enables us, in collaboration, to secure first class facilities for our learners. Exceptional arts, sports, and ICT provision will enhance learning opportunities for young learners and their families.

ICT in particular will enable students to have individualised personalised learning that is relevant not only to the needs of themselves but also the wider community. All learners will be

expected to have access, both at home and at school, to portable ICT.

Staff will use ICT for effective assessment as well as monitoring progression and evaluating the impact on all learners. On-line assessment will provide immediate access to each learner's progress record and will also generate formative and summative accreditation of progress and attainment. This will help motivate learners and staff alike.

The 'arts' will also employ ICT and digital media in innovative ways to ensure that learners and their work are at the forefront. It is expected that the work in this area is 'cutting edge' but it will also be of use for the wider community.

Partnerships & Governing

The new school will benefit greatly from the direct involvement of parents, residents and other partners, especially Cleveland College of Art and Design, on the governing body. This will open up opportunities for collaboration and innovation that will assist in raising standards. The involvement of partners as governors will create a dynamic model of leadership for the new school which will drive up expectations and raise attainment.

Further partnerships will be developed in line with the particular curriculum needs and ethos of the new school.

Innovation

Innovation is important and creativity in teaching and learning will be enthusiastically encouraged and based upon and rooted in research and good practice.

- Fostering strong links with Cleveland College of Art and Design, partner schools, organisations, and businesses to develop and share new and exciting approaches to teaching and learning.
- Developing enterprise and entrepreneurial skills across the school and providing opportunities for young people to develop.
- Maximising the considerable advantages of the location of the school and working with local community partners to develop young people's environmental awareness.

Reflection, Monitoring and Evaluation

For the school to be successful in raising standards for all learners it is a pre-requisite that there are effective, rigorous and on-going monitoring and evaluation procedures to ensure that there is progression for all. Every learner should know exactly where they are and what their short- and long- term targets are.

Our approach will focus on diversity that will value achievement in terms of personal progress of each student.

Staff will continually reflect on their practices so that effective learning can take place for all students.

16. Every Child Matters Outcomes

We are fully supportive of the key strategic themes within the LA's Children and Young People's Plan and are strongly committed to the notion of integrated service delivery. At the same time we shall expect all members of our school community to be committed to achieving excellence in the five outcomes of Every Child Matters Agenda.

The school will contribute to enabling children and young people to be **healthy** by:

- Meeting the requirements for the National Healthy Schools Standard;
- Offering high quality personal, social and health education throughout the curriculum;
- Providing all students with a minimum of 2 hours of physical activity per week – physical education/dance etc - in the curriculum;
- Through extended school provision, offering a wide range of physical, sporting and performing art activities outside of school hours;
- Ensuring that students have access to healthy school meals;
- Working with PCT, Middlesbrough Council, voluntary and other agencies, including Middlesbrough Football Club in the Community, to provide a range of support services to ensure the physical, mental and emotional well-being of our young people and their families;
- Including expertise within the staffing structure to provide support and guidance to young people.
- Performance indicators will include:
 - Overall Attendance;
 - Healthy School Standards achieved and maintained;
 - Number of children partaking in school dinners;
 - Number of activities provided and participation in those activities;
 - Monitoring and evaluation of the number of referrals etc;
 - Number of teenage pregnancies;

- Number of staff trained in guidance/counselling/professional advice etc available for young people.

The school will ensure that children and young people **stay safe** by:

- Working with Middlesbrough Council so that students can travel to school safely;
- Advise on the design of the building and facilities to provide a safe and secure environment in which to learn;
- Establishing robust child protection procedures;
- Establishing robust policies and procedures for safeguarding young people;
- Working with local agencies (police, community organisations etc) to ensure that students are safe within their communities;
- Performance indicators will include:
 - Number of students involved in *extended school* activities;
 - Number of reported:
 - Bullying incidents;
 - Racist Incidents;
 - Assaults;
 - Accidents;
 - Theft.
 - Qualitative and anecdotal evidence including feedback from students and their families.

The school will ensure that children and young people **enjoy and achieve** by:

- Providing outstanding teaching and learning in all areas of the curriculum;
- Providing a broad and balanced curriculum for Key Stages 3 and 4;
- Ensuring that all students achieve their potential through effective personalised learning pathways;
- Providing a full range of enrichment activities which motivate, inspire and engage young people and their families;
- Providing *extended school* activities that encourage and inspire young people and their families to learn together;

- Providing the most up-to-date learning technologies to enable flexible and independent learning;
- Fostering strong, positive relationships between all members of the school community.
- Performance indicators would include:
 - Achievement and assessment outcomes against national baseline;
 - Value added achievement;
 - Monitoring and evaluation of the achievements of 'vulnerable' groups;
 - Monitoring and evaluation of personalised learning programmes;
 - Monitoring and evaluation of the outcomes of 'Gifted' and 'Talented' learners;
 - Monitoring and evaluation of number of enrichment programmes.

The school will ensure that children and young people are supported to make a **positive contribution to the community and society** by:

- Giving opportunities for the discussion of issues of identity, diversity and an individual's rights and responsibilities within the whole curriculum but specifically in citizenship education, Religious Education and PSHE;
- Having young people enthusiastically involved in 'arts' and 'sporting' activities in the community;
- Developing a structure within the school and *the extended school* whereby students and staff are involved in a range of activities to enable them to contribute to school and the wider community;
- Involving young people in activities which contribute to voluntary, charitable and community organisations;
- Encouraging students to take responsibility and play an active role in the school and wider community;
- Build on the present international links of King's Manor by working with schools from other parts of the world;
- Seeking work experience and training opportunities within the local community;
- Providing family and community learning events which involve young people in working and learning alongside adult community members;
- Performance indicators will include:
 - Number and quality of activities;

- Number of students actively participating;
- Number of community projects;
- Monitoring and evaluation of all activities;
- Students' work experience placements;
- Number of students and their families involved in the International Schools Links Initiative.

The school will contribute to ensuring that children and young people **achieve economic well-being** by;

- Offering a broad, balanced curriculum which opens up a range of career opportunities;
- Ensuring that the Aim Higher Programme is integral to the school's philosophy;
- Supporting students to achieve the highest standards of performance in accredited courses;
- Ensuring that young people gain the necessary skills and knowledge to pursue rewarding and productive career pathways;
- Providing *leading-edge* technology and facilities to equip young people for the world of work;
- Developing young people's entrepreneurial skills and teach them to adopt enterprising approaches;
- Providing high quality careers information, advice and guidance;
- Being aware of and responsive to local employment needs and patterns;
- Working with partner organisations to provide routes into further and higher education.
- Performance Indicators will include:
 - Number of NEETS
 - Achievement outcomes
 - Number and quality of career events
 - Number of students moving to FE/HE

Community Cohesion

17. Effective community cohesion will enrich not only the lives of our young people and the school but also the lives of their families, the community and the wider society.

Understanding, Participation and Contribution

For the school to construct an effective community cohesion strategy it will build upon the present excellent practices of the

two schools it replaces. The youngsters will have opportunities to interact locally, regionally, nationally and internationally at three levels:

- Understanding - youngsters will gain an understanding of the diversity of the world.
- Participation - all youngsters will participate in activities that lead to community cohesion.
- Contribution - it will be expected that all youngsters and staff will actively contribute to activities that lead to an understanding of and participation in community cohesion.

Rationale and Objectives

The school will serve a diverse, multicultural and multi-ethnic community where individual youngsters and their families hold different ambitions, aspirations, beliefs and life experiences. The school and its staff will be knowledgeable of and respect these diversities. However, it is also important to recognise the fact that similarities and shared values heavily outweigh the differences. To ensure that the school carries out its duty to instil community cohesion it is essential that:

- A common vision is in place which is clear and well stated;
- All members of the school's community have a strong sense of belonging to the school;
- Staff recognise the diversity of the community that the school serves and each youngster's background and circumstances is appreciated and understood.
- Comparable life opportunities are available to all youngsters no matter their background.

The school will support totally the DCSF Community Cohesion Aims whereby the children of the school:

- Understand others, value diversity, apply and defend human rights and are skilled in participation and responsible action;
- Fulfil their potential and succeed at the highest level possible where there are no barriers to access and participation in learning and to wider activities and there is no variation in outcomes for different groups;
- Have real and positive relationships with people from different backgrounds, and feel part of a community at local, regional, national and international levels.

The school will serve a community whose members are influenced by different traditions, aspirations and cultures:

- Religion - different religious and non-religious backgrounds
- Ethnicity - different ethnic backgrounds and diverse cultures
- Socio-Economic - some of the school's youngsters will belong to and come from extremely economically deprived families and communities.

These dimensions can cause friction between and within communities.

The school will view these barriers to community cohesion as opportunities for developing greater understanding and acceptance of everyone, by celebrating diversity and designing programmes that makes clear how other strands of the equalities agenda – gender, sexual orientation, disability and age – are universal; that many ambitions, aspirations, beliefs and life experiences are common to all groups and that the similarities far outweigh the differences.

These dimensions provide challenges and opportunities as well as barriers that must be overcome.

We also acknowledge that there will be tensions and problems stemming from factors outside of the control of the school and which may not be able to be solved within school. Our approach to community cohesion will take into account these factors and will include the involvement of parents, community institutions, and other partners. If external factors threaten cohesion within the school itself the involvement of parents, community institutions and other partners will be central to resolving any conflict. We aim for everyone in the school to be a good neighbour to the rest of the community.

To be effective in overcoming tensions the leadership and governance of the school must reflect these differences and not simply represent one single group, interest or institution.

The school's contribution to community cohesion:

Teaching and Learning

Students will learn to understand others, to value diversity whilst also promoting shared values, human rights and to develop the skills of participation and responsible action. There will be:

- Opportunities for discussing issues of identity and diversity which will be integrated into the whole curriculum but specifically into citizenship education, Religious Education and PSHE;
- A programme of curriculum based activities enriched through fieldwork and visits from different members of the community;

- Support for students and their families for whom English is an additional language;
- Assemblies which involve members of the local and wider community.

Performance outcomes will include the following:

- Number and quality of curriculum content re community cohesion;
- Number of visits (both 'to' and 'from' visitors etc) and evaluation of such visits;
- Support for Families in place;
- Number and quality of assemblies;

Equity and Excellence

The school will ensure equal opportunities for all to succeed at the highest level possible by removing barriers to learning, access and participation by:

- Working to eliminate variations in outcomes for different groups by keeping track of the relative performance of different groups and tackles underperformance by a particular group. There will be continual monitoring and evaluation of outcomes;
- Having effective policies and approaches to deal with incidents of bullying, discrimination and harassment;
- Ensuring, through its ethos, procedures, and policies, that parents from any particular community/group are not deterred from sending their children to our school. As the school will be non-denominational in nature, no faith or belief is held to be superior to any other faith or belief.

Performance indicators will include:

- Variation of education outcomes for various groups particularly the narrowing of the achievement gap;
- Relevant policies in place and outcomes regularly reported to the Governing Body.

Engagement, Extended Services and Ethos

The school will provide meaningful contact for students, their families and members of the community to interact with people from different backgrounds and build positive relations with them. Links and relationships will be developed with other schools, institutions and communities at a local, regional, national and international level.

School to School/College:

- Our school will have strong and effective relationships with other schools. We will build on the success of King's Manor in developing and reinforcing links with schools in other countries as the benefits will raise motivation and understanding by stimulating the interest of students and their parents. These links will be built into schemes of work and grounded in the curriculum with parents/carers actively involved;
- As the school will have 'sports' and 'arts' specialisms it will interact with other schools in meaningful intercultural activities such as sport, drama, art, music, festivals and volunteering. Not only will the school partake in such activities but it will also lead these activities.

Performance indicators will include:

- Number and quality of activities (participation / lead);
- Number of links with other schools.

School/Parents/Community

- Active and meaningful engagement with community groups and organisations enabling them to play an important role in the school.
- Working closely with members of the community – for example through mentoring schemes and parent groups.
- Involving the students in the organisation of the school by enabling a school council to participate and make a difference to the school, their local community and beyond.
- Working closely in partnership with other agencies, work place learning providers, employers.
- Meaningful and active engagement with parents through, for example, curriculum evenings, children and parent courses, family support and liaison work.

Performance indicators will include:

- Number and quality of activities
- Number of participants
- Number of different schemes
- School Council active

Extended Services – see separate section

- The school will provide extended services by working integrally and in partnership with feeder primary schools, the local authority and other agencies. Activities provided under this remit may not take place at the school but at a satellite provision – for example, a primary school.
- Although the school will lead in activities, it will also have active and on-going consultation with students, parents and the wider community to ensure that the needs of all the community are met.
- Working with other schools and especially primary schools to build greater interaction and understanding into the daily lives of the school and the community.
- Actively and effectively working with local community and voluntary groups and institutions so that stronger relationships are enabled so that everyone benefits.
- Embedding extended services into the daily life of the school.
- Support for parents and carers through providing information, advice etc to ensure that their needs are met.
- Actively and meaningful partnership working with the local authority as well as community groups to ensure that community cohesion is dealt with at a strategic level as well as a practical and operational level.

Performance Indicators will include:

- Effective extended services in place and embedded;
- Effective collaboration/network in place.

Accommodation

18. We recognise that the quality of school accommodation plays a significant role in the provision of high quality learning experiences and the achievement of high standards. We will work with the Local Authority to ensure provision for the full range of learning opportunities in an inspirational building shaped by the views of students and staff which caters for diversity and conveys a sense

of pride, place and ownership to its students and staff. The aim is to provide a distinctive, attractive building which relates well to its surroundings and is highly flexible in its potential for use by different groups outside normal school hours. Our ambition is for the building to be:

- An innovative and contemporary design to motivate and inspire the users and act as a positive signal to the community;
- Attractive, accessible and welcoming to all users;
- Sustainable in its use of materials and construction techniques.

Single Sex or co-educational school

19. The school will admit both boys and girls.
20. The school will not be a single sex school.

Location

21. The school will be located on the site specified in the competition notice.

Implementation

22. The proposals will be implemented in line with the timing in the competition notice.
23. As the school is to be a Trust School the proposals are to be implemented by the proposers working in conjunction with Middlesbrough Local Authority.

Project Costs

24. The project costs will be met as laid out in the competition notice.
25. The Local Authority and the Building School for the Future Programme will fund the school.
26. The proposers will not share the capital costs of implementing the proposals.

Travel

27. We will work in partnership with Middlesbrough Council to produce a school travel plan which will encourage sustainable

alternatives to the use of the car for staff and students which in turn will reduce congestion and traffic danger.

Free bus travel will be available to those students who qualify under the Local Authority Home to School Transport Policy.

Students will be encouraged to use forms of transport other than the car.

Federation

28. There are no plans to federate with any other schools. This does not commit the school to this position for the duration of the school's existence.

The school will work with other schools and colleges in an informal collaboration such as the Education Improvement Partnership, 14-19 Consortium, joint working on curriculum issues, sharing facilities, cooperation between the school and the local primaries.

Curriculum

29. We confirm that the school will meet the general requirements in relation to curriculum contained in section 78 of EA2002.

Voluntary aided schools

30. The school is not a voluntary aided school.

Proposed Senior Staffing

31. The Governing Body will seek to recruit an outstanding and inspirational Headteacher to lead the new school, working with the Governors to implement the vision and ethos set out in the proposals and setting a clear direction to raise standards. One of the first tasks of the temporary Governing Body will be to determine the appointment criteria and advertise the Headteacher's post, consulting with the Local Authority over timescales. The Headteacher will be expected to hold the National Professional Qualification for Headship. The Headteacher will work with Governors to establish the new school's staffing structure and recruitment processes and timetables, commencing with the Leadership team. The Governors will consult with the Local Authority over any TUPE issues which may apply to staff in Hall Garth and King's Manor Schools. Teaching staff will be expected to hold Qualified Teacher status and be registered with the General Teaching Council.

The Headteacher and Senior Leadership Team will project energy, dynamism and create a positive, purposeful environment for high quality teaching and learning. Management of the school will focus on strong organisation and attention to detail, ensuring consistency of approach to staff induction and continuous professional development; job descriptions; and pupil rewards and sanctions within a whole-school Behaviour Policy. We expect to see the development of the school as a collegiate Learning Organisation which is data and information-rich and where staff are engaged in regular conversations about effective Learning, Teaching, Assessment and Evaluation.

Foundation Schools

32. The school is not going to be a foundation school

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

- a) The foundation will be in the legal form of a Community Interest Company (CIC) whose name is yet to be determined.
- b) The rationale for the foundation of a CIC is to:
 - Ensure that the school assets are 'locked', in perpetuity, for the purpose for which it will be set up (namely advancing the education of all school learners). The asset lock is a fundamental feature of the CIC model. It is statutory, cannot be removed and is overseen by the Regulator.
 - Ensure transparency of operation, regulation and community accountability. There is greater transparency of operation as a CIC will be required to deliver an annual community interest company report for the public record about its activities and finances. The involvement of stakeholders is overseen by regulation and is integrated into the corporate governance of the CIC through the annual report.
 - Facilitate the involvement of public, private and voluntary sector partners. Its flexible company form can accommodate different structures, membership and governance. Our proposal envisages the CIC as a partnership between the community, private, public and voluntary stakeholders working for the school's benefit.
 - Provide continuity of purpose. Once it is incorporated the Trust will continue in existence unless it is either dissolved or converted to a charity. If it is dissolved, the residual assets will be preserved for the community rather than distributed to members.
 - Provide a social business ethos and capability. The CIC

model will give greater flexibility in terms of the activities the Trust can itself develop to support the delivery of high standards of educational attainment. For example, it will be capable of providing the school with a buildings/property management and maintenance service (thus freeing the school and governors to concentrate on educational achievement and results). Likewise it could set up a variety of different social enterprise activities, including, for example, a *Youthbuild* Enterprise capable of complementing the curriculum through the provision of work taster and training opportunities for those students interested in pursuing a career in construction.

- Ensure ease of set up. The CIC Regulator provides a model memorandum and articles of association.
- c) The proposing group including Cleveland College of Art and Design will act as subscribers to the establishment of the trust (CIC) and become its first members and Directors. Others from the wider stakeholders group will be appointed additional members of the trust. To ensure the appropriate balance and expertise of skills and interests, these will include individuals and institutions from education, sport and art, business and the third sector as well as parents.
- d) Governance of the trust will be through a Board of fifteen non executive Directors. Four/five directors will be parent members of the trust. Directors may be appointed by decision of the board. The trust's articles will contain certain statutory clauses to prevent the trust falling under the control of individuals, or organisations, who are not members. All parents will have the entitlement to become a member of the trust.
- e) A twenty strong governing body will be composed in accordance with the requirements set out in Section 15b of the guide in relation to trust schools with a majority of trust members on the governing body.
- f) The trust's object is to:
- advance the education of the students at the school by providing and assisting in the provision of facilities for education at the school;
 - advance education and raise awareness about and promote knowledge and mutual understanding between different racial groups to promote good relations between persons of different racial groups;
 - promote knowledge and mutual understanding and respect of the beliefs and practices of different religious faiths;

- advance community cohesion;
 - establish such other purpose as may from time to time be determined in order to support the overall objects set out above.
- g) The Trust will appoint a majority of Foundation governors and a parent Council will be established in accordance with section 23A of EA 2002.
- h) The Trust will ensure that 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 in the following way:
- It will allow separation of function between teaching and buildings/facility management;
 - Facilitate the involvement of public, private and voluntary sector partners and stakeholder;
 - Provide an outlet for supporting the school with linked business activities whilst at the same time operating with a social business ethos and capability;
 - Hold the governing body to account for school performance and achievement.
- j) The trust will contribute to the advancement of community cohesion and the diversity of school provision in the following ways:
- Through its membership, including the local Mosques in partnership, which will be diverse and representative of the community which the school will serve;
 - By ensuring that foundation governors deliver the cohesion strand of the ACE proposal;
 - By becoming the only trust school within Middlesbrough thereby adding to the diversity of provision alongside existing Academies and voluntary-aided run schools.

Relevant experience of the proposers and partners

33. The proposal has been developed via a Writing Group of seven individuals supported by many more (over twenty) who have had a wide and long experience of raising educational standards or school governance. The wider group guided, helped edit and added comments to the bid as it developed. The writing group

includes the following:

- Waheda Khot Mahmood, is a parent whose children do, and will, attend one of the schools. Her overall experience in education 22 years - 10 years working as a bi-lingual teaching assistant working in 16 primary and secondary schools, in both special educational needs and mainstream classes. 12 years teaching experience in Humanities including responsibility for History Curriculum, Aim Higher, Gifted & Talented and Family Learning with community involvement. Active member of the governing body at Abingdon Primary School (a feeder primary school) for the last 10 years;
- Maura Rayner, 30 yrs in education with a teaching experience in secondary, tertiary and higher sectors. Maura managed the A level provision and 14-16 vocational provision in a large FE college until responsible for managing the Aimhigher project in Middlesbrough LA for last 7 yrs - working with all secondary schools and further education institutions in Middlesbrough, and higher education institutions across the region. Working with all to develop strategies to raise aspirations and raise achievement, including working with parents. Maura has been a school governor for 7 yrs at 2 Middlesbrough Primary schools and was Chair of Governors at one for 4 yrs;
- Ian Mawson, over 30 years in education with teaching experience in secondary and special schools including 5 years working abroad. From 1993 until 2000 Ian was St Hilda's Education Manager, with responsibilities to strategically and practically support the education of 350 youngsters from an economically and socially disadvantaged estate in Middlesbrough. From 2000 until 2007 he was employed as Middlesbrough Behaviour Improvement Coordinator/Link Learning Mentor/Learning Support Manager which had responsibilities to facilitate, support, manage and evaluate the introduction and development of the Learning Mentor Strand, the Learning Support Units and the Behaviour Improvement Programme into all Middlesbrough secondary schools and 20 primary schools. Budget planning of £2.5m;
- Andy Paterson, over 30 years in primary education (ages 3 – 11 years) with experience in three different Authorities and in schools ranging from small village to large urban. As teacher-in-charge of Infant Assessment Units in two primary schools for several years was part of a multi-agency team working to meet the special needs of children referred. In 1991 became Cleveland County's first male head of an infant school with nursery provision,

which later merged with its neighbouring junior school to form a very successful primary. Andy led both the infant and primary schools through three Ofsted inspections over a period of eight years, each highlighting high standards achieved, value added, and effective leadership and governance;

- Elizabeth Mawson is highly qualified and has 32 years of unbroken teaching experience mainly within the Special Educational remit in middle schools & secondary schools. For the last 12 years she has been responsible for Special Education within the school, pupils with EAL and a Support Base for 30 pupils with Moderate Learning Difficulties. Latterly she has also had responsibility for monitoring the Gifted and Talented and Aim Higher programme and is involved in working with the Family Learning Team.

The other partner to our bid, Cleveland College of Art & Design, is the only specialist art and design college in the North East solely devoted to the subject, and has been established for over 100 years. Many of their teaching staff are practicing artists, designers and crafts people, who are able to offer years of industrial experience and a high standard of tuition and guidance. Their close links within industry, both home and abroad, offer students many pathways into employment. Their excellent studio and workshop facilities are complemented by one of the most comprehensive specialist libraries of art and design books, slides and video tapes, in the North East.

The College success rates remain within the top 10% nationally in 2007-2008, and are ten points above the national average success rate for specialist colleges in England (86% v 76%) — the distance is even greater for GFE colleges (86% v 71%). This is particularly significant within the Tees Valley (other colleges in the Tees Valley score between 64 and 72%), and North Eastern region. This is also echoed in the 2008 Past Achievement and Attainment Tables, where the College has an exceptionally high point score per examination and average point score per examination entry. For 2008 CCAD has an average point score for GCE/VCE and equivalents (A level and BTEC National Diploma) of 1018.6, with the England Average of 739.8 ..and the Middlesbrough local authority at 703.9.

The College has also been highly successful in the measure for Contextual Value Added, coming in second place in England. OFSTED have continued to classify CCAD as Good Grade 2, but with the maintained levels of achievement, the College will aim in the next round of inspections to meet the requirements for Outstanding Grade 1

Special educational needs

34. We will value all of our students and believe that all children have an equal right to an education which enables them to develop fully their personal, social and intellectual potential. The school will welcome all children regardless of their academic abilities, physical/sensory abilities or any identified special need. We will have a commitment to high achievement and will strive to provide all our children with a quality education appropriate to their individual needs.

We will achieve this by regarding students with SEN as the responsibility of the whole school and will ensure that:

- The school anticipates and reflects the diversity of the collective and individual needs of its student community;
 - The school enables all students to participate as fully as possible in all aspects of school life as independent members of the school community;
 - A positive inclusive ethos is created where every child matters;
 - A range of programmes and schemes will be provided to motivate students to improve their basic skills;
 - The school ensures effective co-working of staff in planning, teaching and assessment through identified time, policy and practice guidance;
 - The school provides a professional development programme that ensures that all staff have training in all aspects of SEN and how to differentiate to cater for individual needs.
- a) The new school will have a Support Base for 30 students with Moderate Learning Difficulties to replace the provision currently available at Hall Garth Community Arts College. Along with the new school's Disability Equality Scheme and with reference to the Local Authority's Accessibility Strategy the vision and ethos of the proposed provision should have a positive impact on all students with SEN.

The school will:

- Create a culture in which the needs of students with learning and physical disabilities are viewed as being of equal importance to those of other students and will form an integral part of our approach to learning and teaching;
- Ensure that all staff and governors are aware of the implications of the Disability Discrimination Act and, through training and development opportunities, embed the good practice across all aspects of school life;

- Have high ambitions for its students and will expect them to participate and achieve in every aspect of school life;
 - Be committed to equal opportunities and be driven by the National Curriculum Inclusion statement to:
 - set suitable learning challenges;
 - respond to students' diverse needs;
 - overcome potential barriers to learning and assessment for individuals and groups of students.
 - Foster an effective partnership between teachers and teaching assistants and mentors. All support staff will be aware of their role within the teachers' planning;
 - Provide a clear rationale for the grouping of students according to their special educational needs;
 - Offer a personalised curriculum with an emphasis on practical activities and independent learning;
 - Involve parents in their children's education plans at all key stages.
- b) All staff will be expected to access awareness raising and in house training as part of the school's CPD programme to ensure that staff understand the need for differentiated curriculum planning and modified resources to match to students' abilities. A group of specialist SEN staff will be employed and embedded within the staffing structure. Full use of LA services and other external support will be employed to meet any additional needs of the students.
- c) Between 2010 and 2012 the school will ensure that where practicable all existing buildings are accessible and comply with DDA and other legislation. The Support Base will continue to be housed within a specialist support area. With the new school building (2012) we will strive to be a model of best practice in terms of accessibility: everyone should be able to work at and visit the school and its facilities without being unfairly inconvenienced by the school's built environment.
- d) With more access to suitable accommodation and specialist staff more places may become available for students with learning and physical disabilities.
- e) We confirm that the special needs provision will be in line with that specified in the competitions notice.