

Acklam Grange School

A Specialist College of Maths and Computing

Our Vision

Introduction

This document is about the transformation of our school from a self-improving to an excellent school, which will provide for the needs of our students and our local community, well into the future. In turning the “vision to reality”, we will engage the whole school community and its key stakeholders, to determine how we will plan and deliver excellence for all.

Our vision will be developed in partnership and collaboration with the LA and our partner schools, across all phases, so that all schools in Middlesbrough achieve transformation.

Our context of self-improvement, specialist college status, and collaborative partnership and community work, gives us the confidence to transform as a partner, in the wider transformation of Middlesbrough schools, meeting the changing needs of 21st Century learners.

Our Context

Acklam Grange School, a Specialist College for Mathematics and Computing, is a large, oversubscribed, 11-16 school in Middlesbrough, with over 1350 pupils. It is housed in mainly, fifty year old buildings. Situated on the western edge of the Borough, the school attracts students from the immediate local community, as well as from over 25 primary schools, across the LEA and its neighbours. The student population, of this inclusive school, reflects the ethnically diverse community in which we are situated. In September 2003, the school became a designated Specialist Mathematics and Computing College. In 2005, 2006 and 2007, the school was elected to the Specialist Trust’s Most Improved Club, due to the progress made in improvement of KS4 examinations, (5+*A-Cs going from 40% to 63%). Our 2006 KS4 results have also produced record level 2 results, again, and we have exceeded the aspirational D level Fischer Trust predictions in almost all categories.

Acklam Grange has been an active partner in Middlesbrough Schools EiC/ LIG partnership. We are a lead school for both the Gifted and Talented strand and Learner Mentor strand clusters. We are also a partner in the private/maintained schools partnership project with Yarm School, a private school, and other maintained school partners. We are an active SCITT partner within our local schools centred teacher training partnership.

Our level of expertise and commitment to ICT meant that the EiC Partnership approved Acklam Grange as the host school for Middlesbrough City Learning Centre (CLC). The CLC has become a leading edge centre for the development of learning, through ICT, particularly the use of 3D graphics. It is well used by the host school, secondary and primary partners, as well as being a very active centre for community education. The work of the CLC has been showcased, at Specialist Trust conferences. It has received NETshow and BETT commendations and was showcased at a major ICT conference in San Diego, USA, in July 2006.

Despite its outdated buildings, the school, as a specialist college, has also developed a comprehensive range of ICT resources. This has led to the very successful, curriculum-wide application of ICT, as a tool for learning. We work closely with software developers and hardware firms to develop innovative maths software and the use of interactive whiteboards. The way in which ICT and our specialist college ethos is integrated, throughout the school, was commented upon in our recent Ofsted and has been a powerful tool in helping us to improve pupil outcomes.

The designation of Specialist College status has also allowed us to further enhance the school's capacity to work with our EiP partners and partner primary schools, through our community college plan. Innovative transition arrangements and the use of secondary teachers in partner primary school are key features of this plan.

Our inclusion policies and practices have been recognised both locally and nationally, for their effectiveness and partnership work, with visits from schools, LEA's and the DfES. The school has built a dedicated inclusion centre, within a new leisure/sports hall complex, through the substantial support funding provided by the West Middlesbrough Neighbourhood Trust, a key partner in our community programmes.

We are a pilot school in the national Extended Schools Project and the first Middlesbrough secondary school to be awarded the gold standard Healthy School award; we now have the Advanced Award. This reflects our commitment to all aspects of Every Child Matters. We are also a Sportsmark school and, in 2005, we opened a large sport and inclusion facility, the Acorn Centre, funded through the National Lottery and local community partners. This has provided the kind of modern facilities, which our school site lacks. It has enhanced our extensive sport, extended and community provision

Our links with the key post-16 providers are strong. The school works closely with local FE and sixth form colleges through "widening participation". In response to recent developments, within the 14-19 curriculum, we have forged partnerships with post 16 providers to run applied GCSE and vocational courses with Key Stage 4 students. Our confidence, in this area of the 14-19 curriculum, has meant that we have become a North East partner in the "Steps into Health" national initiative, 2005, and a lead school, nationally, in the "First Steps into Retail" initiative, 2006. In 2007 we were recognised as a centre of excellence in enterprise education through the award of 'Enterprise Business Status' by NEEP.

We are also extremely proactive, within the 14 -19 agenda, in developing tracking mechanisms for post 16 pupil outcomes. We have a dedicated worker, who tracks post 16 pupils, to ensure they are actively engaged in some form of meaningful education, employment or training, after leaving school. In an authority with an extremely high NEET student cohort, our school NEET cohort is very low and well below the national average. We believe that such a proactive, intervention strategy meets the needs of the individuals in ensuring that pre-16 success is not lost post 16.

At a time of falling rolls, Acklam Grange continues to enjoy the confidence of the local community and remains over-subscribed by parental choice, with appeals each year. The original site can accommodate 1200 pupils, currently 1355 pupils are on roll and the pressure on resources is extreme. The long term prediction for the school, in a period where the LA pupil numbers decline considerably, is that the school will need to accommodate over 1400 pupils. Despite the very old buildings and lack of space, the school has achieved impressive improvement over the past few years, and has embraced EiC, LIG and specialist college status to drive up standards; having the

confidence to become a self-evaluating school, which has the capacity for further improvement. BSF will allow us to provide flexible learning spaces and maintain the improvement momentum.

Current design/layout and suitability of building

The school was formed, from the amalgamation of two schools, on a single site, in 1983. The two, original, early 1950s schools are linked by three gymnasia. Movement across the site, between the two original schools, is via outside pathways, for both students and staff, all year round.

The school is on a very large, low-rise site and consists of mainly fifty year old buildings which are, increasingly, unfit for purpose, expensive and difficult to maintain. A large part of the school consists of seventeen Bristol Unit classrooms, which were built mainly from aluminium frames, (from the Second World War Bristol bombers). These rooms are hot in the summer, cold in the winter and move in the wind. Roof repairs are needed, constantly. The heating system, throughout the school, is un-zoned and expensive to maintain. Over nine kilometres of pipe work runs in tunnels and conduits under the school. This is now so old and corroded that sections are frequently bursting and causing problems with the heating and water supply systems. When a new section is inserted, the increased pressure in the system causes another section to burst. The state of the plasterwork and window frames is a great cause for concern, throughout the majority of rooms, in the main buildings of the original school.

The internal configuration of the school militates against DDA compliance, for example the stair cores are cramped and present significant control problems due to the lack of visibility. Absence of lifts significantly restricts access to the curriculum for disabled pupils. The sheer size and changes in level, across the site, also present access problems for disabled students and visitors.

Circulation routes frequently involve students having to move long distances and to go outside in order to access different parts of the school. Some departments, e.g. Design and Food and Textile Technology, have classrooms with access only directly from the outside.

Existing decorative schemes have not been designed with the needs of the visually impaired in mind, nor is the signage. DDA compliance, externally, is not good; and can often require the use of a significantly longer route.

The basic structure of the building appears to be structurally sound but offers limited opportunities for remodelling that would transform the building. There is a significant back-log of maintenance. Based upon LA surveys, major expenditure is needed to maintain current provision, let alone the enhanced expectations of the school's vision. The school has several suitability and condition issues. From the suitability standpoint the school is currently deficient in resource areas and toilets (staff and pupils) and has significant resource storage problems.

Supervision is particularly difficult because of the nature of the site layout, as it creates numerous nooks and crannies that are difficult to supervise. Lack of proper social and circulation space also contributes to over-crowding problems, caused by the school's popularity and high student numbers for the existing space.

We have invested in more car-parking, over the past few years, but this is now inadequate, due to the continued growth of the school and the heavy use, by other agencies, schools and adults, during the day.

Despite these and other problems caused by an old and decaying site, our school continues to be over-subscribed and has enjoyed impressive success over the past 3 years, as a specialist college. We use display and our unique floral displays very effectively to soften the environment and to reflect the caring and celebrative ethos and culture, which exists in our school.

If we can enjoy success, through our specialist college vision and plan, in our present buildings, it is really exciting to anticipate the level of success which we could achieve, in newly designed building, through our extended specialist college/BSF vision and plans.

Recent building works

Some parts of the site are more modern than the core buildings. The modern parts have great potential to contribute to the corporate plans to rationalise provision across the LA, for example, through co-location of SEN provision or community education. The modern parts of the site are:

- **The Acorn Centre**

A modern sports and leisure centre, with an integrated inclusion centre. This building opened in 2005 and provides the modern sports provision which a large school needs. It is also a focal point for our innovative inclusion strategies and provision, as well as for community use. This provision would integrate well into a newly designed school, because of its location and adaptability.

The other two relatively new buildings, the City Learning Centre and the Science Block are located along the same boundary of the school buildings, alongside a common perimeter road. Whilst this location would be a significant distance from the site of a new school, the CLC is a flexible and adaptable building, which will have great potential, in the overall corporate plan.

- **The City Learning Centre**

This purpose built Centre serves the host school, partner secondary and primary schools, as well as being a very active staff training and adult education facility. It is a centre of excellence for developing learning through ICT, (see Context Section). It is owned, hosted and run by Acklam Grange School, in trust, for our partners. It has many potential uses, within the corporate LA plan, and would continue to function for the host school, partner and primary schools and the local community needs.

- **Science Block**

This is a provision, which was built in the mid nineties, to rationalise disparate science laboratory provision within the school. Its location, within the present site, would not fit well into a new school design.

Current Standards and Achievement

Our Ofsted Report, November 2005, stated on Achievement and Standards:

- “Pupils make good progress and achieve well in this inclusive school. Overall, pupils enter the school with average results. The standards they reach by the time they leave school have risen significantly since the school was last inspected.
- The percentage of pupils gaining five or more good grades at GCSE improved markedly in 2004 and was above the national average.
- Standards were maintained in 2005 and exceeded the school’s target.

- The potential of pupils of all abilities, including those with learning difficulties and disabilities, has been realised by the time they leave the school at 16.
- Pupils' basic skills are sound and their use of information and communication technology (ICT) is good."

Key Stage 4 results have improved significantly over the last six years due to a whole-school focus on teaching and learning in the context of raising attainment. The school sets challenging targets linked to pupils' prior attainment.

School Results and Targets

	ACTUALS						TARGETS		
5+ (*A-C)	2001	2002	2003	2004	2005	2006	2007	2008	2009
Boys	26	40.7	37.6	53.5	50	58.2			
Girls	46	52.5	44.4	67.1	70.1	66.2			
Total	37	46	41.5	60.7	59	63	56	58	65
	ACTUALS						TARGETS		
5+ (*A-C)	2001	2002	2003	2004	2005	2006	2007	2008	2009
Inc.E/M									
Boys	21.8	40.1	30.4	44.6	36.1	35.7			
Girls	41.7	45.8	33.1	51.4	49.1	44.6			
Total	32.3	42.7	31.9	48.2	42.1	40	40	42	52
	ACTUALS						TARGETS		
1+ (*A-G)	2001	2002	2003	2004	2005	2006	2007	2008	2009
Total	97	95	95	93	97	95	94	94	95
	ACTUALS						TARGETS (Old Measures)		
Points Sc.	2001	2002	2003	2004	2005	2006	2007	2008	2009
Boys	33.5	38.96	37.82	41.87	40.31	41.8			
Girls	40.59	41.69	42.04	48.78	51.37	43.25			
Total	37.25	40.21	40.24	45.51	45.27	42.49	42	42	47
	ACTUALS						TARGETS (Old Measures)		
Points Sc. Capped	2001	2002	2003	2004	2005	2006	2007	2008	2009
Boys	30	33.49	32.74	34.76	33.43	34.87			
Girls	35.57	35.36	34.7	39.42	38.88	38.3			
Total	32.95	34.34	33.86	37.21	35.87	36.51	35	34	38

KS4 Actual Performance Against Targets

	2004			2005			2006		
	PA Similar Pup	SX Similar	Actual	PA Similar Pup	SX Similar	Actual	FFT B Similar Sch	FFT D Top 25% Sch	Actual
	Nationally	Schools		Nationally	Schools				
Level 2 Threshold (5+*A-C)	54.3	54.8	60.7	48	49	59	46	52	63
Level 2 Threshold (5+*A-C) Inc E/M			48.2			42.1	33	37	40
Level 1 Threshold (5+*A-G)	89.9	90.4	91.5	88.3	89.3	90.8	88	91	92
Level 1 Threshold (5+*A-G) Inc E/M	88	88.5	90.4	86.3	87.3	90	86	89	90.4
Points Score	41.67	42.2	45.51	39.4	40.37	45.27	38	40	42.49
Points Score (Capped)	34.99	35.19	37.21	33.04	33.63	35.87	32	34	36.51
New Points Score	342.17	347.03	368.39	329.43	337.12	369.45	321	342	377.94
New Points Score (Capped)							332.86	336.71	377.94

KS4 Future Performance Against Targets

	2007			2008			2009		
	FFT B Similar Sch	FFT D Top 25% Sch	Target	FFT B Similar Sch	FFT D Top 25% Sch	Target	FFT B Similar Sch	FFT D Top 25% Sch	Target
Level 2 Threshold (5+*A-C)	49	55	55	50	56	58	58	65	65
Level 2 Threshold (5+*A-C)	36	40	40	36	41	42	45	52	52
Inc E/M									
Level 1 Threshold (5+*A-G)	89	92	95	89	92	92	91	94	94
Level 1 Threshold (5+*A-G)	87	90	90	87	90	90	90	93	93
Inc E/M									
Level 1 Qualification (1+*A-G)	na	na	94	na	na	95	na	na	95
Points Score	40	42	42	39	42	42	44	47	47
Points Score(Capped)	33	35	35	33	34	34	36	38	38
New Points Score	331	351	351	329	350	350	364	386	386
New Points Score(Capped)	273	284	284	272	284	284	294	308	308

BSF investment will ensure that Acklam Grange students have access to a wider range of learning opportunities and performance will continue to improve. This will also impact across the wider school family of Middlesbrough, particularly impacting upon performance in Maths and Computing, at levels 1, 2 and 3, as the infrastructure will facilitate collaborative improvement through a common personalised learning agenda, such as specialist diplomas.

Overall school vision

Middlesbrough - Current Provision:

- Significant recent reorganisation has created real diversity in secondary education provision in Middlesbrough, adding City Academies to the existing mix of Community, Voluntary Aided and special schools and pupil referral units
- Attainment at Key Stages 3 and 4 continues to improve year on year but remains approximately 10% below national averages for key indicators
- Post-16 achievement at GCE and VCE advanced level has improved but remains well below national figures.

- 21.6% of 16-18 year olds are not in education, employment or training, the highest level in the country.
- Middlesbrough's strategic approach to the development of ICT in schools has ensured the infrastructure is in place to meet national requirements
- External assessments indicate that most local leadership and management arrangements are good.
- Middlesbrough's Building Schools for the Future proposals look to maintain the current diversity of provision, to build on existing good practice and to address the areas for improvement identified within existing provision.

Middlesbrough - Vision and Objectives:

- Middlesbrough's corporate vision has the education and care of young people at its foundation
- The Mayor's Reduction Agenda sets out 20 improvement priorities and Building Schools for the Future will make a major contribution to these
- This ambitious local agenda has been linked to the national Every Child Matters priorities through the council's planning processes and through its key strategic partnership arrangements
- General levels of social and economic deprivation are high in Middlesbrough, which is reflected in a number of indicators. This impacts on the health and well-being of local children. Building Schools for the Future can help address these issues.

Middlesbrough Education Vision

We want Middlesbrough to be proud to be a learning community where all have access to high quality education and training, which meets their needs and aspirations and gives them the skills, knowledge and vision to develop a vibrant local and national community.

Education has the power to transform lives, and Building Schools for the Future offers a unique opportunity to transform the educational experience of future generations. New and refurbished buildings appropriate to a 21st century curriculum can motivate staff and students to achieve a step-change in educational standards. By reinventing provision in partnership with others, we can be innovative and set our sights high to get the best possible outcomes for every individual. We hope this ambition will be infectious and act to lift aspirations and attainment, and encourage every member of the wider Middlesbrough community to maximise their potential.

Middlesbrough delivers a strong inclusion strategy and its support for pupils with Special Educational Needs and disabilities is a strength. The inclusion agenda is a key part of the vision and Building Schools for the Future provides real opportunities for improvement:

The school vision

Our vision has been shaped by our commitment to:

- the LA, local strategic partnerships and national strategies and priorities;
- driving forward the improvement agenda;
- supporting and delivering Every Child Matters;
- developing our community and extended school provision in partnership with our family of schools and local partners;

- becoming a centre of excellence for all, through our current and future specialist college designations and role as host to Middlesbrough City Learning Centre.

We will achieve our vision through:

- ***A Common Mission characterised by:***
 - a. Shared values and beliefs
 - b. Clear vision and goals
 - c. Purposeful leadership
- ***A Positive Climate which encourages:***
 - d. Recognition of achievement
 - e. Student involvement
 - f. Positive behaviour
 - g. An exciting and well-resourced environment for learning
 - h. Parent and community support and involvement
- ***An emphasis upon learning through:***
 - i. A curriculum focus upon learning and effective teaching
 - j. Effective monitoring of pupil progress
 - k. Staff collegiality and professional development

Our present specialist college mission statement articulates the vision and has guided our self improvement. We must now refine and expand the vision to maximise the impact, which BSF can have, on our journey towards excellence.

**Acklam Grange School, A Specialist College for Mathematics and Computing
Mission Statement**

“Learning is our business”

**A centre of excellence for Mathematics and Information Communications
Technology serving the needs of the whole community**

This will be achieved by:

- Creating a rich mathematical and computing curriculum related to the real world of business and enterprise
- Using innovative practice in teaching and learning to raise standards of achievement throughout the school
- Focussing on the necessary Mathematical and ICT skills required for employment in the 21st Century
- Raising standards of attainment of all students of all abilities and increasing take-up of post-16 and higher education
- Developing and sharing good practice both locally and nationally
- Being active partners in a learning society with our local family of schools and the community

- Fostering an ethos that promotes a commitment to personalised, independent and lifelong learning for all members of the community
- Creating an important and useful facility for both the community and for local industry and commerce

The realisation of this mission will be enhanced through our development and performance as a Specialist Mathematics & Computing College and future designations. The BSF programme has provided a further opportunity for the school community to re-assess its vision for the future.

Our specialist college vision and mission statement, "Learning is Our Business", will be further enhanced through the opportunities which BSF will offer us to continue our mission, drive up standards and become a fully inclusive, community, Specialist College, which engages our students and the local community in lifelong learning.

We believe that a new purpose built school would facilitate the vision of transformation of our school as a centre of excellence for lifelong learning.

What the school will do to transform the learning experience it offers and raise standards of achievement

Achieving personalised and individualised learning for all

We want every child to be offered an appropriate, positive and attractive personalised learning experience through creative teaching, an exciting curriculum and an innovative and inclusive environment. Our specialist college status and our expertise in the use of ICT will allow us to develop the opportunities to design the building, infrastructure and the environment to facilitate this. Our use of individualised maths software and 3D mind-mapping demonstrates the commitment which we have already to this driver. We will be at the forefront of the development of a common learning platform for the Middlesbrough Education Partnership, through our specialist college role and our host City Learning Centre status. This will help to integrate the collective learning needs of all pupils in secondary schools across Middlesbrough, for example through 14-19 courses and specialist diplomas.

Everyone, irrespective of ability, has access to a broad and balanced curriculum. The school, in collaboration with other partners will seek to provide a wide range of courses which cater for all needs, abilities and allow for increasingly personalised provision for all pupils. The curriculum will offer an increasingly personalised choice underpinned by rigorous systems of monitoring, assessment and feedback and by a strong programme of support activities which assist every student in their individual endeavours. The school will support the wider learning agenda within the community through the extended schools programme and the provision of a wide range of academic, vocational, sporting and social activities.

Excellence in Learning and Teaching

We aim for the new building to reflect our continual 'focus on learning' and our commitment to develop excellent teaching through staff training, partnership and collaborative working with other partners, which build upon our EiC/LIG/EIP experience. We will support the local SCITT in order to meet local teaching recruitment needs.

The environment will be inspirational and motivational. Classrooms and teaching spaces will be designed to make flexible and adaptive use of space, to allow us to meet the changing needs of learners. The building design will allow professionals to be leaders of learning, and students to be leaders of their own learning. Our site has the potential and space to match design to needs, as well as accommodating any possible co-location.

Tackling underperformance

Underperformance of pupils is monitored continuously across the school. This is a key component of our 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, pastoral, teacher and pupil level has been a driver in raising standards of achievement. Strategies, such as, tracking individual pupil progress, individual pupil target setting, mentoring (adult and peer group) and a range of intervention strategies, are supporting our focus on raising standards.

Across the curriculum, strategies and support are targeted at those with specific needs. Highly effective liaison at transition from KS2 to KS3 enables individual pupil needs, including SEN, behavioural and social needs, to be identified early. Small group and individualised learning and intervention programmes are developed to support pupil needs, early in KS3. A highly effective SEN team (praised in our recent Ofsted) is supported by a substantial inclusion team of learning, behavioural and transition mentors who work closely with outside agencies and LA secondary consultants to support our pupils. An innovative inclusion centre which is integrated into our sports and leisure facility, the Acorn Centre, provides an on-site support base of alternative programmes for pupils who might otherwise be excluded. This inclusion centre also provides access to joint strategies on inclusion issues with our community partners such as the local neighbourhood trust.

Raising levels of attendance to tackle underperformance is also a high priority. Within our inclusion team, there is a dedicated attendance officer who co-ordinates the monitoring and evaluation of pupil attendance. The school employs all the recommended features of good practice and works closely with the LA to address this priority.

The recent development of a Middlesbrough EIP, in which all secondary schools, including academies, are partners, will enhance our provision for tackling underperformance. Working collaboratively and sharing good practice on common priorities will help us to raise standards and tackle underachievement. As a partnership the EIP has already identified common issues, to be addressed collaboratively and these mirror areas of national concern. They include effective transition at KS2/KS3 and at KS4/16+, numeracy and literacy levels at KS3, pupil attendance and managing behaviour (including collaborative arrangements for hard to place and excluded pupils).

The good practice which is developing, both in our school and our EIP will be enhanced and improved within the context of BSF. The personalisation of the individual pupil learning experience through the full integration of ICT into the school day, (see a typical day in the life of an Acklam Grange learner page 13), will contribute greatly to raising the motivation, performance and attendance of our pupils. The opportunity to rationalise and plan the location and accessibility of support services, across the new school will allow us to target support and intervention strategies more effectively. The common learning platform and corporate

plan will mean that good practice will develop across our partnership rather than within individual schools.

KS3 Curriculum

We have a very effective and successful primary liaison programme in place and excellent links with our feeder primary schools. We will further transform these links with further collaborative work on teaching, learning and the curriculum, particularly in the areas of ICT, maths and modern foreign languages.

We are in the process of reviewing Key Stage 3 provision with a focus on personalization and providing a curriculum that allows each student to make the progress that matches their capability and potential. We will use the flexibility envisaged in the 'Secondary Curriculum Review Consultation' of February 2007 to develop a curriculum that will ensure that students are assessed at the most appropriate time and move on to the next stage of their learning. Those students requiring literacy and numeracy enhancement will follow a curriculum and teaching / learning methods that will enable these basic skills to be acquired. More able students will be able to progress faster into Key Stage 4; likewise, more able Key Stage 4 students will have the opportunity of sitting level 2 assessments early and progressing onto level 3 during their time at the school. ICT, including the additional functionality, as the learning platform develops, will play a major role here.

14 – 19 curriculum

The school is at the forefront of developments in this area and has an extensive curriculum available to students of all levels of ability. Innovative programmes, currently within our school 14 -19 agenda, would be transformed by BSF. Such programmes currently being undertaken are:

- Steps into Health and Social Care, in partnership with Northumbria Strategic Health Authority, is a government funded programme through the local Learning and Skills Council (LSC) to promote 'Young Apprenticeships'. This scheme is a phase 1 development in the Government's Apprenticeship scheme.
- *First Steps into Retail* is a phase 3 Apprenticeship scheme. We are a lead partnership in this programme and have secured LSC funding for thirty young people to commence on the Young Apprenticeship scheme in September 2006.

Both Young Apprenticeship schemes are designed to help young people achieve their full potential, through more personalised and appropriate learning pathways with greater curriculum flexibility. The apprenticeship is undertaken in a wide variety of settings including school, colleges and with various work placement providers and its aim is to better equip young apprentices to continue into post 16 employment or training.

- *North East Enterprise Project (NEEP) Enterprise Beacon School* This status recognises the commitment we will bring to developing the skills base of the future and the expertise which we can make available to other partner schools.

The BSF agenda will greatly assist in the significant enhancement of such programmes and the wider agenda. We aim to secure a second specialist designation, as a Business and Enterprise College. We feel that this, and BSF, will

allow us to develop the expertise, curriculum and facilities to be a centre of excellence, for delivering the 14-19 curriculum, in partnership with local FE colleges, partner secondary schools and other outside providers.

Collaborative arrangements

Headteachers and senior leaders in schools have developed stronger networks for collaboration and support in recent years. Initiative such as Excellence in Cities, the Leadership Incentive Grant, 14-19 initiative and, more recently, the Education Improvement Partnership (EIP) have helped headteachers to share good practice and cooperate in programmes designed to bring about significant improvements. Further cooperation with colleges and work providers have been a growing feature of the move to improve both standards and curriculum diversity in the last few years. Issues such as behaviour management, ICT learning platforms and workforce remodelling have and are being addresses via these groupings. There is a determination by schools that collaboration must become a major driving force in school improvement and transformation with the coming of BSF. It will be strengthened by the increased support offered by specialist schools and those leading in 14-19 specialist diplomas.

Access and Inclusion

Ofsted described our school as an inclusive school. SEN provision was praised for its standards, documentation and the way in which support staff are deployed to meet individual student need. Ofsted also highlighted that our equal opportunity provision is a strength of the school. Our inclusive ethos is frustrated by our old and limiting buildings. Through BSF, we envisage significantly greater access to mainstream provision for pupils with disability and those at various stages of the Code of Practice. New facilities would deliver accommodation which would meet the DDA requirements for students and staff. Modern facilities would allow our dedicated inclusion team to liaise, more effectively, with a wider range of agencies, to support students with specific learning or disability needs or those at risk of exclusion.

Key to the success of our inclusion agenda, both now and in the future, has been the development of protocols and agreements, with local agencies and community partners, to provide individualised learning programmes for students at risk. BSF will ensure the continued development of this agenda, by providing accommodation, matched to needs, and the opportunity to co-ordinate facilities, across Middlesbrough schools, to ensure increased access for all students, within the Authority.

Behaviour & attendance

In addition to the comments made in the Tackling Underperformance section, we anticipate that the new school will offer practical opportunities to maximise pupil behaviour and attendance. A well designed new school would enable the behaviour and attendance strategies to be further developed for the benefit of the whole school and the community the school serves. The new ICT infrastructure will help us be more proactive in providing IT facilities for young people within the inclusion centre and also have the facility to provide access to the curriculum at home for pupils who were excluded or on long term sick.

The new school will support the drive to improve KS3 and KS4 curriculum content, which would be more motivational for all pupils. This will also have an impact on the

teaching and learning of those pupils who are at risk of disengaging from education and who may display disaffection through poor behaviour or poor attendance.

The BSF agenda will greatly assist our school in delivering the 5 ECM outcomes. Enhanced facilities will provide improved mentoring and inclusion systems, which have already been identified by Ofsted as examples of good practice. For example, an improved CCTV system together with a school designed to maximise movement around the building which will be easy to monitor and supervise will have a dramatic impact on issues relating to bullying. The layout of user friendly and attractive pupil association areas will support this priority.

We have set ambitious targets for pupil attendance, which will be achievable within the context of BSF, (see targets section).

ICT

Despite the inadequacies of the extensive and dated buildings, Acklam Grange has been a specialist Maths and Computing College, since 2003. We have developed ICT to a high level, to support student learning. Our success (see context section) is based upon an extremely high level of staff expertise, an effective support structure, and an investment in a high level of provision. The school has a pc: pupil ratio of 1:3.9. There are interactive whiteboards in almost every classroom. A 100Meg pipe provides internet access across the school, via a site-wide intranet. The site has 90% wireless coverage for wireless laptops, which provide for flexible access to ICT, in general classrooms.

Acklam Grange is also the host school for Middlesbrough City Learning Centre, which plays a lead role in developing innovative uses of ICT for student learning, (see context section for details). Our students are very competent in the uses and applications of ICT and this is reflected in the student outcomes.

A well designed new school would extend our capacity as a centre of excellence for ICT, which would build upon our present strengths and allow us to integrate the student, teacher and community strands more effectively. Acklam Grange students benefit from a combination of traditional classroom delivery methods and access to interactive and on-line learning and revision tools. Evidence also indicates that students will access their on-line learning opportunities beyond the school day. Through BSF, the shared infrastructure will enable this practice to extend to students right across Middlesbrough so that the specialisms of Maths and Computing can be enjoyed by a wider range of learners. For example, those who are more able at Maths will be able to link up electronically with tutors from the Sixth Form College and participate in on-line tuition. Lessons will be video streamed so that there will be access to a repository of good practice available for any time, anywhere, learning delivered at a pace to suit each learner's needs.

The development of a learning platform will help in the large-scale delivery of personalised learning by providing:

- A place to store, find, access and use materials
- A platform on which to build and deliver learning activity
- A common and consistent interface and way of working
- Secure and controlled access to differentiated materials
- Communication tools that enable information and resources to be shared
- Tracking and monitoring of student activity, performance and progress.

Continuity of student learning will be enhanced through technology, which will provide opportunities for learners to learn outside the classroom through:

- Remote access to the school network and learning platform
- Mobile devices, such as laptops, mobile phones and PDAs, to use within and beyond the school
- Equipment loan schemes for pupils and staff
- Access to lunchtime, after-school and breakfast clubs where ICT is available
- The provision of email accounts.

The range of technologies and virtual learning environments will streamline administrative tasks, delivering time savings for practitioners. For example, integrated e-registration systems (see above) will save teachers time and deliver better quality information on learner attendance.

Digital resources will improve lesson planning. By using digital resources in lesson planning, teachers will have access to more-carefully planned lessons using a richer range of resources, in less time and at less cost. The use of interactive materials in class enables learning outcomes to be delivered with more pace, freeing up time for more focused interaction and consolidation.

Specialisms and Diversity

The integration of Specialist College and BSF design is potentially one of the most exciting aspects of the initiative. Our commitment to our specialist college mission is evidenced throughout this document. The success of our first designation, as a Maths and Computing College, in raising standards, has given us the confidence to seek excellence in other areas of the curriculum. Business, enterprise and vocational education have become a recognised strength, as part of our college plan. We aspire to gain a second specialist college designation, as a Business and Enterprise College. This would provide an exciting environment through which to continue to drive up standards and develop the types of skills and competencies which our students will need in the 21st century.

The powerful environment of a Maths, Computing, Business and Enterprise College would be a focal point for community education and collaborative work with partner schools.

Children's Services, Extended Schools and Community Links

Our programme is extremely strong and continues to develop in line with the outcomes of ECM, (see ECM section).

In addition to information already given in this document, we have extensive inclusion, curriculum and community education links. Some examples of our programmes include:

1. Computers in the Community, with the North East Electronic Learning Foundation and West Middlesbrough Neighbourhood Trust, (WMNT).
2. Peer Mentoring for Vulnerable Students with WMNT.
3. Community Education Programmes, with WMNT and Middlesbrough Adult Education, via the Acorn Centre and the City Learning Centre.
4. Maths and Computing in the mother tongue, for ethnic minority parents via our college community funding.

We are part of the national pilot for extended schools. Activities within the extended school programme are being delivered as a result of various types of consultation, which engage students, parents and other stakeholders, e.g. Healthy Schools Group:

- All students have completed a survey relating to what extended school activities they would like to have access to.
- Parents have attended an event in the Acorn centre, which looked at extended school opportunities for adults.
- We are one of forty schools nationally who are taking part in a National Remodelling Team Survey relating to extended schools. As part of this programme, we are currently surveying groups of people to assess the current need.
- We are part of the local authorities extended schools, phase 1 'roll out', involving partnership work with other schools and agencies.

Our current extended school provision includes:

- Adult numeracy and literacy coaching
- IT for beginners
- Boxercise
- Trampolining
- Steel Pans Group
- Drama and dance Group
- Self Esteem Programme
- Health and Beauty Programme
- ADHD support group

We also have extensive programmes of activity during school holiday periods. This involves pupils from neighbouring schools, as well as from Acklam Grange.

We have already started to go beyond the core offer, by locating within the Acorn Centre, the local youth service team, who work within the school inclusion and extended school agendas. This centre would be integrated into BSF planning since it is brand new.

New flexible and adaptable facilities across the curriculum would allow us to effectively expand our provision to meet more student and community need. BSF would enable us to continue to break down the barriers to learning for the traditionally hard to reach population which our current work, within the extended schools agenda, is starting to impact upon. This invariably has an impact on the learning culture with the mainstream setting.

Much of this issue and the effective work that we currently do has been covered elsewhere in this document.

It should be noted that the recent OFSTED report highlighted the strengths of the Inclusion and SEN strands within the school structure. It is our belief that BSF will facilitate a further integration of these two areas by providing the opportunity to co-locate within a well designed school, under a single "inclusion umbrella". This would provide an even greater level of cohesion between the work undertaken by Inclusion and SEN, thus raising the levels of achievement of pupils who fall within the remit of the Inclusion and SEN teams.

Workforce Reform and Remodelling

As a lead school, within the workforce reform and remodelling agenda, we would fully utilise the benefits of BSF to continue to develop the work of non teaching/para-professionals. An example of our commitment to our non teaching workforce can be

seen in the recently built inclusion centre, (integrated into the new Acorn Sports Centre), which houses our inclusion team of support staff, all of which are non-teaching staff.

This purpose-built facility is one element of our continuing programme to fully integrate more specialist non-teachers, into the school provision. This facility has greatly enhanced our ability to deliver, appropriate individualised programmes for young people with specific needs.

The increase in the levels of support staff, within this new facility, has had a positive impact on student outcomes, by allowing teachers to concentrate on their core professional responsibilities. BSF would greatly assist in the continuous development and expansion of our school workforce agenda, by allowing us to design the location of our staff to match the needs of the students and the teaching staff.

What this transformation means for the design / learning environment the school

A glimpse of our school in the future

When you come to visit our school, in five years' time, BSF investment would have helped us to achieve:

- A state of the art, fit for purpose, Mathematics and Computing College with facilities for over 14000 students and the local community which will facilitate 21st century learning. It will be inspirational, adaptable, flexible and inclusive to meet the needs of learners;
- Outstanding standards of academic and personal achievement for students;
- A centre for lifelong learning and community education, with accessible and inclusive community provision through full extended school status;
- A centre of sporting excellence for school and community users;
- An active partnership with other schools for initial and in-service training for teaching and support staff across the Borough;
- Very effective and high quality governance, leadership and management of the entire site;
- A school fit to support the wider Middlesbrough vision of co-location of phases, partnership and collaboration with other schools and stakeholders.
- Innovative applications of technologies which permeate many aspects of the work of the school, in order to:
 - a) Even higher standards of learning
 - b) Improved attendance
 - c) Well developed Personalisation and Assessment for Learning agendas
 - d) Improve efficiency and reduced administrative burdens

A typical day in the life of an Acklam Grange learner could include:

- Being automatically registered as soon as they enter the site.
- Booking lunch electronically.
- Attending a Maths class and participating in a live video conference with students across the town but delivered by the specialist teacher based at Acklam Grange.
- Uploading a media file, prepared in an ICT lesson, to a personal storage area on the Learning Platform.
- Researching course work in one of the flexible learning areas.

- Logging on to the Learning Platform and voting in response to a survey from the Student Council.
- Attending an engineering class in which the supply teacher has accessed planning, objectives and resources from the Learning Platform. This would include video clips of how a specific skill is applied in an industrial context, prepared by a colleague from Ormesby School.
- Taking the Computers for Pupils laptop home to prepare for the end of week on-line test by down streaming elements of the Maths class in order to revise specific aspects of the lesson.
- Submitting an assignment, that incorporates the uploaded media file, in response to the automatic prompt from their teacher as they logged on.
- Logging on at 6:00pm to participate in an on-line discussion with their classmates, facilitated by the English teacher, as part of a communication project.
- Helping Mum pay dinner money on-line and showing her the progress made in their personal learning targets.
- Showing Granddad the video clips from the engineering lesson to see how things have changed.

Success in implementing the vision will manifest itself in the following ways two years after BSF:

- Raising achievement at KS4 (78% 5A*-C) & KS3-4 VA score, in 2012
- Narrowing the achievement gap between boys and girls at 5A*-C by half
- 98% of pupils leaving school with a recognised qualification
- Increasing the percentage of young people, of school age and beyond, who access further education and training by 15% over 2005
- Reduce the percentage of half days lost to absence to 4%
- Develop the current Healthy Schools Advanced Award further
- Providing an enhanced and effective curriculum at 14-19 which motivates young people and addresses the needs of the local community
- Developing and supporting a collaborative approach to 14-19 provision.
- Further development of Acklam Grange's pioneering inclusive approach so that all students are accepted and successful
- Developing an extended school in which education is supported and available outside of the boundaries of the school day and year, including the use of ICT supported learning.

The management of this change will be supported by the development of the capacity and capability of all staff who work here. Up to date, well qualified and confident staff will take on the challenges of transforming learning. Distributive leadership, a wide range of generic ICT skills across the school and a wide range of workforce reform staff, other than teachers, will train and work alongside teaching professionals and parents.

The new school will:

- Be designed to address both safety and security with a building management system that registers and monitors students and visitors automatically, allowing access to appropriate areas.
- Have ICT provision that will enhance the specialist status of Maths and Computing and facilitate community access to these resources.
- Provide learning spaces with state of the art interactive audio visual delivery facilities to cater for a range of teaching and learning styles.
- Have video conferencing facilities available in all learning areas.

- Be fully networked with areas that can be used in different ways and for different purposes.

How our vision will meet the needs of young people, as set out in the five outcomes for children within Every Child Matters

Our new school will develop the strategies and policies, in order to deliver the outcomes for our students.

Being healthy:

Our Advanced Award Healthy School status will continue to engage students and stakeholders, in partnership, to transform the school environment and way of life. This will include:

- Healthy meals provision and accessible fresh water throughout the school
- An effective school transport policy and supportive resources such as cycle paths and storage facilities
- High quality PE, leisure facilities and an exciting curriculum
- Health-related fitness and diet extended school activities
- Access to a full range of advice from health professionals
- A coherent and relevant PSHE programme for all students to ensure that they develop skills and attitudes appropriate for the 21st century

Staying safe:

A well designed, exciting, secure and safe environment, in the new school, will encourage our students to participate in a caring and supportive school community, where bullying is unacceptable and everyone safeguards the rights of others. Particular emphasis will be laid on building design, staff development and PHSE programmes.

Our current use of CCTV will be expanded to provide whole school security.

Developing and boosting our existing, supportive policies, activities and effective monitoring will ensure that students are engaged through peer group mentoring, student councils, learner mentors, outdoor education and residential visits, PSHE and visiting speakers and professionals.

A well organised, pastoral care system already ensures that all pupils are well known to, and have confidence in, staff. We will further develop our well-trained staff and close liaison with outside agencies will support the most vulnerable of our students. Drop-in access to other professionals, on site, such as health, youth inclusion and careers, will significantly enhance our safe environment.

Enjoying and achieving:

Our new school will allow us to maximise the impact of our present specialist mathematics and computing designation and any future dual designation, which we aspire to, (e.g. Business and Enterprise Education).

An exciting and well-resourced environment, with a fully integrated ICT based curriculum and administrative system, will enhance the very effective learning, which takes place. Personalised learning programmes will be the right of every pupil.

Creative use of display of student work and floral displays from our unique Pelargonium Club will also enrich the new environment.

In curriculum areas, designed to be fit for purpose, the provision of extended activities, before school, at lunchtime and after school, will provide exciting experiences for students to achieve in many diverse and exciting ways, such as art, drama, dance, music, sport, health-related fitness, ICT and Young Enterprise.

An extensive programme of cultural and educational visits and residentials will give students the opportunity to enjoy other cultures and their own personal achievements.

Making a positive contribution:

The school is already committed to delivering active Citizenship across the key stages to all pupils. The culture of engaging pupils through School, Year and Form Councils, to make decisions about their school, will allow them to play an important role in the life of the new school. This will be supported by an enhanced Healthy Schools Group, pupil -profiled focus groups and exit questionnaires which affect the way in which we work.

Community projects and charity work will engage pupils and allow them to reflect and develop empathy with other members of society.

We have an active student voice through Year and School Council bodies and are currently developing other mechanisms for monitoring our pupils and their parents' views of the school. For example a wider range of views can be sought via the use of electronic surveys as well as paper based questionnaires. This will be a key input into the planning and development phase of a new school.

Pupils presently choose, in a democratic way, a year group suitable charity to support and raise funds for. For example, pupils have raised £14,000, over the past 3 years, in order to build 2 teaching blocks for a primary school in Tanzania. Our pupils visit the African school every three years. We are developing ICT capability for our link school.

We will further develop links with Pakistan on teacher training and gifted and talented pupil projects will allow cultural and academic enrichment through visits and ICT links.

The context of a new and exciting environment will enhance, even further, the opportunities for our pupils to make a positive contribution to society and to become good citizens.

Achieving economic well-being:

Delivery of our college plan puts a high priority upon developing key vocational and enterprise skills and achieving outcomes for our pupils. Our curriculum provision for vocational education has been praised by a recent Ofsted inspection, (see school context). The school is a lead school for national initiatives such as Steps into Health and First Steps into Retail. We have a range of vocational courses available, at KS4, for students of all abilities. Key Skills and prevocational courses are delivered at KS3.

We will, with our partner schools and the community, work collaboratively to develop centres of vocational excellence for the range of 14-19 vocational/occupational strands, which are the strategic priorities, both nationally and locally. The school will work collaboratively with local partners, schools, academies, FE and HE to lead on 2 strands of specialist diplomas development – ICT, and Society, Health and Development.

The school is also a centre for Young Enterprise and, through integrating this with other courses, actively encourages students to develop enterprise skills. In

December 2006, this has been recognised by our award as one of only 10 North East Enterprise Project (NEEP) Enterprise Beacon Schools. The school aims to both further develop and share expertise with other schools. The BSF agenda will greatly assist the development of this provision by providing the 21st Century facilities for our students.

Consultation

Stage by stage, throughout the BSF process, the headteacher has ensured that all stakeholders have been kept informed and consulted regarding the concept, vision and design processes. Staff have been kept fully involved via updates and meetings. Specific consultation has taken place via a staff focus group. Assemblies have been regularly used to update students. The school council spent a full day with a design consultant discussing aspects of design of the present and potential new building. Governors have been an integral part of the consultation process and had a significant effect on moving the new school design forward via the Buildings Sub-Committee. Parents and local residents have taken part in two day feasibility planning/consultation event in January 2007 where many were updated with the design and gave views on all aspects of both the design of buildings and site layout.

Concluding Statement

We want our new school to be visionary in design and in the way that it supports the curriculum. It is important that the school's inclusive vision and core purpose is evident, to all users and the wider community, through its design, delivery and resources.

The building, itself, should be a beacon for lifelong learning and transformation.

We hope that BSF will offer the opportunity to match the needs of our students and our community with the design of the buildings by ensuring the provision of multi use, flexible spaces that can be used throughout the day and year. The framework for building design, in order to meet the changing needs of 21st Century learners will be:

- Future-proof, to meet the changing needs and perspectives of learner;
- inspirational, to excite learners;
- flexible, to allow for a range of teaching and learning styles;
- adaptable, to allow for change in purpose as the needs of learners change;
- inclusive to involve all learners;

We will build upon the strengths of our school and engage all stakeholders in the "vision to reality" dialogue and achieve our vision of a school for the future.

