

Building Schools for The Future Strategy For Change



**MEDEN SCHOOL AND TECHNOLOGY
COLLEGE**

A Learning Community with High Aspirations
Confidence, **A**spiration, **R**espect, **E**njoyment, **S**uccess

1. VISION

1.1 LEARNERS IN CONTROL OF THEIR LEARNING

BSF will totally transform the way education is planned and delivered at Meden. No longer will children, young people and parents feel 'done to'. Instead, they will be full and equal partners in their own personalised learning journey and in the way the school develops as a community facility. Through active participation in this learning journey, students will develop a sense of autonomy and control over which learning experiences are relevant to them and in which ways that learning is best accessed. Learning style will be a major factor in designing a personalised learning package to suit each individual. Learning will be accessed in a number of ways; through face to face taught lessons, through tutorials and small group work, independently at school, home or another institution and through the use of a range of ICT from a variety of places. The school building will be open to its learners from morning to evening every day of the week ensuring that there will always be opportunities to deepen or broaden learning or to relax and have fun.

Raising levels of achievement for all learners remains the primary aim of the school but BSF will enable all students to experience and share a range of successes and enable those successes to be achieved at a greater rate than was previously possible. Transformation has already begun at Meden and BSF will help to push it even further. We want to transform the life chances of our students through the five Every Child Matters outcomes. Our absolute aim is for every child to fulfil their potential through enjoyable learning programmes and opportunities and grow up in a safe, healthy environment.

1.2 AN INCLUSIVE LEARNING COMMUNITY

The Meden School and Technology College's vision is to build a learning community for **all** its members. Building Schools for the Future will enable this vision to reach out to each and every member of our community and bring them the opportunity to learn within a 21st century environment. It will transform the way students access learning and develop the skills of leadership and good citizenship necessary in a world that is changing faster than ever before. The remodelling that BSF brings, guarantees the inclusion of all our students in the learning and wider experiences of Meden. Activities will be accessible to all learners whether they are disabled or able bodied, quick or slow learners, old or young. There will be no discrimination according to gender, wealth or status. All practice will be thoughtfully developed to enable participation by everyone. Location, access and resources will be equally accessible and inclusive. Support structures will be designed to scaffold the learning of identified students. Emotional support will be given to young people who, through their behaviour, signal their feelings of fear and isolation. The remodelled curriculum offer and associated structures for ensuring progression at an appropriate rate and in appropriate learning conditions will enable some of those previously 'excluded' students to be included.

1.3 A PERSONALISED STAGE NOT AGE EXPERIENCE

Students aged 11 to 19 will be provided with an individually personalised Meden Learning Experience focused on their needs and aspirations at any point in their development. The programme will be designed and resourced to maximise the student's potential and accelerate their learning. The pace at which learners travel through this experience will depend on their ability and capacity to make progress. Students who are capable of travelling at a greater pace than their peers will access courses that will ensure their progress is in line with their capability – no longer will they be forced to wait for the end of a key stage before moving on. Currently, our provision for gifted and talented children is through enrichment programmes. By creating an accelerated pathway gifted and talented students can make progress at a rate that is appropriate. This 'stage not age' approach to learning will also enable our slower and more reluctant learners to make progress at a rate that

ensures their success. Maturity for some students comes later than others and some students will follow a learning programme designed to equip them with learning skills and personal skills that would otherwise be left to chance. This is a step change in the school's development and one that will ensure greater participation of all our learners and build a sense of achievement and self-esteem. Young people will see more ownership of, and relevance to, their education as they will be partners in planning their personalised route.

1.4 VALUES

Weaving through this learning journey will be our core values of confidence, aspiration, respect, enjoyment and success. These are the values that are understood by parents and students and currently underpin our vision. They are the values that those 20% of our parents positively choose when they send their children to Meden instead of to their local secondary school. Implicit in these values are honesty, inclusion and integrity. BSF will enable the school to demonstrate these values explicitly by enabling every student to experience success in their learning journey.

1.5 SKILLS AND ATTRIBUTES

Meden students will develop skills and attributes to equip them to succeed in an ever changing world. They will become global citizens and develop the confidence to play a key role in the future of their town, country and world. One of the transformational opportunities that BSF will provide is to enable our learners to have a real sense of ownership of their learning and the building within which some of this learning will take place. Through involvement and participation in all aspects of school life our learners will gain an understanding of politics, finance, decision making and problem solving. By shadowing the structures and processes undertaken at school, local authority and national level, students and their parents will develop the confidence and understanding necessary to participate in wider community activity that will lead to greater aspiration and community prosperity. Students will have the opportunity to belong to a variety of shadow bodies in school that will mirror those of the whole school. These will include the governing body and the senior and middle leadership teams. These shadow bodies will be consultative and have input to all decisions taken by the school. Thus, a greater understanding of the nature of education and its various structures will emerge and a sense of ownership and belonging will develop.

1.6 GREATER ACCESSIBILITY

The school will become more accessible to learners by remaining open in the evenings and at weekends. Learning will no longer be seen as an activity that happens between 8.30 and 3.30 Monday to Friday. Students will be able to learn at a time that best suits them. Courses will be available at a variety of times and days. Guidance and support will be enhanced as opportunities for one to one meetings with learning mentors will increase to enable close monitoring of progress to take place and any support required by the learner to be provided or facilitated.

Use of a range of ICT will liberate learning as no longer will students and parents have to be physically present to access their learning. Contact with teachers and other adults will be electronic as well as face to face. For some learners, following a course from home or some other location is better suited to their learning style or more convenient to their lifestyle. Video conferencing and subsequent technology will enable the global dimension of learning to become relevant and real to students with opportunities to talk to other people from around the world. ICT will support the reluctant learner's self-esteem through the use of programmes that allow for assessment to take place between learner and programme without the indignity of being proved wrong in front of peers. ICT enables access to learning 24 hours a day. BSF will enable every Meden Learner to access not only computers and the internet in the first instance, but as technology advances by the hour, it will allow for the school to keep pace with developments.

ICT will be used for registration and tracking individual progress. As learners will be accessing learning at various times and in various locations throughout their Meden experience there will be a sophisticated management information system to enable learning mentors and teachers to keep in touch with students, track their whereabouts and monitor their progress.

From September 2008 the school ensured full access to the Extended Schools core offer but provision will be enhanced further by accommodating support groups and agencies on site. Meden is the school furthest out of the town of Mansfield and access to services in Warsop itself is limited. Many young people are at a disadvantage because they are unable to travel to Mansfield to access courses, sports and arts experiences and social activity. A wide programme of after school activity in sport, film, drama, dance, music, technology and creative arts will be provided through BSF. This will offer our young people an alternative to hanging around the streets and engaging in anti-social and often dangerous activity. At the same time as this range of activities is available so will opportunities to access health and other support agencies to help our young learners and their families through those difficult years of adolescence and early adulthood.

Family learning will be developed alongside the learning of our 11-19 students. BSF will enable a step change in levels of literacy through reading clubs and family learning activities. The design of the school will change to one where parents and carers feel comfortable about joining in with the learning of their children. An area will be created that parents can take ownership of and feel confident about visiting. Parents and carers of reluctant readers will be able to access support from our learning support department and resources will be available for them to borrow and work on with their children in a purpose built area that is conducive to learning. ICT facilities will be accessible to parents throughout the day and classes for a full range of abilities will be offered both during and after school.

Adult learning opportunities will be a major dividend of BSF. As a Technology College there will be a full range of after school classes for adults and young learners to attend together. Cooking and eating together will be an important feature of Meden learning and parents and children will be invited to learn to cook together. Many families have not had the traditions of good cooking passed down from generation to generation but at Meden we will utilise the expertise and experiences of some of our older citizens to share their knowledge with younger parents and their children. Our learners will experience the joy that sitting down to a meal together will bring.

1.7 CREATIVITY AND ACHIEVEMENT

Many learners at Meden lack confidence and have low levels of self-esteem. They are too willing to talk about what they are unable to do. The transformation that BSF brings is in the **way** that our young people learn. A large percentage of our learners have low levels of literacy, and while ever our curriculum is reading and writing based and we assess our children according to what they produce in a test or examination, this situation will remain. Literacy will always be a focus for our learners but for many, this will be balanced by a creativity curriculum, underpinned and resourced by up to date technology, that will enable them to demonstrate what they **can** achieve. For some children the world of the arts and sport is the key to unlocking their potential. They build self-esteem quickly by participating in learning that is both enjoyable and creative. The provision for drama, dance, music and art already transforms the way some young people learn; BSF will enable us to extend the partnership work the school does with the Young Peoples' Creative Agency (Creative Partnerships) to a much greater number of learners. Developing the skills of communication, empathy and self-confidence will be enhanced through the use of performing and expressive arts. In a town where culture and the arts is almost non-existent, this opportunity more than any other will result in greater participation and increased achievement. Access to modern, high quality sport will be an entitlement to all Meden learners. They will all participate in a sport, health and fitness curriculum but for some learners this will be increased to take account of specific health issues, learning style and personal development factors. The facilities brought to Warsop through BSF will provide the school and the wider community with state of the art sports provision that is available 7 days a week 365 days a year.

1.8 MANAGEMENT OF CHANGE, WORKFORCE

A transformation mapping exercise involving the whole school team has set out milestones over a 15 year period of development and change beginning with the BSF process. This has identified contingencies (critical path logic in terms of the development of timelines) and synchronicities (relationships across timelines for key levers in each of the developmental stages). See Appendix A. This has enabled us to secure and assure the school's change management process, which has also involved mapping stakeholder participation over 'engaged', 'involved' and 'informed' categories.

To deliver a transformation as significant as this, the school will require a skilled and committed workforce. Teachers will need to develop skills to facilitate and encourage independent learning activities as well as provide taught lessons. They will be flexible in their approach to planning as not every young person will access all their learning in the classroom. Tracking progress and providing appropriate intervention will remain central to the role of the teacher/facilitator.

There will be a new role for all staff in mentoring students. Each student will have a mentor who will be an equal partner in the learning. The mentor will guide, inform and track progress. The mentor will have regular contact with students and their family either in a small group or one to one. In addition to face to face meetings between mentor and mentee there will also be more frequent e mail or text contact. All staff employed at the school will become learning mentors, making every employee directly accountable for learning and progress. Recruitment processes will take account of this expectation and CPD opportunities provided for on-going development.

A comprehensive CPD programme within a clear change management process will develop these new roles in the lead up to BSF.

Involvement of all stakeholders from the start of this process is crucial to ensure that they understand the need for change in the short, medium and long term. The school's communication strategy is based on the premise that this change will affect all stakeholders and real consultation is vital. Involvement of all stakeholders is encouraged and welcomed by the school.

2.0 SCHOOL CONTEXT

Meden School and Technology College in North Nottinghamshire is an 11-18 comprehensive school with 1250 students on roll. It is the only secondary school in the former mining community of Warsop, which lies seven miles from Worksop and five miles from Mansfield. Mansfield is the most deprived of the 7 districts of Nottinghamshire. There are bus links with these larger towns but a significant number of families do not travel outside of Warsop.

Following the demise of the coal industry, (Warsop had three collieries), long term unemployment has been a significant local issue within the community with levels consistently above the national average.

The school's deprivation indicator is 0.3 with only 23% of schools in the country worse off. The percentage of free school meals is average at 14.9%; although many families who are eligible do not apply.

The Wards of Meden and Birklands provide 70.6% of our pupils; both are in the top 20% of most deprived wards in Nottinghamshire with an Average Index of Multiple Deprivation score of 34.74 and 36.30 respectively.

Acorn data shows a significant percentage of pupils come from "hard pressed" backgrounds.

East Midlands Regeneration funding is targeted at rebuilding a residential area in the centre of the town and another in an outlying ward (Warsop Vale) which have both been derelict for some time. The properties are a mixture of affordable housing and private sales.

There is a poverty of aspiration amongst a significant minority of parents and carers which impacts on the attitude of many students.

The number of 11 year olds is falling over the next 6 years but the three local infant schools report high numbers waiting to enter reception classes. Meden has historically drawn 20% of its students from out of catchment through its reputation for high standards of student appearance and behaviour and sees no reason for this to

change. Additionally, by 2015 post-16 numbers will have significantly increased as young people stay in education and training until 18.

The school has strong, well developed links with its seven primary partners. It is the intention of all the schools within the 'Meden Family' to formalise this link by becoming a loose federation. All of these schools lie within the Parish of Warsop but four are situated outside the town itself.

The school is also part of a 14-19 loose federation consisting of 7 Mansfield secondary schools (one academy, two trusts and 4 maintained schools) and West Nottinghamshire College. This federation of schools is called The Mansfield Learning Partnership. Together it produces a common post-16 timetable, has a funded transport policy that enables all learners to access courses in any of the 8 establishments, shares resources and in 2008/09 is offering students the opportunity to study a Level 2 Diploma in either Engineering or ICT. There is a Director and Co-ordinator both of which are shared appointments across the partnership.

2.1 CURRENT CHARACTERISTICS AND PUPIL PERFORMANCE

Ofsted described the school in November 2007 as 'satisfactory with good capacity to improve'.

Attainment on entry at KS2 is broadly average as evidenced by PANDA and RAISEonline reports but below average by the end of Key Stage 3.

Standards in KS3 are rising steadily but too slowly.

English and science at Key Stage Three are a concern. Strategies in place are having an impact on achievement but it is hoped that BSF will bring opportunities to make science more accessible and enjoyable and increase the pace at which the school improves levels of literacy. A KS3 curriculum based on learning to learn and social and emotional aspects of learning is planned.

Standards at KS4 have reached a plateau. The school reached its highest ever GCSE results in 2006 with 48% A*-C grades but has been at 45% for the last two years. Achievement at Key Stage 4 is a major priority for the school. The curriculum at KS4 is a traditional GCSE offer with a very small number of students accessing vocational programmes at West Nottinghamshire College. This does not offer all our young people the range of learning opportunities that will maximise their achievement.

CVA 2-4 was good in 2006 with a score of 1004.9; this put the school in the top 40% of improving schools nationally; however there was a decline in both attainment and achievement in 2007 and 2008 with the school on the 95th percentile in 2008.

The number of students staying at Meden to access post-16 education has steadily increased. 2006 saw the largest staying on rate with 113 students starting Year 12. The total number of post-16 students in 2006 was 170. In 2007 this figure fell to 87 in Year 12 and 63 in Year 13 reducing post 16 numbers to 150. This decrease is largely due to unsettling factors across the consortium of schools and significant staff absence at Meden during 2006/7.

There are 11.4% of pupils at School Action and School Action + with 5 Statements of Special Educational Need. There is a further 10% of pupils who come into school with a reading age below 9. The needs of these pupils are the responsibility of individual teachers and are catered for by ability grouping and differentiated activities in the classroom. Their progress is carefully monitored by the Special Needs Team.

The school is determined to raise levels of attainment and celebrate achievement at all levels and across all aspects of learning; moving, in the short to medium term, from an Ofsted (November 2007) judgement of 'satisfactory' to 'good' and, in the longer term, through BSF, to 'outstanding'. Our aim is to ensure that every student enjoys a personalised, high quality learning experience within a supportive, safe and healthy environment. Each student will have clear, challenging, but realistic development and progress targets as part of the school's focus on securing improved standards. Through Technology College and BSF we intend to provide a 21st century, technology-rich learning environment that underpins the standards agenda by creating real opportunity for personalised, independent learning.

Insufficient numbers of students attain 5 A*-C grades including English and mathematics. This results in fewer than 50% leaving school with functional levels of literacy and numeracy. A transformed curriculum and

innovative approach to learning and teaching supported by BSF will ensure that most students will attain this threshold.

Current areas for development include: Strengthening the effectiveness and impact of strategic leadership. This is central to our improvement agenda. We aim to release the strong potential of middle leadership through sharpening accountability and developing individual capacity through effective line management and professional development opportunities.

A more integrated approach to aspects of the KS3 curriculum with SEAL at its core and driven by skills development, alongside a renewed commitment to consistency and challenge through Assessment for Learning. Involvement in the Mansfield Learning Partnership will ensure that the flexibility and choice of pathways at KS4 and post-16 is further strengthened.

A stage not age structure will enable learners to make progress at a pace and level to suit their individual needs rather than straightjacket them into a two or three year formal structure.

2.2. KEY OBJECTIVES TO TRANSFORM EDUCATION SUPPORTED BY BSF

Substantially increase levels of achievement of learners at a greater rate, building success through developing strong thinking and learning skills.

Ensure that all learners have the opportunity to reach functional levels of literacy and numeracy before they leave school.

Develop a stage not age structure for delivering learning to enable all students to progress at an appropriate pace that incorporates SEAL and ECM principles.

Remove all physical and emotional barriers to learning to enable students with LDD to access all aspects of the school curriculum through a personalised learning programme.

Raise aspiration throughout the learning community by setting challenging targets and monitoring progress towards them through negotiated Personal Learning Plans.

Develop confident, independent learners by incorporating self-directed study opportunities, off-site learning and collaborative learning. Remove barriers to education by creating personalised flexible options/pathways that are tailored to the needs of individual students.

Transform the way young people view education by involving them directly in what they learn and how they choose to access that learning.

Create a new learning environment that encourages a climate of respect, positive behaviour and strong relationships through empowering students to behave as true stakeholders.

Enrich the professional lives of all staff through a commitment to CPD and developing new teaching and learning methodologies to service a range of needs - our workforce are also our learners.

Develop the impact of specialist status by making extensive use of new technologies to enhance learning and teaching.

Change the notion of a traditional school day to one where there are a range of ways of accessing learning over a longer period of time – 24 hours a day for 7 days a week.

Open up courses and learning experiences to the community and beyond.

Provide a high quality, flexible environment for life long learning; placing the school at the heart of its community.

Utilise opportunities for learning based on new technologies available within and without the school building. Through use of e learning, offer opportunities for 24/7 learning and global learning.

Work closely with partner schools by operating as members of loose federations, e.g. Family of Schools, Mansfield Learning Partnership, to provide an environment that supports wider development of education and learning in the local area with shared resources and ambitions.

Provide a learning environment that places a strong emphasis on health and fitness for the whole community, including high quality sports and recreation for both the school and local community.

Ensure that creativity is developed in all members of the learning community.

Build an environmentally sustainable learning community that generates a culture of conservation and respect for the ecology of the school, locality and world.

Offer a wider programme of enrichment activities to enhance learning and develop social and emotional intelligence through the school's Extended Schools status.

2.3 SCHOOL ORGANISATION (CHOICE DIVERSITY AND ACCESS)

WHERE WE ARE NOW:

Partnership/Collaborations

Currently Post-16 education and training is provided collaboratively through the Mansfield Learning Partnership which became a formal Education Partnership in September 2007 when a very loose collaboration known as the Mansfield Consortium of Schools formalised its identity as the Mansfield Learning Partnership. The MLP belongs to the wider Area Strategy Group as a partner organisation in its own right. Its membership consists of 5 local authority maintained 11-18 schools, one trust school, one college of further education and one academy.

There is a considerable financial commitment to the MLP from all partners in addition to a well established principle to collaborate for the benefit of all young people in Mansfield. The MLP employs a Director and Coordinator and has a structure consisting of the Executive Group, which consists of all heads and principals, and 7 strategic groups each overseen by one of the Executive members. All institutions have representatives at each level.

There is a common prospectus and timetable for post-16 education produced each year and progress is monitored at a strategic level by the Area Strategy Group which is made up of head teachers, the LSC, Connexions, LSP, local businesses and LA officers; and at school level by senior leaders.

The impact of this collaborative approach can be seen in the large number of Level 3 courses on offer to students and the emergence of a wider range of Entry Level and Level 1 and 2 courses. The MLP is involved in piloting two lines of Diploma; Engineering and ICT. It will also offer 3 more in September 2009.

The Meden Family of Schools consists of two infant schools and four primary schools in addition to The Meden School and Technology College. There is a very strong relationship between all 7 schools and collaboration is good. All of the schools within the Family have received at least satisfactory Ofsted judgements with one good and one outstanding.

As a loose federation it is the Family's intention to become a 'good' Family within two years and an 'outstanding' Family within four years.

By federating in this way the individual schools will retain their unique identities within their localities but will be able to collaborate much more effectively on learning and teaching issues, transition and partnership learning and on the sharing of resources.

Partnership and collaboration with external partners

The Meden campus also provides accommodation for early years support through its Under 8s Centre which is used by parents of young children throughout the week. There is a Children's Centre in the middle of the town but parents report that the Under 8s Centre provides for more flexibility and is more responsive to their needs.

Extended Services

From September 2008 the Meden School (with its Family of Schools) became an Extended Services school. It is currently delivering the Core offer but has plans through BSF to considerably extend this to become a full ES school.

Governance

The school is a local authority maintained 11- 18 mixed comprehensive school. It has an active governing body consisting of 16 members including the Head Teacher. It has no plans to change its governance.

Admissions

The Pupil Admission Number (PAN) is currently 240. In 2006 this was exceeded but in 2007 and 2008 the number reduced to 238 and 190 respectively. The school receives almost 100% of its catchment pupils at the end of KS2 and has consistently attracted up to 25% of its intake from outside catchment; largely from Derbyshire schools on its border with Nottinghamshire.

Specialisms

Meden is in its seventh year as a Specialist Technology College and received third phase re-designation following its Ofsted in 2007. Benefits of this are evident throughout the school in terms of an expanded curriculum offer at KS4 and 5, improved accommodation and good ICT provision. Technology College targets have been met to date and the TC plan is integral to the School Improvement Plan. Through the Technology College initiative there has been extensive work with the community and especially within The Meden Family of Schools.

Inclusion

The school has an on-site Inclusion Centre which supports the learning of vulnerable groups of students including Looked-after Children and those at risk of disaffection and exclusion. This provision is managed by a senior TA. Connexions, the Behaviour Support Team and the Youth Service all have a presence in the centre which is known locally as "The House".

Support for learning is delivered by a team of teaching assistants led by a senior TA. Their focus is on children at School Action, School Action Plus and those with a Statement of Special Educational Needs. The support largely takes place in lessons with TAs supporting the learning within mainstream classes. Small groups are withdrawn for targeted reading support and some children receive 1:1 support for medical and emotional needs. Since September 2007 the two elements of SEN support (Behaviour and Learning) have been brought together under the strategic leadership of an Inclusion Manager.

ICT

As a Technology College the school is well provided with computers; the current computer:pupil ratio being 1:2. Access to the internet is good with wired and wireless technology throughout the school.

There are interactive whiteboards in over 90% of teaching spaces. Growing numbers of teachers and students are competent in their use but there are still too many using them as projector screens rather than as interactive technology.

The school's VLE is operated via Moodle and has learning resources from most subjects available to students from home.

The school subscribes to 'Life Channel' enabling it to have its own TV channel running throughout the building. The school uses SIMS as its MIS and recently appointed a SIMS manager to develop its use further. The library has had a successful biometric system of book lending in operation for two years.

2.4 PRIORITIES AND STRATEGIES FOR TRANSFORMING LEARNING AND SERVICES

Partnership and Collaboration

BSF will enable the school, as a Technology College, to contribute to the delivery of the Diploma in Engineering across the whole of Mansfield and North East Derbyshire by making provision for Mechanical Engineering. Motor vehicle engineering is a very popular choice amongst young male students in the area and currently there is little provision for them.

Access to such a provision through the Extended Schools programme would also enable short courses to be offered to students and the wider community.

Meden will also deliver the manufacturing diploma to MLP students.

Other Diplomas that will be offered at Meden are, Creative and Media and other areas of the curriculum as they come on line.

Enhanced sports and performing arts facilities would enable more collaboration with the Family of Schools. Joint productions, workshops and sporting activities would encourage more families to see the school as their resource to be used much more widely than before.

Inclusion

BSF will enable the school to deliver better physical access through the design of the building that will provide full access to all its learning partners. Careful consideration will be given to the needs of learners with disability including hearing and sight impairment as well as physical mobility.

Inclusion is at the heart of our philosophy and will impact on both the physical layout of the school and the way learning is organised, accessed and resourced for students. Learning will be tailored to individual need and will take as long or as little time as necessary. Students with learning and social and emotional needs will be consulted about their learning, and realistic joint-decisions will be made about the pace at which they will learn or the ways in which their learning will be supported. There will be wider and more immediate access to support for these learners through provision for agencies to base themselves on site.

Access

The school will be open for longer periods of time to encourage greater use by members of the community and families. There will be intelligent security systems to ensure that students are safeguarded but at the same time the resources of the school will not be restricted during the day.

Sport and the Arts

Creativity will be at the heart of our remodelled curriculum and access to performance space and cultural activities will be ensured. Arts groups will support the learning of our students by working alongside them in lessons and in other extended activities beyond the traditional school day. Dance and drama will be available to all students throughout their learning journey whether as a formal qualification or as an extra curricular activity through the Extended Schools programme. Students will be encouraged to use these 'out of school' experiences to gain accreditation in the arts and sport.

Sport development and health related fitness is a second but equally important strand of our vision. Access to high quality accommodation and provision will be a dividend of BSF. BSF, in partnership with the District Council, will enable the school to become a national centre of excellence for disabled and able bodied sports. The school will provide the community with much needed facilities for fitness and other health related services such as physiotherapy and diet advice.

ICT

Through enhanced access to ICT, students will be able to access learning at any time of the day, whether the building is open or closed. All Meden students will be able to access the internet from home. Mentoring between tutor and student will be enhanced by use of ICT as will the relationship between learner and teacher. There will be the facility for work to be submitted, marked and returned electronically; thus enabling a swifter assessment of progress and feedback to take place.

The international dimension of learning will be facilitated through use of ICT, with video conferencing and webcam discussions taking place regularly.

Using media and film making technology will be a natural extension of the school's TV channel and through BSF there will be opportunities for film making and editing and music production. Students will have opportunities to develop their enterprise and entrepreneurial skills by making and marketing their own music and films.

Climate for Learning

By carefully minimising opportunities for anti-social behaviour whilst encouraging personal and social responsibility it is intended to give students opportunities to learn in an environment free from oppression. The culture shift is away from one of underperformance and ridicule of those who want to learn to one of self-motivation and pursuit of personal success.

Workforce

All members of the school workforce will be responsible for the learning of an identified group of students. This role of Personal Learning Mentor will complement that of teacher or trainer.

Teachers will facilitate learning rather than be the providers of content. This will require a deep understanding of how young people learn and what activities and strategies ensure the greatest success.

Staff will be flexible and adaptable in both methodology and working practices. There will be greater use of para-professional staff to work with groups of students or individuals inside and outside of the learning spaces.

2.5 RAISING ACHIEVEMENT

There will be a step change in standards of attainment with a transformation to the way learning is organised. Instead of an incremental year by year structure there will be a **stage not age** approach with students accessing courses tailored to their individual ability and stage of development. This will consist of a two year skills, values and competences based curriculum which will foster independent learning; followed by a flexible 13-19 continuum which will enable students to follow personalised pathways.

Learning will be available 24 hours a day for 7 days a week. The school building will be open longer to enable students and their families access to classes, resources and support.

Transition to secondary phase will be a more gradual process with pupils and parents from within the Family of Schools having far more opportunities to visit Meden and work alongside staff and students. A more sophisticated use of data will ensure that pupils lose no momentum in the move from Year 6 to 7 and start making good progress from their first encounter with Meden.

The development of **learning and personal skills** will form the basis of 'KS3' with students moving to 'KS4' as soon as they are able. This will accelerate learning for some, enabling them to move on at a greater pace than others. It will also support the learning of slower learners by allowing their learning to become deeper by embedding literacy and numeracy skills. No longer will students be swept into KS4 to drown in courses they can not understand and do not want to study.

This **personalised approach** to learning will ensure that a high proportion of learners will reach the threshold of 5A*-C grades with English and Maths.

By building a personalised curriculum for individual students with **creativity and sport** at its heart more young people will have access to a wide range of other experiences. The school will recognise these wider achievements as a valued part of students' outcomes.

The curriculum will be more relevant to students because they will be equal partners in decisions about what courses to take and at what pace they will progress through them. Students will be more responsible for the choices they make and thus more accountable for their outcomes.

The courses will be more engaging as a result of new approaches to learning and teaching. Independent learning skills will be developed as a key skill in KS3. Students will be able to identify their own learning style and adapt their learning experience to suit. Lessons will be **exciting and different** with students taking the lead in their own learning rather than passively accepting what their teachers give them. There will be an emphasis on 'learning together' and 'fun'.

The quality of lessons will be transformed with this approach. Teachers' planning will take account of a range of needs within one (potentially large) group that could contain a range of ages as well as abilities and learning styles. Learning activities will be facilitated rather than delivered. A range of different activities will be available for students to choose from according to their learning preference. There will be some whole class teaching but the majority of the learning will be done independently with the teacher assessing the learning, monitoring progress

and providing challenge and pace. Use of **ICT** will be transformed with opportunities for students to learn from others worldwide. Video conferencing and on line chat rooms will make learning more real and relevant. Students will negotiate **Personalised Learning Plans** with their Learning Mentor that will structure their curriculum and the way in which it is accessed.

Use of ICT will provide opportunities for students to learn from home via the MLN (Meden Learning Network) or from another school, university or centre if this enables them to make more progress.

Disaffected students currently complain that there is no relevance to their learning, they are out of their depth or that they are not listened to. By giving them more control over what and how they learn within a structure that demands high standards of effort and engagement, it is hoped that disaffection will reduce significantly.

Enhanced links with commerce and industry will enable students to experience the world of work for longer and more regular periods of time. They will then be able to link these experiences directly to the work they do in school.

There will be very close monitoring of **student progress** and the setting of tight short and medium term learning targets will ensure that progress is tracked and any sign of under achievement is tackled immediately. Targets will be challenging for, and expectations high, of all students.

Progress will be supported by **individual learning mentors** who will negotiate the Personalised Learning Plan with the student and will also monitor progress in all subjects regularly. The partnership between student and mentor is crucial. The mentor will offer challenge as well as support and will involve parents and carers in the dialogue throughout. Mentors will help students to access support from a range of agencies when the need arises e.g. Connexions, Extended Services, health, Aim Higher, EWS etc.

Additional support for learning will be provided by teaching assistants who will also provide emotional support for some students. Mentors for industry will support students on vocational courses and higher education institutions will mentor students identified as potential HE undergraduates. Mentoring will be both virtual and face to face.

Social and Emotional Aspects of Learning (SEAL) form a core strand throughout all experiences at Meden and opportunities for students to socialise and develop emotional literacy skills are built in to the curriculum.

Learning is a social activity and developing good relationships is a crucial factor to success. SEAL skills will be taught as part of PSHCE and developed through all lessons and activities. Opportunities for social groups to network will be provided during lessons and at other times. Large social areas will enable students to network widely. Dining facilities will be available all day and students will be encouraged to work, eat and socialise in them. Five flexible social learning spaces will also encourage students to form high quality relationships whilst using ICT and other media.

A culture of celebration will permeate every aspect of school life; this will include displays in all entrances to the school, throughout the building and outside.

2.6 LEARNING AND TEACHING

Use of ICT will provide a wider variety of teaching and learning styles, enabling a more personalised experience for students. They will be able to access a virtual learning environment 24/7.

Some students will benefit from off site learning; they will sometimes need to communicate with their teachers via computer. Some will be able to work in independent groups outside the formal classroom. Collaboration of this kind will be encouraged as students become more independent and less reliant on the teacher.

As students become better at identifying their own learning styles and have opportunities to learn in a variety of ways, their motivation will increase and their sense of achievement will heighten.

Use of ICT will enable teachers and mentors to communicate more frequently with students and parents. There will be the facility to provide immediate feedback to a student part way through a piece of work, enabling intervention to take place at the point of need.

This new relationship between teacher and student will require more efficient use of data by both teacher and student for planning learning experiences, monitoring progress and reporting to parents/carers.

Teaching and learning resources will all be available on line for students and their parents to access. Classrooms will provide a range of interactive technology. All teaching areas will be developed using new technologies as they emerge.

ICT will ensure that teaching and learning opportunities include a global dimension. Video links and chat rooms will enable our students to learn with and from students across the world.

Stage not age will determine what teaching groups a student will be in. The notion of 'readiness to engage' will replace the old practice of automatic movement through the key stages whether ready or not. The school will eventually remove the notion of 'key stages' and replace it with pathways that students will follow according to their stage of development. Some will accelerate their learning because they are capable of working at a faster pace than others whilst some will follow a traditional route to Level 2 and beyond. For a few students, operating at Level 1 or below, a curriculum to increase levels of literacy and numeracy with skills for life in the workplace, health and well being and SEAL will form the basis of their pathway. All learning activities will be tailored to individual need with some guaranteed successes built in.

Personalising learning for students is one of our key priorities which will be extended and accelerated by BSF. The school subscribes to the view of the LA that '*personalising learning and teaching means taking a highly structured and responsive approach to each child's and young person's learning, in order that all are able to progress, achieve and participate*' (SfC2). We will ensure that our students have the best access to the right opportunities and support, both within school and from our educational partners. Support and guidance will be available for students and parents at all transition stages to allow for maximum progress and for them to leave secondary education as independent, confident and aspiring learners. Our students will have access to flexible, planned and personal learning pathways that are enabled, enhanced, managed and extended by ICT that links together all learning whenever and wherever it occurs.

Personal Learning Plans will form the framework for students to plan and track their school experience. The process of negotiating a PLP will be in partnership with an Individual Learning Mentor. Several factors will be taken into consideration including preferred learning style, level of learning skill at the end of their two year 'KS3', capacity to make progress (whether via an accelerated pathway, a regular pathway or a supported pathway) and what learning resources would be best to utilise. There will be flexibility to mix pathways depending on a student's learning profile. Academic and vocational options will be as flexible as possible to enable students to access a full range of courses.

The PLP will also be the vehicle by which progress will be tracked and monitored and additional challenge or support provided. Review meetings between mentor and student will be regular and where ever possible will include parents/carers. Intervention will be made at both teacher and mentor level. With enhanced use of ICT, individual teachers will be able to intervene earlier to ensure maximum progress is made. Mentors will receive 'live' data from teachers to enable them to have an overview of a student's whole curriculum.

Skills for Learning will be further developed on transition at Year 7. All students will follow a Learning to Learn curriculum alongside the core subjects (English, maths, science and technology), a language and an integrated humanities course. Art, drama, dance and PE will form a significant proportion of KS3 as creativity, health and well-being are key strands of our 11-18 curriculum. There will be a minimum requirement in the acquisition of skills for learning that students will have to reach before choosing their next pathway. Literacy and numeracy skills feature highly in this requirement because we believe that without functional levels of both, success at Level 2 is unlikely. For students who do not reach this threshold, extra time and support will be made available to ensure that they do.

A more **flexible day** for some learners will enable them to target the most appropriate subject choices without being tied into a traditional options structure. This would also provide an opportunity for adults to join some classes.

Flexibility of learning spaces will be crucial to offering a truly personalised curriculum for students. Some groups will be large and will require a large space for a more formal input to be followed by a variety of activities to broaden and deepen the learning. Small groups of collaborative learners will require breakout space or small group discussion rooms. All activities will require internet connectivity and hardware to support learning packages or web browsing. Some more traditional looking classrooms can be transformed into 360 degree spaces with technology. Because creativity and performance is a strand that runs through all our learning programmes, enough flexible large space for drama, dance and art activities linked to all subjects is vital.

The school will **change the relationship between learner and teacher**. Teachers will facilitate rather than provide learning. Emphasis will be on developing the capacity of the learner to be more effective. Knowledge and content is no longer the domain of the 'teacher'. Technology is now capable of providing all the knowledge and content any learner will need. The teacher will enable learners to develop the skills of learning which will include: retrieving and understanding information, communicating, manipulating and delivering information, distinguishing between the relevant and irrelevant, analysis, synthesis etc. Emphasis will be on thinking skills, problem solving, personal development and respect.

The school workforce will change as fewer 'teachers' will be needed while the need for Learning Mentors will increase. Skills sets will change for adults working in schools. Proficiency in the use of ICT will be essential in a new BSF school. Some traditional attitudes will change too. Our learners will be seen much more as clients who

will become more discerning about the quality of learning experience they receive. With more opportunities to access learning outside the traditional local school, quality assurance processes will have to result in value for money.

2.7 CURRICULUM

The curriculum at Meden is the planned learning experience of all our students. It includes social and emotional aspects of learning, learning to learn and traditional subject-based lessons.

Our school is a Specialist Technology College in its third phase of re-designation. All students study technology; they experience the full range in KS3 and specialise in one or two in KS4. Under BSF, technology will expand to offer mechanical engineering and manufacturing. Both these subjects are in demand locally but with no provision available.

The new curriculum at 'KS3' will be skills and competence based from 2009. Elements of Learning to Learn are being piloted this year (2008) with a full roll out in 2009/10.

BSF will enable us to offer a stage not age curriculum to allow our gifted students an accelerated experience whilst offering our slower developers more time to master the basic skills needed for success at Level 2.

Lessons are currently one hour long but with new approaches to learning and teaching the notion of a start and end to a lesson will be reviewed.

The concept of a 'taught' curriculum is changing to one of 'learning' with students taking a more active role in their lessons and teachers developing the skills of facilitation rather than delivering knowledge. Independent learning skills feature highly in our L2L curriculum.

BSF will enable us to plan for lessons outside the classroom with opportunities to include an allotment, green rooftop and wild garden to enhance students' awareness of ecology and the environment.

14-19 Entitlement

The school is in partnership with all 6 Mansfield schools and West Nottinghamshire College of FE in the planning and delivery of the full suite of Diplomas at all three levels. Currently we are offering ICT and Engineering to our students and will be extending that offer in September 2009 to 7 diplomas (Creative and Media, Society; Health and Development; Hair and Beauty, Construction and Hospitality).

The collaboration, known as the Mansfield Learning Partnership, has offered a wide range of Level 3 courses to its students for several years. The MLP has a transport policy that enables all learners to travel free of charge to any of the schools in the MLP. Students from Meden access Level 1, 2 and 3 courses through the MLP.

BSF will enable Meden to become the main deliverer of motor vehicle engineering in the region and share the delivery of manufacturing with a partner school.

We intend to offer a range of modern apprenticeships as a local employer.

A broader range of Level 1 and 2 courses will be offered with links to the Arts and sport.

Students will be able to volunteer to help run activities within our arts and sports programmes and gain accreditation.

Functional Skills and skills for employability are being piloted at the moment. Both will form a significant strand of 13-19 learning in the future.

ICT

By ensuring that all students can access high quality ICT, the school will extend the range of courses it offers to 13-19 students. It will enable more access for students to courses in other schools and colleges.

ICT will enable some post-16 students who currently have to balance demands of home and school to organise their learning around their lifestyle; thus enabling many to complete a course that otherwise would have been abandoned.

2.8 EVERY CHILD MATTERS

Our aspiration is to design a building and wider site that offers a welcome to all students and their families. There has to be a welcoming ambiance to ensure the participation of some of our harder to reach families. A parents' social area designed and equipped by them will encourage the participation of wider groups of parents.

The site will host a full range of extended services including child care (through the further development of Under 8s Centre) before and after school: 8 til 6. There will be a range of Family Learning opportunities focused on parenting, healthy eating, keeping children safe etc. as part of Extended Services provision. There will also be on-going consultation about what parents and families want to access.

To support children and their families there will be provision on site for use by agencies such as parenting support, school nurse, EWS, education psychology, CAMHS, a counselling service and school bank to encourage economic well-being/awareness. Extended Services developments will encourage these agencies to base locality teams on the school site.

There will be improved achievement levels by vulnerable groups because learning and resources will be tailored to individual need and there will be on site support for these vulnerable young people and their families.

By providing social-learning areas for children to use when not in a formal learning situation, the school will encourage the development of social skills. Our use of student mentors will increase, and active anti-bullying strategies will be put in place.

Study support facilities will be enhanced through Extended Schools with private study provision before and after school that is both supervised and independent.

Student voice processes will be formalised and the school council will develop into a shadow governing body to contribute to decisions – with a budget and framework of accountability. Involvement in local politics will increase as a result of the work carried out in PSHCE (Youth Assembly, Young Mayor etc).

The student reception will be separate from visitors and staff. This will enable young people the opportunity to access services and build relationships with support staff trained to respond to pupil issues. All matters relating to attendance and progress will be dealt with by a specialist team of support staff from this reception.

Safeguarding considerations will include CCTV throughout the school. Some areas will be accessible only to staff and students (biometric entry and exit) during the school day and there will be single cubicle toilets with push taps and powerful hand driers that will open straight onto areas that are easily monitored to avoid bullying.

The enhanced sports facilities will enable children to access a wide range sporting activities after school, at weekends and during the holidays – staying healthy is a major strand of the new curriculum and access to 5 hours a week of sporting activity will be guaranteed.

The provision of a range of different dining facilities will encourage children to eat when they feel hungry (all day dining). In addition to the student dining room, facilities will be enhanced by 5 cyber café type flexible learning spaces to encourage study whilst enjoying a drink or snack. There will be a continuation of our current policy on healthy eating, and access to water on demand will remain. An EKPI will be the achievement of the Healthy Schools Standard.

Students will grow their own food on site which will form part of the 'classroom beyond the school'. Young people and members of the local community will work together to provide a range of seasonal produce for use in the school and for sale. Families will be encouraged to cook and eat together as part of our Extended Schools programme.

Pupils will continue to make a contribution to the well-being of others (charity work, sponsorship) and e-links will be made with people in other countries in need of support.

2.9 INCLUSION AND SPECIAL EDUCATIONAL NEEDS

Meden will truly be an Inclusive school. It will be inclusive by its design and inclusive by its actions. No students, staff or family members will be excluded from any learning activity. Students with physical disabilities will be enabled to access all areas of the school and will not be excluded because of access. There will be features incorporated into the design to aid sight and hearing impaired students with Braille signage and technology to enhance both sight and hearing. Meden will guarantee to all parents/carers that there will be no barriers to stop children accessing the full curriculum entitlement. Some children will be provided with more support than others to achieve this but will not be treated any differently to their peers. Lifts and toilets will be easily accessible, safe and pleasant to use.

The Learning Support Team will continue to support students with specific learning challenges but the way they access their learning will be more tailored to the needs of the individual child and less to the needs of the school.

There will be flexible spaces within which to design learning environments fit for a variety of purposes that are adaptable and versatile.

An EKPI is to raise the achievement of vulnerable individuals and groups of children. This will be achieved through a range of strategies including personalising the learning, utilising resources that are fit for purpose and challenging the ever present poverty of aspiration amongst the most vulnerable. This will be facilitated by an expertly staffed inclusion team of teachers and TAs. Vulnerable children will be provided with a safe area in school to call their own. They will be encouraged to own it and make it theirs both through the design and the visual appearance of its spaces. A range of needs will be catered for in this area. (See Accommodation Schedule and Adjacencies diagram for detail). Vulnerable children also need to feel safe if they are to achieve their potential. Design features to minimise these opportunities for children to be afraid will be incorporated and specific areas within which children feel comfortable will be provided.

A variety of relevant learning opportunities to cater for a wide range of needs is essential to avoid disaffection and NEETs. A stage not age curriculum will enable the development of a functional curriculum for some students that will focus on a specific range of skills and competences. They will develop learning skills that will equip them for life beyond school. By removing a 'one size fits all' experience, learning will be more relevant and responsive to individuals who, in turn will be more engaged and involved. Partnership with the MLP will ensure that a full range of vocational and academic courses will be available to all young people but the support they will receive from their base school is vital to their success. A flexible workforce that can provide support off-site will be developed to ensure that vulnerable young people are not excluded from opportunities as a result of their learning, physical or behavioural need.

Support will be accessed in a number of ways. In-class support by TAs or other adults will be the predominant model for most SEN students but there will be focused withdrawal for some. Classroom design will allow for withdrawal from some learning activities for small group or 1:1 work but with easy routes back into the class environment for others. Breakout spaces or flexible use of larger spaces will allow for this.

Flexible teaching spaces will facilitate a range of groupings within one area for differentiated activities with opportunities to accelerate the pace for some or provide additional support for others. ICT will enable this mobility because there will be wireless access and all young people will be provided with portable devices to use in all lessons. ICT will enable the manipulation of information by touch, and voice recognition software will allow students to demonstrate their knowledge and understanding without having to write.

There are a number of hard to reach families in school for whom willing inclusion in the Meden Learning Family will be a challenge. Therefore, the areas of the school that they are likely to access must be family friendly and available when they want them. Many will have developed a negative attitude to school as they remember it – the newly designed parent areas must be very different in design and ambience in order for them to feel comfortable. The school must listen to what they want and not impose a model that it thinks they will want.

3.0 USE OF ICT

Meden School has a vision of education that places the use of ICT, which includes digital media technologies, at its core. ICT provides a profound potential to make the taught curriculum and the learning environment significantly more relevant, purposeful, creative and flexible. It makes learning more widely accessible; supporting learners at all stages of life in ways that best suit their individual learning style. Within our school ICT also presents a genuine opportunity to support teachers in their planning for teaching and learning.

E-learning will be a major area of growth in coming years transforming the way the school structures and organises learning opportunities. Meden School and Technology College is already committed to seeking out and exploiting new technologies and ensuring that ICT is available across the curriculum for all subjects and in support of all pedagogies.

E-learning will transform the way we learn and will enable us to ensure that every learner can achieve his or her full potential. New technologies provide unprecedented access to ideas, information, people and organisations as well as to cultural exchange and understanding, new ways of personal expression and exciting and engaging ways of achieving educational outcomes. For the first time in human existence, the sum of human knowledge is but a button away.

E-learning

The school will develop and promote the definition that e-learning is any learning that uses ICT. We will identify three distinct, though mutually linked, aspects to ICT in the curriculum. These are:-

- the teaching of ICT capability, so that students can use the technologies effectively;
- the application of ICT capability so that pupils can use the technologies to enhance knowledge and understanding across the wider curriculum;
- the use of ICT by teachers and learners to access resources, information, other learners and tools to support teaching and learning.

The expected growth in e-learning will demand that our school will address each of these effectively. Use of ICT is developing rapidly in our school, with increased access to facilities out of school hours and growing broadband access to the Internet. Meden School and Technology College will develop strategies to enable students, and the wider community, to have genuine access to 'anytime, anywhere' learning that is individualised to meet their personal learning requirements. To enable inclusive access to a range of ICT, BSF will enable the school to provide hardware and internet access for all learners. Our vision for 24/7 learning will be enabled through our BSF commitment to ensure all students and their families have unrestricted and equal access to the latest technologies.

The school will use ICT to accelerate the rate at which students develop the skills needed for life and work in the 21st century. In the rapidly changing world of the knowledge economy, a workforce that has excellent ICT skills will increase both the country's productivity and competitiveness and equip our students for life in a global community. All young people have the right to use leading edge technologies at home and at school. We want all of our students and their families, teachers, trainers and mentors to experience the excitement of new ways of learning. Our aim is to take the next big step forward that will develop the pockets of e-learning excellence we already have, into a world class example of technological learning and teaching. It is therefore of paramount importance that:

- Our school curriculum reflects tomorrow's world rather than that of yesterday or today;
- All of our students are included and given opportunities to strive for success;
- All of our students are empowered to develop aspirations for themselves and for others;
- The school develops effective partnerships with a wide range of individuals and agencies, including extended services to enrich provision;
- All teachers have access to high quality continuing professional development (CPD) to enable them continually to update their knowledge, skills and understanding of the latest digital technologies.

The strategy

In order to **achieve** our vision, our strategic aims are to:

- further integrate ICT into learning processes, promoting and stimulating new ways of learning, especially on-line learning, to meet the differing needs of all our stakeholders
- continue to develop the use of ICT for analysing performance (EKPIs)
- focus on providing improved access to systems and information for those who need it and make this access available however and whenever it is required
- continue to ensure that our communications with all stakeholders are delivered in the best and most effective way possible
- promote and develop the use of an efficient management information system
- further develop links with partners such as our family of schools and the MLP to create a common ICT strategy that will ensure access to support for the raising of achievement for all young people and their families

To **support** our strategic aims, we will:

- develop and strengthen our infrastructure to create a secure, fast and reliable network that will support 24/7 learning and allow for expansion as the school embraces the notion of rapidly changing technologies
- make the best use of existing technologies such as , laptops, interactive whiteboards, video-conferencing, and the use of a range of digital technologies for media, film and music
- work closely with partners to ensure that we are able to influence decisions on emerging technologies and ensure that our willingness to participate in new ideas is translated into action
- through our technology college status, provide access to technical support and training for our family of schools and wider stakeholders.

To **underpin** our strategy we will:

- ensure excellence in ICT teaching, the application of ICT to the teaching of the curriculum and improve teachers' use of ICT as a professional tool to ensure learning is relevant and enjoyable
- advise and support through the Technology College Initiative in the delivery and use of ICT within the curriculum
- commit to and prepare for major changes as the world moves rapidly towards an e-learning and e-working environment
- continue to look for the most environmentally-friendly approach to the provision of new technologies and the disposal of obsolete material

3.1 CHALLENGES FOR SCHOOL ORGANISATION, DESIGN AND ICT

School Organisation: Partnership/Collaboration	Design	ICT
MLP collaboration 14-19	Flexible teaching spaces to allow for wide variation in size of groups Small group/breakout spaces for independent work	Access to ICT for all students any time any where (in their homes) Wireless connectivity throughout building and outdoor areas School as internet provider? Use of Meden Learning Network
Diploma delivery to MLP students	Enhanced engineering facilities to include motor vehicle engineering and manufacturing	CAD/CAM
Performance and sporting links to provide facilities for shared use with Family of Schools and their communities.	Drama and dance studios physically linked to theatre for high quality performances. Gym, sports hall, and fitness suite/gym sports barn. Range of playing surfaces including MUGA, hard and soft areas.	Film, photography and media technology – cameras/editing facilities TV/DVD for coaching and perfecting performance Streaming technology.
All areas of school to be physically accessible by all students and their families.	Disabled access Hearing loops Braille signage High visibility paths and entrances at night Quiet room/therapy room for autistic students and those in	Biometric access.

<p>Area for use by agencies to enable on-site services for children and families. Safeguarding of students</p> <p>24/7 access for students</p>	<p>need of massage /physiotherapy</p> <p>Suite of offices easily accessible by community to house variety of agencies such as CAB, Social Services, nurse, EWS</p> <p>The building to be zoned according to who can access areas during the day when students are on site. Student reception/access separate to community and visitors</p>	<p>Biometric access to parts of building to control access to areas. Some staff and students will have 24/7 access to certain areas whereas some will only access community facilities. Intelligent alarm system to enable sections of the school to be closed after hours whilst communal areas stay open</p> <p>All students to have access to VLE and internet from home. Provision of laptop/PDA/Notebooks for those without means to by their own. Whole site, including grounds to have wireless connectivity. Meden to become internet provider to its learning community</p>
School organisation: Raising achievement	Design	ICT
<p>Stage not age</p> <p>24/7 Learning</p> <p>Parent involvement in learning</p> <p>Independent learning opportunities</p> <p>Learning mentors and Personalised Learning Plans</p> <p>Closer involvement of parents/carers</p> <p>Work Related Learning: to involve more opportunities for work placements and mentoring by businesses</p> <p>Support for learning</p> <p>Social networking and the</p>	<p>Large, flexible spaces to enable a range of activities to take place with large and small numbers of learners</p> <p>Parts of school building open from 7am to 10pm Car parking for staff and students (all ages)</p> <p>Parent friendly reception and meeting/social room with access to tea/coffee making facilities</p> <p>Variety of learning spaces – small group areas/ breakout spaces/ Internet cafes</p> <p>Spaces for uninterrupted 1:1 mentoring</p> <p>Social area for parents to encourage more participation</p> <p>Vocational Skills Centre (on Eastwood's site)</p> <p>Small group spaces for LDD/EBD support that do not 'stigmatise' students</p> <p>5 large flexible spaces that can be</p>	<p>Wireless connectivity to enable use of ICT inside and outside building</p> <p>Intelligent alarm system/ biometric access CCTV</p> <p>Computers and VLE access at home. Access to computers in school.</p> <p>Video conferencing 360 degree classrooms High levels of internet security</p> <p>Efficient Management Information System to track progress, provide assessment information, monitor behaviour etc</p> <p>Development of Parents' Social Network through web-site</p> <p>E mentoring Virtual tours of workplaces Problem solving software CAD/CAM</p> <p>Range of software and on-line resources. Hand held devices.</p> <p>Access to web-site, VLE, computers, games, TV and</p>

development of SEAL. Celebrate success throughout the school.	used for social areas as well as teaching spaces. Display space in every curriculum area. Display areas in both visitor and student reception areas.	music. Meden TV in entrances. Digital display areas on walls Media facilities for production of magazines etc
School organisation: Learning and Teaching	Design	ICT
Stage not age structure Personalised learning Flexible day	Flexible spaces to allow for large group and smaller group teaching. Variety of spaces for independent learning. Access to wide range of resources. 1:1 meetings with mentor and parents. Access to all areas with guaranteed safety Facilities for dining open all day and evening.	Access to computers Large interactive whiteboards large enough for big groups to see. Film, media and recording technology. Individual computers (laptops/PDAs/Notebooks) Digital technology. Biometric access to rooms/areas for authorised personnel. Biometric purchasing of food.
School organisation: Curriculum	Design	ICT
Develop teachers as facilitators Involve parents in changes Ensure opportunities to develop creativity are present across the curriculum but especially in the Arts Enhance technology offer to Meden students and beyond	Flexible spaces Learning resources area(s) Open up school to parents' by having a parents area run by them Drama/dance spaces Outdoor theatre/performance space Facility for motor vehicle engineering	Multi-media learning resources E-communicators Video-conferencing CPD through on-line groups Examples of good practice Access to computers/VLE Printer. Digital technology. Website/VLE Lighting and sound Digital and media technology Streaming. CAD/CAM Problem solving software

Distance learning opportunities for some post-16 students		Access to ICT (VLE) and e mentoring from home
Create better links with employers through effective MLP partnership	Facilities for MLP to meet with local employers Offer as a training facility	Video links Business ICT standard hardware and software
Make school an attractive proposition for 16 year olds	Modern facilities for post-16 students. Access to sport and the arts for enrichment. Develop the role of mentor.	ICT wow factor.
School organisation: Every Child Matters	Design	ICT
Open the school up to the community	Welcoming frontage with good parking Clear signs	Intelligent alarm system. Digital signage. E marketing.
Facilities that parents feel are theirs to encourage their participation	Designated area with kitchen facilities, comfortable seating and ICT access	Access to computers, VLE, web-site and training to enable use. E forum/social networking for parents.
Ensuring that students are safeguarded during the day	Limited access areas for community. Community entrance and reception separate to students'	Biometric entrances. CCTV 24 hours. Intelligent alarm system.
Provision of a wide range of activities after school to cater for a variety of ages	Sports facilities indoors and outdoors Performance facilities Study support clubs Technology College	Multi-media learning resources E-communicators Video-conferencing CPD through on-line groups Examples of good practice
Childcare form 8 until 6	Under 8s centre	Media technology VLE/website Computers/hand-held devices and relevant software
Wider range of Family Learning opportunities to ensure children are kept healthy and safe	Areas of the school accessible in evenings for classes and groups	Media technology VLE/website Computers/hand-held devices and relevant software
5 hours sport by 2012	Wide range of indoor and outdoor sports and activity facilities open all year.	Software to develop skills Interactive technology in all spaces. Hand held devices. Film and media for coaching/training. Public address system.
Set up shadow bodies to increase student participation	Social areas big enough for representatives to 'address' groups of students	Video conferencing. Web site development area. Presentational ICT. Chat room for communications.
School organisation: Inclusion	Design	ICT
Range of courses to cater for every ability and stage of development	Flexible spaces to cater for different size groups and different activities	Access to ICT for all students. Voice recognition software. Interactive facilities for students to manipulate

<p>All areas must be accessible to all students</p> <p>Learning spaces must be fit for purpose and owned by students and the range of learning and teaching opportunities will enable students to experience success.</p> <p>Develop a larger team of para-professionals to ensure that all vulnerable students are fully supported within school and beyond. Development of a wide range of courses and learning programmes to ensure full participation by all. Level 1 and Foundation Learning Tier routes available across MLP.</p> <p>Encourage more family involvement in learning.</p>	<p>Lifts, toilets, doorways wide enough for wheelchairs Signage to be in Braille, stairs, steps to be highly visible. Outside spaces to be flat and free from obstacles. Areas for sitting and resting.</p> <p>Flexibility of learning spaces to ensure that a range of group sizes can be facilitated and support can be provided in an appropriate setting. Learning Support area with range of resources and areas for use by physiotherapists, cognitive therapists and counsellors.</p> <p>Space for work with students and their families.</p> <p>Diploma lines and vocational opportunities in Engineering including motor vehicle engineering to have state of the art facilities and resources.</p> <p>Family friendly area that parents/carers can 'own' and feel comfortable in. Close to support agencies and Inclusion staff.</p>	<p>information by touch.</p> <p>System that offers support for deaf or partially deaf students, parents and staff.</p> <p>Film making, photography, music technology. Computers and technology that enables physical manipulation. Voice recognition software.</p> <p>MIS capable of producing data on students relating to progress in subjects, skill acquisition and SEAL.</p> <p>Tracking system for attendance and progress that will gather information from a range of locations (MLP)</p> <p>Access to computers and support for their use. Home/school kits. Podcasts to homes.</p>
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3.2 EKPIs

Targets: Partnership & collaboration	Evidence
<p>Continued choice for parents from outside the catchment area.</p> <p>Provider of Engineering and Manufacturing Diplomas to all 14-19 students in Mansfield in 2008. To provide access to 5 additional diploma lines in 2009 and all diploma lines by 2014.</p> <p>Strengthening of collaboration with Family of Schools to include staff and resources.</p>	<p>Sustained year group numbers.</p> <p>Successful completion of Diplomas at Level 1, 2 and 3.</p> <p>Common policies Shared resources and appointments More collaborative opportunities for younger pupils and their families to access Meden facilities Technology College to provide training.</p>

<p>Become national centre of excellence for sport.</p> <p>Healthy students and families.</p>	<p>Investment from Sport England Greater uptake of sport by students and community</p> <p>Fewer students with obesity problems Greater demand for healthy options from parents and students</p>
<p>Targets: Raising achievement</p>	<p>Evidence</p>
<p>To increase levels of achievement and be in top quartile in all 3 key stages three years after new school opens</p> <p>90% of 18 year olds with 5A*-C with English and mathematics or equivalent.</p> <p>Increased post-13 progression routes for vulnerable/SEN students</p> <p>All Gifted and Talented students to have achieved 3A*/A grades by age of 18</p> <p>Students happy and engaged with their learning.</p> <p>More involvement from parents in their child's learning.</p> <p>Higher levels of skills for learning, leading to better results at all stages.</p> <p>Students owning and achieving targets.</p> <p>High levels of success by students with LDD.</p> <p>More involvement from employers.</p> <p>A socially and emotionally literate school.</p>	<p>CVA consistently 1010 +</p> <p>Level 2 outcomes</p> <p>Fewer NEETs Increase in post-16 retention rates</p> <p>GCSE results</p> <p>Improved attendance rates with 0% persistent absence. No exclusions.</p> <p>Parental presence in school. Feedback positive. Successful Family Learning events. High percentage of parents attending mentoring meetings.</p> <p>Evidence of independent learning taking place around school. Students able to articulate their preferred learning style and tailoring their learning accordingly Significant increase levels of in functional literacy and numeracy.</p> <p>Language of target setting used with confidence by students and staff Evidence of close tracking within Personalised Learning Plans.</p> <p>Individual portfolio of evidence Increased confidence and motivation seen in lessons.</p> <p>An increase in opportunities for students to experience the world of work. More vocational linked visits Increase in electronic contact between student and employer mentor.</p> <p>A growing ethos of respect for self and others. Fewer/no exclusions for fighting/bullying. Students taking a pride in their school; no</p>

	graffiti or damage. Stronger, more confident students taking care of the weaker ones.
Targets: Learning and teaching	Evidence
Improved learner attainment and achievement	Improved outcomes Improved CVA
Improve the attainment of boys	Better learning environment for boys with less didactic teaching and more activity leading to better outcomes Improved attendance and reduction in unauthorised absence
Students owning targets and understanding how to achieve them Improved Ofsted judgement	Impact of Personal Learning Plans on achievement Ofsted report of good for teaching and learning
Improved effective teaching and learning	Active participation by all groups in activities Less disaffection with school Fewer incidences of post-registration truancy
Access for all students to high quality teaching and learning	Confident learners of all abilities
Targets: Curriculum	Evidence
Improved SEF grades for curriculum: To be 'good' 2 years after building opened.	14-19 collaborations offering full range of diplomas. Specialist status supporting curriculum developments in technology, music and the arts. Modern apprentice graduates from Meden as a workplace.
Improved SEF grades for efficiency of VI Form: to be good 3 years after building opened	SEF
NEETS reduced to 0 three years after new school is built	The curriculum is providing appropriate opportunities for our students.
75% post-16 students staying at Meden for their education or training	35% increase in post-16 student numbers.
Modern apprenticeship offered by school as employer within 2 years of new school.	Student apprentices in business/admin and finance; science and engineering.
To have successful diploma graduates in Engineering (motor vehicle) within two years of vocational centre opening.	Diploma results. Increased uptake of diploma.
To be recognised across the area for the quality of our dance, drama and music productions within two years.	Ticket sales Stakeholder feedback Qualifications
Targets: Every Child Matters	Evidence
Improved SEF Section 4 Grades: Good within 2 years Improved SEF Section 5c Grades: Good within 2 years	Decrease in number of instances of bullying Improved outcomes for vulnerable groups. Wider participation by students in after school and weekend activities. Reduction in exclusions. Improved attendance.

Shadow bodies for Governors and SLT set up within 1 year	Minutes of meetings of shadow bodies Evidence of outcomes/impact on school improvements
Healthy Schools Standard achieved within 2 years Access to 4 hours of sport a week	The standard displayed in school. Reduction in childhood obesity Reduction in numbers of young smokers.
Improved quantity and quality of out of school hours activities for all ages	Menu of opportunities Stakeholder feedback.
Child care available from 8 until 6 all year round (48 weeks) with holiday activity during the day	Stakeholder satisfaction feedback. Uptake of places.
Significant numbers of adults accessing a range of after school activities and classes within 3 years	Uptake figures.
Targets: Inclusion	Evidence
Reduction in achievement gap for students with SEN	Improved progress and achievement. Improved CVA for SEN and vulnerable groups. Improved use of ICT to support students with SEN
Ensuring there is equality of experience for all learners.	There is no discrimination on grounds of : gender or sexuality. religion/faith ability or disability social class, wealth or poverty.
Ensuring access for all learners	All areas are physically accessible and support learners with hearing or sight impairment.
Ensuring all learners are included	All learning activities are accessible at an appropriate level Appropriate support for SEN Appropriate support for learners who have experiences social exclusion.
Ensuring that all learners experience success	Appropriate learning pathways and experiences for all students Clear and appropriate learning targets for all students Support for vulnerable individuals and groups to achieve the targets Celebration of all successes Fewer exclusions of SEN/vulnerable students
Involvement of more parents in their child's learning	Higher visibility of adults in school Participation in Family Learning events
Targets: Use of ICT	Evidence
Every student has unlimited access to the internet	All students with access to hand held devices All homes connected to internet
Meden as internet provider	All students able to access internet via school

<p>ICT to impact on Personalised Learning opportunities</p> <p>Access to building at any time for specific learning but with safeguarding considerations</p> <p>All staff, students and parents using VLE for learning</p> <p>Improvement in levels of attendance and punctuality Increased ownership of performance targets by students Excellent communication between home and school</p> <p>All staff confident at using ICT in lessons/activities</p>	<p>Regular communication between mentor and student</p> <p>Biometric entry Zoned areas of school intelligently controlled</p> <p>Data on use increasing year on year</p> <p>Management Information System providing all necessary data for monitoring school improvement: Registration Progress data Reporting to parents</p> <p>Increased use of technologies other than internet and VLE</p>
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