



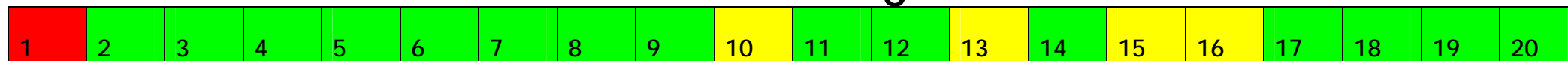
THE MEDEN SCHOOL AND TECHNOLOGY COLLEGE


A learning community with high expectations for all

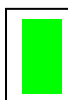
Technology College Review April 2010 Phase 3


2008 – 2010

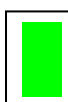
Whole school targets 1 - 20

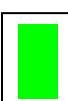



 Create resources and procedures that will enable students across the family of schools to access the portal when following the KS1/2 curriculum or when preparing for transfer to Y7 at Meden.
WS 1

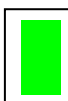
 To ensure that the teaching staff is trained on mentoring/coaching of trainee teachers.
WS 2


 Develop materials and procedures that will allow our students, their families and other members of the local community to learn via our portal
WS 3.

 To broaden the number of departments involved in the training of new teaching staff to > 70%.
WS 4


 Promote independent learning through the creation of an e - learning portal. Review current e-learning portal, adapt to suit local and regional needs.
WS 5

 To improve from the figure of 25% of all staff involved in award bearing/accredited Professional Development.
WS 6

 To promote an annual competition to highlight the use of ICT in partner and local schools.
WS7

 To achieve and progress from a figure of 90% of teachers trained by the school suggesting that their experience has been good or better.


WS8

 Develop further opportunities of outside speakers across the full curriculum range


WS9

 To ensure that Training impacts positively across whole school

WS10

 To continue to develop Open Industry links and make available to all Key Stages. Develop further participation in Open Industry events. Strive to achieve further awards from Open Industry.

WS10

 To increase the awareness of pupils at KS3/KS4 of local and national trends in Architecture and Design .

WS 12

 To increase the role of ITT within school.


WS13

 To develop the use of 'Laptops for Hire' for students attending Meden school. This target has been carried over from phase two.


WS14

 To develop the area of GTP within school.

WS15

 To develop Music Technology as an option for students at KS5, and wherever possible create the cross curricular link with a Technology Subject (Product Design).


WS16

 Develop Bursaries for students in all of the Specialist subjects linked to performance and staying on rates.


WS17

 Support whole school intervention strategies to boost performance at all key stages.

WS 18

 Continue to develop Summer school opportunities for KS2/KS3 pupils.

WS19

 Create administration time for all specialist subject areas.

WS20

Technology College Review 2010

Whole School Target

	A	NA	ON	Evidence	Where is the impact?	Value for Money
WS 1.				This target will not be achieved until the learning platform is launched however current Nott's County Council procedures are preventing development of this target.		
WS 2.				J Stubbs continues to monitor training of staff. This is an ongoing target that rises year on year. Please refer to J Stubbs for clarification of all training. Current figures indicate that 33% of teaching staff are trained in the mentoring/coaching of trainee teachers.	Staff kept up to date with new skills. Learning and teaching continues to be improved for all students.	The mentoring/coaching/training of staff comes at little cost (more often no cost) but with enormous impact and benefit to both adults and pupils. Many initiatives and improvements across the school have, and still are, being implemented and are creating improved learning for all.
WS 3.				This target will be developed even further when the learning platform has been launched. Current position shows that community access to materials and information exists through the website.	Impact already imminent through staff sharing of resources on internal network in school.	Should prove to be good value through opening a range of communication monitoring and tracking procedures. Also allows staff to locate resources centrally for use within departments
WS 4.						
WS 5.				The promotion of independent learning exists in the form of information on the website and also the availability of SAM learning and My maths can be accessed by all students via the Internet.		
WS 6.				70 % currently involved in award bearing/accredited C.P.D.	Staff who have benefitted from training not only bring their expertise to their own responsibilities but are also used to train colleagues.	Dissemination of skills takes place, enhancing the development of staff in many areas of the school value for money can be seen from this point of view.

WS 7.				Last year saw a competition run by the ICT department for all feeder schools. This will continue to happen in 2010		
WS 8.				S.H.U. and Nottingham University carry out surveys of their students following a placement; 100% of the students from last semester indicated that they had a good or better experience.	Universities continue to consider us a good establishment to play a part in the training of the next generation of the profession and are keen to place students with us in a growing number of curriculum areas.	The school continues to benefit from the placement of ITT and GTP placements as well as the development of a positive reputation for teacher training. A modest payment is given by the universities for each placement, value can be seen here.
WS 9.				Outside speakers and companies continued to be used to promote teaching and learning to range of key stages. Examples of this can be found in drama and art.	Can be measured in the results at key stages especially in Art and Drama.	Gives students an opportunity to embrace business and theatrical attitudes to the world of work as well as gaining expertise from outside of school.
WS10.				The current position is significantly lower at 34%. These figures are based on the recent (Jan. 2010) AfL review which used the new Ofsted criteria. There has been national comment/concern regarding the impact on judgements that the new criteria is having; we see this as a new starting point and have taken the judgements on board.	As a result of the judgements a great deal of work is being done with individual staff and in departments. Good practice is being spread across curriculum areas and also involves staff from our partner school and agents of the authority. Recent observations are revealing a very positive impact of this programme of support.	The training/coaching of the staff has come at no cost but is providing enormous benefit and will continue to influence the learning standards of the pupils.
WS 11.				Many of the links currently being developed are central to the BSF wave six. Open industry links exist via PE. Sorrell foundation links currently running with a group of students over the last two years.	Student displays around school. Sorrell Foundation booklet produced for all Meden students. Work displayed in the Sorrell Foundation main building in London. Students gain greater insight into BSF by being an active stakeholder.	Students gain insight into architectural design. Theme topics currently running in school. (Designing out Crime) Meden school students selected to complete voice over's for video's and DVD's that will go to all schools involved in further waves of BSF. Different group of students used as test bed for writing Output spec for Nottinghamshire (ICT) Members of the school council

						used as student critique for web site, VLE etc.
WS 12.				Current links exist and highlight architectural and design need through BSF wave six. Groups of students currently working on this.	Student displays around school. Sorrell Foundation booklet produced for all Meden students. Work displayed in the Sorrell Foundation main building in London. Students gain greater insight into BSF by being an active stakeholder.	Students gain insight into architectural design. Theme topics currently running in school. (Designing out Crime) Meden school students selected to complete voice over's for video's and DVD's that will go to all schools involved in further waves of BSF. Different group of students used as test bed for writing Output spec for Nottinghamshire (ICT) Members of the school council used as student critique for web site, VLE etc.
WS 13.				The current position is that 6 ITT students from SHU and Nottingham University and 2 GTP students from Nottingham University are working with us. Placements for 2010/11 have not yet been allocated but the school has extended the number of universities for next year by registering with Trent University in order to broaden the range of subjects available for placements.	All students have, or are progressing well; mentors benefit through the analysis of learning when observing lessons/pedagogy, and coaching future teachers.	Mentors' own teaching benefits (evidence AfL review). New resources and materials are introduced to curriculum areas and used to enhance the learning of pupils.
WS 14.				The library currently houses a range of laptops for hire. Further development of this target should happen in 2010. Numbers can be increased to any amount given the take up.	Some students have taken laptops home to achieve work although most students tend to use them in school time. As part of the 'home help' some students have a laptop permanently at home.	Allowing students to access basic functions on a laptop away from school gives good value. Linked to this all students receive a memory stick therefore allowing students to save and transfer work from home to school.
WS 15.				This target has been ongoing since the start of this phase, however due to the difficulty and costing involved in achieving the GTP numbers this target was unachievable in its current format. As a target we are now looking at the following: GTP NQT LftM Currently we have 2 GTP, 11 NQT's and 4 staff on the Leading from the Middle (LftM) programme.	Students receive a broad and update diet of ideas and different styles of teaching from a range of GTP students. Students benefit from the training given to middle leaders.	LftM placements are being funded by the Mansfield Collaboration and are therefore no cost to the school. The universities provide funding for ITT students and free training for mentors. GTP placements cost the school approximately £4,000 which offers good value for money considering the fact that they

						are very active in the classroom and with groups particularly during terms 2 and 3.
WS 16.				Music technology offered at a key stage in 2010. Links have been created using a technology teacher to participate in music lessons as a developmental link.	No impact of this yet, however the link between the two departments becomes stronger. Students currently taking 'A' level product design constructing musical instruments benefit from the member of staff's expertise in both departments.	Achieves good value for money breaking down the barriers between subject specialism's.
WS 17.				Key stage V students in 2009 received bursaries for achieving ALIS predictions in two or more subjects. This could possibly be developed with key stage for students.	Please refer to the points score of students who achieved the bursary.	Good value for money pushing students to achieve their expectations allowing them to progress to further education.
WS 18.				Currently supporting a range of intervention strategies and performance boosters in music, art, drama, literacy, as additional areas around school	Please refer to last years results at GCSE / best ever	Technology College continues to support any intervention process within school and within our primary feeder schools.
WS 19.				Summer school continues to go from strength to strength and will continue to be developed in 2010. Evidence of parental surveys and responses held by G Barratt and in some cases posted on the web site.	Impact can be monitored through parental surveys. Students coming to Meden IN Year 7.	Good value for money allowing parental and student involvement at an early stage. First Contact.
WS 20				Evidence can be seen from the extra payments made to clerical staff for performing admin duties . Non specialist areas can also verify that this facility is now available to them	Better use of time from curriculum leaders. Releasing staff to concentrate on more student centred activities	Evidenced by organisation of paper work allowing students to take up further opportunities outside of school.