

Tameside MBC Building Schools for the Future

Educational Vision

January 2006



 **Tameside**
Metropolitan Borough

"An excellent council"

Services for Children and Young People

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1. Executive Summary

Our vision for Building Schools for the Future is coherent, ambitious and deliverable. It is firmly located in the corporate vision and local context. Most importantly, it is education- and learner-driven, being designed to utilise the full potential offered by significant capital investment to transform provision in the borough.

We are single-minded in our intention to meet the identified needs of all children and young people, indeed to challenge and stretch them, and to support them effectively in realising their full potential so that they become successful participants in 21st century society, in Tameside and beyond. We call this 'better outcomes for all' and this egalitarian, aspirational, non-negotiable principle determines all our key decisions.



The Rainforest

The vision is one of “inclusion, progress and achievement supported by innovation, partnership and ambition”. It is underpinned throughout by the helpful analogy of the rainforest - an eco-system which has features of the forest floor (which provides the nutrients for sustainable growth – our attention to the basic requirements of safety, health, emotional support, equality and inclusion), the under-storey and canopy (our systems, processes, structures and behaviours which embody vitality, rigour, challenge and recognition) and emergents (which represent our ambition, the quality of leadership, high expectations, innovation and excellence). A rainforest is also a sustainable system, as should be our education vision – each element is critical and inter-dependent and needs to be nurtured (planned for) and fed (appropriately resourced).

The coherent thinking in our vision is demonstrated by the fact that our educational plans and objectives are linked directly to the themes of the Tameside Community

Strategy which, in turn, are clearly connected with the effective delivery of the five outcomes of Every Child Matters. This illustrates how we see education provision and learning as a central component of a much wider responsibility to children, families and the community. Indeed, we see our schools as being a valuable resource located at the heart of our communities, with a key role to play in developing community confidence, economic and social regeneration and skills development. We will not be satisfied with our schools simply providing statutory education in the traditional sense: their core purpose is changing and broadening; and our extended schools strategy reflects our commitment to this principle.

Tameside is already a very effective authority. But we are not complacent: we recognise that, to continue to prepare young people well to take their deserved place in an ever-changing and unpredictable future, we have to think radically differently - in terms of school design, the nature of teaching and learning, and different forms

of school organisation, leadership, management and governance, and the increased capacity offered by working in partnership with others.

1. Executive Summary



Partnership

Partnership is a key theme of this vision: partnership between schools and partnership between providers of education and other services – health, social care, and the voluntary and independent sectors. An important strand of this vision is the Tameside Campus. This practical and virtual learning environment is founded on the principle that the collective experience and expertise of all schools, colleges, training providers and other sectors should be made available to all learners through collaborative planning and delivery mechanisms. ICT will have a key role in making this a reality, as will the sharing of excellence arising from school diversity, including specialist status (which all schools will have), opportunities for students to access courses and experience in different establishments and a coherent and imaginative approach to staff development and deployment across the borough.

The vision sets out our projections for pupil numbers, based on known demographic data and wider, corporate plans regarding housing, inward investment and regeneration. This needs analysis gives rise to supportable plans for the size, location and type of secondary schools in Tameside, to provide sufficient places, locally to communities, with sufficient diversity to ensure real parental choice. As a feature of this

diversity, there is likely to be one Academy in the Tameside campus, to be sponsored by the local New Charter Housing Trust, which will be an integrated with the ‘family’ of community, aided and foundation schools. We are currently exploring the possibility of a second academy.

The Tameside Campus

We believe that the combined resource of all Tameside schools (a single campus made up of a number of schools with varying expertise) is much more likely to be able to meet the needs of all young people than one school operating as an island. Our commitment to personalised learning, resulting in the need to create different ‘pathways’, will be enabled by common timetabling, collective training, shared staff, curriculum planning (particularly at points of transition) and agreed protocols, a commitment to all of which is evidenced in our existing practice.

Inclusion

Our commitment to inclusion is clear in our ‘entitlement curriculum’ which will ensure that all children will have full and equal access to the whole curriculum, regardless of their learning needs, disability, gender, religion, ethnicity of social background. For example, our Social Inclusion

Plan dictates that all secondary special schools will be co-located on the sites of mainstream schools, enabling all young people who are able to do so to access the mainstream curriculum and benefit from the advantages of socialisation with peers. We are also committed to reducing and, if possible eliminating, exclusions through early intervention and effective support, believing that a relevant curriculum, delivered in appropriate ways is the best preventative measure and that students who find mainstream schooling challenging should be provided for differently, rather than being excluded from their education. Our intention is to achieve a “just and harmonious society” in which all young people are provided for fully, regardless of the challenges they face and the demands they place on the system.

1. Executive Summary



Teaching and Learning

Our approach to teaching and learning is based not on historical practice but on our agreed projections about the skills and qualities these young people will need as adults, employees, parents and citizens in 21st century society. These expectations have resulted in innovative, challenging commitments to the future nature of learners' experiences in our BSF schools. Through the curriculum, their learning styles and the way they are taught, young people will leave Tameside schools with a positive, balanced sense of self; the ability to make responsible choices and decisions; equipped with specialist and transferable skills; being socially and environmentally aware; and being resilient and self-reliant, creative and enterprising. Clearly, these planned outcomes require a radical rethink of the nature of the curriculum and pedagogy. Our ideas are innovative and demanding. They require flexibility, collaboration and a fresh attitude to the role of the teacher and other adults. BSF schools will remove obstacles to these ways of working and actively promote a new ethos of involvement, partnership and team working.

A series of 'challenge statements' in this vision set out the expectation for the expected outcomes, core curriculum offer and pedagogical approach in all Tameside schools. They build upon, and significantly extend to

all, our wealth of experience in partnership working, specialist status, the Excellence Cluster programme, the Key Stage 4 Raising Achievement Strategy, our LIG collaborative experience, and similar initiatives.

14-19 Education

In the vision, we set out our expectation for a collegiate approach to 14-19 provision, involving schools, colleges and workplace training providers in extending the range of provision at different levels and in different forms, mapped across the Tameside Campus, the content of which being designed to meet the identified needs and aspirations of students. A key principle is the opportunity for all to be able to choose a vocational, academic or blended route; and to change pathway when the need arises. Three 'skills centres' will be established - offering geographical coverage of the borough - each providing courses which a single high school cannot resource on its own. Innovative features of this provision include the use of coaches, professionals from the business sector in the role of teachers and inter-generational learning.

ICT

Our vision for a much broader curriculum offer, imaginative, engaging and flexible teaching, different styles of learning (including personalisation) and the

opportunity for students to be able to access the complete resource offered by the Tameside Campus, will place significant demands on our provision for ICT. Our ambition is to use new technologies to transform teaching and learning, to raise the level of challenge and aspiration and to open up a window on the wider world. It will also make a significant contribution to the remodelling of the workforce, the effective exchange of data between services supporting children and families and schools' leadership, management and administration systems. We are committed to borough-wide connectivity, supported by a virtual learning environment, a teaching and learning website and world class training. Our school buildings will be learning-led environments. The principle we aspire to is universal e-confidence, in a context where ICT opens up real possibilities of 'anytime' anywhere' learning.

1. Executive Summary



Children's Services

Returning to the rainforest analogy, we believe Tameside's vision for a locally-appropriate 21st century education system is a critical component of and contributor to, but also dependent upon the effective delivery of the Every Child Matters agenda. We see the five outcomes as being inter-dependent. As a result, significant steps have already been taken to 'join up' service provision and ways of working. Our BSF strategy will build upon these firm foundations.

Our approach to children's services is seen by the Council as a triangle of health, education and social care. We have already established our Services for Children and Young People Directorate, combining lifelong learning and children's social care. We have developed multi-agency working through defined area arrangements, which have already been agreed cross-service. The link to libraries, sports and leisure facilities and community bases is also established in the concept of the 'new map of Tameside' - a vision of wholly integrated and complementary public services - which has the public commitment of the Leader of the Council and Chief Executive.

Our strategic planning for children and families is coordinated by a Children and Young People's Strategic Partnership. We are building on some very substantial work already undertaken in areas such as BIP, BEST, PRUs, Sure Start Children's Centres and two national extended school pathfinder initiatives. We have made a clear commitment that all schools will be extended or full-service schools, and our first full service extended school is already established. The Tameside vision is for really effective services provided locally, in a flexible mix of targeted and universal provision, based on identified need and with an emphasis on prevention and early intervention.

Summary

This vision captures a bold ambition, arrived at by extensive consultation, with commitment across the board and based on secure foundations of experience. We believe that the Building Schools for the Future Programme will act as a catalyst for the significant change outlined in this vision and lead to transformed outcomes for all children and young people, their parents and the wider community of the borough.

"We want to see our schools as buildings and a resource, used well by their communities and at the heart of those communities"

2. Tameside Context



Tameside is located in the North West of England and borders Stockport, Derbyshire, Manchester and Oldham. It is made up of nine towns, which are linked by the River Tame. The borough was created following Local Government Reorganisation in 1974.

Demographics

The current population of the borough is 213,410 and is very gradually decreasing mainly due to people migrating out of the area. In comparison the population of England is increasing. Further reductions are predicted to occur in the next 10 years, with the largest decreases seen in the younger population. Different sections of the population are likely to experience different rates of growth. The ethnic breakdown of Tameside shows 94.6% White, 4.0% Asian or Asian British, 0.3% Black or Black British, 0.4% Chinese or other ethnic group. The Pakistani and Bangladeshi populations have a younger profile than the Indian or total populations, therefore the population of minority families may be expected to grow. All but one of the wards with high ethnic minority populations (>9%) are among the 20% most deprived wards nationally. The percentage of the 0-19 age group to the total population is 26.3% In terms of social deprivation, Tameside is ranked 49th, bottom out of 354 local authorities and districts in England. The most deprived super output area is in Ashton St Peters 513th bottom out of 32,482. The borough has a number of wards that are in the top 15% rank of index of multiple deprivation across the country, particularly in

the Ashton St Michael's, St. Peter's and Waterloo wards and in Denton South and Hyde Godley and Newton.

In common with many boroughs in the North West the birth rate has reduced since 1991 from a high of 3,165 in 1991 to 2,487 in 2003, leading to a fall in demand for primary places, which is now impacting on secondary education provision. It is anticipated that capacity in high schools will need to be reduced by approximately 400 places.

In response to the Every Child Matters agenda, in April 2005, the Education and Children's Social Care services in Tameside were combined to form a new service known as Services for Children and Young People. A single Executive Director is responsible for the new service.

Tameside has undertaken a comprehensive analysis of need resulting in a number of Directorate and Corporate objectives linked to the Tameside Community Strategy. (Appendix 1)

The medium term educational attainment trend in Tameside reflects significant improvement

and the borough is now out-performing many national averages despite our deprivation ranking.

Educational Attainment

At Key Stage 1, Tameside results are in line with national average and show a six year trend of improvement. 2005 results at Key Stage 2 were Tameside's best ever in English, Maths and Science, moving above the national average for the first time, two percentage points above national in all three subject areas.

All three results at Key Stage 3 have improved in 2005, with the greatest rise in English. The results are closing the gap with national averages and are on track to reach national soon. English 71% (74%), Mathematics 72% (74%) and Science 65% (70%). (National figures in brackets.)

Tameside's GCSE results increased every year to 2003, rising from 35.4% in 1996 to 52.6% in 2005. Tameside passed the 38% GCSE attainment floor target several years ago, whilst the target of 20% of pupils in each school gaining 5+ GCSEs at A*-C was met in 2003 (a year early). All but one of the schools already meet the 2006 standard of 30%.

2. Tameside Context

Ethnic minority pupils achieve well in Tameside. Pakistani and Bangladeshi pupils outperformed the Tameside GCSE average for the first time in 2004, with 50% and 49% achieving 5+A*-Cs respectively. At Key Stage 2 they achieved their best ever results in English and Maths, with Pakistani pupils performing well above the national average for this ethnic group. Pupils from both ethnic groups also improved their attainment at Key Stage 3 Maths.

Detailed exam results for each school can be seen in Appendix 2

Inspection Judgements/Performance Indicator Review

The Council achieved an "Excellent" Comprehensive Performance Assessment (CPA) score in 2004 and we want our schools to achieve excellence too. In the Annual Performance Assessment (APA) for 2005, Tameside's Children block was awarded a "3" overall, with the following breakdown:

Local Authority's Social care services	2
Local Authority's Education services	3
Local Authority's Children's services	3
Councils Capacity to Improve	3

The Council was awarded a 4*, improving well, performance rating in the 2005 CPA process.

The Building Schools for the Future programme represents a real opportunity to deliver Tameside Council's vision for Secondary Education. Its key aim is to create a real step change in attainment at KS3 and KS4 through the provision of new purpose built facilities together with a range of intervention and support strategies, which will enable all pupils from all backgrounds and abilities, staff and the wider community to fulfil their potential. (For complete analysis of current provision and performance see Needs Assessment 2005 pages 1 to 7 and APA dataset 2004)



3. Corporate Policies and Community Strategy

The Community Strategy, has been developed by Tameside's Strategic Partnership which includes the Council and other key public organisations such as the Police and the health service, together with the voluntary and community sector and the business community. During 2002 we asked the people of Tameside what their priorities were for the borough, over the next ten years we will promote:



Supportive Communities

"We want a cohesive community where there are strong and positive relationships between people from all backgrounds and cultures, in the work place, schools and neighbourhoods, and where all people have similar life opportunities"

Prosperous Society

"We want everybody in Tameside to benefit from the prosperity of the local economy. ... This means providing people with the skills they need to get jobs, together with excellent transport links and good quality housing."

Healthy Population

"We want to make Tameside a healthier place for everyone..."

Safe Environment

"We want a community where people feel safe and secure..."

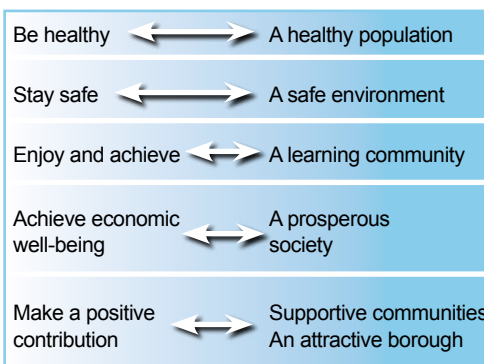
Attractive Borough

"We want Tameside to be an attractive borough,... to make Tameside a cleaner, greener, more accessible place for current and future generations."

Learning Community

"We want to raise educational achievements and expectations so our young people have a good start in life, and ensure that everyone in Tameside has the opportunity to continue learning and training."

The community themes link very clearly with the Five Outcomes, which form the cornerstone of the Children Act and are reflected in our vision for Building Schools for the Future:



Priority areas which the Tameside Strategic Partnership will focus on in 2005/06 onwards include the issues set out below which will be delivered in the BSF programme:

- GCSE attainment must continue its upward trend of the past six years with a particular focus upon underachieving groups including boys, specific schools and special educational needs pupils. These aims are reflected in Tameside's Second Generation Local Public Service Agreement.
- The implementation of the 14-19 Strategy to promote learning opportunities at 16 and 18 to ensure that all young people have access to a range of high quality vocational and academic choices in the borough which also meet the skills needs of employers.
- Further integrating children's services, including fully embedding the new Service for Children and Young People within the local authority and TSP, and driving forward the five outcomes of the Children's Act . This work includes preparing for a Common Assessment Framework across all partner agencies and developing a Local Safeguarding Children Board.
- Maximising the opportunities for transforming our secondary schools and placing them at the heart of the community.

4. Overall Vision

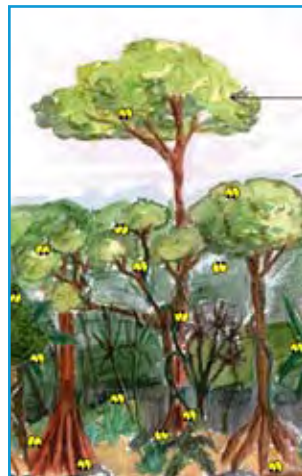
Welcome to the rainforest and the Tameside campus

The vision is of inclusion, progress and achievement supported by innovation, partnership and ambition.

Tameside's Education Vision is to promote and support inclusive education, achieving the highest standards of provision for all.

The Rainforest

Canopy – the canopy buzzes, howls and chirps with life. It resonates with activity!



Emergents – the growth in the rainforest is incredibly strong and the giant emergents push even higher.

The Under-Story – might be more hidden but teems with life and energy as well.

The rainforest is a perfect eco-system. The forest floor provides the nutrients to enable sustained growth. The under-storey and canopy aim ever upwards. And the emergents are dramatic evidence of success, in turn feeding the floor and sustaining the whole system. Just as rainforests are vulnerable to outside pressures of ignorance and exploitation we know, with our partners, that high quality services need to be nurtured and protected.

Tameside's Services for Children and Young People are also organic. Our vision leads to practical strategies to ensure the best for all children and young people in a continuing cycle into adulthood, thus sustaining and improving the community.



(Source: The Science Museum of Minnesota - www.thinkingfountain.org/s/strata/strata.html)

Achieving Better Outcomes

All our work is based on achieving the 5 outcomes through shared strategies and innovative approaches under the guidance of Tameside's Children and Young People's Strategic Partnership:

The diagram left shows the relationship between the rainforest and the five outcomes. As the young people "make their way up the ecosystem from the forest floor" and themselves become parents (at the top of the forest), they then transfer their "better outcomes" to their children (back to the forest floor), who, in turn, are more likely to be healthy and safe, and so the cycle goes on. This is a vision of generational change.

Being Healthy:

We work closely with health partners in supporting young people's physical, mental, sexual and emotional health.

Staying Safe:

Tameside's Local Safeguarding Children Board has evolved from the Area Child Protection Committee, which has a long history of effective child protection work across all agencies in the borough. All schools, youth services and children's homes have anti-bullying

4. Overall Vision



policies and all our schools are partners in the safe schools initiative developed by TMBC and the police, ensuring security within school premises.

Enjoying and Achieving:

In partnership with schools, we ensure that all pupils enjoy their education as well as achieve the best of which they are capable. Our aim is for all Tameside children to achieve high standards not just of attainment but also of behaviour, self-esteem and understanding of the world.

Achieving Economic Wellbeing:

Economic wellbeing is essential to the development of the whole community. We support a range of childcare provision to enable parents to work thus reducing child poverty. Our 14-19 strategy is ambitious for all our young people and is a key element of our vision for BSF. Adult and family learning is crucial to Services for Children and Young People, providing additional help and training for adults with their literacy, Numeracy, ICT and language skills.

Making a Positive Contribution:

To make a positive contribution as adults, young people need to have the opportunities and information from an early age about citizenship and positive community developments.

A rainforest does not appear from nowhere, nor can it flourish without the right conditions. We are fortunate that the strengths of Tameside as an excellent Council have created a foundation of partnership, collaboration and genuine consultation. We continue to consult with, inform and take part in joint activities with all partners within and beyond the borough to continue with our action of **Achieving Better Outcomes for All**.

So How Will We Do It?

We will build on the strengths of all existing provision within and beyond the Council, including schools, health services, the voluntary and independent sector.

We will ensure that services are provided locally in settings where children, young people and their families feel comfortable.

We will involve children, young people, families and communities in the continuous development and improvement of services. We will involve staff and schools in the process as we further develop a highly skilled, motivated and committed workforce.

We will develop shared ways of working, which reduce duplication, reduce the amount of assessment and therefore shift the balance towards prevention.

We will also further develop family learning initiatives to encourage parents to have fun with their children and help them to make progress.

Areas of Improvement, targets and success criteria

A number of performance indicators will be used to measure improvement as a result of the BSF programme:

- Locally agreed, Office for the Deputy Prime Minister (ODPM) local Public Sector Agreement (LPSA) targets for attainment will target underperforming groups at GCSE; boys and ethnic groups. KS3 and GCSE results for all pupils will be a minimum of 2% above national.

4. Overall Vision

- Value added figure across all High Schools will be at 103 or higher.
- Truancy will reduce by 5%;
- Exclusions will reduce to almost zero, with “Inclusion” in alternative learning environments becoming the norm;
- The number of pupils with special educational needs and statements educated in a mainstream or co-located school will be 100%;
- The value of condition identified in the AMP will be improved;
- Surplus places will be at 8%;
- 100% of unsuitable educational spaces will removed as part of the project.
- All buildings will have improved accessibility
- All schools will provide extended facilities for their communities.
- OFSTED Quality of teaching figures for Inspected schools will be 100% satisfactory or better with 80% of lessons judged good or better.



5. The Tameside Campus

A key element of the vision for Building Schools for the Future and Services to Children and Young People is the extension of “the Tameside Campus”.

This is the establishment of a practical and virtual learning environment where young people and the community can access educational facilities by distance and local learning. The campus model will allow students to access all educational establishments in the borough. All secondary schools will have a specialist college status and will provide and contribute resources and expertise to educate young people.

The purpose of the campus is to provide a relevant education for all. For some, this will be achievable on-site at their school; for others, it might be at more than one centre; for others, it might involve exchange of staff; for others, it might be achieved virtually. The diversity of approach is seen and communicated as a strength, better able to meet learners' needs than a 'one size fits all' model.

The movement of learners in term of tracking, monitoring, safety and welfare, is already happening in terms of existing partnerships between schools and colleges and this is to be expanded. Common timetabling between schools, at least at 14-19, is a central tool for collaboration, this has been already working for 9 high schools in a curriculum project and is to be expanded to include all schools in the Tameside Campus.

Excellent examples of collaboration between schools and colleges exist. Further exploration of HE links has indicated a willingness to build on existing partnership projects between the colleges, Manchester Universities and the schools.

The Tameside Campus model is the cornerstone of the development of our policy areas, significantly,

- The concept of skills centres and the planning of second specialisms in the 14-19 strategy,
- The principle of co-location of special schools and our innovative approach to PRU's and behaviour to promote inclusion
- The establishment of the Academies for Tameside
- The wireless ICT borough wide connection outlined in the ICT strategy
- The four delivery areas for the integrated multi agency approach to meet the Every Child Matters agenda



6. Stakeholder Involvement



The proposals to submit bids for Building Schools for the Future funding are the result of extensive consultations with all stakeholders, as detailed in Appendix 3. The Tameside Association of Secondary Headteachers support the vision to transform secondary education and see this as an exciting opportunity to invest in the school building estate in Tameside. Consultants have been appointed by the Council to assist with the delivery of the educational vision. The project plan for consultation can be seen in Appendix 4.

The Executive Leader of the Council, members, Chief Executive and Heads of Service across the Council strongly support the vision. The BSF project was subject to a board development day. The BSF and Sport work stream groups have joined together and membership includes the Lead Cabinet member for Lifelong Learning, Executive Director for Services for Children and Young People, Borough Solicitor, Borough Treasurer, Executive Director for Sustainable Communities, and Head of Sport and Youth. Tameside has already secured PFI support for the smaller Hattersley Schools Project (£20.8 m) and the Council is committed to the delivery of Building Schools for the Future from the very highest level.

The Council has also consulted with Manchester City Council who manage schools to the east of Tameside, Oldham MBC who administer schools to the north and Derbyshire County Council who administer two high schools adjacent to the Longdendale area of the borough, to consider individual plans for provision. The proposals put forward by Oldham are not considered to have a significant impact on Tameside. Manchester will be developing a new high school adjacent to the Droylsden area, which will have an impact on Tameside admissions. Derbyshire County Council have agreed similar timescales to Tameside for the remodelling of their schools in the Glossop area.

One of the key elements of the consultation involved two pupil conferences which comprehensively explored young people's view of education in the future. A breakdown of the feedback is noted in Appendix 5.

7. Teaching and Learning

Current position and proposed action to address priorities for improvement

Tackling Underachievement

Tameside has a successful track record in tackling underachievement. Schools and the LEA work in partnership to raise standards and the LEA has developed a joint code of practice on relations between Tameside schools and the Education service, which outlines roles, responsibilities and accountabilities. Reference is also made to resources and to the role of the School Improvement Service. (see 'Working in Partnership to Raise Standards', Tameside MBC)

In Summer 2004, a new approach to monitoring, intervention and support was launched with the schools. Key principles were established which enable early identification of schools causing concern, schools are categorised on an annual basis. Intervention is welcomed and we feel that the knowledge of individual schools is exceptional.

There are no Tameside Schools in Special Measures. (a reduction from 3 in the last 12 months)

The data and performance team provides officers and schools with a variety of comprehensive data analysis to enable improvement at school and pupil level, e.g. Conversion rates, exemptions reports, FFT Self

Evaluation reports, gender, age, ethnicity and LAC reports, figure highly in advisor visits. The achievement of LAC is one of the first priorities for the new Services for Children and Young People and ambitious targets have been set for the integration and achievement of Looked after Children. (see 'From Special Measures to Light Touch', Tameside MBC)

In addition to the above, there are a number of distinct initiatives underway to tackle underachievement in the borough, described below.

The Key Stage 4 Raising Achievement Strategy involves two of the LPSA2 targets to achieve a significant step change in GCSE results at identified schools, particularly addressing boys' underachievement.

A target group of 150 pupils has been identified in partnership with the High schools and intervention work has been undertaken by the LEA.

Parents of pupils have been invited to study skills sessions. A workshop has been organised for schools by the DfES on equivalence tables and the new courses available.

All pupils have had a day with the IT team at the IT centre to introduce them to the variety of on-line revision websites and the use of their own VLE.

Schools and advisors are working hard to improve the attainment at KS4. Many of the targeted schools have agreed to stop study leave in the period up to the GCSE exams and have implemented extra revision classes or other structured support programmes for Year 11 pupils.

The organiser of the four holiday revision days for the targeted pupils received complimentary calls from students and parents thanking them for the revision courses. The use of on-line mentoring has been taken up by many students and use of the SAM learning software, provided by the LEA, has been widespread. This project links to the **National Secondary Strategy**, led by the secondary Strategy manager and his team of 30 consultants, involving the use of Advanced Skills teachers (AST's), and the 14-19 Curriculum network.

7. Teaching and Learning



The Excellence Cluster programme in Tameside is delivering a key strategy for supporting improvement of underachieving schools not only in attainment targets but also increases in attendance targets, management of behaviour, reduction in exclusions and targets for early entrance to examinations by gifted and talented pupils. Attainment targets are also set for disadvantaged groups including white boys, and pupils of Bangladeshi and Pakistani heritage. The baseline data was set in 2000 and provides a valuable basis against which to measure achievement against a whole spectrum of targets, not only for the evaluation of the Excellence Cluster programme, but also the success of the BSF investment programme. Of the six high schools in the cluster programme, four are in wave one of the BSF programme and one of the schools is our recently completed new PFI high school.

The focus of the Excellence Cluster is Astley Sports College, Alder High School, Hyde Technology College, Littlemoss High School, Longdendale High School and Stamford High School, together with thirteen primary schools in their local areas. The schools have been working together to challenge and support each other sharing best practice and strategies since 2002. The funding of £2.34million is spread over three years the majority of which is spent on the provision

of Learning Mentors, learning support units, out of hours learning, revise and relax sessions and so on. There are provisional plans to support this network on cessation of funding, with a move towards an Education Improvement Partnership. This project links to the **National Education Improvement Partnerships strategy**, plans for formalising the links via learning networks and enhancing leadership capacity with a CPD link to the National College for School leadership are in place.

The Leadership Incentive Grant Collaborative Partnership is a collaboration of the above schools plus Two Trees and Mossley Hollins, also in the 2005-6 BSF programme, to work with two other high schools to deliver the following targets:

- No school to achieve below the floor target of 30% 5 + A* - C by 2006;
- To increase the GCSE average points score from a capped baseline of 28.2;
- To increase the percentage of Level 5 or above and Level 6 or above at KS3 in the core subjects;
- Make improvements in the value added measure at KS3;

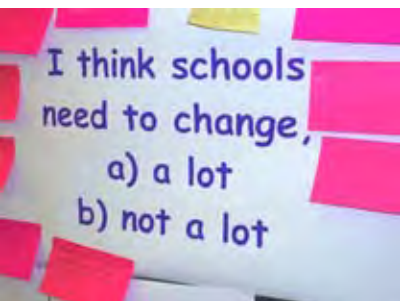
- To improve the quality of leadership at all levels from a baseline established using the Leadership Incentive Grant self -assessment toolkit.

All targets will be measured as part of the school improvement plan.

Resources to support the programme include release time for training of middle leaders, weaker teaching departments, extending the range of GCSEs offered, pairing heads, deputy heads to act as mentors, coaches and critical friends and attendance at external courses.

The investment in buildings and specialist facilities will build upon the improvements achieved as a result of the LIG and Excellence Clusters forming Education Improvement Partnerships across the borough. This project links to the **14-19 strategy** with LIG schools collaborating via a common timetable day to offer **personalised learning** to provide alternative curriculum routes for students in partnership with Tameside College.

7. Teaching and Learning



Teaching & Learning in the Future

To transforming Teaching and Learning we need to look closely at the skills and qualities needed in the next 20 years. Consultation resulted in a long list of qualities required for successful participation in the future which was reduced to a set of core qualities as follows:

A Positive Balanced Sense of Self

This means that an individual will need to develop a **positive** and **optimistic** personality. They will need to be fundamentally **happy, confident and aspirational** individuals with high **self-esteem**. This would in turn be complemented by strong **self-awareness** and an understanding of their relationships with others and the world around them. For many this might express itself as a heightened **spirituality**. For all individuals, it would encourage **tolerance, empathy** and **open mindedness** and enable them to understand who they are in a complex and changing global culture.

Ability to make responsible choices and decisions

Individuals will need to develop a capability to **access and manage information** in order to make **choices and decisions** in an information rich and complex world. Such a person would be capable of **independent**

thought and capable of **navigating a plethora of options** and evidence, often delivered via technology, to make **considered choices** in areas of ethics, relationships, politics and religion on the one hand, and as a consumer of products and services on the other.

Equipped with specialist and transferable skills

Individuals will need to acquire a range of skills, some suitable for specific employment (**specialist skills (see economic growth sectors for Greater Manchester)**), but most that would be **transferable** from situation to situation throughout their lives. These transferable skills would include: **social (including parenting), linguistic, communications, networking, team-working, ICT, life-long learning, numeric, literacy and financial skills**.

Adaptable

Successful individuals in 2020 will be highly **adaptable**. They will be able to move seamlessly from one **social, cultural and linguistic** situation to another. They will be mobile, comfortable with the potential need to travel for work or leisure, and they will be able to **change jobs and careers** and adapt to the **disruptive advance of technology** as required.

Socially and environmentally aware

Individuals will have a strong sense of their **roles and responsibilities as active participants within society**, and they will be aware of how to manage their **effect on the environment** at a time when environmental pressures are very likely to have a significant impact on daily lives. A heightened social awareness should also enable them to be **caring individuals** who look out for other members of their community.

Resilient and self-reliant

Individuals that participate successfully in 2020 will be self-reliant, capable of thinking and **acting independently** when required; of managing their **health and finances into old age**; of looking after their own **continuous professional development** by making **learning a habit for life**.

Creative and enterprising

Our successful individuals will be **creative**, capable of **blue-sky** and **conceptual** thinking and unafraid to challenge conventions. As a result, they will be capable of taking **managed risks**, capable of being **enterprising** and **seizing opportunities** in all areas of their lives.

7. Teaching and Learning

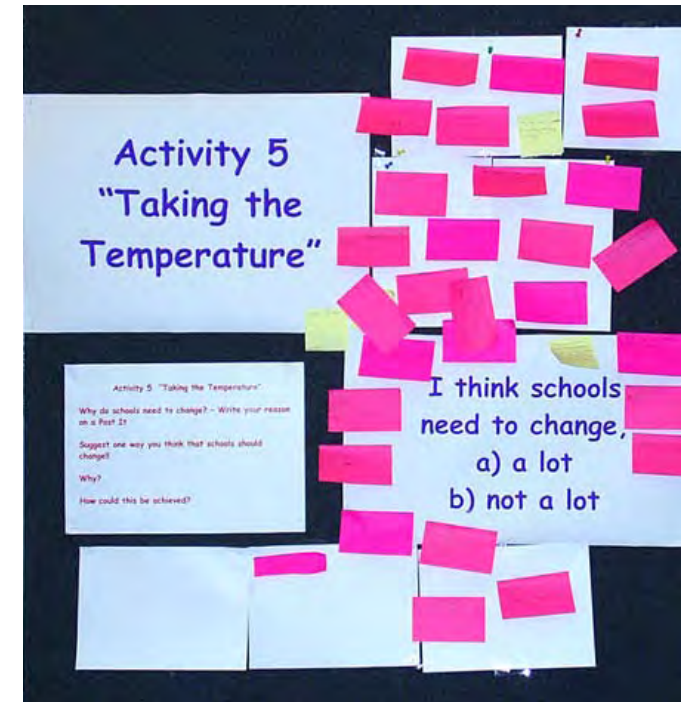
How will we develop these skills and qualities?

When we consider how the education system could operate in the C21st it is clear that a radical change in systems and functions are needed.

- Learning must be available in different styles and with flexibility over timing
- Personalised learning plans will be mandatory
- Flexible structures that allow radical developments will need to exist
- Schools must be a service to the community
- Health initiatives and ecological awareness should be at the forefront
- Collaboration will be commonplace
- A change in culture and expectations will be required
- Creativity through collaboration, communication and entrepreneurship is necessary
- A change in expectations through engaging parents, business and the community is needed

Personal development of young people is the key to the future transformation of our society. Learning should be an emotional and social activity to enhance engagement and enjoyment. Every child should be entitled to learn, not just to be taught.

Powerful Challenge statements have been developed with our stakeholders which form the basis for our vision of teaching and learning under the BSF programme for the 21st century. (Appendix 6 gives a detailed overview)





Current provision

Tameside Borough Council together with Learning and Skills Council Greater Manchester, is providing a lead in collaborative developments between schools, colleges, employers, training providers and Connexions. The council is committed to excellence in learning. Our 14-19 Strategy speaks clearly to the community about our determination to invest richly in our young people who are central to the successful future development of Tameside.

All secondary headteachers have been consulted as part of our review of secondary education across the Borough and have agreed to a collegiate approach, the Tameside campus. In addition KPMG had been commissioned to help the Lifelong Learning Partnership develop a strategy and action plan for 14-19 provision. A key feature of the **Tameside Campus** approach is the need to transform secondary education in the borough so that the improvements in attainment at Key Stage 2 are sustained at Key Stage 3 and 4.

Key elements in the delivery of this transformation are,

- Pupils of all abilities have access to a full relevant curriculum which meets their needs.

- The cluster arrangements provide access to specialist provision across the borough and this will be enhanced by the new schools buildings;
- Less able pupils including those with Moderate or Severe Learning Difficulties will benefit from the co-location of Special Schools;
- The collegiate approach, including sharing with 6th Form Colleges, will ensure access to academic, vocational, technical and mixed options; and
- Pupils in individual schools will benefit but the real gain will be the creation of a "Tameside Campus" meeting the needs and aspirations of the whole borough.

In addition to the consultation outlined above, further consultation has taken place surrounding the strategy and action plan for 14-19 education in the borough. The LLSC Strategic Area Review (StAR) of provision is complete. The StAR report (August 2005) states,

- "There is a good mix of providers and provision in the Tameside area, offering choice at post-16. The majority of providers have been inspected and deemed to be satisfactory or better. The two colleges

in particular have received good inspection reports."

- "In work-based learning provision, there is a possibility that demand for pre-16 vocational provision may outstrip supply. There are concerns about the funding of NVQs and vocational provision in schools."
- "There is excellent work across all sectors particularly around planning 14-19 provision which should be recognised and built on."

The Council has been working closely with the LSC who have concluded that 14-19 provision is sufficient and of good quality.

An agreed strategy is in place, with comprehensive structures and an action plan has been developed and is currently being implemented.

All stakeholders have been involved with the development of the strategy and action plan for the last 18 months. The LSC in particular has been working in close partnership with the LA in realising this vision. We have taken account of the LSC priorities and the Greater Manchester Forum employment and skills trends until 2015. (see GM Forum Skills priorities and GM Forum Vision Jan 2005)

8. 14-19



The focus of our 14-19 strategy is

- Raising attainment at Key Stage 4 (and 5)
- Targeting support for “at risk” groups, travellers, refugees, LAC, pupils at risk of exclusion.
- Developing and extending vocational learning
- Increasing learning for leisure and pleasure
- Developing and encouraging individual interests
- Enhancing social skills
- Introducing intergenerational learning
- Extending teaching and learning to take account of different learning styles
- Encouraging the social aspects of learning
- Developing confidence and self esteem based on appropriate grounding of skills
- Change Mangement through high quality professional development
- Changing the community infrastructure including transport to facilitate improved access to learning

■ Flexible work and study times

The Tameside Lifelong Learning Partnership adopted the vision for 14-19 education for Tameside on September 23rd. 2004.

This vision can be encapsulated in the following strap line:

“Achievement through learning gives us choices.”

To deliver this mission we will establish a culture of:-

- Aspiration
- Achievement
- Collaboration
- Community
- Opportunity and choice

so that Tameside becomes an excellent learning community and attracts world-class businesses.

“Tameside has the great outlook.”

Proposed action to develop 14-19 priorities A Vision of Opportunity

Our 14-19 Strategy will enable generations of young people to choose learning pathways which will lead to valued, life-developing opportunities. Pathways will be clear to learners, parents, teachers, and the community. Programmes of learning will be coherent and methods of learning will be interesting and learner focussed.

The individual learner as an excited, eager discoverer is our future.

Central to our strategy is the opportunity and guidance to allow young people to chose either a vocational path, an academic path or a pathway combining vocational and academic elements. Equally important is the option of crossing from one pathway to another when a change of direction is required.

The pathways will shape learning into vocational, academic or training opportunities, or a mixture of these three. Moving along the chosen 14-19 pathway, a learner will be able either to concentrate on their chosen mode of learning or to switch to another mode at an appropriate point.

8. 14-19



Our courses will be delivered to the highest standard so that excellence of provision will stimulate excellent achievement and excellent opportunities for career and life-development. Citizenship, careers education and guidance, and social awareness will be key parts of the learning. As generations of young people benefit from this strategy so also will our Tameside community and the wider world.

Employers and businesses have a central role to play in supporting this strategy. They are part of our lifelong learning partnership. As learning organisations they are involved continually in change and development. As employers they are providers of support and training in the work place. Their ability to provide skilled, well-paid and rewarding employment is part of the way by which young people will see their pathway leading to successful employment in their home area. Through demonstrating an understanding of, and support for, our strategy they will strengthen the credibility of the learning pathways. Through investing in the education and training of young people and older employees they will enhance their existing commitment to Tameside and the surrounding area.

The **Tameside Campus** is the corner stone of our developments for 14-19 provision. The campus will

comprise of three “skills centres” which will specialise in the provision of 14-16 courses. Two centres will be attached to High schools, one in the north, and the other in the southern part of the borough. The third central location would be the existing provision at Tameside College. Ashton Sixth Form College would also host 14-16 courses as part of this partnership.

These centres would be the hubs for clusters of High Schools to send pupils to access a wide range of vocationally related courses supported by the partnership between local colleges, training providers and employers.

The specialisms of the individual high schools will also contribute to the range of provision for learners in Tameside and pupils may attend a skills centre and another high school for a day or two along with their home base school.

We will collaborate with schools over the designation of second specialisms and will link to the Greater Manchester Enterprise forecasts of economic growth and open up these specialist areas to the public.

Consequently a mixed economy of provision will exist in Tameside for all learners via the **Tameside Campus**.

This is what we would like to see translating our vision into reality

- Skills centres which are part of the community
- Transition skills in place for pupils in Years 9, 10 and 11 as part of a fully developed and effective guidance programme
- Mobile learners
- Intergenerational Learning
- All levels of learning for all, inclusion is a reality
- Support for learners
- Teachers and Learning facilitators from business, the wider community and colleges
- Academic, Vocational and Work based learning, combined with social and study skills
- Flexibility of approaches to learning for all young people and within and across institutions using the Tameside Campus model
- The local infrastructure meeting local needs – public transport – cross borough
- Appropriate advice and guidance leading to realistic aspirations for all

9. Inclusion

The Tameside vision for inclusion is outlined in the policy document: ‘Inclusion, A Statement of Intent’. This articulates a vision of a school system where children are embraced and ‘belong’, whatever their individual needs and characteristics.

The Tameside approach is to develop schools, which will enable pupils with a wider range of needs to follow their education through participation with their peers. Already, the Council has begun to put into operation its principle of co-locating special and mainstream schools (Cromwell 2002, consulting on Samuel Laycock for 2008), and developing resourced provision in a mainstream context for children and young people with low-incidence needs (ASD, sensory). Special schools are centres of expertise and play a vital role in the development of practice in the mainstream setting, particularly for CPD. This expertise is invaluable as part of the Tameside Campus. Staff too, need to feel included and this is taken into account in the Tameside Inclusion Charter for our schools.

Although the majority of pupils with special educational needs will be included within mainstream schools there remains a role for co-located special schools, to include pupils whose needs cannot be accommodated within a mainstream setting and as centres for the development of specific professional expertise available across the Tameside Campus.

The actual number of children with a Tameside statement of special educational needs has reduced

for the last three years. This has been, in part, due to schools supporting more children and using delegated Learning Support resources. The number of children with statements by category is cognition and learning is 725, communication and interaction 122, emotional behavioural difficulty 136 and sensory 136. This gives a total of 1165. The number of statements issued as a percentage of all children and young people has declined.

The seven-year vision for SEN was developed by an advisory group of stakeholders and published this April (2005) as part of the introduction to the new SEN strategic Plan (2005-8). The vision holds as its main objective:

“To maximise inclusion, achievement, attainment and progress for all children and young people.”

In order to make this vision reality, it is considered that we need to

- Develop a shared vision with other agencies;
- Promote an appreciation of diversity;
- Deconstruct SEN as a concept and embed it in routine practice.

The SEN strategic plan outlines the actions which will need to occur over the course of the next three and seven years in order for this to happen. These include:

- Reducing the reliance on statements: work has been undertaken in the advisory group on setting in place systems which will reduce schools' need to request statements of SEN for all but the most complex children. The number of new statements issued has fallen from 158 in 2000 to 104 in 2004, and it is hoped that this will fall further to about 50 over the course of the next four years;
- Working on the LEA Wave 3 strategy with colleagues in School Improvement so that children who have previously been identified as having SEN and were receiving Action Plus interventions will be included in the general teaching strategies employed by all teachers;
- Completing the co-location of special schools so that parents are able to exercise their preference about placement, while the LEA provides all children with access to a wider range of educational opportunities

9. Inclusion



Inclusion Curriculum

To enable this vision it will be necessary to promote the following

- Flexible teaching styles to match different learning styles
- Adaptable curriculum to meet individual and society's needs
- Acknowledge demands of society after school and the young person's place in this, mirrored in current curriculum
- Develop appreciation of life-long learning
- Enable access flexibly according to pupils' concentration-span, emotional state, physical health (for example not all lessons the same length or format for all pupils)
- Enable pupils to express their learning and their learning needs through a diversity of media
- Access from school and home at any time of the day

Inclusive Partnerships

To achieve inclusion we will need to develop an extended school philosophy, where the school is at the heart of the community. Opportunities for lifelong learning for all, within the context of compulsory education. 'Teaching' would be undertaken by whoever is the 'right' person for that job.

Appropriate role models within the 'teaching' force would need to:

- respect diversity
- take responsibility – school structures and management styles which enable teachers to do this confidently
- welcome others as collaborators
- teach in teams, flexibly, using people's strengths and acknowledging that we are not all good at everything
- not be defensive about being an 'expert'
- teach as lifelong learners, and setting aside real time to do this
- find creative solutions to problems, rather than relying on traditional practice

Parents will be full partners in the education process and will be involved in the celebration of success as much as in conflict resolution.

Pupils will be full partners, but developing a sense of responsibility for their learning and pride in belonging to the school

Schools will work in collaboration with each other (Learning Networks, Education Improvement Partnerships) to broaden opportunities across the **Tameside Campus**

Tameside special secondary schools will be co-located on mainstream sites and furthermore over 50% will be fully accessible throughout and contain specific accommodation for behaviour and learning support. Appropriate provision will be made within new and refurbished buildings to cater for a wide range of specific and general additional needs including adaptable furniture, equipment and spaces. (BB77 guidelines incorporated)

10. Behaviour and Attendance

Good behaviour and attendance is a by-product of excellent teaching and learning, an inclusive educational philosophy and attractive, welcoming, supportive environments in which to learn.

Current Position

Currently most pupils in Tameside schools behave well most of the time. All Tameside schools have clear behaviour policies based on positive approaches to behaviour management and motivation. All Tameside schools have clear active anti bullying policies and procedures for dealing with incidents.

The ethos of the learning environment in all Tameside schools ensures that everyone is valued and there are pathways to recognise the success of all pupils.

All schools ensure the health and safety of their pupils and staff through robust policy and careful planning, understanding that physical and emotional safety create a context for successful learning.

The Behaviour Improvement Plan (BIP) and Behaviour and Education Support Team (BEST) (support for children at risk) focus on multi agency working with every child matters outcomes at the centre. See appendix 7.

Currently the Council is conducting a major review of behaviour improvement strategies and services. It has published a position statement which will result in proposals for consultation in the New Year to include the organisation and management of PRUs. These proposals will ensure that the learning from the BEST work extends across the campus.

The Tameside Crime and Disorder reduction partnership works closely across the Council to reduce Crime, particularly amongst young people. The Ashton Regeneration Partnership SPY programme, co-ordinates projects targeted towards 'hard to reach' young people in conjunction with Services for Children and Young People.

All schools involved in the **BIP** scheme have been involved in drawing up the BIP plan and are committed to the principles of the BIP and to the provision of a range of strategies to:

- Reduce exclusions
- Improve attendance
- Raise standards of behaviour
- Ensure all children, including those excluded or out of the education system, have a high quality education.

A **BIP Steering Group** is in place to oversee strategic development.

There are two BEST teams in Tameside, one supporting schools in Hattersley, one supporting schools in Ashton. The BEST team consists of multi agency staff from 6 partner organisations. A Police Officer and the Primary SEBs lead is also attached to both teams.

A BIP Coordinator ensures consistency in practice and sharing of good practice between the two teams through half termly meetings.

Pupil Referral Units.

Current Position

There are currently three secondary PRU's in Tameside which deliver good provision, as validated by OFSTED. (Ashton PRU is in HMCI's report for 2004)

Bridgeway PRU provides part time education for Tameside pupils who are unable to attend school because of illness, injury or pregnancy. Provision is made in New Century House (a rented PRU building) Springhill Psychiatric Unit, at home, on a ward and in a hospital classroom.

Hyde PRU provides full time education for Key Stage 4 pupils who have been permanently excluded from school. The programme provides opportunities for work experience, a range of alternative programmes and part and full time college places.

Ashton PRU provides full time education for Key Stage 1, 2 and 3 pupils who have been permanently excluded from school. (There are currently no Key Stage 1 and 2 pupils on roll). The key objective is to provide support for a return to school when appropriate.

10. Behaviour and Attendance



Permanent exclusions particularly in Year 9 and at Key Stage 4 have increased this year after a steady reduction up to 2004.

All three PRU's are located on separate sites and are not co-located with mainstream settings.

PRU Vision

The PRU vision must be part of the range of provision for children who have behavioural difficulties or who have difficulty attending school for other reasons. It is embedded in a strategy which encompasses mainstream and more specialist settings. Pupil Referral Units will become a more integrated part of a holistic system in Tameside.

Our vision for pupil referral units has distinct solutions for young people at different key stages, and with different needs. In order to be more effective and to work with pupils early, maintaining attendance at school and reducing exclusions, we believe that we need to put services closer to schools, with those schools taking a more active part of the management process. We will also reframe systems so that pupils who attend a pupil referral unit continue to maintain links with schools.

All phases will benefit from the experience and knowledge gained through the Behaviour Improvement Programme and BEST.

We will develop co-ordinated, multi-agency behaviour teams who will work in both secondary and primary schools.

At primary phase we will develop learning support units at a number of primary schools across the Borough as an alternative to primary PRU provision. There will be a focus on early and intensive intervention for pupils experiencing difficulties. We will provide first-day response to fixed-term exclusion, proactive and preventative working with children, as well as good use of review systems to ensure that children are kept within the mainstream setting unless their needs are long-term and severe. We will consult in spring 2006 on co-locating our EBD primary special school with a mainstream school so that the pupils who have such behavioural needs will be able to access an appropriate range of social and curriculum experiences while retaining specialist provision to match their individual needs.

At KS3, we will work to strengthen the quality of provision made through school learning support units, and use the managed moves and hard-to-place protocols to ensure that a maximum number of young people are on the roll of a mainstream school. Each school will have an active link to the KS3 PRU, which will operate on one or more sites by participating in the

management committee. This group will be responsible for deciding on the allocation of the resources available through the PRU, which will include intervention and capacity building through a Behaviour Team and fixed-term places for 'step-out'. Young people who have long-term and severe needs will continue to be placed at the secondary centre of our EBD school. We will use the review system proactively to ensure that young people are placed in the most appropriate setting. In this way, we will ensure both a continuum of provision and continuous provision for pupils.

At KS4, we will build on and develop the concept of flexible, personalised pathways which has been the thread of Tameside's whole BSF vision. This will result in the development of a wider range of alternative curriculum options, and vocational centres. It is anticipated that young people at KS4 who have difficulties maintaining a mainstream school placement will attend a KS4 PRU which can offer a full range of curriculum and life skills, as well as vocational opportunities and work-based learning. As the complexity of the young people attending our special school increases, we anticipate that we will need to retain some separate provision for KS4 with a focus on basic and life skills for those who have the most complex behavioural needs.

10. Behaviour and Attendance

Finally, we will maintain a separate PRU as at present, to make provision for young people with school phobia and other significant mental health issues, and those who have medical difficulties which preclude their attendance at school.

We are clear about the vision for our PRUs. The detail of the delivery of this vision will be the subject of consultation in the spring term of 2006, through the Behaviour Review process.

Learning Environment

The ethos of the learning environment in all Tameside Schools ensures that everyone is valued and there are pathways to recognise the success of all pupils.

In order to deliver the vision it is important that the physical layout of all learning environments are considered carefully

- All areas fully accessible to wheelchair users
- Colour schemes and wall finishes/textures provide additional information
- Signage in a variety of media, heights on wall – auditory signs triggered by sensors
- Adequate space for circulation and for learning effectively

- Environments flexible for pupils who need stimulation or those who need low-arousal environments (e.g. pupils with ASD)
- Floor coverings: variety – hard surface for people with mobility difficulties, and soft surfaces for absorption of noise
- Natural light: position of windows
- Outside spaces: easy access to outside, recreation areas and curriculum areas suitable for all people
- A variety of sizes of teaching space (or the ability to create these, for example for children with emotional difficulties, or for small-group work)

All schools ensure the health and safety of their pupils and staff through robust policy and careful planning, understanding that physical and emotional safety create a context for successful learning.

The learning environment needs to;

- Be inclusive.
- Be run with a philosophy of care, not in a punitive way.
- Be focused on pupils being made to feel they belong.

- Use workforce remodelling to address “guidance” approaches
- Promote collaborative working whereby all staff in school are viewed as professionals.
- Be an anti bullying environment

Future Position

All discussion and policy development at authority and school level will have the Every Child Matters framework at its heart.

The outcome of the behaviour review will create a coherent strategy, implemented across the Tameside Campus which enables all young people to engage meaningfully in education.

All schools ensure the health and safety of their pupils and staff through robust policy and careful planning, understanding that physical and emotional safety create a context for successful learning.

This will necessitate a true continuum of provision allowing flexibility and movement and ensure that the universal provision and preventative strategies including continuous professional development reduce the need for targeted intervention for pupils.

11. Children's Services, Extended Schools and Community Provision

The council has established a "Services for Children and Young People" Directorate from April 2005, as a new service combining Lifelong Learning and Children's Social Care.



New monitoring arrangements including Annual Performance Assessment have been introduced and the need has been identified to fully integrate services within and beyond the Council to achieve "better outcomes for all".

The Council is committed to facilitating area-based management arrangements that deliver the ECM agenda, strategically determined based on assessment of needs and audit of services. These arrangements will involve multi skilled, competent professionals with community members included as decision makers.

Advanced discussions have taken place with key representatives of the Children and Young People's Strategic Partnership about the joining up and more effective delivery of local services, including health, social care and adult learning. These will be delivered through a hub of extended schools on a cluster basis covering the whole borough.

Four Delivery Areas

Our Children's centres are located on a "four area" basis alongside other integrated services and three are currently operating with plans for a further twenty to be rolled out in 2006 - 2008. These centres are integral to the early intervention strategy in order to meet the five outcomes. The extended high school provision is

planned to encompass child care for secondary pupils by 2010.

Our approach, endorsed by the Partnership, aims for a holistic approach to all five outcomes, which we see as inter-dependent. This can be seen in the rainforest analogy at the beginning of the document. We believe that children need to be healthy and safe from an early age if they are to be happy, enjoy themselves and achieve at school. In turn motivation and high achievement lead young people to be better citizens with better life chances. This in turn makes them more likely to be more successful as parents, giving their own children a healthy and safe start to life. We have made the conscious decision to maintain adult learning in our service as we consider this to be a key factor in creating a sense of social and economic well-being.

Partnerships

Our vision for BSF, based on the **Tameside campus**, is supported by the whole council, as well as the LSC, colleges, the voluntary sector and businesses. We are fortunate that the triangle of health, social care and education have a strong tradition of multi-agency working and shared goals and ambitions. Significantly our proposals cross all the boundaries and are based on a new map of Tameside where libraries, leisure facilities

and community bases are all considered as part of extended schools provision and schools themselves are not limited to their existing sites. The Executive Leader of the Council and the Chief Executive are keen supporters of the "new map" with the vision to see the potential for a better Tameside for the whole community. They are supported in this by the Cabinet and the Council's executive team, all of whom have contributed to the proposals.

As an extension of this philosophy we have already drawn up plans for integrated development and co-location of services on school sites. Both PCTs are active partners in this approach and we have experience of working with the private sector in location of provision, for instance with a private partner running a leisure centre and gym as part of our most recently built high school, with open access to the school and local community. We have had discussions with the police about community police bases in each of our four clusters, with the PCTs about the most suitable cluster based health provision and are already piloting multi agency teams for initiatives such as behaviour support (involving education and social care workers).

A good example of whole Council support at both officer and member level is our approach for external funding. Officers and members worked jointly on a

11. Children's Services, Extended Schools and Community Provision



centres, swimming pools and libraries linked in with BSF. We are the first Council to be included in round two of LPSA and education targets play a big part in this programme. However integrated working across the Council creates opportunities for further funding with, for instance, targets around youth crime linking with under-achievement at secondary school. We are also able to maximise the use of capital streams as a result of the links between the Children and Young People's Partnership, the Lifelong Learning Partnership and the umbrella Tameside Strategic Partnership.

Our award winning e-Tameside strategy led to our authority being the first in the country to have all schools on broadband and adult learning in ICT is shared among the schools, colleges and other learning centres in a coordinated way. The PCT capital strategies have led to the establishment of approaches to teenage pregnancy, drugs and alcohol awareness and mental health initiatives – all school and college based. Local FE providers are firmly signed up to Tameside campus and are currently exploring university status as part of their contribution to the learning and skills programme. We piloted children's centres and regularly receive visits from high level officials and even ministers to learn from our success. We are now developing further children's

centres, seamlessly integrated on a borough wide basis with SureStart provision.

SureStart

Significantly our first three SureStart centres were run jointly by education, social care and health, with each partner taking a lead on one. A measure of the effectiveness of Services for Children and Young People is that they are now all to come under the management of our service, a development initiated by health. Our sports strategy is delivered through schools and colleges as well as leisure providers and capital programmes have led to the building of a new stadium for community and school use, with money from Sport England and the Football Foundation. We have recently been successfully involved in joint funding a new sports hall for one of our sports colleges with half the funding coming from the Big Lottery Fund.

The Children and Young People's Partnership has had regular discussions about the potential development of a Children's Trust and how this would fit with our community strategy. We have agreed that the Trust should be inclusive, should be flexible and should be constituted in a way that ensures Better Outcomes for All. Any partners with a significant part to play would

become part of our strategy and the LEP falls firmly into that category.

Extended Schools

We have already considered the implications of extended school provision for school hours and facilities management. As an LGA pathfinder for extended schools and then a DfES pathfinder we have extensive experience of the issues involved. This has involved extensive discussions with teacher associations and other unions and an agreement about working arrangements to the benefit of employees. This has led to successful transfer of contracts in a group of three PFI schools and confidence in developing beneficial contracts with partners with young people and the community being the real winners. A dramatic example of this can be seen in the fact that our full service extended school, Astley Sports College, was actually open at day-time and in the evening for 360 days last year.

Integrated Services

We are committed to organising integrated services on an area basis across the **Tameside Campus**. Consideration has been given to the feedback from whole service days and multi-agency sessions

11. Children's Services, Extended Schools and Community Provision

(attended by 250 people from all the child care agencies in Tameside), and following discussions with the integration project team and the Services for Children and Young People Management Team.

A number of principles have already been agreed by the Children and Young People's Strategic Partnership. These are:

1. There will be less time spent on assessments.
2. Appropriate help provided when children, young people and their families need it.
3. Fewer service providers involved at any one time to avoid overlap of provision.
4. Sharing of information and expertise between professionals.
5. All services should continuously improve.
6. Services should be accessible and sensitive to the needs of all children, young people and families.
7. Maximum impact on outcomes for children – minimum disruption to services users and providers during the period of change.

8. Changes to be made following consultation with service users, staff and schools.

9. Most efficient and effective use to be made of resources.

In addition, the principle underpinning the arrangements is that where possible, services should be clustered together in four areas for the following reasons:-

- Ease of access for children, young people and their families
- Closer working relationships between staff from different disciplines when smaller numbers working in smaller geographical areas
- Easier to link Children's Services to other geographically organised work like regeneration.

Service Organisation

Area based co-ordination will be necessary to ensure that all staff working in that area will share information, network within the cluster arrangements and take up opportunities for staff training and development. Staff will continue to work for their current employer with

secondment arrangements where appropriate. There is, therefore, a distinction between local co-ordination and local management arrangements. The former would ensure that arrangements were in place for smooth working arrangements and making agreed plans happen. The latter would ensure that day-to-day operations are carried out to agreed standards. Most services will therefore continue to be managed through Local Authority line management arrangements. The terms locally managed services and centrally managed services don't really apply in that case, but some services will have managers based in local areas because of the size and nature of the service. Some centrally located services will also provide services from local bases on a planned basis.

We will design services around the needs of children, young people and their families, and the management structure will support the provision of high quality, accessible services.

12. Extended Schools



Current position

Tameside Council was one of 25 DfES pathfinder authorities for extended schools. Generic provision in the new and refurbished schools will include before, after school and holiday club provision, study support, adult learning, sports, arts and recreation use, health and social care, family learning and ICT. Specific proposals have been discussed with Heads of Service for the co-location of other facilities on the new sites and schools to provide opportunities for high achievement.

All new schools will be extended or full service schools and education, social services and health officers are developing the vision for what will be delivered as part of "Every Child Matters";

Tameside Council has long been committed to supporting schools to become Extended Schools. We:

- Were one of seven Local Government Associations pathfinders for "Schools for the Community" 2001.
- Were one of 25 DfES pathfinders for Extended Schools 2002/2003.
- Included the provision of Extended Schools Services in our successful PFI proposals for three schools in Hattersley.

- Include provision for Extended Schools in subsequent proposals for building new schools
- Are developing nine Children's Centres across the borough, with funding for a further seven.
- Are piloting the development of multi-agency teams through the Children's Fund and secondary Behaviour Improvement Programme.
- Are supporting the development of a full service Extended School at Astley Sports College, linking to Cromwell High School (SLD) and the Children's Centre at Yew Tree and Oakdale Primary Schools – a real Extended Schools campus!
- See extended schools as the hub of our new Children's Services, combining Lifelong Learning and Children's Social Care from April 2005

Tameside schools have long been committed to developing as extended schools. Our schools:

- Provide a range of pre and after school clubs and services
- Provide a wide range of study support and out of hours learning
- Provide a wide range of extra curricular activities in the arts and sport

- Provide a wide range of adult learning courses
- Provide for a range of community uses

Tameside schools are well placed to make a major contribution to this aim through:

- Delivering a range of learning opportunities for children, young people and adults both within and outside the normal school day.
- Provision of a range of locally based services which meets needs identified by the local community.

All secondary schools will become an extended school offering:

- Study support
- Family learning
- Community use

Astley High School has already been established as a Full Service Extended School, providing a comprehensive range of services including:

- Health
- Adult learning
- Study support
- Community activities

12. Extended Schools

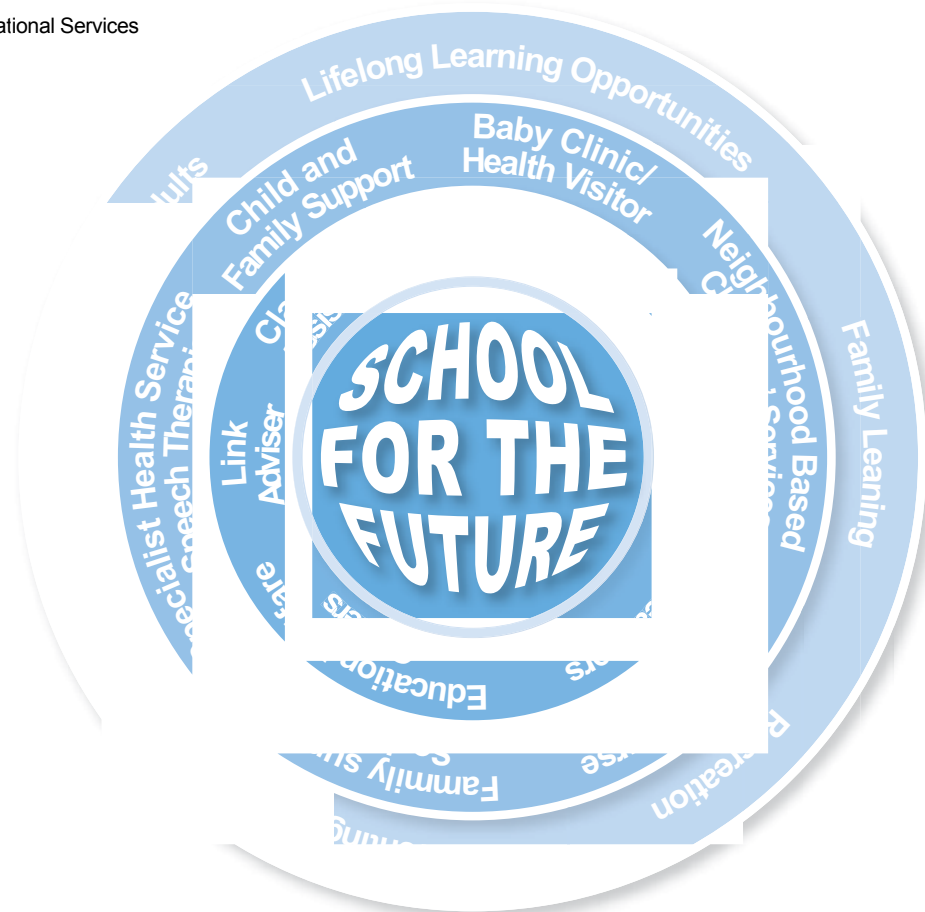
The borough has been split into four areas to develop the provision of extended schools, and Extended School area co-ordinators are currently being recruited. These geographical areas mirror those of the Health Service, Social Services and the Police.

The Future

OUR VISION for a Tameside Extended School is a school which has excellent links with its local community and works with its local community to deliver opportunities and services for pupils, young people and adults which go beyond the school day. We want to see our schools, as buildings and a resource, used well by their communities and at the heart of those communities.

A Tameside school for the future.

Integrating Health, Social Care and Educational Services



12. Extended Schools

Healthy eating assists in the fight to improve diet and reduce obesity and is central to reducing health inequality. The Healthy Schools Scheme has increased take-up and participation in schools with a high number of free school meals, and an additional Lifestyle Course targeting men has been established in Ashton Hurst linked to the Sure Start programme. The healthy catering award has been broadened to include in-house catering in large venues like Stalybridge Civic Centre and Hyde Town Hall, and dietary guidance has been developed for local workplaces, including private and voluntary organisations.

Significant work has taken place to reduce teenage pregnancies in Tameside, with additional funding for a new local enhanced service for young people's sexual health. The Teenage Pregnancy Strategy includes action to provide sex and relationship education in schools and in out-of-school settings; advertising services and providing advice through publicity and the media; providing accessible contraception alongside advice and information services; and supporting pregnant teenagers and teenage parents.



13. School Organisation and Diversity of Provision

In Tameside, the planning of secondary school places will be carried out on a borough wide basis. There are no natural geographic boundaries for secondary education that limit movement across the borough. Parents and their children opt for both local schools, and schools which offer particular specialisms, denomination, or single sex or co-educational education provision.

In common with many boroughs across the country, Tameside has experienced a fall in birth rates with a 25% reduction in births over a ten-year period from 1993 to 2003, leading to a fall in demand for primary places, which is now moving into secondary education provision. Total numbers in the secondary sector are forecast to decline over the next decade.

A review of Secondary School places?

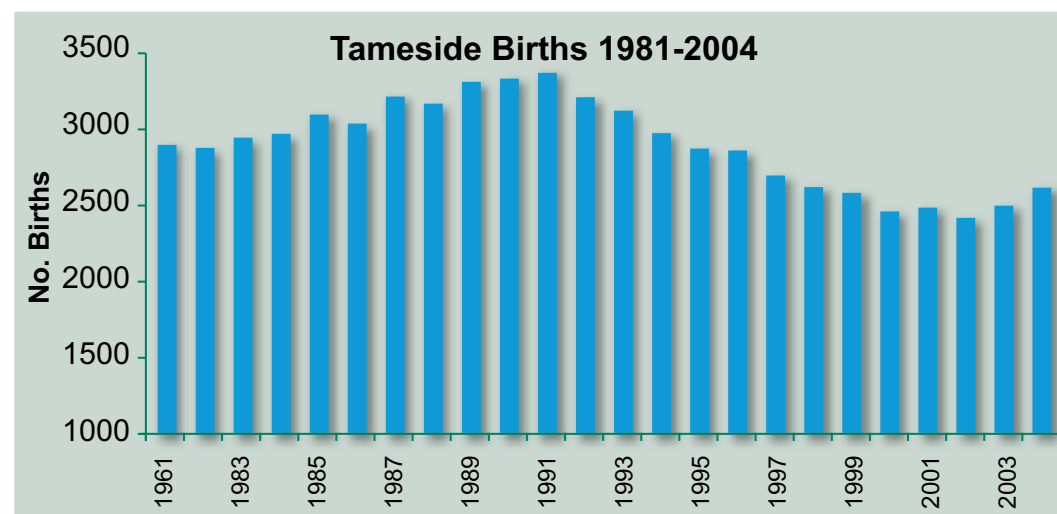
In this review, we will take into account:-

- The need to raise standards
- The need to maintain appropriate levels of denominational provision;
- The condition of secondary school buildings;
- Parental preference;
- The need to ensure that resources are used cost effectively; and
- Demand for single sex and co-educational education.

Tameside secondary schools are all relatively small by national and local comparisons, with published admission numbers (PANs) ranging from 150 (5-form entry) to 240 (8-form entry) and most schools having PANs of either 150 or 180. Our initial consultation with headteachers found the preferred size for secondary schools to be 900 (excluding sixth forms).

The last 3 years, however, have seen an increase in the birth rate in Tameside (see graph below). This increase, if sustained and not an apparent 'blip' could result in an upturn in secondary numbers around 2013-14 when children born in 2003 reach secondary school age.

In line with the national trend, we are anticipating that the birth rate will level out at approximately 2,500 per year, and will not revert to the higher numbers of births in the late eighties and early nineties.



13. School Organisation and Diversity of Provision

What impact will housing developments have?

The link between housing developments and demographics is tenuous and an increase in dwellings does not necessarily mean an increase in the number of families with secondary aged children. Based on previous experience housing developments in Tameside tend to result in shifts of existing pupil populations rather than an overall increase in pupil numbers. However, using District Audit Commission ratios for Metropolitan Authorities, new housing developments may produce a maximum of three secondary aged pupils per year group per 100 family homes.

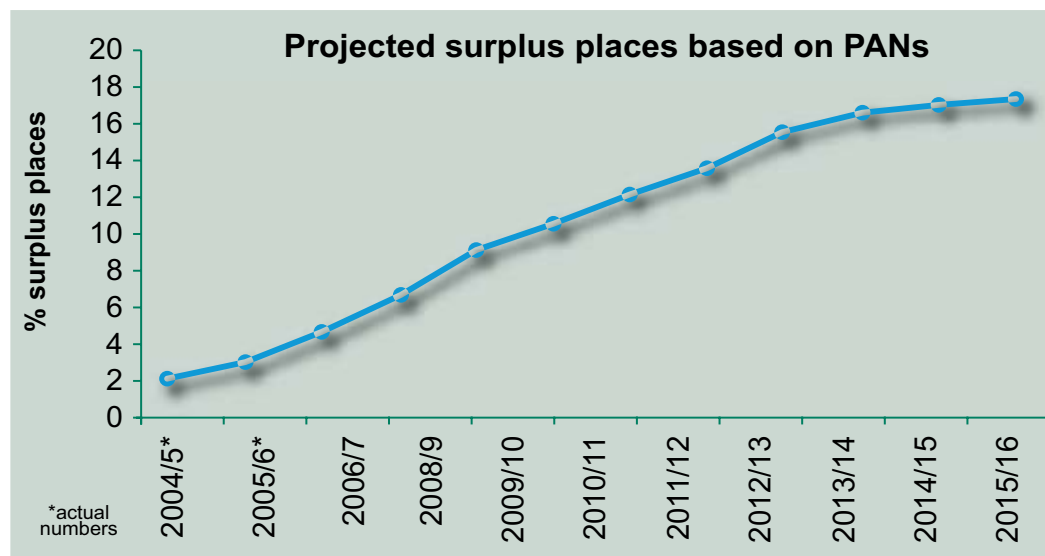
The largest impact is likely to be seen in Hattersley (a regeneration area), with around 900 new dwellings being built over the next few years. Provisional planning permission has been granted for around 500 to 700 new dwellings in Mossley at Mossley Mills, and around 350 high density dwellings (flats/terraced houses) in Stalybridge and Droylsden.

Subject to the outcome of consultation, should there be any land made available for building as a result of school closures/relocations, this would also have a potential impact on pupil numbers.

Allowing for a surplus capacity of around 5% to 8% should cater for any increase in pupils generated from new housing developments.

Secondary School Places and Pupil Numbers

There are currently 15,539 pupils in Tameside secondary schools (January 2005 census) with a capacity of 15,950, based on the current Published Admission Number [PAN] of 3,190 per year group. The number of pupils moving from primary to secondary school in September 2005 was 2,936 admissions, which is expected to reduce to 2,625 by September 2015. This represents a gross reduction in demand against capacity of 311 places a year.



13. School Organisation and Diversity of Provision

Tameside currently imports an additional net of approximately 7% children on average from surrounding boroughs each year. However, given that other neighbouring authorities are similarly improving their building stock over the same period we expect a potential reduction in this net gain.

We do not anticipate that the number of children entering the primary sector will significantly increase. We think it reasonable to assume that Tameside needs a median figure for planning purposes of 2,500 places per year group as a base line, plus an additional 5% for extra district net gain. We will not feel the impact of any increased birth rate much before 2014.

We estimate that by 2015 there would be an oversupply of over 3013 secondary school places equating to 18.9%, which will divert resources away from providing facilities for the 12,937 pupils occupying secondary places in Tameside.

In summary, the models need to ensure that we have in the region of 2,625 places (projected number of year 7 pupils by 2015) plus an additional 5% (131) for parental preference and housing developments, giving around **2,750 places per year group or 13,700 in total.**



14. Academies

New Charter Academy is proposed to be the corner-stone of the Tameside Campus, setting an example of innovation and success both locally and nationally. This is a new type of academy, building on the best of existing academy provision but also piloting the approach outlined in the White Paper of federation, collaboration and different models of schools working together to raise standards.



The unique vision and ethos of the academy will benefit all pupils in the catchment area through addressing disadvantage and poverty. The two Ashton High Schools that would form the academy have a higher proportion of free school meals than the Tameside average. Levels of ethnicity are at a much higher level than the borough and national average. Although both schools have succeeded in raising attainment over recent years educational deprivation is still a key factor, especially in a changing society which has seen more refugees and asylum seekers entering the borough. The academy would meet the needs of our most vulnerable groups who are also most at risk of under achievement. The academy will be co-located with a separate Moderate Learning Difficulties Special School, Samuel Laycock, (subject to SOC approval) providing even greater opportunities for disadvantaged and vulnerable young people and developing a unique partnership of an academy working closely with a special school on the same site, sharing facilities and expertise in both directions.

This approach to high quality provision for those most in need is crucial to the vision and core purpose of the sponsors. New Charter Housing Trust Group exists to build and support communities in the provision of safe, comfortable, secure and affordable homes through partnership with customers and others.

New Charter formed in 1999 as the new landlords to own and manage nearly 15,000 properties transferred from the Council. Until September 2000, it was Britain's biggest Large Scale Voluntary Transfer (LSVT). With a turnover of £44 million a year and a workforce of more than 800, New Charter is one of the twenty largest Registered Social Landlords (RSL), and is one of our biggest employers. The Trust works in close partnership with the Council especially in addressing the key aims of the Community Strategy and has a strong interest in addressing the Five Outcomes of the Children Act. Sponsorship of an academy fits perfectly with the aims of the Trust and with our local vision of choice and diversity in secondary provision across the borough.

The ethos of the academy will be underpinned by high quality personalised learning both across the whole curriculum and as part of the proposed specialism. The sponsors and Local Authority have identified Sport as the main specialism and Health as the second specialism, linking both specialisms to meet the needs of all pupils and the community. We have also received support and enthusiasm from the Tameside Sports Trust, elected members, the local PCT and other headteachers for this approach. Secondary specialisms are co-ordinated by the **Tameside Campus**, a collaborative forum of all secondary heads and senior LA officers. This ensures

the matching of provision across the borough to local needs and a smoothly co-ordinated approach to choice and diversity. All the high schools work together and the ultimate ambition is to have base provision at one school, college or academy and access to the specialist facilities at others. This approach – the **Tameside Campus** – has been developed in partnership with all secondary headteachers and they are in favour of the Academy as a partner. The New Charter Academy would have a key role in co-ordination of this partnership, as the largest school in the borough with the most innovative facilities.

- Every pupil would have access to personalised learning, especially in the specialisms. Although sport and team games will be provided to a high standard for those who enjoy them the intention is also to address the concern about the large number of young people who switch off from sport and PE at secondary level. The traditional PE curriculum would be replaced by a personalised programme for every young person, all of whom would have their own personal trainer in a state of the art leisure and fitness facility, their progress and programme recorded on their own handheld PCs which feed into a central IT system.
- The personal fitness programmes would be matched by personal health programmes including their own diet plan, again recorded on PDAs and fed into a central system.

14. Academies

- As part of the personalised programme, pupils would also benefit from the unique partnership the LA has with the Adidas Wellness Centre in receiving twice yearly 'Know your Numbers' health checks, monitoring blood pressure, cholesterol, BMI, and lifestyle indicators. The same facilities, with follow up advice, will also be available to staff.
- Also as part of the programme the Council will build a 'Body Zone', a health centre, staffed by a multi agency team, to provide a range of advice predominantly for pupils but also for the local community, the advice ranging from general health issues to teenage pregnancy and child and adolescent mental health. While maintaining the independence of an academy the school would also meet the needs of the whole community as a full service extended school.
- The ICT vision will link with the Council's BSF vision providing even more opportunity to move away from traditional approaches to teaching and learning and more towards identification of, and matching provision to, individual learning styles.
- A recent LLSC STAR report makes it very clear that post 16 provision in the borough is already sufficient to meet the needs of the post 16 population. It is therefore unlikely that there would be reasonable

demand for further provision in the academy, or that additional provision would gain approval of the LLSC. It is therefore proposed that, in line with the White Paper, we fit in with a local prospectus of provision and also ensure that young people have access to the post 16 provision that best meets their needs. In return the Academy will play a major role in delivering innovative 14-16 provision for its own pupils and others in the borough.

- 14-16 provision will involve access to the full range of GCSE and GNVQ programmes but will also build on the expertise of New Charter in building and construction and the PCT in Health and Social Care. The academy will offer additional programmes in:
 - Building and construction
 - Health and social care
 - Leisure and tourism (in partnership with the Council and Manchester City Football Club
 - Links with other schools and colleges
 - Curriculum flexibility allowing pupils regular work experience
 - A day a week alternative curriculum
 - Opportunities for students to move on to A level,

training or employment including brokering modern apprenticeships at New Charter, the Council, the Health Service, Leisure providers and Manchester City FC

- Access to all the above for the MLD special school on the same site.

The education vision for the academy fits seamlessly with the Community Strategy for Tameside, including achieving better outcomes for all children and young people, creating sustainable communities and helping local residents to achieve economic well being. The academy timescale and programme ensures that it sits comfortably with Building Schools for the Future and does not operate in isolation. Our vision for the academy is the same as our vision for all young people in the borough – that they gain access to the highest standards of teaching and learning, greater choice and diversity, fair access to provision, opportunities to enjoy and achieve through extended provision and the opening of pathways into higher education, employment, training and additional skills. Working in partnership with other Tameside schools, colleges and the Local Authority we will provide an academy that transforms current provision and most importantly transforms the lives of young people in Tameside.

14. Academies

Specialist Schools

The first round of specialisms was planned in consultation with the secondary headteachers and discussions are already underway as to the nature and location of second specialisms. (The Specialist Schools Trust has invited Hyde Technology College to pilot a second specialism. Their theme under consideration is 14-16 Vocational learning, which is in line with the Skills Centres proposal for 14-19 provision across the **Tameside Campus**.)

The current spread of specialism is indicated in the table at the end of the document (Appendix 10). Tameside will have 15 specialist High schools in September 2005; the remaining three schools are in the process of planning. This is a remarkable ratio for an LEA. By September 2006 it is both hoped and anticipated that all High schools will have specialist provision. This is part of the vision of the **Tameside Campus**.



15. Information Communication Technology



Transforming Teaching and Learning through ICT in Schools.

ICT will play a central role in Tameside in delivering on our vision of a borough wide campus. It will support, enhance and transform teaching and learning. Further, ICT will play a major role in shaping the approach to school leadership and management, will support, encourage and enable parental and wider community involvement and contribute to the improvement of the health and wellbeing of students and school staff.

Effective deployment and use of ICT will also contribute to the successful implementation of the change agenda including remodelling of the workforce and the drive towards schools as the learning hub of a community.

A pivotal element of our vision will be the creation of an always on, borough wide connectivity to enable anywhere, anytime learning supported by a virtual learning environment, a teaching and learning website and world class training for school staff.

Finally, our aim is to create living school buildings, utilising the power of ICT to create stimulating, exciting and learning led environments. Ultimately, the successful deployment, integration and use of ICT will enable the pupils of Tameside to achieve their full potential.

Transformation of Teaching and Learning

ICT will play a central role in enabling schools to raise achievement, realising the full potential of our young people. Schools will become e-Confident, making substantial and effective use of ICT to improve teaching and learning. The use of ICT will be embedded and transparent.

New and emerging technologies such as interactive whiteboards, video conferencing, simulation devices and more will enable teachers to transform their practice. The use of such devices will be supported by extensive high quality training and support.

In addition, in Tameside we will provide access to an extensive teaching and learning website, encouraging teachers, consultants, examining authorities, advisers and more to contribute and genuinely create a forum for the elusive sharing of best practice that we all desire. In addition, via our streamed video resources produced by Tameside TV, teachers will have instantaneous access to hundreds of programmes covering all age ranges and subjects and providing on demand training, advice and support.

The Tameside Virtual Learning Environment will enable teachers to provide personalised learning opportunities. In addition to institution based Virtual Learning Environments (VLE's) there will be a Tameside Campus VLE with contributions from all of us involved in teaching and learning and related issues. This virtual school, featuring syllabi, schemes of work, lesson plans, teaching resources, exemplar materials and more, will be available to all Tameside schools, not just those involved directly in the BSF programme. Some of the direct benefits of the VLE include the opportunity for teachers and pupils to engage in online discussions about subject areas and topics, have homework handed in and marked and returned electronically, allow effective differentiation to take place and to extend the school day beyond the traditional school hours.

As well as supporting teachers, we intend to make every effort to involve and empower pupils in their own learning. Pupils will be much more engaged in the learning process and will be encouraged to contribute to the learning of others. The use of mobile learning devices for all and always on broadband connectivity will realise the dream of anywhere, anytime learning. Pupils will also have access to a range of data related to their learning as well as on health, fun and lifestyle areas.

15. Information Communication Technology

Pupils will, via these mobile devices, consider their own assessment data, access learning resources and the VLE, see their own timetable, engage in online learning communities, text messaging and chat rooms and will be able to make informed decisions about their own learning needs. In Tameside we will provide access to a WIKI site for pupils, the country's first learning community completely built, driven and monitored by pupils. In addition the mobile devices, via GPRS or other emerging technologies, will allow tracking of pupils to improve safety when travelling around the **Tameside Campus**.

Supporting the widespread and embedded use of ICT will be world class training opportunities and support for school staff. This training will encompass teaching and learning, use of management information systems and will be personalised to the individual. A mix of on-site, centre based, group and individual focussed training will be available. Peer led, in class 'hands on' training will be available to teaching and non-teaching staff.

Online resources will be available to all teaching staff, covering all ages and subject areas. Though many of these will be bought in, there will also be resources available created locally and shared via our teaching and learning web site and within our virtual learning environment.

Leadership and Management

School leadership will actively engage with the transformational agenda. Leaders will employ ICT in a strategic fashion and will understand that ICT has the power to transform teaching and learning and raise standards. ICT in teaching and learning and in management and administration will be embedded and used effectively.

Leaders and managers will understand the broader issues surrounding ICT. To this end, specific training opportunities for school leaders including departmental and pastoral heads, will be provided.

Security of data and equipment will be considered with systems employed effectively to minimise the potential for data security leaks or equipment misuse or theft. ICT will be used to provide CCTV over IP providing a cost effective school security solution. Entrances and exits will be managed by ICT and secure entry systems for pupils, staff and parents will provide further safeguards.

Management Information Systems will be employed effectively to store workforce and pupil data and support school self evaluation. In particular the systems will enable the tracking of individual pupils and group progress and to signal when and where intervention is required. Pupils will have access to their own data and

will be encouraged and empowered to play an active role in their own learning. Access to the data will be secure and mobile, with staff able to log in to the systems from any location within the borough. Systems employed will ensure there is no duplication of data or requirement for multiple entries – bureaucracy will be kept to a minimum.

All data storage and use will comply with all relevant legislation. We will also ensure that all partners in the learning process are able to access data as appropriate, with streamlined processes and systems designed to common and established standards.

Parental and Community Involvement

Home and school links will be developed. Part of the teaching and learning Tameside website will be devoted to providing parents with resources and advice for supporting their child's learning whatever the age range or subject area. Head teachers and other staff will be encouraged to 'broadcast' regularly to parents via the internet on a range of issues related to teaching and learning. Web forums will allow parents the opportunity to engage in the process and have a voice in the educational debate.

15. Information Communication Technology

Parents will have on-line access to their child's assessment, attendance, and behavioural records and will engage in 'case conferences' via video conferencing and other technologies as appropriate. In all instances training will be provided to enable all parents to take advantage of electronic communication with school.

Pupils at risk, including children with a special educational need, will have access to a full curriculum entitlement through the use of new technology.

With the school as a community learning hub, specific events, access to resources and school information will all be available to the wider community. In addition school websites will target the broader populace and address issues of community concern. Schools will be 'open door' and welcoming to all, linking to our vision for extended schools articulated in section 12.

Health and Wellbeing

We will install state of the art gymnasiums in our schools which employ ICT to provide important fitness and health information to pupils, downloadable to an individual's mobile device. Leisure Advisers will work with staff and pupils, creating individualised programmes to maximise health and well being benefits of regular exercise and a healthy diet.

Regular electronic fitness checks including such things as heart rate, cholesterol and lung capacity will feed into the health programme and pupils will have access to the data on their personal device. These facilities will be available to students, staff, parents and the wider community.

In addition all will have access to on site kiosks on which self-diagnosis can be made in the same way as the NHS Direct site. Appointments with a health professional can be made at this time.

The Change Agenda

ICT will support national initiatives such as the 14-19 agenda, Every Child Matters, workforce reform and more. This will go beyond the publishing of information on a school website and in addition virtual learning environments and other technologies will be utilised to engage individuals in the change process and support necessary developments.

Connectivity and Infrastructure

In order to realise the vision of a Tameside Campus it is essential that we have on demand, cross borough connectivity. We will have an umbrella of connectivity across the borough and pupils and parents will be able to utilise this bandwidth for educational purposes

from home. Primary Schools will also benefit from this initiative.

As we write there will possibly still be some need to utilise hard wiring though it is likely that wireless technologies will have developed significantly by the time of the first brick being laid and so may be sufficient.

We will also employ broadband to provide video conferencing, voice over IP systems as well as CCTV and indeed films and television programmes. We will keep a close watch on new and emerging technologies such as MPEG4 and beyond so that we can make the best value use of ICT in the new schools.

Standard systems and resources will be employed across schools to enable effective support arrangements and also to minimise training requirements. Staff moving from one institution to another will be able to make a more successful transfer as a result. Pupils enjoying the benefits that the **Tameside Campus** will bring will also benefit from standardised learning platforms. Technical support will be more cost effective without 'rogue' or 'individualised' software or set ups. Hardware chosen will be robust and subject to extensive field testing. It will be cost effective, and represent value for money. Technical support will be of the highest quality.

15. Information Communication Technology

Ongoing costs will be taken into account, with sustainability issues acknowledged and addressed. However we will also take account of new and emerging technologies and the need to provide the very best learning opportunities for our pupils.

Buildings

We will utilise the latest research into thinking skills and accelerated learning to inform the design of the new buildings. We intend to create 'living buildings' using a combination of lighting and sound to evoke moods. The buildings will also be intelligent e.g. lighting coming on and going off automatically to conserve energy, heat sensors and motivational messages as pupils walk through school.

The buildings will also feature display screens constantly being updated with school news or projecting images or messages.

The concept of the classroom will be considered and office spaces combining with 'work style' learning utilised to provide pupils with real life experiences. School tv and radio stations run by pupils will further extend learning opportunities and provide real world of work experiences. Schools will develop these ideas to incorporate more opportunities for pupils to develop the 'new' skills required in a society where a job is no longer

for life such as versatility, ability to manage change and entrepreneurialism.

To support pastoral work in schools, Big Brother style video boxes will be installed where children can outline problems to a "virtual counsellor". Kiosks will enable pupils to get advice on bullying, health and learning related matters.

The new schools will feature show case areas, such as large outdoor screens that can be used to showcase important sporting events/films inviting community participation and enjoyment of the schools' facilities. Exciting, living exhibits will adorn open areas of school such as those used in modern museums such as Magna.

Schools should be exciting, imaginative and interesting places to be in. We want the buildings to be a major part of the learning process, not just bricks and mortar.

Specific outcomes

- Staff will be confident and competent in their use of ICT and further will feel empowered to take on new ideas, explore new technologies and adapt practice to meet circumstance
- School leaders will understand the benefits that ICT can bring and will promote these benefits, whilst

thinking strategically about use and deployment

- Teaching pedagogy will be transformed
- Teachers will routinely use ICT to better record, analyse and make use of assessment, attendance and other pupil data
- Pupils will be fully involved in the teaching and learning process and will have access to their own learning resources, as well as assessment and attendance data, personal health information and ePortfolios
- Distributed and concurrent learning will take place effectively
- Pupils and teachers will have access to a range of high quality resources
- The sharing of best practice 24/7 will be a reality
- Anywhere, anytime learning will be the norm
- Teaching staff and the wider community will be well supported by access to high quality training
- ICT will be used routinely for management and organisational purposes
- Resources will be deployed effectively and sustainability will be key, with all systems and hardware purchased subject to best value principles

15. Information Communication Technology

- All members of the learning community will have the opportunity and support to develop high ICT capability
- Parents will be active participants in their children's education
- IT systems within schools will be robust, reliable, appropriate and well supported by world class technical support
- Schools will have the flexibility to adopt new and emerging technologies which better meet needs or offer further benefits to learners
- Schools will be the lead community learning and information centre
- The Tameside Campus will be a reality
- Pupils will have the opportunity and support to realise their potential

Ultimately the intention is to raise standards and prepare pupils for the particular and peculiar challenges of the 21st Century. Society is changing rapidly and it is essential that our educational institutions are able not only to keep apace but are in a position to lead. ICT is the key to achieving the transformation required and to enable the UK to remain an economic force in a rapidly changing and increasingly global marketplace.

Practically speaking, schools will utilise ICT effectively to make a sustained difference to the lives of the pupils of Tameside, impacting on educational outcomes, lifestyle and career choices, community and parental involvement, economic and physical well being and allowing our young people to grow intellectually, emotionally, morally and spiritually.

16. Workforce Reform and Remodelling

“Every Child Matters” makes it clear that further collaborative work between agencies is essential in order to adequately protect children and that the workforce reform is an essential element of its proposals.

The LA has a successful workforce remodelling team (WRITE) and is currently tackling the Extended School remodelling advisor role along with the National Remodelling Team recommendations. Remodelling the workforce is an integral part of the SCYP integration plan.

Tameside studied the needs of support and teaching staff before designing its recently completed Alder Community High School. The combination of appropriately designed and located spaces and integrated ICT networks, which support whole school improvement, are a key solution. Each school's staff accommodation will be designed around a basic theme of:

- Multi use resource areas within each curriculum faculty, which can be used storage of curriculum resources, for lesson preparation and marking, small group work and additional student support;
- Adequate well organised storage throughout the curriculum and administration areas;
- Accommodation for headteachers, deputy and assistant headteachers, pastoral managers, learning mentors, business managers and a whole range of multi agency facilities in line with Every Child Matters;
- Appropriate comfortable staff social rooms where staff can relax and hold large scale meetings;

- Smaller conference rooms which can also be used for timetabling and other large scale tasks;
- Administration offices which are sufficiently large and flexible to accommodate an increasing number of school support workers;
- Appropriate reprographic and document preparation areas;
- Interview and counselling rooms where young people can be supported by school and other agency staff;
- Designated usage of specialist facilities for example a school's multi gym and ICT facilities by staff for training or resource collection;
- Well planned ICT networks throughout the school including wireless technology that enables lesson preparation material to be electronically stored, retrieved and delivered using electronic whiteboards and digital projection throughout the curriculum, reducing the need to photocopy and organise material and increasing the enrichment of pupil's learning. Recognising the move towards more portable IT equipment such as palm top computers and increased use of managed learning environment software to integrate curriculum and administration systems, support continual assessment and enable home – school e-learning and cross sector learning.

In addition to the physical spaces, staff will require

- Flexible contracts
- Technology to support the work they do
- Training on the use of the technology
- Disability access
- Use of IT to reduce workload
- Guidance on Health and safety and security implications
- Innovative management structures
- Clear “career paths” for all staff
- Compulsory CPD
- Time to train in principles of change management in order to remodel our services to mirror change

17. Continuous Professional Development (CPD)

The Tameside Framework for teachers' Career development and professional Learning (Appendix 11) sets out a teacher's career pathway in a hierarchical manner, from trainee teacher to headteacher, however it is not intended to be used solely in this way.



The Framework was developed in consultation with schools and teachers across the borough, taking into account national strategies and the Schools' Improvement Plans. This Tameside Framework is supported by a comprehensive programme of support for school improvement, the focus of Teaching and Learning at its heart. This programme is delivered by a team of a hundred staff forming, the advisors, the Curriculum Development Unit, the e-learning team, early years team and staff from SEN including the education psychology service.

Tameside has an excellent record for providing CPD, with its own dedicated Teachers Centre and Curriculum Development Unit, managed within school improvement. There is also an NVQ training centre for school staff, recently engaging in training for Higher Level Teaching Assistants (HiLTA's).

Continuous Professional Development will be the main driver for translating BSF vision into practice. Our CPD strategy is based upon schools and centres extending their professional knowledge and in developing Learning Communities. There are eight network learning communities, currently a focus for the communities is Leadership, facilitated by the National College for School Leadership.

Hyde Technology College is a designated training and leading edge school and has been involved in the Excellence Cluster as a training provider. Hyde Technology College has facilitated multi-layered partnership working with a focus on CPD and training.

There are examples of multi-layered improvement partnerships across the borough, for example, the Excellence Cluster Schools have an annual joint INSET day, involving some 600 school staff and specialist schools join together for joint CPD. This term, Droylsden Maths and Computing College for Girls and St Thomas More Maths and Computing College, held a joint INSET day and their Heads of Departments have common meetings.

Our e-learning team has national recognition for its support to schools in using ICT to transform teaching and Learning. Tameside is the only authority to hold all seven NAACE awards and the Head of e-learning is the modest holder of a National ICT Award.

Links are beginning to emerge between the Children's Social Care Training Centre to provide a joined up approach to Workforce Reform under the agenda for Children's Services.

As part of the integration of Children's Services, the local authorities' remodelling team, led by Human Resources are rolling out a multi agency training programme to address the Common Assessment Framework, the central database software training, JASPER, and linking up training and CPD across Children's Social Care and Education (schools). Schools are currently considering the Compact for Interagency Co-operation.

We intend to develop further a children's workforce development strategy, involving all our partner agencies to deliver CPD and qualifications along with the four national strategic challenges as defined by the DfES.

To embed the vision for BSF and to transfer the vision into reality in the classroom, it is the intention to review the role of the e-learning team to become the learning team. They will work with schools' staff on a co-ordinated programme of CPD to transform teaching and learning in the new learning spaces, and work with our consultants on school visioning. This we believe is an exciting and innovative approach to delivering the vision through CPD.

The Tameside Framework for CPD will be expanded to include all staff in schools and will utilise the newly appointed school workforce advisor, linking to the Teachers Development Agency recommendations.