

# **Proposal to establish the new Newport (Carisbrooke) and Newport (Fairlee) Secondary Schools as a hard Federation.**

## **Proposal for Newport (Carisbrooke)**



**Medina Innovation Trust**

**'National Excellence through local partnerships'**

## **The vision**

Through working together in a hard federation we will be better able to deliver benefits across both schools and their communities in terms of:

- a step change improvements in standards
- an aspirational culture of achievement
- an innovative, inspiring and engaging curriculum at Key Stage Three
- a coherent 14 -19 curriculum that through strong collaborative and partnership contracts provides effective learning pathways and accreditation opportunities for all young people
- making personalised learning and support a reality
- promoting community cohesion
- providing best value for money for our community

## **Outline of proposal**

Federations are part of the Transforming Secondary Education agenda, which sees diversity and collaboration as the two main vehicles for raising standards and driving improvement in teaching and learning.

Our proposal is an innovative strategy for transforming education across both of the new Newport (Carisbrooke) and Newport (Fairlee) Secondary Schools by federating to share staffing, resources, professional development, curriculum development, leadership and management and so drive up standards more effectively than by working separately.

The Federation will give both schools the opportunity to strengthen the impact of the diversity agenda by looking at how best to develop specialist, leading edge, training and extended schools within and across the Federation. The Federation will be a powerful capacity builder across the schools and the Local Authority. Additionally, the Federation will widen curriculum opportunities for young people at 14-19 level, and promote inclusion in its widest sense. The Federation will allow for transformational leadership to impact across both schools and to focus on network learning and effective deployment of the workforce.

## **Why we want to form a hard federation**

The proposal is for a shared single governance structure which provides the basis for extensive school-to-school partnership. The Federated schools will remain separate schools, maintaining their own individual budget allocations and initially reporting results separately. The Federation will ensure both schools will work collaboratively for the benefit of all young people and their communities.

The single shared governance structure of the Federation enables both schools to:

- work together efficiently and sustainably to raise standards, improve services and increase opportunities for pupils and staff
- share resources, staff, expertise and facilities
- develop a complementary shared identity and ethos based on high achievement and educational excellence
- exploit the geographical proximity and share common aims on curriculum and extended school provision
- create a joint vision for attainment and achievement.

## **Benefits of forming a hard federation to run the two schools**

The Federation will increase the capacity within the schools to achieve higher standards, providing:

- teaching and learning that is at least consistently good
- a step change improvements in standards
- clear leadership from the Executive Headteacher to deliver rigorous management practices with clear lines of accountability ensuring that both schools collaborate, learn from each other and share best practice
- a flexible, innovative and inspiring 21<sup>st</sup> century curriculum that is fit for purpose (building on the work we have already done to extend our curriculum to reflect greater choice, diversity of provision and providers, more extended support and higher standards)
- a curriculum which is relevant, skills based and provides effective learning, social and emotional development opportunities
- for those in the 14 – 19 age range it will provide an effective balance between academic and vocational learning. Full mentoring and guidance will be delivered to ensure all young people can move from one learning pathway to another to achieve their aspirations and full potential.
- appointing a Strategic Director – Quality of Provision to support the work of the Heads of School in rigorously monitoring standards and co-ordinating CPD activities
- joint appointment of staff and a coherent and targeted training programme to ensure outstanding leadership at all levels
- joint staffing opportunities including Advanced Skills Teachers and wider career opportunities across the federation
- governance support and development
- cost effectiveness – economies of scale and greater buying power of pooled budgets to bulk buy shared equipment and facilities
- appointing a Strategic Director - Business to centralise administrative functions and reduce the amount of finance, HR and premises management responsibility from the Heads of School to enable them to focus on teaching and learning
- a basis for further partnerships, including cross-phase and with other providers
- saving on planning and administrative time and less duplication of tasks
- strategic planning, for example through the sharing of complementary specialisms
- building capacity and coherence across the federation and the LEA

The Trust through the Federation will provide a formal commitment to working in partnership. It will provide opportunities for leadership development, a wide range of teaching experiences in a number of different contexts and the potential to retain good staff through greater opportunities for career development.

It will enable both schools to manage the potential risk associated with falling rolls to ensure the maintenance of the widest possible curriculum. The single governing body will provide a common sense of purpose that will benefit the schools and provide cohesion for the wider community.

Building on the already effective partnership between the existing High Schools for students at risk of exclusion by providing a safe environment through which effective strategies are employed to improve the management of bad behaviour and persistent truancy and reduce the risk of young people becoming NEET

Existing successful models of collaboration between the schools have demonstrated that both schools have benefitted from a wider range of teaching expertise and built a shared commitment with each other to raise the quality of leadership, teaching and learning.

The federative arrangement will tightly manage and hold the Heads of School accountable for all forms of collaboration essential for the delivery of the 14-19 curriculum and extended school reforms.

## **Why we believe this is the best proposal to raise standards and deliver high quality extended services for the new Newport (Carisbrooke) and Newport (Fairlee) Secondary Schools**

The Trust partners share a drive to innovate and transform educational standards, to secure the very highest levels of attainment and to provide opportunities to raise the aspirations of children and young people both now and in the future.

The future of the new schools and the future of the community that they serve are closely linked and we recognise that the promoter of the new school must be able to demonstrate the capacity and track record to deliver what the community needs and wants.

The Medina Innovation Trust will add value to the work of both of the new schools, supporting them to become autonomous centres of excellence. They will not become one school on a multi site and the Heads of School will have the opportunity together with their senior teams to develop their vision in response to the characteristics of their schools and the aims and clear ambitions of the Trust.

Information on the Medina Innovation Trust, the partners, the aims and vision is contained within the school specific bids, or visit [www.medinainnovationtrust.org.uk](http://www.medinainnovationtrust.org.uk)

The Medina Innovation Trust will be renamed the Island Innovation Trust should this proposal be successful

*The Medina Innovation Trust is committed to bringing excellence in learning and extended services to the Isle of Wight.*

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# The Medina Innovation Trust

*'National excellence through local partnerships'*

## Executive Summary

### Our proposal

The Medina Innovation Trust is proposing to promote the new Newport – (Carisbrooke) 11 – 19 Secondary School to replace the precursor Carisbrooke 13 – 18 High School.

The Trust welcomes the commitment of the Isle of Wight Council to address the weaknesses in the current education structures on the Island and wholeheartedly supports the vision set out in the document *The Island's education vision*. The Trust wishes to work in partnership with the Local Authority, the emerging Children's Trust, the Isle of Wight Council and all education providers to secure the future vision for both the communities the school will serve and the Island as a whole.

By adopting an integrated approach we seek to unify the key stakeholders to work creatively and collaboratively to reflect the ambitions set out in *The Island's Education Vision*, the Every Child Matters agenda and deliver the vision 'working together to ensure high quality outcomes for children, young people and their families' as stated in the *Isle of Wight Children, Young People and their Families Plan 2009 - 2012*.

The Medina Innovation Trust's proposal will deliver benefits in terms of:

- a step change improvements in standards
- aspiration culture of achievement
- an innovative, inspiring and engaging curriculum at Key Stage Three
- a coherent 14 -19 curriculum that through strong collaborative and partnership contracts provides effective learning pathways and accreditation opportunities for all young people
- making personalised learning and support a reality
- promoting community cohesion
- providing best value for money for our community

Our proposal demonstrates how we will work to develop the vision for the new school and wider community through achieving the following objectives:

- Securing the highest standards of achievement for all young people
- Promoting the health, welfare and safety of young people
- Equipping young people with skills for employment and adult life
- Providing high quality extended services to the community
- Promoting community cohesion
- Acting as a catalyst for the economic regeneration of the community

### **Why we believe we are the best promoters for the new school**

The Trust partners share a drive to innovate and transform educational standards, to secure the very highest levels of attainment and to provide opportunities to raise the aspirations of children and young people both now and in the future.

The future of the new school and the future of the community that it serves are closely linked and we recognise that the promoter of the new school must be able to demonstrate the capacity and track record to deliver what the community needs and wants.

We have a senior leadership team and headteacher who have transformed teaching, learning and leadership at Medina High School and have delivered a rapidly improving, popular and oversubscribed school. We recognise their achievements thus far, but are confident that with the support, challenge and drive the Trust brings they will have the capacity to effect step change improvements and lead the new schools to achieve the aims and ambitions we have.

**Medina Innovation Trust is keen to support and nurture the current ethos which has been so successful at Medina High School and bring the benefits of that to all the young people in both the new Carisbrooke and Fairlee schools.**

### **Why we want to promote the new Secondary School**

We wish to promote the new school because we believe we are best placed to deliver continued improvements in raising standards and innovation at both the Carisbrooke and Fairlee Secondary Schools. We are now an established Trust, enabling greater support for further improvements through our partnership arrangements. Our mission being to bring national standards of excellence in learning and extended services to the Isle of Wight.

The Trust is uniquely placed to deliver its aims in that it has:

- Local knowledge and insight
- Track record of success and the capacity to make step changes in the future
- An outward and national perspective in its work
- Drive, motivation and a first-hand commitment to raising standards
- The ability to embrace challenge and new ideas and effect change
- A clarity of vision

**We do what we say we will do. We know where our school is now, where we want it to be and how to get it there.**

**The Trust partners make the following skills and expertise available to the new school:**

| <b>Trust Member</b>   | <b>Contribution to the School</b>   |
|---|---|
| <p>Nominated Trustee of the University of Portsmouth</p> <p>Mike Coeshott<br/>Head of the School of Education and Continuing Studies</p>              | <p>The University of Portsmouth is committed to bringing the following expertise and activities to the Trust:</p> <ul style="list-style-type: none"> <li>• Commitment to, and experience of, providing excellence in teaching, learning and research</li> <li>• Awareness of the needs of the curriculum</li> <li>• Advice and input on curriculum development and priorities</li> <li>• Expertise from a different education sector in terms of resources management</li> <li>• Ideas and experience of commercial involvement and engagement to promote enterprise</li> </ul>   |
| <p>Nominated Trustee of the Isle of Wight NHS Primary Care Trust based at St. Mary's Hospital</p> <p>Mark Price<br/>Director of Corporate Affairs</p> | <p>The PCT will build effective partnerships of national significance to deliver the wider aims of the Every Child Matters agenda:</p> <ul style="list-style-type: none"> <li>• Specialist health related advice and guidance</li> <li>• Installation of the Life Channel throughout the school as a vehicle to raise awareness and promote a healthy lifestyle</li> <li>• Effectively engaging with traditionally 'hard to reach' sectors of the community</li> <li>• Change4Life Champion, part of national campaign to promote healthy eating and activity and introduce the new Careers in health Induction Programme (CHIPs)</li> <li>• Specialist help to discourage young people from smoking and substance abuse and support the 'Healthy Schools' programme</li> </ul>             |
| <p>Nominated Trustee of the Quarr Group</p> <p>Graham Pengelly<br/>Group Board Director</p>   | <p>The energy and expertise that Quarr Group as a business partner can contribute to raising standards and school improvement include:</p> <ul style="list-style-type: none"> <li>• Commitment to innovation and excellence</li> <li>• Awareness of the needs of the commercial sector such as skills, knowledge and experience required in industry</li> <li>• Action planning and project and change management skills</li> <li>• Positive non-educational challenge to educational practice</li> <li>• Barometer for academic and vocational developments</li> <li>• Specialised expertise on business and organisational management such as human resources management and workforce development, public relations, finance, ICT</li> <li>• Awareness of national dimensions</li> </ul> |
| <p>Nominated Trustee of the Solo Agency</p> <p>Robert Langford<br/>Finance Director</p>   | <p>A long term partner of Medina High School and a supporter of the Specialist College bid and its major sponsor. The partnership has directly supported students in career choices and opportunities and changed young people's lives:</p> <ul style="list-style-type: none"> <li>• Specialist expertise on public relations and marketing</li> <li>• Up to date information regarding trends and attitudes affecting young people's lives</li> <li>• Awareness of the needs of the commercial sector such as skills, knowledge, experience required in industry</li> <li>• Specialist expertise in business and organisational management such as personnel, public relations, finance, ICT</li> </ul>  |



|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Promoter of the annual IW Music Festival</li> </ul>  |
| <p>Nominated Trustee of Quay Arts</p> <p>Jacqui Ager<br/>Education Officer</p> | <p>A key partner in the Specialist Arts College ethos:</p> <ul style="list-style-type: none"> <li>• Provide a local, regional and national dimension in terms of access to and engagement with the Arts</li> <li>• Delivery of Gallery Education and other Arts-related activities</li> <li>• Adviser in course development and careers expertise within the Arts field</li> <li>• Positive non-educational challenge to educational practice</li> <li>• Provider of quality support for students who are choosing an Arts career path</li> </ul> |

# Isle of Wight Local Specification

**We base our proposals against the following criteria against which we believe we are the best promoters for the new school**

## **Standards**

- We will raise standards by setting challenging targets and rigorously holding both the schools to account for their performance.
- We will ensure the full inclusion of all students providing for the whole spectrum of their learning needs and abilities in order to narrow the gap for those who experience disadvantage
- We will ensure that the needs of all groups including SEN and children in care are addressed through a personalised learning plan supported with one to one mentoring
- We will ensure rigorous and effective tracking is in place and make certain that all children make appropriate progress and improve levels of achievement
- We will secure progression in children's development through the appointment of responsible staff to deliver effective transition and enhanced liaison with feeder primary schools.
- We will guarantee a full range of academic and vocational opportunities to all young people and at all levels of accreditation through effective and efficient collaboration between all 14 – 19 providers, including all schools, the Isle of Wight College and the work based learning providers.
- We will provide a coherent and full range of accredited qualifications , including GCSE, International Baccalaureate, BTEC, NVQ, Diplomas, and A Level to create an effective and relevant educational opportunity for all young people to achieve their potential.
- Maximising the specialism status and expertise in both schools for the benefit of all their students and staff and enabling outstanding provision through a fully collaborative, pan-Newport organisation.

## **Curriculum provision**

- We will ensure a flexible, innovative and inspiring 21<sup>st</sup> century curriculum that is fit for purpose (building on the work already done on both sites to extend the curriculum to reflect greater choice, diversity of provision and providers, greater extended support and higher standards)
- The integrated curriculum across both sites will be relevant, skills based and will provide effective learning, social and emotional development opportunities for all students
- For those in the 14 – 19 age range it will provide an effective balance between academic and vocational learning . Full mentoring and guidance will be delivered to ensure all young people can move from one learning pathway to another to achieve their aspirations and full potential.
- Rigorous monitoring through performance management will ensure that the curriculum is relevant, interesting to young people and will develop skills of independent learning through the use of effective opportunities beyond the classroom.
- The unique mix of Trust partners will ensure that the curriculum will fully address, young people's needs around the Every Child matters agenda to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.
- The new schools will be full-service, extended schools.

### **Specialist Status**

- The new school will be a specialist Technology (land based studies) school and will support the development of world class outcomes in this specialist area across all schools on the Island.
- The trust is committed to achieving a second specialism in Sport and in time a third specialism in Humanities.

### **Community and Extended Services**

- The trust will ensure that the new schools are full-service extended schools making the best use of the unique range of complementary skills and expertise that the Trust partners bring to over half of the Island.
- A range of homework clubs, sport, special interest clubs, advice and support, and other activities will be offered both as extension to the work of the schools and together with a range of partners and external providers.

### **Quality of Teaching and Learning**

Through close partnership with the school's single leadership and the governing body the Trust will ensure through the hard federation structure that:

- Teaching is relevant to the needs and aspirations of all students in both schools
- The schools deliver effective and responsive feedback mechanisms for young people and their families to critically assess provision and take an active part in supporting the schools' improvement strategies in ensuring the highest possible standards
- Rigorous monitoring is in place and teaching and learning is matched to the needs of differing groups whether they be Gifted and Talented or those with learning difficulties
- The quality of teaching will enable all young people to progress well, providing for the whole spectrum of their learning needs and abilities and aiming to narrow the gap for those who experience disadvantage.
- Performance management will be rigorously used to drive improvements in the quality of teaching and learning
- The federation will seek to adopt examples of the best practice both locally and nationally to support the improvements in teaching quality and support continuous professional development.
- Advanced skill teachers will be appointed to the federation in the Core Subjects initially to increase the capacity of the school to drive further improvements in the quality of teaching and learning and to ensure that a driven improvement culture becomes the 'norm'.
- Best practice and expertise is shared across both sites.

### **Leadership and Governance**

There will be a single Trust, a single governing body a single Executive Headteacher across both sites with an individual School Leader and Leadership teams in both schools.

The Trust will ensure that senior leaders and the governing body are:

- Visible, known by – and accessible to – young people, parents and the communities
- Committed to high standards and success for all young people and challenging of under-performance
- Committed to working in collaboration and co-operation with the local communities for the benefit of all young people

- Open to listening and to surveying the views of young people, parents and the communities on the performance of the two schools
- Accepting of accountability and transparency in the schools' achievement and areas for improvement.
- Able to implement efficient, streamlined decision-making processes in all areas.

### **Partnership Working and Collaboration**

A key value and objective of the trust is effective partnership and collaborative working with a range of internal and external stakeholders. The proposed, innovative, hard federation will enable the Trust to more effectively achieve this objective.

The Trust will:

- Work closely with the local authority and fully support the process of school reorganisation
- Comply with all the relevant employment, equalities and governance law and work with the local authority on the transfer of staff as agreed
- Work with the BSF design team on any new accommodation
- Honour agreements entered into by the local authority that provide value for money services to the new schools.

The Trust is already proud of its current school and supports wholeheartedly the aim of the local authority for the Island to be recognised as a learning community where all students have access to high quality education. To achieve this, the trust will:

- Deliver continuous improvement to the whole Island community through sharing innovation and excellence within the federation and across all schools and other providers.
- Deliver effective and integrated children's services which encourages all services and communities to nurture, support and safeguard children, young people and their families
- Deliver a school as a learning organisation at the heart of the community
- Deliver personalised learning with the child at the heart of the process and remove barriers for all young people.

The Trust is an effective model of partnership working that will deliver the advantages of collaborative working to the young people of the proposed new schools. The trust will deliver through partnerships:

- An appropriate, rich, exciting and relevant range of learning opportunities.
- An ordered and calm learning environment, ethos and opportunities which make the aims of the Every Child Matters agenda a reality
- A personalised and progressive curriculum which meets statutory requirements and meets young people's aspirations, interests and needs.
- Well qualified, excellent staff loyal to both schools who are able to motivate, enthuse and promote learning so all young people can make the best of their abilities.
- Extended services which meet the needs of the communities and are viewed as best practice nationally.

The Trust will build upon and further develop the current good practice in the schools by:

- Strengthening the 'student voice' through a Students Union to fully ensure that it is effectively used to shape the provision in both schools, and that all young people are fully engaged in appropriately challenging, critically evaluating and shaping the future of the schools
- Extending the role of the Parent Council to engage with parents more fully both in communicating about their child's progress and also to support the improvement process in holding the governing body accountable for its performance and quality of customer service.
- Bringing the benefits of the Trust partners to a greater number of young people across the Island.
- Federating the two highest achieving high schools on the Island to create an even more effective educational provision for all young people.

## **Our Values**

Our values reflect those stated in *The Island's educational vision*. Our proposal supports the Government's ambition for every child as stated in the Children's Plan and its vision expressed in 'Every Child Matters'.

We believe in creating schools which are large enough to offer the fullest range of curriculum and additional experiences enhanced and enriched through collaborative partnerships, but which feel small enough to foster the positive relationships that enable teachers to know their students well and make possible a more holistic approach to learning that engages the whole person. For many young people a human scale learning environment can also make the difference between success and failure. We also think that a key purpose of education is to enable young people to understand their role in creating a fairer and environmentally sustainable world

### **We base our proposals for the new Schools on the following objectives to:**

- Pursue innovative excellence for the whole person so that everyone can successfully realise their full potential.
- Development of an aspirational culture
- Provide high standards of teaching and learning that lead to world class outcomes in levels of educational attainment.
- Provide a personalised curriculum which meets the needs of all students in both schools and which includes particular support for those with learning difficulties or those who may be particularly gifted
- Provide a model of schooling that is outward-looking and committed to working positively and collaboratively with other schools, educational establishments and organisations to share ideas and drive up standards.
- Develop further the specialist provision of Technology (land based studies) in the curriculum to improve the quality of every student's educational experience and in time seek in time to acquire a second specialism in the area of Sport and seek in time to acquire a third specialism in Humanities.
- Provide an ethos and environment that values every individual, promotes inclusion and develops responsible citizens who make a positive contribution to community cohesion.
- Promote good health and encourage all students and staff to develop and maintain healthy lifestyles. The environment, curriculum and culture will support this commitment along with the provision on site of integrated professional services for young people and the community. This will support reduction of health inequalities and the continued rise in life expectancy across the Isle of Wight.
- Provide a safe, secure and stable environment that values every individual which will promote the development of confident individuals who are able to live safe and fulfilling lives.
- Promote education and learning as central to equip young people and the community with the skills to drive economic growth. The schools will be a vital centre of the community in supporting economic regeneration on the Isle of Wight.

### **In developing the new schools we will want:**

- Young people to feel secure, self-confident and successful
- Teachers to know their students as individuals and meet their learning needs
- Families to be involved in their children's education
- Our school to be an open and environmentally sustainable community in line with the Ecoland ambitions.
- All to feel loyal to their school, but to share and celebrate the successes of all young people across the federation.

**We will achieve our proposals and vision for the new schools by:**

- The proposed hard federation will lead to improved standards and high achievement for all young people in both schools.
- Increasing choice and diversity with a curriculum offer and extended services that are student-centred and deliver personalised learning
- Continuing to attract and retain high quality staff through appropriate recruitment, training and development, career progression opportunities and effective leadership
- Designing and enhancing the learning infrastructure to reflect the Government's vision for 'Every Child Matters' and schools of the future
- Engaging the school's communities as key partners to improve the life chances of children and young people
- Consolidating the current schools' local, national and international reputations as leaders in educational innovation
- Strengthening our strategic partnerships within the Island to build on our culture of innovation, collaboration and continuous improvement.

**The Medina Innovation Trust proposal meets the requirements of the Isle of Wight specification in full.**

# The Department for Children, Schools and Families specification

## The Proposal in Detail

### The Proposer and Contact Details

The promoter of this proposal is The Medina Innovation Trust. The Trust will seek to rename itself as the Island Innovation Trust should this proposal be successful.

The Contact Details are:

Mr Peter Prismall  
Trust Secretary  
The Medina Innovation Trust  
C/o Medina High School  
Fairlee Road  
Newport  
Isle of Wight  
PO30 2DX

The Medina Innovation Trust represents key local stakeholders with complementary expertise, united in a commitment to deliver outstanding educational provision and wider ECM outcomes for young people on the Isle of Wight. These proposals are consistent with the successful Trust Status process achieved by Medina High School on 30<sup>th</sup> January, 2009.

### The Board Members are:

| Member                 | Position   |
|------------------------|--|
| <b>Mark Price</b>      | <b>Trustee</b> , Chair of the Medina Innovation Trust.<br>Director of Corporate Affairs - IW NHS PCT |
| <b>Mike Coeshott</b>   | <b>Trustee</b> , Head of School, Education Department<br>University of Portsmouth                    |
| <b>Graham Pengelly</b> | <b>Trustee</b> , Group Board member<br>Quarr Group   |
| <b>Rob Langford</b>    | <b>Trustee</b> , Finance Director<br>Solo Agency   |
| <b>Jacqui Ager</b>     | <b>Trustee</b> , Education Officer<br>Quay Arts  |

### The Category of the Schools

The schools will be Foundation Schools with a Trust.



## Student numbers and admissions

The size, age range and student number of the new Carisbrooke school will be in line with the specification in the competition notice. The school will be co-educational and the single governing body will be responsible for all admission arrangements and will be non-selective in accordance with the IW Council's admissions code.

The table below shows the likely student numbers as the school moves towards a stable 11 – 18 profile

| Year Group | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------|------|------|------|------|------|------|
| 7          |      | 216  | 216  | 216  | 216  | 216  |
| 8          |      | 216  | 216  | 216  | 216  | 216  |
| 9          | 373  | 216  | 216  | 216  | 216  | 216  |
| 10         | 373  | 337  | 216  | 216  | 216  | 216  |
| 11         | 337  | 337  | 337  | 216  | 216  | 216  |
| 12         | 180  | 180  | 180  | 180  | 180  | 180  |
| 13         | 120  | 120  | 120  | 120  | 120  | 120  |
| Total      | 1383 | 1622 | 1501 | 1380 | 1380 | 1380 |

We will support the IW Council's commitments for the transition of students from the current three-tier school system to the proposed two-tier system.

## Extended Services

The Trust is in a unique position to deliver full 21<sup>st</sup> century schools to young people and families within the communities on the Isle of Wight.

The Trust will promote a programme of extended services that will facilitate the delivery of a personalised support programme to enhance learning, putting into practice 'Every Child Matters' vision by working in partnership with the Local Authority, the Isle of Wight NHS PCT and emerging Children's Trust. Shared locations will be established at the new schools and NHS sites. These will offer seamless access to multi-agency children's services. This will include:

- family support,
- health services and CAMHS (child and adolescent mental health),
- integrated youth services, to promote the safety, health and well-being of young people in the community and to improve the quality and diversity of activities available to young people.

A new post of Director of Corporate Services will be responsible for maximising access to the full range of extended services available to children, families and the wider community facilities including sustainable transport.

The future programme of services will be determined in consultation with young people, parents, the Isle of Wight NHS PCT and the local community. In order to maximise access this will include the following:

### a) Varied menu of activities including breakfast clubs

This will include study support such as catch-up classes, opportunities for parents and children to work together in mathematics, homework clubs, extensive opportunities for sporting and outdoor activities, ICT and the full range of existing provision delivered through the Specialist Technology (land based studies) Community Outreach programmes to the wider communities, including partner primary schools.

The breakfast clubs will deliver benefits by increasing the number of students that eat a healthy breakfast regularly and encourage students to attend and arrive at school promptly.

The proposed Students Union will bring peer mentoring opportunities and the provision of a safe and friendly place to socialise and learn before the start of school and at the end of the formal day.

'Student Voice' will develop through the Students Union and student representation will take an active part in the governing body.

## **b) Parenting support programmes**

Families are viewed by the Trust as the key to ensuring young people are successful in life. There is strong evidence that effective parenting has a significant positive effect on children's achievement by influencing and shaping children's aspirations.

The programmes will be part of the locality strategy where 'one-stop' multiagency collaboration signposting children and their families to specialist services. There will be a mixture of universal and targeted support including established and respected local voluntary and private providers building on current practice as follows:

- A targeted transition programme building on the established cross-phase working throughout the year with partner feeder schools and the Isle of Wight College ensuring that the needs of all young people are fully met, including the more vulnerable groups such as those with learning difficulties and disabilities, looked-after-children and those with social and emotional needs.
- Surgery appointments offered every week as part of the extended day for parents to consult tutors and subject specialists regarding their child's progress and well-being, and theme based one to one advice / information sessions on how parents can support their children
- Structured courses: e.g. behaviour management
- Family learning to include:
  - Academic sessions e.g. literacy, numeracy, IT classes
  - Leisure activities e.g. music, carpentry, dance (promoting understanding between child and parent), sport.
  - Health awareness sessions e.g. food and nutrition (promoting health lifestyles)
  - Sustainability and how to support this as part of everyday living
- Enhanced and closer working relationships with Parent Partnerships and Family Information Zone (FIZ)
- Specialist support groups – single parents; parents with children with a disability; minority ethnic groups.
- Parent voice through Regional Parent Councils supported through the use of I.T.

## **c) Swift and easy access to specialist support**

The Trust will employ policies and practices that are based on prevention, early identification, and rapid access to support services. The Trust will ensure that the new schools working together in collaboration with the Children's Trust statutory partners and with the voluntary and community sector will effectively focus on prevention and early identification of the need for support. The 'walk in centre' approach will provide access to services that will include:

- SEN and Disability Services
- speech therapists
- hearing impaired
- health
- behaviour support

- education welfare
- educational psychologists
- youth and social care workers

This infrastructure will support the current Social Emotional Aspects of Learning (SEAL) and Personal Social and Health Education (PSHE) programmes which we will integrate as part of the learning offer across the federation to develop resilience, engage students in developing responsible behaviour and learn social and emotional skills.

#### **d) Universal and targeted Youth Support**

The redesign of youth support (integrated youth support services) aims to introduce responsive environments capable of meeting the needs of young people who are at risk of getting into trouble or falling behind. It builds on work local partners are already doing to develop more personalised and effective targeted youth services within the context of wider youth provision and Change for Children programmes. This redesign is a means to an end, creating better services to improve outcomes for children and young people. The Trust recognises that all young people should have access to high-quality universal services, but young people at risk of poor outcomes (young people with additional needs) will especially require targeted support from services.

As these young people's needs are not met by mainstream or specialist services in isolation, and as they often do not meet eligibility criteria for statutory services, they frequently do not get the balance of support and challenge they need. They often have multiple issues and needs, including: disruptive or anti-social behaviour; parental conflict and/or lack of parental support; involvement in or being at risk of offending; poor attendance or exclusion from school; experiencing bullying; special educational needs; disabilities; disengagement from education, training or employment post-16; poor nutrition; ill-health; substance misuse; anxiety or depression; housing issues; being at risk of pregnancy, being pregnant or being young parents.

Targeted youth support is delivered collaboratively through a range of services, including: education welfare, behaviour support, Connexions, youth services, social services, drugs and alcohol, sexual health, mental health, housing support, school nurses, youth offending services, the police; and through Positive Activities for Young People, the Young People's Development Programme, Positive Futures, youth inclusion programmes, and the Teenage Pregnancy Strategy. This support will be integrated within our "one stop shop" profile outlined within our extended services provision.

#### **e) Adult Learning Programmes**

To promote a socially cohesive community for adults we will develop a programme of activities to meet demand in response to community consultation. We will meet the needs of local business as well as the local community by working collaboratively with the Isle of Wight College to offer a range of training activities as identified by our Trust business partners and the Isle of Wight Chamber of Commerce.

#### **f) Community Access and Engagement**

Community access to the new schools will be modelled on the best 21<sup>st</sup> century practice nationally but augmented by the unique mixed of expertise and interest of the Trust Partners.

The new schools will be at the heart of their mixed and dispersed communities served by the current schools and will support best practice in sustainable development outlined in the Isle of Wight Council's Eco-Island ambitions. The Trust will invest in relationships to ensure that classes, events and facilities promote this vision by offering the infrastructure to nurture wider community cohesion and support the community in developing well-being and healthy lifestyles.

The federation best supports co-ordinated community provision across the wider catchment areas of the two new schools.

## **Ethos**

'Every Child' means exactly that for the Medina Innovation Trust.

The Trust's objectives are to advance the education of students in the new schools and others in the community, including young people and adults, maintaining the commitment at all times to:

- Meet the educational needs and aspirations of young people
- Address educational needs and aspirations
- Promote social cohesion in the community
- Promote equality of access and opportunity for all
- Achieve excellence in teaching and learning
- Actively collaborate with education and other partners

The Trust's mission is to promote high quality, dynamic education and health education at the heart of the community where the school in the 21<sup>st</sup> century will:

- Develop confident and responsible young people
- Be a source of pride and resource for the local community
- Be a catalyst for change in the communities facing a range of socio-economic challenges

We believe in schools in which children are known as individuals, where positive relationships enable teachers to know their student well. For many young people a human scale approach will make the difference between success and failure. We also think that a key purpose of education is to enable young people to understand their role in creating a fairer and environmentally sustainable world.

The trust will ensure that sustainable development is embedded into whole school activity as detailed in the DCSF's *Sustainable Schools* national framework. We share the IW Council's vision for an Eco-Island; we want to be an example of best practice in sustainable development. We will use the proposed new school building programme as a learning resource - as part of our programme to ensure that students understand the impact we have on the planet and to model our schools as places where sustainable living and working is demonstrated to young people and the local communities.

## **Area or Community that the school serves**

The school will serve the area that is specified in the competition notice, that is the area which covers the western part of the Island's capital town of Newport and the large but sparsely populated West Wight area of the Island. The area edged in red in appendix A of the Carisbrooke competition notice.

## **Admission Arrangements**

The new school will serve the local community with an admissions policy that is non-selective and fully inclusive. We will operate within the Isle of Wight's admissions process, our oversubscription criteria are agreed by the Governing Body.

The Children who are in the care of the Local Authority, have special educational needs and with disabilities will be especially welcomed.

## **Grammar Schools**

The Trust will operate a non-selective catchment based admissions arrangement

## **Schools with a religious character or particular philosophy – parental demand**

The school will be non-denominational and will welcome students with and without a religious faith background as part of our inclusive and personalised culture.

## **16 – 19 Education Sixth-Form education**

Carisbrooke and Medina High Schools are at the heart of a very successful post-sixteen fully collaborative consortium which has been the subject of national best practice presentations at National Conferences. Results at A Level for Medina students have been judged by ALPS at grade 3 'Excellent' and OfSTED judged post-sixteen provision as at least 'Good', and for Carisbrooke students have been judged by ALPS at grade 4 "very good". Standards and Provision in Visual Arts at Medina are 'Nationally Significant' (Kevin Conway, ALPS). Both schools have an impressive track record of supporting students who are the first to access University in their family.

The Trust will continue to work with and extend the range of partners it works with to provide a rich mix of high quality options for young people that best match their expressed interests and related career pathways. In doing so we will deliver tailored programmes that are flexible, innovative and relevant to young people and enable them to gain qualifications appropriate to their aptitudes within a culture that encourages high aspirations and supports continuous development for all.

The International Baccalaureate will provide an opportunity for students to reach their highest level of achievement currently available to 16 – 19 year olds. The proposed Fairlee school will be the only organisation on the Island that has been authorised by the International Baccalaureate Organisation based in Geneva to offer this prestigious and internationally recognised award to Island young people, and this will be fully available to students at both schools in the federation.

## **Early years Provision**

The specifications for the new school does not include the provision of places for early years; however, there is an intention by the Trust to audit community demand for access to childcare and to consider this as appropriate in partnership with the local authority.

## Specialisms

The new School will pursue Technology (land based studies) as its first specialism.

This will include the provision of a horticultural unit to deliver GNVQ courses in Land and the Environment and gardening clubs during and after school. Designing and building pleasant outdoor environments for both students, staff and the wider community to enjoy and it will be an ambition to enter the Chelsea Flower Show and Royal Horticultural Show in the schools section. Ecoland ambitions will be delivered through the use of green technologies to generate power in the unit and simple conservation strategies such as recycling, rainwater capture and natural fertilizers. Partnership can be established with local groups including Island 2000, the National Trust and the Sparshot College to widen the land based opportunities and Branstone Farm will be developed to provide first-hand opportunities for young people of all ages to experience animal husbandry and recognise the unsustainability of modern commercial farming methods.

The Trust would seek to acquire a second specialism in Sport and in time a third specialism in Humanities.

## An inspiring school

As the focal point for our communities we will ensure that the new schools will be inspiring places which will embody the most up-to-date ideas of how we will live and work in the future.

The unique relationship with the University of Portsmouth in particular provides us with access to academic and workplace practitioners which will be integral to the continuing professional development of all staff, and steering adult learning in the new schools. We will then be able to invest heavily in our highly talented staff and work to build the capacity of leadership from our current staff providing them with the required career pathways on the Island.

The Trust is committed to a culture of challenge. We are determined to offer a broad and inclusive core curriculum, yet we also understand that to stretch and encourage all students we need to offer enrichment opportunities that engage and inspire. Building on the current high school's "Arts Blast" experience, the Ignite Provision and involvement in the national Change School project we aim to build a comprehensive set of groups and challenges that will involve all students during their time at the new schools.

## Effects on Standards and Contribution to School Improvement

The Trust is confident that its vision and philosophy will have significant advantages over the current model of school organisation on the Island and will have a positive impact upon the quality and standards of education and significantly contribute to school improvement.

## Quality of teaching and learning

*'The quality of teaching and learning is at the heart of a successful school.'* (The Island's educational vision)  
The Trust welcomes and wholeheartedly supports this statement.

Provision of high standards of teaching and learning that lead to world class outcomes in levels of educational attainment is a key objective for the Trust. This will be achieved by:

- Performance management will be rigorously used to drive improvements in the quality of teaching and learning
- The federation will seek to adopt examples of the best practice both locally and nationally to support the improvements in teaching quality and support continuous professional development.

- Advanced skill teachers will be appointed to the federation in the Core Subjects initially to increase the capacity of the school to drive further improvements in the quality of teaching and learning and to ensure that a driven improvement culture becomes the 'norm'.
- Ensuring that teaching is relevant to the needs and aspirations of all students in the school
- Feedback mechanisms are in place for young people and their families to critically assess provision and take an active part in supporting the schools improvement strategies in ensuring the highest possible standards
- Teaching and learning is matched to the needs of differing groups whether they be Gifted and Talented or those with learning difficulties
- Ensuring that the quality of teaching will enable all young people, regardless of social background and/or capability to make effective progress and close the gap for those from deprived backgrounds in terms of educational achievement

## **Leadership and Governance**

The hard federation model of leadership and governance will provide an innovative and driven model to make the necessary significant step-changes in the standards and opportunities for young people in both schools. Leadership will be distributed throughout the school and will enable young people and staff to contribute and benefit from the high expectations stated by the Trust in their vision and ethos. From the outset, leaders will ensure the new schools will have absolute clarity about these expectations and will pursue them relentlessly through effective systems and processes.

## **The Executive Headteacher, Heads of School Leaders and the Governing Body**

To ensure that the new schools immediately establish a strong strategic direction the governing body through the Executive Headteacher and the two Heads of School will take responsibility for the most important systems and processes. They will use these to establish an ethos and culture of high expectations which will drive standards forward, the main activities will be:

- Leadership of the leadership teams
- Strategic Planning
- School self review and improvement planning
- Development of the workforce through performance management and continuing professional development

We expect the Heads of School and members of the governing body to be:

- Visible, known by – and accessible to – young people, parents and the communities
- Committed to high standards and success for all young people and challenging of under-performance
- Committed to working in collaboration and co-operation with the local communities for the benefit of all young people
- Open to listening and to surveying the views of young people, parents and the communities on the performance of the school
- Accepting of accountability and transparency in the schools achievement and areas for improvement.

## **Performance management**

Rigorous performance management processes will be used to hold the Executive Headteacher, School Leaders and senior leadership teams accountable for student outcomes through individual professional

discussions and regular reporting to the Curriculum and Standards Committee of the Governing Body. In turn the governing body will be held accountable through the reporting processes (both in written reports and face to face accountability meetings) to the Trust Board.

## **We are confident we will deliver our commitment through:**

### **High Quality Leadership and Governance from the Trust Board**

The Trust Board has a clear vision and will promote the vision through strong accountable governance structures, strategic planning and a commitment to work in partnership with other schools, the community and other agencies to secure better outcomes from children and families. All trustees represent their organisations at the highest strategic and managerial levels and possess the skills and expertise to hold the schools accountable for their performances. The Trust's proposal is to appoint the majority of governors to the new governing body.

### **The promotion of the school as a learning organisation**

Young people will be encouraged through the students union and representation on the governing body to be involved in decision making and assume leadership roles and so have a stake in their school and the wider community. Parents (via the parent council) will have an effective voice in the development of the school and will be given support to help their children in their learning.

### **Ability to develop specialist knowledge and support**

The provision of high quality curriculum choice and diversity especially in the 14 – 19 phase will build upon the current excellent practice in the specialist areas at Medina High School. It is proposed that the addition of a second specialism in Vocational Education will spread the growing specialist expertise and knowledge in this area amongst the whole staff and support the development of vocational education across the Island including our primary partners. The hard federation model will ensure the creation of a joint vision for high attainment and achievement across the two schools.

### **More inclusive, collaborative and coherent systems to enable vulnerable students and those with special educational needs to be supported locally**

Our model supports the government's vision for an integrated multi-agency support for children that is flexible and responsive to the individual needs of young people. There will be a joined-up approach to support young people, with a strong relationship between the senior staff in the school and the locality manager. Core achievement staff will be employed to support children and families and so reinforce the key relationships during the transition between the primary and secondary phase. A named professional will co-ordinate all provision across the federation.

*'Good arrangements exist for transfer from the very wide range of middle schools.'* OfSTED December, 2008.

## **Community Cohesion**

The Trust already has the local knowledge and insight into the challenges on the Isle of Wight. We are excited by the opportunities that will be provided as a consequence of building on the strong community ethos that currently exists whilst ensuring that the traditionally 'difficult to reach groups' within the community are fully included.

The Trust is committed to inclusive schools that are:



- A hub for community activities
- A centre for extended services, and
- A source of immense pride for the whole community

We and our partners will work with the children and their families to achieve a sense of belonging and promote common values so that they can be best equipped with the skills and knowledge necessary to grow into responsible citizens. The schools will provide the capacity and relationships to establish meaningful educational and community partnerships from the start of the development. Indeed the reconstituted governing body of Medina High School (Trust) already has a greater representation from parents in our community than previously, even before the competition for the new school and shows the benefits of reconstituted governing bodies with Trust appointed individuals.

### **Community cohesion will be actively promoted at all levels:**

#### **Within School**

Community cohesion begins with the values, ethos and culture of the school environment. The shared curriculum in both schools will be planned across phases to promote common values, mutual understanding and a strong community identity.

### **We will address the disadvantage that individuals may experience because of the gender, race, disability, age, sexual orientation, religion or belief through:**

- Curriculum content which contributes to an appreciation of cultural diversity, and challenges prejudice, bias and stereotype
- Extra-curricular content which provides students with opportunities to learn about and become involved in the life of their communities
- Behaviour and discipline policies and procedures which reflect the commitment to developing mutual respect and acceptance of diversity
- Strong links with community groups
- Mentoring schemes with community representatives working with students in the school
- Twinning arrangements with other schools and communities to promote inter-cultural learning and a strong global dimension
- Student councils and a wide range of student voice activities
- An understanding of human rights and, in particular, the UN convention on the *Rights of the Child*

### **We will narrow the gap in educational achievement between young people from low income or disadvantaged groups and their peers by ensuring:**

- All students have access to the full curriculum and no one group is over-represented in vocational routes or disappled from National Curriculum
- Extended services provide resources for the community – breakfast clubs, after-school clubs, English Language classes, community language classes
- Fair charging policies including subsidies to those from deprived backgrounds
- Specialist provision for young people where English is the second language
- Monitoring the effectiveness of extended services provision and multi-agency working
- Physical access to those with disabilities
- Provision of support via multi-agency working and enhanced personalised learning plans for children in care.

**We will ensure families are pleased with the level of information and support they receive and involve them in the development of the school by:**

- Inviting representatives from different communities represented within the parent body to become members of the Parent Council
- Working with the parent council to unite these different groups, seeking their views on diverse issues such as school policy and child safety
- Support the Parent Council to promote the new schools as true community schools reflecting the needs and aspirations of the many different communities they serve
- Draw on the experiences of the parent council currently being established at Medina High School

## **Accommodation (and location of the new school)**

It is proposed that when the proposed new Newport (Carisbrooke) School opens on 1 September 2010, it will be situated on the site of the current Carisbrooke High School at Mountbatten Drive, Newport, IW. PO30 5QU. This site will transfer to the Island Innovation Trust as the Foundation Body for the new schools.

After the proposed closure of all of the current middle schools on 31 August 2011, in addition to the identified Newport (Carisbrooke) site the trust will require the Authority to lease the identified further site within two miles of the school site, the current Nodehill Middle school accommodation, to meet the net capacity requirements. This requirement will only exist prior to the Building Schools for the Future (BSF) programme planned remodelling of the Newport (Carisbrooke) site, and/or to facilitate the remodelling of the school site. The use of the current Nodehill Middle school to provide split-site provision during this period would be exclusively for education and community use only, and the site will be returned to the Local Authority when the lease expires as a consequence of the accommodation no longer being required.

### **Accessibility**

Accessibility to both of these sites is good, although there is inadequate car parking on both sites which could be exacerbated by the initial split-site arrangement.

Accessibility around the buildings is 71% at the existing Carisbrooke site, and only 16% at the current Nodehill site proposed as temporary additional accommodation. This level of accessibility may require further enhancement by the LA to ensure it does not prevent full access to all curriculum areas. This provision will be developed as necessary to ensure it remains appropriate to enable all children aged 11-19 with special educational needs in the local area, for whom mainstream education is considered appropriate, to remain in mainstream education with their peers. Admission of any such children will be in accordance with the SEN Code of Practice of the 2009 Admissions Code as appropriate.

### **Community and extended schools provision**

The Trust is committed to develop the extended services to students, their families and the wider community through the use of the accommodation of the new Newport (Carisbrooke) site and the current Nodehill site.

The Trust will commit to fully co-operate with the IW Council and its partners to provide facilities and host regular and significant events on the school site/s, particularly the planned International Island Games in 2011.

The Trust will commit to continuing the existing partnership with the IW Council's Emergency Planning department for the new school site/s to be designated as evacuation centres and centres for administrative and other uses in the event of a civic emergency.

### **The Future**

The expectation of the Trust is that the local authority's BSF team will be committed to working with the Trust to deliver the long term development of the Newport (Carisbrooke) site. The new accommodation resulting from this programme will support the aspirations expressed in this proposal of providing high education for both the young people and the local community, and developing the site to become the heart of the community it serves.

The ambition will be for the new school buildings to be developed to meet the highest sustainability standards both in their build, maintenance and access.

### **Single Sex Education or Co-Educational School**

The School will be co-educational.

### **Location**

The new Carisbrooke school will be located on the site of the current Carisbrooke High School. During the transition phase from three-tier to two-tier, the Trust will manage the increased student numbers by occupying the current Nodehill Middle School site.

### **Implementation of the proposals**

The new schools will be Foundation Schools and the Trust will implement the proposals so that the new schools open successfully in September 2010.

We will ensure that the governing body will have made the staffing appointments and wider facilities management in advance of this date to plan for the effective transition of young people to the new schools.

The Trust will work in partnership with the IW Council and other statutory partners to ensure that implementation:

- Fully supports the IW Council's process of school reorganisation
- Will fully comply with the IW Council's Staffing Protocol and Redeployment procedure
- Complies with all the relevant employment, equalities and governance law and that there is close working with the Local Authority in the transfer of staff as agreed
- Ensures that any new accommodation is planned with the BSF design team and will meet the requirements of the appropriate building bulletins
- Honours all agreements entered into by the local authority that provide 'value for money' services to the new schools

The success of our proposal will be measured against the following targets, by 2013

- Our students will achieve world class results at every stage
- Every student capable of achieving 5A\* - C GCSE grades including English and Maths will achieve these results
- All students will have the opportunity to actively engage in sport, music and performing arts at the highest regional and national levels
- All students will develop entrepreneurial skills by engaging in work related activities
- All students will have a personal mentor and personal learning plan
- No student will have a reading age or numeracy level more than two years below their chronological age
- Trust partners will ensure additional experiences for students to include:
  - Experience of Higher Education
  - Enhanced health related educational opportunities and guidance, and access where necessary to expert advice on site.
  - Real life work experiences in construction, business and finance and catering
  - Enrichment activities in the arts.

## **Project Costs**

The local authority has stated that following the transition phase, the new Newport (Carisbrooke) Secondary School will have all its accommodation on the current Carisbrooke High School site. The trust's expectation is that the local authority will work with it to secure BSF capital to deliver a school meeting the requirements of their specification as well as match the requirements for delivering a personalised offer to students. All the anticipated costs of providing the new school outlined in this proposal in response to the competition notice can be met within the estimated £250,000 transitional funding per school.

## **Value for money**

Our proposal will provide good value for money by ensuring that the resources available are used in a way that maximises their effectiveness in promoting very effective learning and students' personal development. The proposal is financially viable and represents a cost effective use of public funds. Expenditure will develop further the existing sound financial practices of efficient and effective resource management employed by Medina High School and will reflect the principles of Best Value.

The track record of the Trust is based on the current Medina High School which has achieved significant improvement in student attainment in a short space of time, and has achieved this whilst maintaining a balanced budget. This demonstrates that these improvements are sustainable and evidences the capacity to support continued further raising of standards. Throughout the management and organisation of the whole school a programme of target setting and performance review exists which aims for continual improvement by challenging and changing existing practices where required.

The development of the use of performance indicators and targets will provide a clear expression of the proposed schools' performances and good use will be made of national comparators. Resources will be used in a way that maximises their effectiveness and strategic management skills will allow the proposed schools to respond to a changing environment and to innovate and introduce new initiatives.

## **Travel**

The Trust is committed to the schools supporting the Government's sustainability agenda and developing practice that will support the aims of the Isle of Wight Council's Eco-Island plan.

The majority of students attending the new schools will travel to school on the newly designated bus routes currently being renegotiated by the Isle of Wight Council. We will invest in secure cycle parking and actively promote activities and initiatives to increase the number of staff and students cycling to work.

The Trust is committed to promoting healthy lifestyles and will continue to further promote safe cycling programmes.

## **Federation**

The School will be part of a hard federation model with the new Newport (Fairlee) school.

## **Curriculum**

The curriculum provision through the hard federative arrangement will bring a brand new approach to the Island and will enable a wider, tightly managed and better resourced curriculum in both schools in terms of quality of teaching, accommodation and general resources.

### **Key Stage Three**

The Island-wide reorganisation provides the opportunity to introduce an effective, unbroken Key Stage Three programme of study to fully prepare children to access the full range of 14 – 19 opportunities.

The Trust will ensure the delivery of a full competency-based curriculum from the start. The development and delivery of this curriculum will provide an ideal opportunity for strengthening the partnerships through working across the federation. The model upon which the current work is based is regarded as the leading example of best practice nationally in bridging areas of subject knowledge to emphasise transferable learning and skills. For example Key Skills will be taught as a coherent whole with opportunities for students to collaborate across disciplines to exercise choice in how they approach tasks. Similar alignments of subjects will occur to develop those skills which are critical for success in the 14 -19 opportunities and for life and employability. This is what will be available to 11 – 13 year students in the new school from the start and proactive planning for this has already started in our current school.

The new schools will benefit from integrated curriculum units, projects spanning between one and five days in length where learning can be conducted across disciplines, between year groups and in great depth. These units will include many practical elements and a chance to interact with the wider communities on a regular basis. This approach is encouraged because it stimulates learning in different ways, builds our shared school communities, addresses different learning styles and will engage children in an innovative and enjoyable way across both sites.

### **Key Stage Four**

The new schools will deliver a flexible, innovative and inspiring 21<sup>st</sup> century curriculum which will meet the general requirements in relation to curriculum contained in section 78 of the Education Act 2002. The curriculum will be relevant and provide all young people with effective learning and social development opportunities. The Trust is fully committed to developing the new schools as integral parts of the Island's 14 – 19 Collaborative Consortium to provide an effective balance between academic and vocational learning opportunities. Both schools already work successfully with neighbouring partners and will develop further

this to either offer directly, or commission on behalf of young people, a range of Diplomas thereby improving access to facilities and expertise, and enhancing value for money.

Additions to the basic curriculum are planned to offer significant personalised learning to all young people to fully address their needs in respect of being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. At 14 – 19 a wide range of courses will be available. However, we will further increase the choices on offer to that which are currently available far beyond the abilities of individual schools; major opportunities will exist for students at the new school to opt into the full suite of courses on offer through the whole Island collaborative offer.

Key Stage 4 courses will be arranged so that maximum flexibility will exist to tailor programmes in a way that combines applied (vocational) and academic learning.

A student's needs, aspirations and interests will be addressed through combinations of additional / specialist learning and applied learning, with extended learning options for the gifted and talented. Students will be able to sit examinations when they are ready. Students will choose between two and four options from the available blocks. Students will be able to move freely between the two schools to access precisely what is right for them on an individual basis.

The current programmes will be further diversified on establishing the new school. In particular, courses will reflect the commitment to the Technology (land based studies) Specialism and an intention to develop vocational learning and the Diplomas. These courses as is already the case through collaborative arrangements with neighbouring schools will be available to students across the island, heightening the impact of the new provision.

The model for the proposed Key Stage Four Curriculum can be seen in Appendix 2

Diplomas will be available at the new school from age 14 to reflect initially the school's specialism and current vocational offer. Such provision is planned as our part of the coordinated 14 – 19 whole Island plan and in part reflects the direct feedback received from partners in business and members of the local community. Access to the full range of diplomas will be delivered through links with the Isle of Wight College, other schools, work based providers and our commitment to the Island wide the 14 – 19 consortium.

BTEC courses will offer practical vocational education in mathematics, science, travel and tourism, music and performing arts. Enhanced by NCFE accredited courses in carpentry and hair and beauty, which also provide students with Functional Skills qualifications thus providing children with a diverse and rich mix of vocational and academic options at Key Stage Four. The scheme offers a personalised pathway for students who have struggled with mainstream provision whilst keeping them within the school community, developing key employability skills and proactively reduces the NEET figures. The programme will be delivered and extended in both of the new schools and through the federation will be available to all young people.

Uniquely as part of our flexible programmes some students in year 11 would be able to begin elements of the International Baccalaureate programme early on the Fairlee site. This would provide added challenge to gifted and talented students and offer a bridge to further learning.

Both Diploma and IB programmes involve a personal or extended project. We would have as an ambition to offer the project as an opportunity for all Key Stage Four Students to develop their own interests and independence. The variety of learning this will bring will celebrate diversity within the school whilst encouraging valuable skills for work and higher learning.

### **Effective progress through an engaging curriculum**

Throughout their time at the new schools, students will be supported through a Personal Learning Planning Process. Each student will be supported by a learning mentor who will closely monitor their progress, negotiate targets with the student and their family and provide coaching and mentoring. Each learning

mentor will be given dedicated time each week to meet with their mentees to develop within the students the skills to ensure that they know how to improve and so maximise their potential.

## Special Educational Needs

The new schools will serve all children with special educational needs in the community for whom mainstream education is considered appropriate. In addition there will be on-site facilities for secondary aged students who require additional specialist and / or personalised support to enable them to remain in mainstream education with their peers.

The model of personalised support will offer will raise standards for all including specific groups such as looked after children. We will deliver this through additional appointed mentors and regular one-to-one meetings focussed on the needs of vulnerable children. We are confident that our proposals will achieve 100% inclusion and will not result in any mainstream child requiring access to full-time education elsewhere.

The new schools will fully comply with the Disability and Equality Duty (DED) where schools take proactive steps to ensure that their disabled students. Staff and governors, parents/ carers and others using the schools will be treated equally.

The new schools via the Trust will have co-located multi agency teams of specialist staff including learning mentors, behaviour management, education welfare, parenting support advisers, hospital tutors, and counsellors to ensure children at risk of not achieving are identified early and receive swift and easy access to appropriate support.

The leadership groups at the new schools will include the Special Educational Needs Co-ordinator in recognition of the importance of this role. The model of 'Personalised Learning' reflects national guidance for Special Needs, and we consider this model for supporting young people with learning mentors represents outstanding practice in this area.

The new Carisbrooke school will host the one of the two specialist units to support young people in the 11-19 age range that have an Autistic Spectrum Disorder (ASD). The Trust will work with the Local Authority to enhance and develop provision from the unit which will serve the north western and western part of the Island. The unit will offer a maximum of 15 places, by specialist referral, to young people who will benefit from remaining in a mainstream school environment. The unit will be supported by specialist central staff of the Local Authority.

## Foundation School

The school will be a Foundation School with a Trust

The name of the Trust (incorporation date, 17<sup>th</sup> January, 2009), is the Medina Innovation Trust. The Trust will seek to rename itself as the Island Innovation Trust if successful with its federative proposal.

The Trust has been established to create a centre of learning in the heart of the community which provides an outstanding education, unlocks the potential in every young person, and further encourages young people to adopt a healthy lifestyle and actively contribute to making the Isle of Wight a better place in which to live. They will achieve this by securing the long term commitment, expertise and energy of the Trust Partners to support their delivery.

The Governing Body will consist of 19 members as outlined below:

|                           |    |  |
|---------------------------|----|--|
| Trust Appointed Governors | 10 |  |
| Parent Governors          | 2  |  |
| Staff Governors           | 3  | One of which will be the Executive Headteacher |
| Local Authority Governors | 2  |  |
| Community Governors       | 2  |  |

The Trust will appoint the majority of Governors.

The Trust provides a clear vision for educational provision that recognises the continuity of learning from 11 to 18 to achieve the highest levels of achievement for every child.

The Trust is committed to the role of schools at the heart of their community, with the responsibility to promote cohesion with the community of the school and beyond. A unique feature of this Trust is its commitment to the wider outcomes of the Every Child Matters agenda and the promotion of healthy lifestyles through the direct involvement of the IW NHS Primary Care Trust.

The Parent Council will be open to parents of both schools and will provide a forum for them to put forward their views to the single governing body. The body will be less formal than a governing body and will allow more parents to be involved in decisions about the school and therefore enable them to make a real contribution to their child's school.

## **Relevant Experience of Proposers**

The proposal for Newport (Carisbrooke) school is a long term project that will require an ongoing commitment and energy to deliver the improvements in educational outcomes for young people and the wider outcomes in the Government's Every Child Matters agenda. The expertise and experience to deliver the promise exists at all levels within the Trust's proposal. This model provides a clear leadership and management structure that has the capacity and drive to deliver at all levels – it is not person dependent – as well as to attract high quality applicants as individual vacancies arise.

## **The Trust**

The Medina Innovation Trust draws expertise from the following nominated bodies:

- University of Portsmouth
- Isle of Wight NHS PCT
- Quarr Group
- Solo Agency
- Quay Arts

In recognition of the particular needs of the community served by Medina High School, the Trust is committed to inviting representation by other key stakeholders responsible for delivering services to children and families in our community. We believe that the Trust model with the locally based Island Innovation Trust model is the only one that offers the potential effective federated partnership based upon deep local knowledge and a full understanding of the local challenges.

The Trust will nominate ten Governors to sit on the school Governing Body to provide particular professional expertise, support and challenge that the Trust Board believes is required.

## **Senior Leadership Team**

The Trust is a coming together of highly successful, influential and leading professionals in their field with a charitable objectives to promote better outcomes for young people on the Isle of Wight. We are excited by the opportunity presented to establish a new school in partnership with the local community and the Isle of Wight Council. The Trust has the proven capacity, the partnerships and the desire to succeed.



The new schools will have their own site-specific leadership teams. The Executive Headteacher will coordinate the working of both teams and ensure joint strategy and review meetings across both sites to deliver world class provision in all areas to include, but not limited to:

- Standards of attainment,
- Student progress,
- Community cohesion,
- Finance, and
- Staff recruitment & retention, and CPD.

**The Medina Innovation Trust proposal meets the requirements of the DCSF specification in full.**

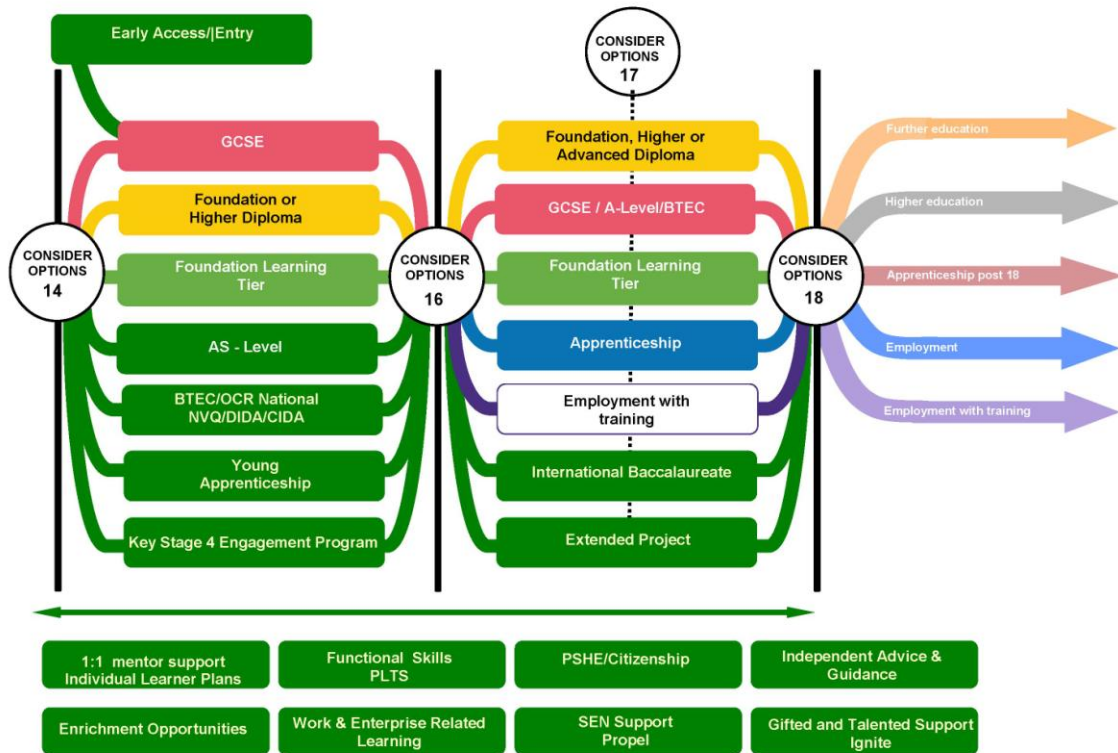
## **Appendices**

- Appendix 1: Research base for the Trust's proposals
- Appendix 2: 14 – 19 Curriculum Model
- Appendix 3: The Proposed Admissions Criteria
- Appendix 4: Leadership and Management within the Trust  
Leadership and Management – diagram

## Appendix 1: Research base for the proposals

|  | Trust School | Federation / Governance | New School Project / Plan | Socio-economic | Multi-agency organisation | Community | Extended schools |
|--|--------------|-------------------------|---------------------------|----------------|---------------------------|-----------|------------------|
| Barton Court Grammar School, Canterbury  |              | x                       |                           |                |                           |           | x                |
| Cherwell School, Oxford                  |              |                         | x                         |                |                           | x         |                  |
| Greensward College, Essex                | x            | x                       | x                         |                |                           |           |                  |
| Newall Green High School                 |              |                         |                           | x              | x                         | x         | x                |
| Ninestiles School, Birmingham            |              | x                       |                           | x              |                           | x         |                  |
| Thomas Deacon Academy, Peterborough      |              |                         | x                         |                | x                         |           |                  |
| Redbridge School, Southampton            |              |                         |                           |                |                           |           |                  |
| Swavensey Village School, Cambridgeshire | x            | x                       | x                         |                |                           |           | x                |
| Worle Comm. School, Weston-super-Mare    | x            |                         |                           | x              | x                         |           |                  |

# Appendix 2: 14 - 19 Curriculum Model



### **Appendix 3: The proposed admissions criteria**

The Trust is providing local inclusive provision for the community. The schools will be non-selective. Where the school is oversubscribed places will be offered in the following priority order:

1. Children in the care of the local authority, have a statement of Educational Need which names the school or for whom this is the only school that can meet their long term needs;
2. Children who live in the catchment area
3. Children who live in the catchment area, who attend the primary schools within the catchment area
4. Children who live outside the catchment area, who have a sibling at the school at the time of admission;
5. Children who live outside the catchment area but the nearest the school as measured by a straight line.

In cases of equal merit, priority will go to children living nearest the school according to the shortest straight line distance.

## **Appendix 4: Leadership and Management within the Trust (Draft)**

### **The Trust**

The Trust owns the land and buildings and holds this in Trust for the purposes of the charitable 'objects'. The Trust acts as guarantor of these objects, to ensure these broad based principles underpin the ethos and practice of the new Schools.

Trust partners represent key stakeholders, who provide expertise and energy to ensure and enable to new school to meet these aims. Each Trust Partner nominates a Trustee to sit on the Trust Board. The Board will meet three times a year.

The Trust Board is responsible for appointing up to ten Trust Governors (a majority model) to serve on the single Governing Body. The Board will nominate individuals who they believe will provide the knowledge and expertise required by the Trust.

The Memorandum and Articles for the Trust state that the roles of Chair of the Governing Body and Chair of the Trust can never be held by the same person simultaneously.

### **The single Governing Body**

The single Governing Body of the two schools remains responsible for all major decisions about the federated schools and their future. The Governing Body will hold the school accountable for all issues related to standards and outcomes for young people, in turn the Governing Body will report to the Trust Meetings.

As Foundation Schools the Governing Body would be the employer of staff and the admissions authority for the two schools.

### **The Executive Headteacher**

The role of the Executive Headteacher will be to:

- To lead, manage, co-ordinate and develop the Core Team for both schools
- Share good practice across all areas and aspects of the federated schools
- Build capacity for continuous challenge and improvement
- To keep the Governing Body informed of the general operation of the schools
- To provide liaison and co-operation with officers of the local authority
- To maintain and develop effective links with other schools, the Isle of Wight College and other providers

### **School Leadership Teams**

Both schools will have two Leadership Teams

The Senior Leadership team (SLT), and

The Extended Leadership Team (ELT)

The Leadership Teams will be led by the Head of School. These teams will be responsible for the distinctive character of the schools, standards of teaching and learning, and levels of achievement within the schools, but will be able to draw upon the mutual expertise and support that exists in the wider Governing Body and Trust, underpinned by the Trust's ethos and values.

There will be regular joint meetings of these teams from both schools to ensure consistency and commitment to the common goals across the federation.

## Appendix 4 (continued): Leadership and Management Structure (Draft)

| <b>Trust Board</b>  |
|---|
| There are Five Trustees, one from each partner. The Trust has also appointed a Trust secretary. The Chair of the School’s Governing Body, the Executive Headteacher and the Heads of School will also be invited to attend meetings |

| <b>Governing Body</b>  |           |           |
|--|-----------|-----------|
| <b>Membership:</b> 10 Trust Governors, 2 Parent Governors, 3 Staff Governors (including the Executive Headteacher), 2 Community Governors, 2 Local Authority Governors |           |           |
| <b>Governors Executive Committee:</b> Chair of the Governing Body, Chairs of Committees, Executive Headteacher, Heads of School  |           |           |
| <b>Committee structure</b> (serviced by members of the Senior Leadership Teams)  |           |           |
| Curriculum Standards and Performance   | Resources | Personnel |
| Specialist provision working parties   |           |           |

| <b>Core Function</b>  |  |
|---|--|
| <b>Executive Headteacher</b>  |  |
| <b>Strategic Director - Business<br/>(Finance)</b>  | <b>Strategic Director - Quality of Provision<br/>(Federation QA and CPD)</b> |
| <b>Administrative team</b> made from staff within the two schools to meet when necessary to devise strategy in the areas of HR, IT, Data, premises, Health and Safety, Extended Schools |  |

| <b>Newport (Carisbrooke)</b>   |
|--|
| <b>Senior Leadership Team:</b><br>Head of School, Assistant Headteacher (3), Business Manager  |
| <b>Extended Leadership Team:</b><br>Subject Leadership across all phases, sharing of resources and development of curriculum to build upon the knowledge and expertise within the school. Human Resources, SENCO and student support |
| <b>Core services:</b><br>ICT infrastructure and support, Data, exams and timetabling. Reprographics, site management services  |

| <b>Newport (Fairlee)</b>   |
|--|
| <b>Senior Leadership Team:</b><br>Head of School, Assistant Headteacher (3), Business Manager  |
| <b>Extended Leadership Team:</b><br>Subject Leadership across all phases, sharing of resources and development of curriculum to build upon the knowledge and expertise within the school. Human Resources, SENCO and student support |
| <b>Core services:</b><br>ICT infrastructure and support, Data, exams and timetabling. Reprographics, site management services  |

