

# NORTH LINCOLNSHIRE EDUCATION VISION 2009

## 1. **Where we are going**

- 1.1 Building Schools for the Future (BSF) is not just about construction. It will develop and deliver the future shape of education and learning. The education system will change, transforming ways that teaching and learning take place and are organised. Young people will become independent learners, confident in their knowledge of how to learn, and gain the ability and skills to meet the increasingly complex demands of life in a dynamic global economy. Our educational vision is a world where:
- Learners access the best provision to meet their personal needs and aspirations and prepare them for employment.
  - Learning providers collaborate to form the 'North Lincolnshire community learning campus'.
- 1.2 All learners will benefit fully from the full range of enhanced opportunities that emerge. It builds on our successful 14-19 strategy, which already helps many young people attend other institutions for courses to meet their needs. It takes that success a step change forward by creating new opportunities, many offered through significant investment in aspirational and transformational ICT. All this will take place alongside schools developing their extended role in the areas they serve as centres of communities.

## 2. **Where we are now**

- 2.1 Education in North Lincolnshire is diverse and caters for a wide range of pupil needs. A range of provision is offered in fifteen secondary schools of varying sizes, including an Academy, a Catholic voluntary aided school and a secondary special school. Two special units complete the provision for young people. A sixth-form college (John Leggott) and a college of further education (North Lindsey) also serve post-16 provision. Most sixth form students transfer from schools to one of these two colleges. There are two secondary schools in Brigg and one in Barton with sixth forms. All schools have specialist school status.
- 2.2 For many learners, the range and quality of new learning opportunities has improved significantly over the past two years. For some learners access to these opportunities has been limited because of where they live or variations in the availability or quality of courses across institutions. Through BSF, learners will access a full range of educational opportunities, comprising a diverse curriculum shaped to suit their individual needs, ambitions and abilities. Institutional partnerships will lead the transformation of teaching and learning for the benefit of learners, developing collaborative professional learning communities and fostering joint planning and delivery of services through multi-disciplinary teams for all learners in their area. A common digital platform will enable collaboration and unfettered access to learning resources. Dedicated specialists from the LA will encourage and facilitate productive collaboration to raise aspirations, expectations and achievement for all pupils.
- 2.3 ICT features significantly in all the schools' specialist school plans. All schools are part of the council's broadband network and can access resources via the national education network.

## 3. **What Added Value will BSF bring?**

- 3.1 Our educational vision puts learners first so that they will raise their levels of
- Education Vision reviewed 13.10.09

achievement significantly. The learner and independent learning take centre stage with personalised learning plans identifying the needs of individuals. It is about enhancing the role of the teacher, lecturer, teaching assistant and other support staff. It is not about replacing teachers with technology; rather it harnesses the power of ICT. It will strengthen relationships between institutions, to derive the best from collaborative working. Most of all it is about making fundamental improvement to the quality and effectiveness of every pupil's educational experience and standards of attainment and achievement.

- 3.2 Independent learners, preparing to play their part in future economic prosperity, will be able to access the full range of opportunities within the 14-19 curriculum. This will increase choice and address entitlement. They will be supported, guided and encouraged by highly professional teachers and support staff who have a deep understanding of how people learn, and a firm commitment to each individual learner.
- 3.3 Staff in each institution will need new depths of professional skills. An understanding of the psychology of learning is needed. Staff will manage and mediate individuals' access to expanding digital resources to maximise the benefit for each pupil. Such new professional challenges, which may stretch even the best staff, need support and governance from the LA and other stakeholders. There is strong support for the development of ICT to improve subject leadership, teaching and learning and school management.
- 3.4 This educational vision has a number of implications for the design of the buildings. The design of each school will have areas dedicated to specialisms to ensure that resources are not duplicated across the school estate. Pupils and staff from other schools will be able to visit such areas by option choice as well as by remote ICT access. Existing buildings retained in refurbished schools will use light and space to enhance the environment and where possible larger learning zones with nearby breakout areas will be created to complement the transformation of teaching and learning experiences. Each school will be designed to increase capacity if demand increases beyond projections.
- 3.5 New buildings will be designed to stimulate and complement refurbished buildings to provide a range of space and specialist provision. The use of DQIs for ICT and construction will have a key impact on building design. Buildings will be designed for flexibility and be capable of changing use at minimum cost. Dining will offer traditional and cafe experiences and complement social activities. External spaces are as important and social, sheltered areas, active play and sports provision will be designed to support the learning process. Isolated areas will be designed out and each space will use planting, shelters and seating to create areas that deter bullying. Challenging sports and play areas will be provided to encourage active learning and to challenge children to explore and develop.
- 3.6 The LA will lead and resource a change-management programme with continuous professional development (CPD) at its heart funded via the schools' SLA and linked to the work funded by National Strategies. All institutions have committed to implement the BSF plan corporately and in each school. The institutions and LA will work together on a three year rolling programme to provide / enable access to appropriate CPD for all staff and will support parents, students and other stakeholders. This will move from awareness raising to changing attitudes ('winning hearts and minds') and lead into an extensive programme to develop skills in the reformed workforce.
- 3.7 The LA recognises that to tackle inequalities in learning and achievement, wider aspects of a child's well-being must be addressed. BSF will promote the

development of extended schools to maximise the curricular learning of pupils by promoting their overall development and ensuring that the family and community contexts within which they live support learning as far as possible. This is especially important in addressing the barriers to learning and achievement, which exist beyond the school gate.

#### **4. How will we champion the needs, choices and demands of Parents and Pupils?**

- 4.1 Services hosted by extended BSF schools will help to achieve better outcomes for children and young people, in line with the Children Act 2004. Working in partnership with other agencies we will provide the infrastructure and support for schools to deliver the extended schools core offer to national timeframes. Additional accommodation for other professionals will encourage greater coherence of services, and better staff facilities will help to raise standards of achievement. The buildings and physical environments will be flexible, imaginative and innovative spaces for parents and the local community so that they will enable, extend, enhance and enrich learning opportunities and family support e.g. through the offer of a variety of arts and sports based activity opportunities. The major investment will contribute to urban regeneration in Scunthorpe, including the campus for learning.
- 4.2 Improved provision will be developed through local collaboration - school clusters, specialist schools, extended schools and networking between partners so all learners can achieve their lifetime potential and goals. By collaborating, wider opportunities for learners will be created. There will be a fully inclusive North Lincolnshire learning campus: the needs of all will be met by a diverse range of areas of study and providers.
- 4.3 Our SEN strategy will be inclusive: personalised learning provision will be integrated into mainstream learning resource centres. Provision will include a secondary phase autism resource base, a dyslexia/dyscalculia resource base and a lending library of resources to support pupils with physical, visual or auditory needs. Additional space will accommodate other professionals to encourage greater coherence of services. KS4 personalised learning provision will be commissioned via external service suppliers. We will continue to use out of area EBD places, but plan to procure this provision within the locality, managed as a commissioned service.
- 4.4 In schools, learners will agree a personalised learning programme and fitness for Further Education and employment with their learning 'manager' at entry. Progress in each element will be regularly tracked and frequent personal mentoring meetings will involve parents, student and school in agreeing, and reframing, individual learning pathways. Information, advice and guidance (IAG) will be freely available to achieve personalised learning.
- 4.5 Health promotion towards the full healthy school standard for all schools in the BSF programme is a part of the buildings vision and the transformation of learning. Opportunities will be maximised to encourage sport and recreation and all aspects of healthy lifestyles.

#### **5. Ensuring Effective Delivery of the 14-19 Curriculum**

- 5.1 Each leader in the North Lincolnshire community learning campus is committed to implementing the BSF overarching principles and vision. The vision sets out a 14-19 entitlement that is accessible to all learners and totally consistent with the national 14-19 agenda.

- 5.2 The LA, school leaders, FE and sixth form colleges and other providers form a strategic partnership to commission, drive and monitor collaboration. The group empowers curriculum leaders in all institutions to create and develop high quality opportunities for all learners across the learning campus. The partnership will lead and co-ordinate activity so that the learning campus will make the broad curriculum offer accessible. Each institution will align its development plan to contribute to the delivery of the full offer. This includes opportunities to deepen understanding by staff, governors, learners, parents, training providers and employers of the North Lincolnshire vision. Each partner will share data with other institutions on the quality of provision at course level to strengthen collaborative working and continually develop excellence in the common resource facility.
- 5.3 Schools will identify new staffing models and appropriate CPD in working with the LA and other partners. Working collaboratively, each partner will contribute to the determination and development of a common resource capacity for North Lincolnshire, and to the assessment of the quality of provision. The partnership will develop a common ICT digital learning platform and a common day structure to enable best provision for each learner by making effective use of time and resources. Within acknowledged and celebrated diversity, partners will agree the mechanisms to identify each learner's needs so that the learner experiences consistency in approach across the learning campus.

## 6. **Robust Challenge to Schools to Raise Standards**

- 6.1 The LA continuously monitors educational performance. Schools are monitored and challenged to improve attainment conversion rates at all levels. National strategy resources and consultancy time are allocated to support and challenge the raising of achievement, especially in areas of under-performance.
- 6.2 As a result of BSF schools will achieve attainment levels showing value added against national benchmarks and will implement strategies to move attainment to the top value added range in all institutions. School improvement partners (SIPs) will challenge schools and chart progress in achieving these. The LA will embed a change management programme to achieve raised standards. By removing barriers to learning, making schools more exciting and motivating places to be and improving teaching and learning through modern technology, achievement will improve for many young people.

David Lea  
13 October 2009