



GREENWOOD DALE FOUNDATION TRUST

Application for 11-19 Free School

City of Peterborough Academy

Section 1: Applicant details

Details of Company Limited by Guarantee	
Name: Greenwood Dale Foundation Trust	
Company address:	
<div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div> Nottingham <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div>	
Company registration number: 06864272	
Main contact	
Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>	
Address:	
<div style="background-color: black; width: 100px; height: 60px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div> Nottingham <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div>	
Email address: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>	
Telephone number <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>	
Members and Directors	
Please confirm the total number of (a) Company Directors 8 and (b) any other members of the Governing Body 0 appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.	
Name:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Position:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Name:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Position:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Name:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Position:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
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Position:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Name:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Position:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Name:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Position:	<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
Related organisations	
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Yes	
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:	

Greenwood Academies Education Services LTD (Company Number: 7355515). GAES Ltd is a wholly owned trading company of Greenwood Academies Trust. It is unlikely that GAES Ltd will play any role in relation to the Free School. It is used to provide services to third parties, outside the GAT Group of Academies.

If your organisation is an existing independent school, please provide your six digit unique reference number:

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards* and the Funding Agreement with the Secretary of State.

Signed: [REDACTED]

Print Name: [REDACTED]

Date: 1 June 2011

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

* The requirements of the Independent Schools Standards are not applicable for 16-19 Free Schools.

Section 2: Outline of the school

Proposed school name:	City of Peterborough Academy								
Age range:	11-19								
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018	
	Reception								
	Year 1								
	Year 2								
	Year 3								
	Year 4								
	Year 5								
	Year 6								
	Year 7	80	130	180	180	180	180	180	
	Year 8	0	80	130	180	180	180	180	
	Year 9	0	0	80	130	180	180	180	
	Year 10	0	0	0	80	130	180	180	
	Year 11	0	0	0	0	80	130	180	
	Year 12	0	0	0	0	0	60	100	
Year 13	0	0	0	0	0	0	60		
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.									
<p>Will your school have a religious character (i.e. be a faith school)?</p> <p>If Y, please specify which faith. Please see notes below (at the end of this table).</p>	No								
<p>Is this an application for a single-sex school? If so, please tick the relevant box.</p>	<p>Y / N. If Y, please tick one of the following boxes</p> <p><input type="checkbox"/> Boys</p> <p><input type="checkbox"/> Girls</p>								
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	Peterborough City Council								

Being designated as a school with a religious character will allow you to admit pupils or recruit some teaching staff on the basis of religious belief. The Funding Agreement requires you to teach Religious Education according to the tenets of your faith. You do not need to apply for religious designation as part of the application process, but this will be necessary if your application is approved. The Religious Character of Schools (Designation Procedure) (Independent Schools) (England) Regulations 2003 (as

amended), available here

<http://www.legislation.gov.uk/uksi/2003/2314/introduction/made>, sets out the procedure for Independent Schools and Academies to be designated as schools with a religious character. As Free Schools will legally be Academies they will need to follow the same process.

Section 3: Educational vision

The Greenwood Dale Foundation Trust (GDFT) is a multiple sponsor of Academies. The GDFT was formed from the Governing Body of the “outstanding” Greenwood Dale School. The GDFT establishes and operates its academies through the Greenwood Academies Trust (GAT), which is a wholly owned subsidiary company.

The GDFT’s focus to date has been to create high performing Academies from underperforming schools by taking over leadership and management and transforming attitudes and outcomes. We are involved in a number of other such projects working closely with the DfE and OSC.

At present the GDFT operates the Nottingham Academy, which when new buildings are completed will be the largest school in the country with 3,600 pupils from the ages of 3-19 and the Skegness Academy with pupils from 11-19 years. It will open two further academies in September 2011: the Nottingham Girls’ Academy, 11-19 and Weston Favell Academy in Northampton, 11-19. The GDFT is presently planning to establish a University Technical College, a primary Free School and a 3-19 Free Special School.

Peterborough City Council (PCC) has identified a significant need for additional secondary school places within the PE1 area of the City. Much of this additional need is due to unprecedented and sustained economic migration from Eastern Europe (see Appendix 1).

After a competitive process, PCC selected the GDFT as its preferred provider of a new co-educational 11-19 Academy for the PE1 area of Peterborough. Therefore whilst the application to open a Free School is made by the GDFT, it is in consultation with and has the full support of PCC.

The GDFT’s vision is to create an outstanding school to significantly improve the educational standards and life chances of young people in this area of economic and social deprivation, ensuring they all realise their potential to go on to University or to pursue the career of their choice.

This proposed Free School, the City of Peterborough Academy, will serve the PE1 area of Peterborough. It will be based on the site of an 11-16 secondary school which was closed in August 2007. The PE1 area demonstrates particularly high levels of disadvantage and inward migration.

In the Department for Education’s (DfE) press notice on ‘Fair Funding for all Schools’, dated 13 April 2011, Peterborough was used as an example of how the present school funding system is flawed. The press notice stated that *“the system cannot respond to changes in the types of children living in certain areas. In Peterborough the number of children who speak English as an additional language has risen by 60% since 2005.”*

The GDFT has significant experience of addressing the needs of children who speak English as an additional language (EAL), with 49% of pupils at our Nottingham Academy

speaking EAL. Significantly, because of the impact we have, this group of pupils now outperform all other groups within the Nottingham Academy at GCSE level.

It should be noted that our mission statement is 'everyone can succeed'.

Along with our vision of providing an outstanding quality of education across all subject areas, including those required for the English Baccalaureate, this proposed Free School will have language development as its unique selling point; 'literacy and languages for education, employment and pleasure'. This is a broader view of languages that would be found in specialist language colleges because it would be focused on:

- the development of English language skills for anyone who arrives at the Free School unable to access the curriculum because of poor English skills;
- support for parents of these children and the community to develop English language skills;
- having a 'two foreign languages for all' policy, which could include pupils' own community language, to ensure we are preparing all pupils for the English Baccalaureate; and
- the development of foreign language skills for business, taking advantage of the large number of Eastern European languages spoken in the area to ensure there is a well trained work force, once the world wide recession has ended, to develop business links in the fast developing economies of Eastern Europe.

The GDFT has researched schools across Peterborough and has found no other school or Academy to be offering languages in this way. This new Free School will therefore expand the range of specialist provision in the area and drive up standards due to the strength and expertise of the GDFT team.

Other indicators of disadvantage in the PE1 area for 2010 are:

- pupils of minority ethnic origin 63% (21.7% nationally)
- pupils who speak English as an additional language 52% (11.8% nationally)
- pupils known to be eligible for FSM 22% (15.4% nationally)

In the local area our research demonstrates that many parents are unable to access a secondary school place for their child within a reasonable travelling distance of their home. The Thomas Deacon Academy, which should be the catchment area provider, is 300% oversubscribed and cannot cater for demand (for 2011, there were 950 applications for 330 places). Further, our research with the Headteachers of local Primary schools indicates significant interest in the opening of this Free School and for the take up of places from 2012. Specific Local Authority data provided in Appendices 1 and 2 also shows the significant pressure on year 7 places across the City, as do our own parental surveys (see Appendix 3).

Therefore, this Free School proposal will provide PE1 parents with a significantly greater choice about the school their child attends. Further, it gives parents of pupils across the whole of Peterborough a greater opportunity for their child to attend a school providing a

specialist language provision by an Academies group that already has an excellent reputation for driving up standards. If successful, this will be the first GDFT Academy in the Peterborough area. This will bring greater innovation to the education system by opening up Peterborough to an additional provider which has a well tried, tested and successful approach to education.

PCC has already agreed to provide the site for this proposed new Free School, on a 125 year lease, at a peppercorn rent. This site was an existing 11-16 school which was mothballed in August 2007. To bring this up to standard a major refurbishment programme and some new build will be needed. In terms of value for money, this project may be unique in that £5m of the £10.2m projected cost of refurbishment and new build will be provided by Peterborough City Council. We believe this demonstrates excellent value for money, not only for the local community, but for the Central Government Capital Funding budget as well.

The City of Peterborough Academy will build up year on year to provide a total of 900 places 11-16 and 200 post-16 by September 2020.

Our Credentials

The GDFT is a self-sustaining and self-improving organisation. It has well resourced structures in place to set exacting targets for its academies, to monitor the progress towards achieving those targets and to offer challenge and support wherever it is needed. The group is led by a Chief Executive who was an outstanding Secondary Headteacher for 19 years and a team of specialists who work in the following areas:

Data, Curriculum Development, Teaching and Learning, Assessment and Monitoring, Finance, Procurement, HR, Health and Safety, Catering, Continuing Professional Development, Project Management and Extended Opportunities for all pupils.

The GDFT Academies and the original Greenwood Dale School have a proven track record of exceptional educational results in areas of significant social and economic deprivation. We have consistently out-performed schools in similar circumstances on all measures of success.

The PE1 geographical area of Peterborough has many of the social and economic challenges that are prevalent at other GDFT academies. We have the track record, strategies, capacity and capability to open a Free School which will allow pupils to develop high aspirations, attain outstanding levels of academic success and access greater life chances.

In order to demonstrate our credentials, below is an analysis of our Nottingham Academy's first year's examination results at GCSE level in 2010 compared with the overall Peterborough results and the results of the closest and significantly oversubscribed Thomas Deacon Academy.

	Peterborough	Thomas	Nottingham
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		Deacon Academy	Academy
5+ A* - C grades incl Mathematics and English	45.5%	45%	47%
English Baccalaureate	11.7%	9%	12%
5+ A* - C grades	72.7%	91%	93%
2+ grades A* - C in science	63.5%	87%	87%
Average Point Score (APS)	436.3	537.7	532.5
KS2 – KS4 CVA	Not available	1012.5	1078.4
Expected progress in English	Not available	66%	73%
Expected progress in mathematics	Not available	49%	68%

We would ask you to note from the KS2 to KS4 CVA and the expected progress measures, the exceptionally high level of progress between KS2 and KS4 of pupils at the GDFT's Nottingham Academy as an example of the value we add as an organisation. Quite simply, pupils in our Academies make exceptional progress.

Results at A Level in 2010 at the Nottingham Academy are equally impressive.

	England Average	Thomas Deacon Academy	Nottingham Academy
Total Average Point Score per pupil	726.5	723.7	770.1
Average Point Score per entry	211.1	207.1	214.4

Our expectations are to exceed these results for the pupils at the proposed City of Peterborough Academy.

As well as high academic standards the GDFT prides itself on its sporting provision and on its provision for outdoor pursuits. Indeed, in Nottingham we already run the largest Duke of Edinburgh Award Scheme in the area.

Competitive sport and sport for pleasure will play a large part in the new Free School using the extensive playing fields and existing indoor sports provision. All year 7 pupils each year would be offered access to at least one residential outdoor pursuits experience completely free of charge. A Duke of Edinburgh Award Scheme will also be put in place.

Summary of overall vision

In all GDFT Academies and particularly this proposed Free School for Peterborough our vision includes:

- an outstanding education for all young people
- developing confidence, high expectations and significantly enhanced life chances
- the appointment of an outstanding Principal and staff who will develop a calm, well disciplined and purposeful environment, with pupils who take pride in themselves and their Academy

- developing pupil attitudes so they take responsibility for their actions, respect other pupils and their community and become confident, well educated and purposeful citizens
- the belief that previous schooling, lack of parental support and home deprivation must never be a barrier to success
- staff who set the highest standards as role models
- the highest quality of teaching and learning
- a relevant and stimulating curriculum with personalised learning to encourage pupils to attend well and be engaged in their learning
- fostering pupil and staff pride in their Academy
- developing strong and effective working relationships with partner primary schools, other post-16 providers and local and national businesses
- developing a range of post-16 opportunities, in partnership with other education and training providers, to ensure 100% transference from each year 11 cohort to post-16
- developing links with Universities, employers and training providers to ensure 100% transference to HE, employment or training for each post-16 cohort
- free access to sporting and outdoor pursuits

The over-arching target for this new Academy will be to achieve what Greenwood Dale School achieved in its last Ofsted report in September 2007:

“Greenwood Dale is an outstanding school. It serves a community facing significant challenges and turns out young people who achieve highly and develop into well rounded, ambitious young people, equipped in all respects for a modern, diverse society”.

Section 4: Education Plan

Admissions at Age 11 - Year 7:

The Admission Number of the Academy would be 180.

The Academy would admit all pupils with a Statement of Special Educational Need naming the Academy.

If the Academy was undersubscribed all applicants would be admitted.

If the Academy was oversubscribed it would be expected that the following oversubscription criteria, in priority order, would be used:

- a) Looked After Children.
- b) A child with a sibling currently attending the Academy and will continue to do so after the date of admission. In the event of oversubscription using this criterion, priority will be given to those living closest* to the Academy, as defined below.
- c) Proximity*.

Admissions at Age 16 - Sixth Form:

The Academy would operate a sixth form for 200 students.

The Academy would admit a number of external students each year if places were available.

The Academy would admit any statemented student whose statement names the Academy.

The Academy would operate an open enrolment policy into the sixth form with no minimum academic requirements. There would be minimum requirements for entry to specific courses and individual courses would be offered subject to availability which may be constrained by finite resources.

If the sixth form was undersubscribed all applicants would be admitted.

If there were more internal applicants than places available, internal students would fill all the available places – and no external applicants would be admitted. Students would be offered their chosen courses if there was sufficient space on them. Where options were oversubscribed, students would be offered alternative courses. Those that could not be accommodated would be offered the right of appeal to an independent appeals panel.

If all places were not filled by internal applicants and there were more external applicants than places available, priority would be given in the following order:

- a) Looked After Children
- b) Proximity*

* Proximity is measured as the straight line distance from the Academy's main reception to the front door of the child's home. This 'straight line distance' will be determined using an appropriate software package. Where two dwellings with the same front entrance are located on different floors of the same building, a lower floor will be regarded as being closer to the Academy than any above it. Where two or more dwellings with the same front entrance are located on the same floor of the same building, the closest dwelling to the front door, counting clockwise, will be regarded as being closer to the Academy than any subsequent dwelling counted clockwise.

Definition of Looked After Children – in accordance with the Education (Admissions of Looked After Children) (England) regulations 2006 and in accordance with Section 22 of the Children Act 1989 a Looked After Child is defined as:

- a child who is looked after at the time of an application for admission to the school is made; and
- a child in relation to whom the Local Authority has confirmed will still be looked after at the time when the child will be admitted to the school.

Definition of sibling and the position of twins – a sibling is defined as:

- a brother or sister who shares one or both parents, whether or not resident in the same household;
- a half brother or a half sister who shares one common parent;
- a step brother or step sister where two children are related by a parent's marriage;
- an adopted or foster child living in the same household under the terms of the residents order; and
- another child normally in residence for the majority of term time in the household for whom the adult in the household has parental responsibility and also has parental responsibility for the child currently attending the Academy.

In the case of twins or other children from multiple births (or two or more siblings in one year group) and where there is only one place available, the application will be considered together as one application.

In addition to the above, we confirm that the Academy's admissions policy and arrangements would be in accordance with admissions law, the School Admissions Code of Practice and the School Admission Appeals Code of Practice as they apply to maintained schools.

We further acknowledge that for admissions in 2012, because of timelines for approving Free School applications, we may not be able to be part of the Local Authority Common Admissions process for this application round.

Curriculum and Organisation of Learning

The unique selling point for the City of Peterborough Academy will be its focus on Literacy and Languages for education, employment and pleasure. This focus would permeate the whole curriculum and would include:

- an early emphasis on literacy in order to drive up standards generally.
- specific provision for new arrivals using intensive immersion techniques.
- taking advantage of the wide range of community languages spoken in the Academy.
- extending opportunities through the teaching of new modern foreign languages, providing pathways to higher education, employment, business opportunities and leisure.

A separate Free School bid is being prepared to establish a co-located purpose built 3-19 Special School for 90 pupils. This would include provision for pupils with M/SLD and/or communication and interaction difficulties.

A detailed curriculum plan, written for when the Academy is full, is contained in Appendix 11. This has full details of what will be taught, when, for how long and to whom.

The organisation is based around a thirty five period week for thirty nine taught weeks a year. Subjects such as English, mathematics, modern foreign languages and humanities will be taught as single lessons whilst technical and practical subjects will be predominantly taught in double lessons to ensure there is sufficient time for practical work to take place.

The school year will be based on a three term year, in line with Peterborough's present organisation to ensure we do not disadvantage other community primary schools in the area. There is no evidence that other Academies, or other community schools in Peterborough, are breaking away from this pattern.

The GDFT has a Data Directorate whose task it is to identify pupils in each of its Academies who need additional support and monitoring. We use this data to monitor the progress of different groups of pupils which include Gifted and Talented, pupils with SEN, disabilities and social, emotional and behavioural difficulties, pupils from deprived backgrounds including those on the FSM register, pupils with EAL and Looked After Children.

The Sponsor has significant experience of dealing with large numbers of youngsters within these specific target groups and the data produced by the Data Directorate monitors their progress towards achieving significantly higher examination results than the national norm. At the Nottingham Academy all these identified groups achieve significantly higher results than the national norm and we would expect to achieve at least this within this new Free School Academy.

After the appointment of the Principal the next appointment will be that of a SENCO, who will be a qualified teacher, who can develop the policies, practice and procedures to

ensure that pupils with SEN, disabilities and social, emotional and behavioural difficulties are identified with individual education plans (IEP). The SENCO will be directly accountable to the Principal for the welfare, support and educational progress of pupils identified with these needs.

We can confirm that the Academy's SEN policy would have regard to the SEN Code of Practice. The Academy would also work closely with the Local Authority to ensure the needs of pupils with SEN were met.

The SENCO will also have responsibility for ensuring that relevant teaching staff are not only aware of these individual pupils within the specified groups but also of the Academy's expectations that they achieve highly to ensure they are not disadvantaged due to their background, circumstances or disability.

The SENCO will line manage a Learning Support Department that will comprise teaching and support staff, including Learning Mentors and Teaching Assistants, and will allocate appropriate support for individuals and groups of pupils. This will also have regard to the needs of any statemented pupils and/or pupils with disabilities. Any refurbishment and new build on the proposed site will be DDA compliant and each identified child will have a Disability Plan to ensure he or she can access each area of the curriculum.

The Academy is committed to being an inclusive school and it will follow the Local Authorities guidelines for school inclusion. The Academy will work closely with the relevant external agencies to ensure that pupils access specialist support where it is needed.

The length and structure of the traditional school day may vary for some pupils so that a more flexible curriculum can be provided.

The role of the Learning Support Department is to:

- help the Academy to meet the individual educational needs of its pupils
- work with mainstream staff in the task of meeting individual educational needs
- give targeted support for any specific difficulties
- give pupils personal attention
- to help pupils become well integrated and acquire the self-esteem and the study habits needed to reach their potential
- create a partnership between parents, mainstream and learning support staff, outside professionals and the pupil to ensure success.

Support for pupils with specific learning difficulties includes: dyslexia, Asperger's Syndrome, dyspraxia, attention deficit disorder and hearing difficulties, problems with reading, spelling, handwriting, mathematics, English or other aspects of the curriculum.

Help is also offered to pupils who experience difficulties with concentration and/or organisation and give training to develop their study skills.

Some needs may be long term; some may be temporary due to change of school or interrupted schooling. Some mild difficulties can be satisfactorily addressed by mainstream teachers.

Specialist ESOL support is provided for pupils for whom English is not their first language.

In the first few weeks of the Autumn Term all students sit NFER Cognitive Ability, reading, writing and spelling tests. These help us to identify any pupils who may need some extra support. Records from the Junior School or previous school are reviewed and pupils are observed in class.

During the year, especially after examinations, staff are expected to refer any pupil they are concerned about to the attention of the Learning Support Department. Termly Review Meetings are useful opportunities for any concerns about pupils to be raised.

Parents are consulted before deciding on any learning support programme. This may include recommendations for support at home, for example paired reading or spelling, monitoring of homework or help with organisation.

Parents are welcome to make contact with SEN staff at any time and depending on the pupil's need, they may be in quite regular contact.

With regard to safeguarding, a member of the senior leadership team will be delegated this responsibility and will work closely with the GDFT's HR Directorate to ensure that all the safeguarding issues are not only legally compliant but are also compliant with the GDFT's exacting policies. The senior member of staff with responsibility for safeguarding will liaise closely with the SENCO to ensure the safeguarding of SEN pupils in particular.

Our curriculum is differentiated by ability and pupils are also set by ability in every different curriculum area so that pupils can be challenged or supported in relation to their ability, gifts, needs and interests.

For pupils with EAL there will be opportunities for both stand alone teaching and support in mainstream lessons to ensure that pupils get the challenge they need without being isolated from the mainstream school and other pupils. This technique has worked highly successfully in the Sponsor's Nottingham Academy.

Gifted and Talented pupils will be identified, with a senior member of staff having responsibility for ensuring their needs and interests are met and that they are appropriately stretched and challenged. Individual department areas will be expected to identify what they are doing for each of these pupils both within the curriculum and through extended opportunities. The Academy will offer a wide range of extended opportunities for these pupils, and others, as we already do within other GDFT Academies. These opportunities could include sports coaching, free music tuition, national mathematics challenges, debating challenges and other national initiatives such as 'First Story' where the Nottingham Academy is already a trail blazer.

Looked After Children will be identified to all teachers who come into contact with them to ensure that they are fully supported, have access to the widest range of opportunities and achieve examination results at GCSE and A Level fully commensurate with their abilities. The SENCO has the responsibility for ensuring these pupils' needs are met and that they achieve a high level of success.

Although the curriculum organisation and the progression routes from KS3 to KS4 to KS5, including qualifications, is outlined in detail in Appendix 11 and the curriculum staffing plan is outlined in detail in Appendix 12, we include some brief details below about each Key Stage:

KS3

Year 7

A unique feature of the GDFT's Academies is the Year 7 base, awarded Ofsted's 'National Best Practice' status on two separate occasions. The Year 7 base is used to prepare young people coming from a range of different primary schools for secondary education in a safe and secure environment. The curriculum model attached in Appendix 11 demonstrates a differentiated approach to learning where pupils are offered a different curriculum mix depending on ability, aptitude and grasp of the English language. This is not a rigid or fixed model and pupils are expected to make rapid progress, especially those who join the Academy with little or no English.

All year 7 pupils are set by ability on entry and taught in groups commensurate with their ability. The progress of individual pupils is monitored regularly to ensure that this does not become a rigid system and that movement between groups is possible especially for those who make good and rapid progress. This system allows us to stretch the most able and provide additional support for those who need it most.

The number of lessons in each subject area taught to each individual child will depend on their particular circumstances to ensure their needs are met and particular weaknesses or strengths are catered for. This means that different pupils may get a different number of lessons in each of the core curriculum subject areas, especially those who need additional English support.

All pupils will follow a broad and balanced core curriculum to ensure the widest choice of progression pathways into KS4 and KS5. The core curriculum includes English language, mathematics, science, two languages or one language and additional literacy, art, ICT, history, geography, RE, technology, music, PE and PSHE. The percentage allocations for each subject are shown in Appendix 11. We believe PSHE, including sexual health, health and careers education is best taught by specialists and not by form tutors, who often feel unqualified and sometimes embarrassed by the curriculum content. We therefore have a policy across all our Academies of teaching PSHE issues in stand alone days taught by professional teams of experts brought in from PCTs, drugs

awareness programmes etc. All our evidence suggests these days are highly valued and they give the opportunity to involve parents as well as the wider community.

A special feature of the Year 7 curriculum is that for the most vulnerable children a very small group is created based on a single teacher Primary model with significant additional support.

Years 8 and 9

Year 8 and 9 pupils follow exactly the same curriculum model as those in year 7 but in a full secondary school context with departmental structures taking over from a Year 7 base organisation. PSHE and associated areas are taught on stand alone days in the same way, with an increasing emphasis on careers development.

Pupils are set by ability by each individual department to ensure that pupils who have different strengths and weaknesses in each area can be properly catered for, supported and challenged.

Individual departments also have the freedom to start Level 2 courses for individual pupils as and when each pupil is ready for that additional commitment. This ensures that pupils do not become bored in a subject area and can be challenged to work at the highest possible levels. Departments are expected to have the organisation in place to ensure early progression to Level 3 during KS4 for these pupils.

KS4

At Key Stage 4 the differentiated approach to the curriculum continues with pathways that provide for the English Baccalaureate and high quality technical and vocational routes. We do not teach Level 1 courses as a GDFT policy as we do not believe this leads to meaningful qualifications to support youngsters in future employment or training. We believe this approach is supported by the recent Wolf report.

We continue to set pupils by ability in individual departmental areas.

All pupils have access to a core curriculum of English, mathematics, science (either three individual sciences or double science), PE and PSHE (on stand alone days). ICT skills are embedded through each curriculum area with RE forming part of whichever humanities curriculum subject is chosen by each individual pupil.

Using the data collected over the first three years of their education and knowing how much additional value Greenwood Academies add to pupils' learning during KS4, any pupil with even the remotest chance of achieving a grade C in both English and mathematics GCSE will be targeted for the full English Baccalaureate.

These pupils, targeted for the English Baccalaureate, have an additional core of a modern foreign language and history or geography. The thirty five period week then

gives a unique opportunity for these pupils to be able to choose two further courses, one academic, one technical.

Students not targeted for the English Baccalaureate have the opportunity of choosing from four additional option columns, including two technical blocks.

Optional subjects at GCSE include history and/or geography, RE, ICT, art, French, Spanish and media studies. Technical subjects, certificated by BTEC, include art and design, business studies, public services, travel and tourism, media production, music, sport, health and social care, construction, engineering and fashion.

Individual departments have the opportunity of starting Level 3 courses for individual pupils during KS4. They are expected to have the infrastructure in place to support these youngsters' progress post-16 in these subjects.

The success of this broad curriculum can be seen in the first year results of the Nottingham Academy where 93% of pupils achieved five or more A* - C grades.

Post-16

Post-16 students have the opportunity to study further Level 2 courses, including English and mathematics, Level 3 BTECs, AS and full A Levels.

Students can study the following subjects across a five option block structure:

At GCE level – English language and literature, mathematics, French, Spanish, art, geography, history, ICT, media, RE, chemistry, physics, biology, psychology and sociology.

BTEC courses include business studies, hospitality, public services, retail, travel and tourism, music, sport, health and social care, engineering and fashion.

All students have access to sport and PSHE (taught on separate stand alone days).

Organisation of Pupils:

The Academy will, by September 2020, have 1100 pupils on roll with 900 pupils aged from 11 to 16 and 200 post 16 pupils. The Academy will grow by an additional year group, year on year, over a period of seven years, reaching full pupil capacity in nine years.

The first two year 7 intakes in 2012 and 2013 will be at below the PAN with 80 and then 130 pupils respectively. In the third and successive years we expect to be full at 180 pupils per year. This is reflected in our own data from parental questionnaires although the PCC demographic data, included in the appendices, indicates the possibility of higher admission rates in the first two years than these.

The Academy would be organised around five 'schools' to ensure a community of 1,100 students and around 100 staff can work harmoniously together.

The 'schools' would be:

- A Year 7 base for 180 pupils.
- A Year 8 and 9 base for 360 pupils. (It is intended that some GCSEs and other Level 2 courses start in year 9).
- A Year 10 and 11 base for 360 pupils. (It is intended that some Level 3 courses start in year 11).
- A post-16 base for 200 students.
- A base to focus on the needs of the large proportion of pupils for whom English is not their first language, to give intensive English language tuition and to ensure each pupil can quickly take his or her place in mainstream lessons, with some in-class support.

Year 7

Pupils are allocated to tutor groups based on their ability. Year 6 SAT results and KS2 teacher assessed levels will be used to initially assess ability. This will be backed up by CAT and reading age data once the pupils are on roll in year 7. This is not a rigid system and pupils can move between setted groups, especially those who make good and rapid progress.

Due to the present low level of KS2 results in the area and the previously identified high levels of social and economic deprivation, with many pupils speaking English as an Additional Language, there will be seven tutor groups for 180 pupils.

The three tutor groups in the higher tier will each have 29 pupils. The three core tutor groups will each have an average of 26 pupils. The foundation group, based on a primary model for the most disadvantaged, will have 15 pupils.

Students attend most lessons in their tutor groups, the exceptions being PE, PSHE and technology.

The Year 7 base is staffed by a team of teachers who predominantly teach year 7 pupils. For example, a teacher of mathematics would teach mathematics to all the pupils in the base. These subject teachers are also the form tutors. They are supported by a Head of Year 7. This means a very small group of teachers get to know the year 7 pupils extremely well, giving consistent support and bringing a sense of safety and security for these new entrants to the Academy. These staff will also develop very good and effective working relationships with parents.

The thirty five lesson week, with thirty taught lessons and five lunchtimes, allows the year 7 pupils to have lunch at a totally different time to the rest of the school. This allows year 7s to access the cafeteria in a leisurely manner without the presence of older pupils.

We also expect our post-16 students to support year 7 pupils with peer reading and mentoring. We train all post-16 students to carry out these important roles for mutual benefit. This is a common feature of all GDFT Academies.

Years 8 and 9

Pupils are organised as year groups, each with a Head of Year. Curriculum organisation moves from being within a Year 7 base to a traditional departmental structure. Individual

departments set within their areas.

Pupils stay in the tutor groups they were in at the end of year 7, although there is some movement, if necessary, during each year. They are allocated new tutors who remain with the group for the whole of years 8 and 9. Their tutors from year 7 remain in the Year 7 base. Academic ability remains a key criterion for deciding which tutor group each child is in.

Again, due to the present low level of KS2 results in the area and the previously identified high levels of social and economic deprivation, with many pupils speaking English as an Additional Language, there will be seven tutor groups for 180 pupils.

The three tutor groups in the higher tier will each have 29 pupils. The three core tutor groups will each have an average of 26 pupils. The foundation group, based on a primary model for the most disadvantaged, will have 15 pupils.

Pupils are taught in full or half year blocks for each curriculum area and class size is the responsibility of each individual Head of Department. Each curriculum area is staffed to ensure that group sizes do not need to go above 30 (24 for practical subjects). In reality, Heads of Department will make high ability groups larger in size and lower ability groups smaller so that resources can be targeted where they are most needed.

Years 10 and 11

Most pupils stay in the same tutor groups they were in at the end of year 9 and again, academic ability remains the main criterion. Year 9 tutors have the option of continuing with their tutor group into years 10 and 11. However, if they wish to stay in years 8 and 9 a new tutor will be allocated to their group.

Each year group has a Head of Year, but in year 11 this is supplemented by two Directors of Achievement. Directors of Achievement are senior teaching staff whose only responsibility is to ensure that pupils achieve at least eight GCSEs at grade C or above, including mathematics and English. Each of these Directors of Achievement has the responsibility for a team of Learning Mentors who support identified groups of pupils.

The Head of Year 11 and the Directors of Achievement work closely together with the Principal, SENCO and Heads of Department to ensure there is good communication at an individual pupil level so that progress can be tracked and appropriate support put in place.

Learning Mentors not only build up strong relationships with their designated pupils but are also expected to liaise closely with parents to ensure good attendance at all times and compliance with examination deadlines.

Tutor groups sizes, on average, remain the same as in years 8 and 9, with higher ability groups having more pupils.

Class sizes never rise above thirty and with technical subjects, including science, having a maximum of twenty four.

Post 16

Although there are no setting arrangements for post 16 there are strict entry requirements for different levels of course.

Students who have not attained grade C and above in GCSE English and mathematics are guided in spending the first year of their study to attaining these qualifications alongside other Level 2 options and, possibly, one Level 3 option.

Post-16 tutor groups are different from any other tutor groups in the Academy. They are not year based and include students from both year 12 and year 13. They are also set up to ensure a good mixture of both academic and vocational learners. They are each allocated a tutor who has specific skills in Post-16 education and development, including the ability to support youngsters when they make UCAS applications. Each tutor is expected to have a high level of post-16 teaching on their timetable. Tutors are supported by a Head of Post-16 Education who will be on the Leadership Team of the Academy. The Head of Post-16 will have access to a small team of post-16 Learning Mentors who can support students in much the same way as they do in KS4.

Post-16 students are also supported by a Director of Careers, who works in years 7-11 as well.

Post-16 tutor groups, on average, have twenty five students. Teaching group sizes post-16 vary according to each subject, its popularity and practical demand. For example, English and mathematics groups may approach thirty students whereas science and technology would never rise above eighteen and less popular subjects we would wish to run to ensure breadth and balance in the curriculum may have less than ten pupils and will be run as 'loss leaders'.

In the first two or three years, as the Academy grows in size, we recognise that staffing patterns may have to be far more flexible than those identified here, as pupil numbers will be low.

Subject teachers may have to teach more than one discipline and senior leaders will have to teach far more than they will once the Academy is full.

We will also use GDFT staff from our Central Team and, possibly, from our other Academies as subject teachers to ensure the staffing structure is affordable. We have successfully used this model of support in each new Academy we have opened.

Pupil Development and Achievement:

How we define success

Specific targets used to define success are:

- that the 'Value Added' measure used in the national league tables must put the Academy in the top 5% of schools nationally (the Nottingham Academy is presently in the top 1%).
- that over 92% of pupils achieve 5+ A* - C grades at GCSE level.
- that over 96% of year 11 pupils move onto post-16 education and training.
- that 100% of pupils targeted to achieve the English Baccalaureate do so.
- that all year 7 pupils take part in an Outward Bound residential activity at no cost to their parents.
- that at least 50% of all year 10 and 11 pupils participate in the Academy's Duke of Edinburgh Award Scheme.

- that 100% of all post-16 students train and actively engage in the role of a year 7 mentor.
- that 100% of all year 13 students move onto University, high level employment or training.
- that from September 2014 the Academy is oversubscribed at year 7 entry.
- that all lessons are good or outstanding as judged by internal processes and by Ofsted.
- that pupil behaviour is excellent.
- that there are no permanent exclusions.
- that every pupil who asks to learn to play a musical instrument is able to do so at no cost to their parents.
- that Academy sports teams can be formed to play in every youth league available in the area.
- that 100% of all pupils take part in at least one extended opportunity annually.
- that annual staff turnover is below 5%.
- that over 80% of parents attend parents' evenings in each year group.
- that no pupil joining the Academy with little or no English language remains unable to access the curriculum in mainstream lessons after three months on roll.
- that all gifted and talented pupils take up at least one long term extended opportunity each year.
- that all groups of pupils outperform national norms significantly.
- that overall pupil attendance is above 94%, with year 7 and post-16 attendance above 95%.
- that over 95% of pupils and parents express overall satisfaction with the Academy.
- that the Academy's budget remains within the parameters laid down by the DfE.

The success of the Academy is the responsibility of the Principal. He/she must set up structures, in line with GDFT protocols, to ensure the Academy meets its targets annually and continues to improve year on year.

To ensure the Academy hits the targets for value added, academic achievement and other measures that are reported in the national league tables and RAISEonline, individual pupil progress must be monitored from the moment each pupil comes on roll and challenging targets set.

The emphasis is on formative assessment, although summative assessment is also seen as important.

The Academy welcomes external verification of pupils' performance to support self evaluation and accountability:

- formal assessment of pupil attainment, effort and concern will take place three times a year for all pupils (this will be tied into the examination and reporting

process). Assessments will include formal examinations, in-class tests and teacher assessment. All assessments will be stored in the Management Information System (CMIS). These will be point based.

Heads of Department in conjunction with their SLT Line Manager will take the decision regarding the method of assessment (the “Assessing Pupils Progress” materials would be appropriate). Assessment grades and levels will be moderated within departments (the Academy will welcome the introduction of national accreditation of schools and an institutional level mark of excellence at assessment). All KS4 and Post 16 courses will be certificated.

On joining the school, all pupils are assessed using NFER Cognitive Ability Tests and Access Reading and Spelling tests. These are used to:

- set targets for each subject at each assessment point
- identify Special Educational Needs and Gifted and Talented pupils and issues related to English as an Additional Language (Assessment for SEN pupils using “Performance Indicators Value Added Target Setting” PIVATS). These all fit into the point based system.

After each assessment point each Head of Department, with their SLT Line Manager, will:

- review how each pupil has progressed since their last assessment
- review how each pupil’s attainment compares with their target
- work with the Head of Year to scrutinise English and mathematics results for the potential for GCSE C+ in both areas by the end of year 11
- establish target groups of pupils where underachievement is identified so additional support and challenge can be organised.

After each assessment point each Head of Year, with their SLT Line Manager, will:

- review relative strengths and weakness of different subjects (particularly at option time)
- review pupils’ APS (all subjects) and position in the year group compared with previous terms
- establish target groups in need of additional mentoring and support due to underachievement, liaising with Heads of Department.
- report to the Principal and any relevant Head of Department the underachievement of a group of pupils where poor teaching may be the cause

After each assessment point each form tutor will:

- hand out and discuss with pupils their assessment sheets
- help pupils set challenging individual targets for the next term.
- contact parents to explain the progress their child has made in this assessment round.

Close Scrutiny of Year 11

In addition to termly assessments it is also crucial to know if a pupil is performing below 40 points, ie not currently achieving a grade C or above.

This data is discussed in weekly year 11 team meetings, led by the Principal and including the Head of Year, Directors of Achievement, the Heads of English and mathematics and Learning Mentors to review the progress of individual targeted pupils and to identify the support each may need.

Examination Review Meetings

In September each Head of Department meets with the Principal and the SLT Line Manager to discuss the department's GCSE and A Level results.

Comparisons are made with previous results and national figures. Individual teacher outcomes within each department are also scrutinised to identify outstanding or weak teaching.

Action points are then made and targets set. These are used as evidence to support the Academy's development planning process. At this stage the Principal is expected to take robust action about any weaknesses, including teaching staff, in the system.

Monitoring other success criteria

As a group, the GDFT has developed the CMIS Management Information System to not only include data on examination outcomes and attendance but also the extensive extended opportunities that our pupils have. This database provision will be in place at this new Academy. This information will be used to hold information on and monitor the following areas at an individual pupil level so that reports can be written to show overall progress towards meeting our targets:

- Outward Bound and Duke of Edinburgh Award participation;
- Post-16 year 7 mentoring;
- Take up of a musical instrument;
- Participation in Academy sports teams;
- Participation in extended opportunities;
- Parents attending parents' evenings; and
- Progression routes of year 13 students.

The Principal will be expected to set up internal systems and training for senior staff, Heads of Department and Heads of Year to monitor the quality of teaching and learning as defined by Ofsted criteria.

A system involving at least one lesson observation every term for each member of the teaching staff will be set up to ensure the quality of their work is at least good and preferably outstanding. For staff who fail to meet these targets the Principal is expected to put in place support and training arrangements and, if these fail within a specified time frame, a robust capability procedure. The Principal is also expected to take into account

professional comments from staff and information from parents and students where weak teaching is suspected.

The Academy budget will be monitored centrally by the GDFT's Finance team with monthly reports sent to the Principal and Chair of Governors. The budget will be monitored robustly to ensure it stays within both GDFT and DfE parameters.

Pupils' and parents' attitudes to the Academy will be monitored half-yearly using confidential parent and pupil surveys that will be assessed externally and reported back to the Chief Executive of the GDFT, the Principal and the Governing body. These surveys will include questions on pupils' enjoyment of school, the behaviour of other pupils, the quality of teaching and learning and the attainment and progress of the individual pupil. They will also be used to pick up parental views on the strengths and weaknesses of the Academy.

As well as pupil surveys, pupil voice activities will be used to ensure pupils are engaged in the decision making progresses of the Academy, including the appointment of senior staff, in evaluating the organisation's strengths and weaknesses and in identifying opportunities for the future.

Who is accountable for the success of this Academy?

The Principal takes full responsibility for the success of this Academy.

The Principal reports directly to the Governing Body of the Academy who will act as a robust critical friend. The Governing Body will be populated by Governors who can carry out this role and understand the importance of their strategic position.

The Principal is also accountable to the Chief Executive of the GDFT and to the Trust Board to ensure that this Academy meets the targets set for it and conforms to the clear standards laid down for all GDFT Academies.

The Principal will also report directly to an Executive Principal, part of the GDFT structure, who has previously been an outstanding Headteacher and who will monitor a number of different Academies within the group to ensure the highest quality of operation. The Executive Principal reports directly to the Chief Executive.

All staff employed at the Academy will be employed by the Greenwood Academies Trust who already have clear job descriptions and person specifications in place for all posts. Therefore all staff will have a clear job description detailing their responsibilities and who line manages them.

The Principal is responsible for ensuring that each member of staff understands their role and has robust line management processes in place to ensure they are supported and monitored.

A clear Performance Management structure will be in place. Again, this structure is already in place centrally from the GAT. Within this Academy every member of staff will

have an identified Line Manager and will be held accountable for the outcomes of pupils in their area(s) of responsibility.

Accountability will be supportive and positive, however the Academy will take robust action against any member of staff who fails to meet the targets set and who also fails to respond to support and encouragement.

The GDFT already has in place clear procedures for capability and monitoring and these will be used at this Academy.

The Academy's line management structure and guidance will be published annually for all staff and all policies relating to HR will be published on the Academy's intranet.

Behaviour and Attendance

Pupil behaviour is the prime responsibility of the Principal. As the lead professional in the Academy he/she is expected to set exacting targets and promote them to staff, pupils and parents, leading by example.

The Principal will set clear and consistent expectations for pupil behaviour in:

- assemblies
- staff meetings
- interactions with pupils around the site, modelling appropriate actions for staff
- all training for staff in the Academy, including support staff

Clear guidance will be set for appropriate and inappropriate behaviour, sanctions and rewards. The Principal has the responsibility for ensuring that staff approach discipline issues consistently and fairly. Procedures will be in place to identify, manage and improve the behaviour of those pupils who are particularly challenging. These procedures always involve the SENCO to ensure that poor behaviour is not caused by pupils unable to access the curriculum due to Special Needs.

Clear procedures are in place to deal with bullying immediately it is identified or suspected.

School structures involving the SLT, Year Heads, Heads of Department, subject teachers, form tutors and support staff will identify the support available to manage and improve poor behaviour.

The Principal will also ensure that all teaching is at least good, as research clearly links poor behaviour to poor teaching and disengaged pupils.

The Greenwood Academies Trust already has clear policies in place for behaviour and rewards and sanctions in its open Academies.

These policies have been scrutinized and passed by Ofsted on a number of different occasions and will be fully replicated at this new Academy.

Pupil Behaviour Policy

The aim is to ensure that every pupil receives the best education possible in a calm, controlled environment enabling self and mutual respect to develop.

Discipline

For the Academy to run efficiently and for children to gain the most out of the education offered a high standard of discipline is expected at all times. Anti-social or disruptive behaviour is dealt with promptly and sanctions are imposed when necessary.

All staff are expected to encourage high standards of behaviour, work and dress. Staff are vigorously supported to achieve these expectations by Heads of Year, Heads of Department and the Senior Leadership team of the Academy. Parents are also involved as quickly as possible, so that home and the Academy can continue to work in partnership to solve problems that may arise.

We are proud of the high standards of discipline we set and achieve. All pupils are encouraged to develop an enquiring mind, a sense of purpose and a determination to work hard. At the centre of the Academy's code is respect and consideration for other people and their property.

The Academy's code of conduct is brought to the attention of pupils throughout the academic year. Parents are informed of this code at meetings and by circular letters.

Code of Conduct for all Pupils in the Academy

Central to maintaining good behaviour in the Academy is the Code of Conduct which is displayed in all rooms and also printed in pupil planners.

Pupils are to:

- respect all other people, regardless of race, culture, gender and religion
- behave in a quiet, polite and orderly manner
- follow the instructions of the teaching and non-teaching staff
- knock at classroom doors before entering
- wear the full Academy Uniform
- be punctual for the Academy and for lessons
- WALK on corridors and stairways on the LEFT
- line up for lessons where possible
- remove outer clothing (scarves, coats, gloves) before entering classrooms
- leave the lessons only when directed by a member of staff
- hand in ALL work on time
- have a pen, pencil, ruler and eraser
- have a bag in which to carry books and equipment
- look after Academy property
- respect other people's property
- be clean and tidy at all times
- work to the best of their ability during lessons
- bring in notes explaining absence from the Academy.

Pupils must not:

- bring mobile 'phones or other electrical items to the Academy (not sixth form)
- use bad language or swear anywhere on the Academy site
- wear make-up or more than one pair of small/plain ear studs
- smoke in or near to the Academy site
- write on desks, walls or the Academy fabric
- show intimidating behaviour – physically, verbally or otherwise
- leave classrooms without permission
- make racist, sexist or religious comments
- leave the Academy premises without permission
- eat or drink during lessons
- run along the corridors or on the stairways
- interfere with other students' work either physically or verbally.

Rewards and Sanctions

Aims:

- to provide a structured system in which different levels of achievement can be recognised and rewarded and different degrees of inappropriate behaviour can be dealt with at a variety of levels within the Academy
- to foster a culture in which praise and rewards become more widely used and higher level rewards become accessible to a larger group of pupils. In this way it is hoped that standards of work and behaviour will be improved and expectations raised
- to provide a system that is clearly understood and valued by pupils and their parents and consistently applied by teachers.

Objectives:

- to encourage a more consistent and wider use of rewards by teachers.
- to provide a greater variety of rewards which will recognise different levels of achievement
- to give a higher profile to rewards using assemblies, notice boards, and the Presentation Evening
- to provide pupils with valued documents as evidence of achievement
- to involve form teachers fully in celebrating the achievements and dealing with the behaviour problems of pupils in their forms
- to give Heads of Subject Departments a much greater role in dealing with disciplinary problems in the classroom
- to allow Heads of Year more time to deal with the more serious disciplinary problems, as well as monitoring the application of the policy
- to inform and involve parents fully in the sanctions procedures.

Rewards

There are separate systems for KS3 and KS4.

KS3 Rewards

Praise which may be verbal or written, individually or in assemblies.

Merits - these are to be awarded for accumulated merits during the Academy year:

- Bronze certificate - 50 merits
- Silver certificate - 100 merits
- Gold certificate - 150 merits

Success/Praise Postcards - these will be sent by Heads of Department.

KS4 Rewards

Praise which may be verbal or written, usually with individual pupils, not in assemblies.

Success/Praise Postcards – these will be sent by Heads of Department.

Sanctions

It is clearly in the best interest of everyone that anti-social behaviour should be punished. The sanctions used in the Academy are:

On Report

Pupils who are causing concern in lessons because of a lack of effort or poor behaviour may be put 'on report'.

The pupils will be monitored by teaching staff in each lesson and the 'report' seen by a senior member of staff at the end of each day.

Parents are also expected to read and sign the report each evening at home.

Detention

A child is kept behind for a period of time at the end of the day, to be kept constructively busy doing extra work.

If a child is to be kept in detention longer than 10 minutes, 24 hours notice will always be given to the parent(s), in writing.

Exclusion

If pupils fail to respond and continue to disrupt the smooth running of the Academy then they may be excluded from the Academy for a fixed period of time, or permanently. This is very much a last resort and used infrequently.

Payment for Damage

If pupils deliberately damage any part of the Academy, or the property of members of the Academy community, they will be expected to pay the full cost of replacement or repair.

Attendance

Pupils attend school regularly when teaching is good or outstanding, the curriculum is interesting and engaging and that there are numerous extended opportunities for them to participate in.

All of these have already been identified in this bid as key features of this Academy.

Quite simply, attendance is good when pupils enjoy learning, like and respect their teachers, have lots to do to keep them busy and purposefully occupied and are safe from bullying.

Form tutors and year heads are expected to develop strong and purposeful relationships with pupils' parents to ensure parents are encouraged to ensure their child attends school. They will also set clear attendance targets for each pupil, which will be part of the assessment and monitoring process and communicated to parents.

As an Academy we would ensure that through all these positive activities and opportunities attendance was high.

However, we are serving an area of significant disadvantage and we would back these arrangements up with:

- good working relationships with the LA's Education Welfare service.
- in-house staff whose only purpose is to develop relationships with families where children are at risk of non-attendance and to chase up absent pupils on a day to day basis to encourage attendance.
- a 'first strike' arrangement, either by telephone or text, to ensure parents are aware of a child's absence on the morning of the first day and a reason for the absence is pursued.
- having robust measures in place to deal with family holidays taken during term time.
- developing curriculum and social support processes in school to encourage reluctant learners to attend, overseen by the SENCO.

We understand that we have a statutory obligation to maintain an accurate attendance register. The GDFT has an electronic system in place at all its other Academies and this will be replicated here.

The system feeds into our CMIS system so that relevant reports can be instantaneously produced to support staff dealing with attendance.

The Greenwood Academies Trust already has clear policies in place for attendance in its open Academies.

These policies have been scrutinized and passed by Ofsted on a number of different occasions and will be fully replicated at this new Academy.

Community Engagement:

The Sponsor has already:

- held three well attended community events on the proposed Academy site to raise awareness of this proposal;
- met with the Headteachers of the eight primary schools likely to promote enrolment for their pupils to the Academy;
- met with the local police to discuss partnership arrangements and joint curriculum initiatives;
- written to all parents at the eight primary schools to raise their awareness of the new Academy and to invite them to the community events; and
- held a significant number of meetings with officers at the Peterborough Local Authority.

As an Academy group we pride ourselves on our community relations and would engage positively and purposefully with the following groups to keep them informed and to engage them in consultation using a range of strategies, including:

- further community events
- personal meetings and or/visits
- a designated website
- letters

The Chief Executive has met with the local MP Stewart Jackson in Westminster, and he has given full and unqualified support for this Free School bid.

He has also met with the Portfolio Holder for Education in Peterborough – Councillor John Holdich – who has also given his full and unqualified support.

As for our future contacts, we would prioritise:

- Links with primary schools to ensure a good take-up of places in year 7 and to develop professional and curriculum partnerships.
- The local community and resident groups to encourage them to send their children to the Academy, to keep them informed of developments and to allay any fears they may have about the impact a new Academy will have on their local area (eg, increased traffic).
- Businesses, charities and business organisations to develop work experience and employment opportunities and to identify potential governors for the Academy.
- The Local Authority, to ensure a smooth planning process and to develop links to essential services including Education Welfare, SEN support and to develop the Academy's Language and Literacy specialism as a resource for the whole of Peterborough.
- Local elected members to ensure their continued full and unqualified support.
- Other post-16 providers to ensure the breadth of the post-16 curriculum on offer,
- Local Universities to support our careers development programme, provide opportunities for progression to HE and to provide high quality NQTs for employment at the Academy.
- Parents of primary age children in the local community, to keep them aware of opportunities in the new Academy.
- Local cultural organisations and groups representing minority ethnic groups to develop cross-cultural understanding and to identify English language skills development opportunities for adults at the Academy.

We have also already started to develop many of these relationships and will continue this process as the Academy project develops.

We are aware of the new requirements on Public Sector bodies arising from the 2010 Equalities Act and these have been fully reflected in this consultation process.

The Sponsor would wish to work closely with the LA to enable the Academy site to offer the widest range of services to the local community. This would include health, Connexions, the police, outside hours youth provision and training opportunities for adults, especially in developing English language skills.

The Academy would wish to donate its facilities free of charge to groups offering the Academy's pupils out of hours activities. These would include scouting and guide groups, cadet forces etc.

A multi-agency hub would be included on site involving health and other relevant professionals and providing expertise in planning 'Education, Health and Care plans'.

We would wish to develop good and purposeful working relationships with as wide a range of local providers, youth groups and businesses as possible.

Section 5: Evidence of Demand and Marketing

Demographics

Peterborough is an area which is experiencing a significant growth in population and which is projected to increase by a further 17% over the next ten years.

Peterborough is designated as one of four nationally earmarked regeneration areas for additional housing to meet current and projected shortages.

The majority of Peterborough has secondary school catchment areas. The exception to this is the city centre (PE1) area where this Academy will be situated, which currently only has one secular secondary school: the Thomas Deacon Academy. In this central area, the rapid growth in population has been compounded because pupils do not have a catchment school, with a fair banding system being in operation. This currently adversely affects the North/West, South/East and East areas of the PE1 area. Often pupils have to travel significant distances to their secondary school.

In 2003 PCC commenced a review of its secondary school provision in order to remove surplus places, which was a KPI of the previous government. In doing so PCC took advantage of available PFI credits to rebuild some schools. As part of that review, three secondary schools covering the PE1 area were closed, including the Hereward School, with one of those three schools (Deacons School) forming the basis of a new Academy: the Thomas Deacon Academy.

Because of unprecedented population growth (economic migration and an increased birth rate) and the requirement to provide greater parental choice, PCC has identified the need to create a new 11 to 19 co-educational school on the site of the former Hereward School. This would add the urgently required additional capacity and provide greater parental preference, especially in the currently adversely affected North/West, South/East and East areas.

PCC has identified a significant shortage of school places for secondary age pupils from 2013 with an increasing lack of parental preference. Appendix 1 provides a summary overview of the current and projected demography for the PE1 area, which the proposed Academy would primarily serve. Appendix 2 provides a detailed analysis of Peterborough's overall demographic.

Appendix 1 identifies that an additional 2,500 dwellings are to be constructed.

Before any proposed increase in dwellings, by 2020 the central area is predicted to have 8,239 secondary age pupils with only 5,915 places, of which 765 places are in faith schools. It is predicted that, by 2015, there will not be enough Year 7 places in Peterborough to meet demand.

As a result of predicted demand for school places outstripping available places, PCC ran a competition to identify a preferred education provider to develop proposals to add additional secondary school capacity. The Greenwood Dale Foundation Trust won this competition.

PCC and the GDFT have undertaken a significant amount of consultation with the local community about the proposal to open a new Academy for the area and there is universal support for this proposal.

Appendix 2 shows the significant rise in EAL in Peterborough schools from 2005 to 2009 (primary 17.8% to 26.6% and secondary 14.0% to 20.6%) as well as the significant number of additional languages spoken, which is now approximately 80.

The most significant ward with EAL is the Central ward which is within the PE1 area.

Evidence of Parental Demand

Appendix 3 provides a detailed analysis of the results of a parental survey carried out regarding the proposals. In summary the findings are as follows:

65 signed parental survey forms for Year 4

43 signed parental survey forms for Year 5

Consultation and Equality of Opportunity

The GDFT is very experienced at undertaking statutory consultations and has managed the consultation process on all of its Academy projects. The requirements of Section 10 of the Academies Act 2010 will be followed. Our approach will be to go much further than the requirements of the Act to ensure there is widespread support for the establishment of the Academy.

It is proposed that all consultation will be run in conjunction with PCC. PCC will play a vital role in setting the strategic background and demographic need for the Academy. PCCs local expertise and in depth understanding of their community will be essential for a successful consultation that fully engages the local and broader community in the process. This will also reduce the potential risk of the proposed Academy creating any destabilising effect on other local education providers.

Particular emphasis will be put on hard to reach groups. As this application has already identified, the variety of ethnic background and community language spoken will be a major factor to consider when undertaking consultation. PCC will identify the most appropriate local community links and leaders that can help facilitate this.

Major community events will be supplemented by face to face meetings, particularly with all other education providers in the area (secondary schools, local primaries, Academies, FE and HE sector providers).

The new requirements on Public Sector bodies arising from the 2010 Equality Act will be fully reflected in the consultation.

The GDFT undertakes meaningful consultation which is fed into decision making processes. Examples of significant changes made to proposals as a result of consultation exercises include:

- Specialisms of the Nottingham Girls' Academy and Weston Favell.
- Change in site at Nottingham Girls' Academy

To date, there has been a significant amount of community consultation which will be intensified over the coming months.

PCC has undertaken a significant amount of consultation work with the community in the area of the former Hereward School, the prime catchment area for the proposed Free School. This has included:

- numerous consultations with local primary and secondary school Headteachers;
- local media announcements regarding the desire to establish a new school on the former Hereward site, which drew favourable local comment; and
- publication of literature to local residents outlining the desire to establish a new school.

There have been two Community events attended by the GDFT on 14 April and 18 May 2011, where the GDFT set out its plan to open a Free School. Both events were well attended and attracted support for the proposal from the local community. A further Community event is to be held on 1 June 2011.

Marketing Strategy

The GDFT has significant experience of undertaking marketing to ensure a successful start to its projects. Because a school is not currently operating on the site does present a different set of challenges to previous projects as the GDFT will have to generate a sense of identity and ownership of the Academy within the community. However, building on previous successful marketing campaigns, the following activities would be undertaken.

Development of Branding

The strong brand created at GDFT's open Academies, the Nottingham and Skegness Academies, and proposed Academies from September 2011, in Weston Favell (Northampton) and the Nottingham Girls' Academy, will be built on for the new Academy. As with all the GDFT's Academies, this strong 'group' brand will be individualised at a local level to ensure that the Academy has a distinct character within the overall 'group'.

Academy Website

The sponsor will communicate primarily with the local community through a City of Peterborough Academy and the GDFT websites.

Internal Communication

Internal communications will be through various means, including email. However, face to face meetings and staff briefings will be used extensively to ensure staff are fully briefed and are able to actively engage in the project.

Public Relations (Press)

The Chief Executive of Greenwood Dale Foundation Trust will personally manage relationships with the local press and other media.

The Academy project manager will have responsibility for monitoring media coverage, including cuttings and summaries of articles, proactive and reactive.

Public Relations (Stakeholders)

We will ensure key stakeholders (including local MPs, Councillors and community groups) are kept informed as the project progresses and key milestones are reached by using various PR mechanisms including proactive targeting of local authority residents' magazines and newsletters. We will look favourably on requests from stakeholders for additional forms of communication and, where appropriate, will engage with their own newsletters, journals and meetings. These may include community meetings and site visits.

Local primary schools will be prioritised and excellent relationships will be formed. This can be evidenced from all the GDFT's projects, particularly in Skegness where relationships are at an all-time high and may facilitate a more formal partnership in the future.

Prospectus

A prospectus will be produced prior to September 2012 and will be circulated extensively.

Communications Planner

A communication planner will be agreed, charting key milestones in the project lifecycle, with corresponding communications activity. This will form the basis for much of our communication activity.

Section 6: Organisational Capacity and Capability

Capacity to Set Up a School

The GDFT, through the GAT, has significant expertise and capacity to undertake establishing the Academy. All key resources and external advisers are in place. The vast majority of the team that would deliver this project have now successfully delivered two major Academy projects and are on course to deliver two further Academies by September 2011.

Appendix 4 provides a mini-biography for all the key members of the team. Other experts can be brought in from a pool of staff of around 1,000 from September 2011.

The GDFT/GAT has a separate Central Team which undertakes the project management for new projects. The Central Team will provide all the capacity to deliver this project, supplemented, where necessary, by external advisers, although for this project that is only expected to be legal advisers as all other expertise exists within the Team.

For its last two Academies, the Nottingham Girls' Academy and the Weston Favell Academy, the GAT has undertaken all of the Project Management Company (PMC) work on behalf of the DfE and, in the case of the Skegness Academy, undertook the vast majority of PMC deliverables. Therefore we have the experience and the expertise necessary for successful project management.

All the staff shown on Appendix 4 will be able to commit a significant amount of time to delivering this project. At this stage, it is estimated that a core team (Sponsor Lead, Project Director, Project Manager, Education Adviser, HR Director, IT Project Director) can put at least two days a week into the project. This team is currently working to deliver two new Academies by September 2011 and will be fully available to start work on this project in September 2011. In effect, the already established team will simply move over to this project at that point.

The GDFT's capacity is also enhanced because of our experience of undertaking the PMC role on three previous projects, which has enabled us to develop underlying procedures and processes that are easily replicable for other projects. In the areas of HR and ICT we have particular strength and capacity as systems have been designed with latency that can be easily expanded to additional projects.

The Central Team has six PRINCE2 Practitioners one of whom will be Project Manager for this project if approved.

The GDFT would work closely with PCC on the project. For example, it has already been agreed in principle that PCC would wish to be the Contracting Body for any capital funding. PCC and the GDFT would propose to develop the capital scheme through tried and tested processes used for previous Academies, where a Design User Group is established which is Chaired by the Sponsor and serviced by the local authority.

Governance

As a multiple sponsor of Academies, the GDFT's governance structures are already well established and working effectively. The City of Peterborough Academy would therefore join a well organised and clear set of governance arrangements, which would facilitate an effective start for the Academy.

The GDFT and the GAT are Companies Limited by Guarantee (company numbers 06864272 and 06864339). The GAT has been established as a multi-Academy trust using the DfE's standard model Articles of Association.

There are high quality professional Trust Boards in place for both companies. The members of the Trust Boards have a wide range of experience and expertise and include many professionals from a Pro-vice Chancellor of a University, FD of a major PLC, IT Director of a global financial services group, a barrister and various company directors.

There is a clear Scheme of Delegation in place for the GAT, including committee structure and local governance arrangements. At a local level, Academy Councils undertake the day to day governance and oversight of individual Academies. Local Academy Councils contain a mix of board members, local community and parental representatives. The representation of local Academy Councils is as follows:

- Six Sponsor Council members
- One Parent Council member
- One LA Council member
- The Principal
- The Chief Executive, or representative
- Staff representation

The GDFT would work closely with PCC and the local community during the consultation stage to identify the precise local representation that is appropriate to this Academy and identify any variation that may be appropriate from the established model for the GDFT's current Academies. The Chair of the City of Peterborough Academy Council would automatically have a place on the GAT's Trust Board.

Appointment of the Principal

The GDFT has successfully appointed high quality Principals and Executive Principals to all of its Academies. There have been a number of approaches to ensure the highest quality appointments have been possible. The GDFT has a firm belief, and makes it a priority, to grow future leaders from within our organisation. Clear progression routes for staff are established in the organisation which allows future leaders to be 'self-grown'. To date there has been a healthy mix of internal and external appointments to Principal and Executive Principal positions.

If the application to establish the City of Peterborough Academy is successful, in addition to appointing a Principal, an Executive Principal will also be appointed from September 2012 to oversee this Academy and two others.

Executive Principals are experienced and successful Principals from within the group who oversee standards and provide support and challenge for Principals.

There would be a national advertisement placed for the Principal post and based on previous processes the GDFT would expect to attract a significant and high quality field of potential candidates. The Chief Executive of the GDFT and the GAT currently runs the SSAT's Aspirant Headteachers programme and therefore has an intimate understanding of the current market for such positions.

The Executive Principal and the Principal will be involved in all aspects of the project, including the establishment of the curriculum and the recruitment of staff to the Academy. A key role for both post holders will be to work hard in the local community, particularly with local primary schools and post 16 providers, to develop effective partnerships and to promote the Academy in the local community and wider area.

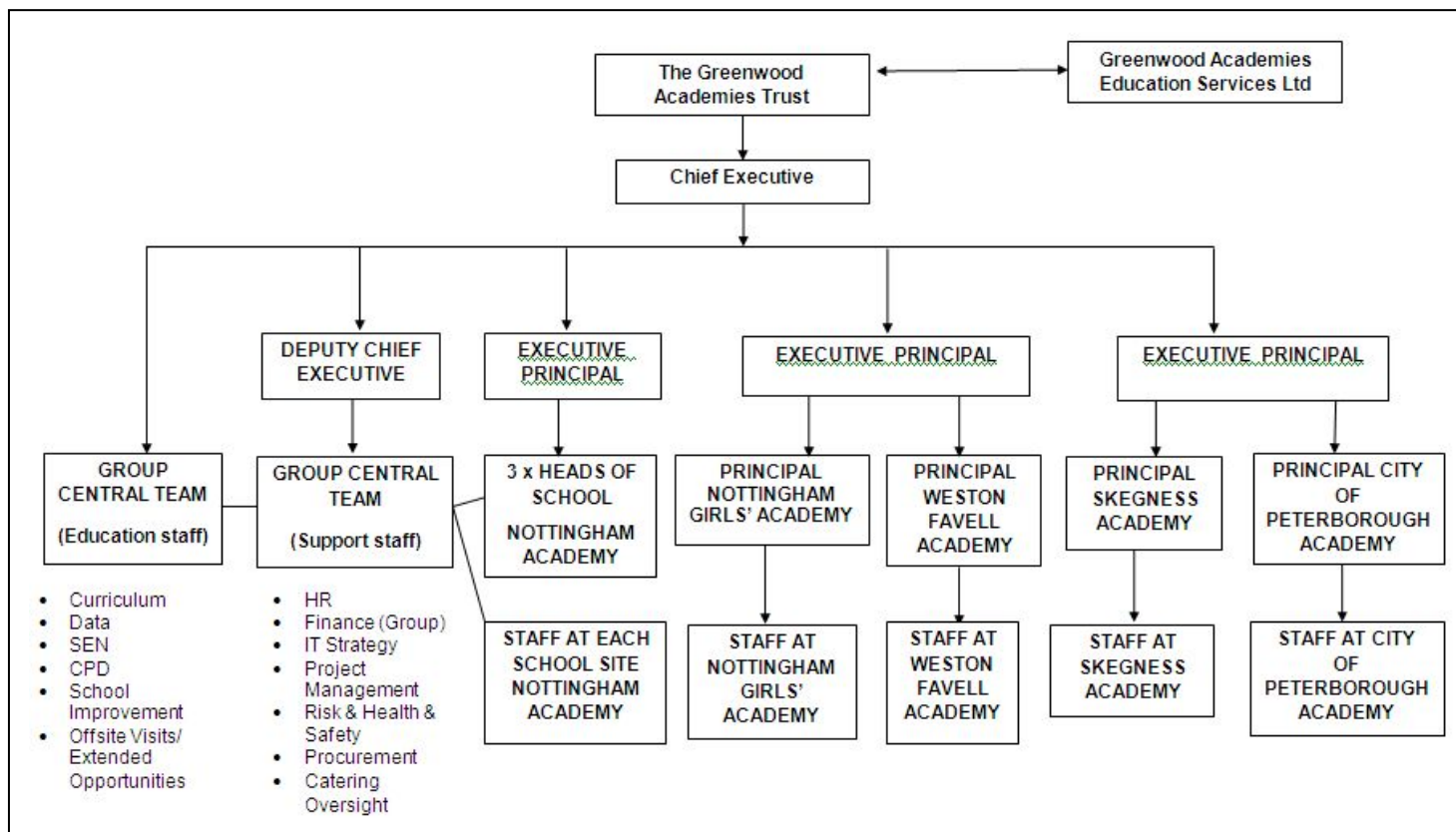
The GDFT/GAT is well used to designing effective staffing structures that deliver an exciting and engaging curriculum. Curriculum design and subsequent staffing will not have to be influenced by the need to offer a dual curriculum or consider the existing staffing skills and expertise as there is not a predecessor school. This presents different challenges as all staff will have to be recruited into the Academy. However, the phased nature of the intake as well as the opportunity for other GAT staff to potentially take on new roles in the Academy turns this challenge into a major opportunity to create a high quality staff that will fit comfortably into the ethos of the organisation. The GAT has a high quality HR directorate that will lead the recruitment programme with the Executive Principal and Principal.

Capacity to run a school

The GDFT's core business and pedigree is in running schools and this remains its central focus. A sustainable and logical structure has been developed to develop new academies. The following chart shows the current organisational structure within which the City of Peterborough Academy would fit.

The structure clearly delineates responsibility for education, which is the responsibility of Principals and Executive Principals, from responsibility for resources functions and new projects which rests with the Chief Executive and Deputy Chief Executive. Ultimately the Chief Executive is responsible for all aspects of the organisation's performance.

This model allows Academy Principals to put all their focus on pupils without having to deal with day to day issues such as sites, finance and HR. The model is easily scalable and sustainable. The model also enables a substantial reduction in the, inevitable, financial inefficiency caused by building year groups up each year until all year groups are full.



From the outset, the Academy will have access to the full range of the GAT central services. For example, curriculum plans and timetabling will be done by the GAT’s central team, on behalf of the Principal, without any detailed local input or capacity being required.

The Financial Plan is based upon a fully developed Curriculum Plan and subsequent staffing plan. The Financial Plan indicates how staffing numbers will grow over time to match increasing numbers of pupils joining the Academy. This can be found in Appendix 12 as well as a proposed staffing structure showing the reporting lines and areas of responsibility.

The GAT has a well understood Scheme of Delegation, agreed by the GAT Board and based on the standard DfE model template, which clearly sets out the different roles, responsibilities and relationships of Directors, Council Members and senior members of staff and sets limits to their financial and operational responsibilities. The Scheme of Delegation can be provided if required.

Accountability

The Principal of the new Academy is directly responsible to the Governing Body that will act as a robust critical friend. Governors will be trained by the GAT’s Central Team to ensure they understand the strategic nature of their role.

The Chairman of the Governing Body will have access to a place on the GAT Board.

The Principal will also be accountable to the Chief Executive of the Trust and the Executive Principal overseeing this Academy to ensure the highest of standards and compliance with GDFT core values as defined by the Trust Board.

The Principal will line manage all Deputy and Assistant Principals and the Finance Manager and allocate to each of them line management responsibilities to cover all departmental, year team and support staff functions within the Academy.

The Principal is ultimately responsible for all functions of the Academy and its overall success.

Each Departmental Head, Year Head and Team Leader of support staff has the line management responsibility for their staff and for the success of their part of the organisation in the Academy.

The GAT already has clearly laid down procedures for all its Academies covering Performance Management and for monitoring success and progress. These procedures and policies will be replicated at this new Academy.

Section 7: Premises

Possible site options

PCC has identified the former Hereward School site as the preferred site for the Academy. The proposed site is perfectly located to address the projected shortage of school places in the PE1 area and specifically deals with the acute problems facing parents in the North/East and South/East of the area.

The site is immediately available and PCC has agreed in principal to lease the site on a 125 lease at a peppercorn rent to the Academy Trust. Therefore, the GDFT has not considered any other potential site options for the Academy.

Details of your preferred site

Appendix 5 shows a site map of the proposed site.

Whilst the Hereward School closed in August 2007 the school site was occupied as a decant school for the adjacent St John Fisher Roman Catholic school until July 2009. Part of the school is currently extensively used by PCC as a training centre. The existing site is in various states of condition, ranging from good quality new build which is 5 years old, to 1960s CLASP requiring significant maintenance. Overall, it is estimated that there is approximately £1.7m of condition backlog maintenance at the site.

Appendix 6 shows the floor plans for the previous Hereward School.

Capital investment

Based on BBE98, minus 15%, it is estimated that a school for 1,100 pupils would require 8,442m² of accommodation. The present site provides approximately 7,387m² of accommodation, of varying quality.

In order to provide the additional accommodation required, in the most cost effective way, it is proposed to demolish Block 3 and replace it with new build accommodation of 2,615m².

For the purposes of identifying the capital investment required it is assumed that 8,442m² of accommodation will be required.

Outline Scheme

Section 4 described the GDFT's vision of having 4 'schools within a school'. The GDFT has undertaken some initial scoping of the potential design solution for the Academy. The purpose of this exercise was to ensure that the vision for the Academy that translates into its building is feasible within existing buildings and offers a scheme that delivers VFM. If this bid is approved clearly significant further work will be required to enable detailed design to proceed on a sound footing. However, based on the collective experience of the GAT, as a

deliverer of education and project manager of Academy projects, PCC as the landlord and procurer of school building projects and external architectural expertise, it is believed that it is possible to deliver the vision on the identified site, primarily through refurbishment and remodelling of existing buildings.

Appendices 7 and 8 provide 'artists' impressions of the possible redeveloped site.

Based on what we believe are Partnerships for Schools current assumptions of build rates and associated fees, we estimate that the indicative capital cost for the proposed scheme is £10.2m. Appendix 9 provides a breakdown of the indicative capital cost.

PCC has earmarked match funding from its capital programme to contribute to the scheme costs.

The GDFT is keen to pursue the most cost effective procurement route for the capital scheme and is also keen to work with DfE and PfS on innovative ways to achieve VFM. The GDFT fully subscribes to the principal findings of the James' Review.

Section 8: Initial costs and financial viability

Two separate documents have been attached which cover the requirements of Section 8:

Free School Financial Plan

Free Schools Financial Plan- assuming 90% of PAN

Appendix 10 provides an explanation of the key assumptions underpinning the two plans.

Appendices

Appendix 1	Central Area Demography
Appendix 2	Demographics and Contextual Information
Appendix 3	Results of Parental Survey
Appendix 4	The GAT Project Capacity
Appendix 5	Hereward Site – Map
Appendix 6	Floor Plans for former Hereward School
Appendix 7	‘Artists’ impression of possible redeveloped Hereward site entrance
Appendix 8	‘Artists’ impression of possible redeveloped Hereward site
Appendix 9	Breakdown of indicative capital cost
Appendix 10	Statement of Assumptions in Financial Plan
Appendix 11	Curriculum Plan
Appendix 12	Proposed Staffing Structure

Appendix 1 Central Area Demography

Central Area Demography

Across the city Year 7 places start to run out in 2015. Overall secondary forecasts show a total of 2568 11 year olds for that year. If Hampton has expanded to 7 fe by then there will be 2522 places available, plus any additional ones created at Stanground.

Demographic forecasts take some account of planned growth but the lack of detail re location, number and type of new dwellings and timing of completions mean projected figures cannot reliably estimate the likely impact of development.

The City Centre Area Action Plan should deliver over 4,000 additional dwellings in the centre of the city. Of these, over 2,500 fall within the central, no catchment area. The additional 667 dwellings planned for the Jack Hunt catchment area will impact on its capacity to take pupils from the Gladstone primary catchment as they will be further away than children living in the railworld and hospital site developments.

Central Area Demography

Peterborough's demographic forecasts are prepared by Cambridgeshire County Council Research Group (CCCRG), based on NHS birth data and schools' census returns. Forecasts are done on a school by school basis, which has the limitation that schools are only forecast to admit pupils up to their PAN. Overall cohort figures can give a better indication of demographic pressures but it is then more difficult to link pupils to a geographical area.

Demographic analysis below is based on pupils up to the current age limit of compulsory education. Changes to this age and the new post-16 curriculum will affect provision and put further space pressures on schools if their post-16 numbers expand.

Most of Peterborough is divided into secondary school catchment areas. The exception is the central area where approximately 6.5 square miles of the most densely populated part of the city has no designated catchment school. There are 3 secondary schools in this area, The King's and St John Fisher which are VA schools and select pupils on faith grounds and Thomas Deacon Academy which uses a banding system, the nearest 33 pupils in each ability band then being offered places at the Academy. Measurements for those applying to the Academy are done to its entrances, to John Mansfield and Hereward school sites and to Eye primary school. The result of this is that children living in the NW, SE and E corners of the catchment are disadvantaged by distance in their application to the Academy while not being in the catchment of any other school, whilst children in Eye and to the W and N of the catchment are nearer to a measuring point and also in the catchment of other schools.

The following table, based on 2008/09 data, shows percentages of in and out of catchment pupils at Peterborough secondary schools – CCCRG has interpreted the central no-catchment area as being the catchment for Thomas Deacon Academy.

School Attended	Total in catchment	Total on roll	% admissions from catchment	% catchment children not on roll	Number Out of County
Arthur Mellows	1072	1195	69.8	22.2	15
Bushfield College	756	602	63.8	49.2	
Hampton	519	577	75.2	16.4	5
Jack Hunt	1711	1347	82.3	35.2	2
Ken Stimpson	712	908	42.4	45.9	6
Orton Longueville	967	809	52.9	55.7	2
St John Fisher		629			5
Stanground	1561	1272	80.0	34.8	315
The King's		626			93
Thomas Deacon	1742	1785	55.6	43.0	9
Voyager	2411	1347	74.7	58.3	9
Peterborough Average:			67.0	42.5	

This central area approximates to the primary catchments of Fulbridge, Abbotsmede, Newark Hill, Parnwell, Queen's Drive, All Saints, Dogsthorpe Infant and Juniors, Welland and parts of The Beeches and Paston Ridings. St Thomas More RC primary is also in this area but has no catchment, being a faith school, most of the pupils, however, do come from this area.

Based on October 2009 census figures, the total number of pupils in these primary schools (excluding Paston Ridings and the Beeches) is 2,934 – an average of 419 pupils per year group. The number of pupils in schools in the area is not a clear indication of the number of children living in the area as schools cannot admit above their PAN and parental preference results in children being educated out of the area for various reasons.

There are 4,687 primary age children in school living in PE1 (which covers the central no-catchment area plus the Beeches and Gladstone primary school catchments), an average of 669 pupils per year group.

	Total	Total in School	Number of different schools attended
Reception	807	716	36
Y1	90	728	34
Y2	796	661	35
Y3	713	635	43
Y4	711	653	44
Y5	716	663	40
Y6	603	650	38
Y7	719	655	13
Y8	705	631	13
Y9	657	587	15
Y10	684	604	20
Y11	676	602	19
Y12	371	328	17
Y13	238	227	11

Overall pupil numbers for PE1 show a slight downward trend between Y11 and Y6 but the trend then rises so there are 33% more pupils in Y1 than in Y6.

Analysis of 2009-10 Y8 pupils shows:

School	PAN	Y8 pupils	Y8 pupils from PE1 in school	Total PE1 Y8 pupils
Thomas Deacon	330	340	298	
The King's	120	123	14	
St John Fisher	133	122	96	
Jack Hunt	300 (previously 270)	268	51	
The Voyager	270	258	49	
Total	1153	1111	508	682

Jack Hunt and The Voyager are included because small parts of their catchments are in PE1.

The remaining 174 Y8 pupils from PE1 were as follows:

Arthur Mellows - 6
Ken Stimpson – 40
Ormiston Bushfield – 3
Orton Longueville – 4
Stanground - 13
Not in school – including WASP, Elective Home Education – 83
Special Schools – 24

Independent School - 1

Only The Thomas Deacon Academy and St John Fisher took significant numbers of children from PE1.

Mobility in this area is high – children move in and out of the area and also within it. PE1 has the highest level of minority ethnic pupils in the city, including 800 children, about 9%, listed as White European – many of whom will be recent EU migrants.

There is a high level of mobility, making overall forecasting more difficult. Our Under 5s data for August 2008 showed 136 4 year olds in the Fulbridge catchment area. These children are now in Year 1 and PIES shows 126 children of this age in the area. 95 of the original 136 are still there (70%) and 31 children have moved to the area during the past 15 months. Of the children now living in catchment, 76 are in Fulbridge (with the remaining 14 places taken by out of catchment children) and 50 children are at 21 different schools, 3 of them being on the grounds of learning difficulty.

October census figures show the following for the schools that cover the PE1 area.

SCHOOL	10	11	12	13	14	15	10-15 TOTAL
Jack Hunt S	1	289	270	271	269	270	1370
St. John Fisher RC S		129	124	132	127	122	634
The Kings S	2	123	125	120	130	130	630
The Voyager S		261	264	267	265	272	1329
Thomas Deacon A		340	340	328	364	350	1722
Totals	3	1142	1123	1118	1115	1144	5685

Latest birth data from Cambridgeshire shows the following figures:

	Age on 31st Aug 2010				
	0	1	2	3	4
Admission to R	2014	2013	2012	2011	2010
Admission to Y7	2021	2020	2019	2018	2017
Primary Catchment					
Abbotsmede	107	121	118	120	117
Bishop Creighton	39	40	41	41	33
Dogsthorpe I & J	81	105	104	106	83
Fulbridge	138	202	178	177	183
Gladstone	82	119	136	124	100
Newark Hill	49	54	58	68	58
Queens Drive I	87	124	138	117	106
Welland	32	48	37	49	37
Grand Total	615	813	810	802	717

We need to be aware that the apparent dip in under ones is largely down to delays in registrations and this figure will rise.

These figures are based on actual births and therefore related only to existing residents in the current housing stock. It is likely that the current high birth rate will continue and that these numbers will be added to by the anticipated new residents of the city as a result of expansion to the housing stock.

Across the city as a whole, the pre-school data gives the following totals.

	Age on 31st Aug 2010				
	0	1	2	3	4
Admission to R	2014	2013	2012	2011	2010
Admission to Y7	2021	2020	2019	2018	2017
Total	2,261	3,013	2,994	2,854	2,684

There are 11,020 pupils in Y7 – 11 at present. Based on the above figures and before any additional housing growth, the number in 2020 could be 13,836, an increase of 25%. The current total secondary PAN is 2392, 11,960 across Y7 – Y11.

Of these potential 13,836 pupils, 8,239 could be in the geographical area largely served by Thomas Deacon, Jack Hunt, The Voyager, King's and St John Fisher, with a combined capacity Y7 – Y11 capacity of 5,915. The Academy and the two faith schools all attract pupils into the area, making it a net gainer of pupils.

Additional secondary schools, likely to be at Norwood and Great Haddon, will not meet this shortfall as developers are unwilling to provide land or S106 funding for pupils from outside their developments.

Whole City Assessment

CCRG's overall forecasts for the city area in 2009 were as below:

School Year	Pri	Pri	Pri	Pri	Pri	Pri	Pri	PRIMARY
	FT4	5	6	7	8	9	10	TOTAL
2009/10	2,421	2,358	2,191	2,158	2,152	2,177	2,227	15,684
2010/11	2,386	2,460	2,400	2,207	2,168	2,163	2,197	15,981
2011/12	2,694	2,425	2,502	2,416	2,217	2,179	2,183	16,616
2012/13	2,945	2,733	2,467	2,518	2,426	2,228	2,199	17,516
2013/14	2,856	2,984	2,775	2,483	2,528	2,437	2,248	18,311
2014/15	2,733	2,895	3,026	2,791	2,493	2,539	2,457	18,934
2015/16	2,744	2,772	2,937	3,042	2,801	2,504	2,559	19,359
2016/17	2,733	2,783	2,814	2,953	3,052	2,812	2,524	19,671
2017/18	2,733	2,772	2,825	2,830	2,963	3,063	2,832	20,018
2018/19	2,733	2,772	2,814	2,841	2,840	2,974	3,083	20,057
2019/20	2,744	2,772	2,814	2,830	2,851	2,851	2,994	19,856
2020/21	2,774	2,783	2,814	2,830	2,840	2,862	2,871	19,774
2021/22	2,794	2,813	2,825	2,830	2,840	2,851	2,882	19,835
2021/23	2,794	2,833	2,855	2,841	2,840	2,851	2,871	19,885

School Year	Sec	Sec	Sec	Sec	Sec	Sec	Sec	Sec	Sec	Sec
	11	12	13	14	15	16	17	11-15	16+	Total
2009/10	2,167	2,215	2,169	2,239	2,230	1,310	1,064	11,020	2,374	13,394
2010/11	2,203	2,167	2,217	2,149	2,222	1,247	1,076	10,958	2,323	13,281
2011/12	2,173	2,203	2,169	2,197	2,132	1,242	1,024	10,874	2,266	13,140
2012/13	2,160	2,173	2,205	2,149	2,180	1,192	1,020	10,867	2,212	13,079
2013/14	2,175	2,160	2,175	2,185	2,132	1,219	979	10,827	2,198	13,025
2014/15	2,224	2,175	2,162	2,155	2,168	1,192	1,001	10,884	2,193	13,077
2015/16	2,431	2,224	2,177	2,142	2,138	1,212	979	11,112	2,191	13,303
2016/17	2,532	2,431	2,226	2,157	2,125	1,195	995	11,471	2,190	13,661
2017/18	2,497	2,532	2,433	2,206	2,140	1,188	981	11,808	2,169	13,977
2018/19	2,802	2,497	2,534	2,413	2,189	1,196	975	12,435	2,171	14,606
2019/20	3,050	2,802	2,499	2,514	2,396	1,224	982	13,261	2,206	15,467
2020/21	2,962	3,050	2,804	2,479	2,497	1,339	1,005	13,792	2,344	16,136
2021/22	2,840	2,962	3,052	2,784	2,462	1,396	1,099	14,100	2,495	16,595
2021/23	2,851	2,840	2,964	3,032	2,767	1,376	1,146	14,454	2,522	16,976

The total PAN for primary schools in 2010 is 2587.

The total PAN for secondary schools in 2010 is 2422.

Without increases to capacity, Reception age pupils will exceed available places in 2011 and Y7 pupils in 2015. The effect of the Y7 current place shortage already limits parental choice and leads to children being directed to schools at a distance from their home. There is a likelihood of The King's School and Hampton College increasing their admission numbers this would just about deal with the 2015 shortfall but not the 2016 one.

Appendix 2 Demographics and Contextual Information

Please see accompanying document.

Appendix 3 Results of Parental Survey

TBC

[Redacted]

[Redacted]

Key responsibilities:

Group vision. Quality and standards. Developing new business and liaising with Ministers, the DfE, Local Authorities and Partnerships for Schools (PfS). Ensuring the delivery of new buildings on time and within budget.

Biography:

<Redacted>

[Redacted]

Key responsibilities:

Quality and standards of support structures. Project management of new academies, liaising with Local Authorities, Local Education Partnerships and Partnerships for Schools. Group finance and legals.

Biography:

██████████

Educational Adviser

Key responsibilities:

Literacy and English vision. Student voice for developing academies, consultation with all other stakeholders. ██████████ would act as an Education Adviser to the project.

Biography:

██████████

██████████

Deputy Principal

Key responsibilities:

Group data, statutory returns, curriculum and timetabling. With the Chief Executive, providing documentation for all new academies. Staffing needs analyses. [REDACTED] would be Education Adviser for the Project.

Biography:

[REDACTED]

[REDACTED]

Project Lead, SEN

Key responsibilities:

Special Educational Needs, compliance and best practice. [REDACTED] would be the Education Adviser for SEN on the project.

Biography:

[REDACTED]



Deputy Principal CPD

Key responsibilities:

Continuing Professional Development for all staff. Oversight of the statutory support and monitoring for graduate trainees, PGCE students and NQTs. Advising the Chief Executive on the training needs of the organisation. Investors in People.

Biography:



Assistant Principal

Key responsibilities:

The development of Sport and new sporting opportunities, accreditation and best practice. Peter would be the lead Adviser for the establishment of the PE and sport curriculum.

Biography:

[REDACTED]

[REDACTED]

Senior HR Director

Key responsibilities:

Oversight of all HR issues for Group staff, TUPE arrangements for new Academies. Leadership and management of the HR function, developing and implementing an HR strategy in line with the strategic direction of the Trust. [REDACTED] would be an HR adviser for this project.

Biography:

[REDACTED]

[REDACTED]

Director of HR

Key Responsibilities:

Support for the Group on all staff issues, TUPE arrangements for new Academies. [REDACTED] would be the lead HR Adviser for the project.

Biography:

[REDACTED]

[REDACTED]

Director of Procurement

Key responsibilities:

To manage all contracts for services entered into by the Trust and to ensure VFM. To ensure VFM for all other Trust operations and to provide additional project management for new Trust ventures and to ensure we conform to all European legislation on procurement.

Biography:

[REDACTED]

[REDACTED]

Director of Risk and Health and Safety

Key responsibilities:

Compliance for all Academy operations, including trips. To give technical advice on how to minimise risk to the Group organisation. Technical advice on managing strategic, operational and project risk within the Group. Ensuring compliance with Health and Safety legislation for all Academy operations including off-site visits. [REDACTED] would lead on all Health and Safety and Risk issues on the project.

Biography:

[REDACTED]

[REDACTED]

Director of Catering

Key responsibilities:

Oversight and vision for all catering units on Group sites. Quality Assurance of process and food produced. Leadership and management of catering staff. [REDACTED] would be the lead adviser in relation to the catering operation for the project.

Biography:

[REDACTED]

[REDACTED]

Director of ICT

Key responsibilities:

Responsibility for ICT strategy, development of the ICT vision and the technical specification for ICT infrastructure on all Trust sites. Planning the ICT procurement strategy within the EU legislative framework. Overall responsibility for planning the implementation of the Trust's integrated ICT systems.

Biography:

[REDACTED]

[REDACTED]

ICT Project Manager

Key responsibilities:

Joint responsibility for ICT strategy, development of the ICT vision and the technical specification for ICT infrastructure on all Trust sites. Planning the ICT procurement strategy within the EU legislative framework. Overall responsibility for planning the implementation of the Trust's integrated ICT systems.

Biography:

██████████

██████████

Senior Technical Consultant

Key Responsibilities:

Responsible for working with the Director of ICT to translate ICT strategy into physical design and acting as technical lead and design authority on all Trust ICT projects. Assisting the Director of ICT in the continuing evolution of ICT systems and technical procedures in order to maximise efficiency and RoI. Ensuring published group ICT standards and procedures are applied and adhered to across the Trust's estate.

Biography:

██████████

██████████

Director of Extended Opportunities

Key responsibilities:

To oversee, manage, identify and develop opportunities for our students to have access to a wide, stimulating and unique set of activities. [REDACTED] would provide advice and support to establish an inspirational Extended Opportunities programme for the Academy.

Biography:

[REDACTED]



Appendix 6 Floor Plans for the former Hereward School

Please see accompanying PDF files.

Appendix 7 'Artists' impression of possible redeveloped Hereward site entrance



Appendix 8 'Artists' impression of possible redeveloped Hereward site



Appendix 9 Breakdown of indicative capital cost

