

The Excellence Academy West Midlands

A University Preparatory School

**"We are what we repeatedly do. Excellence, then,
is not an act, but a habit."**

Excellence Academy Ltd. Director's Statement

Our aims, vision and ethos are all centred around narrowing the achievement gap and raising the educational standards of children from deprived areas. We welcome the challenge and aim to deliver an education that will provide every student with the qualification and skills to become a successful graduate.

This proposal for The Excellence Academy really excites us as we believe that this school will truly change the lives of children from areas that are considered to be deprived. Children in these areas historically have low aspirations which in turn affect their achievements. Now its time to make a change to inherited outcomes and start to make a difference where it really does matter.

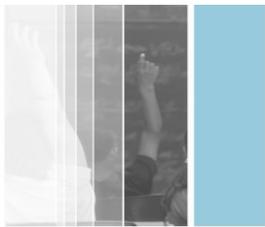
The aims, vision and ethos of the Excellence Academy are a result our passion to raise standards in the areas that we have been raised. The drive and dedication of our Principal Designate has led to the design of a small secondary school that includes many features of exemplar Charter schools in the States.

We are committed to providing whatever support is necessary to ensure that the Excellence Academy is an exemplar free school. We will work closely with all stakeholders and improve the life chances for youngsters in Sandwell and Birmingham.

We look forward to seeing our students and families smiling when the Excellence Academy delivers its vision which is focussed on providing students with a high quality education, and a pathway to university.

On behalf of the Board, we would like to thank the Department for Education for allowing us to share our visions for the first school truly guaranteeing to raise achievement within deprived areas within the Midlands.

On behalf of the Directors of The Excellence Academy



Principal Designate Statement

“I feel compelled to play my part in raising the educational standards of children in Sandwell”

Teaching is a career that continues to challenge and inspire me. I am passionate that every child has potential and can achieve, even in the most challenging environments. This belief stems from my upbringing as one of five children raised by parents on a low income in Sandwell. Being successfully recruited onto the Future Leaders programme has exposed me to small secondary charter schools in the states that achieve great outcomes for their students. I was emotionally moved as I witnessed the calmness and focus brought about by routines and rituals, and the impact of raised aspirations on the academic rigour. All this in the Bronx in Newark in New York! I left New York inspired to implement what I had witnessed into the British education system, in particular Sandwell to counter act the inefficiencies of large secondary schools.

I am hugely excited to submit my design for the Excellence Academy – an innovative small secondary school with many characteristics incorporated from charter schools in the States. Why? Because I passionately believe that every child has great potential, and I feel compelled to play my part in raising the educational standards of children in Sandwell and preparing them for university. Once set up and successful, I would look to share the design and implementation of the Excellence Academy so that the number of children achieving great things increases, and the achievement gap decreases.

I hope you like the design, and support us in turning this free school proposal into an exceptional university preparatory school for children in Sandwell.

Kindest regards,





What we will do for you

The Excellence Academy Free School Proposal has been created with the following aims at the heart of its design

To drive up the quality of provision and standards within secondary education

To provide parents with greater choice in the schooling of their children

To establish innovation as a driving force in reshaping the education system

To provide a value for money small secondary school based on exemplar Charter Schools in the States



Free School Proposal

The Excellence Academy

www.ExcellenceAcademy.org.uk



Contents

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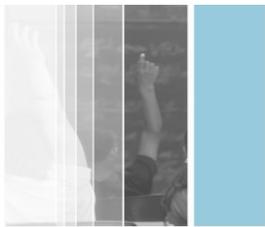


Section 1

Applicant Details

In this section

- A company limited by guarantee has been created for the Excellence Academy
- Details of the company have been completed in the template provided
- The appropriate declarations have been signed



Section 1: Applicant details

As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

Details of Company Limited by Guarantee
Name: The Excellence Academy Ltd
Company address: [REDACTED], West Bromwich, West Midlands [REDACTED]
Company registration number: 7645858
Main contact
Name: [REDACTED]
Address: [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors = 2 and (b) any other members of the Governing Body appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: [REDACTED] Position: Chairman and Director, and proposed chair of the governing body
Name: [REDACTED] Position: Director
Name: Position:
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Y/N
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:
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:

Print Name:

Date:

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.



**CERTIFICATE OF INCORPORATION
OF A
PRIVATE LIMITED COMPANY**

Company Number. 7645858

The Registrar of Companies for England and Wales, hereby certifies that

THE EXCELLENCE ACADEMY LTD

is this day incorporated under the Companies Act 2006 as a private company, that the company is limited by guarantee, and the situation of its registered office is in England and Wales.

Given at Companies House Cardiff on 4th May 2011



Companies House
— for the
record —

The above information was communicated by electronic means and authenticated by the Registrar of Companies under section 1115 of the Companies Act 2006



Section 2

Outline of the school

In this section

- The proposed school name
 - Age range
 - Proposed numbers in each year group
 - Religious character-Not applicable
 - Single sex –Not applicable
 - Local authority
-



Section 2: Outline of the school

Proposed school name:	The Excellence Academy							
Age range:	11 to 18							
<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	60	60	60	60	60	60	60
	Year 8		60	60	60	60	60	60
	Year 9			60	60	60	60	60
	Year 10				60	60	60	60
	Year 11					60	60	60
	Year 12						60	60
Year 13							60	
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	Not applicable							
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	Not applicable.							
Is this an application for a single-sex school? If so, please tick the relevant box.	Not applicable.							
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	<p>Sandwell Local Authority</p> <p>Local authority boundary: Birmingham</p>							

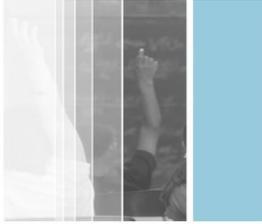


Section 3

Educational Vision

In this section

- Rationale of the school
- Vision and ethos



The Excellence Academy is distinctive and different from other schools in Sandwell. Not only is the academy focussed on narrowing the achievement gap, it also adopts a small secondary school model based on charter schools in the States.

3.1 The Excellence Academy Vision and Mission.

The Excellence Academy vision statement is 'to provide an excellent education for every child and exceed expectations'.

The Excellence Academy mission statement is to provide an excellent secondary and post-16 education for every child regardless of race or socio-economic background. The Excellence Academy will be a **university preparatory school**, working to raise attainment to ensure that every child who joins at the age of eleven, leaves at the age of eighteen with the qualifications and character skills to commence and complete the degree or career of their choice. By working with parents as partners, staff at the Excellence Academy will guarantee that every child will exceed expectation and fulfil their potential.

Our ethos is encapsulated in the following quote:

"We are what we repeatedly do. Excellence, then, is not an act, but a habit."¹

(Aristotle)



The Excellence Academy vision and mission will be achieved by adopting the following core values:-

Excellent: invest in the recruitment and development of high calibre graduate teachers

X

C

Education: a broad and balanced curriculum that will provide pathways to a range of

L careers

L

Every child: an fully inclusive school, with high expectations and high aspirations for

N every child

C

Exceed expectation: set ambitious targets to exceed expectations

The Excellence Academy will raise aspirations and educational standards in Sandwell by providing children with the very best educational experience that will set them on the path to University. This will be achieved by:-

- developing the talents of outstanding graduate teachers
- spending more time learning
- having smaller class sizes
- setting and achieving ambitious academic goals

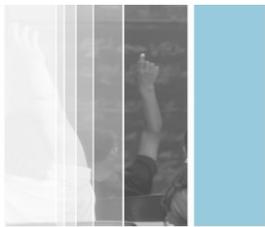
These defining features will provide children with a secondary education that is unique.

We envisage that every child will go on to enjoy a profession that will, in time, contribute positively to raising standards and narrowing the achievement gap in the areas of Sandwell and Birmingham.



The Excellence Academy small school design meets the free schools programme aims in the following ways:

- Drive up quality of provision and standards – we seek to address educational under performance in Sandwell, a local authority with a history of low attainment in secondary schools, and set up an exemplar free school based on features of successful charter schools in the States
- Provide parents with greater choice about the school their child attends – we seek to provide parents with the choice to send their child to a small secondary school focussed on preparing students for university
- Provide a value for money solution to creating new school places and driving system-wide change – we seek to lead innovation within the education sector by employing high calibre teachers to teach dual subjects in a small secondary school environment, helping to keep student teacher ratio's and class sizes to a minimum
- Create an increasingly self-sustaining and self improving system – we are an applicant run free school, led by a Future Leader and a group of professionals with a broad skill set within education, ICT and finance. Once established and successful, we seek to share our strategies with other groups committed to narrowing the achievement gap in deprived areas and set up further schools over the long term



3.2 Reasons for the Excellence Academy to be located in Sandwell or Birmingham.

Sandwell and some areas of Birmingham have a history of low educational attainment in schools. Children face significant challenges as a result of poverty and deprivation. Families have experienced generations of hardship, resulting in embedded low aspirations. Many children do not have academic role models in the home that have graduated from university and enjoy professional careers. Many parents would like their child to go to university, but do not know how to make this happen. They place their trust in the underperforming schools in the areas in which they live. Parents send their children to local, often unaware of how the schools performance compares to national average benchmarks. The neighbouring districts of Smethwick and West Bromwich within Sandwell, and Soho and Ladywood within Birmingham have experienced generations of deprivation and low attainment. Birmingham is listed as 347th lowest out of a total of 354 local authorities, and Sandwell is listed as 340th (Local Index of Child Well Being – Summary Report January 2009). Young people in these districts continue to achieve well below the national average of 49.80% level 2 GCSE qualifications including English and Maths.

The economic downturn in recent years has led to significantly increased numbers of individuals claiming out of work benefits, and house prices have decreased². Children in these districts are in need of an education that will improve their life chances, regardless of their social and economic status. By locating the Excellence Academy within one of these districts, the attainment of children in the area can be drastically improved. Children who study at the Excellence Academy will enjoy reduced class sizes and an intimate school environment. As a **university preparatory school**, the Excellence Academy will have an ethos based on embedding high aspirations towards a graduate education from the onset.



The attainment of all local authorities across England in 2010 is displayed in Fig 3.1. In 2010, the national average measure for attainment, described as the percentage of students gaining 5 GCSE's at grade C or above, including English and Mathematics is calculated to be 49.80%. In Birmingham, the average was 47.70%, 2.1% below the national average. In Sandwell, the average was 37.50%, a staggering 12.5% below the national average. Students studying in these local authorities have historically under performed. Our mission is focussed on reducing the achievement gap. Therefore, we seek to be located within a deprived district, or within a commutable distance of two or more districts. The preferred location for the Excellence Academy is in Sandwell or Birmingham, in the districts of West Bromwich, Smethwick, Oldbury, Soho or Ladywood where significant evidence of demand continues to be demonstrated.

Sandwell Local Authority

Birmingham Local Authority





Fig 3.1 displays the performance of and table 3.2

The attainment of all local authorities across England in 2010 is displayed in Fig 3.1.

The achievement of Sandwell secondary schools is listed in Table 3.2. It is clear from this data that large secondary schools in Sandwell are underperforming against national measures. Only two out of sixteen secondary schools exceed the national measure of 55.2% 5A*-C including English and Maths. All of the secondary schools are large, complex organisations. The Excellence Academy's small secondary school model is both innovative and much needed in order to raise standards in this area.

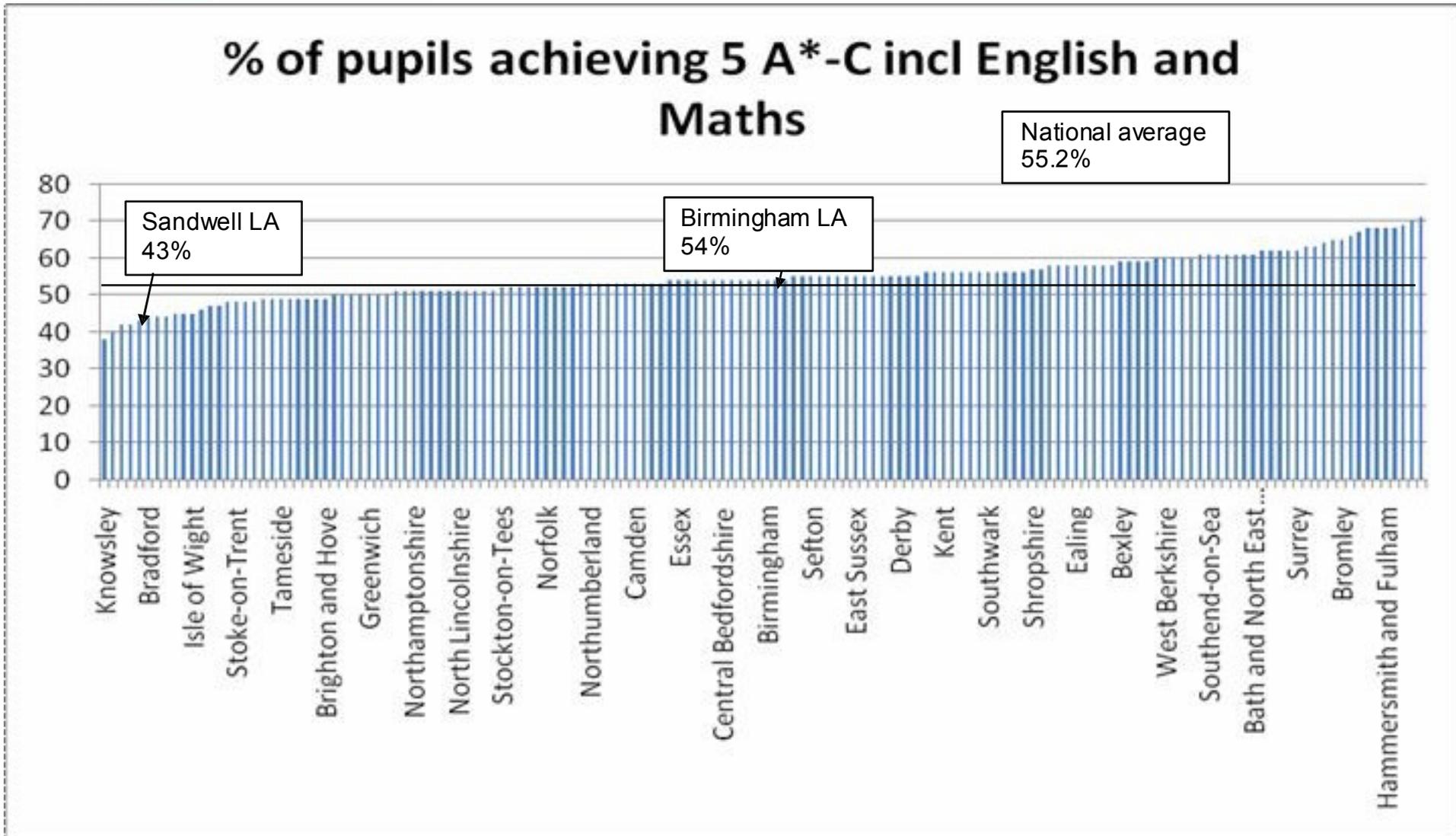


Fig 3.1. The attainment of all local authorities across England in 2010.

<i>Name of School</i>	<i>5 or more GCSE's grades A*-C (or equivalent) including English and Maths in 2010</i>	<i>% above or below 2010 national average of 55.2%</i>
Alexandra High Schools and Sixth Form Centre	39%	-16.2
Bristnall Hall Technology College	42%	-13.2
George Salter Collegiate Academy	39%	-16.2
The Heathfield Foundation Technology College	42%	-13.2
Holly Lodge Foundation High School of Science	39%	-16.2
Manor Foundation Business, Enterprise & Sports College (closed)	21%	-34.2
Menzies High School Science College (closed)	38%	-17.2
Oldbury College of Sport	46%	-9.2
Ormiston Sandwell Community Academy	50%	-5.2
Perryfields High School Specialist Maths and Computing College	64%	8.8
Q3 Academy	63%	7.8
RSA Academy	45%	-10.2
Shireland Collegiate Academy	34%	-21.2
St Michael's CofE High School	30%	-25.2
Stuart Bathurst Catholic High School College of Performing Art	52%	-3.2
Wodensborough Community Technology College	42%	-13.2

Table 3.2 A comparison of Sandwell schools performance in relation to the national average for 5 GCSE A*-C including English and Maths

Section 4

Educational Plan

In this section

- Admissions
- Curriculum and organization of learning
- Organisation of students
- Student development and achievement
- Behaviour and attendance
- Community engagement



4.1 Admissions

The Excellence Academy will comply with the Schools Admissions Code. A non-selective, fair and open admissions procedure will be put into place. Students with a statement of Special Educational Needs (SEN) and looked after children who name the school as the one they wish to attend will be admitted. Sixty students will be admitted into year seven. This is the point of entry into the school. The admissions policy is shaped around the evidence of demand demonstrated in deprived areas within Sandwell and Birmingham, and this has formulated the catchment areas that are part of the Excellence Academy admissions policy.

Oversubscription criteria will be based on:

- Residence in catchment areas in Sandwell
- siblings of existing pupils
- Random allocation in the event of tie-breaking.



The Excellence Academy Admissions Policy

Admissions Criteria

The Excellence Academy Admissions Panel is made up of the Directors and the Governing body. They will administer admissions and appeals for the first intake of sixty students entering year 7 in 2012. The admission of sixty students into year 7 in 2013 will be administered by the local authority (Sandwell or Birmingham) in which the Excellence Academy is located.

How do parents apply for a place for my child at the Excellence Academy? Parents can register their interest in admissions to the Excellence Academy by completing a 'register your interest' form on the website [REDACTED]. Once completed, we will contact interested parents to attend an optional open evening where final details on the location of the school will be shared, once confirmed by the Secretary of State. The vision and mission of the Excellence Academy will be communicated to parents, either through parents attending an open day event, or through conversations with the Principal Designate. Parents will be invited to apply for a place for their child, if they so wish, and complete an admission form. Parents may fill in and return a hard copy that is posted out to them, or complete an electronic application form via the website [REDACTED]. Subject to the Secretary of States' approval, we will consider all applicants received by the published deadline in October 2011. Applicants submitted after deadline will be considered will be considered once initial applications are reviewed.



Admissions Priorities

1. Children for whom a Statement of Special Educational Needs has been agreed, and who name the Excellence Academy on the statement will be automatically admitted to the school, in compliance with the School Admissions Code.
2. The Excellence Academy is a fully inclusive, non-faith school, and as such has a non-faith based selective admissions criteria. The richness of all faiths will be celebrated at the Excellence Academy, and students from all faiths are welcome.
3. Parents that have stated the Excellence Academy as their first choice for their child, who will be aged 11 by the 31st of August 2012.
4. Looked after children residing in Sandwell or in Birmingham. This will be confirmed following the confirmation of the location of the Excellence Academy.
5. Pupils with a specific medical condition, confirmed by a consultant paediatrician or similar health professional, which deems the Excellence Academy as the most appropriate school.

Oversubscription Criteria

6. Pupils living in the school's catchment areas of Smethwick, Oldbury, Handsworth, West Bromwich, Soho and Ladywood.
7. Siblings of students already attending the Excellence Academy. This includes full siblings, half siblings and step siblings.



Tie-breaking

In the event of tie breaking within the admissions criteria stated above, random allocation will be implemented. Children's names will be randomly selected from a total list of tied applicants by someone unconnected to the school. The first names selected will be offered a place.



4.2.1. Curriculum and qualifications.

The Excellence Academy Vision Statement is to provide an excellent secondary and post-16 education for every child regardless of race or socio-economic background. As a **university preparatory school**, our mission is to raise attainment to ensure that every child who joins at the age of eleven, leaves at the age of eighteen with the qualifications and character skills to commence the degree or career of their choice. This mission is central to the design of the curriculum.

The curriculum at the Excellence Academy consists of subjects that are grouped as core, additional and enrichment as shown in table 4.2. This matrix diagram below also displays the subjects that students in each year group will have the opportunity to study. Some students may start studies towards some subjects one year earlier than their peers i.e. international baccalaureate core and/or optional subjects as they successfully achieve aspirational target grades in key stage 4 subjects. Academic pathways have been designed to guide and personalise the learning of each student to meet and exceed ambitious targets. The outcome for each pathway is the achievement of a GCSE grade C or above in a combination of subjects that make up the English Baccalaureate.

Subject		Year and Key Stage						
		KeyStage 3		KeyStage 4			KeyStage 5	
		7	8	9	10	11	12	13
Core	English	/	/	/	/	/		
	Maths	/	/	/	/	/		
	Science	/	/	/	/	/		
	Biology			/	/	/		
	Chemistry			/	/	/		
	Physics			/	/	/		
	ICT	/	/	/	/	/		
Additional	Geography,	/	/	/	/	/		
	History,	/	/	/	/	/		
	Languages,	/	/	/	/	/		
	Citizenship	/	/			/		
	RE			/	/			
Enrichment	PE	/	/	/	/	/	/	/
	Art	/	/	/	/	/	/	/
	Music	/	/	/	/	/	/	/
	Drama	/	/	/	/	/	/	/

International Baccalaureate courses		12	13
Core subjects	Theory of knowledge	/	/
	Creativity, action and service	/	/
	Extended essay	/	/
Optional subjects	First Language (English)	/	/
	Second language (i.e. Spanish)	/	/
	Experimental science (Biology, Chemistry, Physics)	/	/
	Maths and Computer Science	/	/
	The Arts (Visual, music, theatre)	/	/
	Individuals and Society (History, Psychology, Geography)	/	/

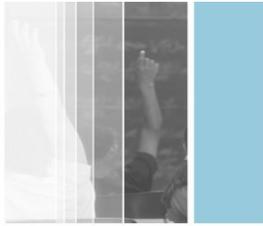


Students in years 7 and 8 will study core, additional and enrichment subjects. In years 9, 10 and 11 students will study core subjects, two additional subjects and a minimum of one enrichment subject. This combination of subjects will ensure two things. Firstly, that all students will experience a broad and balanced curriculum, and secondly, that all students achieve GCSE qualifications meeting the requirements of the English Baccalaureate. This firm foundation of GCSE qualifications will provide students with access to a broad range of degree course at university.

The curriculum will provide all students with the opportunity to achieve the English Baccalaureate which consists of a minimum of five GCSE qualifications at grade C or above in the subjects Maths, English, Science, a language and Geography or History. The post-16 curriculum will consist of the International Baccalaureate Diploma, which is an academically challenging and balanced two year programme of education with final exams that prepare students for success at university and beyond.

Every student will work towards a target of three levels of progress in core subjects, and two levels of progress in additional subjects by the end of year 8. This may be considered ambitious when compared to the national standard of two levels of progress over three years. However, at the Excellence Academy we will ensure that every student will make three levels of progress over two years by delivering a curriculum where children spend more time on core subjects, adopting a depth before breadth approach.

In year 9, all children will start working towards GCSE examinations in the core subjects. By the end of year 11, all students will graduate into year 12 with at least nine GCSE's at grade C or above including English, Maths, Biology, Chemistry, Physics, ICT, Geography or History, a Language and PE or Art. We aim for 100% of our students to achieve the English Baccalaureate.



The Excellence Academy Summer School.

All students' academic levels will be assessed by staff at the Excellence Academy before they start school and at the end of each academic year. Pre-academic year assessments will be in line with national curriculum level descriptors in years 7 and 8, GCSE exam board criteria in years 9, 10 and 11 and International Baccalaureate assessment criteria in years 12 and 13. These assessments will take place during a two-week Excellence Academy Summer School which will be a crucial curriculum link between each academic year. A range of assessments will be carried out to determine students' abilities in English, Maths, Science, ICT, PE, Art, Drama and Music. The results of these assessments will support the development of each student's Personalised Excellence Plan (PEP), a personalised learning plan that will detail the activities and strategies for a student to engage in to meet aspirational targets. Students will attend the Excellence Academy Summer School for two reasons. Firstly, they will undergo assessments that will accurately detail their performance against national standards at the end of each academic year. This, in conjunction with student tracking data, will inform which of the three academic pathways, Darwin, Newton or Shakespeare, will meet the personalised learning needs of each student as they move from one academic year to the next. Secondly, we anticipate that the Summer School assessments will prevent the dip in learning experienced over the traditional six week holiday, and maintain the momentum of pupil learning. A proposed list of activities for the Excellence Academy Summer School is outlined in the table 4.3 below.

Excellence Academy Summer School

Week 1

- End of year assessments to confirm each students end of year levels and grades of progress for each student
- Catch up sessions designed and organised for students not on achieving end of year academic targets
- End of year celebration 'dinner and dance' event to signify the transition years 7 to 8, 10 to 11 and 12 to 13
- End of phase graduation events to celebrate the transition from year 8 into 9
- Celebration event to celebrate the achievements of year 11 students at the end of keystage 4 and their transition into year 12
- Graduation event to celebrate students in year 13 leaving the Excellence Academy to embark on a career or university degree

Week 2

- New intake assessments in English, Maths and Science
- New intake induction – high expectations, routines and rituals shared with students and parents
- Induction for new staff – mission and values shared, high expectations, routines and rituals modelled to new staff, as well as whole school training on strategies and systems i.e. assessment and reporting systems
- Catch up sessions for students not meeting end of year academic targets

Academic Pathways.

The Excellence Academy Mission Statement is 'to provide an excellent education for every child to exceed expectation'. The Excellence Academy Vision Statement is to 'provide an excellent secondary and post-16 education for **every child** regardless of race or socio-economic background. The Excellence Academy will be a **university preparatory school**, working to raise attainment to ensure that every child who joins at the age of eleven, leaves at the age of eighteen with the qualifications and character skills to commence and complete the degree or career of their choice. By working with parents as partners, staff at the Excellence Academy will guarantee that every child will exceed expectation and fulfil their potential'. For this to be achieved at the Excellence Academy, we will set ambitious expected progress measures.

The Department for Education – Secondary Schools and equivalent Performance tables 2010 states that a student who is at an academic level of 4 in English or Maths at the end of year 6 (KS2) is expected to achieve at least a grade C in that subject by the end of year 11 (KS4).

“KS2-KS4 Progress Measure - the measure of expected progress is built on the principle that pupils achieving a level 4 in English or in maths by the end of KS2 should be expected to achieve at least a C grade GCSE in that subject. The chart below shows how numerical and alphabetically coded levels at KS2 are mapped to GCSE grades in English or Maths to determine whether a pupil can be included in the progress measure and, if included in the measure, whether or not they have made at least expected progress”.

Pupils attaining level 5 at KS2 are expected to attain at least a grade B GCSE. Given that level 5 is the highest National Curriculum level at which a pupil can be assessed, all pupils attaining grades A*-B will be deemed to have made the expected progress.

Pupils attaining level 2 at KS2 are expected to attain a grade E GCSE. Therefore, pupils known to be assessed at level 2 or below at KS2 – namely those with a ‘B’ (working below the level assessed by the tests) or ‘N’ (no test level awarded) will be deemed to have made expected progress if they attain a grade A*-E at GCSE”.

The Excellence Academy minimum expected progress measures are annotated onto the sequential levels of attainment detailed in the Department for Education – Secondary Schools and equivalent Performance Tables 2010 diagram below:

		GCSE Grade									
		No KS4 Result	U	G	F	E	D	C	B	A	A*
KS2 Test Level	Other level or no prior available	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made
	B,N	Expected progress not made	Expected progress not made	Not included	Not included	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	2	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	3	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	4	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	5	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made

Measuring expected progress in English KS2-4 (The same table can be applied to progress in maths)

Excellence Academy minimum expected progress measures

The Excellence Academy academic pathways are designed to meet and exceed the national progress measure from key stage two to key stage four for each student. By setting and achieving challenging academic targets, we look to narrow the achievement gap and raise standards in education.

The Excellence Academy academic pathways are designed with a student's attainment at key stage 2 as a start point. The pathways will ensure that all students, regardless of their attainment by the end of key stage 2, will leave the Excellence Academy by the end of key stage 4 with a minimum of the English Baccalaureate.

The English Baccalaureate consists of five GCSE qualifications in English, Maths, Science, a humanities subject (Geography or History) and a language. In order for this 'big, audacious goal' (from 'Good to Great' by Jim Collins) to be achieved for all students, the Excellence Academy has designed and will implement three academic pathways with the English Baccalaureate as a minimum outcome for each of the pathways. Each student's attainment at the end of key stage 2 will determine the pathway that they embark on at the start of year 7, and this will be assessed at the year 6 into year 7 transition Excellence Academy Summer School.

The pathway that each student is part of will not dictate their academic outcomes, but will define student's minimum attainment in subjects that constitute the English Baccalaureate. On the contrary, we expect some students will move up a pathway as they progress from key stage three to four. These academic gains will be a direct result of our 'depth before breadth' approach to the curriculum. Students will spend more time learning the core subjects of English, Maths, Science and ICT. This 'more time on task' approach in the core subjects will serve as a solid foundation for learning in the additional subjects of geography or history, and a language.

The three Excellence Academy academic pathways are named after the historic British scholars Charles Darwin, Sir Isaac Newton and William Shakespeare. The enrichment curriculum has a focus on the lives and achievements of these scholars. By naming curricular pathways after these scholars, academic aspirations of students will be raised. British culture and history will also be embedded within the Excellence Academy through the enrichment curriculum based on the study of the lives and achievements of these British scholars.

Darwin Pathway

The Darwin pathway will be most suitable for those entering Year 7 with a level 4c or above at Key stage 2 in the subjects of English, Maths or Science. Many of these students may be gifted and/or talented, and a few may have a statement of special educational needs. These learning needs will inform the students' Personalised Excellence Plan, a personalised learning plan.

Students following this pathway will have a target of three levels of progress, moving from a level 4 to a level 7, over two academic years in each of the core subjects (English, Maths, Science and ICT). This is one level of progress more than the national standard of 2 levels of progress from key stage 2 to 3. This will be achieved by a curriculum model that focuses on 'depth before breadth'. Students will spend more time learning in core subjects. Students will study in smaller class sizes of 20, reducing the teacher-student ratio (1:20 as opposed to 1:30). Students will have a target of two levels of progress, moving from a level 4 to a level 6 over two academic years in the additional subjects (Geography, History and Languages). All students in this tier will also complete a Citizenship award. On achieving these targets, students will graduate into year 9. Students will commence GCSE studies in English, Maths, Science and ICT.

Having secured a level 7 in core subjects, students will have a sound basis for commencing studies towards GCSE qualifications in year 9. Students will follow a two year GCSE course, and have a target of a grade A or A* in English, Maths, ICT, PE or Music by the end of year 10, and grades A or A* in Biology, Chemistry and Physics by the end of year 11. Students will commence GCSE studies in Geography or History, and a Language in year 10 with a target grade of A/A* by the end of year 11. Students will also sit an extra GCSE in Statistics and commence studying towards the International Baccalaureate. All students following this pathway will achieve a minimum of 10 GCSE's, grades A or A* by the end of year 11 in a combination of subjects that meets and exceeds the requirements of the English Baccalaureate.

Curriculum Model - Darwin Tier

for students entering on level 4a or above in Key Stage 2 English, Maths and Science



Subject	Year 7	Year 8	Year 9	Year 10	Year 11	QUALIFICATION GAINED
ENGLISH	Level 4 → Level 7 3 LEVELS PROGRESS			GCSE English Grades A/A'	Post 16 studies towards the IB	All students exceeding English Baccalaureate Requirements 10 GCSE's at Grade A/A', including English, Maths, Biology, Chemistry, Physics, Geography or History, Language and Music, Art or PE.
MATHS	Level 4 → Level 7 3 LEVELS PROGRESS			GCSE Maths Grades A or A'	GCSE Statistics Grades A or A'	
SCIENCE	Level 4 → Level 7 3 LEVELS PROGRESS			GCSE Biology, Chemistry, Physics Grades A or A'		
ICT	Level 4 → Level 7 3 LEVELS PROGRESS			GCSE ICT Grades A or A'		
GEOGRAPHY/HISTORY	Level 4 → Level 6 2 LEVELS PROGRESS			GCSE Geography or History Grades A or B		
LANGUAGE	Level 4 → Level 6 2 LEVELS PROGRESS			GCSE Languages Grades A or B		
CITIZENSHIP	CITIZENSHIP AWARD					
PE, MUSIC, ART	ROTATION - 2 LEVELS PROGRESS			GCSE PE or Music Grades A or B		

GRADUATION INTO YEAR 9

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Newton Pathway

The Newton pathway is structured to suit those entering Year 7 with a level 3a, 3b or 3c at Key Stage 2 level in the subjects of English, Maths or Science. Students following this pathway will have a target of three levels of progress, moving from a level 3 to a level 6, over two academic years in each of the core subjects (English, Maths, Science and ICT). This is one level of progress more than the national standard of two levels of progress from keystage 2 to 3. This will be achieved by a curriculum model that focuses on 'depth before breadth'. Students will spend more time learning in core subjects (see section 4.2.2. curriculum model). As with the Darwin pathway, students will study in smaller class sizes of 20. Teachers will teach dual subjects i.e. science and maths, thus reducing the teacher-student ratio. Students will have a target of two levels of progress, moving from a level 4 to a level 6 over two academic years in the additional subjects (Geography, History and Languages). All students following this pathway will also complete a Citizenship award. On achieving these targets, students will graduate into year 9 and commence GCSE studies in English, Maths, Biology, Chemistry, Physics and ICT.

Students will follow two year GCSE courses in English, Maths, Biology, Chemistry, Physics, PE or Music, and have target grades of A or B by the end of year 10. Students will commence GCSE studies in Geography or History, and a Language in year 10 with a target grade of A or B by the end of year 11.

Once students have secured grades of A or B in a combination of subjects that meets the University entrance requirements for their preferred degree, they will commence post 16 studies towards the International Baccalaureate. All students following the Newton pathway will achieve a minimum of 9 GCSEs with grades of A or B by the end of year 11 in a combination of subjects that meets and exceeds the requirements for the English Baccalaureate.

Curriculum Model - Newton Tier



For those entering on level 3a in Key Stage 2 English, Maths and Science

Subject	Year 7	Year 8	Year 9	Year 10	Year 11	QUALIFICATION GAINED
ENGLISH	Level 3	Level 6	GCSE English Grades A or B			All students exceeding English Baccalaureate Requirements 9 GCSE's at Grade A or B, including English, Maths, Biology, Chemistry, Physics, Geography or History, Language and Music, Art or PE.
MATHS	Level 3	Level 6	GCSE Maths Grade A or B			
SCIENCE	Level 3	Level 6	GCSE Biology, Chemistry, Physics Grades A or B			
ICT	Level 3	Level 6	GCSE ICT Grades A or B			
GEOGRAPHY/HISTORY	Level 3	Level 5	GCSE Geography or History Grades A or B			
LANGUAGE	Level 3	Level 5	GCSE Languages Grades A or B			
CITIZENSHIP	CITIZENSHIP AWARD					
PE, MUSIC, ART	ROTATION - 2 LEVELS PROGRESS		GCSE PE or Music Grades A or B			

GRADUATION INTO YEAR 9

Shakespeare pathway.

The Shakespeare pathway in year 7 and 8 is designed to meet the needs of students entering the Excellence Academy with a level 2a, 2b, 2c or below in KeyStage 2 English, Maths and Science. Students will have a target of three levels of progress over two academic years in core subjects, and two levels of progress in additional subjects. Therefore, by the end of year 8, students will achieve a level 5 in English, Maths, Science and ICT, and a level 4 in the additional subjects. Students following this pathway, as well as other pathways, may have a statement of special educational needs, or have school action, or school action plus intervention needs that form part of their personalised learning plan. These learning needs will be met through high quality, differentiated teaching strategies, small group intervention, and learning support guidance.

At the end of year 8, students will graduate into year 9 where they will start to study to secure a minimum of a grade C in English, Maths, Biology, Chemistry, Physics, ICT, Geography or History, a Language and PE or Art. In the event that a student requires more time to achieve the English Baccalaureate, PE or Art curricular time will be replaced with small group intervention to support the student's learning in weaker areas. By the end of year 11, all students following this pathway will achieve at least 9 GCSEs at a minimum grade of C in a combination of subjects that meets the requirements of the English Baccalaureate.



For those entering on level 2a, 2b, 2c or below in Key Stage 2 English, Maths and Science

Subject	Year 7	Year 8	Year 9	Year 10	Year 11	QUALIFICATION GAINED
ENGLISH	Level 2 → Level 5 3 LEVELS PROGRESS					<p>All students exceeding English Baccalaureate Requirements</p> <p>9 GCSE's at Grade B or C, including English, Maths, Biology, Chemistry, Physics, Geography or History, Language and Music, Art or PE.</p>
MATHS	Level 2 → Level 5 3 LEVELS PROGRESS					
SCIENCE	Level 2 → Level 5 3 LEVELS PROGRESS					
ICT	Level 2 → Level 5 3 LEVELS PROGRESS					
GEOGRAPHY HISTORY	Level 2 → Level 5 2 LEVELS PROGRESS					
LANGUAGE	Level 2 → Level 5 2 LEVELS PROGRESS					
CITIZENSHIP						
PE, MUSIC, ART						

GRADUATION INTO YEAR 9

GCSE English Grades B or C

GCSE Maths Grade B or C

GCSE Biology, Chemistry, Physics Grades B or C

GCSE ICT Grades B or C

GCSE Geography or History Grades B or C

GCSE Languages Grades B or C

GCSE PE or Music Grades B or C

Enrichment Curriculum.

The Excellence Academy Mission Statement is 'to provide an excellent education for every child to exceed expectation'. The Excellence Academy Vision Statement is to provide an excellent secondary and post-16 education for every child regardless of race or socio-economic background. The Excellence Academy will be a **university preparatory school**, working to raise attainment to ensure that every child who joins at the age of eleven, leaves at the age of eighteen with the qualifications and character skills to commence and complete the degree or career of their choice. By working with parents as partners, staff at the Excellence Academy will guarantee that every child will exceed expectation and fulfil their potential.

The enrichment curriculum at the Excellence Academy is designed to meet the needs of students and parents in deprived districts of Sandwell and Birmingham. Our marketing strategy has a focus on recruiting students from deprived areas. As such, many parents have not attended or graduated from university. The whole process of their child going to university may be daunting. The academic requirements, entry procedure and actual life at university will be unfamiliar to children and parents.

The enrichment curriculum at the Excellence Academy is designed to meet the needs of children and parents. The enrichment curriculum consists of two strands. Each term students will participate in two enrichment days, one with an academic focus and the other focussed on raising aspirations. The academic strand has a focus on the study of British academic scholars and classical musicians, for example Charles Darwin in year 7, and Beethoven in year 8. Students will study the personal history, geographical history and academic achievements of these academic and musical scholars as they progress through the school. In year 13, students will focus their enrichment studies on scholars and universities that support their preferred career and university choice.

The raising aspirations strand of the enrichment curriculum is designed to increase awareness and aspirations to go to university. Students will visit three universities each academic year and share their experiences with their parents and families. All teachers at the Excellence Academy will be graduates, and every teacher will lead a student visit to the university from which they graduated. For example, in year 7, students may visit Keele, Wolverhampton and Birmingham university. In the event that two teachers have graduated from the same university, then a new university will be adopted by one teacher. These experiences will make universities an integral part of each term and distinguish the Excellence Academy as a university preparatory school. Students will be focussed on meeting and exceeding aspirational academic targets. University visits, along with the study of academic and musical scholars will reinforce the value of graduate education to students and raise the aspirations of both students and parents. The enrichment curriculum for students is mapped out in the tables below:

Year 7	Term 1	Term 2	Term 3
Scholar Focus Day 1	Darwin Personal history	Darwin Geographical history	Darwin Achievement history
Aspirational university visit Day 2	Keele	Wolverhampton	Birmingham

Year 8	Term 1	Term 2	Term 3
Academic Focus Day 1	Beethoven Personal history	Beethoven Geographical history	Beethoven Achievement history
Aspirational university visit Day 2	Bath University	Coventry	Nottingham



Year 9	Term 1	Term 2	Term 3
Academic Focus Day 1	Newton Personal history	Newton Geographical history	Newton Achievement history
Aspirational university visit Day 2	Manchester	Leicester	Cardiff

Year 10	Term 1	Term 2	Term 3
Academic Focus Day 1	Mozart Personal history	Mozart Geographical history	Mozart Achievement history
Aspirational university visit Day 2	De Montford	Worcester	Warwick

Year 11	Term 1	Term 2	Term 3
Academic Focus Collapse Day 1	Shakespeare Personal history	Shakespeare Geographical history	Shakespeare Achievement history
Aspirational university visit Day 2	De Montford	Worcester	Warwick



Year 12	Term 1	Term 2	Term 3
Academic Focus	Tchaikovsky	Tchaikovsky	Tchaikovsky
Collapse Day 1	Personal history	Geographical history	Achievement history
Aspirational university visit Day2	Student choice of university	Student choice of university	Student choice of university

Year 13	Term 1	Term 2	Term 3
Academic University visit Day1	Student scholar choice Personal history	Student scholar choice Geographical history	Student scholar choice Achievement history
Aspirational university visit Day2	Student choice of university	Student choice of university	Student choice of university



Post-16 curriculum – the International Baccalaureate Diploma

The International Baccalaureate (IB) Diploma programme comprises of the study of six courses at higher level or standard level. Students choose one subject from each of the groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5. Three of the subjects are studied at a higher level (courses representing 3 x 240 teaching hours). The other subjects are studied at a standard level (courses representing 3 x 150 teaching hours).

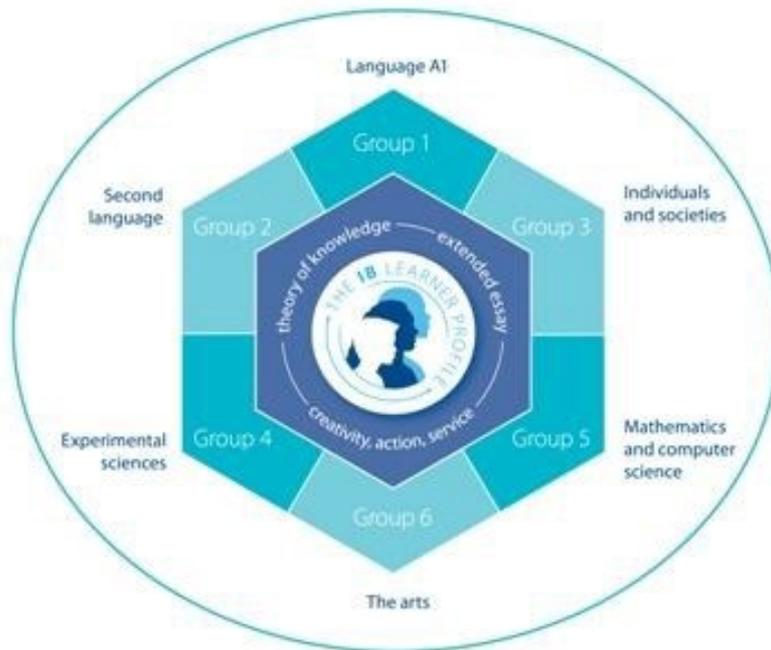
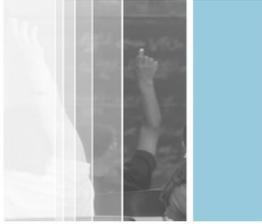
In addition, the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

The “extended essay” is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

“Theory of knowledge” is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

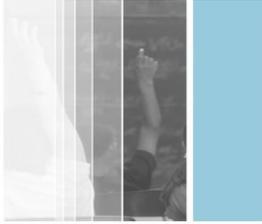
“Creativity, action, service” requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

The curriculum is modelled by a hexagon with six academic areas surrounding the three core requirements (see <http://www.ibo.org/diploma/curriculum/>)



The International Baccalaureate Diploma Programme provides students with a **broad** and **balanced**, yet **academically demanding** programme of study. Students develop their critical thinking and reflective skills, research and independent skills as well as developing intercultural understanding. The International Baccalaureate is a globally recognised **university entrance qualification**.

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills (for example analysing and presenting information, evaluating and constructing arguments and solving problems creatively). Basic skills are also assessed, including retaining knowledge, understanding key concepts and applying standard methods. Student results are determined by performance against set standards, not by each student's position in the overall rank order (for further information, please see www.ibo.org).



4.2 Curriculum and organisation of learning

4.2.2. Curriculum model.

The curriculum model shows the proportion of learning (in hours per week) given to each subject area for each year group. The model adopts a depth before breadth, but not at the price of breadth. At the Excellence Academy, teachers will have dual roles where they teach two curriculum areas. This will allow a small secondary school structure to be both financially viable, but also hugely beneficial to students as teacher student ratios can be kept to a minimum. The Excellence Academy will look to work with organisations such as the City of Birmingham symphony Orchestra and Sandwell Youth and Music in the design and delivery of aspects of the enrichment curriculum. Skills gaps in Art, Music and Drama will be filled using external agencies such as these.



Subject		Year and Key Stage				
		Key Stage 3		Key Stage 4		
		7	8	9	10	11
Core	English	9	9	9	9	9
	Maths	9	9	9	9	9
	Science (Biology, Chemistry, Physics)	8	8	8	8	8
	ICT	2	2	2	2	2
Additional	Geography	1	1	1	2	2
	History	1	1	1		
	Languages	1	1	1	2	2
	Citizenship	1	1			
RE			1	1	1	
Enrichment	PE	1	1	1	2	2
	Art	1	1	1		
	Music and Drama on rotation every half term	1	1	1		
Total number of curricular hours per week		35	35	35	35	35



	Course	Key stage 5	
		12	13
IB Core Subject	Theory of knowledge	1	1
	Creativity, action and service	1	1
	Extended essay	1	1
International Baccalaureate six optional subjects	First Language (English)	6H or 3S	6H or 3S
	Second language (i.e. Spanish)	6H or 3S	6H or 3S
	Experimental science (Biology, Chemistry, Physics)	6H or 3S	6H or 3S
	Maths and Computer Science	6H or 3S	6H or 3S
	The Arts (Visual, music, theatre)	6H or 3S	6H or 3S
	Individuals and Society (History, Psychology, Geography)	6H or 3S	6H or 3S
Total number of curricular hours per week		35	35

International Baccalaureate Diploma

All students undertaking this qualification will study the core subjects over two years. Students will then choose to study a further six subjects. Three of these will be at higher level. Six hours a week will be dedicated to each of the subjects studied to higher level. This is shown as 6H in the adjoining table.

Three subjects will be studied at standard level. Four hours a week will be dedicated to each subject studied to standard demand. This is shown as 3H in the adjoining table.



The Excellence Academy Mission Statement is 'to provide an excellent education for every child to exceed expectation'. In order to ensure that this mission statement is met, the following principles have been applied to the Excellence Academy curriculum model:

- Students set ambitious targets
- Interventions created and implemented to support students
- More time spent learning English, Maths and Science
- Reduced student teacher ratios
- Teachers teaching dual subjects



4.2 Curriculum and organisation of learning

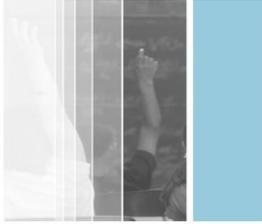
4.2.3. Length of school day, term and year.

Students will attend a longer school day and longer terms at the Excellence Academy as outlined below:

School Day:

Monday to Friday

7.40 am – 8.00 am	<u>Breakfast Session</u> Students arrive to school during this 20 minute window, eat a simple breakfast (cereal, fruit) and engage in literacy and numeracy activities to engage their brain.
8.00 am – 8.30 am	<u>Pastoral session</u> Students in years 7 and 8 will engage in citizenship activities three days a week (90 minutes a week will result in a citizenship qualification each academic year), RE activities for years 9 and 10, and peer mentoring activities for students in years 11, 12 and 13.
8.30 am – 10.30 am	<u>Academic session 1</u> English, Maths, Science
10.30 am – 10.40 am	Break time
10.40 am – 12.40 am	<u>Academic session 2</u> English, Maths, Science
12.40 am – 1.00 pm	Lunch
1.00 pm – 3.00 pm	<u>Academic session 3</u> English, Maths, Science, ICT, History, Geography or Languages
3.00 pm – 4.00 pm	<u>Enrichment session Art, Music, PE</u> Pupils will engage in a range of enrichment activities provided by local organisations. For example music lessons, team sports and dance workshops.



Saturday morning

10.00 am – 12.00 am	<u>Study support</u> Personalised study support to address the needs of individual pupils.
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In addition to the 195 school days offered by most secondary schools in the area, the Excellence Academy will have an additional 15 days in the school year. This will accommodate a one-week residential session and a two-week summer camp. The academic year will start in September and end in July.

This extra time is crucial to address basic literacy and numeracy needs, and allow children to successfully meet and exceed ambitious targets. Students will receive targeted, personalised study support during Saturday intervention sessions to keep them on track. Students and parents will be invited to attend induction events during the Summer Camp to familiarise themselves with the school environment and structure.



4.2 Curriculum and organisation of learning

4.2.4. Special educational needs

Every child will complete a range of assessments before the start of term to determine their literacy, numeracy and ICT skills as well as identifying the requirements of those with special educational needs, in line with the SEN code of practice. The Excellence Academy will liaise with primary schools to ensure that existing individual education plans and educational statements are understood and effectively met in every lesson. Progress towards individual educational plans will be evidenced and monitored by teachers every lesson, and target milestones signed off as they are achieved. Children with SEN will take part in small group or one-to-one intervention with academic mentors as appropriate to ensure that progress is being made and targets are reviewed and adjusted as they are reached. Every child will receive a Personalised Excellence Plan (PEP) that will detail the activities and strategies that will enable the child to meet and exceed both academic and personal targets.

Students with special educational needs will access the curriculum through the following means:

- SENCO to lead on ensuring the needs of SEN and disabled students are met
- SENCO to train and develop staff on strategies for SEN students i.e. the use of ICT for the visibly impaired, to the use of differentiated teaching strategies to meet the needs of students with dyslexia
- Academic learning materials differentiated to meet the needs of students with special educational needs i.e. enlarged text for visibly impaired students
- Lessons and rooms timetabled in line with the needs of disabled students i.e. suitable disabled access to all classrooms and school areas,
- Modified work space to accommodate the learning needs of students with special educational needs or disabilities i.e. small rooms for small group or one to one intervention with a learning support assistant



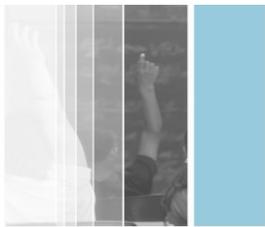
The SENCO is fundamental in ensuring that the needs of all students are met. The SENCO will be responsible for assessing the nature of a student's special educational needs and communicating the needs along with effective strategies to teachers and non teachers within the Academy. The SENCO will communicate the impact of effective strategies by training learning support assistants and class teachers on at least once every half term.

Learning support assistants and class teachers will monitor the effectiveness of strategies on improving the students learning and meet regularly to share views. For example, a students' progress in achieving individual learning outcomes will be recorded both in the classroom and centrally. The extent to which students meet individual learning plans will be assessed by all staff every half term, and students targets modified accordingly. The impact of successful school based strategies will be disseminated to parents so that they can effectively support students with their learning i.e. homework or additional work to accelerate progress.

The SENCO will co-ordinate the intervention of external services and agencies i.e. health and social care to ensure that the needs of students are met both in and out of the classroom. For example, a student experiencing difficulties with learning in the classroom may benefit from self esteem counselling provided by an external agency, or a student dealing with bereavement may benefit from bereavement counselling. A wealth of student support services exist and it will be role of the SENCO, with the Principal Designates to ensure that these services are deployed effectively for students at the Excellence Academy.



Students with special educational needs will benefit from, and make more progress at the Excellence Academy as a direct result of reduced class sizes and decreased teacher student ratio's. In the experience of the Principal Designate, students with special educational needs make more academic progress when they receive more individual instruction and praise from teachers, as well as lower student teacher ratio's and more time on task. The needs of students with SEN are at the centre of the Excellence Academy small secondary school design. This design supports the vision to provide **'every child** with an excellent education to exceed expectation'.



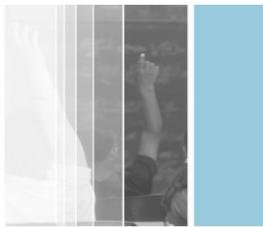
4.3 Organisation of pupils

Students at the Excellence Academy will be organised into key stage periods of learning as set out in the National Curriculum.

Key Stage	Corresponding years of school	Usual age range
3	7, 8 and 9	11 to 14
4	10 and 11	14 to 16
5	12 and 13	16 to 18

Students will be allocated to academic year groups based on their age and date of birth. Each academic year will consist of a total of sixty students, grouped into three teaching classes of twenty students.

The academic progress of students during each academic year will be rigorously tracked and monitored. Student achievement at the end of each academic year will be assessed during the Excellence Academy Summer School. Students will be allocated to a learning pathway (Darwin, Newton or Shakespeare) based on their academic performance at the end of the previous academic year. The pathway students follow will determine their end of year academic targets. Students will be grouped according to ability in core subjects, and learn in mixed ability groups in additional and enrichment subjects. A core subject class of twenty students may comprise of students on two pathways, and an additional subject may comprise of similar numbers of students following each of the three pathways.



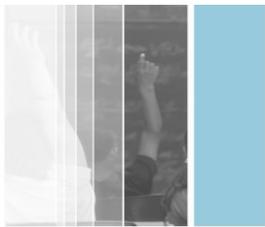
4.3.1. Academic groups for Core subjects: English, Maths, Science and ICT.

The proposed intake for the Excellence Academy is 60 children per year with three teaching groups of 20 in each year. In the core subjects (English, Maths, Science and ICT), students will be grouped based on ability. Banded ability groups will be named after British scholars Charles Darwin, Sir Isaac Newton and William Shakespeare.

Teaching group	Key Stage 2 level			End of Key Stage 3 target level		
	English	Maths	Science	English	Maths	Science
Core Subject						
Darwin (Top Band)	4	4	4	7	7	7
Newton (Middle Band)	3	3	3	6	6	6
Shakespeare (Lower Band)	2	2	2	5	5	5

In the additional subjects of Geography, History and Languages and enrichment subjects of Art, Music and PE, students will be in mixed ability groups and named after the musical scholars Beethoven, Mozart and Tchaikovsky.

Teaching groups for Additional Subject	Year 7	Year 8	Year 9	Year 10	Year 11
Beethoven (Mixed Ability)	7B	8B	9B	10B	11B
Mozart (Mixed ability)	7M	8M	9M	10M	11M
Tchaikovsky (Mixed Ability)	7T	8T	9T	10T	11T



A setting approach will be used in the grouping of students in each of the core subjects and some of the additional subjects, according to the students' year of study. Summer school assessments will guide the setting process as students move from one academic year to the next. This approach will ensure that students are suitably challenged academically and motivated by peers of similar levels of ability. Students will be in mixed-ability groups for some additional and enrichment subjects. This will encourage greater social co-operation and integration. Teachers will rely on differentiated teaching techniques and more effective use of assessment for learning techniques to ensure students make academic progress. Also, more able students will be able to coach and support less able students, resulting in both groups benefitting.

Students will be grouped within class to enhance their learning. Differentiated teaching strategies will be utilised by teaching staff to meet the individual needs of students, in particular those with special educational needs (SEN), and encourage collaborative learning.

At the Excellence Academy, costs of smaller class sizes will be kept to a minimum in two ways. Firstly, teachers will have dual teaching role i.e. teach one core subject and one additional subject, resulting in reduced student teacher ratios. Secondly, students of different ages may be taught in the same class. For example, a student studying for early entry Maths in year 9 being taught alongside year 10 students preparing for the same examination.

The following table summarises the organisation of students at the Excellence Academy.



	<i>Darwin Pathway Level 4c or above at the start of year 7</i>	<i>Newton Pathway Level 3a, 3b or 3c at the start of year 7</i>	<i>Shakespeare Pathway Level 2a or lower at the start of year 7</i>	<i>Total number of students</i>	<i>Student grouping</i>		
					<i>Setting</i>	<i>Mixed Ability</i>	
Core Subject English	12	8		20	/		/
Core Subject Maths		17	3	20	/		/
Core Subject Science		6	14	20	/		/
Additional subject Geog	7	8	5	20		/	/
Additional subject PE	7	7	6	20		/	/
Additional Subject Art	6	6	8	20		/	/

4.3.2. Pastoral groups.

For non-academic purposes, students will be organised within year groups. Pastoral care will be delivered through a ‘tutor system’. Form tutors will have oversight of their groups’ academic and pastoral needs. Tutors may be non-teachers as well as teachers. Students will remain with the same tutor during their time at the Excellence Academy. The main advantage of this is that sound relationships between students’ and between students and tutors are established and maintained. Each tutor will play a parental role to their students during the school day and form critical relationships with parents. This will commence at year six induction events during the Excellence Academy’s summer school, where form tutors will model and share the high expectations, routines and rituals of the Excellence Academy.

Each pastoral group (consisting of 20 students) and pastoral base room will be themed on the university from which the teacher of that group graduated from. Also, each pastoral year will be named after the year that they will graduate from The Excellence Academy. This strategy is adapted from exemplar charter schools in the states including KIPP schools. For example, year 7 and 8 pastoral naming could be as follows:

	<i>Pastoral Group</i>	<i>Pastoral group</i>	<i>Pastoral group</i>
	1	2	3
Year 7	Keele University	University of	Birmingham
Class of 2018 (the year the will leave the Excellence Academy and start University)		Wolverhampton	University
Year 8	University of Bath	Coventry	Nottingham
Class of 2019		University	University

4.3.3 How the organisation of pupils feeds into the curriculum and vision of the Excellence Academy

The pastoral grouping system will support the raising aspirations focus of the enrichment curriculum university. For many students from deprived areas do not have graduate role models within their families. Pastoral teachers will lead visits to the university from which they graduated and raise student aspirations. Therefore, graduate teachers at the Excellence Academy will be positive role models for students and actively share their knowledge and academic experience of university with students, reinforcing the university preparatory focus on the school.

The study of Darwin, Newton and Shakespeare will form the academic focus of the enrichment curriculum. Students will study all aspects of these scholars, and participate in an out of school excursion to enrich their learning experience i.e. a day trip to Shrewsbury, the birth place of Charles Darwin. The academic grouping system will support the raising aspirations focus on the enrichment curriculum

Students in years 12 and 13 will work with students in younger years to raise aspirations and model high expectations. By the time students reach year 12, as a result of the Excellence Academy enrichment curriculum, they will have visited three universities in each of years 7 through to 11. Students will also have experienced a range of activities delivered by professional people from the nearby areas. These may include year group assemblies, visits to work places and small group or individual career mentoring. Visiting and learning about the academic offerings of 15 universities by the age of 16, along with career mentoring will provide students and parents with a good sense of the career and degree they wish to pursue. It is this degree and career focus that lies at the heart of and will determine student grouping in years 12 and 13. The student pathways in years 12 and 13 will group students based on their career direction, for example scientific, financial or creative. Students in each pathway will study the same core subjects and optional subjects that compliment their career pathway. By learning

together, students will develop good relationships based on shared aspirations that will continue as they leave the Excellence Academy and go on to university. Student career pathway grouping in years 12 and 13 is summarised in the table on the next page.

	<i>Scientific</i>	<i>Financial</i>	<i>Creative</i>	<i>Total number of students</i>	<i>Student grouping</i>		
	<i>Pathway</i>	<i>Pathway</i>	<i>Pathway</i>		<i>Setting</i>	<i>Mixed Ability</i>	
IB Core subjects	8	7	5	20	/		/
Theory of knowledge							
Creativity, action and service							
Extended essay							
IB Optional subjects	5	6	9	20		/	/
First Language (English)							
Second language (i.e. Spanish)							
Experimental science (Biology, Chemistry, Physics)							
Maths and Computer Science							
The Arts (Visual, music, theatre)							
Individuals and Society (History, Psychology, Geography)							

4.4 Pupil development and achievement

4.4.1. The Excellence Academy Definition of Success, and how success will be measured.

Success at the Excellence Academy will be defined as the outcomes of the academic and enrichment curriculum. Student progress against ambitious end of year targets will be tracked regularly and accurately, and will inform the school's performance against self-set ambitious criteria. At the end of year 8, students will make three levels of progress over two academic years. By the end of year 11, all students will have met and/or exceeded the requirements for the English Baccalaureate. By the end of year 13, all students will leave the Excellence Academy and start a degree course in line with their preferred career. Students will experience a broad range of out of school learning contexts and experiences. Students will study and visit the work and birthplaces of famous British scholars Darwin, Newton and Shakespeare as well as European musical scholars Beethoven, Mozart and Tchaikovsky.

Success in the first seven years following a 2012 opening for 60 year seven pupils at the Excellence Academy, and the successful recruitment of 60 students into year 7 in subsequent years until the school is full will be defined by the following timed criteria:



<i>End of Year</i>	<i>Success Criteria</i>	<i>Measurement criteria</i>
July 2012 Yr 6 - 7	<ul style="list-style-type: none"> 60 year 6 students committed to starting year 7 in September – 100% successful recruitment into year 7 Successful pre-opening Ofsted inspection 	<ul style="list-style-type: none"> A minimum of 60 confirmed first choices Ofsted report
July 2013 Yr 7	<p>Quantitative measures:</p> <ul style="list-style-type: none"> All students in year 7 make at least one level and 2 sub-levels of progress in core subjects, and one level of progress in additional subjects All students in year 7 improve their reading age by a minimum of 2 chronological years Attendance of at least 97.5% No Fixed Term Exclusions 60 year 6 students committed to starting year 7 in September– 100% successful recruitment into year 7 <p>Qualitative measures:</p> <ul style="list-style-type: none"> A minimum of 75% of lessons graded as good or outstanding against up to date Ofsted criteria Leadership and management graded as a minimum of good against up to date Ofsted criteria All students review the prospectus of, and visit three different Universities All Year 7 students participate in three themed collapse days, based on the study of Charles Darwin and visit Shrewsbury, the birth place of Darwin. All students participate in the Excellence Academy annual production All students watch a theatrical or musical stage 	<ul style="list-style-type: none"> End of year assessments supported by Summer School assessments Attendance register Behaviour/Incident register A minimum of 60 confirmed first choices Ofsted report Ofsted report All students participate and evaluate experience as at least good in follow up questionnaire All students participate and evaluate experience as at least good in follow up questionnaire

July
2014
7 and 8

production

Quantitative measures:

- All students in year 7 make at least one level and 2 sub-levels of progress in core subjects, and one level of progress in additional subjects
- All students in year 7 improve their reading age by a minimum of 2 chronological years
- All students in year 8 make at least one level and 2 sub-levels of progress in core subjects, and one level of progress in additional subjects
- All students in year 8 improve their reading age by a minimum of 2 chronological years
- Attendance of at least 97.5%
- No Fixed Term Exclusions
- 60 year 6 students committed to starting year 7 in September – 100% successful recruitment into year 7

Qualitative measures:

- A minimum of 75% of lessons graded as good or outstanding against up to date Ofsted criteria
- Leadership and management graded as a minimum of good against up to date Ofsted criteria
- All students review the prospectus of, and visit a further three different Universities
- All Year 7 students participate in three themed collapse days, based on the study of Darwin and visit Shrewsbury, the birth place of Darwin
- All Year 8 students participate in three themed

- All students participate and attend
- End of year assessments supported by Summer School assessments
- Attendance register
- Behaviour/Incident register
- A minimum of 60 confirmed first choice
- Ofsted report
- Ofsted report
- All students participate and evaluate experience as at least good in follow up questionnaire
- All students participate and evaluate experience as at least good in follow up questionnaire
- All students participate

collapse days, based on the study of Beethoven and visit Germany, the birth place of Beethoven

- All students participate in the Excellence Academy annual production
- All students watch a theatrical or musical stage production
- All students participate
- All students attend

July
2015
7 8 and
9

Quantitative measures:

- All students in year 7 make at least one level and 2 sub-levels of progress in core subjects, and one level of progress in additional subjects
- All students in year 7 improve their reading age by a minimum of 2 chronological years
- All students in year 8 make at least one level and 2 sub-levels of progress in core subjects, and one level of progress in additional subjects
- All students in year 8 improve their reading age by a minimum of 2 chronological years
- All students in year 9 meet or exceed their personalised end of year GCSE targets for core and additional subjects
- Attendance of at least 97.5%
- No Fixed Term Exclusions
- 60 year 6 students committed to starting year 7 in September – 100% successful recruitment into year 7

Qualitative measures:

- A minimum of 75% of lessons graded as good or outstanding against up to date Ofsted criteria
- Leadership and management graded as a minimum of good against up to date Ofsted criteria
- All students review the prospectus of, and visit a further three different Universities
- All Year 7 students participate in three themed collapse days, based on the study of Charles Darwin and visit Shrewsbury, the birth place of Darwin

- End of year assessments supported by Summer School assessments

- Attendance register
- Behaviour/Incident register
- A minimum of 60 confirmed first choice

- Ofsted report

- Ofsted report

- All students participate and evaluate experience as at least good in follow up questionnaire

- All students participate and evaluate experience as at least good in follow up questionnaire

- All Year 8 students participate in three themed collapse days, based on the study of Beethoven and visit Germany, the birth place of Beethoven
- All Year 9 students participate in three themed collapse days, based on the study of Sir Isaac Newton, and visit Lincolnshire, the birth place of Newton
- All students participate in the Excellence Academy annual production
- All students watch a theatrical or musical stage production
- All students participate
- All students participate
- All students attend

July
2016
7 8 9 10

Quantitative measures:

- All students in year 7 make at least one level and 2 sub-levels of progress in core subjects, and one level of progress in additional subjects
- All students in year 7 improve their reading age by a minimum of 2 chronological years
- All students in year 8 make at least one level and 2 sub-levels of progress in core subjects, and one level of progress in additional subjects
- All students in year 8 improve their reading age by a minimum of 2 chronological years
- All students in year 9 and 10 meet or exceed their personalised end of year GCSE targets for core and additional subjects
- Attendance of at least 97.5%
- No Fixed Term Exclusions
- 60 year 6 students committed to starting year 7 in September – 100% successful recruitment into year 7
- End of year assessments supported by Summer School assessments
- Attendance register
- Behaviour/Incident register
- A minimum of 60 confirmed first choice

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- Ofsted report
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- All students participate and evaluate experience as at least good in follow up

- All Year 8 students participate in three themed collapse days, based on the study of Beethoven and visit Germany, the birth place of Beethoven
 - All Year 9 students participate in three themed collapse days, based on the study of Sir Isaac Newton and visit Lincolnshire, the birth place of Newton
 - All Year 10 students participate in three themed collapse days, based on the study of Mozart, and visit Austria, the birth place of Mozart
 - All students participate in the Excellence Academy annual production
 - All students watch a theatrical or musical stage production
- questionnaire
- All students participate
 - All students participate
 - All students attend

July
2017
7 8 9 10
11

Quantitative measures:

- All students in year 7 make at least one level and 2 sub-levels of progress in core subjects, and one level of progress in additional subjects
- All students in year 7 improve their reading age by a minimum of 2 chronological years
- All students in year 8 make at least one level and 2 sub-levels of progress in core subjects, and one level of progress in additional subjects
- All students in year 8 improve their reading age by a minimum of 2 chronological years
- All students in year 9 and 10 meet or exceed their personalised end of year GCSE targets for core and additional subjects
- Attendance of at least 97.5%
- No Fixed Term Exclusions
- 60 year 6 students committed to starting year 7 in September – 100% successful recruitment into year 7

Qualitative measures:

- A minimum of 75% of lessons graded as good or outstanding against up to date Ofsted criteria
- Leadership and management graded as a minimum of good against up to date Ofsted criteria
- All students review the prospectus of, and visit a further three different Universities
- All Year 7 students participate in three themed collapse days, based on the study of Charles Darwin and visit Shrewsbury, the birth place of Darwin

- End of year assessments supported by Summer School assessments

- Attendance register
- Behaviour/Incident register
- A minimum of 60 confirmed first choice

- Ofsted report
- Ofsted report
- All students participate and evaluate experience as at least good in follow up questionnaire
- All students participate and evaluate experience as at least good in follow up

- All Year 8 students participate in three themed collapse days, based on the study of Beethoven and visit Germany, the birth place of Beethoven
 - All Year 9 students participate in three themed collapse days, based on the study of Sir Isaac Newton and visit Lincolnshire, the birth place of Newton
 - All Year 10 students participate in three themed collapse days, based on the study of Mozart, and visit Austria, the birth place of Mozart
 - All year 11 students participate in three themed collapse days, based on the study of Shakespeare, and visit Stratford-Upon-Avon, the birthplace of Shakespeare.
 - All students participate in the Excellence Academy annual production
 - All students watch a theatrical or musical stage production
- questionnaire
- All students participate
 - All students participate
 - All students attend

**July
2018**

Quantitative measures:

- All students in year 7 make at least one level and 2 sub-levels of progress in core subjects, and one level of progress in additional subjects
- All students in year 7 improve their reading age by a minimum of 2 chronological years
- All students in year 8 make at least one level and 2 sub-levels of progress in core subjects, and one level of progress in additional subjects
- All students in year 8 improve their reading age by a minimum of 2 chronological years
- All students in year 9 and 10 meet or exceed their personalised end of year GCSE targets for core and additional subjects
- Attendance of at least 97.5%
- No Fixed Term Exclusions
- 60 year 6 students committed to starting year 7 in September – 100% successful recruitment into year 7

Qualitative measures:

- A minimum of 75% of lessons graded as good or outstanding against up to date Ofsted criteria
- Leadership and management graded as a minimum of good against up to date Ofsted criteria
- All students review the prospectus of, and visit a further three different Universities
- All Year 7 students participate in three themed collapse days, based on the study of Charles Darwin and visit Shrewsbury, the birth place of Darwin

- End of year assessments supported by Summer School assessments

- Attendance register
- Behaviour/Incident register
- A minimum of 60 confirmed first choice

- Ofsted report
- Ofsted report
- All students participate and evaluate experience as at least good in follow up questionnaire
- All students participate and evaluate experience as at least good in follow up



- All Year 8 students participate in three themed collapse days, based on the study of Beethoven and visit Germany, the birth place of Beethoven
 - All Year 9 students participate in three themed collapse days, based on the study of Sir Isaac Newton and visit Lincolnshire, the birth place of Newton
 - All Year 10 students participate in three themed collapse days, based on the study of Mozart, and visit Austria, the birth place of Mozart
 - All year 11 students participate in three themed collapse days, based on the study of Shakespeare, and visit Stratford-Upon-Avon, the birthplace of Shakespeare.
 - All students participate in the Excellence Academy annual production
 - All year 12 students participate in three themed collapse days, based on the study of Tchaikovsky, and visit Russia, the birthplace of Tchaikovsky.
 - All students watch a theatrical or musical stage production
- questionnaire
- All students participate
 - All students participate
 - All students attend



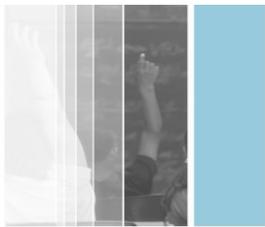
4.4.3. Who will be accountable for success at the Excellence Academy?

The Principal will be ultimately responsible for leading staff to ensure that successful outcomes are met and that sound evidence of student is collated in a timely and accurate manner to inform on-going self evaluation. The Directors of the Excellence Academy Ltd will hold the Principal to account for the performance of the school. The Principal will look to develop the talents of high calibre teachers and encourage them to seek new challenges every two years, in line with their own professional aspirations and the growth of the academy in the first seven years. The talents of staff will be actively developed so that every two years, new responsibilities are made available that support the growth and success of both teachers and the school. Phased incremental professional development is detailed in the financial plan and staffing structure for the Excellence Academy in section 8 of this proposal. Responsibilities will include Heads of learning, enrichment co-ordinators and pastoral managers.

The Principal will line manage all teaching and learning responsibility holders to ensure that necessary activities to raise attainment are undertaken successfully for example a consistent whole school approach to lesson planning, engagement, differentiation, assessment for learning and behaviour management. The Principal will conduct joint lesson observations with staff to share Ofsted quality judgements. The line management protocol will be rigorous and focus on the attainment of students as individuals, the accurate use of data to track student progress and the impact of interventions to address student under achievement. Line management meetings will take place on a weekly basis with core subject leaders, and twice weekly for additional subjects. The focus of these meetings will be the progress of students and staff. The Principal will conduct student interviews to assess the impact of teaching on their learning. All line management activities and discussions will be recorded and shared by the Principal.



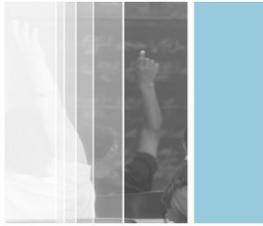
One of the key advantages of a small secondary school system is that the Principal can line manage all heads of learning and carry out quality assured teaching judgements consistently across the academy. A consistently high standard of teaching will be maintained as the norm at the Excellence Academy, resulting in improved outcomes for students.



4.5 Behaviour and Attendance

At the Excellence Academy, all pupils will be expected to demonstrate positive behaviour for learning at all times. No excuses will be accepted for inappropriate behaviour that is not conducive to learning. All staff will be trained on the consistent and effective implementation of the Excellence Academy behaviour policy during staff induction. The policy will be shared with pupils and parents during enrolment and pupil induction at The Excellence Academy Summer School. The behaviour of pupils will be recorded centrally on an electronic pupil monitoring system. Behaviour scores will form part of a weekly report to parents that will also detail pupil attendance and academic achievement. We aim to provide parents with real time, on line information about their child.

Positive behaviour management strategies such as rewards and praise will be used at all times to promote the positive behaviours students need to demonstrate to ensure they are achieving at all times. Students will be rewarded with a rewards system called Vivo points. This is an excellent way for students to collect rewards that can be later exchanged for on line gifts from the on line Vivo store. The Academy does not envisage any behaviour issues. The principal designate is a trained advanced skills teacher with high level classroom management skills. The vice principal has worked in a student inclusion unit helping to reintegrate students back into mainstream education.



Behaviour Policy.

The Excellence Academy expectations for lessons are:

Engage – pupils will be focussed and on task

X

C

Enquire –pupils will be encouraged to ask questions

L

L

Every time – pupils will learn in every lesson

N

C

Excel – pupils will make progress and achieve

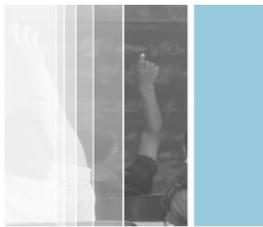
In the event that a student behaves off task and compromises any of the lesson expectations above, then a warning from a member of staff will be shared with the student, and a consequence action administered i.e. a behaviour score dropping from 2 to 1. If the off task behaviour continues, then the student is given a score of 0 for that lesson and serves a detention on the same day with parental consent. The student's behaviour will be shared with parents and the student counselled on the impact of their behaviour on learning. In each lesson, every pupil will be awarded a behaviour score as detailed below:

0 – absent

3 - pupil present, all expectations met

2 – pupil present, expectations not met

1 – pupil present, removed from learning due to poor behaviour



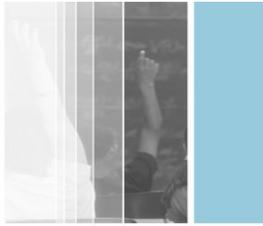
Hierarchy of sanctions.

<i>Behaviour event</i>	<i>Sanction</i>
First instance of students inappropriate behaviour	Staff member issues a quietly spoken verbal warning, detailing to the student the behaviour expectation that they are not meeting, and how their behaviour is having a negative impact on learning
Students inappropriate behaviour continues	Lesson behaviour score is changed to 2. Student serves a 30 minute detention at the end of the same day.
Students inappropriate behaviour continues	Lesson behaviour score is changed to 1. Student serves a 60 minute detention at the end of the same day.
Students inappropriate behaviour continues	Student is removed from the lesson by a senior member of staff and isolated for the remainder of the day. A family member is contacted to meet with senior member of staff at the end of the day and collect pupil.

Bullying.

If a student instigates or conducts acts of bullying, then parents or carers will be contacted immediately. The victim will receive counselling to eliminate the potential effects of bullying interactions. The student guilty of bullying will be counselled to understand the impact of their behaviours on others. Anti-bullying will be a feature of assemblies and annual competitions. An anti-bullying policy will be implemented at the Excellence Academy to reduce such instances. Bullying of students will not be tolerated at the Academy.

A detailed bullying policy will be shared with students and parents upon induction. Events such as assemblies and citizenship studies will continue to promote anti-bullying within the academy.



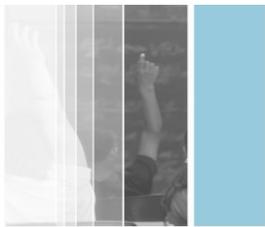
Attendance Policy.

A weekly report to parents will detail pupil attendance, academic achievement and behaviour scores. We aim to provide parents with real time, on line information about their child. This will be achieved by providing parents with the opportunity to access secure information on line. In the event that a child does not turn up to school, a phone call home will be made to determine the cause of the lateness or possible absence. Parents will be expected to support the child to make up for the loss in learning time by completing work missed either at home, after school once back at school, or on a Saturday intervention morning.

If a student is absent, then the nature of the students' absence will be discussed with parents and pastoral managers. The vision and mission of the Excellence Academy will be reinforced. Academic work will be sent home, either electronically or via post to allow the student catch up on work missed due to absence. This process will be repeated for every student absence. If a student's attendance falls below 96% over the course of a term, then the Principal will meet parents to address any underlying issue that may have previously gone undetected.

Students with particularly low attendance levels (i.e. below 90%) will be placed on attendance report to the Principal and pastoral manager, who will track and monitor their attendance until it is at least 95%. As this is in the process, Pastoral managers will provide academic work for students to complete both at school and in school with the support of a learning assistant. Catch up learning in core subjects will take place during enrichment sessions until the student is back on track to achieve their potential. These strategies will ensure that students do not fall behind with their studies.

Students' attendance is vital to their achievement at the Academy. The academy will positively promote excellent attendance using the Vivo points system. This is an excellent way for students to collect rewards that can be later exchanged for on line gifts from the on line Vivo store.



4.6 Community Engagement

The proposed location for The Excellence Academy is the Sandwell and Birmingham local authority border. The areas of Soho, Ladywood, Smethwick and West Bromwich have high levels of deprivation, and it is the children within these communities that will constitute the intake for The Excellence Academy. Families in these areas will become aware of the Academy as a result of a marketing campaign focussed on reaching into the community and gaining the support of local community and business leaders. The Excellence Academy group will work closely with its partner, a registered charity called 'The Information, Advice and Guidance Centre' to inform deprived families in the area of the fully inclusive nature of the school, and its focus on serving the needs of the community in areas of deprivation. This will be achieved through the use of leaflets, posters, local radio, press releases and a consultation process involving a range of community stakeholders. These activities will allow good community relations to be developed in line with the Equality Act 2010, and be an active contribution to modern British society.

British culture and traditions have been around for many hundreds of years, and are famous all over the world. British sport, music, food and monarchy will be studied and experienced by all students at the Excellence Academy through the curriculum, assemblies, pastoral sessions and enrichment activities. Annual cultural events (i.e. Easter and Remembrance Day) will be celebrated and valued by all students. The study of Britain will also be entwined into the History and Geography curriculum. All students will choose either one of these subjects as an optional subject in order to achieve the English Baccalaureate.

The vision of the Excellence Academy is to provide every child with the education to be successful in starting a university degree. This high expectation will be fostered in the curriculum design. The academic pathways are named after significant academic British scholars to promote the history of British academic culture. The enrichment curriculum at the Excellence Academy is centred on the study of British academics. Students will



study the life, times and achievements of Charles Darwin, Sir Isaac Newton and William Shakespeare as they progress from year seven through to year thirteen. For example in year 7 all students will visit Shrewsbury which is the place of birth of Charles Darwin. This is further detailed in the enrichment curriculum model in section 4.2.1 of this proposal.

Citizenship and RE are an integral component of the curriculum, where students will learn about making a positive contribution to society and understand the defining features of a range of faiths.

The Excellence Academy will also be targeting children from emerging communities who have come to live in Britain during the last 10 years from outside the European Community, who are residing here legally and on a pathway towards becoming British citizens.

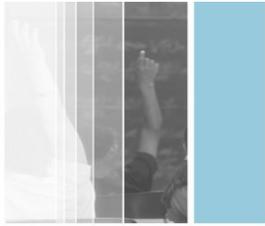
There are few areas outside London that accommodate more people in this broad category than Handsworth, Ladywood and West Bromwich. The area is a rainbow of communities who have made their way here mainly to seek out cheap rented accommodation that is plentiful in these neighbourhoods. New immigrants have also been attracted to these areas because they want to access essential services for themselves and their families. In particular they want schools for their children that are both welcoming and geared towards developing the educational needs of a diverse multicultural population.

A key feature of immigration to Handsworth, Ladywood and West Bromwich has been that families have normally come together or in some cases men arrived first and sent for their families to join them shortly afterwards. The age range of the children in these families is quite young, in addition the children and their mothers often have poor quality of life opportunities. There are few economic, educational, cultural and recreational opportunities mainly due to poverty and social exclusion. This in turn gives rise to



widespread feelings of resentment and rejection. All too often this leads to children not achieving their educational potential. The Excellence Academy has been designed to counteract social exclusion through its vision for every child to exceed their potential. This will be achieved through extra curricular activities that will take place for students and parents for which a separate budget has been accommodated. These activities will include literacy, numeracy and employability skills workshops. Please see section 8 for full budget information.

In 2008, BBC TV reported that children attending one of the local Primary Schools in Handsworth spoke 40 different languages at home. This particular school amongst several other local schools are compassionate and professional institutions that the Excellence Academy is proud to be associated with. The children going to them are equipped for life in Britain by focusing on learning core subjects including English, Maths, Science and IT. The current situation is that quite a significant number of children from recently arrived immigrant families have not learnt to read or write in any language in their home countries. This is especially true of the families who have migrated to Handsworth, Ladywood and West Bromwich from North and East Africa, Kurdistan, India, Pakistan and Bangladesh. In all of these countries the education of girls is a very low priority for the governments concerned. Marketing strategies employed by the Excellence Academy will reach into these diverse communities and bring them together based on the universal desire for a good education for children to improve their life choices. The Excellence Academy is non selective in its intake and will provide equal opportunities for all students regardless of race, gender or socio economic background.



Raising the aspirations of parents and children.

Students and parents will engage in a variety of workshops both over the academic year and during the Excellence Academy Summer School. The completion of end of year assessments will be mandatory, as will the presence of parents to meet with staff at the Excellence Academy to discuss the progress of their child. By working with local community health groups, the Excellence Academy will host a range of workshops for parents, focused on

- raising academic awareness and aspirations
- team building and communication skills
- the behaviours of successful learners
- the well-being needs of the pupil, i.e. a balanced diet and a regular sleep pattern
- the learning needs of pupils i.e. a space to work undisturbed at home
- strategies for parents and families to support the learning needs of pupils
- visit to local universities for parents and students that will enable them to experience and gain an understanding of an aspirational and achievable destination

The learning environment will raise aspirations, as classrooms will be named after local and international academics and universities. Wall displays will include positive quotes and display the students' journey towards university and professional careers. Pupils will achieve ambitious academic targets and enjoy a graduation ceremony to celebrate moving from one year to the next. This feature is common in exemplar charter schools in the States.

Mentoring and peer mentoring will support each student's learning. Initially teaching and non-teaching staff will mentor year 7 students. As the school grows to capacity, older students and community members will mentor younger students.



Graduates working in a range of professional careers will be partnered with students in years 9 to 13 who share a passion for a similar career. In years 7 and 8, these graduates will present their journeys through university and careers during assemblies with a focus on raising aspirations. The Excellence Academy will be a school that celebrates British culture and is valued and trusted by parents and communities.

Developing children's cultural capacity.

Every child will participate in a school sports team, and in an annual whole school production. Students will be involved in developing sports leadership skills, as well as scripting, directing and performing on stage. We will work collaboratively with local sports and drama groups with the intended outcome of more students and families participating in local sports clubs and drama groups.

Adult learning and Excellence E-learning Academy.

The Excellence Academy will partner with local organisations such as the Information, Advice and Guidance Centre to provide adult learning opportunities, in particular literacy, numeracy and ICT for parents. We will also provide online learning at a discounted cost for families of pupils through the Excellence E-learning Academy. This will be an online e-school that will serve to provide students and parents with access to learning. By working closely with local community groups, links with national and international schools will be developed, so that children in deprived areas of the world can access learning electronically through the Excellence E-learning Academy. For a low subscription fee, children and adults from deprived areas around the world will be able to log in to the E-learning portal and learn online. Any profits generated by the E-learning project will be directed into the Academy and fund academically orientated field lessons and residential excursions that families may not otherwise be able to afford. The vice principal will lead on this initiative as he has a vast amount of experience and expertise in developing and delivering on line curriculum solutions.

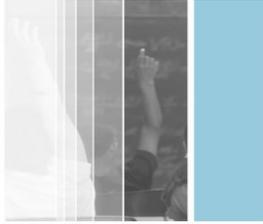


Section 5

Evidence of demand and marketing

In this section

- Demonstrating parental demand
- Consultation
- Marketing strategy



Introduction

Two rounds of questionnaire based research has been performed to gather public responses regarding the Excellence Academy and community interest in the area for a university preparatory free school.

Round 1 research was performed using a questionnaire form that contained no personal details of respondents. Respondents were therefore able to give information without being identified. Details collated were:

- Postcode area of respondent
- No. of children and ages of children
- Level of interest of respondent sending their child to a free school.

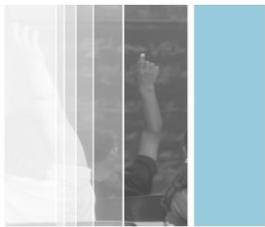
The questionnaire contained information about the vision and mission of the Excellence Academy. This provided respondents with the opportunity to provide an informed response of their thoughts about their level of support for The Excellence Academy. An example of the questionnaire that was used to perform this research is on the next page.



Results of wave 1 questionnaires.

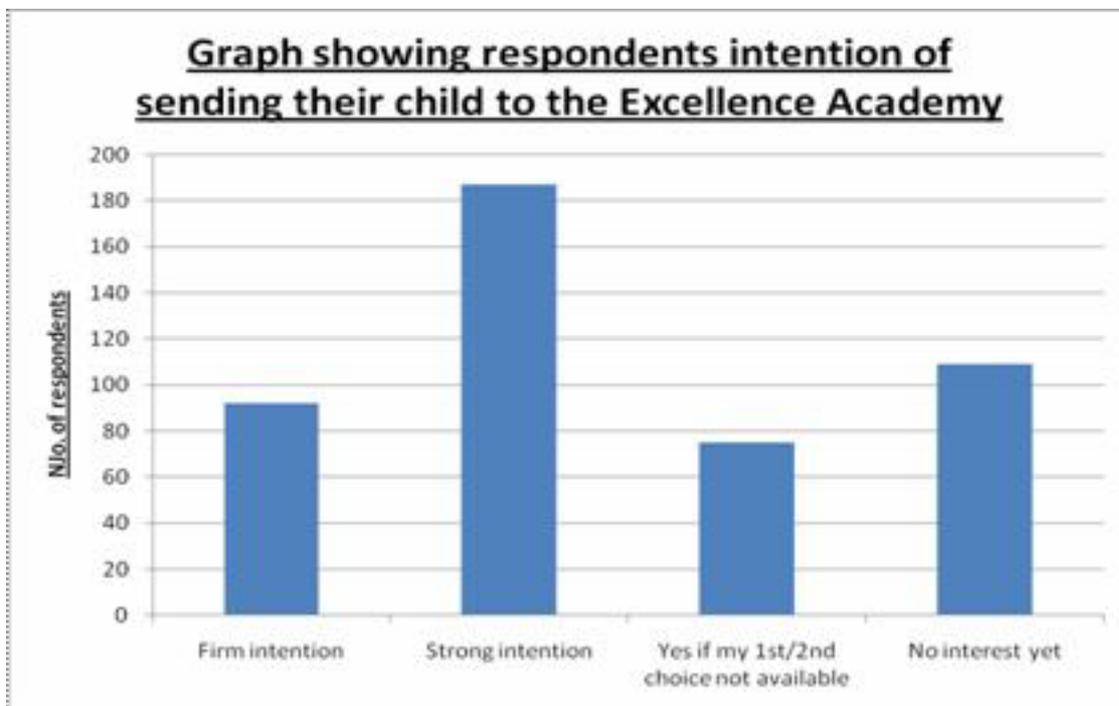
463 public responses were received from respondents who had children that were of an age to be considered potential students at the Excellence Academy.

Other responses were disregarded as they did not have children that were within the appropriate age range. The following analysis is therefore based on the 463 responses.



Out of the 463 responses:

- 92 people had a firm intention of sending their child to the Excellence Academy,
- 187 people had a strong intention of sending their child to the Excellence Academy,
- 75 people had an intention of sending their child to the Excellence Academy if their 1st or 2nd choice of secondary school was not granted by the local authority
- 109 people had no interest yet of sending their child to the Excellence Academy



The preferred post code for the Excellence Academy is **B66, B67, B68, B69, B70 or B71**. The catchment area of the Excellence Academy is regarded as postcode codes starting with **B20, B21, B66, B67, B68, B69, B70 and B71**. The following analysis is based upon this being the **immediate** catchment area.

The **commutable** postcode areas are regarded as **B15, B16, B18, B42, B43 and B64** as these are only a simple bus ride away for children or are within approximately 10 minutes driving distance from the school.



Firm Intention

Of the 92 people that said that they have a firm intention of sending their child to the Excellence Academy, 75 of them have a child of the appropriate age range for the school. Out of the 75 people that have a firm intention of sending their child to the Excellence Academy and have a child of a suitable age:

- 52 live in what we regard as the immediate catchment area of the school;
- 17 live outside the immediate catchment area identified but are within an easily commutable distance from the school; and
- 6 live outside the immediate catchment area but are still possible candidates for the school if they decide to commute to the school.

In conclusion, there are 52 children with a firm intention of attending the Excellence Academy, are in the appropriate age range and live within the catchment area of the school. In addition, there are 17 children with a firm intention of attending the Excellence Academy, are in the appropriate age range and live within an easily commutable distance from the school. Also, there are 6 children with a firm intention of attending the Excellence Academy, are in the appropriate age range but live outside the immediate catchment area but are still possible candidates for the school if they decide to commute to the school.

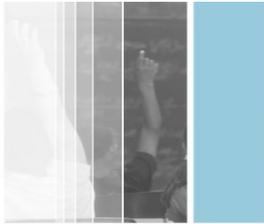
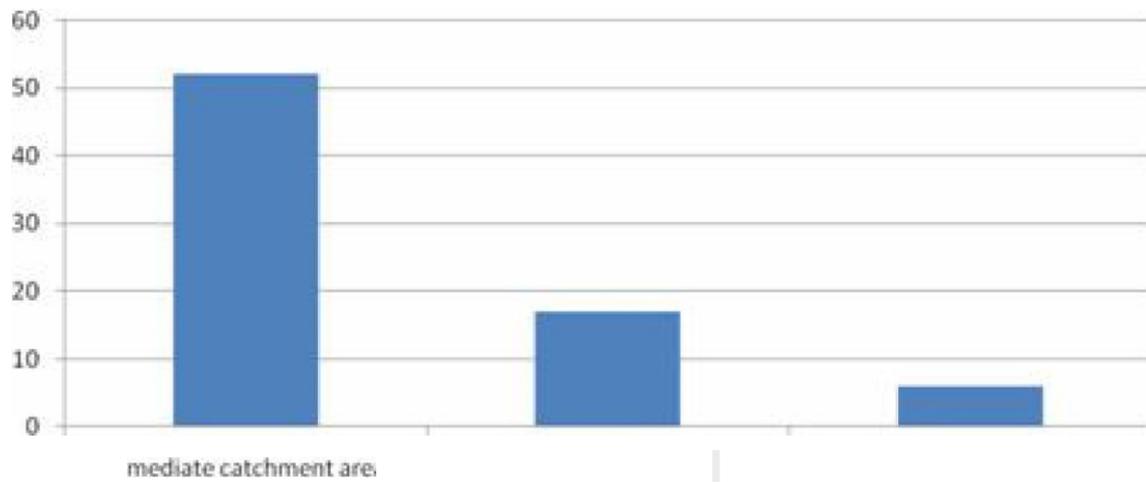


Chart showing how many of the respondents with a firm intention of sending their child to the Excellence Academy lived within the school's catchment area.





Strong Intention.

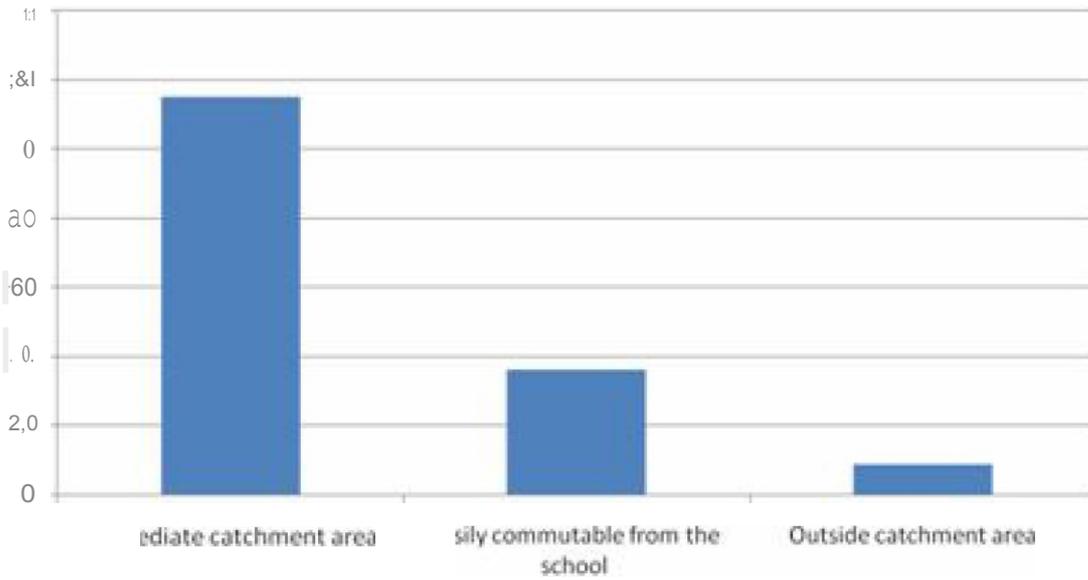
Of the 187 people that said that they have a strong intention of sending their child to the Excellence Academy, 160 of them have a child within the appropriate age criteria for the school. Out of the 160 people that have a firm intention of sending their child to the Excellence Academy and have a child in the appropriate age range:

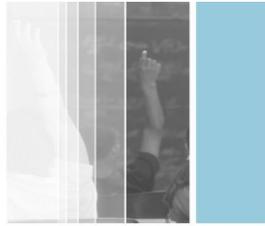
- 115 live in what we regard as the immediate catchment area of the school
- 36 live outside the immediate catchment area identified but are within an easily commutable distance from the school
- 9 live outside the immediate catchment area but are still possible candidates for the school if they decide to commute to the school

In conclusion there are 115 children with a strong intention of attending the Excellence Academy, are in the appropriate age range and live within the catchment area of the school. In addition, there are 36 children with a strong intention of attending the Excellence Academy, are in the appropriate age range and live outside the immediate catchment area identified but are within an easily commutable distance from the school. Also, there are 9 children with a strong intention of attending the Excellence Academy, are in the appropriate age range and live outside the immediate catchment area identified but are still possible candidates for the school if they decide to commute to the school.



Chart showing how many of the respondents with a firm intention of sending their child to the Excellence Academy lived within the school's catchment area.



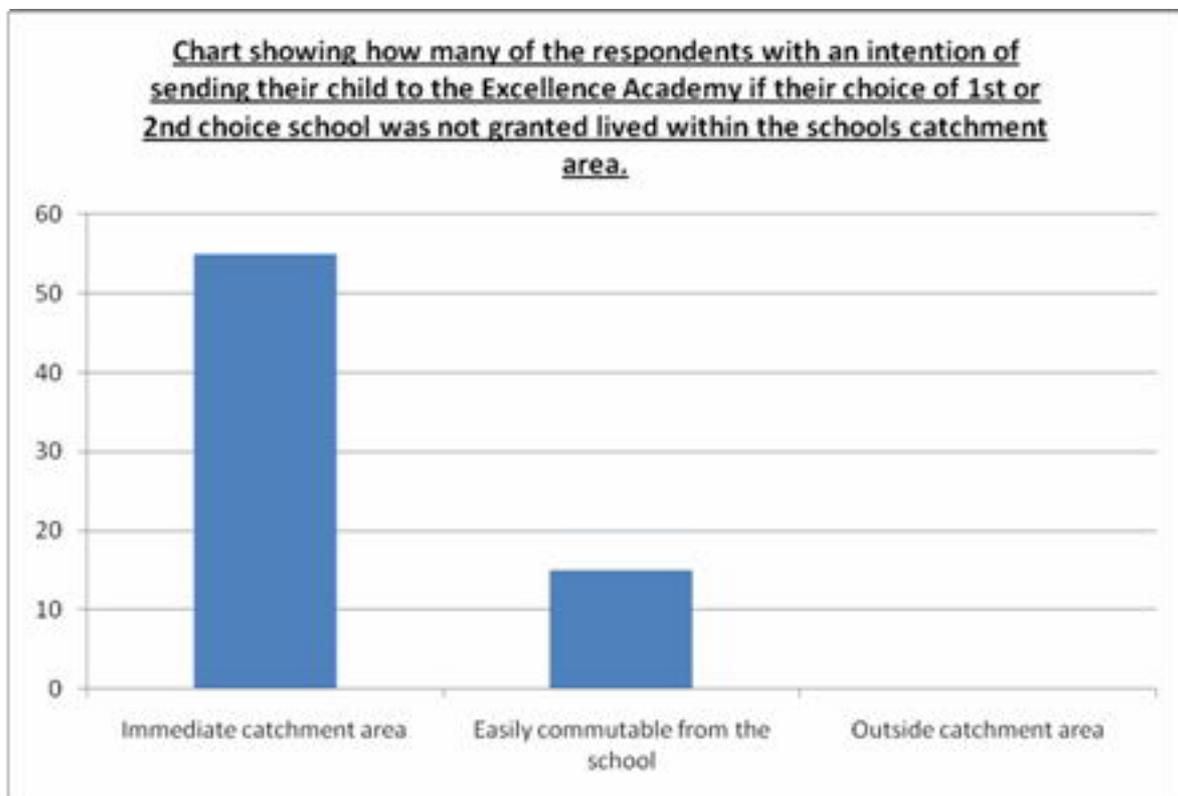


Candidates if their 1st or 2nd choice was not granted

Of the 75 people that said that they would send their child to the Excellence Academy if their first or second choice of school was not granted, 70 of them have a child of the appropriate age range for the school. Out of the 70 people that have a firm intention of sending their child to the Excellence and have a child in the appropriate age range:

- 55 live in what we regard as the immediate catchment area of the school
- 15 live outside the immediate catchment area identified but are within an easily commutable distance from the school

In conclusion, there are 55 children with an intention of attending the Excellence Academy if their choice of first or second school was not granted, are in the appropriate age range and live within the catchment area of the school. In addition, there are 15 children with an intention of attending the Excellence Academy if their choice of first or second school was not granted, are in the appropriate age range and live within an easily commutable distance from the school.





No interest yet

There were 109 people that expressed that they have no interest yet in their child attending the Excellence Academy. Of these 109 people, 56 had children of the appropriate age range for the Excellence Academy.

Summary of wave 1 evidence of demand

There is more than sufficient demand to fill all of the places that the Academy has to offer. This wave of analysis shows that oversubscription criteria will need to be applied as the Academy could not offer the amount of places to children that had been identified as having a strong interest in attending.

The Academy can only offer 60 places in September 2012, with a rolling intake of 60 students each year. Wave 1 evidence of demand shows that

- 92 people had a firm intention of sending their child to the Excellence Academy
- 187 people had a strong intention of sending their child to the Excellence Academy
- 75 people had an intention of sending their child to the Excellence Academy if their 1st or 2nd choice of school was not granted

This analysis contained a huge number of questionnaires and responses. It was conducted by all of those named in the capabilities and capacities section of the proposal over a period of 2 weeks. Total responses amounted to over 1,000.

Responses that were not appropriate were disregarded.



Evidence of demand – Wave 2

The above questionnaires and responses were collated under the original free school application process. Wave 2 evidence of demand has been collated as a result of the revised application requirements.

This second wave of research has been conducted to further evidence the level of demand for a university preparatory school. This second wave of research comprised of a more detailed questionnaire for respondents to complete.

The information gathered in wave 2 evidence of demand was:

- Parents Name
- Parents Address
- Childs Name
- Childs Gender
- Childs age in Sept 2012
- Level of interest in sending child to the Excellence Academy
- Parents contact tel. no
- Parents email address

This questionnaire took the form of 3 different layouts



Layout 1

This was a professionally produced, hugely detailed information leaflet and questionnaire that fully explained the Excellence Academy and what it aimed to achieve. The first 3 pages comprised of information about the Excellence Academy, the back page comprised of a detailed section that respondents were requested to complete and return. Below is an example of this leaflet.





Layout 2

The above leaflet was found to be too detailed for some, in response to which a more concise leaflet/ questionnaire was produced. This was a simple A4 page with information about the Academy and a section for respondents to complete. This was found to be more reader friendly. An example of this second leaflet/ questionnaire is as below.



Layout 3

Layout 3 was an online feedback questionnaire that respondents completed on the Excellence Academy website (). A link was placed on the left hand side of the page titled "Register Your Interest" which navigated users to an online version of the feedback form. This was completed online by respondents and submitted.



Navigation to this form is as below.

The homepage



This is the homepage for the Excellence Academy. It can be located by typing  into the web browser. There are many links showing various aspects of the work of the Excellence Academy.

Of most importance for this section for this proposal is T
The “Register your interest” section of the website is designed to allow data from interested parents to be collated electronically.

The Register your Interest page.



This page contains basic information about what the Excellence Academy intends to do with all the collected data. It also contains a hyperlink to take the user to the actual registration form that needs to be completed and submitted.



The Excellence Academy registration form



Above is the registration form that the Excellence Academy encouraged parents to complete. This collated all data that the Academy needs to demonstrate its evidence of demands of top of the previous market research that was performed.



The results of wave 2 evidence of demand

Wave 2 evidence of demand concentrated on a smaller number of responses as it was performed in 3 days instead of 2 weeks. These responses contained more details such as contact information that can be followed up later.

Any responses showing no interest or outside the age group needed for the Academy were disregarded. This included children who were over 11 and those that were under 9.

The details that have been collated will be used for further marketing purposes to ensure that those who expressed a desire in the Academy are provided with information to select the Academy as their first choice of school.



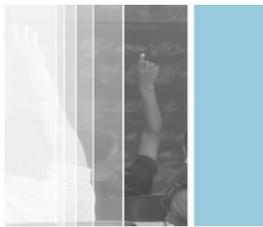
Number, age and postcode areas of children

The Academy will open in Sept 2012 with 60 children in year 7. That is the proposed maximum capacity of the Academy per academic year. In order to meet the minimum criteria for a Sept 2012 opening, the academy needs to show that at least 50% of the capacity can be filled by children with a Sept 2012 start and 50% can be filled by children with a Sept 2013 start. This equates to a minimum of 30 children willing to attend in each of those age groups.

From the responses, it can be seen that

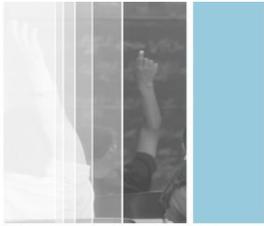
55 children will be 11 years old in 2012 (year 7 cohort)

61 children will be 10 years old in 2012 (year 7 cohort in Sept 2013)

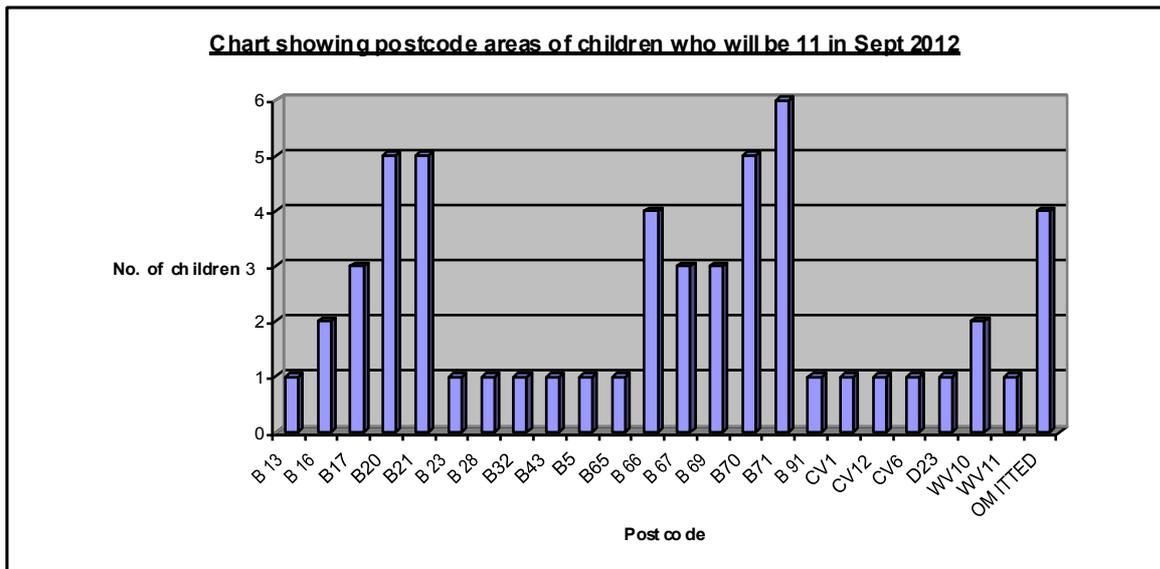


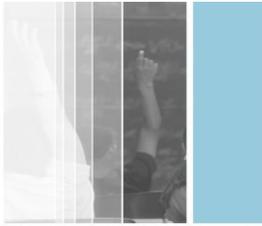
The table below shows in detail the postcode areas of children who will be 11 years old in Sept 2012.

Age	Postcode	No. of children
11	B13	1
11	B16	2
11	B17	3
11	B20	5
11	B21	5
11	B23	1
11	B28	1
11	B32	1
11	B43	1
11	B5	1
11	B65	1
11	B66	4
11	B67	3
11	B69	3
11	B70	5
11	B71	6
11	B91	1
11	CV1	1
11	CV12	1
11	CV6	1
11	D23	1
11	WV10	2
11	WV11	1
11	OMITTED	4
TOTAL		55



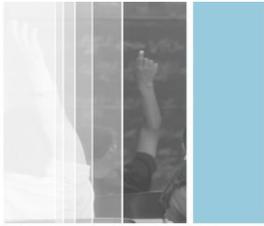
The evidence clearly shows that the academy has exceeded the minimum criteria (50% of capacity year 1 which is 60 students) regards evidence of demand to open in Sept 2012 as there are 55 children who will be 11 years old expressing a demand to join the Academy in Sept 2012.



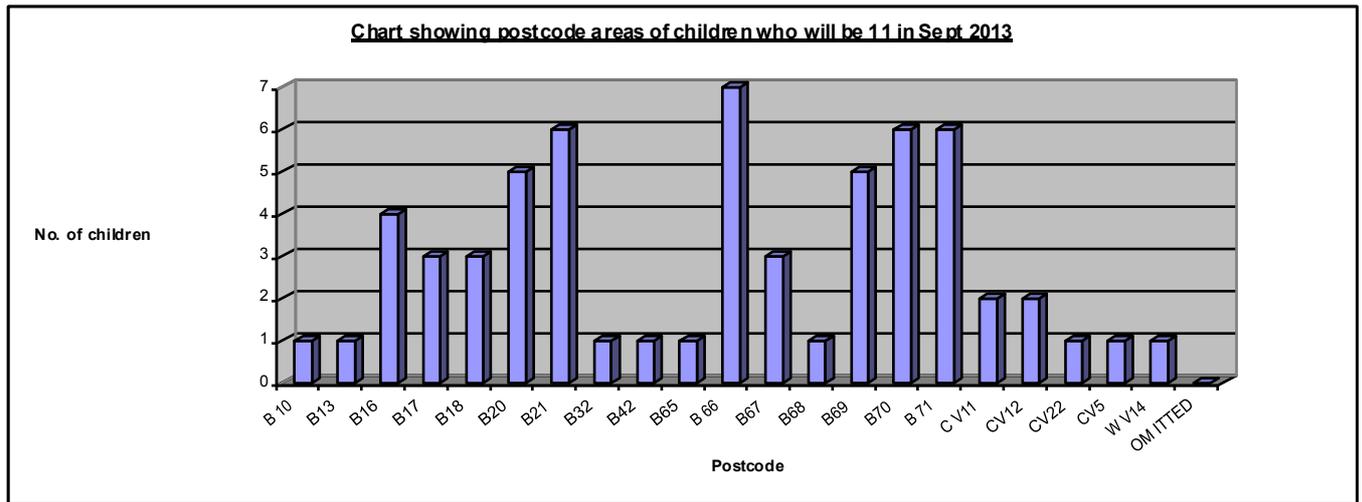


The table below shows in detail the postcode areas of children who will be 10 years old in Sept 2012 (11 years old in Sept 2013).

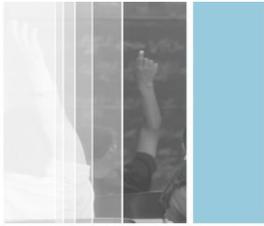
Age	Postcode	No. of children
10	B10	1
10	B13	1
10	B16	4
10	B17	3
10	B18	3
10	B20	5
10	B21	6
10	B32	1
10	B42	1
10	B65	1
10	B66	7
10	B67	3
10	B68	1
10	B69	5
10	B70	6
10	B71	6
10	CV11	2
10	CV12	2
10	CV22	1
10	CV5	1
10	WV14	1
10	OMITTED	
TOTAL		61



The evidence clearly shows that the academy has exceeded the minimum criteria (50% of capacity year 2 which is 60 students) regards evidence of demand to open in Sept 2012 as there are 61 children who will be 11 years old expressing a demand to join the Academy in Sept 2013.



The evidence of demand for 2012 and 2013 intakes shows that in excess of 50% of the capacity of the school can be filled with the local demand that has been so far identified. Further marketing will ensure that the remaining places are filled with students in the local areas.



Level of interest of children wishing to attend the academy in 2012.

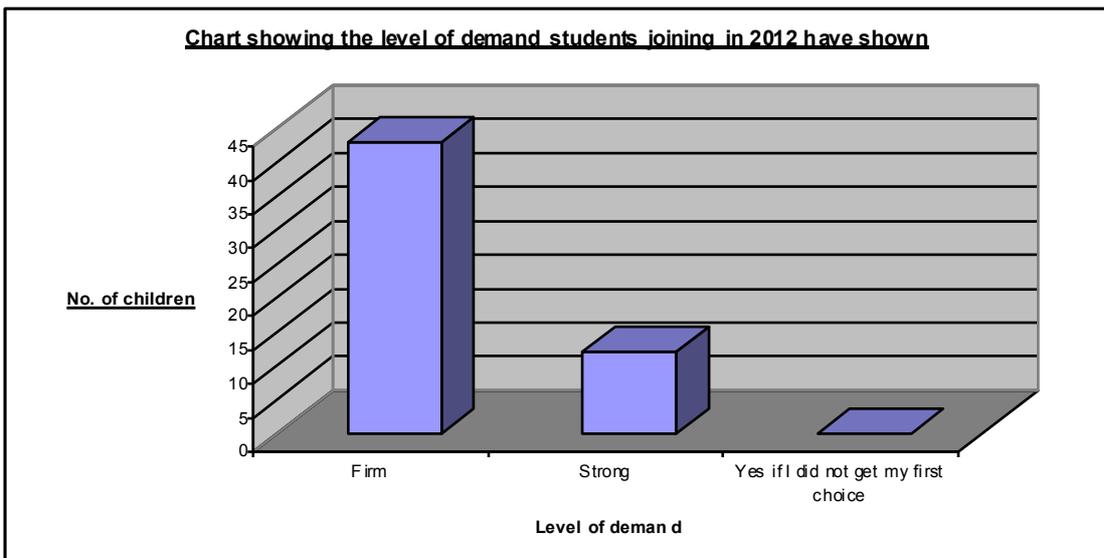
Of all of the responses

43 children expressed a firm level of interest in joining the academy in Sept 2012

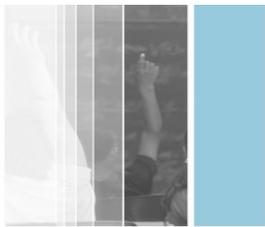
12 children expressed a strong level of interest in joining the Academy in Sept 2012

0 children expressed a level of interest in joining the Academy in Sept 2012 if their 1st choice was not available.

Level of interest	No. of children
Firm	43
Strong	12
Yes if I did not get my first choice	0



This evidence demonstrates that out of the students that wish to attend the Academy in Sept 2012, 43 have a firm intention of attending the Academy and 12 have a strong interest of attending the academy in Sept 2012. The next level of marketing will target these children to ensure that they are turned into definite places.



Level of interest of children wishing to attend the academy in 2013.

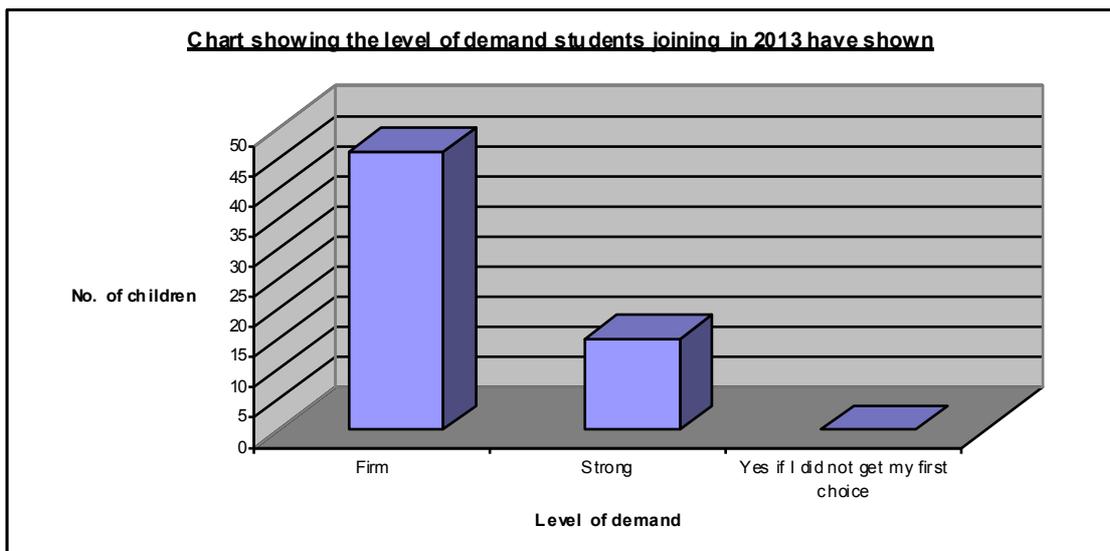
Of all of the responses :-

46 children expressed a firm level of interest in joining the academy in Sept 2013

15 children expressed a strong level of interest in joining the Academy in Sept 2013

0 children expressed a level of interest in joining the Academy in Sept 2013 if their 1st choice was not available.

Level of interest	No.of children
Firm	46
Strong	15
Yes if I did not get my first choice	0



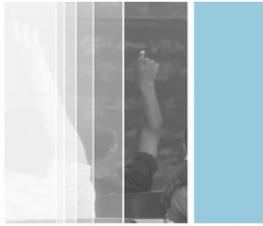
This evidence demonstrates that out of the students that wish to attend the Academy in Sept 2013, 46 have a firm intention of attending the Academy and 15 have a strong interest of attending the academy in Sept 2012. The next level of marketing will target these children to ensure that they are turned into definite places.



Summary of wave 2 evidence of demand

There is more than sufficient demand to show that in excess of 50% capacity of the Academy can be filled with the students that formed this evidence of demand. The remaining places will be filled by careful marketing to children in local deprived areas. The Academy can only offer 120 places in its first 2 years of opening. The demand shows that

- 89 people had a firm intention of sending their child to the Excellence Academy,
- 27 people had a strong intention of sending their child to the Excellence Academy,



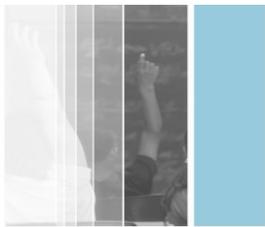
Overall conclusion

In the first wave of evidence of demand research, it can be seen that there is a huge amount of interest. There were 235 (75 firm interest of appropriate age and 160 strong interest of appropriate age) children of the appropriate age range (10-11 years old) that expressed a strong or firm intention of joining the Excellence Academy. Of these 235 children, 167 children lived within the immediate catchment area identified for the Academy (B20, B21, B66, B67, B68, B69, B70 and B71). Out of the remaining 68 children expressing a firm or strong interest, 53 children lived within an easily commutable area from the Academy (B15, B16, B18, B42, B43 and B64). The remaining 15 children lived outside the commutable area but would be able to travel to the academy via public transport.

The first wave of research shows that there were 220 children who fell into the catchment areas of the academy for 120 places that would be made available in the first 2 years. There would be 100 children who not get a place due to oversubscription in the first 2 years. This represents a 83% oversubscription for the Academy for the academy in its first 2 years (combining Sept 2012 and Sept 2013 starters as children mentioned above are children who will be 10 or 11 in Sept 2012).

<i>Intention of child/parent</i>	<i>Immediate postcode area</i>	<i>Easily commutable postcode area</i>	<i>Total</i>
Firm	52	17	69
Strong	115	36	151
Total firm/strong interest	167	53	220
Available spaces			120
Oversubscription			100

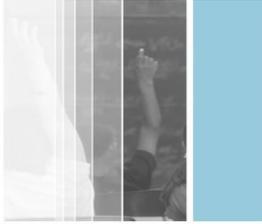
This evidence shows that there is a huge level of demand that exceeds the minimum criteria of showing capability to fill 50% of the places at the Academy.



Wave 2 research was an in depth evidence gathering exercise opposed to large scale. Fewer respondents were involved in this analysis due to the time taken to complete the details on the response forms.

The evidence of demand for wave 2 marketing shows that there are 55 children willing to attend the Academy in Sept 2012. The maximum capacity in Sept 2012 will be 60 students. This shows that 92% of the places at the academy would be filled immediately if it was to open in Sept 2012. The evidence also shows that there are 61 children willing to attend the Academy in Sept 2013. The maximum capacity in Sept 2013 will be 60 students. This shows that all of the places at the Academy would be filled with the demand that there is for Sept 2013.

This evidence of wave 2 research which combined personal details of respondents shows that the Academy has shown in excess of the minimum criteria for a Sept 2012 opening. The requirement is to show a minimum of 50% capacity, the Academy evidence of demand research has shown 92% of capacity being filled with students.



How do the responses support the educational vision of the academy?

The responses show that there is a huge level of demand for a school that offers students with the opportunity to graduate from the academy with the skills necessary to enter into university education.

The responses show that there is a huge amount of support for a school with the aims, vision and ethos which the Excellence Academy offers.

The vision of the academy is to provide an excellent secondary and post 16 education for every child. The questionnaire shared this vision with respondents and they were able to consider this vision when completing their response. The responses show an overwhelming desire and demand for a school that provides an excellent secondary and post-16 education for every child to be opened in the area.

The mission of the Academy is to provide an education regardless of race or socio-economic background. All of the responses that were gathered were from deprived areas that were considered to be within the catchment areas of the Academy. The Academy has purposefully placed itself in a deprived area as it wishes to narrow the achievement gap and raise aspirations and achievement for all. These responses therefore explicitly show that children in deprived areas want an academy that will provide a fair education to them even though through their backgrounds they reside within deprived areas.

The Excellence Academy will be a university preparatory school. The questionnaire shared this vision with respondents and they were able to consider this vision when completing their response. The responses show an overwhelming desire and demand for a university preparatory school to be opened in the area to raise achievement and improve outcomes for students from deprived areas.



The Excellence Academy mission is to recruit and develop the talents of teachers through cost savings made and to reinvest in students education and experiences. Respondents were keen to discuss locations of the school as it made a huge difference to their choices. Respondents were introduced to the concept that the Academy intended to be in an existing local authority building to reduce costs so that more money could be invested in educating students. Respondents reacted positively to this as it meant that students would receive a high standard of education and experiences instead of money being spent on cosmetics of a school. The responses show that parents were supportive of this.

The Excellence Academy mission is to provide a broad and balanced curriculum to provide pathways to a range of careers via small class sizes and various study pathways. This was shared with respondents on the questionnaire and through discussions. Respondents were positive about the high expectations of the Academy and the various teaching pedagogies and strategies that would be used to increase results.

The Excellence Academy will provide each student with a professional partner/ role model which will create an opportunity for the student to explore their future career plans. This will allow student to complete work experience placements which will enable them to achieve an in depth understanding of their preferred career.

The individuals detailed in the capabilities and capacities sections will help to promote a diverse range of careers. Local businesses will be partnered with to provide students with appropriate experiences. Respondents were supportive of this through discussions.



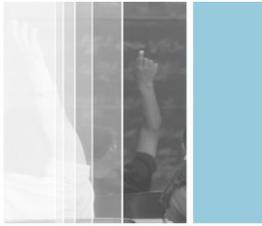
Vision and aims – Do these responses support the Excellence Academy vision and aims to	Supported?
Provide an excellent secondary and post-16 education for every child	Y
Provide an education regardless of race or socio-economic background	Y
Work as a university preparatory school	Y
Through cost savings and using local authority buildings, reinvesting in recruiting and developing the talents of teachers	Y
Through cost savings and using local authority buildings, reinvesting in student's education and experiences	Y
Provide a broad and balanced curriculum to provide pathways to a range of careers via small class sizes and various quiet/individual/group/ cohort study zones	Y
Provide all students with a professional role model/ partner to whom students can easily commute to	Y
Provide all students with work experiences amongst local businesses which will enable them to be successful at university interviews.	Y



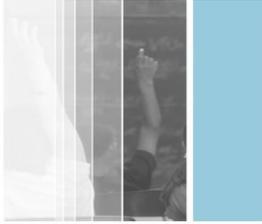
How communication took place with parents

The Academy communicated with parents in several ways.

1. Face to face – Parents were approached and the vision of the Academy shared. Discussions allowed parents to make an informed decision about whether they would like for their child to attend the academy. This was particularly useful as it gave parents the opportunity to raise questions and concerns which could be answered immediately.
2. Recommendation – A wider audience was introduced to the aims and visions of the academy through recommendation and by parents discussing the aims and visions. Parents then used various communication methods available (such as email and telephone) to ask questions which were answered immediately.
3. Email – The leaflets and literature that were distributed contained email contact details. Parents were able to email questions to the Academy ([REDACTED]) which could be answered in a timely manner. This was particularly useful as many parents wanted to provide their details and register their interest immediately.
4. Telephone – Parents phoned to ask any questions they had. This provided parents with the opportunity to have questions answered immediately and to share their personal thoughts and ideas along with any concerns.
5. Through partners – Working partners were established who were able to communicate the vision with the wider community. These included various community centres, community representatives, businesses, leisure centres, places of worship, children's events and local authority venues. These partners were able to relay messages and successfully generate additional interest for the Academy.



6. Through groups – Various groups were contacted to help support the proposal. These included children’s playgroups, parent’s groups and other support groups that had an interest in supporting the proposal and relaying the message further. The main contact method with groups was via email and information through the website.
7. Through the Academy website – A website was created in the early stages of this proposal to inform supporters of the aim and vision of the academy. Detailed information was added to help explain how the vision would be delivered. The website included contact details so users could email any questions that they had. The website also contained a link that navigated to a page to register parent and child interest. All supporters were generally directed to the website from where they could obtain additional information and ask any questions.
8. Through literature – Leaflets, support forms, and evidence of demand forms were created in the early stages of the proposal to distribute to parents. Leaflets contained detailed information about the aims and vision of the academy and how it would be met. It gave detailed information about the proposal and how parents could provide support. Support forms and evidence of demand literature was created to provide simplified information so that users were able to read detailed information on leaflets and the website at their leisure.



How the Excellence Academy will reach out to deprived students

The aim and vision of the Excellence Academy is to work with students in deprived areas. The principal designate is a member of the Future Leaders programme which aims to narrow the achievement gap between the rich and poor. This is therefore a shared vision of both the Academy and the principal designate. It is the academy aim to work with deprived students as it intends to place itself in the heart of a hugely deprived area.

The Excellence Academy will take on the challenge of raising aspirations and achievement in a deprived area. The academy wishes to serve the students of wards within Birmingham and Sandwell (as the sites identified are near the border of both of these authorities) although the building will be within the Sandwell authority. One of the wards that the Academy wishes to serve is the Ladywood ward within Birmingham. The Ladywood ward has been named as the most deprived ward in the country. In excess of 43% of the population has no qualification at all. 48% of households have an income of £15,000 or less. The average household income in Ladywood is £19,600.

The Academy welcomes the challenge to work with students of this ward and help to raise achievement and aspirations of what are the most deprived students in the country. There are many other wards within Sandwell which are considered to be deprived which the Academy also wishes to serve as well as Ladywood.

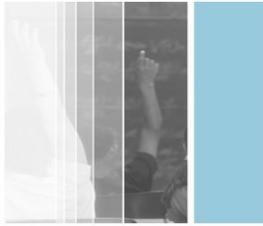
All of the marketing that the Academy has performed so far has been with parents and children from these deprived wards. It is the academy intention, vision and aim to be placed, market and work with deprived students so this aim will be met through the vision and aim being delivered.



The Excellence Academy model is based on the American Charter Schools model. The vision is to create a learning environment for deprived students that provides a structure within which academic excellence can excel, thereby narrowing the achievement gap. The Principal Designate has visited exemplar charter schools in New York with the Future Leaders programme. This visit which has infused a desire to design and create a similar positive learning environments in England. The teaching strategies, pedagogies, curriculum, resources and environments will be created to support the learning of students in deprived areas.

All of the responses that have been received in the evidence of demand section show how dedicated the Academy is to working with students from deprived areas. Almost all of the responses are from postcodes that are in deprived areas. This is where the Academy has marketed itself and where it intends to be located.

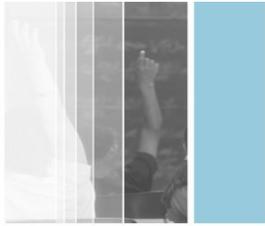
The Academy will naturally attract students from areas of deprivation as its aims, vision, ethos and location are all centred on serving the needs of students in areas of deprivation.



Does the vision of the Excellence Academy reach out to students within deprived areas?

Vision and aims – Does the vision and aims of the academy reach out to students in deprived areas?	Supported?
Provide an excellent secondary and post-16 education for every child	Y
Provide an education regardless of race or socio-economic background	Y
Work as a university preparatory school	Y
Through cost savings and using local authority buildings reinvest in recruiting and developing the talents of teachers	Y
Through cost savings and using local authority buildings reinvest in students education and experiences	Y
Provide a broad and balanced curriculum to provide pathways to a range of careers via small class sizes and various quiet/individual/group/ cohort study zones	Y
Provide all students with a professional role model/ partner to whom students can easily commute to	Y
Provide all students with work experiences amongst local businesses which will enable them to be successful at university interviews.	Y

All of the aims, objectives and vision of the academy are clearly aligned with serving students within deprived areas. The school will use all resources available to narrowing the achievement gap and to increase the aspirations and achievement of all those that attend the academy. The main driving force behind the vision is the Charter School model in America which has successfully delivered similar vision in areas of high deprivation.



5.2 Consultation and equality of opportunity

The Excellence Academy intends to consult with all persons it feels appropriate to allow sufficient time for any objections and challenges to be resolved fairly and equitably.

Although the Academy does not envisage any objectives as it has already performed a vast amount of marketed in deprived areas, an opportunity will still be provided to help engage with more of the community and market the Academy further.

The following are some of the plans for this consultation.

1. Informal surgeries - where members who have concerns and questions can attend surgeries held at in public places such as shopping centres, health centres, primary and secondary schools, town halls, council houses. The aim is to provide a opportunities for communities to raise any concerns they may have and ask any further questions. This is important as some people may feel threatened attending formal events and asking questions. There will be many positive contributions to the Academy plans through questioning and challenging the thoughts of the Academy which will serve to make it a stronger school upon opening. This consultation will start immediately after the proposal has been accepted.

In order to invite people to informal surgeries, the academy will advertise through leaflets, posters, the website and word of mouth. This will help generate interest within communities.

2. A formal consultation event – A full consultation event will be held by the Academy within the first month of being approved for opening in 2012. This will be a formal event where individuals and organisations with an interest in the academy opening will be invited. This will include parents, local authority representatives, community groups, local primary and nursery schools, local secondary schools and education providers (including 6th form colleges) and higher education institutions.

The consultation will be publicly announced via radio and newspaper. Additional messages will be distributed by emails and letters sent to institutions as above. The consultation will be advertised by posters and leaflets placed within community groups and places of interest in a bid to include and invite as much feedback and questions as possible.



The venue will be a school or authority building which is felt to be a mutual place to meet to discuss the proposed academy. This formal event will help to raise an in depth awareness and wider interest in the proposal to ensure that all aspects have been considered.

3. Invitations to speak with communities. The Academy will engage with community groups and organisations, giving them the opportunity to invite representatives of the Academy to their venue to discuss the proposal in detail. This will provide groups with an opportunity to ask questions at their convenience and provide their support in the proposed academy.

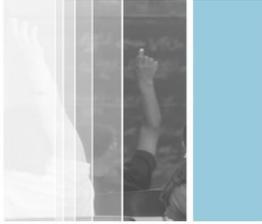
This invitation will be communicated by writing letters and sending emails to community representatives.

The venue will be their place of choice so that the academy has the opportunity to engage with as much of the community as possible and share its aims and vision.

4. Letters to the immediate community. Those people that may be affected by an Academy in their local vicinity will be contacted. People may be affected by additional traffic, children entering/ leaving school, additional noise, parking issues, road safety, shopping, building works, deliveries, etc. These issues will be highlighted to the immediate community so they are able to suggest suitable arrangements that can then be made to negate any problems. This will avoid the Academy disturbing its immediate environment and community.

The immediate community will be invited to the consultation events mentioned above.

They will also be invited to visit the Academy premises, write letters and email any concerns that they may have. The Academy will follow any suggestions given to ensure that the immediate community engages positively with the academy to help support its students.



5. Discussions with local schools. Local primary and secondary schools will be contacted to share the vision and aims of the Academy. Head teachers will be contacted via email and letters and invited to a consultation event to assess the impact that

primary and secondary schools in the area will face. This will be a great opportunity to market the aims and vision of the school to create links with primary schools from where students will naturally progress into the Academy.

6. MP's will be contacted so that the academy representatives can share the aims and vision of the school in MP surgeries. This will provide another formal venue for community members and parents to get more information about the Academy and ask any questions that they may have. This will serve to be an excellent opportunity to show the level of demand that the Academy has to MP's to gain further support.

7. Progress updates and ongoing representation at neighbourhood meetings. The Academy will be represented at neighbourhood meetings to help provide regular updates about the progress the Academy has made. This will serve to be another formal gathering as the agenda and minutes will record the discussions that have taken place.

8. Open days will be arranged for all members of the public to attend the Academy.

These will be organised for potential students to attend and for members of the public to share further information. This will provide members of the community and various groups with the opportunity to ask any questions that they may wish to and to be involved in the aims and vision of the academy.

The open days will be organised at the Academy to help the community visual what the Academy is doing and how it will affect its immediate community positively.

9. Press/ media releases/ Newspapers. Press and media sources will be contacted to publicise the consultation events. Their involvement will be crucial to make sure that all communities and interested parties are contacted so they are in a position to attend all of the consultation events and be represented.



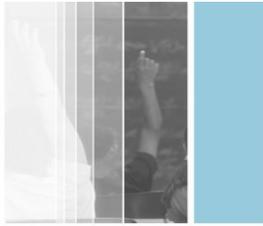
Different media will be contacted including community newspapers that serve a wide variety of communities. General press such as The Evening Mail (a local Midlands news paper) will be used to help publicise the consultation events. Various community radio stations such as New Style Radio (an Afro Caribbean community radio station) will also be contacted. This will help to ensure that all communities, especially those from deprived areas, are aware of the consultation events.

The media will be kept informed regularly of the progress the Academy has made and what it intends to do next. This will help to raise an awareness as to any concerns or questions that any community group may have.

10. Ongoing consultations. There will be ongoing consultations so that interested parties are given the opportunity to work with the Academy throughout all phases. This will ensure that all concerns, questions and aspects have been considered to create strong relationships with the community that the Academy will serve and be working with. This will provide a continuous dialogue between the Academy and its community.

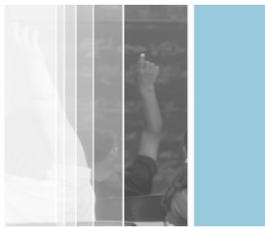
11. Parental steering group. A parental steering group will be established which will work with various parents in the area. The parental steering group will consist of parents from different schools to ensure that the aims and vision of the Academy are clearly communicated and that other parents have the opportunity to attend consultation events.

12. The Academy website. This will contain a section titled "Consultation". In this section all minutes and agendas will be available to anybody who decides to visit the website. It will also publicise consultation events planned for the future.



Timing of consultation events

Consultation event	Venue	Term	Community reached
Informal surgeries	External – To be confirmed	Immediate and every 4 weeks thereafter	All – including deprived
Formal consultation	External – To be confirmed	After 4 weeks and every 4 weeks thereafter	All – including deprived
Community Invitations	At venue of invitation	As and when invited	All – including deprived
Letters to immediate community	None	Immediate and every 6 weeks thereafter	All – including deprived
Discussions with local schools	At schools	Immediate and by invitation thereafter	All – including deprived
Attendance at MP surgeries	Town Halls	All surgeries where time permits	All – including deprived
Neighbourhood meetings	Wherever arranged	All neighbourhood meetings	All – including deprived
Open days	On Academy site	Upon completion of suitable rooms	All – including deprived
Press releases	N/A	Immediate and whenever further events arranged	All – including deprived



Parental steering groups	N/A	Immediate and ongoing	All – including deprived
The Academy website	N/A	Continuous	All – including deprived

All minutes and agendas will be available via the Academy website. All requests for information will be responded in the manner received and responses will also be available on the academy website.



Vision and Aims – Does the consultation strategy support the academy’s vision and aims to	Supported?
Provide an excellent secondary and post-16 education for every child	Y
Provide an education regardless of race or socio-economic background	Y
Work as a university preparatory school	Y
Through cost savings and using local authority buildings reinvest in recruiting and developing the talents of teachers	Y
Through cost savings and using local authority buildings reinvest in students education and experiences	Y
Provide a broad and balanced curriculum to provide pathways to a range of careers via small class sizes and various quiet/individual/group/ cohort study zones	Y
Provide all students with a professional role model/ partner to whom students can easily commute to	Y
Provide all students with work experiences amongst local businesses which will enable them to be successful at university interviews.	Y



5.3 Marketing strategy

Marketing performed to date.

To date the Academy has marketed its visions, aims and objectives through 3 main methods.

1. The Excellence Academy website.

A website has been created that allows users to get further information about the Academy. The web address for the Academy is [REDACTED].

[REDACTED]

This is the Academy Homepage. The web address is as above. The homepage contains links to all other pages that have been created.

[REDACTED]

This is the Academy About Us page. It shares the aims and vision of the Academy.



Redacted

Redacted

Redacted

This is the What We Offer page. It provides navigation links to ways the Academy intends upon delivering its aims and vision in more details. The aims and vision can also be found in section 3 of this proposal.

This is the Educational Philosophy page that shares the academy educational philosophy. It shares the core philosophy of excellent teaching that will raise the aspirations and achievements of the students it will serve.

This is the Excellent Teaching page. It shares the academy vision on how it intends to train teachers to be outstanding classroom practitioners. This is what will ensure the Academy vision is delivered.



This is the Excellent Learning page. It explains how the Academy intends to ensure that students learn at a fast pace and develop into independent thinkers and learners.

This is the Curriculum and Qualifications page. It shares the curriculum and qualifications the Academy intends to deliver. It helps parents map out ways that students can be supported at home to help increase achievement whilst in the classroom.

This is the Location page. It shares details about preferred locations and how parents and children can help decide the location.



This is the Admissions page. It shares the Academy admissions code which is in line with local authority admissions criteria to truly offer a non selective school.



This is the Guarantee page. It shares the Academy dedication and what it aims to deliver to students.



This is the Partners page. It outlines the organisations that will play a key role in delivering the Academy vision. Future Leaders aims have also been mirrored as the Academy fully intends to work in deprived areas to narrow the achievement gap.



This is the Can I Help page. It invites people to provide the Academy with their details and how they feel they can help students.



This is the News page.

It contains vital news regarding the Academy. It is the page that will contain news about the progress the Academy has made and consultation events. It also contains an automatic newsfeed from the BBC news education website.



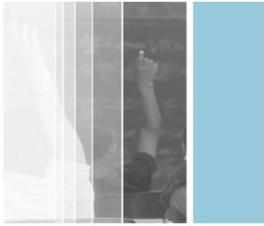
This is the Register Your Interest Page. It provides users with the opportunity to register their child's interest in the Academy.



This is the Contact Us page. It contains email contact details for users to access further information by asking any questions they wish to.



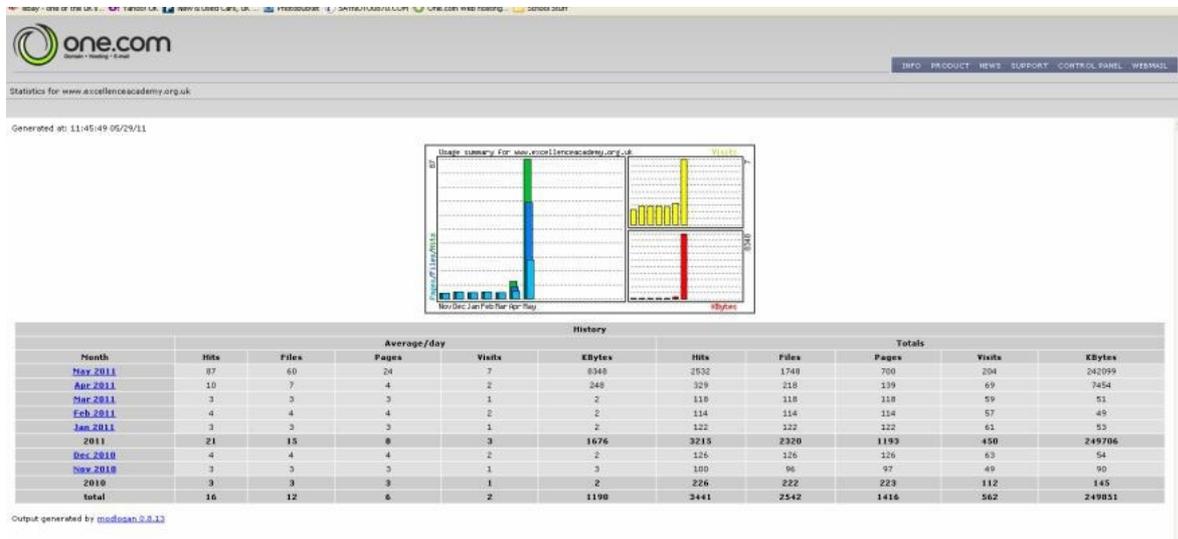
This is the Career Opportunities page. It is a page intended for existing teachers to register their details and interest in working for the Academy.



Free School Proposal

The Excellence Academy

The Academy website has attracted many users. The current statistics are shown below.



The website's statistics show that [REDACTED] has had 87 hits on average per day in May 2011. In May 2011 the website has had 2532 hits in just one month. This is a substantial amount of activity for the month. It helps to support the successful marketing efforts to date.

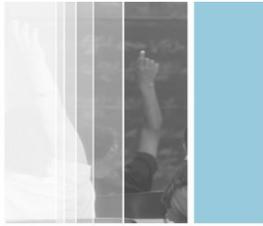
The Academy intends to build upon this success and use the website to drive more activity and share further information.



2. Leaflets.

Leaflets have been created for the Academy that share its aims, objectives and vision. These help to give parents and children the information that they need to make an informed decision about the Academy. The 4th page of the leaflet contains a form for parents to complete to register their child's interest in the academy. These leaflets were distributed in deprived areas where the Academy intends to be located. Print screens of the leaflet are as below.





3. Word of Mouth.

Representatives of the academy have actively engaged with communities in deprived areas and actively presented and discussed the proposal with groups to gain feedback. This has proven to be useful as parents and communities were reassured of the Academy proposal and what the aims and vision of the Academy were and how they would help to ensure that aspirations and achievement would be increased in their areas. The proposal received positive support with communities willing to help in any way possible.

The next marketing steps.

The first method that the Academy intends to use to market itself, is by contacting those that have completed the evidence of demand questionnaires and provided contact details. Letters, emails and follow up telephone calls will be made to convert interest shown into actual school places. This should take the Academy towards at least filling half of the capacity.

Open days and visits will be offered to those that may be considering an alternative school to share the aims and vision of the Academy. In these open days the Academy will positively persuade parents to send their child to the academy.

Representatives from the Academy, including the principal designate will visit families. This follows the marketing strategies of the Kipp Charter Schools in America.

The consultation strategies in section 5.2 will provide a huge amount of opportunities to market the Academy and to generate further interest. Attendees at consultation events will be requested to provide their contact details if they have a child of the appropriate age so that positive marketing can be used to influence them to send their child to the Academy. The advertising of consultation events will be combined with a short advertisement for prospective parents. This will be in the press, on radio, via leaflets and word of mouth.

The Academy will perform further leaflet drops within close proximity of the proposed site to raise an awareness of the Academy and generate further interest. This will contain details of consultation events, open days and ways to get further information.



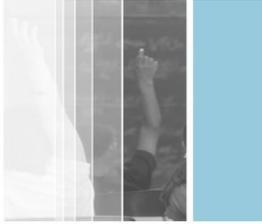
This positive marketing will generate further interest in deprived areas as this is the community in which the academy will be based and attract.

Prospectuses will be created, as well as posters, and placed within all communities to help generate interest and invite applications from all communities. The academy will not be selective in its intake and aims to serve all communities, especially those from deprived areas. Minority communities will also be reached in this way as they will form the vast majority of people who visit community centres for help and advice.

Primary schools will be contacted to allow the Academy to provide presentations to children and parents. This will help market the school and create feeder schools and students for the academy. Extra curricular workshops will be provided at primary schools and at the Academy site to create positive relationships with parents and children and to provide continuous marketing opportunities.

All of the above marketing tools will contain the Academy aims and vision. The message that the Academy intends to portray is one of being a university preparatory school aiming to prepare all students for university studies. The school's aim is to narrow the achievement gap by increasing the aspirations and achievement of students from deprived areas with the vision of providing an excellent education for every child regardless of socio economic background. The principal designate is dedicated to the Charter School models in America and the Future Leaders core values of delivering the very best to those that may otherwise not achieve what they are capable of.

Positively comparative marketing materials will be produced to demonstrate the achievement profile of neighbouring local authorities and schools to demonstrate how the vision of the academy will change achievement of students. Current performance data shows that Sandwell and Birmingham authorities are amongst the lowest performing authorities. School performance data shows that secondary schools achieved between 20% and 50% pass rates of 5 A* - C grade GCSEs in the authority. These will be used to attract students to a new school that aims to increase that



achievement, starting in deprived areas.

Target audience for all materials will be in line with the aims and vision of the Academy. Attempts will be made to access all parents and students in deprived areas through the marketing strategies as above.



Vision and Aims – Does the marketing strategy support the academy’s vision and aims to	Supported?
Provide an excellent secondary and post-16 education for every child	Y
Provide an education regardless of race or socio-economic background	Y
Work as a university preparatory school	Y
Through cost savings and using local authority buildings reinvest in recruiting and developing the talents of teachers	Y
Through cost savings and using local authority buildings reinvest in students education and experiences	Y
Provide a broad and balanced curriculum to provide pathways to a range of careers via small class sizes and various quiet/individual/group/ cohort study zones	Y
Provide all students with a professional role model/ partner to whom students can easily commute to	Y
Provide all students with work experiences amongst local businesses which will enable them to be successful at university interviews.	Y

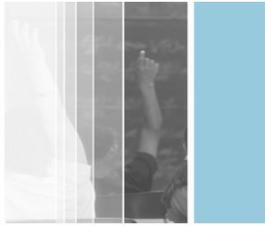


Section 6

Organisational capacity and capability

In this section

- Capacity and capability of the company
- Governance
- Financial oversight
- Leadership and staffing
- Experiences and expertise
- CV of Principal Designate



Section 6: Organisational capacity and capability

6.1.1 Details of the Company Limited by Guarantee

Name of Company Limited by Guarantee: The Excellence Academy Limited

Company Number: 7645858

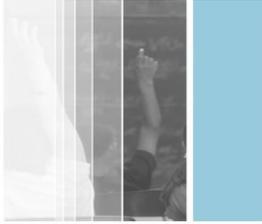
Chairman and Director: [REDACTED]

Director: [REDACTED]

6.1.1 The roles, expertise and time commitment of directors, governors, key individuals and key organisations in setting up and running the Excellence Academy.

The proposed Excellence Academy is an 11 to 18 secondary school. The Excellence Academy vision statement is 'to provide an excellent education for every child to exceed expectation'. This will be achieved by creating a small secondary school based on features of charter schools in the States. The Excellence Academy will be an applicant-run school, where the Directors, Principal Designate and proposed governors take complete responsibility for the school. The Excellence Academy has a proposed intake of 60 students in September 2012, with a rolling intake of 60 students into year 7 each year until 2018 by which time the school will be full with a capacity of 420 students.

The Directors of the Excellence Academy Limited have charitable organisation, educational and financial expertise. The Principal Designate has educational and leadership expertise. Legal, human resource and further financial, expertise is provided by an additional three individuals. Together, this group of professionals constitute the key individuals of the proposed governing body of the Excellence Academy. All members of the proposed governing body have been born and raised in Sandwell and Birmingham. Their passion to narrow the achievement gap and raise educational standards in these areas has led to the Excellence Academy vision. The governing



body is supported by further individuals and organisations that are aligned to the mission of the Excellence Academy. These six individuals, along with representatives from the Department for Education will form the steering group subject to this free school proposal being successful.

To date, the individuals and organisations listed below have provided their time and expertise on a voluntary and charitable basis. Most of the individuals provide dual expertise, and their proposed time commitments may vary over time as the school grows in student numbers, and the need for their expertise changes. This dual expertise and time flexibility is an innovative concept in secondary schools and is crucial in keeping costs to a minimum. The roles, expertise and time commitment of key and supporting individuals and organisations in both the pre and post opening phase of the Excellence Academy are summarised in the table below:

	Name	Role	Expertise	Pre-opening	Post - opening
Directors	██████████	Chairman and Director	Charitable organisation management, public sector finance, community engagement	As required, up to 4 days a week	As required, up to 3 days a week
	██████████	Director and Vice Principal	Educational, Financial, Accounting, ICT, Marketing	Full time	Full time
Governing Body	██████████	Principal Designate	Educational Leadership Marketing	Full time	Full time
	██████████	Proposed Finance Governor	Private and public sector financial expertise	As required, up to 3 days a week	As required, up to 2 days a week
	Person X	Proposed Legal Governor	Legal expertise	As required	As required
	Teacher Y	Proposed HR Governor	Human resource management and recruitment, and transition curriculum	As required, up to 2 days a week	As required, up to full time

Key Individuals & Organisations			Leadership and educational support for Principal Designate	As required	As required
			Leadership development for Principal Designate	As required	As required
Supporting individuals and organisations		Educational Consultant	Educational and funding expertise	As required	As required
		Operational and site advisor	Operational finance, management information systems, marketing	As required, up to full time	As required, up to full time

	Graduate Teacher A	Dual specialism Teacher : Science and English; SEN specialist	9 years teaching experience in local authority schools in Sandwell and Birmingham; Specialism in Biology, Chemistry, Physics, Maths, English, special educational needs (SEN), pastoral management, curriculum development, engaging with disadvantaged students and NEET's	As required, up to 2 days a week	Full time in phase with school growth
	Graduate Teacher B	Dual specialism Teacher : Science and English; Teaching and Learning specialist	9 years teaching experience in local authority schools in Sandwell, Birmingham and Dudley. Specialism in Biology, Chemistry, Physics, English, teaching and learning, Teacher Enhancement and Effectiveness Practitioner (TEEP), pastoral management; behaviour policy design and implementation, working with	Up to 2 days a week	Full time teacher in phase with school growth

			feeder schools to ensure smooth transition from year 6 into year 7		
	Graduate Teacher C	Dual specialism Teacher : Science and Maths; Enrichment specialist	Teach First teacher with 2 years teaching experience in local authority schools in Sandwell and Birmingham. Specialism in Biology, Chemistry, Physics, English, Maths, PE, enrichment activities to raise aspirations; making curricular links with external organisations to improve learning, curricular theme design	Up to 2 days a week	Full time teacher in phase with school growth
	Graduate Teacher D	Dual specialism Teacher : ICT and Citizenship/RE; specialist in residential visits to enrich learning	7 years teaching experience in local authority schools in Sandwell. Specialism in ICT, citizenship, languages, enrichment activities and residential visits to broaden the horizons of and raise the aspirations of disadvantaged students	Up to 2 days a week	Full time teacher in phase with school growth

	Graduate Teacher E	Dual specialism Teacher : ICT and PE; specialist in raising aspirations	4 years teaching experience in local authority schools in Sandwell and Birmingham. Specialism in ICT, physical education, engagement strategies to engage disaffected students, raising the attainment of students from disadvantaged areas	Up to 2 days a week	Full time teacher in phase with school growth
	Graduate Teacher F	Dual specialism Teacher : English and Drama; specialist in school theatrical productions	4 years teaching experience in local authority schools in Birmingham. Specialism in English, Humanities, Drama whole school improvement to enhance cross curricular literacy, interventions to improve reading age	Up to 2 days a week	Full time teacher in phase with school growth



6.1.3 Directors – detailed experience and expertise

Name: [REDACTED]

Role: [REDACTED]

Experience: [REDACTED]

Qualifications: [REDACTED]

Expertise: [REDACTED]

Time commitment: As required, up to 4 days a week pre-opening, and three days a week post opening



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The Excellence Academy

Name: [REDACTED]

Role: [REDACTED]

Qualifications: [REDACTED]

Expertise: [REDACTED]

[REDACTED]



6.1.3 Principal Designate – detailed experience and expertise

Name: [REDACTED]

Role: [REDACTED]

Experience: [REDACTED]

Qualifications: [REDACTED]

Expertise: [REDACTED]

[REDACTED]



6.1.4 Key Individuals and Organisations- detailed experience and expertise

Name: [REDACTED]

Role: [REDACTED]

Experience: [REDACTED]

Qualifications: [REDACTED]

Expertise: [REDACTED]

Time commitment: [REDACTED]

Name: Person X

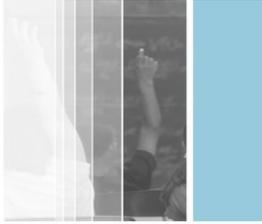
Role: Proposed Legal Governor

Experience: [REDACTED]

Qualifications: [REDACTED]

Expertise: [REDACTED]

Time commitment: [REDACTED]



Name:Teacher Y

Role: Proposed Human Resource Governor

Experience: [REDACTED]

Qualifications: [REDACTED]

Expertise: [REDACTED]

Time commitment: As required up to 2 days a week pre-opening, and as required up to full time post opening

Name: [REDACTED]

Role: Future Leaders Regional Director

Experience: [REDACTED]

Expertise: [REDACTED]

Time commitment: [REDACTED]



Free School Proposal

The Excellence Academy

Name: [REDACTED]

Role: Future Leaders Leadership Development Adviser

Experience: [REDACTED]

Qualifications: [REDACTED]

Expertise: [REDACTED]

Time commitment: [REDACTED]



6.2 CV of Principal Designate – [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



[REDACTED] MSc ([REDACTED])

Personal Profile / Personal Attributes

[REDACTED]

Career History and Achievements

May 2009 – present

[REDACTED]



Free School Proposal

The Excellence Academy

March 2006 – present





Education and qualifications

[REDACTED]

Professional courses and qualifications

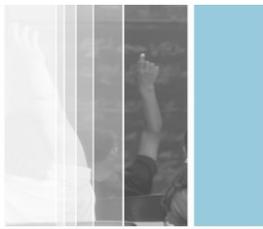
[REDACTED]

Hobbies

[REDACTED]

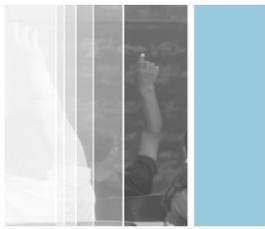
Personal Details

[REDACTED]

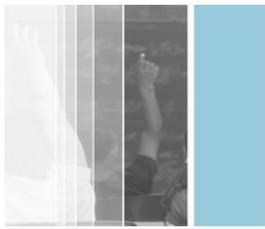


– Principal Designate: The Excellence Academy
Future Leaders Competencies and NPQH Skills Matrix

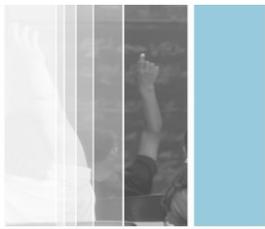
Future Leaders competencies – assessed by Future Leaders May 2009	National Professional Qualification for Headship (NPQH) skills – assessed by the National College of School Leadership Feb 2010
<p>Thinking</p> <p>Analytical Thinking</p> <ul style="list-style-type: none"> • Analysing complex data and understanding the connections that exist between issues through breaking down problems into their component parts. • Organising parts of a problem in a systematic way, prioritising issues moving forward, as well as establishing causal relationships between issues that may or may not be obviously related. <p>Conceptual Thinking</p> <ul style="list-style-type: none"> • Identifying patterns between potentially unrelated concepts, drawing on past experience to understand a situation. • Simplifying complex issues, being highly innovative, taking a broader view and bringing in additional information. <p>Curiosity and Eagerness to Learn</p> <ul style="list-style-type: none"> • A curiosity and willingness to develop or acquire new knowledge, skills or experiences regardless of the challenges involved. • Making the most of opportunities despite being outside of one's comfort zone. 	<p><u>Shaping the Future</u></p> <p>Is committed to:</p> <ul style="list-style-type: none"> ▪ A collaborative school vision of excellence and equity that sets high standards for every pupil ▪ The setting and achieving of ambitious, challenging goals and targets ▪ The use of appropriate new technologies ▪ Inclusion and the ability and right of all to be the best they can be <p>Is able to:</p> <ul style="list-style-type: none"> ▪ Think strategically, build and communicate a coherent vision in a range of compelling ways ▪ Inspire, challenge, motivate and empower others to carry the vision forward ▪ Model the values and vision of the school <hr/> <p><u>Leading learning and teaching</u></p> <p>Is committed to:</p> <ul style="list-style-type: none"> ▪ The raising standards for all in the pursuit of excellence ▪ The continuing learning of all members of the school community ▪ The entitlement of all pupils to effective teaching and learning ▪ Choice and flexibility in learning to meet the personalised learning needs of every child <p>Is able to:</p>



<ul style="list-style-type: none"> • Enjoys discovering different ways of doing things both within and outside of education. 	<ul style="list-style-type: none"> ▪ Demonstrate personal enthusiasm for and commitment to the learning process ▪ Demonstrate the principles and practice of effective teaching and learning ▪ Access, analyse and interpret information ▪ Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement ▪ Acknowledge excellence and challenge poor performance across the school
<p>Leading</p> <p>Holding to Account</p> <ul style="list-style-type: none"> • Clarify expectations, setting high standards for others and ensuring that goals or objectives are achieved. • Holding others to account for performing in line with expectations. • Using one's own position or authority to get others to do what is asked of them, and at times, this will involve making tough or unpopular decisions. However, these choices or actions will always be instigated with the best interests of students and schools in mind. <p>Developing Others</p> <ul style="list-style-type: none"> • Develops and empowers colleagues so that they experience real, significant personal growth. • Looks for ways to develop others even when they are not required to do so. • Continually seeking out opportunities to develop colleagues through activities such as mentoring, 	<p><u>Developing self and working with others</u></p> <p><i>Is committed to:</i></p> <ul style="list-style-type: none"> ▪ Effective working relationships ▪ Shared leadership ▪ Effective team working ▪ Continuing professional development for self and all others within the school <p><i>Is able to:</i></p> <ul style="list-style-type: none"> ▪ Foster an open, fair, equitable culture and manage conflict ▪ Develop, empower and sustain individuals and teams ▪ Collaborate and network with others within and beyond the school ▪ Challenge, influence and motivate others to attain high goals ▪ Give and receive effective feedback and act to improve personal performance ▪ Accept support from others including colleagues, governors and the LEA <p><u>Managing the organisation</u></p> <p><i>Is committed to:</i></p> <ul style="list-style-type: none"> ▪ Distributed leadership and



<p>supporting, championing and guiding, in order to bring out the very best in them.</p> <p>Inspiring Others</p> <ul style="list-style-type: none"> • Leading through motivating and energising students, colleagues and other educational staff, uniting them around shared goals or objectives. • Articulating a compelling vision. 	<p>m management</p> <ul style="list-style-type: none"> ▪ The equitable management of staff and resources ▪ The sustaining of personal motivation and that of all staff ▪ The developing and sustaining of a safe, secure and healthy school environment ▪ Collaborating with others in order to strengthen the school's organisational ▪ capacity and contribute to the development of capacity in other schools <p>Is able to:</p> <ul style="list-style-type: none"> ▪ Establish and sustain appropriate structures and systems ▪ Manage the school efficiently and effectively on a day-to-day basis ▪ Delegate management tasks and monitor their implementation ▪ Prioritise, plan and organise themselves and others ▪ Make professional, managerial and organisational decisions based on informed ▪ judgements ▪ Think creatively to anticipate and solve problems
<p>Being</p> <p>Impact and Influence</p> <ul style="list-style-type: none"> • Have a positive impact on students, colleagues and the wider community through persuading, convincing and bringing others round to the speaker's perspective. • Understanding others perspectives and priorities. 	<p>Securing accountability</p> <p>Is committed to:</p> <ul style="list-style-type: none"> ▪ Principles and practice of school self evaluation ▪ The school working effectively and efficiently towards the academic, spiritual, ▪ moral, social, emotional and cultural development of all its pupils ▪ Individual, team and whole-school accountability for pupil learning outcomes



<p>Relating to Others</p> <ul style="list-style-type: none"> • Build relationships through being able to pick up on and understand the thoughts, emotions and feelings of students and colleagues, identifying reasons for why others behave the way they do. <p>Collaboration</p> <ul style="list-style-type: none"> • Working with a range of people in schools and the wider community to build a culture of co-operation and achievement through team working. • Understands the importance of creating and maintaining a network of diverse people to share expertise, achieve common objectives and improve the learning environment for all. <p>Moral Purpose</p> <ul style="list-style-type: none"> • Acts in ways that are principled, built upon a clear set of personal values. • Contributes value as a leader and is passionate about making a positive difference to the lives of children and families. • Believes that schools have a crucial role to play in changing lives and improving life chances. • Energised and motivated by the prospect of making a difference 	<p>Is able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate political insight and anticipate trends ▪ Engage the school community in the systematic and rigorous self-evaluation of the work of the school ▪ Collect and use a rich set of data to understand the strengths and weaknesses of the school ▪ Combine the outcomes of regular school self-review with external evaluations in order to develop the school <p>Strengthening community</p> <p>Is committed to:</p> <ul style="list-style-type: none"> ▪ Effective team work within the school and with external partners ▪ Work with other agencies for the well-being of all pupils and their families ▪ Involvement of parents and the community in supporting the learning of children ▪ and in defining and realising the school vision ▪ Collaboration and networking with other schools to improve outcomes <p>Is able to:</p> <ul style="list-style-type: none"> ▪ Recognise and take account of the richness and diversity of the school's communities ▪ Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities ▪ Listen to, reflect and act on community feedback ▪ Build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils
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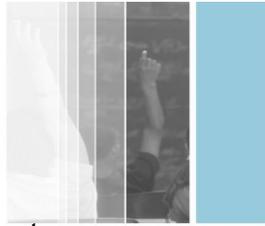


Section 7

Premises

In this section

- Steps taken
- Details of preferred sites
- Sources of funding

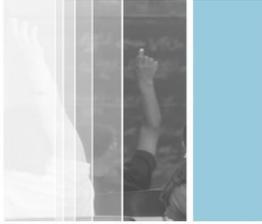


1st Choice – Shaftesbury House, [REDACTED], West Bromwich, [REDACTED]

Shaftesbury House is situated on [REDACTED] in West Bromwich. It is a six storey building with secure parking to the rear. The building has historically been used by Sandwell Local Authority for its children's services. It is currently under utilised as many of the school improvement services have been downsized, and the remaining services that were operating from the premises are gradually being relocated to the Local Authority Training and Development Centre (TDC) located on [REDACTED], within the [REDACTED].

DETAILS

Shaftesbury House has been used by Sandwell Education Authority for many of its school improvement services in the past. The existing services are gradually being relocated, leading to a vast amount of space becoming available at Shaftesbury House in December 2011. The site and available space is a suitable location for the Excellence Academy. The Local Authority is considering terminating its responsibilities (with early termination penalties payable) in December 2011 due to the vast amount of under-utilisation of this building. Also, parts of the building have not been used for some time. There is the possibility that the Excellence Academy could use part of this building, with the local education authority continuing, with partial occupation. As the Excellence Academy expands, the building could be solely occupied by the Excellence Academy.



The building is located in the heart of West Bromwich. There are excellent transport links within the area and significant external services such as a main bus stop and metro train links within walking distance. "The Public" gallery and leisure facilities are within an easy commutable distance.



The building has been well maintained.

There is no major building or renovation work required in order for the Excellence Academy to be housed in these premises. The building consists of many rooms that were previously used as offices by the local education authority. These offices can be easily be converted into classrooms.



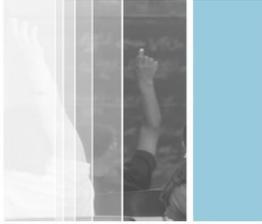
EDUCATIONAL VISION – HOW DOES SHAFTESBURY HOUSE SUPPORT OUR VISION?

The Excellence Academy is a university preparatory school. One of its core aims is to ensure that all students receive an excellent education and have the opportunity to go to university. Shaftesbury House is central to the Midlands, which has many universities in close proximity for students to visit and eventually be part of, therefore supports the vision of the Excellence Academy.

Shaftesbury House has many rooms that can be tailored to teach small groups and individuals as well as larger. This flexibility in space will allow students to learn in more a range of environments. Some of the rooms can also be converted into individual study rooms for self study. Shaftesbury House is a unique building with a lot of potential for the Excellence Academy. The size of the building helps to support our vision of providing an excellent education through being able to experiment with innovative teaching strategies as there is ample space to do so with this building.

Shaftesbury House is within close proximity of many local and national businesses who will be partnered with, to provide students with additional expertise, such as work experience. This will help students build an awareness of their desired career. This location will also help provide students with work experiences with local businesses, to discuss and build upon when they access university and to provide additional discussion points at university interviews. Students will therefore stand a better chance of securing university places.

Our professional partners are within a close distance of Shaftesbury House. Close partners are those who have already chosen to work with the Excellence Academy. The location of Shaftesbury House makes it easy for students to commute to professional partners for work experience.

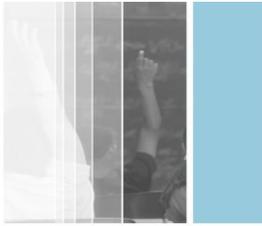


Parts of the Excellence Academy's initiatives have been successfully utilised by the charter schools in America. One of the main visions is that the school will save on as many costs as possible and reinvest this saving into students education. The Shaftesbury House site supports this vision as it is already under local authority control and should provide cost savings that can be reinvested into teaching and learning.

West Bromwich is currently part of a £500m regeneration programme to bring additional opportunities into the area. Shaftesbury House is within this area and can contribute to the success of the area by increasing the achievement of students that will then sustain that regeneration by taking up employment within the area.

The Excellence Academies success can be shared with other schools in the area to help increase the achievement in other schools. Currently Sandwell schools on average achieve a 39% pass rate, which the Excellence Academy would want to help increase, to help bring it in line with the national average.

The aim of the Excellence Academy is to work as an inclusive school with inner city students who are in deprivation areas, to set high aspirations and increase achievement in deprived areas. This also mirrors the Future Leaders strategy of which the Principal Designate is a participant. The Shaftesbury House site is within an inner city deprived area and provides the Excellence Academy with the opportunity to realise its true vision. The Excellence Academy will have the opportunity to increase educational standards within the area and improve the life chances of children in this area.



Vision and aims – Do these premises support the academy’s vision and aims to	Achieved?
Provide an excellent secondary and post 16 education for every child	Y
Provide an education regardless of race or socio-economic background	Y
Work as a university preparatory school	Y
Through cost savings and using local authority buildings reinvest in recruiting and developing the talents of teachers	Y
Through cost savings and using local authority buildings reinvest in students education and experiences	Y
Provide a broad and balanced curriculum to provide pathways to a range of careers via Small class sizes and various quiet/individual/group/ cohort study zones	Y
Provide all students with a professional role model/ partner to whom students can easily commute to	Y
Provide all students with local business work experiences for them to be successful at university interview.	Y

PROS

- There is ample space available for the continued growth of the Excellence Academy.
- The site can easily be shared with the local education authority, as they are using part of the building.
- The site is currently under utilised and is under local authority control.
- There are excellent transport links to the site.
- The site is easily accessible and is central to the students that the Excellence Academy wishes to serve.
- There is ample parking available to the rear for parents and visitors.
- The site is secure with access via locked doors and reception.
- There are no major building works required as the site has been well maintained.



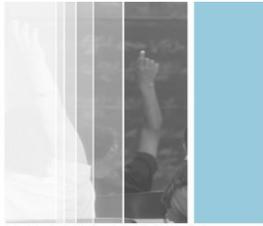
- Possibly already has D1 planning consent.
- Excellent leisure facilities nearby.
- Large parking area to the rear which could easily serve as recreational space for students.

CONS

- The building is too large for the use of the academy initially. Parts of the building would therefore need to be let out to others wishing to make use of office space (ie the local education authority). This could generate additional income for the Excellence Academy or a building share with the current occupier which is the authorities children services department.
- There is another school in West Bromwich approximately half a mile away.
However there are many feeder primary schools which could easily serve both schools at full capacity and reduce cross boundary movement.

COSTS

The building is structurally suitable for use as a school. There are no major works needed to change this building into a suitable site for the purposes of education. Some of the temporary walls installed will need to be removed. The main cost would be furniture, equipment, and teaching aids which could be obtained for [REDACTED]. ICT equipment, whiteboards and canteen furniture would be the major cost of refurbishment estimated at a further [REDACTED]. The building is already equipped with an ICT network infrastructure.



CONCLUSION

This is an excellent site for use by the Excellence Academy. Again it is a low cost option as the site is under local authority control and needs very little work. The site is underutilised and the Excellence Academy could use all/part of it for its educational needs. The location is ideal as it is at the heart of the community that the Academy wishes to serve.

Recent enquiries have revealed that the LA is seeking to exit from the lease for this building and pay an early exit charge, as all of their services from this building are to be relocated. The LA is attempting to exit from the lease arrangements from December 2011 which is when the Excellence Academy would begin its works to bring it into use as a purpose built school. This is an ideal site for the Excellence Academy due to its location, and size.

We wish to keep our personal knowledge of the LA arrangements to exit from the lease a matter of confidentiality, which may be approached more strategically by Partnership for Schools.

Partnership for Schools will be approached to investigate this site in more detail so that it can be fully assessed for its suitability as a school and the potential costs involved.



IN BRIEF – WHY THE SANDWELL AREA AND WHY SHAFTESBURY HOUSE?

- Already under local authority control, therefore a low cost option to help reinvest funds into additional student opportunities
- Well maintained building, therefore minimal renovation work needed
- Can cater for the Excellence Academy at full capacity therefore a sustainable site
- Many feeder schools in area – therefore sustainable student numbers
- Excellent facilities – therefore increasing students opportunities with local businesses
- Sandwell achieves 39% A*- C including English and Maths – the Excellence Academy aims to increase the results profile within the area to offer students more opportunities
- High unemployment rate – another factor that the Excellence Academy wishes to address to increase prosperity of the area
- Part of a regeneration area so able to educate and provide skills to students and prepare them for the growth that will be seen in this area



There are 3 other properties in the immediate area that the Director of Legal and Governance Services has been given authorisation to dispose of. All of these other buildings also offer the same exacting benefits as above. These properties are

- Development House, [REDACTED], West Bromwich;
- Environment House, [REDACTED], West Bromwich;
- Intersection House, [REDACTED], West Bromwich;

All of these 4 properties (including [REDACTED]) are currently in local authority control.

A notice was given in a cabinet meeting dated Wednesday 13th April 2011 (details included in appendices) to dispose of the freehold and leasehold interests and to consolidate the services offered from these buildings by December 2011. This is ideal timing for the Excellence Academy.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

2nd Choice – Sandwell

**College. [REDACTED]. West
Bromwich.**

Sandwell College is a large further education provider in the West Midlands with 3 large campuses. Sandwell College is centralising its operations with the construction of a new £80m building in West Bromwich. Its previous buildings are being disposed of. This building is Sandwell College's West Bromwich campus that will also be disposed of as students are moved to the new campus.

DETAILS

West Bromwich is undergoing a £500m regeneration programme to increase opportunities within the area. Part of this is a new £80m college facility along with other opportunities being brought into the area such as a new town centre, various office buildings, and road networks.

Sandwell College is a large further education provider in the West Midlands. Sandwell College has 3 large sites which are now being combined into a new state of the art facility in West Bromwich. All of its previous campuses will be disposed of.

This particular facility is the West Bromwich campus of Sandwell College. It is a large building situated on the [REDACTED] in West Bromwich. This is a fairly large site which the college has occupied for many years. The college's new site will be ready in late 2011 and the college will start relocating all of its students in early 2012 to its new site. This site will then be vacant.

This building has been purchased by regeneration agency [REDACTED] and leased back to Sandwell College until they relocate to their new site. [REDACTED] was established as the Regional Development Agency (RDA) for the West Midlands in 1999. In June 2010, the Government announced that all RDA's,



including [REDACTED], will close by March 2012, with economic development and regeneration to be led by central Government departments and newly-created Local Enterprise Partnerships (LEPs). This building will therefore be in central government control as of this date.

The site is very well located. West Bromwich bus station is within 2 minutes walking distance, which provides excellent public transport links. There are excellent provisions nearby such as The Public gallery dedicated to students of all ages, a public library, leisure facilities and business and enterprise. With West Bromwich being part of a £500m regeneration programme, there will be many other opportunities available for students in the area.

[REDACTED]



EDUCATIONAL VISION – HOW DOES THE SANDWELL COLLEGE SITE SUPPORT OUR VISION?

The Excellence Academy is a university preparatory school. One of its core aims is to ensure that all students have the opportunity to go to university. Sandwell College is central to the Midlands, which has many universities in close proximity for students to visit and eventually be part of. The location of this site lends itself well to the school being a university preparatory school with the mission of providing all students with university opportunities.

Sandwell College House has many rooms that can be tailored to teaching small groups, individuals, and large audiences. In this way students can learn in more effective environments. Some of the rooms can also be converted into individual study rooms for self study. Sandwell College is a unique building that will accommodate all of these strategies due to its size. The size of the building helps to provide our vision of providing an excellent education through being able to experiment with innovative teaching strategies as there is ample space to do so within this building.

Sandwell College is within a close proximity of many local businesses who will be partnered with, to provide students with additional provision such as work experience. This will help students build an awareness of their chosen profession. This location will also help provide students with work experiences with local businesses to discuss and build upon when they enter university and to provide additional discussion points in university interviews. Students will therefore stand better chances of securing university places.

Our professional partners are within a close distance of Sandwell College. Close partners are those who have already chosen to work with the Excellence Academy. The location of Sandwell College makes it simple for students to commute to our professional partners for additional provision such as work experience.

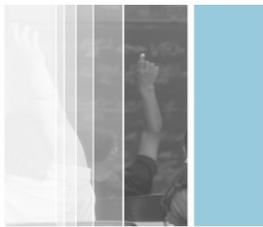


Parts of the Excellence Academy's initiatives have been taken from the charter schools in America. One of the main ~~visions~~ is that the school will save on as many costs as possible and reinvest this saving into student education. This site supports that vision as it is already under Local Authority control and should provide cost savings that can be reinvested into teaching and learning.

West Bromwich is currently part of a £500m regeneration programme to bring additional opportunities into the area. Sandwell College is within this area and can contribute to the success of the area by increasing the achievement of students that will then sustain that regeneration by taking employment within the area.

The Excellence Academies success can be shared with other schools in the area to help increase the achievement in other schools. Currently Sandwell schools on average achieve 39% pass rate which the Excellence Academy would want to help increase, to help bring it in line with at the national average.

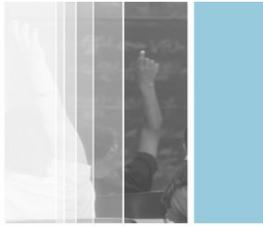
The aim of the Excellence Academy is to work as an inclusive school with inner city students who are in deprivation areas, to set high aspirations and increase achievement in deprived areas. This also mirrors the Future Leaders strategy of which the proposers are part of. This site is within an inner city deprived area and provides the Excellence Academy with the opportunity to realise its true ~~vision~~. The Excellence Academy will have the opportunity to increase educational standards within the area and reduce poverty.



Vision and Aims – Do these premises support the academy’s vision and aims to	Achieved?
Provide an excellent secondary and post 16 education for every child	Y
Provide an education regardless of race or socio-economic background	Y
Work as a university preparatory school	Y
Through cost savings and using local authority buildings reinvest in recruiting and developing the talents of teachers	Y
Through cost savings and using local authority buildings reinvest in students education and experiences	Y
Provide a broad and balanced curriculum to provide pathways to a range of careers via small class sizes and various quiet/individual/group/ cohort study zones	Y
Provide all students with a professional role model/ partner to whom students can easily commute to	Y
Provide all students with local business work experiences for them to be successful at university interview.	Y

PROS

- The building will be under central government control from March 2012.
- The site already has permission for its use as a centre of education (D1).
- The site is ample to cater for the Excellence Academy at full capacity.
- The site has excellent access for students that the school intends to serve. There are excellent public service links to the area and student facilities.
- The site has been well maintained.
- There is off street parking to the rear for parents and other visitors.
- This area is undergoing a major regeneration programme, which will bring further opportunities into the area.
- Local area contains excellent businesses for the school to create links with.



CONS

- There is another school in West Bromwich approximately half a mile away. There are many feeder primary schools which could easily serve both schools at full capacity.

COSTS

This building could be adapted to be used as a school for the Excellence Academy with no major building works required. The main cost will simply be for furniture and equipment. ICT equipment, whiteboards, tables, chairs, canteen furniture and refurbishment estimated at [REDACTED].

CONCLUSION

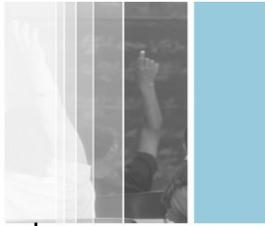
This is an excellent low cost site that allows the Excellence Academy to deliver its true vision of using all of its funds to support the learning of its students. Of all of the sites available, this is another excellent option which will incur minimal building costs. Its current construction and ownership make it another ideal location for the school. Furthermore, it is situated to attract the students that have been mentioned in this proposal.

Partnership for Schools will be approached to investigate this site in more detail, so that it can be fully assessed for its suitability as a school and the potential costs involved.



IN BRIEF – WHY THE SANDWELL AREA AND WHY SANDWELL COLLEGE?

- Already under local authority control therefore a low cost option to help reinvest funds into additional student opportunities
- In an excellent state of repair therefore little renovations needed
- Can cater for the Excellence Academy at full capacity therefore a sustainable site
- Many feeder schools in area – therefore sustainable student numbers
- Excellent facilities – therefore increasing students opportunities with local businesses
- Sandwell achieves 39% A*- C including English and Maths – The Excellence Academy wishes to increase the results profile within the area to offer students more opportunities
- High unemployment rate – another factor that the Academy wishes to address to increase prosperity of the area
- Part of a regeneration area so able to educate and provide skills to students and prepare them for the growth that will be seen in this area



3rd Choice - Oldbury Library, [REDACTED], Oldbury, West Midlands, [REDACTED]

Oldbury Library was constructed in the early 1900's. The building is Grade II listed. Internally the property is characterised by painted and plastered ceilings and walls, carpet tiled floors and fluorescent strip lighting. The property is currently used as a public library and offices. There is a large car park/ yard to the rear and geographically other land available should the need ever arise for expansion. The property is in excellent condition and needs very little renovation prior to its use. The building is currently offered for sale by Sandwell Council for the sum of £400,000.

DETAILS

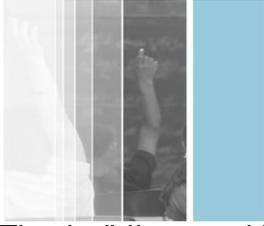
Oldbury Library is located in Oldbury town centre. It is in close commuting distance for the students it intends to serve. Many will be able to walk to the school, whilst the bus station which is within a minutes walk would help serve those that would use public transport.

Enquiries have been made to the potential acquisition of this building which the council values at £400,000. Attempts have been made by the local council to dispose of it at this price however only one party is interested subject to major changes of use and planning permission changes which have not been granted.

The building has ample space towards the rear which is the libraries parking area.

There is also a further parking area for public use towards the rear. Opposite the library is the Sandwell Council House which is occupied by all of the other council services and provisions.

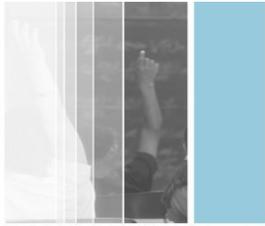
The library is very well located. It is located in the heart of Oldbury with excellent transport links. There are various local services such as leisure, commerce and business.



The building would serve the Excellence Academy for 3 years due to its limited size, thereafter the Excellence Academy would need to consider alternatives. The Excellence Academy could expand the building towards the rear and accommodate particular year groups in the Council House, across the road (as it is also underutilised) or find alternative premises.

It serves as an excellent site as it is already a place of education for students and is a relatively low cost option.





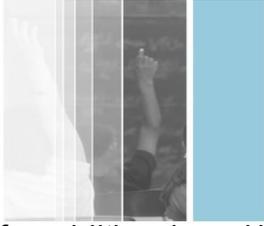
EDUCATIONAL VISION – HOW DOES OLDBURY LIBRARY SUPPORT OUR VISION?

The Excellence Academy is a university preparatory school. One of its core aims is to ensure that all students have the opportunity to go to university. Oldbury library is central to the Midlands which has many universities in close proximity for students to visit and eventually be part of. The location of this site lends itself well to the school being a university preparatory school with the mission of providing all students with university opportunities.

Oldbury library is a small site that can accommodate years 7, 8 and 9. The upper school can all be taught in Sandwell Council House buildings as the council operations are reviewed. There is space within the Council House that is not used and more space will become available as services are centralised. The Council House will provide many additional rooms that can be tailored to teaching small groups, individuals, and large audiences. In this way students can learn in more effective environments. Some of the rooms can also be converted into individual study rooms for self study. Students can be provided with total concentration zones where there are no interruptions.

Parts of the Excellence Academy's initiatives have been taken from the charter schools in America. One of the main visions is that the school will save on as many costs as possible and reinvest these savings into students education. This site supports that vision as it is already under Local Authority control and should provide cost savings that can be reinvested into teaching and learning.

Oldbury library is within close proximity of many local businesses who will be partnered with to provide students with additional experiences such as work experience. This will help students build an awareness of their chosen profession. This location will also help provide students with work experiences with local businesses to discuss and build upon when they enter university and to provide additional discussion points in university interviews. Students will therefore stand better chances of securing university places. Our professional partners are within a close distance of Oldbury library. Close partners are those who have already chosen to work with the Excellence Academy. The location of Oldbury library makes it simple for students to commute to our professional partners



for additional provision such as work experience.

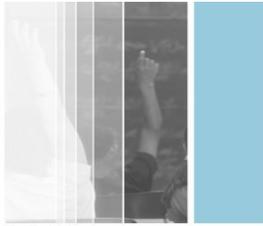
The Excellence Academies success can be shared with other schools in the area to help increase the achievement in other schools. Currently Sandwell schools on average achieve 39% pass rate which the Excellence Academy would want to help increase, to help bring it in line with the national average.

The aim of the Excellence Academy is to work as an inclusive school with inner city students who are in deprivation areas to set high aspirations and increase achievement in deprived areas. This also mirrors the Future Leaders strategy of which the proposers are part of. This site is within an inner city deprived area and provides the Academy with the opportunity to realise its true vision. The Excellence Academy will have the opportunity to increase educational standards within the area.



Vision and aims – Do these premises support the academy's vision and aims to	Achieved?
Provide an excellent secondary and post 16 education for every child	Y
Provide an education regardless of race or socio-economic background	Y
Work as a university preparatory school	Y
Through cost savings and using local authority buildings reinvest in recruiting and developing the talents of teachers	Y
Through cost savings and using local authority buildings, reinvest in students education and experiences	Y
Provide a broad and balanced curriculum to provide pathways to a range of careers via small class sizes and various quiet/individual/group/ cohort study zones	Partially
Provide all students with a professional role model/ partner to whom students can easily commute to	Y
Provide all students with local business work experiences for them to be successful at university interview.	Y

PARTIALLY MET - Provide a broad and balanced curriculum to provide pathways to a range of careers via small class sizes and various quiet/individual/group/ cohort study zones. To fully meet this, the Excellence Academy will need to use part of the Sandwell Council House which is across the road to have additional space to meet this fully.



PROS

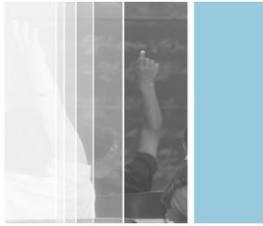
- The site has excellent access for students that the school intends to serve. There are excellent public service links to the area.
- The site is in an excellent state of repair for a low cost start up. Minimal costs will be incurred in transforming the library into a state of the art school.
- The site has ample space for the school expansion in future years.
- The building is under local authority control.
- The site already has permission for its use as a centre of education (D1), although some changes / additions will be necessary to the current planning consent.
- There is excellent off street parking to the rear for parents and other visitors, alongside the on site parking available.
- There will soon be a state of the art public library built in the area for use by students.
- Local area contains excellent businesses for the school to create links with.

CONS

- The building will need permission for any alterations as it is a grade II listed building.
- The site will not be able to accommodate for the Excellence Academy at full capacity and arrangements will need to be made to house students after the 3rd year. This could be in the large Council House building across from the library.

COSTS

This building could be adapted to be used as a school for the Excellence Academy for [REDACTED] for furniture and equipment. No major building works are necessary as it is already structurally suitable. Additional costs would simply be equipment costs to convert the building into a school. ICT equipment, whiteboards, tables, chairs and canteen furniture would be the major cost of refurbishment estimated at a further [REDACTED].



CONCLUSION

This is an excellent low cost site that allows the Excellence Academy to deliver its true vision of using all of its funds to support the learning of its students. Out of all the sites available, this is the ideal option as it will incur the least of costs to transform it into a state of the art school. Its current construction and ownership make it the ideal location for the school. Furthermore, it is situated to attract the students that have been mentioned in this proposal. There are site particulars in the appendices for further detailed information.

The site was on the market for [REDACTED] by Sandwell Authority. An offer was received of £400,000 subject to planning consent for change of use 4 months ago. The authority has not agreed this change of use as of yet.

Partnership for Schools will be approached to investigate this site in more detail so that it can be fully assessed for its suitability as a school and the potential costs involved.



IN BRIEF – WHY THE SANDWELL AREA AND WHY OLDURY LIBRARY?

- Already under local authority control therefore a low cost option to help reinvest funds into additional student opportunities
- In an excellent state of repair therefore little renovations needed
- Can cater for the Academy for the first 3 years. Following that parts of the Academy can be accommodated in the main council building across the road (as services are reviewed) and hence saving finances even further.
- Many feeder schools in the area – therefore sustainable student numbers.
- Excellent facilities – therefore increasing students opportunities with local businesses
- Sandwell achieves 39% A*- C grades including English and Maths – The Excellence Academy wishes to increase the results profile within the area to offer students more opportunities
- High unemployment rate – another factor that the Academy wishes to address to increase the prosperity of the area



4th Choice – [REDACTED]. Hilltop, West Midlands.

[REDACTED] is located right in the middle of the Black Country in Hilltop. The resource centre was built for use by Sandwell Authority but it ceased use in around 2006 from when it has been left empty. [REDACTED] is quite a substantial building and is relatively new. The local authority had decided to sell their freehold interest in this building in 2008 but since that time no action has been taken.

DETAILS

[REDACTED] is a substantial building based in the centre of the Black country. It is located just between West Bromwich and Wednesbury in a hugely deprived area. There has been redevelopment works in both West Bromwich and Wednesbury but nothing in between, hence this building has not been re-used.

The resource centre was built in approx 2003 and was used for very little time. The local authority has been aware of this building being empty since 2006, when it was decided to demolish the building. No action has been taken although in depth demolition plans were drawn, this decision was made in 2008.

The site has suffered vandalism due to lack of use and lack of security. The site was subsequently secured



to avoid further damage. The site has had superficial vandalism including a small fire that destroyed a small part of the building.

This is a substantial site with huge recreational space opposite it which could be recreated into recreational space for students.

██████████ can be accessed and is located

within a partial

residential and

commerce area.

There are

excellent public

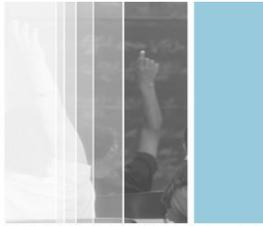
transport links

via bus or metro

link. There is

ample offsite

parking to the rear of the site for visitors and employees. ██████████



EDUCATIONAL VISION – HOW DOES [REDACTED] SUPPORT OUR VISION?

The Excellence Academy is a university preparatory school. One of its core aims is to ensure that all students have the opportunity to go to university. [REDACTED] is central to the Midlands and has many universities in close proximity for students to visit and eventually be part of. The location of this site lends itself well to the school being a university preparatory school with the mission of providing all students with university opportunities.

[REDACTED] is within close proximity of many local businesses who will be partnered with to provide students with additional provision such as work experience. This will help students build an awareness of their chosen profession. This location will also help provide students with work experiences with local businesses to discuss and build upon when they enter university and to provide additional discussion points in university interviews. Students will therefore stand better chances of securing university places.

Our professional partners are within a close distance of [REDACTED]. Close partners are those who have already chosen to work with the Excellence Academy. The location of [REDACTED] makes it simple for students to commute to our professional partners for additional provision such as work experience.

Parts of the Excellence Academy's initiatives have been taken from the charter schools in America. One of the main visions is that the school will save on as many costs as possible and reinvest these savings into student education. This site supports that vision as it is already under authority control already and should provide cost savings that can be reinvested into teaching and learning.

[REDACTED] is within 5 minutes walking distance to West Bromwich. West Bromwich is currently part of a £500m regeneration programme to bring additional opportunities into the area. [REDACTED] can contribute to the success of the area by increasing the achievement of students that will then sustain that regeneration by taking employment within the area.



Free School Proposal

The Excellence Academy

The Excellence Academies success can be shared with other schools in the area to help increase the achievement in other schools. Currently Sandwell schools on average achieve 39% pass rate which the Excellence Academy would want to help increase to help bring it in line with the national average.

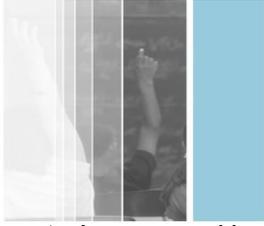
The aim of the Excellence Academy is to work as an inclusive school with inner city students who are in deprivation areas, to set high aspirations and increase achievement in deprived areas. This also mirrors the Future Leaders strategy of which the proposers are part of. This site is within an inner city deprived area and provides the Academy with the opportunity to realise its true vision. The Academy will have the opportunity to increase educational standards within the area.



Vision and aims – Do these premises support the academy's vision and aims to	Achieved?
Provide an excellent secondary and post 16 education for every child	Y
Provide an education regardless of race or socio-economic background	Y
Work as a university preparatory school	Y
Through cost savings and using local authority buildings reinvest in recruiting and developing the talents of teachers	Y
Through cost savings and using local authority buildings reinvest in students education and experiences	Y
Provide a broad and balanced curriculum to provide pathways to a range of careers via small class sizes and various quiet/individual/group/ cohort study zones	Y
Provide all students with a professional role model/ partner to whom students can easily commute to	Y
Provide all students with local business work experiences for them to be successful at university interview.	Y

PROS

- There is ample space available for the continued growth of the Excellence Academy.
- The site is currently under utilised and is under local authority control.
- There are excellent transport links to the area.
- The site is easily accessible and is central to the students that the Excellence Academy wishes to serve.
- There is ample parking available to the rear for parents and visitors.
- The site can easily be secured with access via locked doors and reception.
- Already has D1 planning consent.
- Excellent facilities nearby.



- Large parking area to the rear and front which could easily serve as recreational space for students.

CONS

- There will be some remedial work required as there has been some vandalism to the site.

COSTS

The building is suitable for use as a school. There are no major works needed to change this building into a suitable site for the purposes of education. There is some damage that will need repairing but this is minimal. The main cost would be furniture, equipment, and teaching aids which could be obtained for [REDACTED]. ICT equipment, whiteboards and canteen furniture would be the major cost of refurbishment estimated at a further £100,000. There would be work required to repair the building estimated at

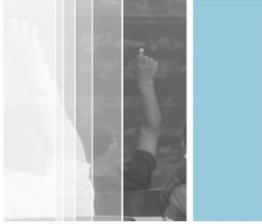
[REDACTED]

CONCLUSION

This is an excellent site for use by the Excellence Academy. Again it is under local authority control. It does need some remedial work due to vandalism. The site is not used by any authority and it could be occupied whenever so desired. The location is ideal as it is in the heart of the Black country.

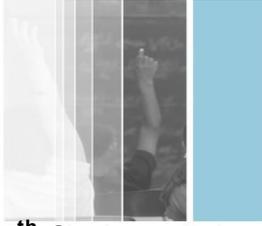
Recent enquiries have revealed that the LEA wished to demolish this site in 2006 but no action has been taken. Some asbestos materials were removed for safety reasons due to access by vandals.

Partnership for Schools will be approached to investigate this site in more detail so that it can be fully assessed for its suitability as a school and the potential costs involved.



IN BRIEF – WHY THE SANDWELL AREA AND WHY [REDACTED]?

- Already under local authority control therefore a low cost option to help reinvest funds into additional student opportunities
- Can cater for the academy at full capacity therefore a sustainable site
- Many feeder schools in area – therefore sustainable student numbers
- The closest school is Phoenix Collegiate (previously Menzies High School) which has had to merge with another school due to low results. The Excellence Academy will help bring another option for students to increase achievement in the area.
- Excellent local facilities – therefore increasing students opportunities with local businesses
- Sandwell achieves 39% A*- C including English and Maths – Academy wishes to increase the results profile within the area to offer students more opportunities
- High unemployment rate – another factor that the Academy wishes to address to increase prosperity of the area



5th Choice – Primrose primary pupil referral centre

Primrose primary pupil referral centre was used by the Local Authority as a pupil referral centre for primary school children aged 5 – 11. The building is in a deprived area of Sandwell. The referral centre has recently relocated elsewhere leaving this building vacant.

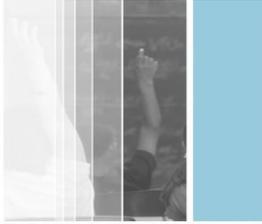
DETAILS

The Primrose centre is a small/medium building that has been used as a school for young pupils. Its design naturally lends itself to use as another school. The site has classrooms, a hall, canteen and playground facilities as would a normal primary school. There is ample parking available outside and in the schools dedicated car park.

The site was used as a referral centre until approx 4 months ago when the centre relocated elsewhere. The site is therefore still in a good state of repair and can easily be occupied again by another school. Although the site is relatively small, it could easily be used as a temporary site for the Excellence Academy. The site could be expanded further as there is A large amount of disused land to the rear of the school.



The building is surrounded by flats, which demonstrates the deprivation in the area. This site is located within a deprived part of Sandwell.



EDUCATIONAL VISION – HOW DOES PRIMROSE REFERRAL CENTRE SUPPORT OUR VISION?

The Excellence Academy is a university preparatory school. One of its core aims is to ensure that all students have the opportunity to go to university. Primrose referral centre is central to the Midlands, which has many universities in close proximity for students to visit and eventually be part of. The location of this site lends itself well to the school being a university preparatory school with the mission of providing all students with university opportunities.

Primrose referral centre can be gradually built into a large school as demand for it increases. This will help tailor the school expansion taking successful teaching strategies into account. The site can be a purpose built school for the students. This will take time as the school is able to cope with 2 years intake of students.

Primrose referral centre is within a close vicinity of many local businesses who will be partnered with to provide students with additional experiences such as work experience. This will help students build an awareness of their chosen profession. This location will also help provide students with work experiences with local businesses to discuss and build upon when they enter university and to provide additional discussion points in university interviews. Students will therefore stand better chances of securing university places.

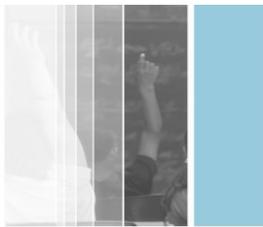
Our professional partners are within a close distance of Primrose referral centre. Close partners are those who have already chosen to work with the Academy. The location of Primrose referral centre makes it simple for students to commute to our professional partners for additional experiences such as work experience.

Parts of the Excellence Academy's initiatives have been taken from the charter schools in America. One of the main visions is that the school will save on as many costs as possible and reinvest it into students education. This site supports that vision as it is already under authority control already and should provide cost savings that can be reinvested into teaching and learning.



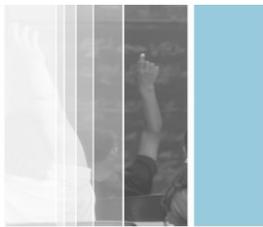
The academy's success can be shared with other schools in the area to help increase the achievement in other schools. Currently Sandwell schools on average achieve 39% pass rate which the Academy would want to help increase to help bring it in line with the national average.

The aim of the Excellence Academy is to work as an inclusive school with inner city students who are in deprivation areas to set high aspirations and increase achievement in deprived areas. This also mirrors the Future Leaders strategy of which the proposers are part of. This site is within an inner city deprived area and provides the Academy with the opportunity to realise its true vision. The Academy will have the opportunity to increase educational standards within the area and reduce poverty.



Vision and aims – Do these premises support the academy's vision and aims to	Achieved?
Provide an excellent secondary and post 16 education for every child	Y
Provide an education regardless of race or socio-economic background	Y
Work as a university preparatory school	Y
Through cost savings and using local authority buildings reinvest in recruiting and developing the talents of teachers	Y
Through cost savings and using local authority buildings reinvest in students education and experiences	Y
Provide a broad and balanced curriculum to provide pathways to a range of careers via Small class sizes and various quiet/individual/group/ cohort study zones	Partially
Provide all students with a professional role model/ partner to whom students can easily commute to	Y
Provide all students with local business work experiences for them to be successful at university interview.	Y

PARTIALLY MET - Provide a broad and balanced curriculum to provide pathways to a range of careers via small class sizes and various quiet/individual/group/ cohort study zones. To fully meet this fully the Academy will need to expand on to the rear disused land to provide additional study space.



PROS

- The site was a school previously and can easily be used for the same purpose again.
- The site is in a good state of repair and will need little refurbishment for it to be used as a school again. It will serve as a low cost start up option for the Academy.
- The site has excellent access for students that the school intends to serve. There are excellent public service links to the area.
- The building is under local authority control.
- The site already possesses permission for its use as a centre of education(D1), although some changes may be necessary to change it from a school for primary pupils to one for secondary school students.
- There is excellent off street parking to the rear for parents and other visitors, alongside the on site parking available.
- Local area contains excellent businesses for the school to create links with.

CONS

- The site will only accommodate the needs of the Excellence Academy for a year after which it will be necessary to relocate or expand the building onto the disused land to the rear of the site.
- There is another secondary school nearby.

COSTS

This building could be adapted to be used as a school for the Excellence Academy for [REDACTED] for furniture and equipment. No major building works are necessary as it is already structurally suitable for use as a school. Additional costs would simply be equipment costs to convert the building into a school. ICT equipment, whiteboards, tables, chairs and canteen furniture would be the major cost of refurbishment estimated at a further [REDACTED]. The school will need to either expand to a new location or expand onto the disused land towards the rear to accommodate the Academy as it expands.



CONCLUSION

This is an excellent start up site for the Excellence Academy that will cater for its needs for one academic year. Following and during this time, it gives the Excellence Academy the time to search for a larger site that could be used for students as the Academy expands towards full capacity. This is a low cost start up option. The buildings current construction and ownership make it ideal to be used as a school again. However, there is another secondary school nearby which serves the needs of some of the students already.

Partnership for Schools will be approached to investigate this site in more detail so that it can be fully assessed for its suitability as a school and the potential costs involved.



IN BRIEF – WHY THE SANDWELL AREA AND WHY THE PRIMROSE REFERRAL CENTRE?

- Already under local authority control therefore a low cost option to help reinvest funds into additional student opportunities
- In an excellent state of repair therefore little renovations needed
- Can cater for the Excellence Academy for the first 3 years. Following that parts of the Academy can occupy the main council building across the road (as services are reviewed) and hence saving finances even further
- Many feeder schools in area – therefore sustainable student numbers
- Excellent facilities – therefore increasing students opportunities with local businesses
- Sandwell achieves 39% A*- C including English and Maths – Academy wishes to increase the results profile within the area to offer students more opportunities
- High unemployment rate – another factor that the Academy wishes to address to increase prosperity of the area
- Part of a regeneration area so able to educate and provide skills to students and prepare them for the growth that will be seen in this area



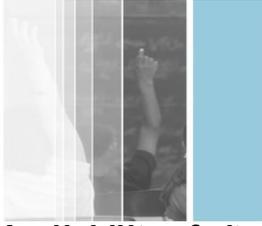
Action taken so far regarding sites

As per guidance instructions, we have identified 5 sites to offer a range of options. The sites have been listed in preference order with reasons outlining their suitability use as a school.

As per guidance instructions, no negotiations have been entered into for the purchase or lease of any of these sites. The sites have merely been investigated in detail so that their suitability could be ascertained for use as a school.

Partnership for Schools will be instructed to secure one of the mentioned sites as soon as this application is approved.

All of the sites offer excellent value for money and strongly support the government's ambitions to reduce the deficit, raise standards and tackle disadvantage so are equally viable financially. All of the sites are also under government control and are available in a suitable time frame for the Academy to begin its preparations.



Availability of sites

The sites identified above are available within a timescale for the Excellence Academy to take possession. The availability for each site is as below:

Choice 1 – Shaftesbury House

The council wish to vacate this site before December 2011. This site will therefore have vacant possession from this time. There are a further 3 sites in West Bromwich which are being vacated to make efficiency savings. Any of these sites could be occupied by the Excellence Academy.

Choice 2 – Sandwell College

Sandwell College will begin moving into their state of the art college in September 2011. They have lease arrangements in place with current owners Advantage West Midlands (government regeneration department) until the end of 2011 with possible delays into early 2012. The site will offer vacant possession in early 2012 at the latest offering the Academy sufficient time to make building amendments.

Choice 3 – Oldbury Library

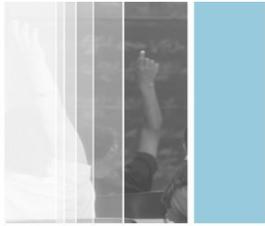
Oldbury Library will be moving to its new premises before the end of 2011. This site will offer vacant possession late 2011. This provides the Excellence Academy with sufficient time to occupy this site

Choice 4 – [REDACTED]

Already offers vacant possession as this building has not been used for many years.

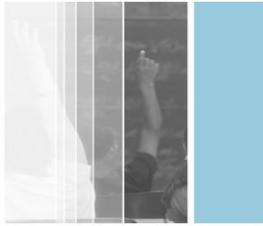
Choice 5 – Primrose Pupil Referral Centre

Already offers vacant possession as the school has relocated.



In brief:

Site	Vacant Possession
██████████	Late 2011
Sandwell College	Late 2011/ Early 2012
Oldbury Library	Mid 2011/ Late 2011
██████████	Available as of now
Primrose Pupil Referral Centre	Available as of now



Consideration of leisure facilities for all sites

Each of the sites have excellent facilities nearby which could be used for sports and recreational activities. These range from leisure centres to open playing fields that students can use.

All of the sites identified above are within a 2 minute driving distance of each other. The sports and recreational facilities available nearby are therefore commutable by minibus (that the academy intends to lease/buy) within 5 minutes from all of the sites. The facilities that are common to all of the above sites identified are:

Parks/ fields – these are playing fields and open spaces that provide facilities such as pitches, courts and open spaces:

- Sandwell Valley Park
- Barnford Park
- Tividale Park
- Langley Park
- Broadwell Park
- Buryhill Park
- Cakemore Playing Fields
- Brickhouse Lane
- Haden Hill Park
- Britannia Park
- Whitehall Gardens
- Birchley Sports
- Lion Fam Playing Fields
- Beamore Mound Playing Fields



- Ash Tree Mound
- Brickhouse Lane
- Black Patch Park
- Lewisham Park
- Lightwoods Park
- Smethwick Hall Park
- Victoria Park (Smethwick)
- West Smethwick Park
- Victoria Park (Tipton)
- Laybourne Park
- Farley Park
- Jubilee Park
- Tibbington Playing Fields
- Brunswick Park
- Hilltop Park
- Friar Park
- Kent Road Open Space
- Hydes Road Playing Field
- Dartmouth Park
- Redhouse Park



- Marl Hole Park
- Kenrick Park
- Jesson Playing Field and Oakwood Park
- Lyttleton Playing Field
- King George Playing Field
- Newton Road Playing Field
- Greet's Green Playing Field

Leisure centres - providing various recreational facilities including swimming, football, badminton, keep fit, tennis, gym, karate, lifesaving, netball, rounders, etc. There is a nominal fee for the use of these facilities.

- Wednesbury Leisure Centre
- Haden Hill Leisure Centre
- Hadley Stadium
- Oldbury Leisure Centre
- Portway Leisure Centre
- Harry Mitchell Leisure Centre
- YMCA West Bromwich
- Tipton Sports Academy
- West Bromwich (proposed state of the art leisure centre to be opened 2012 as part of the £500m regeneration of West Bromwich)



Swimming centres – providing pool facilities

- Langley Swimming Centre
- Smethwick Swimming Centre
- Tipton Swimming Centre

Most of the above facilities can be used for no charge. The only facilities that will incur a nominal fee are the leisure and swimming centres identified above. Many of the parks have dedicated changing facilities as well that can be used for a nominal fee.



Free School Proposal

The Excellence Academy

