

Annex – **Marsh Academy (Kent)**

<p>Exemptions in full</p>	
<p>Partial exemptions [if any]</p> <p>Exemption under Sections 40</p>	
<p>Factors for disclosure of...</p>	<p>Factors for Withholding</p>
<ul style="list-style-type: none"> • Further understanding of and increase participation in the public debate of issues concerning Academies • To ensure Transparency in the accountability of public funds 	<ul style="list-style-type: none"> • To comply with obligations under the Data Protection Act.
<p>Reasons why public interest favours withholding information:</p> <p>Whilst releasing the majority of the EoI will further the public understanding of Academies, the whole of the EoI cannot be revealed. If the section redacted was to be revealed under the FOI Act, Personal Data interests would be prejudiced.</p>	

department for

education and skills

creating opportunity, releasing potential, achieving excellence



ACADEMIES

MARSH ACADEMY (KENT 6) (09.02.06) REV

EXPRESSION OF INTEREST FOR AN ACADEMY

Please complete all appropriate sections in full. Use mouse to click on greyed out areas (greyed out areas are only visible on the computer screen) to type text, fill in blanks or select yes/no and drop down text options.

Section 1: Summary of proposal

1.1

Provide a brief summary of the project (refer to size and location of Academy, age-range of pupils, specialism and sponsor):

It is proposed to establish an Academy on the site of the Southlands School to open in September 2007 as an 11-18 all ability school. It will admit six forms of entry and have post 16 provision of two hundred places. The proposal would provide for a significant investment of £ 10 million to enhance existing provision. The sponsorship has yet to be confirmed but the Academy would seek to use this investment to establish an endowment fund for the Academy that will ensure support for ongoing innovation and risk taking. This would champion the business and enterprise culture of the chosen specialism and reflect the Guild Schools of the past.

The predecessor school faces significant challenges including a steady fall in numbers that has reduced its intake to 185 students where it has a capacity of 240 places. Staff recruitment and retention is a major issue as is a growing loss of confidence by the community. Students feel alienated and there are high levels of exclusion both fixed term and ad permanent well above the county average. Looked after children are twice the average for secondary schools. The Schools non-selective intake provides about two thirds of its students achieving the national expectation on entry. Value added in KS3 is poor and although better at KS4 students progress by age 16 is in the bottom quartile nationally. Only 16% of year 11 students enter the schools post 16 provision.

The area is characterised by substantial levels of deprivation, associated with an isolated rural economy, which places it amongst the Lower Super Output Areas nationally. Average wages are low, child poverty is high and there is a large informal economy. Rural isolation and access to public services is a concern to all agencies and the Academy is intended to play a key role in improving access to these services as an extended school at the heart of it community.

Academy status will provide a real opportunity to transform educational quality, engage the school and its community in an exciting renewal that will support wider community regeneration. Building students skills, understanding and self belief through a business and enterprise strategy will create the dynamic for personal growth and strengthen the qualifications and skills base of the area.

Through its sponsors employers will be able to influence and shape this strategy that will make Academy students highly prized in the workforce. Business will enrich and extend learning by offering enterprise activities and opportunities for students to follow a wide range of work related pathways leading to improved standards and more relevant qualifications. Setting enterprise at the heart of the curriculum will set the tone for community learning, ongoing business engagement and the growth of students into young adults who can succeed through employment, self employment supported by ongoing education and training.

The Academy's Business and Enterprise specialism will provide the foundation for a learning led economic renaissance for the Romney Marsh and beyond. It will raise aspirations and ambitions, foster higher expectations and nurture innovation and the entrepreneurial spirit providing for personal fulfilment and prosperity for its community.

Section 2: Need for an Academy

Mark all that apply [X]

2.1	The Academy will be a new school which does not replace any existing provision?	Yes	X
		No	
2.2	The Academy is replacing a school requiring special measures?		
2.3	The Academy is replacing a school which has serious weaknesses?		X
2.4	The Academy is replacing a school categorised as causing concern?		X
2.5	The school being replaced is achieving below 30% 5* A-Cs at GCSE level?		

2.6	<p>If the Academy is replacing an existing school please provide the following details:</p> <p>The schools current admission number is 240 and the number on roll in each year group is 179 for Yr 7, 174 for Yr 8, 230 for Yr 9, 195 for Yr 10, 221 for Yr 11;</p> <p>36% pupils achieved 5 or more GCSEs at A*-C in 2004;</p> <p>42% pupils achieved 5 or more GCSEs at A*-C in 2003;</p> <p>32% pupils achieved 5 or more GCSEs at A*-C in 2002;</p> <p>35% pupils achieved 5 or more GCSEs at A*-C in 2001;</p> <p>7.2% of pupils are eligible for free school meals;</p> <p>31.5% of pupils attained below level 4 in two or more of English, Mathematics and Science at year 7;</p> <p>1% of pupils have English as an additional language;</p> <p>2% of pupils have statements of special educational needs;</p> <p>19.4% of pupils are on the SEN register;</p> <p>in Sept 2004 186 year 7 pupils were admitted;</p> <p>in Sept 2003 237 year 7 pupils were admitted;</p> <p>in Sept 2002 201 year 7 pupils were admitted;</p> <p>in Sept 2001 238 year 7 pupils were admitted;</p> <p>in Sept 2000 211 year 7 pupils were admitted;</p> <p>6th form pupil numbers in Sept 2004 were 133;</p> <p>6th form pupil numbers in Sept 2003 were 126;</p> <p>6th form pupil numbers in Sept 2002 were 153;</p> <p>6th form pupil numbers in Sept 2001 were 152;</p> <p>6th form pupil numbers in Sept 2000 were 152;</p> <p>11.2% of the total pupil population joined or left the school in 2004, other than at the start or finish of the academic year;</p>
	<p>6.9% of the total pupil population joined or left the school in 2003, other than at the start or finish of the academic year;</p> <p> % of the total pupil population joined or left the school in 2002 other than at the start or finish of the academic year.</p>

2.7	Provide details of the school's involvement in any Education Action Zone, EiC or LiG arrangements: Type text here		
2.8	The governing body agrees the proposal.	Mark if Agree	<input checked="" type="checkbox"/>
2.9	If not, please provide details: Type text here		
2.10	Are there any conditions attached to the governing body agreement?	Yes No	<input type="checkbox"/> <input checked="" type="checkbox"/>
2.11	If yes, provide details: Type text here		
2.12	If this is a new or expanding school, provide details of the need for secondary school places and the basis for the proposed size of the Academy: Type text here		

Section 3: The Proposed Academy

3.1	The Academy will: <ul style="list-style-type: none"> cater for 0 3-5 pupils cater for 0 5-11 pupils cater for 900 11-16 pupils cater for 200 16-18 pupils have 6 forms of entry with an admission number of 180 will have a total pupil number of 1100 		
3.2	The Academies programme aims to raise standards in the secondary sector. If proposing an-all age Academy (i.e. catering for primary and secondary pupils) please provide a strong argument why this proposal should be supported: N/A		
3.3	If proposing to cater for pupils aged 3-5 confirm that the proposal forms part of the LEA strategic plan for nursery education. Please provide details: N/A		
3.4	The Academy's proposed opening date is: September 2007		
3.5	Has the local LSC been consulted on the proposed post 16 provision?	Yes No	<input checked="" type="checkbox"/> <input type="checkbox"/>
3.6	Does the LSC agree to the Academy proposal on this basis?	Yes No	<input checked="" type="checkbox"/> <input type="checkbox"/>
3.7	If yes, attach a letter from the local LSC confirming their support for the Academy proposal. Mark if Attached		<input checked="" type="checkbox"/>

3.8	<p>If no, provide copies of any correspondence and give details of LSC objections: N/A</p> <p>Type text here</p>
3.9	<p>The Academy will specialise in Business and Enterprise.</p>
3.10	<p>Provide a statement about the vision of the Academy, particularly how the Academy will address under-performance and educational deprivation through innovation and the chosen specialism (this is a key section and the guidance <u>must</u> be consulted):</p> <p><i>Ethos</i></p> <p>The Academy's ethos will be exhibited by bringing together education and the work environment to develop in students the skills and entrepreneurial spirit to develop and achieve their own vision for the future. The Academy's explicit Business and Enterprise character will be demonstrated through:</p> <ul style="list-style-type: none"> • an enlightened approach to teaching and learning which produces confident, independent learners, who have the ability to evaluate their own work and that of the others. • the use of personalised development programmes that develop personal skills in risk taking/management, taking responsibility, self reliance, being innovative, having high expectations and aspirations. • high expectations, and a total commitment to the principles of assessment for learning. • working in partnership with the local community and business sector to deliver a strong business based curriculum. • links with "Headteachers into Industry" and the umbrella organisation, Business in the Community to develop teachers knowledge, understanding and application of business delivery. • the range of skills/ways of thinking/approaches of education professionals and students. • an equality of vocational and applied courses offered via the established of a Vocational Centre of Excellence. • "education by doing" – participation in school based companies which deliver day to day services to the Academy (such as catering, building maintenance, community transport), and • the use of cutting edge ICT and curriculum technology to promote the skills of assessing, accessing and applying the use of new technologies to give them a competitive advantage. <p><i>Innovative Curriculum</i></p> <p>In order to re-engage students, the Academy will employ cross-curricular dimensions to its learning offer. Kent Local Authority is convinced that it is possible to learn aspects of one subject through another subject, and in doing so strengthen the teaching of both. Setting aside time for special projects and activities at a time in the week or term when the regular curriculum is suspended will be employed by the Academy. Normal classes will be suspended for a week twice a year so that each year group can work on a team project.</p>

3.10
cont

Focus on the Individual Learner

The Academy will resolutely focus on the achievement of every student. This focus will create an ethos of high expectation for every student and huge pride in achievement.

Personalised learning requires a radical approach to the operation of the Academy. It means differentiated provision to meet individual needs. To deliver what students needs the Academy will draw on resources and experience from beyond its walls – both that of other schools and the business community.

By demonstrating that all students are capable of doing well in something, the teachers must individualise their teaching to ensure all pupils understand. By adopting this approach the class will understand that every child matters. Teachers will work out where each child is and meet him/her there. Creating a culture in which it is expected that every student will be entered for examinations and expected to achieve, what ever their ability, will convince students that they can and will succeed.

Building students' confidence and self-esteem is key. Individual target setting will provide every student with the goal to achieve. Crucial to this focus on the individual is the house system, which will provide mentoring and tutor groups. Students will have the same house tutor throughout their time at school. It has been proved that where house systems operate students value friendship and trust their teacher. Students appreciate the work teachers undertake on their behalf.

Relationships between students are important in fostering a peer-group culture that supports success and hard work. The Academy will encourage students to become prefects, and mentors. Older students can give valuable support. Students mentors will provide support once a week to students at risk of underachieving. The use of peer-group mentors has proved very successful within the Safe Hands Schools Initiative. Sixth formers will help Year 7 & * students. Not only will this help the younger children, it will also help the sixth former to develop a sense of responsibility.

The Academy will operate an advisory system with all staff participating, including administrative staff. Each student will work with an advisor, a parent/guardian and a mentor to support the development of their personalised curriculum based on the student's interests. All Academy staff will have professional development on how to run an advisory session (how to and what to do). The aim is to develop rapport and support students in their learning and life.

The Academy will use an Advisory System to:

- help students adjust to school, particularly on admission.
- support student progress on an individual basis through advising and coaching.
- improve behaviour and attendance.
- develop effective study skills and improve student communication skills.
- close the achievement gap of students from different social economic backgrounds.
- build community amongst the students and encourage a sense of belonging, and
- help students plan for careers and college.

3.10
cont

Behaviour and Curriculum

Behaviour is the essential prerequisite to improvement. Poor behaviour cannot be seen in isolation from the nature of the curriculum. An indicator of boredom is bad behaviour. When students feel that lessons are not relevant to them, or to their future career path, they become disengaged at best and disaffected at worst. The Academy will address disruptive behaviour by providing a curriculum and options that lend themselves to a learning style which requires the students to 'learn by doing' and take pride in completing assignments.

Delivering a Collaborative 14-19 Offer

Kent County Council and the Kent and Medway Learning and Skills Council (K&MLSC) has produced a 14-19 strategy for the Local Authority area. The Academy will play its part in delivering a broad range of learning pathways. It is recognised that no one institution can deliver every option, therefore collaborative planning and delivery are prerequisites to meeting student aspirations in their chosen pathway.

Vocational Centre

To support the development of a broader range of vocational provision. The Marsh Academy will have a Vocational Centre developed on its campus and it will use its Centre in Agincourt, France as a base for residential work experience. The LSC and KCC will work closely with the Academy to develop its 14-16 vocational centre to meet the needs of "the globalised knowledge economy where education and skills are the engine of equity..., ensuring every student has access to learning opportunities to make themselves a success" Ruth Kelly, 6th Sept 2005 LGA speech.

The Academy's Vocational Centre will be used by pupils from all secondary schools in the Shepway Rural Cluster. By providing a high quality vocational education in an appropriate environment for all pupils between the ages of 14-16, students will be stimulated and motivated to succeed. The Centre will provide workshops fully equipped to industry standard. Providing better vocational education and training will lead to greater individual productivity and fulfilment, which in turn will manifest itself in economic growth and sustainability.

Vocational GCSEs

These qualifications have the potential to raise attainment amongst a large percentage of The Academy's student population, equipping them with the skills needed to succeed in the workplace. Vocational GCSEs, as part of a mixed traditional curriculum, taught appropriately by qualified staff will be a key feature of the Academy curriculum offer. They will help to deliver better results, particularly amongst the disaffected learners and increase their employability upon leaving the Academy as well as tackling the skills shortages that hamper British Industry.

When the Academy opens in 2007 it will offer a range of specialised vocational lines of learning, including ICT, construction, catering, health and social care and creative media. These specialised diploma's will be awarded for successful completion of programmes of study up to NQF Level Three. The Academy will look to extend this offer in association with local businesses, for example Aeronautical Engineering in association with London (Ashford) International Airport at Lydd.

3.10
cont

Business Incubators

An Academy presents the opportunity to develop a series of micro enterprises on the school site, some of which are already in embryonic stages of development. The Academy specialism (business and enterprise) lends itself to building on this activity. Such provision reflects the entrepreneurial spirit that the local economy exhibits through its informal economy. By establishing start-up enterprise units on the Academy site, the school will provide:

- a dynamic interface between entrepreneurs, local businesses and the school, stimulating innovation and the transfer of ideas.
- 'easy in – easy out' work spaces for local entrepreneurs who are prepared to commit in some measure to 'business in the classroom', teaching parts of the vocational curriculum where they have real expertise.

In return for a subsidised workshop, small local businesses, including social entrepreneurs will commit up to 10 days per annum to the development of teaching and learning. This will be in the form of:

- Day work placements
- Supplementing elements of a curriculum module
- Mentoring/shadowing (individual members of staff/students)

Types of companies will include:

- Glazing firm
- Catering firm
- Various ICT platforms to be accessed by the local community
- Craft firms (Pottery/Joinery/Jewellery)
- Buildings maintenance
- Automotive engineering
- Hairdressing
- Interior design

Preliminary discussions have already taken place between Romney Marsh Enterprise Gateway and Southlands School about funding and supporting the start up enterprise units. They in turn are funded and supported by SEEDA, Shepway District Council, KCC and Business Link Kent. The Gateway is based in New Romney. It will also help develop enterprise capability by supporting activities that help students develop their economic and business understanding.

3.10
cont

House System

A house system will be established in the Academy in an effort not only to improve behaviour but also to improve self-discipline and a sense of belonging. There will be five houses, house names to be determined by the students. Each house will be a mini-school, with approximately 220 students per house, including a proportion of students from each year group, and 20 students per form tutor.

Each house will be run by a House-master, supported by an Assistant House-master. Students will stay within their house throughout their time at the Academy. Through this network students will secure the stability and the personal relationships needed to give a greater sense of identity and belonging.

An 'inclusion team' of youth workers, the Community Police Officer, mentors and learning support assistants, led by a manager will also be established to support students. An aspect of this teams work will be to run a Support Unit for students at risk of exclusion. A merit and sanctions system will be introduced to ensure that discipline sits alongside positive encouragement.

Exclusions will be reduced to one fifth of the 2005 Southlands exclusion rate in the first year of the Academy operating.

Getting the Right Staff

The new principal needs to recruit staff who champion pupil progress and who are committed to the vision, values and positive outcomes this Academy proposal articulates. Without a good team of competent managers who share ideas rapidly and effectively to drive change, no enterprise, least of all a school will perform well. The commitment of teachers is critical to the transformation of teaching and learning.

In return for this commitment teachers will be stimulated and engaged, extensively trained to a high level of excellence, undertake minimum bureaucratic tasks (e.g. will not take registers), have dedicated access to office facilities and administrative support and be paid for additional hours worked up to a maximum of 10% of their salary.

A new staffing structure and effective use of ICT will allow for rethinking of the traditional classroom model. For example, the use of the "double class model" involving a teacher taking a class of up to 80 students, supported by three assistants teachers, allows the institution to maximise use of expertise and exceptional ability. These classes take place in specially built classrooms equipped with three whiteboards and wireless technology so that students can easily use laptops. The teacher prepares the lesson, introduces it and conducts the plenary part of the lesson. The assistant teachers help the students during the lesson, give out equipment and do the marking. Where double classes are used in Kent, e.g. at Homewood School, Montgomery School, Holmesdale Technology College, results are above the school's average.

3.10
cont

Changes to the School Day

There is now a minimum requirements of 24 hours of class time per week for secondary school students in England and Wales. By contrast Japanese secondary students spend more hours in the class per day (typically 7 against 5 in England) and attend school for more days in a year (typically 240 days against 190 in England). This indicates a better balance could be reached by the Academy through the use of breakfast clubs, after school activities and Summer and Easter supplementary schools.

Therefore the Academy will open at 7.30a.m. for breakfast. Classes will be held from 8-11.15 and after a lunch break of 45 minutes during which children will remain on site, classes will continue until 3.15p.m. At 3.30p.m. homework clubs and a series of enrichment activities including sports/drama and music clubs will be held till 5.00p.m. with staff helping students who need individual support with their personalised learning plan. Having the school day as two distinct sessions lends itself to the delivery of vocational education for older students as well as providing the opportunity for cross-modular project work sessions for the whole school population.

The Academies facilities will be available at weekends for all students as well as the local community.

Parents Driving Improvement

Parents are the single most powerful catalyst to a child's learning and will therefore need to be engaged more fully in the future. Engaging parents in Academy life will help unlock the potential of both parents and students. Parents will be encouraged to visit the school freely without the need to make appointments and will be able to sit in on classes. There will be an active parent-teacher association and strong parent representation on the Board of Governors.

Keeping parents informed is an important part of the drive for continuous improvement. It will help to reinforce the messages being delivered by the Academy to enlist parental cooperation with teachers in raising standards. Parents will be provided with regular updates on their child's progress. Every term parents will be expected to attend a student progress meeting where parental support is solicited in specific areas of their child's learning computer generated performance profiles will be sent home each year in addition to a hand written 'summative' annual report. The data in these reports will be used to set targets. At the beginning of each academic year parents will receive a curriculum synopsis as to what their children can be expected to learn over the coming year and their current performance and progress targets

3.10
cont

ICT

The Marsh Academy will train all staff involved in teaching and learning to a high level of competency to use interactive whiteboards and computers. Curriculum teams will work jointly, using ICT, to create electronic lesson plans and shared resources across the Academy. This will promote continuity in the curriculum, generate high expectations, and aid the cross curricula approach adopted by the Academy. The emphasis of all curriculum materials will be to promote independent learning amongst students. ICT will enable extended 24 hour working. Students will be provided with memory sticks so that they can record their work and take it with them, thereby allowing them to access this wherever they are, and without the need for an internet link. Lesson plans and associated curriculum materials, including web-links, will be available to staff, students and their parents via the Internet. By ensuring that all Academy students are ICT literate, they will position themselves as a very attractive commodity to potential employers.

Rather than exclusive use of paper-based instructional material, students will exploit the use on-line resources, including subscription-based educational websites, digital versions of textbooks and free Internet services. Teachers will not instruct students in on-line research skills and how to distinguish reliable information from that which is factually inaccurate. Instead of turning in an exercise book, students will have the option of e-mailing homework to a digital "drop-box" that automatically checks it against other students' work and thousands of websites to catch plagiarism.

We want to exploit students affinity with new technologies, so that, at lunch time for example, 70-80% of students are complementing structured learning by working and playing with the resources available to them in the Academy. A substantial learning resource centre will form the visual hub of this independent learning and research.

3.10 Cont	<p><i>Seamless Transition</i></p> <p>Southlands School does not engage with its feeder primary schools to ease pupil transition in to Year 7. The Academy will actively reverse this situation. It will develop closer links with its feeder primary schools, making contact with children and their families long before they choose/join the Academy.</p> <p>Masterclasses. Geared at 9-11 year olds, and other opportunities to meet new teachers and classmates will help break down barriers to successful transition. The Academy will employ a part-time Transition Co-ordinator.</p> <p>As well as masterclasses, a special homework club will be open to all Academy students and any Year 6 students who wish to access it. Sixth form students, as part of their pastoral role in the House structure, will have a formal role to play in staffing the club, in addition to the employed staff. To aid transition from primary to secondary school, the emphasis of the homework club will be for senior students to assist younger peers with their homework. Whilst the primary aim for the student is to complete his/her homework, the unwritten aim is to familiarise and reassure potential and new numbers of the Academy community about their new environment.</p> <p>Finally the Academy will run Summer schools. One for those students who do not gain level 4 English or maths in the feeder primaries, focusing on literacy, numeracy, and independent learning skills. The second for gifted and talented students. These Summer schools will run for 8 days and operate between the hours of 10.00a.m. and 4.00p.m.</p> <p>Recognising the levels of deprivation within the community, as well as the fact that pupils require a healthy meal, the Academy intends to provide students eligible for free school meals with lunch during term breaks.</p>
3.11	<p>The Academy's admissions policy, exclusion policy and over-subscription criteria will meet the requirements of the Schools Admissions Code of Practice (available from the DfES publications centre). Mark if Agree</p>
3.12	<p>The Academy will serve children from its local community. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
3.13	<p>If no, provide details: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>N/A</p>
3.14	<p>Will the Academy take up its place on the local Admissions Forum? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
3.15	<p>If the Academy is oversubscribed, will the Academy select up to 10% of its pupils by aptitude in one of the five specialisms permitted by legislation (modern foreign languages; the performing arts; the visual arts; physical education and sport)? Yes <input type="checkbox"/></p> <p>Academy will adopt the admission over subscription criteria for the County Schools No <input checked="" type="checkbox"/></p>
3.16	<p>If yes, please provide details and confirm how the sponsor will develop a selection mechanism that is not dependent on ability:</p> <p>Type text here</p>

3.17	Provide any details known about the admissions criteria (in particular any specific requirements of the sponsor or LEA): All applicants will be offered places until capacity is reached when the county over subscription criteria will be applied.		
3.18	Can the LEA confirm that it is broadly supportive of the sponsors' proposed admission criteria?	Yes No	X <input type="checkbox"/>
3.19	Can the sponsor confirm that the Exclusion Policy will be in line with the Secretary of State's guidance on Exclusions?	Yes No	X <input type="checkbox"/>
3.20	Do you propose that the Academy has any Special Educational Needs (SEN) Units?	Yes No	<input type="checkbox"/> X
3.21	If yes, provide details: Type text here		
3.22	Does the SEN Unit form part of the LEA-wide provision for SEN?	Yes N/A No	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.23	The LEA confirms it will bear all the costs (revenue and capital) of any LEA-wide SEN Unit that they wish to locate within the Academy. Agree	N/A	Mark if <input type="checkbox"/>
3.24	Please confirm that the Academy's policy for SEN will meet the requirements of the SEN Code of Practice (available from the DfES publications centre) and provide details of provision for pupils with special educational needs, including any designated provision for pupils with specific types of special need: The Academy's SEN policy will fully comply with the SEN Code of Practice and through its approach to inclusion will ensure students with special educational needs will have appropriate support enabling them to fully access the opportunities provided by the Academy.		
3.25	Provide details on the Academy's links with the wider community: Positioning The Marsh Academy at the heart of the local community provides the means for it to address the social inclusion agenda. The ambition is to integrate the educational experience of the Academy with that of its immediate and wider community on a reciprocal basis, serving the community and being served by the community. Community schooling enables individual community members to achieve educationally and socially, thereby developing their self-confidence and allowing them to further their own objectives. This empowers both the individual and the community to change, for the better, the environment within which they live. The Academy will be an active and dynamically led community school acting as the centre-point for a wide array of services on which the local community depends. In turn the broader opportunities to acquire new skills, knowledge, information and advice will help improve employment prospects and increase community involvement in the Academy. Through collaborative endeavour the Academy and its partners will plan services, employ and deploy staff and resources, and share platforms to ensure that services for children and families produce the best possible outcomes; improving the health, safety, enjoyment and attainment of all.		

Section 4: The Premises/Site

4.1	The Academy will be located at predecessor School.	
4.2	The approximate size of the site is 11.8 hectares	
4.3	A copy of the Ordnance Survey map showing the site boundaries is attached.	Mark if Agree <input checked="" type="checkbox"/>
4.4	Where required in response to site constraints or as a result of remodelling of existing buildings i.e. size etc. Please provide details of a satisfactory decanting plan for existing occupants during construction and details of who will pay the associated costs: Type text here	
4.5	Please provide brief details of a satisfactory plan for dealing with any co-locating primary school, SEN Unit, Pupil Referral Unit, youth or community groups etc sharing the site, including who will pay for associated costs: Type text here	
4.6	The LEA/Diocese/ CTC Trust confirms that:	
	<ul style="list-style-type: none"> it is content with the selection of the site and that no others are under consideration for this project; 	Mark if LEA agree <input checked="" type="checkbox"/>
		Mark if Diocese agree <input type="checkbox"/>
		Mark if Trust agree <input type="checkbox"/>
	<ul style="list-style-type: none"> that the site will be transferred at nil cost (or nominal lease) to the Academy prior to the Academy opening with terms to be agreed prior to Funding Agreement; and 	Mark if agree <input checked="" type="checkbox"/>
	<ul style="list-style-type: none"> If the site does not fulfil the academy requirements for playing field provision, please confirm that it has been agreed by the LEA that the Academy can use/continue to use the playing fields at [Type text here]. 	Mark if agree <input checked="" type="checkbox"/>
	<ul style="list-style-type: none"> that the entire site will transfer or if only part, please find attached confirmation of the boundaries of the part that will transfer. 	Mark if agree <input type="checkbox"/>

4.7	If the site does not currently house a school, <u>in addition to the above</u> , please provide details of the ownership of entire site: Type text here
4.8	Timetabled acquisition details including current tenants or compulsory purchase orders as necessary: See attached
4.9	Are there any known hazards, impediments or political sensitivities to new buildings e.g. Japanese Knotweed, land contamination, asbestos, covenants, allotments, access, pylons etc? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/>
4.10	If yes, provide details: There is asbestos within the building fabric. Non-intrusive surveys have been conducted.
4.11	Feedback from discussions with Local Authority planners and legal advisors on any likely planning or legal restrictions that would preclude Academy site development, or could lead to abnormal costs, or impact on the proposed outline programme for completion: Type text here
4.12	The LEA/DIOCESE/SPONSOR/CTC TRUST confirms it will bear all land purchase and other costs involved in the acquisition (note: DfES is unable to purchase land for this purpose). Mark if Agree <input checked="" type="checkbox"/>
4.13	All parties are content with the site selection: Mark if Agree <input checked="" type="checkbox"/>

Section 5: Timetable

5.1	Please set out the likely timetable for the project from entering feasibility to opening in new/remodelled buildings, covering: Periods of formal and informal consultation; seeking SOC approval; entering into the funding agreement; start of capital programme; and building completion date, etc.: See attached.
-----	---

Section 6: LEA/Diocese/Trust involvement

6.1	The LEA confirms that it has formal School Commission/Council committee agreement to the proposals and support for the closure of any predecessor school(s).	Mark if Agree <input checked="" type="checkbox"/>	n/a <input type="checkbox"/>
6.2	The DIOCESE confirms that it has formal Board of Education agreement:	Mark if Agree <input type="checkbox"/>	n/a <input checked="" type="checkbox"/>
6.3	The CTC Trust confirms that it has formal Trust/Govs agreement:	Mark if Agree <input type="checkbox"/>	n/a <input checked="" type="checkbox"/>
6.4	There are conditions attached to this agreement.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
6.5	If yes, provide details of any conditions: Type text here		
6.6	Are there any known impediments such as Trust covenants? If Yes, provide details: Type text here	n/a <input type="checkbox"/>	
6.7	Please confirm that any neighbouring LEAs (if close to other LEA border) support the proposal:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/> n/a <input type="checkbox"/>
6.8	If no, provide details of issues: Type text here		

Section 7: Sponsorship Details

7.1	KCC ¹ will provide £0.75m ² towards the capital cost of the Academy. Microsoft will commit £250K towards the sponsorship, in kind. This will be provided after the Funding Agreement has been signed and during the construction period of the project.																		
7.2	<p>Please confirm that your sponsorship payment will be paid in full before the end of the construction period:</p> <p style="text-align: right;">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>																		
7.3	<p>If no, please provide details:</p> <p>N/A</p>																		
7.4	<p>Are there any conditions attached to this sponsorship.</p> <p style="text-align: right;">Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>																		
7.5	<p>If yes, provide details of any conditions and/or in-kind sponsorship:</p> <p>Type text here</p>																		
7.6	<p>Provide details of the nominated individual to take forward the project (this may be the sponsor themselves or a sponsor representative):</p> <p>Type text here</p>																		
7.7	<p>The Department has put out a tender on the open market for project management and design team work. It has agreed framework contracts with 12 project management companies and 33 design teams. Each company has been rigorously assessed against agreed criteria and are judged to have the necessary skills and experience to successfully deliver an Academy project. Selecting from these framework lists will significantly reduce the time line for each project. We <u>strongly recommend</u> that sponsors appoint from the two framework lists.</p> <p>Please confirm that you are content for Project Managers and Design Teams to be selected from the current DfES framework lists, and with the arrangements for a DfES appointed Construction Project Manager:</p> <table style="width: 100%; margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">Project Managers</td> <td>Yes</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td></td> <td>No</td> <td><input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">Design Teams</td> <td>Yes</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td></td> <td>No</td> <td><input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">Construction Project Manager</td> <td>Yes</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td></td> <td>No</td> <td><input type="checkbox"/></td> </tr> </table>	Project Managers	Yes	<input checked="" type="checkbox"/>		No	<input type="checkbox"/>	Design Teams	Yes	<input checked="" type="checkbox"/>		No	<input type="checkbox"/>	Construction Project Manager	Yes	<input checked="" type="checkbox"/>		No	<input type="checkbox"/>
Project Managers	Yes	<input checked="" type="checkbox"/>																	
	No	<input type="checkbox"/>																	
Design Teams	Yes	<input checked="" type="checkbox"/>																	
	No	<input type="checkbox"/>																	
Construction Project Manager	Yes	<input checked="" type="checkbox"/>																	
	No	<input type="checkbox"/>																	
7.8	<p>If you are not content with these arrangements, please discuss with your Eol consultant or NPU Project Lead and provide full details of what alternative arrangements have been proposed:</p>																		

¹ Name of sponsor(s)

² amount of sponsorship

--

Section 8: Contact Details

Name of LEA contact: Graham Badman, Director/Managing Director – Children, Families and Education

Address: Kent County Council, Sessions House,
County Hall, Maidstone, Kent, ME14 1XQ

Email: graham.badman@kent.gov.uk

Tel: 01622 694372

Mobile:

Fax: 01622 694091

Name of LEA contact: Marilyn Hodges, Director Strategy, Policy and Performance

Address: Kent County Council, Sessions House,
County Hall, Maidstone, Kent, ME14 1XQ

Email: marilyn.hodges@kent.gov.uk

Tel: 01622 696562

Mobile: 07740 183938

Fax: 01622 694091

Name of sponsor contact: Stephen Uden, Head of Citizenship, Programmes & Relationship, Microsoft Public Sector

Address: Microsoft Ltd, Microsoft Campus, Thames
Valley Park, Reading RG6 1WG

Email:

Tel:

Mobile:

Fax:

Name of predecessor school contact (if appropriate): Doug Green

Address:

Email:

Tel:

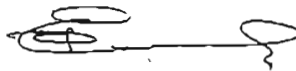
Mobile:

Fax:

Section 40

Section 9: Agreement

I fully support all aspects of this Expression of Interest and agree to use it as a basis for the future development of the Academy.



Signatures:



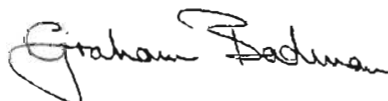
(For and on behalf of the Sponsors)

Names in full:

Stephen Uden John Simmonds

Date:

20 June 2006



Signature:

(For and on behalf of the LEA)

Name in full:

Graham Badman

Date:

20 June 2006



Signature:

(for and on behalf of the governing body of the predecessor school)

Name in full:

Doug Green

Date:

20 June 2006