



## THE ASHFORD ACADEMY

### IN KENT

#### EXPRESSION OF INTEREST FOR AN ACADEMY

This form should be used alongside the following documents, which are available from the Department for Children, Schools and Families website ([www.dcsf.gov.uk](http://www.dcsf.gov.uk)) or from your Expression of Interest Consultant.

1. The Expression of Interest Guidance
2. Sponsorship Guide: Establishing an Academy
3. Delivering Academy Buildings through PfS

#### Section 1: Executive Summary

1.1 Please provide a brief summary of the project:

##### What is proposed?

This Expression of Interest proposes to establish an Academy serving girls and boys of all abilities aged between 11 and 19 years, located on the site of the predecessor school (Ashford Christ Church CE High School) in the Stanhope area of South Ashford, Kent.

The lead sponsor is the Diocese of Canterbury, supported by co-sponsors Benenden School, Canterbury Christ Church University (CCCU), and Kent County Council (KCC).

It remains the preferred option of the sponsors to develop an 'all-through' Academy by serving girls and boys of all abilities aged between 3 and 19 years, located on a single site in the Stanhope area of South Ashford, Kent and replacing both Ashford Christ Church and the neighbouring Linden Grove Primary School. However there are still some funding issues that need to be resolved in order for this to be possible, and these will now be explored during the feasibility stage of this project.

The proposed secondary Academy will cater for:

- 1050 secondary school aged pupils (aged 11-16 years old)
- 250 post 16 pupils (aged 16-19 years)

The total number of students is likely to be 1,300 by 2015. The Academy will be a single school, however it is intended that there will be a number of “schools within schools”, allowing for the Academy to be organised in smaller units. Students could be taught in smaller learning communities within the larger Academy, (three schools of 350 students each within the Academy, in addition to a Sixth Form of 250). Each of these communities could be taught the curriculum by a dedicated team of staff, with each student benefiting from adult adviser, reinforced by an assigned mentor/coach providing individual support. This will allow the pupils to feel comfortable and safe and belong to a smaller environment. How the Academy will be sub-divided into smaller subsets to support young people’s learning will be examined at Feasibility. It is proposed that the Ashford Academy will open in September 2010 in existing buildings and move into its new buildings in the academic year 2012-2013.

*Why does it need to be done?*

Ashford Christ Church School has recently been the subject of a Notice to Improve from Ofsted. Sufficient improvement was recognised by Ofsted at the end of February 2009 which enabled the school to come out of category. The Sponsors firmly believe that learning provision needs to be revitalised through the establishment of an Academy to combat the weak education provision in this part of South Ashford.

In order to ensure that young people have the necessary professional and vocational skills to support and sustain the local economy, a new Academy is required which will improve the community’s accessibility to high quality services, and learning and employment opportunities in the future. The competitive challenge of the global marketplace requires the young people of Ashford to be highly qualified, skilled, and adaptable. The Academy will embed vocational training as part of a career minded agenda for young people. Major new opportunities will emerge through the growth agenda in Ashford and in order to make the most of these opportunities, it is critical that young people have the ability and ambition to help deliver a future thriving economy for Ashford.

Ashford Christ Church School serves the Stanhope Estate in South Ashford which has the highest concentration of deprivation in Ashford, equal to some of the more deprived pockets of East Kent’s coastal towns. The LSOA National IMD scores are as follows:

Overall IMD: 35.69 (Top 19% most deprived nationally)

IDACI: 0.47 (Top 11% most deprived nationally)

For the Crime domain the LSOA in which the schools reside scores 1.52 (top 4% most deprived nationally).

The Stanhope Campus houses Ashford Christ Church School, Linden Grove Primary School, The Ray Allen Children's Centre, and some derelict buildings. The site sits at the heart of a £200m PFI rebuild of the Stanhope housing estate. The quality of the learning environment inhibits the regeneration of the Stanhope community and falls well short of the aspirations of the community. The education buildings are at the end of their useful life, and need rebuilding to provide an environment fit for learning in the 21<sup>st</sup> century.

Ashford has been identified as a growth area by the Government in its Sustainable Communities Plan (2003). The town is expected to double in size and population by 2031, together with the creation of 28,000 new jobs. In order for the local economy to prosper and create a sustainable community a good supply of school leavers will be needed who have appropriate knowledge and skills to support the needs of local businesses.

*So how will the proposal address the situation?*

Ashford Academy will provide a step-change in the quality of teaching and learning in South Ashford by providing a state of the art facility with a strong leadership team that will provide an innovative approach to education which has strong links to both the local and regional economies.

From its launch in 2010, the Academy will set out on a trajectory of rapid improvement so that the following milestones will be achieved by the time the Academy moves into its new buildings:

- Predicted GCSE results for 2009 indicate that the school will achieve 32% 5 plus A\* to C grades including English and Maths thus reversing the declining trend of the past few years. The Academy will expect to build on this base taking the school clearly out of National Challenge category by 2012.
- The most recent OfSTED inspection for Christ Church (Feb 2009) confirmed that the school has improved its curriculum offer in Key Stage Four which is now better meeting the needs of its students. The Academy Vision Statement has clearly articulated its own curriculum development plans in which an appropriate curriculum offer is deemed to be key to its future success both short and long term.
- By 2012 the schools within schools model will be firmly established with good progress anticipated in personal development and well being regarded by Ofsted as currently being "satisfactory".
- By 2012 (with the aid of its sponsors) teaching staff will be providing relevant post -16 courses thus establishing the Academy's Sixth form provision.
- With a clear focus on numeracy and literacy from the outset (again confirmed in the Vision Statement) the Academy will expect measurable progress in both areas by 2012.

- The local housing refurbishment programme will be nearing completion leading to a more stabilised school population.
- The Academy will benefit from the additional Learning Support Assistants the school has recruited and is in the process of training. By 2012 this welcome support will be more focused on developing learning rather than simply policing behaviour.
- Pro-active staff recruitment and a clearly defined staff development programme will lead to improved quality of teaching and learning especially in respect of "pace and challenge" The Ofsted inspection has confirmed that middle leaders are a strength of the school thus giving the Academy a firm base upon which to build.
- The Academy will ensure that it has a robust programme for the Gifted and Talented students addressing an Ofsted confirmed weakness. By 2012 the Academy will expect these students to be making a significant contribution to raising the CVA score.

Traditional Christian values and discipline will underpin the Academy, promoting hope, compassion, friendship, forgiveness, peace, tolerance, respect, personal responsibility, endurance, trust, humility, and justice. These values will be evident throughout the relationships that are developed between children and young people and staff in the Academy. The Christian character of the Academy will infuse the whole of the curriculum and Academy life.

The strategic aims of the Academy are:

- To raise standards and aspirations to prepare young people for a rapidly changing world;
- To transform education provision to provide a sustainable curriculum, which stimulates and engages all learners;
- To develop as an extended services school delivering integrated services to families and children;
- To utilise the power of education to support community regeneration.

The Academy will provide an excellent learning environment underpinned by Christian values which:

- provides a wealth of opportunities for pupils to achieve their full potential
- promotes high attainment
- has high expectations of all its pupils, irrespective of their range of ability
- ensures pupils are highly qualified, skilled and adaptable

- provides a strong ethos of security, care and warmth for one another
- delivers a personalised learning approach
- increases pupils' self esteem and confidence
- develops a partnership between adults and pupils so that they understand, respect and empathise with each other's roles and responsibilities
- has a curriculum that engenders a love of learning
- provides stepping stones to and from the community it serves; and
- offers outstanding tutorial support.

Developing this Academy will lead to a significant improvement in educational standards for all pupils and more efficient use of resources within the fit for purpose buildings used by all of the local community.

### **Why an Academy**

Creating an Academy provides the opportunity to:

- confront the low educational standards and low levels of aspiration in the South Ashford community by making significant changes to the continuity, progression and relevance of the curriculum;
- place an emphasis on the basics of literacy and numeracy at the earliest age;
- sustain the positive engagement of families within the learning process;
- improve progression to further learning and reduce the percentage of young people not in employment, education or training (NEETs) by including post 16 learning;
- reduce levels of authorised and unauthorised absence through improved motivation and engagement;
- improve teaching and learning by the sharing of expertise across phases and by offering increased opportunities for personalised learning;
- enhance opportunities for the recruitment, retention and deployment of all staff by offering greater opportunities for professional development;
- improve pastoral care for children in challenging circumstances by offering a 'joined-up' strategy for special and behavioural needs; and
- improve continuity for multi-agency involvement with pupils, carers and families.

## Key statistics

1. Predecessor School – Educational attainment								
	GCSE 5+ A* -C				GCSE 5+ A* -C including English and Maths			
	2005	2006	2007	2008	2005	2006	2007	2008
<b>National Average</b>	56.3	58.5	60.8		44.3	45.3	46.0	47.6%
<b>LA Average</b>	59.9%	61.4%	64.9 %	67.2%	47.0%	46.8 %	48.5 %	50.3 %
<b>Ashford Christ Church CE</b>	50%	44%	27%	35%	32%	20%	17%	22%

	KS2-4 CVA 2005	KS2-4 CVA 2006	KS2-4 CVA 2007	KS2-4 CVA 2008
<b>National Average</b>	988.5	1000.6	1000.9	
<b>LA Average</b>	996.9	1005.2	1007.1	1003.9
<b>Ashford Christ Church CE</b>	1021.4	1003.7	987.3	983.1

2. Predecessor School – Deprivation			
<b>Year to which this data refers: 2007</b>	<b>Pupil rank (based on number of secondary schools) out of 3396 of which 1 is the most deprived)</b>	<b>Site rank (school location) of which 0 is the most deprived and 100 is the least deprived</b>	<b>% pupils eligible for Free School Meals (FSM)</b>
<b>National Average</b>	-	-	13.1
<b>LA Average</b>	-	-	9.7 %
<b>Ashford Christ Church CE</b>			14.0%

<b>3. Predecessor school – Basic characteristics</b>						
<b>Year to which this data refers: 2007</b>	<b>Pupils on Roll (3-11)</b>	<b>Pupils on Roll (11-16)</b>	<b>Pupils on Roll (16-19)</b>	<b>School capacity</b>	<b>% with SEN</b>	<b>% pupils with EAL (provisional 2008)</b>
National Average	-	-	-	-	2.0	14.4%
LA Average	-	-	-	-	4.1%	4.1%
Ashford Christ Church CE	n/a	1140	n/a	1200	5.5%	5.2%

<b>4. Proposed Academy – Basic characteristics</b>				
<b>Planned number of pupils (3-11)</b>	<b>Planned number of pupils (11-16)</b>	<b>Planned number of pupils (16-19)</b>	<b>Planned maximum number</b>	<b>Specialism(s)</b>
	1050	250	1300	Maths and Technology
<b>Proposed opening date</b>	<b>Target build completion date</b>	<b>Building route (BSF or National Framework)</b>	<b>Faith Designation</b>	<b>Name of Sponsor(s)</b>
September 2010	Academic year September 2012-13	National Framework	Church of England	Diocese of Canterbury ( <i>lead sponsor</i> ), Benenden School, Canterbury Christ Church University, and Kent County Council

## Section 2: The Predecessor Schools

2.1 Would the Academy replace a school (or schools)?	Yes	x
	No	

**If Yes**, go to Section 2.2. **If No**, go to Section 3.1

### 2.2 Basic Characteristics

School Name: Ashford Christ Church CE Maths & Computer College	
School Address: Millbank Road Kingsnorth Ashford Kent TN23 3HG	
Name of LA: Kent	LA Code: 886
Type of Establishment (Please mark one with an x)	
Community School	
Foundation School	
Voluntary Aided (VA) School	X
Voluntary Controlled (VC) School	
City Technology College	
Independent	
Other (please specify)	

Gender and age range (Please mark with an x)	
Co-Educational	X
Single Sex Boys	
Single Sex Girls	
Age Range 11-16	X
Age Range 11-19	
Other Age Range (e.g. Middle Schools)	

Is this a designated Faith School? (Please mark one with an x)		
Yes with faith admissions	(Faith: Church of England)	X
Yes – without faith admissions	(Faith: )	
No		

Specialism(s) if applicable):	Mathematics and Technology
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### 2.3 School Population

Admissions Number: 240		
Current number of pupils on roll as at: Autumn 2008	Year 7:	164
	Year 8:	196
	Year 9:	211
	Year 10:	213
	Year 11:	233
Number of Year 7 pupils admitted in:	Sept 2005	235
	Sept 2006	232
	Sept 2007	218
	Sept 2008	164
Number of Year 12-13 students at the school in:	Sept 2005	n/a
	Sept 2006	n/a
	Sept 2007	n/a
	Sept 2008	n/a
Percentage of pupil population who joined or left the school other than at the start or finish of the academic year:	2004/05	6.5%
	2005/06	5.6%
	2006/07	10.1%
	2007/08	

### 2.4 Admissions

Please attach a copy of the current Admissions Policy	Attached	x
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## 2.5 Leadership

Name of Headteacher:	Catherine Barber (19.04.06)
Headteacher has been in post for:	3 Year(s) 2 Months

## 2.6 School Improvement

<b>Intervention status</b> (Please mark box(es) with an x)	
None	
Special Measures	
Significant Improvement/Notice to Improve	x
Warning Notice issued	
Causing Concern	
Interim Executive Board	
Required school to enter into partnership arrangements	
Added additional governors	
Suspended delegated budget	
<p>Please provide details:</p> <p>The school was the subject of a Notice to Improve, following an Ofsted inspection in January 2008. Significant improvement was required in relation to standards and achievement, teaching and learning, behaviour and the curriculum. Standards at the end of Year 11 had fallen significantly in the previous two years (32% 5+ A*-C GCSEs [including English and Maths] in 2005 compared to 17% in 2007). The percentage of pupils achieving 5 or more GCSEs at A*-C fell in 2007 to 27% from 50% in 2005. The school's CVA measure, which is a means of assessing the relative effectiveness of school and pupil progress, shows a score at KS2-4 in 2007 of 987.3 and at KS3-4 CVA measure in 2007 of 979.9.</p>	

Does the predecessor school receive any external support and/or is it in receipt of a tailored external support package?	Yes	x
	No	

If yes, please provide details:

The school is the subject of intensive support from the LA's Advisory Service. Although Ashford Christ Church is recovering from a low point in 2007, improvement has been inconsistent and it was named as a school that will participate in the National Challenge, involving schools that gain fewer than 30% of 5+ A-C grades including English and Maths. The school has a very low CVA with a score at KS2-4 in 2007 of 987.3.

Ashford Christ Church School is in receipt of significant levels of assistance from the LA:

- School categorised by LA as needing intensive level of support.
- School Improvement Partner (SIP) visiting bi-weekly and co-ordinating support activity by advisory personnel, including joint LA/school monitoring meetings every month.
- Intensive scrutiny of summer 2007 examination data by Senior Secondary Adviser (SSA) and discussion of issues and action with school management.
- SSA support for analysis and revision of SEF and School Improvement Plan.
- 20 advisory service days allocated in autumn 2007, re: English, Mathematics, Science, ICT, Religious Education, Behaviour and Attendance, and generic support to recently-appointed middle managers.
- Termly meetings of advisory personnel and school management to evaluate and coordinate advisory support.
- Advisory support to Governing Body in preparation for inspection.
- Regular visits by Area and Local Education Officers, Educational Psychologist, Inclusion and Attendance team members.
- Homewood School (a good school with outstanding features, according to OfSTED in November 2007), to provide support on improving Teaching and Learning.

The 2008 GCSE results are better, but the LA judges this to be a direct reflection of intervention and support and that it may not be sustainable by the school in the absence of external support.

Have you considered the school as part of your National Challenge submissions?	Yes	x
	No	
Does the Academy proposal form part of the support plan agreed with the department during National Challenge discussions?	Yes	x
	No	

## 2.7 Finance

Does the predecessor school currently have a budget deficit?	Yes	
	No	x
If yes, please provide details:		

Does the predecessor school currently have an in- year deficit?	Yes	x
	No	
If yes, please provide details:		
<p>The school can absorb its in-year deficit from rollover brought forward.  Roll over brought forward = £-609,021 credit  In year deficit = £477,523 debit  Out-turn predicted = £-131,498 credit</p>		
<p><b>The LA should note that any deficit budget remaining at the point of school closure would not transfer to the Academy.</b></p>		
Noted		

## Section 3: The Proposed Academy

### 3.1 Academy Population

Gender (Mark one with an x)	
Co-Educational	X
Single Sex Boys	
Single Sex Girls	

Forms of Entry:	7FE secondary
Admissions Number:	210
Nursery (age 3-4):	N/A
Years 1-6 (age 4-11)	N/A
Years 7-11 (age 11-16)	1050
Years 12-13 (age 16-19):	250

Please provide a detailed justification for the size of the proposed Academy:

Ashford is one of the Government's growth areas for the South East, with 30,000 houses planned for the period 2001-2031. This proposal reduces the size of the Ashford Academy in the secondary phase from 240 pupils per year group to 210. This is to help address the needs of the young people who attend the school, who we feel would benefit from attending an institution with smaller year groups. The growth agenda will continue to produce rising rolls in both primary and secondary schools. The Kent secondary strategy indicates secondary schools should be between 6 and 8FE, with which this proposal complies. The forecast figures for secondary provision (including post -16) are contained in Appendix 2. Further secondary provision will be delivered as part of BSF proposals (2015-16). Ashford will have insufficient secondary school places by 2016-17. This is confirmed in the pupil projection figures for the area which we have provided in Appendix 2. KCC as the strategic commissioner for school places will need to consider within the next year, increasing secondary school capacity.

### 3.2 All-age Academies

If the Academy would provide primary school places, please provide the case for an all-age Academy:

It remains the preferred option of the sponsors to develop an 'all-through' Academy by serving girls and boys of all abilities aged between 3 and 19 years, located on a single site in the Stanhope area of South Ashford, Kent and replacing both Ashford Christ Church and the neighbouring Linden Grove Primary School.

Creating an all-through Academy would provide:

- a unique opportunity to confront the low educational standards and low levels of aspiration in the South Ashford community by making significant changes to the continuity, progression and relevance of the curriculum
- the opportunity to place an emphasis on the basics of literacy and numeracy at the earliest age

- sustaining the positive engagement of families with the learning process that is generated when children first join primary school
- improving continuity and progression across the Key Stages, especially at the crucial move between Key Stages 2 and 3
- developing early intervention for children and families most at risk
- improving progression to further learning and reducing the percentage of young people not in employment, education or training (NEETs) by including post-16 learning
- reducing levels of authorised and unauthorised absence through improved motivation and engagement
- improved teaching and learning by the sharing of expertise across phases and by offering increased opportunities for personalised learning
- enhanced opportunities for the recruitment, retention and deployment of all staff by offering greater opportunities for professional development
- improved pastoral care for children in challenging circumstances by offering a 'joined-up' strategy for special and behavioural needs
- structural and curriculum flexibility as the institution is not broken up by phase boundaries
- improved continuity for multi-agency involvement with pupils, carers and families
- the sharing of resources and benefiting from economies of scale

However, there are still some funding issues that would need to be resolved in order for this to be possible, and these will now be explored during the feasibility stage of this project.

If the Academy proposes to cater for nursery pupils (age 3-4), please provide details of how this would fit with the LA's strategic plan for nursery education:

N/A

Does the LA confirm it would fund the capital costs of the primary and/or nursery element for the all-age Academy?	Yes	
	N/A	x

### 3.3 Proposed Opening Date in existing buildings

September 2010

### 3.4 Target Build Completion Date

Academic Year 2012-14

### 3.5 Specialism(s)

The Academy would specialise in: Mathematics and Technology

### 3.6 Admissions

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

Confirmed

x

Please confirm that the admissions policy would ensure that the Academy meets the statutory requirements (i.e. "provides education for pupils of different abilities who are wholly or mainly drawn from the area in which the school is situated").

Confirmed

x

The Academy would take up its place on the local admissions forum:

Confirmed

x

If oversubscribed would the Academy select up to 10% of its pupils by aptitude for the specialism?

Yes

No

x

If yes, please provide details of how the sponsor would develop a selection mechanism that is not dependent on ability:

Please provide any further details known about the proposed over subscription criteria and admissions policy. In particular, how the policy would lead to a balanced intake and whether “banding by ability” would be considered:

The Diocese of Canterbury is committed to the Academy being both distinctively Christian and inclusive in character, serving the local community. The Academy will welcome all students including those of Christian faith, those of other faiths, and those of no faith.

The immediate area of the Academy is characterised by underachievement and social disadvantage. The Academy proposals will enhance the regeneration of the local area. This is a central tenet of our Academy proposal. Therefore the Admissions policy must fit the local need. The wider area has a broader social range and is expanding as part of the town's growth. The Academy will appeal to this broader community.

The Admissions Policy will secure the admission of pupils of differing abilities through becoming the school of choice to a broader section of the local community. There will be no selection by ability. The Diocese of Canterbury is committed to inclusivity and, as a voluntary body, the Diocese is accountable to the local community. Therefore, the Admissions Policy of this Church sponsored Academy will ensure that the local community has some priority for places.

In its first year of operation, it is expected that all pupils attending Ashford Christ Church CE High School would transfer to the Academy.

Sponsors will consider admissions oversubscription criteria that allow up to 25% of places to be allocated on faith grounds. This proposed criteria would be subject to consultation during Feasibility.

During Feasibility, further consideration would be given to the application of fair banding, subject to modelling in the locality, given the selective system that is operating in Kent.

### 3.7 Exclusions

Please confirm that the Academy would have regard to and have an independent appeal panel which acts in accordance with the Secretary of State’s guidance on exclusions.

Confirmed	x
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### 3.8 Special Educational Needs (SEN)

Please confirm that the proposed Academy's SEN policy would have regard to meet the requirements of the SEN Code of Practice.	
Confirmed	x
<p>Please provide details of the proposed Academy's provision for pupils with SEN including any specific SEN Units:</p> <p>The Academy will maintain the Unit for Physical Disabilities which provides for 8 students, a Unit for Hearing Impairment which provides 10 places, and a Unit for Speech, Language and Communication which has provision for 15 pupils.</p> <p>In the secondary school almost 2 out of 5 students have learning difficulties and/or disabilities. 5.5% have statements of special educational need compared with a national average of 2.1% (2007 figures). 34.6% of its students are on the SEN register compared with a national average of 18.3% (2007).</p> <p>The Academy, as has been stated elsewhere, is committed to early identification of student need, and early intervention and support for each of its students. To assist with the implementation of these aims the current Speech and Language provision and the Units for pupils with Physical Disabilities and Hearing Impairment will be retained in the Academy. The school's recent designation as the Lead School for pupils with Speech, Language and Cognition difficulties will underpin the Academy's determination to provide the very best education for all its students however complex their needs.</p>	

If proposing to include an SEN Unit please confirm that it would form part of the Local-Authority wide provision for SEN and that the LA would bear all costs (capital and revenue) of this provision.	
Ashford Academy will be procured via the PfS National Framework. Funding for this project will be calculated according to the funding allocation model (FAM) to cover the costs of building for all pupils on roll. This funding will not include the additional costs relating to specialist SEN provision required for the SEN unit. In order to meet this shortfall KCC and PfS have agreed to negotiate an early draw down of capital funding from Kent's future BSF waves. The value of this additional funding will be dependent upon further work to be undertaken by KCC during feasibility to determine how their proposals for SEN provision in this academy will fit into their overall provision under the BSF programme. Funding will be set in accordance with the number of students with statements designated to the academy and how their requirements are categorised.	
	N/A

### 3.9 The National Curriculum

Please confirm that the new Academy would teach the National Curriculum Programmes of Study in English, maths, science and ICT to all pupils in years 1 to 6 (where these exist in the Academy) and years 7-11.	
Confirmed	x

### 3.10 Behaviour Partnerships

The Academy would be part of a Behaviour Partnership and would work closely with their LA to improve behaviour and tackle persistent absence.	
Confirmed	x

### 3.11 Vision

Please provide a detailed statement about the vision of the proposed Academy. Particular attention should be given to the ways in which this Academy would counter the effects of disadvantage and raise standards of achievement:

The Academy will seek to develop the whole student through challenge, support, and motivation, enabling each to enjoy success, develop personal skills and ambition and prepare them for life in a rapidly changing world.

The Academy will demonstrate to each individual the joy and value of achievement (academic, vocational, personal and social) and the thrill of success gained through creative effort (both as an individual and in partnership with others).

Students will be encouraged to become independent learners, self managers and enquirers. They will understand the importance and value of team work and become effective team players.

They will participate in a range of educational activities which will enable them to become good citizens, understanding the distinction between rights and responsibilities. They will develop an understanding of global and environmental issues.

Underpinning the work of the Academy will be a background of core Christian principles and values including hope, compassion, friendship, forgiveness, peace, tolerance, respect, personal responsibility, endurance, trust, humility, and justice. These values will be evident throughout the relationships that are developed between children and young people and staff in the Academy. Students will learn about the value of family life and will be encouraged to consider moral dilemmas in the context of acquiring knowledge and understanding of Christianity and other principal religions. They will explore issues in the Christian faith and its beliefs, values and traditions and their influence on society.

Students will develop their life skills including personal finance and well being and participate in a structured programme of personal and social education. They will develop a sense of identity and belonging, become increasingly confident self motivated learners and adopt positive personal, social, moral and spiritual values.

Through its day to day work – in teaching and learning, in its support and challenge for individuals, the Academy will promote itself as an inclusive school.

The Academy will become the heart of the community it serves. It will work with students, parents and local residents to fulfil the ambitions they hold to transform the locality into a thriving, healthy and safe community. It will be a central delivery point for multi-agency support services for the whole community.

The Academy is a critical component in the delivery of the tremendous efforts being undertaken by Partner agencies and the community to transform the Stanhope neighbourhood into an area in which people want to live and in which they feel secure and safe.

## **Key issues**

The Academy will address from the outset a number of key issues which have beset the predecessor schools including standards and achievement, teaching and learning, behaviour and the curriculum.

### **Standards and achievement**

The Academy will recognise that the foundations of learning are critical to the future success of its pupils in both academic and social terms. It will focus on the acquisition of key skills including: basic literacy, numeracy and IT, without which access to further educational development would be limited.

The Academy will ensure that its teaching and learning programmes will be permeated by the overarching Christian principles and values outlined above. It will focus on early identification of pupil needs combined with early intervention programmes.

The Academy will benefit from improved opportunities for multi-agency working. It will work assiduously to develop good working relationships with parents from the outset and encourage full parental involvement in their child's education. It will strive to re-engage parents whose own experience of school may not always have been positive by providing "drop in" sessions and "surgeries" offering advice, support and information at all stages in a child's career at the Academy. The Academy will develop the notion of a two-way home-school, school-home relationship aimed at raising aspirations from their enrolment.

Regular monitoring and reporting of pupil progress will be a feature of the Academy at all stages, as will target setting. Student success in achieving and hopefully exceeding expectations will be publicly celebrated, but with sensitivity so that each student will be able to identify areas of success and achievement. IT systems will be developed so that parents and teachers can access and interrogate progress data at all times. The Academy will develop the best principles of Assessment for Learning including regular dialogue with students and student involvement in target setting and monitoring their own work.

Special attention will be given to the manner in which IT can contribute to the motivation (leading to enhanced standards and achievement) of students for example by increasing the range of learning resources available, by facilitating interaction with other students (both nationally and internationally), by blurring the distinction between formal and informal learning and by increasing students' opportunities to experience elements of a technology-rich world outside their immediate environment.

Pupil progression from primary to secondary phase will be given special attention, for example, in terms of curriculum and teaching continuity. The working relationships with parents, developed from an early age will need to be maintained. The Academy will be sensitive to the needs of children joining the school from local primary schools. It will work with its key local feeder primary schools to share effective practice and develop transition pathways.

The Academy will focus relentlessly on achieving the highest standards possible for its students. Additional support for students nearing public examinations will be provided, for example, through mentoring schemes (involving teaching and non-teaching colleagues), through Master Classes, learning opportunities that extend beyond the teaching day, and holiday programmes which build on the good practice already promoted in the predecessor primary school.

The Academy will be structured on the “schools within schools” model ensuring each youngster is well known to a core team of teachers and support staff who will monitor personal, social and academic progress rigorously.

In addition to celebrating students’ academic success(as mentioned above), the Academy will celebrate student achievement in whatever form it occurs be it on the sports field, in artistic or cultural activity, or in public performances and exhibitions, in the belief that such recognition will be a spur to raising further academic and personal ambition.

None of the ambitions the Academy sets itself for raising standards will be met without relentlessly pursuing student absence and promoting the value of uninterrupted attendance. Provision will be made for first day absence to be followed up, while at the same time the Academy will strive to remove barriers to enhanced performance by providing breakfast clubs, study support sessions and facilities and extra-curricular activity.

### **Teaching and learning**

The Academy will recognise the fundamental importance of high quality teaching and learning practice without which student motivation and performance are likely to be below expectation. It will adopt rigorous self-review procedures, which will seek out and share good practice and identify and challenge underperformance.

The Academy will work in close partnership with its co-sponsor Canterbury Christ Church University to further develop the predecessor school's role as a Training school. CCCU's expertise in the field of teacher training and professional development will be used to assist the Academy in developing its own teaching staff who will have access to on-going professional development opportunities and who will be encouraged to seek higher professional qualifications.

CCCU has a well established reputation and considerable experience in the development of skills related to leadership and management for learning. The Centre for Educational Leadership and School Improvement (CELSI), within the Faculty of Education, offers the highest quality, up-to-date bespoke support for leaders and managers practising in schools. CELSI works closely with the National College for School Leadership (NCSL) and provides leadership courses for all teachers – from aspirational leaders, through pivotal leadership support, to experienced senior leadership development.

The ERASMUS programme at CCCU – to which Academy staff will have access - provides a focus on leadership and management for inclusion, bringing together teachers from Norway, Eire, Turkey, Spain and England. Additionally, Masters Programmes at CCCU are developed around school development plans, providing bespoke, relevant, in-house professional development for teachers.

Alongside the expertise located in CELSI, the University's Faculty of Education also has relevant expertise located in its:

- Centre for International Studies of Diversity and Participation (equal opportunities for all)
- Centre for Enabling Learning (personalised learning and inclusion)
- Quality in Study Support Unit (community based learning)

This support may include consultancy and bespoke professional development programmes developed as part of a whole Academy learning culture.

CCCU is in a strong position to support the 14-19 curriculum through its capacity to support networking with regional and national bodies working on 14-19 provision. This could include local FE Colleges, national bodies (e.g. LLUK/SVUK, TDA) and regional networks (LLN, Children's Trust committees). The University's nationally recognised expertise in teacher training for the 14-19 curriculum through a double accreditation (TDA/LLUK) PGCE (currently with routes in Art and Design, Applied Business, Leisure and Tourism, Health and Social Care and Psychology) and its considerable expertise in providing CPD for the 14-19 sector, including on-line provision for Occupational Currency training, will be of considerable assistance to the Academy.

Beyond the Faculty of Education, the resources of the University include subject expertise, expertise in broader aspects of the Every Child Matters agenda (for example in the Faculty of Health and Social Care), and expertise in raising aspirations and promoting access to higher education through the University's existing widening participation policies and practices.

The Academy will use performance data (such as, though not solely, Fischer Family Trust) to set departmental, subject and student targets. Performance against targets will be regularly and rigorously monitored by the Senior Management Team which will seek to identify and disseminate good practice and to provide the support and challenge necessary to eliminate underperformance wherever it occurs. A key feature of on-going middle management training will focus on teaching and learning strategies and student performance.

The Academy will use IT to provide accurate data to support the work of senior and middle management teams and educational software to promote e-learning opportunities for both staff and students.

The Academy will expect its Specialist School areas to lead the standards agenda and will provide direct Senior Management supervision of this aspect of its work. Specialist areas will be at the forefront of innovative approaches to teaching and learning supported by the link with CCCU and the Specialist Schools and Academies Trust.

### **Behaviour**

The Academy's behaviour and pastoral systems will be underpinned by its Christian values and principles as defined elsewhere. In addition, the Academy will adopt an integrated approach to its students well being and welfare which will be characterised by three key features.

It will be:

- anticipatory, facilitating intervention at the earliest stage
- multi disciplinary, giving access to the most appropriate provision for each student
- engaging with families

The Academy will adopt the "schools within school" structure with each student belonging to one of three schools of approximately 350 students, which will allow students to feel comfortable, safe, and have a sense of belonging in a smaller environment. Teaching and support staff will gain detailed knowledge of their students and use this to monitor, advise and intervene where appropriate.

Peer support programmes will be provided which will act as a vehicle for curriculum support and for promoting Christian values such as respect and care for and service to others. Within the "schools within school" structure the Academy will consider the merits of mixed age tutor groups to develop the concept of positive role models.

Student Councils will be established which will enable students to take responsibility and to contribute to whole school development across a range of issues including their own curriculum provision. Both student and parent feedback will be sought through regular surveys of opinion.

The Academy will structure its day to enable teachers, teaching assistants, learning mentors and other staff to have longer periods of time to work with their students.

The Academy will employ school counsellors who will conduct group work with young people on issues such as anger management, self esteem and peer relationships and who will be trained in an understanding of out-of school services so that they can act as a bridge between the Academy and services for children with more serious needs.

The Academy will provide ready access for parents to social care and preventative services as part of the Every Child Matters agenda. Social care professionals will be based at the Academy and will offer family advice and support programmes which the Academy expects will help to reduce barriers to learning and increase the desire to attend school.

The Academy will ensure that its Continuous Professional Development programme will include a clear, on-going focus on behaviour management and will facilitate social and emotional learning. Its co-sponsor Benenden School will share some staff training opportunities at Benenden such as Learning Conferences, lectures and tailor made events developed in consultation with the Academy's leadership team.

### **The Curriculum**

The Academy's curriculum will be a principal vehicle for preparing students for an unknown future, but one which will inevitably require them to develop transferrable skills. The curriculum will help prepare them to become 21<sup>st</sup> century citizens, contributing to their community, and will aim to promote a love of learning, thereby raising individual aspirations.

The Academy will work closely with CCCU and Benenden School to provide an innovative curriculum which will ensure the acquisition of key competencies (Literacy/Numeracy/ICT/Social Skills/Learning to Learn/Entrepreneurship) by all students. In addition, students will be given a range of learning opportunities through, for example, extended project-based learning and enquiry-based and problem-solving learning. In particular, Benenden School will offer guidance on core curriculum support in English and Mathematics throughout both Key Stage Three and Four in order to help improve the Academy's results at GCSE.

The Academy will stress the value of a Sixth Form education and the opportunities it will provide to develop further personal qualities such as leadership, responsibility, self motivation and self confidence. Benenden, as a high performing school, offers expertise in A and AS level teaching and will be instrumental in supporting the sixth form curriculum as it develops at the Academy. The school will provide advice from experienced sixth form teachers and opportunities for the Academy staff to experience at first hand effective sixth form teaching, especially in relation to A and AS courses. Benenden will provide curriculum materials (including schemes of work) and advice on matters such as University applications. In addition, Benenden School will share with the Academy its work on programmes such as Mind the Gap.

The curriculum offer will be sensitive to both the needs of the local area where employers are seeking employees with intermediate and higher skills as well as softer skills (such as interpersonal and team working skills) and the need to raise the aspirations of the Academy's students. The Academy will expect to be able to supply students to the graduate and national markets in addition to the local labour market. In this respect the involvement of CCCU (with a guarantee of a HE place for every suitably qualified student) and Benenden School with its track record of post sixteen success is crucial.

The curriculum will embrace the challenges of the 21<sup>st</sup> century – it will ensure the 'one size fits all' concept of the past is replaced by a personalised learning programme. Spaces within the Academy will be designed to aid the development of individual, small group, class, and large group activity. Through the use of modern technologies some of the learning spaces may be virtual linking, nationally or internationally, with other learning groups or communities.

Students will access learning pathways and will be supported in their choice by advice and guidance (both internal and external) at appropriate stages in their careers in the school. They will access courses on the basis of their readiness rather than their age - in other words by "stage not age".

The Academy will want to ensure that all students are able to progress to levels 1 to 3 and to start to access level 4 in conjunction with CCCU. Students at risk of disaffection will access engagement programmes as an alternative curriculum. Specifically for students not on track for GCSEs or Diploma courses the Academy will employ the Foundation Learning Tier which will give clear stepping stones for further training or apprenticeships.

The Academy will work closely with other local schools to provide access to Diploma lines which will sit firmly within a wide curriculum offer of both vocational and academic pathways. Plans already exist for Diploma lines in Construction and the Built Environment, Hair and Beauty, Creative and Media and Society Health and Development to be provided in collaboration with members of the Ashford 14-19 Local Planning Forum.

The Academy would wish to see all its students taking part in community projects in order to foster a sense of responsibility. In addition they will have a residential experience and add an international dimension to their learning. Through their curriculum experience students will take increased responsibility for their own learning, develop the ability to question, analyse and challenge and display those skills and qualities (for example of innovation and communication) which will make them eminently employable either immediately or after accessing HE or FE.

The Academy's curriculum offer will be enhanced by working with other providers, by developing relationships with local businesses or industry partners (who will provide Work Experience placements), through the Specialist Schools Network and with its own co-sponsor at Benenden.

The Academy will promote high quality extra-curricular activity as an additional means of motivating its students and celebrating their successes. In addition, there may be opportunities to benefit from the sports and cultural facilities of the co-sponsor school.

The co-sponsor school and the Academy will work together to develop a cultural and arts programme. Students at the Academy will be able to have some access to the Writer and Artist in Residence programmes at Benenden School. Benenden's theatre may from time to time be available for students to stage productions in collaboration with students from the co-sponsor school. In addition, the Academy's students may be given access to some weekend events staged at Benenden.

### **Specialisms**

The Academy will have dual specialisms of Mathematics and Technology, reflecting the needs of the wider education community to raise standards in Maths and filling the gap created by the absence of a local technology college. Technology based industries are also likely to be key to the future development of Ashford.

As a Technology Specialist school the Academy will seek out and develop world class teaching and learning practice and use new technologies to engage and challenge its students. It will expect to make available its skills knowledge and expertise to the wider community, especially its feeder primary schools.

The Academy will ensure that all its youngsters acquire a basic grounding in Technology. Emphasis will be given to the development of skills which will enable students to assess and evaluate critically new developments as and when they arise. Students will be advised on the ever increasing pace of technological advancement and its implications for them and for future generations on methods of learning.

The Academy's specialism in mathematics will enable it to commit itself to ensuring every youngster leaves school with a formal qualification in Mathematics. Interactive IT facilities will be used to ensure that the teaching of the subject will serve the needs of the whole range of students from those who find the subject most challenging to those who will wish to pursue a mathematical related career.

### **Improving links with feeder primary schools**

It is the belief of sponsors that the Academy would struggle over the long-term to make the transformation envisaged, without its main feeder primary schools being part of that change, particularly Linden Grove Primary School which is located on the same site as the predecessor school. Increased involvement with the primary sector is necessary in order to address under-performance and the causes of under-performance.

Without the Academy engaging with its main feeder primary schools, the investment the Academy would bring would be wasted. Establishing an Academy provides the opportunity to tackle the dips associated with transitions and transfers. Working with its main feeder primary schools the Academy would seek to develop a shared educational ethos which supports children at transition and provides opportunities for a continuum of personalised learning.

### **ICT**

Reference has already been made to the manner in which IT will be used to raise standards and meet the vision for learning and teaching articulated in Nurturing Autonomous and Creative Learners: the Kent Secondary Strategy. The Strategy embeds ICT in policy and practice against a backdrop of the effective local application of national ICT policies, strategies, priorities and initiatives. ICT is expected to be a platform for pupil learning, transforming not only the process of learning, but the business of education. Effective, embedded use of ICT is integral to improvements in teaching, learning and school management. In addition, the Academy will aim to provide every student with access to a personal computing device with wireless and Bluetooth connectivity. They will also have access to a VLE (Virtual Learning Environment) keeping them in touch with trends in business and industry.

Collaboration between Local Trusts, agencies, educational institutions, schools, teachers, learners and their families will provide a strong base for sustainable school improvement. ICT will provide a communication infrastructure that enables collaboration. In addition, enhanced use of IT will provide opportunities to develop a global dimension to teaching and learning with projects linking learners around the world.

The Academy will extend the role of the School Council to advise and comment on how the new technologies can best be used to enhance students' (and indeed teachers') learning experiences.

The IT network will be used by teachers for lesson planning, course design and implementation and will provide information for both students and parents regarding course requirements at the touch of a button.

Opportunities to engage productively with ICT will have a positive impact on attainment through empowering, motivating and engaging educators and learners, and will provide a medium for student voice and for celebrating creativity and expression through authentic audiences and effective assessment. As stated earlier IT will play an important part in monitoring and tracking student progress. The Academy will seek to develop IT communication between home and school as a matter of routine. This will enable students and parents to maintain a dialogue with their teachers and mentors and will motivate students in taking increased responsibility for their own learning in line with the best practice in Assessment for Learning.

Subject to further discussion during feasibility the Academy Trust will enter into an ICT managed service agreement with the LEP2 provider if the managed service is procured by the LA in sufficient time for academy opening within new or refurbished buildings

### **Standards at predecessor schools**

**Ashford Christ Church** is a mixed voluntary aided secondary modern school serving pupils with an age range of 11 – 16. The current school roll is 1138 with a net capacity of 1200 (8FE). Almost 2 out of 5 students have learning difficulties and/or disabilities which is reflected in the percentage of students with statements of special educational needs - 5.5% (compared to a national average in 2007 of 2.1%) and the percentage of pupils who are on the SEN register - 34.6% (compared to a national average in 2007 of 18.3%).

The school has two provisions resourced for pupils with SEN; one a Unit for pupils with Physical Disabilities, the second for pupils with Hearing Impairment. From September 2008 it will also have Lead School Designation for pupils with Speech, Language and Cognition difficulties. These Units will be retained in the Academy.

The percentage of pupils eligible for Free School Meals is above national average at 14%. In September 2006, the school attained Specialist Status in Mathematics and Computing and it also has Training School Status. The school Self Evaluation Form (SEF November 2007) stated that the previous OfSTED report (2004) judged attainment on entry as very low, the bottom 5% nationally, with school records indicating that students' academic profile has not changed significantly. The school was the subject of a Notice to Improve, following an OfSTED inspection in January 2008. Significant improvement is required in relation to standards and achievement, teaching and learning, behaviour and the curriculum.

Standards at the end of Year 11 have fallen significantly in the last two years (32% 5+ A\*-C GCSEs [including English and Maths] in 2005 compared to 17% in 2007). The percentage of pupils achieving 5 or more GCSEs at A\*-C fell in 2007 to 27% from 50% in 2005. The school's CVA measure which is a means of assessing the relative effectiveness of school and pupil progress shows a score at KS2-4 in 2007 of 987.3 and at KS3-4 CVA measure in 2007 of 979.9.

Statistical data and information from OfSTED reports provide strong evidence that the community and school face a number of significant challenges:

- attainment on entry well below the average;
- low levels of literacy including poor reading, writing and communication;
- low levels of numeracy and a lack of confidence in manipulating numbers;
- significant low aspirations amongst both students and the community;
- low levels of academic self-esteem leading to high dependence on teachers;
- inadequately developed social skills; and
- a culture of low expectations.

The school is currently the subject of intensive support from the Local Authority's Advisory Team.

## Section 4: The Academy Site and Building

### 4.1 Site Basics

The Academy would be located at the following address:  
Millbank Road, Kingsnorth, Ashford, Kent TN23 3HG  
(predecessor school site)

The approximate size of the site to be transferred to the Academy Trust is:  
9.3 Hectares

Please confirm that the proposed Academy would have access to playing fields of a sufficient size to deliver its proposed vision and curriculum?	Yes	x
If no, please explain how would the PE curriculum be delivered: N/A		
Please provide details: N/A		

Please attach a copy of the Ordnance Survey Map with the boundaries of the Academy site clearly marked.	Attached – see Appendix 3	x
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### 4.2 Site Ownership

The site of the proposed Academy is owned by (mark one with an x)	
LA	
Diocese	x
CTC Trust	
Other	
If other, please provide details:	

If it is not currently a school site, please provide details of the ownership and current usage of the entire site and details of who would bear the costs of acquiring the site:

N/A

**Note: If the site is currently a school site, it would be transferred at nil cost (or leased at nominal rent) to the Academy Trust prior to the Academy opening, with terms agreed prior to Funding Agreement**

Noted

If the site is owned by the LA does it intend to seek permission to dispose of any part of it?	Yes	
	No	
	N/A	x
If yes, please provide details and confirm that you would abide by PfS guidelines regarding contributions to the capital cost of the Academy project.		

### 4.3 Site

If the Academy proposes to open in existing buildings (Section 3.3) please provide a **brief** description of the age, size and condition of these buildings:

**Christ Church High School** is an aided secondary school. It consists of a large three storey building originally built in the 1960s, part of which was rebuilt in 1993 following a fire. The entire building is encased in a brick skin, and has a timber pitched roof structure with tile covering. There is a further two storey teaching block built in a similar style to the original building and a sports hall, both built in 2004. The sports hall is situated at the far end of the school site and is a steel frame construction over clad with brick external walls and a steel panel roof.

Many of the classrooms in the main building and the school hall are undersized. The school has no capacity to provide sixth form education.

The ground floor of the main school building is split into three level changes which are accessed by ramps in the corridors. The corridors are not spacious and this can cause bottlenecks. There is only one lift to the upper floors.

In summary, the buildings are in an adequate condition and could be adapted to provide fit for purpose accommodation. However, the building was not built to accommodate 8FE originally. It has grown from 4FE through 6, to finally 8FE. Therefore the central infrastructure is not sufficient (deficiencies in dining hall, offices and corridor space). There is also no post 16 provision. In order to bring about the transformation that would accommodate the requirements under the BSF/Academies programme, there will need to be significant remodelling of the school and expansion of the facilities.

All buildings have been transferred to the Trustees.

Please provide details of discussions with LA planners or legal advisors on any likely planning or legal restrictions that could preclude Academy building development, lead to abnormal costs or impact on the proposed programme:

Nothing discussed at this stage. Appropriate enquiries will be made during Feasibility to minimise difficulties during Academy build.

Should it be necessary to co-locate primary schools, special schools, Pupil Referral Units, youth or community groups currently sharing the site, please confirm that the LA would bear associated capital and revenue costs?

The LA and the current Trustees of the VA school recognise that they will enter into a long lease with the Academy Trust.

Yes (please give more information)  
x

**Christ Church site:** There is a lease for a pitch to be used by Ashford Borough Council in the school grounds that expires on 5 November 2021. There is a joint user agreement between KCC (Youth & Community) from 19 March 2004 for 25 years on the sports hall. There is a lease agreement between KCC and ABC for the use of a Multi-Use Games Area (MUGA) and adjoining pavilion which is for 20 years commencing 12 October 2006.

Not applicable (mark with a x)

Where required in response to site constraints or as a result of remodelling, please provide details of a decanting plan for existing occupants during construction and details of who would pay the associated costs:

This is an expression of interest. We are not in the feasibility stage. But helpful to know now, please discuss this with your PfS contact. The amount and duration of temporary accommodation will be dependent on the design that is developed for the new Academy. If it is determined that there will be a need for temporary accommodation during the project, a decanting strategy will be developed during feasibility. We anticipate the project will provide for new fixtures, fittings and equipment. Considerable care will be taken to minimise disruption to the existing students learning.

Any funding for decant costs will be a cost for the Academy project and therefore funding will be drawn from the overall Academy budget; effectively top-slicing the FAM figure. This will be revisited during feasibility as matters are developed further.

Please confirm that the LA would meet the cost of any off- site works that may be associated with the development of the Academy.	
If these are costs associated with the rebuild of the school, these would seem to be legitimate costs to fall to the Academies budget programme. Confirmed	No

#### 4.4 Building and Procurement

The Department intends to deliver all procurement through Partnerships for Schools (PfS) and Local Authorities.	
If approved, this Academy would be procured through: (Please mark one with an x)	
BSF Local Education Partnership	
PfS National Framework	x

### Section 5: Agreements

#### 5.1 Sponsor Agreement

*A Deed of Gift would be required alongside the Funding Agreement to confirm the sponsorship.*

Name of Lead Sponsor: Diocese of Canterbury Amount of sponsorship to be contributed: Exempt
Name of co-sponsor/s: Canterbury Christ Church University Kent County Council Benenden School Amount of sponsorship to be contributed: All exempt

Respective roles of lead sponsor and, where relevant, other sponsor/s and education partners, to make clear the distinctive contributions of each to the development of the Academy in its formative stages:

The Academy will be able to draw upon the expertise of its range of sponsors who are variously in the business of educational consultancy, community well-being and the teaching of morals and values of society: the Diocese of Canterbury (Lead Sponsor), Canterbury Christ Church University, Kent County Council (KCC) and Benenden School.

The sponsors will set up a Charity Limited by Guarantee, into which the leasehold of the land will be transferred. Should the land ever cease to be used for educational purposes, the leasehold would revert to the current Church Trustees and KCC (as appropriate).

The Diocese of Canterbury has a wealth of experience across the primary and secondary phases and will be able to draw on this to ensure that the Academy is an inclusive school with a distinctively Christian character. The Christian values of the school will be central to its ability to deliver a transformational experience for pupils, and the involvement of the diocese as the lead sponsor will ensure that these values underpin the whole curriculum and every other aspect of the school's life.

During Feasibility, consideration will be given to the inclusion of physical areas such as a chapel which will aid and encourage spiritual development and reflection in order to reinforce the Christian values of the school and promote well-being through a clear Christian identity. The diocese will develop and strengthen links with local churches and encourage the wider Christian community to be actively involved in the life of the school. The 'schools within a school' approach of the academy will make it possible for the diocese to explore the possibility of local churches playing a specific role in supporting a particular 'school'. The diocese will also draw on the expertise of 'Church in Society' – a charitable company covering Canterbury and Rochester dioceses that operates in the field of social responsibility and regeneration.

Canterbury Christ Church University (CCCU) will complement the educational expertise of Kent County Council and Benenden School as co-sponsors of the Academy. CCCU is the largest centre of higher education in Kent for the public services – notably in teacher training, nursing, policing and health and social care. It has a student population of 15,500.

Established in Canterbury in 1962, the University has expanded to Tunbridge Wells, Thanet (Broadstairs), Chatham and Folkestone, offering undergraduate and postgraduate teaching and research across the county. Its numbers include many mature and part time students from Kent, along with international students from over 30 countries. Founded as Christ Church College by the Church of England, Canterbury Christ Church maintains a commitment to Christian principles.

Undergraduates from Christ Church University would work with students in mentoring and ambassadorial roles with students from the Academy. Christ Church is already linked to CCCU via its Training School Status; this affords pedagogical advice, staff training and HE access.

Specifically CCCU as lead sponsor of the Academy will support its development and by contributing staff resources and expertise in the following areas:

- Staff training: Initial Teacher Training (Graduate Teacher Programme)
- Staff Continuing professional development:
  - whole school (including non teaching staff)
  - school leadership and management
  - preparation for 14–19 curriculum delivery
- Subject specialism support
- Support with wider school business processes – Estates Management, Human Resources Management, Legal Support, Financial expertise
- Understanding of innovative curriculum/research re: pedagogy
- Progression to HE – guarantee of progression of suitably qualified students from the Academy to HE through progression accord
- HE credits in schools for curriculum enrichment
- Mentoring
- Master classes
- University visits to raise aspirations
- Access to University facilities
- Links with Primary Care Trust re support for PSHE, Sex Education etc.
- Canterbury Christ Church University (Values of a University) to underpin the ethos of the school – mutual respect; the importance of staff-student learner voice.

CCCU has both the capacity and vision to support the delivery of a transformational curriculum model that will significantly enhance the quality, range and standards of educational provision at the Academy.

In summary CCCU will bring expertise in three key areas – in staff development, in pupil progression and in curriculum development opportunities.

The Academy is also fortunate to have the prestigious independent girls' boarding school, Benenden as a co-sponsor. Benenden has been a consistently high performing school and prides itself on its integrity and service to the wider community. The school is a centre of academic excellence with a strong national and international reputation. This partnership with the Academy would enable both schools to collaborate and share many of the successful educational principles and practices espoused by Benenden School, in order to make a significant impact on standards of teaching and learning.

Benenden, as a high performing school, offers expertise in A and AS level teaching and will assist in the development of the sixth form curriculum at the Academy. The school will provide advice from experienced sixth form teachers and opportunities for the Academy staff to experience at first hand effective sixth form teaching especially in relation to A and AS courses. It will support efforts to improve the level of achievement in particular in Mathematics and English at both Key Stage Three and Four.

Students from the Academy will be given access to Benenden's extensive sports facilities and the school and the Academy will work together on the development of a joint cultural and arts programme.

KCC is the largest LA in the country. Following a Joint Area Review in 2008, Ofsted concluded that KCC delivers good quality Children's Services and has outstanding capacity to improve. The LA has a well respected and expanding programme of vocational education provision and will support this area of development in the Academy. The LA will also support the Academy in developing community services and learning. It will actively work with the Academy to develop multi agency services, centred around a school based delivery model, to support students and their families (both those in the Academy and in feeder primary schools).

KCC is at the forefront of local authorities developing Academies. KCC plans to have a network of Academies throughout Kent, in areas of deprivation, linked to Cluster families of schools in each area. Nine Academies have been approved thus far by the DCSF, resulting in eight Academies being open and one in feasibility. Others, including this one, are currently being developed and discussed with the DCSF and sponsors.

Being a co-sponsor of the Ashford Academy will ensure that KCC has a legitimate stake in the development of this new type of school. KCC believes this type of sponsorship is a sound investment that helps to secure our education policy objectives for the County. Such sponsorship enables KCC to plan strategically and to integrate Kent Academies with other community developments, in conjunction with other key agencies and partners, including Health, Social Services, Borough Councils, Diocesan Boards and local businesses. KCC is able to stimulate, influence and shape the direction for a new culture of learning in local communities that have, for too long, experienced inadequate provision.

Governance arrangements i.e. composition of the trustee board and the governing body:

The Diocese as lead sponsor will appoint the trustees and a controlling majority of the governing body. In doing so, it will take an inclusive approach to ensure that not only is there sufficient expertise within the governing body (in order to discharge the legal duties of the Trust) but also that there is adequate representation of key stakeholders (in order to represent their views). The precise composition of the governing body will be addressed during feasibility.

Trust Members will be appointed by the principal sponsor and the LA. A Sponsor Agreement will be developed during Feasibility which will set out the number of Sponsor Governors and how they will be appointed

**Please note: sponsors other than local authorities would appoint a controlling majority of the governing body**

The categories of sponsor listed below are exempt from having to make a financial contribution to the endowment fund. The Department would still expect the Academy Trust to establish the means of receiving donations.

Please indicate if the sponsor/s falls into any of the categories below:

Existing sponsor who has already contributed £2 million as financial sponsorship	
University/College	x
School or other educational establishment	x

If the sponsor(s) are not exempt from making a financial contribution, please confirm that at least £500,000 of the sponsorship donation would be paid at the time of Funding Agreement and that the remainder would be paid within 5 years from that date.

Confirmed	N/A
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Please confirm that sponsors understand and are content with the roles and responsibilities of the Sponsor, as set out in *Sponsorship Guide: Establishing an Academy*.

Confirmed	x
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## 5.2 Local Authority Agreement

Does the LA agree to all aspects of this proposal, including the admissions criteria proposed in Section 3?	Yes	x
	No	

Does the LA confirm that it would bring forward proposals for the closure of any predecessor schools?	Yes	x
	No	

Is this proposal included (or due to be included) within the LA's BSF Strategy for Change?	Yes	
	No	x

If you have answered no to any of these questions, please provide full details:  
 Secondary schools in the Ashford District are not scheduled to benefit from BSF investment until Wave 8.

If this project involves a predecessor school, please provide details of the proposed consultation that the LA would undertake on its closure:  
 Agreed Local Authority Procedures, judged to reflect 'best practice' by the Audit Commission, including substantial 'informal' consultation with all stakeholders and necessary parties, prior to statutory 'formal' procedures.

Where staff at existing schools transfer to an Academy, please confirm that the LA agrees to indemnify the Academy in respect of all employment costs relating to the period prior to the transfer, which will include without limitation the costs arising out of any equal pay claims relating to that period.	Confirmed	x
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Does the LA confirm that they would contribute towards the costs associated with TUPE as follows:

- i. to meet all costs – including any severance, redundancy or associated pension costs associated with any restructuring resulting from or arising out of:
- an Academy inheriting staff from more than one school
  - Academy operating on fewer sites than predecessor school(s);
  - Academy offering fewer places than at the predecessor school(s);

- iv. the predecessor school(s) being overstaffed; or
- the predecessor school(s) running at a deficit.

ii. to meet 50% of any other severance and associated costs incurred by an Academy not covered by the criteria above.

All costs referred to relate to those incurred in the run up to the Academy opening or at the point of opening (allowing time for the Academy to follow due process) and not some time thereafter.

KCC acknowledges the DCSF expectations raised about TUPE costs at paragraphs i and ii. Any agreement on funding such costs will be subject to negotiation at Feasibility stage.

KCC has been extraordinarily co-operative in picking up additional costs on a range of academies that have been developed in Kent. KCC cannot agree to meet all costs, including any severance, redundancy or associated pension costs – associated with any restructuring resulting from or arising out of the development of the Academy in Ashford or any other future Academy in Kent. KCC believes that the costs associated with TUPE will need to be considered on a case-by-case basis, in order that the Authority is not unduly financially burdened as a result of agreeing to such a request. We would expect the same co-operative process that has occurred previously in relation to TUPE costs, to continue to apply.

### 5.3 Neighbouring Local Authority Agreement

If the proposed Academy is likely to have an impact on schools in neighbouring local authorities have these authorities been consulted about this Academy project?	Yes	
	No	
	N/A	x
Where applicable please provide details:		

### 5.4 Governing Body Agreement

Is the Governing Body of any predecessor school(s) content with this proposal?	Yes	x
	No	
	N/A	
Where applicable please provide details: The Governing Body is aware of the proposal. Any concerns they hold will need to be addressed during the feasibility stage.		

## 5.5 Learning and Skills Council (LSC) Agreement

Has the local LSC been consulted on and agreed to any proposed post -16 provision?	Yes	x
	No	

Is a letter confirming support attached? <b>Appendix 4 LSC Letter of endorsement</b>	Yes	x
	No	
If no - Please provide copies of any correspondence and give details of LSC objections:		

## 5.6 Diocese Agreement

Where the relevant predecessor school is a VA school, please confirm that the Diocese/Archdiocese has agreed to this proposal and has formal Board of Education / Diocesan Schools Commission agreement.	Yes	x
	No	
	N/A	
Where applicable please provide details:		

## 5.7 Site and Building

All parties are content with the selection of this site and no others are under consideration for this project.	
Confirmed	x

The Department has put out a tender on the open market for the Project Management of Academy projects. Please confirm that all parties would be content for a Project Management company to be selected from the DCSF framework.	
As per DCSF/CE agreement, the project will be managed by CASL.	

Please confirm that all parties understand and are content with the roles and responsibilities of the Sponsor, Project Steering Group, Academy Trust, LA and PfS in relation to the Academy buildings, as set out in <i>Delivering Academy Buildings through PfS</i> :	
Confirmed	x

Please provide details of any known impediments, risks, conditions or hazards not mentioned elsewhere in this document: None known.	
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**5.8 Signatory details**

*(Additional signature details may be inserted if there is more than one co-sponsor)*

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

Signature: \_\_\_\_\_

(For and on behalf of the lead sponsor)

Name in full: The Right Reverend Stephen Venner

Position: Bishop of Dover and Chairman of the Diocesan Board of Education, The Diocese of Canterbury

Date:

Signature: \_\_\_\_\_

(For and on behalf of the co-sponsor)

Name in full: Professor Michael Wright, Canterbury Christ Church University

Position: Vice Chancellor

Date:

Signature: \_\_\_\_\_

(For and on behalf of the co-sponsor)

Name in full: Charles Covell

Position: Chairman of Governors, Benenden School

Date:

Signature: \_\_\_\_\_

(For and on behalf of the Local Authority)

Name in full: Rosalind Turner

Position: Managing Director, Children, Families & Education, KCC

Date:

## **Section 6: Contact Details**

### **Name of lead sponsor representative:**

Bishop Stephen Venner, Chairman of the Diocesan Board of Education

Address:

Diocese of Canterbury, Diocesan House, Lady Wootton's Green, Canterbury,  
Kent CT1 1NQ

Email: [anne.neal@bishcant.org](mailto:anne.neal@bishcant.org)

Tel: 01227 459382

Mobile:

Fax: 01227 784985

### **Name of co-sponsor representative:**

Professor Michael Wright, Vice Chancellor - Canterbury Christ Church  
University

Address:

North Holmes Road, Canterbury, Kent CT1 1QU

Email: [michael.wright@canterbury.ac.uk](mailto:michael.wright@canterbury.ac.uk)

Tel: 01227 782915

Mobile:

Fax: 01227 470442

### **Name of co-sponsor representative:**

Charles Covell, Chairman of Governors, Benenden School

Address:

Cranbrook

Kent

TN17 4AA

Email: [charles.covell@btopenworld.com](mailto:charles.covell@btopenworld.com)

Tel: 01580 240952

Mobile:

Fax: 01580 240280

### **Name of local authority representative:**

Rosalind Turner, Managing Director – Children, Families and Education  
Directorate

Address:

Kent County Council, Sessions House, County Road, Maidstone ME14 1XQ

Email: [rosalind.turner@kent.gov.uk](mailto:rosalind.turner@kent.gov.uk)

Tel: 01622 694173

Mobile:

Fax: 01622 694091

**Name of predecessor school representative:**

Mrs N Smyth, Chair of Governors

Address:

269 Canterbury Road, Kennington, Ashford, Kent TN24 9QW

Email: [postmaster@dandns.plus.com](mailto:postmaster@dandns.plus.com)

Tel:

Mobile:

Fax: