



## **An ACADEMY IN AYLESBURY (QUARRENDON)**

**IN BUCKINGHAMSHIRE  
31st MARCH 2008**

### **EXPRESSION OF INTEREST FOR AN ACADEMY**

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

1. The Expression of Interest Guidance (\* = Please refer to guidance)
2. *Establishing an Academy: An Overview for Sponsors*
3. *Delivering Academy Buildings through PfS*

#### **Section 1: Executive Summary**

**1.1** Please provide a brief summary of the project:

This is an expression of interest by the Oxford Church of England Diocese and Buckinghamshire County Council, sponsors of the proposed Church of England Academy in Aylesbury. The Academy will be a successor school to Quarrendon Upper School, currently a Buckinghamshire County Council Community School. The Academy is a new school required to meet the demands for extra secondary places that will result from new housing in the area. The Academy will offer the highest quality educational provision to local students and families of all faiths and none. It will have a strong community focus and work with partners who will enrich the opportunities that the Academy will offer to its students. It will part of the local family of schools.

The proposed new Academy for 1,440+ 11-18 year old will have final total numbers of students of 1,200 11-16 year old students and 240 post-16 places growing to 300 as the school develops. There will be 8 forms of entry in 2023, with an admission number of 180 initially until 2020, 210 until 2023 and finally 240. The phased provision of the places is in order to meet the emerging demand from the local Berryfields area which the Academy will serve and to avoid destabilising the rolls of other secondary schools in Aylesbury. The site of the new Academy will be at the Berryfields major development area, Bicester Road, Quarrendon.

The site is 10.49 hectares in total, but this will be reduced as the Local Authority is considering the provision of a new primary school and other community facilities on the site which is currently owned by the Caldicott Trustees. The owners of the land for the Academy site at Berryfields are bound by the terms of an agreement with Buckinghamshire County Council signed in November 2007, from which neither party may withdraw, to transfer to the Council the unencumbered freehold of the site at a date which is four months from the granting of planning permission. Sue Imbriano, the Director of Children's Services, Buckinghamshire County Council (BCC) has informed officials in the DCSF that she has instructed Legal Services to complete the transfer and confirms that her expectation is that this will be completed by the end of April 2008.

The Academy specialism is to be Science and technology with ICT.

## 1.2 Key statistics

1. Predecessor School – Educational Attainment						
	GCSE 5 A*-C 2003	GCSE 5 A*-C 2004	GCSE 5 A*-C 2005	GCSE 5 A*-C 2006	GCSE 2005 (incl Eng + Maths)	GCSE 2006 (incl Eng + Maths)
<b>National Average</b>	52.9%	53.7%	56.3%	-	44.3%	-
<b>LA Average</b>	65.5 %	65.9 %	67.3%	68.8%	58.3%	59%
<b>School</b>	32 %	16%	20%	27%	15%	13%

2. Predecessor School – Deprivation			
	Pupils drawn from the bottom % of the most deprived wards in the country	School situated in the bottom % of the most deprived wards in the country	% pupils eligible for Free School Meals (FSM) (Prov 2007)
<b>National Average</b>	-	-	13.6 %
<b>LA Average</b>	-	-	5.4%
<b>School</b>	1330/3396	20-30%	16.9%

3. Predecessor School – Basic Characteristics						
	Pupils on Roll (3-11)	Pupils on Roll (11-16)	Pupils on Roll (16-19)	School Capacity	% pupils with statement of SEN (prov 2007)	% pupils with EAL
<b>National Average</b>	-	-	-	-	2.1%	9.5%
<b>LA Average</b>	-	-	-	-	1.6 %	11.3 %
<b>School</b>	1	771	33	958	3.0 %	26.0 %

4. Proposed Academy – Basic Characteristics					
	Planned number of pupils (3-11)	Planned number of pupils (11-16)	Planned number of pupils (16-19)	Planned maximum number	Specialism(s)
Academy	0	1,200	240 to grow to 300 as the school develops (see below)	1,440+	Science and Technology with ICT
	Opening Date	New Build Date	Building Route	Faith Designation	Sponsor(s)
Academy	Sept 2009	Sept 2011	PfS	Church of England	Church of England (Oxford diocese) Buckinghamshire County Council

## Section 2: The Predecessor School (s)

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

*If Yes, go to Section 2.2. If No, go to Section 3.1 Please select:*

### 2.2 Basic Characteristics

School Name: Quarrendon Upper School

School Address: Weedon Road, Aylesbury, Buckinghamshire, HP19 3PG

Local Authority: Buckinghamshire County Council (LA Code: 825)

Type of Establishment: **Community School** (if other please specify )

Gender: **Co-Educational**

Age range: 11-16

Is this a designated Faith School: **NO** (Faith: )

Specialism(s) (if applicable): None

### **2.3 School Population**

Admissions Number: 180

Current number of pupils on roll as at: **Jan 2008** (provisional PLASC)

Yr 7: 135 Yr 8: 149 Yr 9: 148 Yr 10: 150 Yr 11: 141

Number of Year 7 pupils admitted in:

September 2003: 166  
September 2004: 153  
September 2005: 172  
September 2006: 158  
September 2007: 134

Number of Year 12-13 students at the school in:

September 2003: 0  
September 2004: 15  
September 2005: 40  
September 2006: 0  
September 2007: 0

Percentage of pupil population who joined or left the school other than at the start or finish of the academic year in:

2003:  
2004:  
2005: 12.6%  
2006: 8.4%

### **2.4 Admissions**

A copy of the current Admissions Policy is attached. Mark if agree

### **2.5 Leadership**

Name of Head teacher: Jonathan Johnson

Head teacher has been in post for: 1 Year(s) 9 Months

## 2.6 School Improvement

Intervention status:

Please provide details: None of those listed

Does the predecessor school receive any external support and/or is in receipt of a tailored external support package?

Yes  No

If yes, please provide details:

Support from School Improvement Service (06/07) in relation to delivering the national strategies.

Number of days of support from School Improvement Service:

78 days      National Strategy Support

5 days      School Improvement Partner Support

25 days      Adviser Support

Please provide details of the school's involvement in any local collaborative arrangements, such as Excellence in Cities:

Part of the Leading Edge partnership between Waddesdon, The Grange and Quarrendon. The partnership provides support for leadership teams. It employs five advanced skills teachers across the partnership and provides opportunities for students across all three schools to share master classes and experiences across a range of subjects.

## 2.7 Finance

Does the predecessor school currently have a budget deficit?\* Yes  No

If yes, please provide details:

Does the predecessor school currently have an in year deficit? Yes  No

If yes, please provide details of the LA's plan to reduce the deficit:

## Section 3: The Proposed Academy

### 3.1 Academy Population

Planned Maximum Number: 1440

Gender: **Co-Educational**

Forms of Entry: 6 (until 2020) 7 (until 2023) 8 from 2024

Admissions Number: 180 (until 2020) 210 (until 2023) 240

#### Primary and Pre-School

Nursery (age 3-5): 0

Years 1-6 (age 5-11): 0

#### Secondary

Years 7-11 (age 11-16): 1,200

Years 12-13 (age 16-19): 240 to grow to 300 as the school develops (see above) and in the context of the developing 14-19 strategy

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

Pupil generation rates are based on the Berryfields development with the following mix of dwellings:

Housing Type	Dwellings	%
1 bedroom flats	90	3
2 bedroom houses	1,185	40
3 bedroom houses	1,005	34
4 bedroom houses	720	24

The phasing of the Berryfields development is assumed to be as follows, commencing 2008:

Phase	Period	Number of Units	Cumulative
1	1 – 4 years	700	700
2	5 – 7 years	1,150	1,850
3	8 – 10 years	1,150	3,000

The Weedon Hill development of 850 dwellings is expected to take four years to complete and started in June 2006.

The projections for the Berryfields / Weedon Hill developments show that, in the short to medium term, pupil numbers are slow to build up, but then accelerate before falling to a settled number.

The pupil generation rates for Berryfields and Weedon Hill are set out in the table below:

0 – 5 years	10 years	15 years	20 years	25 years	30 years
8	132	164	331	443	439
7	40	48	97	129	128

Quarrendon has capacity for 900 pupils.

There is insufficient capacity with the secondary sector to meet the level of demand and a 1,440 place school including a 240 place sixth form is required. (N.B. Quarrendon sixth form, which was re-established in September 2004 after a gap of some two years, was closed again in September 2006 after the school went into special measures. In September 2006 22 Year 11 pupils (15%0 left Quarrendon to attend a sixth form in another Buckinghamshire school.

### Post 16

In 2007, 17% of Year 11 at Quarrendon became NEET (not in education, employment or training). Early research by the school indicates that this percentage could be significantly reduced if the students had the opportunity to participate in post-16 provision at the school. The sponsors have fully committed to the Academy being an important player in the post-16 collaborative arrangements which are in place and developing them further across Aylesbury. The assumption is that the size of the sixth form will be equivalent to 1.2 year groups. (In all Buckinghamshire schools, the sixth form is equivalent to 1.2 year groups.) However, in upper schools this falls to 0.8 – although some upper schools have above average sixth form numbers. The two other upper schools in Aylesbury town have below average sixth form pupil numbers: grange (0.7) and Mandeville School (0.5).

If we assume 1.2 year groups, then an eight form entry school would have a sixth form equivalent to  $8 \times 30 \times 1.2 = 288$  pupils. If we assume the average for a Buckinghamshire upper school (i.e. a sixth form equivalent to 0.8 year groups) then the size of the sixth form should be built for  $8 \times 30 \times 0.8 = 192$  pupils.

However, we are planning in the context of a developing 14-19 strategy and in setting the level at 240 pupils we are anticipating a higher rate of participation in the Academy than is at present achieved. The rationale for 240 is that it is mid-way between the DCSF guidance and the average size of sixth forms in upper schools in Buckinghamshire.

### **3.2 All-age Academies\***

If the Academy proposes to cater for primary pupils, please provide a reasoned argument for an all-age Academy:

Not applicable

If the Academy proposes to cater for nursery pupils (age 3-5), please provide details of how this will fit with the Local Authority strategic plan for nursery education:

Not applicable

### **3.3 Opening Dates\***

**2009** in existing buildings (if applicable)

**2011** in new/refurbished buildings

### **3.4 Specialism(s) \***

The Academy will specialise in: Science and Technology with ICT

### **3.5 Admissions\***

Please confirm that the Academy's admissions policy will comply with admissions law, the School Admissions Code of Practice and the School Admission Appeals Code of Practice as they apply to maintained schools.

Mark if agree

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

Mark if agree

Please confirm that the admissions policy will 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").

Mark if agree

The Academy will take up its place on the local Admissions Forum.

Mark if agree

If oversubscribed, will the Academy select up to 10% of its pupils by aptitude for the specialism?\*

Yes  No

If yes, please provide details of how the sponsor will 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 will lead to a balanced intake and whether fair banding will be considered\*:

- 1 Children in care
- 2 Children living in the catchment area of the school.
- 3 Siblings of children in Years 7 to 10 who are on the roll of the school at the time the allocations are made.
- 4 Children who have exceptional medical or social needs supported by written evidence from a doctor, social worker, educational welfare officer or other appropriate person.
- 5 Once the above rules have been applied, then any further places will be offered in distance order, using the distance between the family's normal home address and the school's nearest entrance gate, offering the closest first. We use the shortest appropriate route. Where a school can take some, but not all, of the children who qualify under one of these rules, the Academy will give priority to children by taking account of the next rule (or rules) in the numbered list.

The sponsors will consider fair banding during feasibility.

### **3.6 Special Educational Needs (SEN)\***

Please confirm that the proposed Academy's SEN policy will meet the requirements of the SEN Code of Practice.

Mark if agree

Please provide details of the proposed Academy's provision for pupils with SEN, including any specific SEN Units:

As part of the Feasibility study the Sponsors will explore the creation of a Learning Resource Centre for ASD and BESD at the proposed Academy. These resources will support the development of the SEN strategy for Buckinghamshire. The resourcing of this initiative will be considered in the Feasibility study.

If proposing to include an SEN Unit, please confirm that it will form part of the Local Authority-wide provision for SEN and that the Local Authority will bear all costs (capital and revenue) of this provision.

Mark if agree

### **3.7 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 will counter the effects of deprivation and raise standards of achievement\*:

#### **Core values and ethos**

The Academy will aspire to be an outstanding school that will be attractive to all parents and students in the area that it serves. The clear ambition of the sponsors, the Oxford Diocesan Board and Buckinghamshire County Council, is to create a Church Academy with a strong sense of purpose and achievement, a calm and orderly atmosphere; good relations throughout, where the students show full engagement in their learning, the drive to persevere, a sense of personal responsibility, high aspirations, and enjoyment of their learning and school life. The Academy will deliver high standards and levels of achievement with a clear focus on a set of core principles that will ensure:

- Excellence
- Personalisation of learning
- Inclusion
- Equality of opportunity for all
- Successful leadership at all levels and from all parts of the Academy community

The foundations of the Academy ethos and climate will be Christian principles and values, values shared by other faiths and communities represented in the local area. The Academy will be open to and will welcome all local families of all faiths and none.

Learning pathways and opportunities will seek to achieve a true balance between academic, vocational, social, emotional and personal development. Students will be challenged to achieve through a culture of high expectation and the development and deployment of rigorous frameworks that encourage and require positive attitudes and high aspirations.

The Academy curriculum (explicit and implicit) will seek to address actively all five outcome areas of the Every Child Matters framework. The Academy will be a safe and healthy school where all students enjoy and achieve, make a positive contribution and are supported towards healthy lifestyles and future economic well-being.

The ambition is, that by the time that they leave the Academy, the students will:

- have achieved their personal academic potential and have secured the highest standards of achievement and attainment possible;
- have developed their self belief and high self esteem, confidence and emotional resilience to enable them to exploit further their full potential;
- be balanced, articulate young people with the intellectual freedom to be creative thinkers;
- be contributing members of the community, and have compassion for others;
- have developed the confidence to initiate, thrive and overcome barriers to success;
- be equipped with the skills and experience to work, live and adapt in an ever changing and diverse world and have developed the resilience to cope with adversity;
- be able to celebrate their success and that of others.

### **High Achieving and Striving for Success**

The Academy will set high expectations for every student and member of staff, tailoring learning to individual needs, abilities and aspirations. It will be innovative in its curriculum and build upon its specialism and close links with sponsors, employers, local partners and the community.

The new academy will:

- treat each student and member of staff as an individual, ensuring each has an Individual Learning Plan for success that is actively reviewed
- aim for and celebrate high standards of achievement and attainment in all aspects of school activity whether they are academic, practical and vocational, artistic, sporting or social
- engage students in their learning, developing a sense of personal responsibility, perseverance, high aspiration and enjoyment of their learning and school life
- promote quality learning as an entitlement for all students. The design of the curriculum will release the potential of all students through the development of learners' skills and competencies and the use of high quality models of teaching and learning designed to meet the needs of the individual
- use the Academy's specialism to develop innovative, exciting, challenging and engaging approaches to the teaching of Science and Technology utilising students' excitement and understanding of Information and Communication Technology to raise achievement
- develop a lifelong love of learning that remains with students when they move on from the Academy into Further Education, Higher Education, training and employment
- promote community and family learning both through the Academy itself and wider community learning resources

## **Transforming Learning**

The new Academy will:

- meet individual needs through “personalised learning” offering provision of academic, vocational and work-related pathways
- secure “deep learning” allowing teachers to focus on process rather than content. Deep learning will provide students with the opportunity to develop independence, autonomy, skills of collaboration and the confidence to “know what to do when they don’t know what to do” (Learning to Learn)
- provide “deep support” ensuring effective collaboration with other partners and agencies to ensure students receive appropriate support with individual needs, academic or pastoral. This will secure effective learning and ensure that they achieve their potential
- support rapid diagnostic assessment of students’ work and progress to ensure that all students have a clear understanding of their progress and how to accelerate their learning. “Assessment for learning” will encourage and inform future learning priorities for individual students
- ensure every student maintains an Individual Learning Plan and is actively engaged in its construction. Staff will develop differentiated learning approaches that take into account the varying learning styles of students as well as their individual aptitudes

## **The Academy Specialisms**

The Academy will have Science and Technology with ICT as specialisms and will use them to develop innovative, exciting, challenging and engaging approaches to the teaching of Science and Technology utilising students’ excitement and understanding of Information and Communication Technology to raise achievement. These specialisms fit well with the developing regional economy as the local area expands into a range of medical, health and service industries reliant on STEM subject skills.

There is increasing dependence on ICT skills to meet the demands of existing and developing local employment opportunities in finance, tourism and retail services. A range of employment opportunities exist in the wider region around Aylesbury, including Milton Keynes, Oxford, Amersham and West London, where growing industrial parks require specialist science and technology expertise.

Through building “technological literacy” the Academy will become a hub for Science and Technology and as a lead practitioner in these disciplines will collaborate with other schools and partners in Aylesbury to make this resource available to a wider group of students and seek to become a centre of vocational excellence in technology through collaboration with local partners / providers. The Academy will explore the possibility of a local provider (already a centre of vocational excellence) becoming a co-sponsor / partner of the Academy during the Feasibility study.

Science will be offered as three separate subjects: physics, chemistry, and biology as well as dual science. The specialisms will be given enhanced coverage, not only as subjects in their own right, but also as a means of interpreting and delivering all aspects of the curriculum and increasing the coherence of each pupil's overall learning experience. To this end, it is also planned to develop active partnerships with both local and national employers.

The specialisms could be enshrined in dedicated areas in the Academy, as well as influencing the design and work of the Academy as a whole.

### **Delivering through an Innovative Curriculum**

The design and delivery of the Academy's innovative curriculum will raise standards and transform the opportunities available to students. The new Academy will:

- work in effective partnership with local primary schools. Common training opportunities will be designed to create a shared language and understanding across the key stages. The sponsors intend to commission work on transition at Key Stages 2 / 3 and the accessibility of the secondary curriculum to inform the planning of work for the Academy's organisation and teaching and learning programmes
- embed a competency-based curriculum within the Key Stage 3 programme in order to develop the critical thinking skills necessary for students to become autonomous, lifelong learners. In addition, the mastery of essential skills in literacy, numeracy and ICT will prepare students for broader and higher level learning
- The 14 – 19 Curriculum

In 2007 17% of Year 11 at Quarrendon became NEET. Early research by the school indicates that this percentage could be significantly reduced if the students had the opportunity to participate in post-16 provision at the school. In 2006 / 2007 with 157 students in Year 11, 109 were in full-time education (69.4%), 6 in work based learning without employed status (3.8%), 19 in full-time employment, including apprenticeships etc. (12.1%) and 3 in voluntary and part-time activities.

The Academy will also be an important player in the post-16 collaborative arrangements which are in place and developing further across Aylesbury; hence the Academy will ensure the 14 – 19 curriculum offers a wide range of vocational and academic opportunities to meet the needs of the individual learner by working in close affiliation with the LSC as strategic partners.

All students will have access to programmes where they can achieve and succeed. The Academy will work closely with other local schools, the LSC, the local Further Education College, its existing Leading Edge Partnership, the family of diocesan schools and other post-16 providers to provide a full range of curriculum entitlement in and beyond the Academy. The higher education links with Brunel University will be an important ingredient in this aspect of the Academy's offer to students.

- Become a leading, accredited "healthy school" supporting students and their families towards safe and healthy lifestyles
- Complement the formal curriculum by an extended day programme that offers a broad range of arts, technology, sports and recreational activities as well as study support and a variety of additional classes and learning opportunities.

### **Creating Effective Partnerships**

The Academy will work in strong and collaborative teams; key partners will be Brunel University and Waddesdon School in the context of the Aylesbury Vale Leading Edge Partnership. Other partners will include parents, the local family of schools and colleges, adult learning, Bucks New University, local businesses, and the Bucks Economic and Learning Partnership to promote a positive learning partnership that will establish a strong basis for the future achievement and life chances of the students.

As part of the wider family of schools in the area it will be important to explore and develop innovative collaborative arrangements between the Academy and its feeder primary schools, to the benefit of all young people in the community.

The new Academy will:

- Develop partnerships with the local family of schools and further education college to provide a full range of curriculum entitlement for Academy students and to create common training opportunities and understanding across the key stages
- Promote partnership with local businesses to develop and support work-related learning and skills
- Develop partnership with the family of diocesan schools to widen opportunity and support assessment of students' work and progress
- Explore opportunities to develop parents' natural interest in their child's learning to secure a real and lasting partnership with parents

#### *Aylesbury Vale Leading Edge Partnership*

The continuing involvement of Waddesdon CE School in developing partnership further with the Academy and other partner schools will be mapped out in detail during the Feasibility study.

The Governors considered the proposal by the Diocesan Director of Education, Leslie Stephen, and the Director of Children's Services, Sue Imbriano, that Waddesdon CE School consider extending an opportunity to work in close partnership with the proposed Church of England Academy which it was hoped to build on the Berryfields site. Governors recognised that this was a positive proposal, acknowledging the close proximity of Waddesdon as well as its experience of being the lead school in the Aylesbury Vale Leading Edge Partnership and the fact that Waddesdon is the only Church of England secondary school within Buckinghamshire.

Governors unanimously supported the principle of their involvement in this exciting initiative, recognising there would need to be extensive discussion about the nature of that involvement and partnership before it was finalised.

### *Brunel University*

The University is a sponsor of two successful academies at Stockley and Harefield and will put its experience over the last four years at the disposal of the Academy.

In particular,

1. The University will be a key partner to the Academy and will nominate, by agreement of the sponsors, a representative to the Governing Body whose role will be to work with the Principal to produce a plan of action and to report progress to the Governing Body and to the University. The plan will detail the areas for collaborative action for the academic year(s), set targets, identify project managers from the Academy and the University and specify the process for monitoring and review.
2. The University will assist the Academy to increase the motivation, engagement, achievement and leadership skills of pupils by providing direct support through:
  - Half-day subject specific enrichment conferences at the Uxbridge campus aimed at Year 9 students and their teachers, involving hands-on experience of university activities in science, technology, mathematics, drama, music, etc
  - Conventional and e-mentoring programmes involving the University's students
  - The targeting of pupils identified as gifted and talented for an intensive enrichment programme based at the University
  - The opening of undergraduate seminars in key subjects to sixth form students
  - Support for students seeking to enter national and regional competitions, particularly in science and engineering
  - Support for activities promoting pupil leadership e.g. young sports leaders programmes
  - Awareness-raising, induction to higher education sessions held at Uxbridge

3. The University will provide input, for example in Engineering and Business, to support the development of vocational courses.
4. The University will assist the Academy to foster the creativity of leadership and staff by:
  - Collaborating with the Senior Management Team to create and secure TDA funding for continuing professional development opportunities aimed at providing improved learning experiences for pupils and more effective monitoring of progress and achievement
  - Providing access to the well-established and respected expertise of the University's multi-faith Chaplaincy and of the officers of the Union of Brunel Students in the context of the Academy's equality and diversity agenda
  - Offering its flexible Education Master and Doctorate courses for the accreditation of action research, performance management and evaluation conducted within the Academy
  - Work towards establishing the Academy as a Training Partner for initial teacher education
5. The University will guarantee an interview to any Academy student who is predicted to meet its criteria and who wishes to apply to Brunel

The University's input will be further developed during the Feasibility Stage.

The Pro-Vice Chancellor, Professor Linda Thomas, is a signatory to the Expression of Interest as a partner.

### **Engaging the Community**

The proposal will support the work in place aimed at building greater understanding within and between local communities and increasing community cohesion and a sense of shared pride amongst local people. The Academy will strive to promote pride in its students, encouraging involvement in and with community organisations and playing its part in community regeneration, putting learning at the centre of the Aylesbury community. Community learning facilities will include, if resources are available, as an example, a proposed free internet cafe developed on a neighbouring site by the local authority, offering further opportunity for partnership with those offering adult learning and library and youth engagement services.

The new Academy will:

- Develop as a resource for the families and local people – for example, developing family learning opportunities within its Extended Services offer
- Explore the opportunity for members of the community to support the students through voluntary work

- Celebrate and build upon the richness of the community's cultural diversity
- Ensure that both the formal curriculum and extended activities encourage skills and competencies which lead to positive citizenship and enhanced employability
- Seek active partnership with adult learning services and library and youth engagement services to create jointly opportunities to enable the families of students to support their progress and achievement

### **Enhancing Life Chances through experience of Enterprise and Work-Related Learning**

The sponsors are committed to the provision of broad and valuable experiences to enable members of the school and local community to participate effectively in the workplace. The sponsors recognise the need to foster understanding of the world of work (local, national and international) and to prepare young people with the skills, qualifications and aptitudes for future success. The Academy will meet the full aspirations of the Every Child Matters agenda, with emphasis under this principle on enabling every person to make a positive contribution and enjoy economic well-being.

To bring this about, the Academy will:

- Exploit all available opportunities to work with local and other businesses to promote partnerships that deliver effective learning experiences for students and contribute to establishing a strong basis for future economic well-being and life chances of all students and, where possible, the wider community
- Maximise the use of all available resources – students, staff, parents, the community, local employers, and education providers – to value the contribution that each can make towards the success of the school community
- Provide opportunities for enterprise education, where students and staff are able to broaden their experience and understanding of business and enterprise, with scope to put developing skills into practice
- Offer a wide range of appropriate work-related learning and vocational experiences, both as part of the curriculum and as part of a wider extra-curricular provision, developing learning pathways that will support students' entry into apprenticeships, accredited vocational training and through to degree level study as appropriate to their aspirations and potential. This will include full engagement with the 14 – 19 provision in the local area, with opportunities to participate in diplomas and practical learning, as well as work experience for all students
- Empower and encourage all students and staff to take active responsibility for their own learning and development, including lifelong learning and a broad involvement in the wider life of the school

- Take every opportunity to establish close working relationships with Academy partners, including Brunel University and other education providers (including the LSC and FE colleges), as well as local employers, to meet the expected needs in skill sectors in areas of employment growth
- Develop and exercise leadership skills at all levels within the school, including both staff and students, in order to provide a confident and adaptable community able to meet the challenging demands of education and employment in a rapidly evolving local and global environment
- Work in close collaboration with the Local Authority to provide a coherent school and work-related experience within the wider locality, facilitating consortium arrangements between providers, and enriching the opportunities available to young people within the county. The Council and the Local Health Authority are the largest employers in the area and the Academy will work pro-actively with these partners to engage them in the work of students at the Academy

### **Developing Successful and Distributed Leadership at all levels throughout the school**

All this can only be achieved in a school where leadership is visionary, but still focused on delivering to the core principles and resultant aims and objectives for the Academy. Leadership must be able to inspire and motivate all involved in the school to work together towards achieving the expressed ambitions of the sponsors and the community for the school. This will require full recognition of the high potential for effective leadership present in staff at all levels with the school, and among students, parents, community, education and business partners.

The new Academy will:

- Invest in training for all staff to ensure staff are well prepared and supported to play their part in achieving success for all
- Provide a “leadership” training and development programme for staff that will enable staff to recognise and develop their own leadership potential and the leadership opportunities presenting in their working life within the Academy. This programme will have a key role to play in succession planning within the Academy
- Recognise and nurture leadership within all parts of the school community and provide leadership development and opportunities for governors, parents, and community partners
- Develop leadership programmes and opportunities for students as an integral part of the curriculum offer, ensuring every student, during his/her time at the Academy, is enabled to develop his/her personal potential in this area

- Through mechanisms such as an Academy Student Council, ensure that student leaders play a significant role in decision making, giving appropriate influence to the “student voice”
- Work with all partners and stakeholders to enhance leadership for and within the Academy, developing joint programmes and opportunities to allow the Academy to benefit from the skills and experience of successful leadership among sponsors, partners and stakeholders.

## **Section 4: The Academy Site and Building**

### **4.1 Site Basics**

The Academy will be located at the following address:

Berryfields Major Development Area, Bicester Road, Quarrendon

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

8.8 hectares

Will the proposed Academy have access to playing fields of a sufficient size to deliver its proposed vision and curriculum?

Yes  No

Please provide details:

Secured as part of the wider negotiation for education in the defined area with prospective developers of the site.

A copy of the Ordnance Survey map is attached, with the boundaries of the Academy site clearly marked.

Yes  No

### **4.2 Site Ownership**

The site of the proposed Academy is owned by:

The Calcutt Trustees

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 will bear the costs of acquiring the site:

The site is currently in agricultural use and lies within a larger area of some 195 Hectares which has been designated as a Major Development Area in the Aylesbury Vale District Local Plan. Planning permission for a mixed-use development of the area for new housing, employment, district centre, Education provision, public open space and recreation facilities, park and ride and accesses have been agreed in principle subject to the completion of legal agreements between the developer, interested parties, the local planning authority and the County Council. The applicants for planning permission (Martin Grant Homes, Kier Land, Banner Homes and George Wimpey UK) will bear the costs of acquiring the site and then transfer the unencumbered freehold of the school site with Title Absolute to the County Council (or its

nominee) at nil cost. It is anticipated that this transfer will be completed by the end of April 2008. (See penultimate paragraph in Section 1.1. Executive Summary.)

Following the grant of planning permission and subject to the implementation of development, the school site shall not be used or developed for any purpose other than agricultural or Community and Education Purposes.

If the site is currently a school site, it will 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.

Mark if agree

If the site is owned by the Local Authority, does it intend to seek permission to dispose of any part of it?

Yes  No  N/A

If yes, please provide details:

#### **4.3 Site Issues**

Please confirm that the site is clear and unencumbered.\*

Mark if agree

Or, if this is not the case, a detailed strategy has been agreed with DfES for the clearance of the site and the bearing of associated costs including the details for dealing with any current tenants on the 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:

The main building dates mainly from 1957 and the site is about 12 acres. The LA intend to maintain admissions at 6FE (180) at Quarrendon and thereafter until 2020.

The present school buildings and grounds at Quarrendon School have some shortcomings but have sufficient space to provide for the estimated increase in pupil numbers until the new buildings are available.

Please provide details of discussions with Local Authority 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:

Most discussions have been held as part of the development of the S106. There is no known information that could lead to abnormal costs at this stage, but this must be considered as part of the Feasibility stage.

Please provide brief details of a satisfactory plan for dealing with any co-locating primary school, Pupil Referral Unit, youth or community groups sharing the site, including who will bear associated capital and revenue costs:

### **Section 106**

Of the £16 million agreed, £7.7 million is to be allocated for provision in the secondary phase. This is to include SEN provision, community learning and community facilities, including an all-weather pitch. The remainder of the Section 106 monies will be used by Buckinghamshire County Council to build a new primary school in the Berryfields District.

### **Capital Receipts**

The Academy is to be built, as already described in the EoI at 4.2, on a new site in the Berryfield District of Aylesbury. The current school site will then no longer be needed for the Academy and the future of the site will be considered by the County Council. Should there be no alternative Services site/accommodation requirement a decision to declare the Quarrendon School site, **or part of the site**, surplus to the Council's requirements will be made and a capital receipt realised from the former Quarrendon school site.

It has been agreed by the County Council that the proceeds of the sale (net after having deducted the Council's costs in connection with the sale of the land) will be used as a contribution towards the Academy's capital cost, assuming that this is before the completion of the procurement of the Academy or, should this be at a later date, then by a direct transfer of the capital receipt from the Council to the Treasury.

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 will pay the associated costs:

No decanting is planned.

Please confirm that the Local Authority will meet the cost of any off-site works that may be associated with the development of the Academy.

Mark if agree

#### **4.4 Building and Project Management\***

The Department intends to deliver all procurement through Partnerships for Schools (PfS) and Local Authorities. This Academy will be procured through:

##### **PfS national framework**

If other, please provide details of an alternative procurement strategy agreed with DfES:

### **Section 5: Agreements**

#### **5.1 Sponsor Agreement**

Under the new requirements, the Diocese of Oxford and the local authority are not required to contribute a Deed of Gift as part of the Funding Agreement to confirm the sponsorship. However, over a ten year period the Academy Trust will develop an endowment of £1.5m to be used to support the work of the Academy in the community

Please confirm that you understand and are content with the roles and responsibilities of the Sponsor, as set out in *Establishing an Academy: An Overview for Sponsors*.

Mark if agree

#### **5.2 Local Authority Agreement\***

Does the Local Authority agree to all aspects of this proposal, including the admissions criteria proposed in Section 3?

Yes  No

Does the Local Authority confirm that it will bring forward proposals for the closure of any predecessor schools?

Yes  No

Is this proposal included (or will be included) within the Local Authority's BSF Strategy for Change?

Yes  No

If you have answered no to either of these questions, please provide full details:

If this project involves a predecessor school, please provide details of the proposed consultation that the Local Authority will undertake on its closure:

### **5.3 Neighbouring Local Authority Agreement\***

If the proposed Academy is likely to impact upon neighbouring Local Authorities, have these Authorities been consulted and approved this Academy project.

Yes  No  N/A

### **5.4 Governing Body Agreement\***

If this Academy project involves a predecessor school, the Governing Body of that school has agreed to this proposal?

Yes  No

Please provide details: The DCS confirms that the governing body has passed a resolution to work with the LA and the Oxford Diocese to proceed to an expression of interest.

### **5.5 Learning and Skills Council (LSC) Agreement\***

Has the Local LSC been consulted on and agreed to any proposed post-16 provision?

Yes  No

A letter confirming support is attached?

Yes  No

If No - Please provide copies of any correspondence and give details of LSC objections:

### **5.6 Diocese Agreement**

If applicable, please confirm that the Diocese/Archdiocese has agreed to this proposal and has formal Board of Education/ Diocesan Schools Commission agreement.

Yes  No  N/A

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.

Mark if agree

The Department has put out a tender on the open market for the Project Management of Academy projects. Please confirm that all parties are content to select a Project Management company from the DfES framework.\*

The Sponsors intend to select a project management company from the framework established by the National Society.

Please confirm that all parties understand and are content with the roles and responsibilities of the Sponsor, Steering Group, Academy Trust, Local Authority and PfS in relation to the Academy buildings, as set out in *Delivering Academy Buildings through PfS: An Overview for Sponsors*.

Mark if agree

Please provide details of any known impediments, risks, conditions or hazards not mentioned elsewhere in this document:

**5.9** 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 Sponsor)

Name in full: Leslie Stephen  
Position: The Diocesan Director of Education for the Oxford Diocese  
Date: /03/.08

Signature:

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(For and on behalf of the Local Authority, Buckinghamshire  
County Council Co Sponsor of the Academy)

Name in full:

Marion Clayton

Position:

Lead Member for Children's Services

Date:

/03/08

Signature:

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(For and on behalf of Brunel University a Partner of the  
Academy)

Name in full:

Professor Linda Thomas

Position:

Pro-Vice Chancellor, Brunel University

Date:

/03/08

## **Section 6: Contact Details**

### **Name of Sponsor representative:**

Address:

Email:

Tel:

Mobile:

Fax:

### **Name of Local Authority representative:**

Address:

Email:

Tel:

Mobile:

Fax:

### **Name of predecessor school representative:**

Address:

Email:

Tel:

Mobile:

Fax: