



## **JOHN KITTO (CHURCH OF ENGLAND) ACADEMY**

### **IN PLYMOUTH LOCAL AUTHORITY**

### **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**

The new Church of England Academy in Plymouth will result from the transformation of John Kitto Community College, which serves one of the most deprived areas in the western area of the City. Deprivation in Plymouth increases from east to west across the City, with average life expectancy five years higher in the east. The most popular comprehensive schools in Plymouth are in the east of the City, and this together with the presence of local grammar schools and two Roman Catholic secondary schools skews the intake to John Kitto. Creating a high quality Academy on the John Kitto site provides a once in a lifetime opportunity to raise educational standards, to reverse the eastward drift in education, and to tackle severe social deprivation.

This severe social deprivation is reflected in statistics which place the predecessor school, John Kitto Community College, among the 10% most deprived secondary schools nationally; it also has free School Meals (FSM) figures which are twice the national average. The performance of this school has shown positive improvement, but it has proved impossible to raise the level of literacy and numeracy and this has been reflected in a static performance for several years at GCSE, including English and Maths, leading to the school being placed in National Challenge.

The Exeter Diocesan Board of Education is the lead sponsor for the Academy, with Plymouth City Council and University College Plymouth St Mark & St John [UCP Marjon] as co-sponsors; individually and collectively the sponsors bring strong commitment and substantial experience and expertise to the Academy.

The sponsors are committed to an Academy which will:

- Provide a first class education for all its students

And thereby:

- Increase opportunities
- Raise aspirations
- Improve attainment
- Enable each student to achieve his or her full potential

So helping to:

- Strengthen the local community
- Contribute to the overall transformation and regeneration of the City of Plymouth

The Academy will be built on four key elements:

- Creating a new ethos and identity for the Academy within its community
- A close focus on the development of literacy and numeracy
- Personalised learning and support through 'anytime-anywhere' learning
- Partnerships and collaboration which will provide support and underpin improvement

The life and work of the Academy will draw on the Church of England's commitment to and experience of the provision of high quality education, and will be based on its beliefs that each person is a unique and precious individual, and that education is about helping them to reach their full potential as complete people in mind, body and spirit. The Academy will be a friendly coherent community based on values including truth, justice, forgiveness, generosity and respect, and will reach out in service to the wider community. Academic development and success in examinations will be important for students, but the Academy, in seeking to educate the whole person, will also expect its students to become competent, enthusiastic, independent learners and fully engaged citizens, who value and relate well to their fellows and seek to contribute to the common good.

The Academy will be committed to providing personalised support for each learner. The Academy will ensure that this support is focused on the individual through close pastoral support, mentoring, clear and high expectations, and a pastoral house system. Close focus assessment and tracking of every learner will enable appropriate routes to learning and support to be identified and provided, and all of this will be underpinned by an advanced Virtual Learning Environment (VLE) which will give every student access to learning materials and support at anytime and often anywhere.

The Academy will offer a broad and balanced curriculum, educating the whole person and developing skills as well as subject expertise. The curriculum will be personalised to help to develop fully the gifts and talents of each and every student. Particular attention will be given to the teaching of Maths and English throughout the school. Working with local primary schools, the Academy will lead a systematic approach to improving literacy and numeracy from Early Years to secondary. A focused intervention programme will be developed, which will link to family literacy/ numeracy programmes and employer-led action to improve community support.

Partnerships and collaboration will be important features of the Academy. The partnership between the sponsors is strong and long-standing, and the individual partners provide access to other networks including the wider family of schools, services and parishes in Plymouth. The existing partnerships with local primary schools, with Plymouth YMCA and with other schools, businesses and training providers within the Tamar Valley Consortium will be strengthened, and the Academy will play a full role in the Plymouth city-wide learning campus.

The Academy will reach out to families and the local community through the provision of extended services offering the best possible support and facilities, and it will work in close partnership with the locality based service team for south west Plymouth. Partnerships and collaboration will strengthen the Academy and support it, not only in transforming the education of its students, but also in regenerating the local community and in contributing to the wider regeneration of the City of Plymouth.

## 1.1 Key statistics

1. Predecessor School – Educational attainment								
	GCSE 5+ A* -C				GCSE 5+ A* -C inc English and maths			
	2005	2006	2007	2008	2005	2006	2007	2008
<b>National Average</b>	56.3	58.5	60.8	64.8	44.3	45.3	46.0	47.3
<b>LA Average</b>	55	60	60	67	42	42	44	46
<b>School</b>	37	44	52	70	23	20	24	23
<b>CVAScores</b>								
	<b>2006</b>		<b>2007</b>		<b>2008</b>			
<b>LA Average</b>	1001.8		1000.0		1002.8			
<b>School</b>	993.4		1001.3		1007.4			

2. Predecessor School – Deprivation			
Year to which this data refers:	Pupil rank (based on number of secondary schools) out of 3396 of which 1 is the most deprived)	Site rank (school location) of which 0 is the most deprived and 100 is the least deprived	% pupils eligible for Free School Meals (FSM)
<b>National Average</b>	-	-	13.1%
<b>LA Average</b>	-	-	10.5%
<b>School</b>	334/3842	16	20.0%

3. Predecessor school – Basic characteristics						
Year to which this data refers:	Pupils on Roll (3-11)	Pupils on Roll (11-16)	Pupils on Roll (16-19)	School capacity	% with SEN	% pupils with EAL (provisional 2008)
National Average	-	-	-	-	19.8%	14.4%
LA Average	-	-	-	-	20.4%	4.8%
School	0	890	277	1471	30.9%	2.6%

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)
X	900	252	1152	Business and Enterprise The second specialism will be decided during the Feasibility Stage
Proposed opening date	Target build completion date	Building route (BSF or National Framework)	Faith Designation	Name of Sponsor(s)
1 Sept 2010	2013	BSF	Church of England	Exeter Diocesan Board of Education University College Plymouth, St Mark and St John Plymouth Local Authority

## Section 2: The Predecessor School (s)

*(Additional boxes may be inserted if there is more than one predecessor school)*

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: THE JOHN KITTO COMMUNITY COLLEGE	
School Address: HONICKNOWLE LANE PENNYCROSS PLYMOUTH PL5 3NE	
Name of LA: PLYMOUTH LA	LA Code:
Type of Establishment (Please mark one with an x)	
Community School	X
Foundation School	
Voluntary Aided (VA) School	
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	
Age Range 11-19	X
Other Age Range (e.g. Middle Schools)	

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

Specialism(s) if applicable):	BUSINESS AND ENTERPRISE
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## 2.3 School Population

Admissions Number: 240		
Current number of pupils on roll as at: JUNE 2009	Year 7:	160
	Year 8:	164
	Year 9:	189
	Year 10:	198
	Year 11:	186
Number of Year 7 pupils admitted in:	Sept 2006	189
	Sept 2007	164
	Sept 2008	160
	Sept 2009	175
Number of Year 12-13 students at the school in:	Sept 2006	280
	Sept 2007	284
	Sept 2008	298
	Sept 2009	320
Percentage of pupil population who joined or left the school other than at the start or finish of the academic year:	2005/06	9.9%
	2006/07	9.5%
	2007/08	10.8%
	2008/09	9.8%

## 2.4 Admissions

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

Name of Headteacher: MR PETER GRAINGER		
Headteacher has been in post for	2 Year(s)	6 Months

## 2.6 School Improvement

<b>Intervention status</b> (Please mark box(es) with an x)		
None		X
Special Measures		
Significant Improvement/Notice to Improve		
Warning Notice issued		
Causing Concern		
Interim Executive Board		
Required school to enter into partnership arrangements		
Added additional governors		
Suspended delegated budget		
Please provide details:		
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: National Challenge funding, a National Challenge Adviser and additional support particularly for English and maths.		
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	
	No	X
If yes, please provide details:		
<b>The LA should note that any deficit budget remaining at the point of school closure would not transfer to the Academy.</b>		

## Section 3: The Proposed Academy

### 3.1 Academy Population

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

Forms of Entry:	6
Admissions Number:	180
Nursery (age 3-5):	0
Years 7-11 (age 11-16)	900
Years 12-13 (age 16-19):	252

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

As part of the strategy for change the proposal is for a reduction in PAN to reduce surplus places (11-16) across the city. There will need to be a provision for expansion from 2014 when overall secondary pupil numbers in Plymouth will begin to rise.

School improvement remains the Local Authority's top priority for education in the city. In the wider role the top priority is nothing short of the regeneration of Plymouth. The two priorities sit well together. However, for schools and the wider education service in Plymouth, future developments are set against a challenging background, including:

- a sharp and continuing decline in pupil numbers
- an increasing number of surplus places especially in primary schools
- a large proportion of the school building stock, built mostly in the 1950s and 60s, in poor condition, needing replacement or significant refurbishment
- Government initiatives on shaping the role that schools play within their local communities, as a catalyst for regeneration
- major regeneration plans for new homes and businesses in Barne Barton, Devonport, Millbay, the East End and the City Centre (the Mackay Plan)

Taking account of planned housing development within the city, the number of primary school pupils is forecast to continue falling until 2010 and then start to rise again. Secondary school pupil numbers are forecast to fall by 6.9% over the same period, although post-16 stay-on rates are currently volatile and unpredictable.

A graph of predicted numbers on roll for the current school and the whole of Plymouth is included as an annexe to this document.

### 3.2 All-age Academies

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

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

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

1 SEPT 2010

### 3.4 Target Build Completion Date

1 September 2013

### 3.5 Specialism(s)

The Academy would specialise in:

Business and Enterprise. The second specialism will be decided during the Feasibility Stage

### 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 :

**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

**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
Please provide details of the proposed Academy’s provision for pupils with SEN including any specific SEN Units:	
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.	
Confirmed	
N/A	X

**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 the 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:

<p><b>The Church of England Academy in Plymouth</b></p> <p>The new Church of England Academy in Plymouth will result from the transformation of John Kitto Community College. The Exeter Diocesan Board of Education is the lead sponsor, with Plymouth City Council and University College Plymouth, St Mark and St John [UCP Marjon] as co-sponsors. Individually and collectively, the sponsors bring strong commitment and substantial experience and expertise to the Academy.</p> <p>The transformation will be built on four key elements:</p> <ol style="list-style-type: none"><li>1. Creating a new ethos and identity for the Academy in its community</li><li>2. A close focus on the development of literacy and numeracy</li><li>3. Personalised learning and support through 'anytime-anywhere' learning</li><li>4. Partnerships and collaboration which will provide support and underpin improvement</li></ol> <p><b><i>The Sponsors</i></b></p> <p>The Diocese of Exeter is strongly committed to this project and will bring a number of strengths to it including:</p> <ul style="list-style-type: none"><li>• Professional support from a staff team which covers children's and youth work in every parish in Devon, as well as schools in Plymouth, Torbay and Devon</li><li>• A commitment to and a track record of excellence in education, as evidenced for example by improvements in OFSTED inspection results across the Diocese</li><li>• A supportive local community through the parishes in Plymouth</li><li>• Access to support from the Church nationally: for example from the growing network of Church of England academies and through the work of Church of England Academy Services Ltd [CASL]</li></ul>
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The Church of England's role in education is one of service through the provision of high quality education to everyone in the local community, and its schools welcome children of all faiths and of none. The Church's work in education is based on its beliefs that:

- Each person is a unique and precious individual created in the image of God
- Education is about helping each person to reach their full potential
- Education is concerned with the development of the whole person, in mind, body and spirit
- Education should take place in a friendly coherent community based on Christian values including truth, justice, forgiveness, generosity and respect
- Church schools should be supported by and integral to local parishes and worshipping communities, and should reach out through service to the wider community

UCP Marjon is a Church of England foundation with well developed partnerships and community links across the City of Plymouth. Its academic strengths cover many areas including sport, youth work, health care, community education, and teacher education, and it is one of the largest providers of continuing professional development for teachers in the country. UCP Marjon will bring a number of benefits to the Academy including:

- Support for the Academy's staff through excellent programmes of professional development including a new Masters course in Teaching and Learning and a Foundation Degree for integrated children's services
- Encouragement and help for students of the Academy to progress into higher education. UCP Marjon already provides higher education to a significant number of local students who are often the first undergraduates in their family and the University College is well equipped to raise aspirations and to provide support; for example, through coaching and mentoring by its students.
- Provision of residential study and revision courses
- Extending participation in competitive sport and in recreational activities through use of the College's excellent facilities and provision for Sport and Physical Education
- Access to sports coaching and mentoring which will benefit the motivation, health and well-being of students of the Academy
- Opening up the benefits of education to the wider community, including the provision of Access to Higher Education courses

Plymouth City Council provides significant expertise in children's services and education across the City. Its participation as a co-sponsor will help the Academy to contribute fully to the overall transformation of education and community development in Plymouth. The Council has ambitious plans to stimulate economic regeneration and community cohesion, and, with the growing importance of its localities agenda, is well placed to ensure that the Academy benefits from and contributes to the coordinated targeting of services to the community in south west Plymouth.

Plymouth is a well networked city with a strong culture of collaboration, and this will be important in developing the Academy. There is a strong consensus about the future of education in Plymouth, and a 'city-wide learning campus' embracing Plymouth City College as well as the city's schools is expected to become fully operational by the end of 2009. The 'learning campus' will use a common timetable and an electronic learning programme which will track individual learners as well as educational centres, and its benefits will include the enhancement of the 14-19 curriculum offer across the City. There is cross party political support for this vision, which also has the full support of the sponsorship team for the Academy, which will commit the Academy to making a full contribution to the learning campus.

The sponsors all have a long term commitment to Plymouth, and they are determined that the work of the Academy will not take place in isolation, but will make an effective contribution to raising educational standards, to reducing social deprivation, and to the economic regeneration of the whole City. The sponsors believe that their partnership is a strong one and that individually and collectively they have the commitment, expertise and experience to make a real difference through the development of the Academy.

### ***The Aims of the Academy***

The Academy will:

- Provide a first class education for all its students

And thereby:

- Increase opportunities
- Raise aspirations
- Improve attainment
- Enable each student to achieve his or her full potential

So helping to:

- Strengthen the local community
- Contribute to the overall transformation of the City of Plymouth

### ***The Ethos of the Academy***

The Academy will draw on the Church of England's strong commitment to and successful experience of education, and will be based on the beliefs and values of the Church. All members of the Academy will be regarded as unique and precious individuals, and the Academy will help them to achieve their full potential, as complete people: through stretching the mind, strengthening the body, enriching the imagination, nourishing the spirit, encouraging the will to do good, and opening the heart to others.

The Academy will be a place of Christian worship, where other traditions are respected. It will aim to be a friendly, coherent community manifesting values including truth, justice, forgiveness, generosity and respect. It will reach out to others through service to the local community, co-operation with other schools in Plymouth, and through its contribution to education and community regeneration across the City.

Academic development and success in examinations will be very important for students, but the Academy, in seeking to educate the whole person, will also expect its students to become competent, enthusiastic, independent learners and fully engaged citizens, who value and relate well to their fellows and seek to contribute to the common good. We expect students of the Academy to:

- develop self-esteem and confidence
- have a strong sense of right and wrong
- recognise the importance and value of each person
- have a holistic, rather than a compartmentalised view of human life, growth and destiny
- develop the knowledge, skills, understanding and values to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well-being

Students will be at the heart of the Academy community. All students, irrespective of their means will be enabled to take part in the full range of activities offered by the Academy, and the voice of students will be important in the running of the Academy. The Academy will involve students, through students' councils and contributions to governance, and through consultation on policy.

The Academy will expect high standards of behaviour. Expectations will be clearly stated, and rules, sanctions and rewards will be fair, explicit and consistently applied. The Academy will have a uniform, which is smart and worn correctly.

The Academy will be inclusive: open to all in the local community, admitting students of all faiths and of none. It will make a full contribution to the education of those with Special Educational Needs and to the admission and education of 'hard to place' children.

### ***A Personalised Approach to Learners***

All students will be well supported. Gifted and talented students will be identified and will be supported in ways which enable them to reach their full potential. Particular care will be taken of fragile, disaffected and vulnerable students. Constructive alternatives to exclusion will be used wherever possible.

There will be strong systems of academic and pastoral support tailored to the needs of individual students. A house system will provide a particular focus for pastoral support, and the Chaplain of the Academy will contribute to the provision of pastoral care. All students at the Academy will have a personal tutor to provide advice and pastoral support. The system of personal tutor support will be linked to academic monitoring and to the tracking of pupil achievement.

The Academy will be committed to providing personalised support for each learner. Close focus assessment and tracking of every learner will enable appropriate routes to learning and support to be identified and provided, and all of this will be underpinned by an advanced Virtual Learning Environment which will give every student access to learning materials and support at 'anytime' and often 'anywhere'.

The Academy's commitment to a broad and differentiated curriculum and its access to the diverse learning opportunities provided across the new 14-19 developments in the City of Plymouth Learning Campus will enable students to follow individual and appropriate learning options.

### ***Raising Attainment***

The Academy will be characterised by high expectations. Aspirational targets will be set for the Academy, for departments and class groups and for individual students. Success will be celebrated and rewarded. Progress will be closely monitored, and underperformance will be identified and appropriate and timely support provided. The Academy will have a relentless focus on the quality of teaching and learning, led by an excellent and highly committed leadership team.

Success criteria for the Academy will include:

- setting and attaining ambitious targets
- raising significantly standards of literacy and numeracy
- becoming the school of first choice for all in the local community
- being a key contributor to the family of schools in Plymouth
- developing aspirations and establishing routes for progression to employment, further and higher education
- supporting and developing community cohesion within and beyond the Academy

The predecessor school has a number of strengths on which the Academy will build; the transformation to an Academy will lead to the further raising of standards, developing from the current strengths and creating new successes. The recent improvements and good results at GCSE in many subjects and the high value-added scores show the potential. The Academy will develop this, in particular through its close focus on improvement in literacy and numeracy, which will enable students to improve attainment in key areas for their future employment and education.

The Academy will:

- provide all-day study support, with access to learning resources available at all times and learning support available outside the hours of timetabled teaching
- provide support for independent learning through teaching assistants and learning mentors, including some from UCP Marjon
- provide vertical age tutoring where appropriate
- provide support including multi-agency support for disaffected, fragile and vulnerable students
- ensure that its arrangements are compatible with those for the Plymouth Learning Campus so that the Academy is able to contribute to that provision, and students from the Academy can take advantage of the opportunities provided

### ***Literacy and numeracy***

The Academy will be committed to leading a systematic approach to improving literacy and numeracy from Early Years to secondary. A focused intervention programme will be developed for Years 5-8, which will link to family literacy/numeracy programmes and employer led action to improve community support.

A key priority for the planned VLE systems will be that access to resources and tutoring for literacy and numeracy support are made available across the age ranges of the Academy, its feeder primary schools and for its community: providing genuine access for family literacy and numeracy programmes. This will be supported by Plymouth City Council and UCP Marjon. The City Council's commitment to provide multi-agency support through the Academy campus will underpin this activity and enable greater community commitment and cohesion to be developed.

The sponsors all recognise that improvements to literacy and numeracy are the key to future success for the Academy; additional resource will be directed to enabling the intervention programme and to assisting partner schools in the primary sector to make the early improvements which are essential.

Particular attention will be given to the teaching of Maths and English throughout the school and especially at Key Stage 3. Opportunities to reinforce Maths and English through other subjects, for example in the finance and communication components of the Business and Enterprise specialism, will be identified and exploited. UCP Marjon which has secondary PGCE specialisms in English and Maths, and which provides a Mathematics Enhancement Course for its students, will use its staff and students to supplement the support provided by staff of the Academy. Mentoring in Maths and English will be provided, and there will be intensive revision courses.

The Diocese of Exeter is in the process of establishing a network of high performing Church of England schools, including independent schools. The network will give the new academy access to outstanding practice in a number of relevant areas including improving GCSE results in Maths [St Peter's, Exeter] and the impact of the KS3 curriculum [St Luke's, Exeter].

### ***The Curriculum, Teaching, Learning and Assessment***

The Academy will offer a broad and balanced curriculum, educating the whole person and developing skills as well as subject expertise. The curriculum will be personalised to help develop fully the gifts and talents of each and every student.

The breadth of the current curriculum, which includes a wide range of academic and vocational courses including diplomas, will be increased through participation in the 'city-wide learning campus', which among other things will give students of the Academy access to ten diploma lines. The Academy intends to develop its contribution to the delivery of diplomas while ensuring that core skills and attainments are established for all 14-19 courses. The Academy will also continue the well-developed collaboration within the Tamar Valley Consortium, which involves 25 training providers, a number of local businesses and three secondary schools including John Kitto Community College.

One of the specialisms of the Academy will be Business and Enterprise, building on an important strength of John Kitto Community College, and helping to develop entrepreneurial skills and a sense of the responsibilities of business, as well as to prepare students for the world of work. The Academy will build on the existing good record by extending further its relationships with the business community. Plymouth City Council will assist by offering work shadowing, mentoring, work experience placements and UCP Marjon will offer similar support including placements for post-16 business / finance students. The Academy will sustain and develop existing external partnerships; for example, with the Plymouth YMCA.

The second specialism will be decided during the Feasibility Stage of the project. It is recognised that the Academy's absolute commitment to improving literacy and numeracy might be assisted by a specialism in Maths or English. Consideration will, however, also be given to having Humanities as the second specialism; this would fit well with provision elsewhere in Plymouth and would help to raise the profile of Religious Studies within the Academy.

PE and sport will have prominence in the Academy curriculum, building on existing strengths at John Kitto and making use of expertise and facilities at UCP Marjon. Music, drama and the arts will also be important, and the delivery of the curriculum will provide time for worship, reflection and for nurturing the spirit.

The transition from Key Stage 2 to Key Stage 3 will be carefully managed, and some Academy courses may be started in feeder primary schools. All students will be fully stretched throughout KS3, and in years 9 and 10 special mentoring and revision will be provided, especially in English and Maths. The 14 to 19 curriculum, one of the strengths of the present school, will offer an even wider range of vocational, applied, and academic options.

The partnerships involved in the Academy will provide opportunities for the enrichment of the curriculum, enabling learning to take place off-site, at home and in work situations. The business partners of the Academy will provide opportunities for work placements. UCP Marjon will provide opportunities for residential experience within a higher education institution, and will make a particular contribution to the education of Gifted and Talented children. UCP Marjon and contacts through the Church of England will also be helpful in developing an international dimension [for example through study abroad and partnerships with educational institutions overseas] to the Academy's curriculum.

The Academy's Endowment Fund will help to ensure that all aspects of the curriculum are accessible to all students irrespective of their means. The Academy will be a learning community involving not only its students, but also their families, members of the local community, the staff of the Academy and students undertaking Initial Teacher Training.

There will be excellent teaching and learning:

- based on a culture of high expectations and aspirations arising from the belief in the unique value of every individual
- flexible, innovative and creative approaches to teaching and learning
- personalised teaching and learning to meet the particular needs of individual students
- a vocabulary [learning community, learning session] which emphasises the focus on learning
- a shared understanding of the key characteristics of effective learning and a shared commitment to ensuring effective learning
- an enterprising approach to teaching and learning reflecting the Business and Enterprise specialism of the Academy
- effective use of ICT, embedded as a learning tool through the development of a first rate virtual learning environment which will increase the flexibility as well as the effectiveness of learning and enable effective use of on-line monitoring and assessment
- monitoring of teaching quality and, where necessary, intervention and support to ensure consistently high quality teaching across the Academy
- excellent professional development, observation, coaching and support of staff in developing innovative, creative and imaginative practice which will secure effective learning, progress and achievement

### ***Staffing and Staff Development***

The Sponsors will seek to appoint as early as possible in the development of the Academy its first Principal, who will be fully committed to their vision for the Academy and to the Church of England's role in education. The Principal will be passionate about education and will have a proven record of effective leadership and achievement in education. The Sponsors and the Principal will appoint an Anglican Chaplain who will lead worship and contribute to pastoral support, and, if suitably qualified, will be a member of the senior management team of the Academy.

The Trust, in aiming to provide the highest possible standards of education, will have a commitment to the recruitment, retention and development of high quality staff and will ensure that there are good opportunities for professional growth, career development and succession planning. The Academy will recognise and reward good performance and success, and will tackle underperformance vigorously, providing support as necessary.

### ***Buildings and Facilities***

The Academy will have inspiring and stimulating buildings and facilities fit for the 21<sup>st</sup> century, and designed with flexibility and accessibility in mind. The aim will be to provide a state of the art learning environment in which students and other members of the Academy will have access to learning at any time and in any place.

The Academy building will have spaces that can be configured quickly and easily to cater for groups of different size, with breakout spaces for small groups and individuals, conference rooms and wireless network rooms all with electronic whiteboards. The accommodation will be configured to encourage inter-disciplinary working.

There will be an area for worship, prayer and reflection, and also high quality facilities for Physical Education, sport and recreation for use by the Academy and the local community. The entrance and reception areas of the Academy will be exciting and welcoming and will provide opportunities for the showcasing of the Academy's activities and achievements. The accommodation and facilities will be well cared for and will be designed to ensure the highest possible sustainability and the lowest possible maintenance costs.

### ***Governance***

The Governors will set out clear expectations and objectives for the Academy, and will provide challenge, support, and encouragement to the leadership and management team. The membership of the Board of Governors will be decided during the Feasibility Stage, but certain principles are already clear. The Exeter Diocesan Board of Education as the lead sponsor will appoint a majority of the governors. The co-sponsors will also be represented on the Governing Body which will include members from all important stakeholder groups as well as from local businesses and communities.

### ***Partnerships***

The sponsors wish to see the Academy supported by a wide range of partners. The continuation of John Kitto's successful partnership with the Plymouth YMCA is seen as particularly important and preliminary discussions with the YMCA have been encouraging. Partnership with other secondary schools including those within the Tamar Valley Consortium will be continued and developed, and partnerships with local primary schools including the Church of England primaries in Plymouth will be strengthened. The Academy will make an effective contribution to the Plymouth learning campus. Partnerships will also be sought with Children's Centres and with sports clubs. The liaison with the locality based service delivery team for South West Plymouth will also be important. The Church of England has a well developed local network of parishes, and partnerships with parishes in the Moorside and Devonport Deaneries will be particularly significant.

The Academy will have the capacity to act as a hub for multi-agency working in South West Plymouth, providing facilities including meeting rooms, office space and access to ICT, dining, and sports facilities. In particular, the Academy will take a leading role in the delivery of joined-up services for children in ways which, among other things, address the Every Child Matters outcomes and the Working Together legislation to keep children safe.

### ***Reaching out to the Community***

The Academy, in partnership with the local community, local parishes, and local businesses will develop an extended curriculum offer which involves family learning and adult education for young people, parents and other adults in the local community. The extended curriculum will be accessible on an all hours, seven days a week basis, creating a learning hub which will make a major contribution to the regeneration of local communities in south west Plymouth. The Academy will also work with other agencies in the provision of a wide range of services to the south west Plymouth locality.

### **Summary**

The Academy will transform the learning opportunities and the attainments of students, staff and members of the local community. It will provide an excellent learning environment within which innovative and flexible education is offered in ways which meet the needs of each and every student. The Academy will be:

#### ***Excellent***

- Aiming for excellence in everything it does
- Providing excellent teaching and facilities leading to excellent learning
- Providing an excellent pastoral system through which all students are known, valued and individually supported

#### ***Inclusive***

- Welcoming students from the whole of the local community
- Welcoming all those who visit, learn and work at the Academy
- Supporting students and families through the provision of extended services offering the best possible help and advice
- Collaborating with others for the common good

#### ***Distinctive***

- Reflecting Anglican traditions in the life, work, worship and witness of the Academy; in its facilities, structures and approaches to education
- Acting in accordance with Christian values
- Inspiring all to reach out in service and to seek the common good

#### ***Effective***

- Providing a flexible, personalised curriculum which meets the needs of each student
- Promoting the achievement and well being of each student to help them to be the very best they can be
- Promoting a community of learners committed to continuous improvement

#### ***Transformative***

- Raising the aspirations and levels of achievement of the young people at the Academy
- Harnessing the expertise and commitment of a wide range of partners to the benefit of all
- Contributing to the regeneration of south west Plymouth
- Making 21<sup>st</sup> century facilities available to the wider community

## Section 4: Sites and Buildings

<p>The Academy would be located at the following address:</p> <p>HONICKNOWLE LANE, PENNYCROSS, PLYMOUTH PL5 3NE</p>
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<p>The approximate size of the site to be transferred to the Academy Trust is</p>	<p>9 Hectares</p>
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<p>Please confirm that the proposed Academy would have access to playing fields of a sufficient size to deliver its proposed vision and curriculum</p>	<p>Yes</p>	<p>X</p>
<p>If not, please explain how would the PE curriculum be delivered:</p>		
<p>Please provide details:</p>		

<p>Please attach a copy of the Ordnance Survey Map with the boundaries of the Academy site clearly marked.</p>	<p>Attached</p>	<p>X</p>
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<p>All parties are content with the selection of this site and no others are under consideration for this project.</p>		
		<p>Confirmed</p>
		<p>X</p>

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

<p>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:</p>
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**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**

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

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:

Approximately half of the buildings are about 50 years old and there are 4 'Rosla' (Raising of the School Leaving Age) blocks and 4 'temporary' huts. The other half is 20 years old – except for a small new building which is 3 years old.

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:

NONE

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.

Yes (please give more information)	Not applicable (mark with a x)
The site for the current ATC hut	

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:

Please confirm that the LA would meet the cost of any off- site works that may be associated with the development of the Academy.

Confirmed	X
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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	X
PfS National Framework	

## Section 5: Agreements

### 5.1 Sponsor Agreement

Some categories of sponsor, listed below\*, are not required to make a financial contribution to the endowment fund, nor to sign a Deed of Gift. The Department would nonetheless expect the Academy Trust in those cases to establish the means of receiving donations.

<p>Name of Lead Sponsor: Exeter Diocesan Board of Education</p> <p>Amount of sponsorship to be contributed:</p>
<p>Name of co-sponsor/s:</p> <p>University College Plymouth, St Mark and St John.</p> <p>City of Plymouth Local Authority.</p> <p>Amount of sponsorship to be contributed:</p> <p>Although the sponsors are exempt from providing funds they are committed to establishing an endowment fund as early as possible in the life of the academy. Mechanisms for the receipt of funds will be put in place immediately to be followed by the appointment of a fundraiser at the earliest convenience.</p>
<p>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:</p> <p>The lead sponsor will concentrate on creating a new ethos and identity for the Academy within its community.</p> <p>Plymouth City Council will continue to provide support for a close focus on the development of literacy and numeracy.</p> <p>The University Plymouth, College of St Mark and St John will offer additional partnerships and collaboration which will provide support and underpin improvement.</p> <p>All sponsors will be involved in developing personalised learning and support through 'anytime-anywhere' learning.</p>
<p>Governance arrangements i.e. composition of the trustee board and the governing body:</p> <p><b><i>Please note: sponsors other than local authorities would appoint a controlling majority of the governing body</i></b></p> <p>The Governors will set out clear expectations and objectives for the Academy, and will provide challenge, support and encouragement to the leadership and management team. The membership of the Board of Governors will be decided during the Feasibility Stage, but certain principles are already clear. The Diocesan Board of Education as the lead sponsor will appoint a majority of the governors. The co-sponsors will also be represented on the Governing Body which will include members from all important stakeholder groups as well as from local businesses and communities.</p>

*The following categories of sponsor are not required to make a financial contribution to the endowment fund. Please indicate if sponsor/s fall 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	
Diocese	X

(For sponsors required to make 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	

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

## 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	X
	No	

If you have answered no to any of these questions, please provide full details:
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If this project involves a predecessor school, please provide details of the proposed consultation that the LA would undertake on its closure:

Statutory consultation has already commenced, the LA has consulted with all stakeholders Parents, Staff, Pupils, the local schools/community including neighbouring authorities and Trade Unions. Drop in sessions have been held for anyone to discuss issues they may have about how the process will work and what this means for the local community. An initial public meeting has been held with staff, governors and parents all very well attended.

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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Please confirm that the LA would contribute towards the costs associated with TUPE as follows:			
1. to meet all costs – including any severance, redundancy or associated pension costs associated with any restructuring resulting from or arising out of:			
<ul style="list-style-type: none"> <li>• an Academy inheriting staff from more than one school</li> <li>• Academy operating on fewer sites than predecessor school(s);</li> <li>• Academy offering fewer places than at the predecessor school(s);</li> <li>• the predecessor school(s) being overstaffed; or</li> <li>• the predecessor school(s) running at a deficit.</li> </ul>			
2. 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.	<table border="1"> <tr> <td data-bbox="1023 1417 1185 1610">Confirmed</td> <td data-bbox="1185 1417 1347 1610">X</td> </tr> </table>	Confirmed	X
Confirmed	X		

### 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	X
	No	
	N/A	
Where applicable please provide details:		
As part of our statutory consultation information has been sent to the neighbouring authorities and no objections or queries have been raised.		

### 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:		

### 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?	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	
	No	
	N/A	X
Where applicable please provide details:		
The proposal to establish the Academy has the full support of the Diocese of Exeter as agreed at meetings of the Diocesan Synod, Bishop's Diocesan Council and the Diocesan Board of Education.		

## 5.7 Miscellaneous

The Department has established a Framework for the Project Management of Academy projects following an open competition. This arrangement has been made to ensure compliancy with the government procurement regulations and avoid lengthy competition processes. The ten project management companies appointed to our Framework have been selected on the basis of their experience, expertise and commitment to deliver a quality service. Please confirm that all parties are content for a Project Management company to be selected from the DCSF framework.	
Confirmed	X

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:	
Existing lease arrangements with the YMCA for sports provision	

## 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 Alyson Sheldrake

Position: Diocesan Director of Education

Date: 1 August 2009

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Signature  \_

(For and on behalf of the co-sponsor)

Name in full Dr Geoff Stoakes

Position: Vice Principal and Deputy Chief Executive, University College Plymouth  
St Mark & St John

Date 1 August 2009

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Signature 

(For and on behalf of the local authority)

Name in full Bronwen Lacey

Position: Director of Services for Children and Young People

Date 1 August 2009

## Section 6: Contact details

Name of lead sponsor representative:

Dr. John Rea  
Chairman of the Academy Project Steering Group, nominated by the Diocesan Board of Education

Email:

Tel:

Mobile:

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Name of co-sponsor representative:

Dr. Geoff Stokes  
Vice Principal and Deputy Chief Executive

Address:  
University College Plymouth St Mark & St John  
Derriford Road  
PLYMOUTH  
PL6 8BH

Email:

Tel:

Mobile:

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Name of local authority representative:

Philip Braide  
Principal Adviser  
Services for Children and Young People

Address:  
Services for Children and Young People,  
Civic Centre,  
City of Plymouth,  
Plymouth, PL1 2AA

Email:

Tel:

Mobile:

Fax:

Chair of Governors

Ms. Carol Belton

Address:  
John Kitto Community College  
Honicknowle Lane  
Pennycross  
Plymouth PL5 3NE

Email:

Tel:

Mobile:

Fax: