

ROSSMORE ACADEMY

IN POOLE

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.DCSF.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 a proposal for a new 11-18 Academy to be sponsored by the Church of England Salisbury Diocese, Bournemouth University and Poole Borough Council working in partnership. The Academy will replace Rossmore Community College.

This Expression of Interest has assumed the Academy will be 6 FE with a sixth form of 200 places which matches the funding allocated by Partnerships for Schools. However new data from the LA set out in a separate place planning paper demonstrates that from 2015 demographic growth will require 8 FE. The sponsors and the LA believe this position must be resolved to the satisfaction of all parties in the Feasibility stage if the proposal is to proceed to a Funding Agreement.

The Diocese sees its core sponsor role as providing the local community with a new centre of excellence for learning. The sponsor aims for the Academy to offer local young people of all abilities a learning pathway to further and higher education and to a good career based on excellent qualifications. The diocese sees the provision of an excellent 11-18 school as fundamental to its commitment to strengthen and regenerate local communities. In particular, the Diocese has had a long standing commitment to the communities surrounding the current school and it now wishes to extend that commitment into a vigorous and energetic drive to provide a high quality education for local families.

As part of the Academy's commitment to transform career prospects and

increase post sixteen and higher education take up the Academy will adopt an intensive programme for literacy and numeracy in key stage three. All students will receive seven hours of Mathematics and English provision every week. The Academy aims to provide all students with good GCSE qualifications in English and Mathematics as a basis for good careers and progression to further and higher education.

The University sees its contribution as sponsor of this Academy as integral to the University's corporate plan and to its local commitment to promote lifelong learning, higher qualifications and a significant increase in students moving to higher education. The University is particularly keen to target communities where the tradition of higher education is not well established since the University believes there is much untapped and wasted talent which can be captured by a new approach in a new type of secondary school. The two specialisms of the new Academy will be supported by the University's Design, Engineering and Computing Departments for Mathematics and by the Hospitality and Business Management Departments for Sport.

Poole Borough Council also sees its role as a co-sponsor as vital to the success of the Academy. This Expression of Interest has been signed by the Council Leader and Chief Executive as an indication of the importance attached to the project. The Council will use all its corporate resources to support the two specialisms, including the Council sports and leisure centres for the sports specialism and Council finance and engineering sections for mathematics. The Council will work closely with its co-sponsors in the Feasibility Stage to help the project plan progress smoothly so that the vision for the new Academy can be delivered on time and in a way which promotes the new Academy at the heart of a vital extended community vision.

The current Rossmore Community College is a 12-18 school with an admissions number of 231. The LA has plans to convert all 12-18 schools into 11-18 schools as part of its wider BSF strategy. The school first opened 70 years ago and some still living in the community attended the original school. Most current pupils (92%) are white British. There are a significant number of Gypsy and settled Travellers but very few disclose their ethnicity. Many pupils display low levels of self-confidence and self esteem; they may have emotional difficulties, and are generally inexperienced in 'life'. However there is a small percentage of very confident, smart, and independent learners. Faith groups are not significant in number with a few considered as atheists.

The Academy will be built on the current Rossmore Community College site to further develop the full service extended school provision, which currently includes alongside the school:-

- the children's centre
- a day nursery
- the local community library
- the district leisure centre with community swimming pool
- a Cadet Force on site
- a police authority Safer Neighbourhood Team
- a personalised learning centre funded by the local secondary schools

The sponsors see this extended school provision as a key feature of the Academy proposal and would wish to use the associated partners to the full in enhancing learning for Academy students.

Most (90%) of pupils live within the school catchment area. Mobility is high and during the academic year 2006/2007 there were 56 admissions and 64 leavers. There is significant movement within Key Stage 4, particularly Year 11, which does have an impact on standards.

The sponsors aim to provide strong leadership for the development of the Academy as the hub for the wider community provision and as the stimulus to regeneration led by raised educational standards.

The age range of the new Academy will be 11-19 with 6 forms of entry (180 in each year group), together with post-16 provision for 200, making a total of 1,100 students.

The Academy will be designed to cater for the local community and for the expanding community of families in nearby parts of the borough.

The specialisms will be Mathematics and Sport.

The Academy is likely to be built by the shared Bournemouth and Poole Local Education Partnership as part of the shared BSF Wave 6 programme. An informal consultation is already underway in Poole on the Academy proposal as part of the LA's wider local consultation on the whole BSF programme.

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)
National Average	52.9%	53.7%	56.3%	-	44.3%	-
LA Average	59.0%	62.2%	63.9%	63.1%	53.7%	52%
School	26%	26%	26 %	23 %	17%	16 %

2007 Results

5 A-C - E + M LA 54.5% Nat 46.8% School 19%
5 A – C LA 66% Nat 62% School 31%

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)
National Average	-	-	13.6 %
LA Average	-	-	6.1%
School	0%	28%	14.9%

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	% pupils with EAL
National Average	-	-	-	-	2.2%	9.5%
LA Average	-	-	-	-	2.2%	4.3%
School	0	586	38	961	1.6%	4.2%

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	N/A	900	200	1100	Mathematics and Sport
	Opening Date	New Build Date	Building Route	Faith Designation	Sponsor(s)
Academy	2010	2013	Local Education Partnership	Yes	Diocese of Salisbury CE, Bournemouth University and Poole LA

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: Rossmore Community College

School Address: Herbert Avenue, Parkstone, Poole, BH12 4HS

Local Authority: Poole (LA Code: 836)

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

Gender: **Co-Educational**

Age range: 12 - 18

Is this a designated Faith School: **No**

Specialism(s) (if applicable): Sports

2.3 School Population

Admissions Number: 231

Current number of pupils on roll as at: **17 January 2008**

Yr 7: N/A Yr 8: 123 Yr 9: 145 Yr 10: 161 Yr 11: 157

Number of Year 8 pupils admitted in:

September 2003: 192

September 2004: 169

September 2005: 177

September 2006: 156

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

September 2003: 94

September 2004: 120

September 2005: 74

September 2006: 64

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

2003: no data available
2004: no data available
2005: 5.13%
2006: 6.62%

2.4 Admissions

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

2.5 Leadership

Name of Head teacher: Mrs Sally Apps

Head teacher has been in post for: Two years

2.6 School Improvement

Intervention status: **Notice to Improve**

Please provide data: Ofsted URN 113866 report number 311414

The school was inspected by Ofsted in April 08 and was given a notice to improve

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:

The school has "intensive" support, LA documented in a "Raising Achievement Partnership Plan". A LA-school strategy group meets regularly to review progress. The school has additional support from the EWS and other LA personnel as needed. The LA funds further support from SIP, an ex-headteacher of another local school.

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

The school is one of our partners involved in a Virtual Learning Environment project; it has established a partnership with a local hotel group and hosts the LA's site for "Day 6" provision for excluded pupils. It has a number of informal links with other organisations and collaborations. However, Poole schools do not meet the criteria for Excellence in Cities or other similar initiatives.

2.7 Finance

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

If yes, please provide details:

In 2006, the incoming Headteacher was faced with a substantial deficit likely to grow if action was not taken immediately. The Headteacher has been successful in gaining governors' support for reducing the staffing structure and reorganising teaching timetables so that the school budget is now in balance.

The budget and staff reduction exercise has been accompanied by a staff development programme to strengthen middle and senior management and sharpen the focus on raising standards.

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: 1100

Gender: **Mixed**

Forms of Entry: 6 FE

Admissions Number: 180

Primary and Pre-School

Nursery (age 3-5): N/A

Years 1-6 (age 5-11): N/A

Secondary

Years 7-11 (age 11-16): 900

Years 12-13 (age 16-19): 200

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

The LA demographic analysis has been provided to the Department in a separate note to this expression of interest.

Taken together with the change from admission at 11 years rather than 12 years as at present, the LA is firmly of the view that that an 8 FE Academy will be required.

The funding allocated to the LA under the PfS formula has assumed a 6 FE school. This issue will need to be resolved to the satisfaction of all parties during Feasibility.

3.2 All-age Academies*

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

N/A

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:

N/A

3.3 Opening Dates*

2010 in existing buildings (if applicable)

2013 in new/refurbished buildings

3.4 Specialism(s) *

The Academy will specialise in: Mathematics and Sports

The current school has a Mathematics Advanced Skills Teacher and also has a strong indoor sports record particularly in Basketball.

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:

The Rossmore Academy will admit children of all abilities and its curriculum will be designed to attract children of all abilities.

There will be no selection by ability, faith, or aptitude in the admissions arrangements since the sponsors' vision is that the Academy will serve *all* of the local community. The Academy ethos will reflect the Christian tradition and will welcome children and their families of all faiths and none. The sponsors and the LA are confident that if the Academy is successful in attracting all parents living locally, there will be an all ability intake with students from a range of backgrounds. The sponsors and the LA will consider the use of ability banding in the Feasibility stage within this local context.

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*:

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:

There is no specific SEN unit but the school currently hosts a borough wide provision for personalised learning for "Day 6" students. The personalised learning centre is jointly funded and managed by the secondary schools in Poole. The Academy is willing to continue with this provision as part of a shared responsibility with the local family of schools.

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

Although early BSF plans suggested the relocation of a Special School to the site it is now clear that the site would not be in a position to sustain this development.

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*:

“A school at the heart of the Rossmore Community aspiring to the highest standards of achievement and grounded in Christian values.”

The Academy will transform the learning opportunities of students, staff and parents and be the local school of choice for Rossmore area families and their children.

Designed with both the curriculum and ethos in mind, the Academy will provide a stimulating, high quality education for young people of all abilities and, for the more able, a genuine alternative alongside the Poole Grammar Schools. The University and the Academy will be strongly committed to encouraging students to embrace lifelong learning and education, providing supportive learning pathways which sustain progression on into the 16-19 and Higher Education age ranges. Academy staff will actively engage with the exciting possibilities of the new 14-19 Diploma courses to be managed and delivered across the borough, and play a lead role in developing Travel & Tourism and Sport. The Academy will form an integral part of the local community provision for a wide range of learning, sporting, artistic and social activities and will also offer a diverse and comprehensive placement for teachers both in their initial and ongoing training.

Ethos and Faith Designation

The new Academy at Rossmore will bring together the core values of the Church of England with the innovation and commitment to learning excellence of Bournemouth University and the breadth of Children’s Services provided with the Local Authority.

Although the Academy will provide a Christian environment of care, support and dedication to learning, it will welcome students and their families from all faiths and none, reflecting the Church of England’s long standing commitment to inclusive education within a parish and local community model.

The Academy will set very high standards of aspiration and achievement for each student to boost his or her chances of lifelong success and to use their gifts responsibly for the greater good of mankind. Through their academic and vocational learning and experience, our young people will demonstrate understanding, tolerance and respect for different backgrounds and cultures, and a readiness to use their abilities responsibly for the greater good of society.

The sponsors will ensure that the Principal and the Head of RE will be regular communicant members from the Christian churches, enthusiastic to promote the development of a Church Academy and actively planning to bind together the school and its local faith parishes into a strong supportive community.

Christian worship will be offered routinely, but, as in the best traditions of RE teaching, there will be opportunities to experience a variety of religious traditions with no pressure on any child or family to conform to any specific religious belief. The current school is supported by a part-time chaplain from the neighbouring CE parish. The plan is for the Academy to jointly fund the move to a full time chaplain as part of the staffing restructuring.

The Diocese, and its co-sponsors, have an unshakeable commitment to the provision of an inclusive academy providing excellent education for those of the faith, of other faiths, and of none. Those with no religious belief will be equally respected.

An Academy at the Heart of its Community

The sponsors see this Academy proposal as forming the central hub of local community regeneration based on a successful 11-18 school which enables a culture of lifelong learning and qualifications to become established as the foundation for a good quality of life.

The very wide extended community provision on the site will be a significant asset to the Academy students and their families and in turn the Academy expects its facilities will be available to the community when not in use by Academy students.

In order to succeed in its mission the sponsors intend the Academy to be outward looking in every respect, seeking support for the Academy's work locally, and contributing in every way possible to community activities that promote greater self confidence and responsibility for its students.

Above all the Academy will focus much of its work in the community through parents and carers of the Academy students. Where possible opportunities for family learning will be sought as part of the extended day and funding for this lifelong learning will be pursued from the Learning and Skills Councils and other external funders.

The Contribution from Bournemouth University

The involvement of Bournemouth University as a co-sponsor is seen as a key step in changing expectations of young people progressing on to further and higher education. The University has strengths in curriculum areas where links to the Academy will support students, and provide a range of opportunities to enhance their learning experience. These include Sports through the School of Services Management, and Mathematics through the School of Design, Engineering and Computing.

The Guardian University League Tables 2009 have retained the University as number one in the UK for Tourism (including Leisure and Hospitality) for 2009, and also placed the University as fourth in the UK for Sports Science. The University has made a commitment in its Corporate Plan to promote greater access to higher education locally and the University sees this as a key part of its role as a co-sponsor.

The University will continue to work closely with the Academy on national programmes such as AimHigher and on locally developed activities such as “taster” days at the University. The University will also help the Academy with the development of its curriculum including vocational courses linked to the University’s areas of academic strength.

The University is also keen to offer opportunities for Academy students to participate in its staff and student volunteering and community work programme, coordinated through ‘The Hub’.

Some staff exchanges and the potential for some shared staff development will also be explored. The University also sees its role in providing strong expertise to the Governing Body.

Supporting the new Academy with the organisation and development of its Sixth Form provision will be a key priority for the University in the Feasibility Stage.

The University will take a vigorously active role as a co-sponsor to the new Academy in the wider life of the school and its community. The University will seek to make the Academy a hub and focal point for other University activities including guest lectures, workshops & a venue for the delivery of flexible learning and student projects.

Bournemouth University will seek funding for the formation of a bursary scheme to ensure that any young person who is able to pursue a career in higher education is able to do so whatever their background.

Our wider vision to raise standards

The Rossmore Academy will make significant contributions to raising the aspirations and attainment of young people and their community through:

- Embracing the principles of the *Every Child Matters* agenda as a full service extended school with Specialist status in Mathematics and Sport.
- A passion to ensure every student has access to excellent teaching, learning and support and can achieve high standards of personal behaviour and attainment.
- Positive and constructive relationships within the school and the wider community, based on values of trust, fairness, tolerance, mutual respect and forgiveness seen in the Christian faith and other world religions.
- Engaging parents/carers to be committed to supporting their children to attend school regularly, and building a community which respects and supports core family values.
- A ‘learner-led’ curriculum offer supported by partners and wider collaboration will provide every student with a valid, suitably challenging, but rewarding pathway to educational, vocational and personal success.
- The use of accurate and rigorous data to identify barriers to learning and provide strategies for individual improvement and the pursuit of excellence.

- The use of ICT to track student progress closely and to develop an online curriculum and personalised learning programme accessible from anywhere.
- Using the same ICT links to engage parents in supporting their child's progress and to inform the whole community of the life long learning opportunities available through the school.
- A high quality learning experience designed around the individual to meet the diverse range of needs.
- Distributed leadership and the encouragement of innovation – through the involvement of the University the Academy will become a leading research-based practitioner of effective practice. This leadership will encompass the importance of student leadership and genuine 'learner voice'
- A collaborative approach with a wide range of partners to deliver extended services across sport, health, and social care provision.
- A genuine belief that *Every Child* does matter.
- A mission to support all young people to be actively involved in positive behaviour that underpins good citizenship, reliability and preparation for the world of work, including lifelong learning and training.
- Provide a safe, secure and stimulating environment that challenges, motivates and is well resourced.
- Share and celebrate success and demonstrate pride through achievement.
- Giving all time for reflection and the nurturing of the spirit within our busy and demanding lives.

Teaching and Learning

Starting an Academy gives us the opportunity to form new and exciting learning programmes for our students, working from their needs and interests and incorporating the best evidence of what makes learning most effective and enjoyable.

The Academy will deliver a curriculum entitlement designed to support all learners. It will develop personalised learning based on the development of Personalised Learning Plans that identify not only curriculum opportunities, but also review the structure of the school day looking at differing starting times, the use of a 'third' session and all day study support.

In 2013 re-organisation of the age of transfer within Poole will mean the Academy welcoming its first Year 7 students. The new curriculum will link directly with both the transfer and induction process. During this stage, students will be assigned to a limited number of staff who will know them well. The curriculum will be based on an age-not-stage approach in Key Stage 3 capable of developing young people who are:

Competent learners

- Able to understand how to learn and manage their own learning throughout life and love learning for its own sake

Competent citizens

- Having developed a clear understanding of Christian ethics and values, and a respect for other world views, in building a personal moral framework to contribute actively to society as responsible citizens

Competent in relating to people

- Understanding how to relate to other people in varying contexts in which they might find themselves, including those where they manage, or are managed by, others; and how to get things done

Effective managers of situations

- Developing as young people who recognise the importance of managing their own time, of celebrating success, and managing disappointment, and be encouraged to explore their entrepreneurial instincts and initiative-taking while understanding the nature of risk and uncertainty

Managers of information

- All will have developed a range of techniques for accessing, evaluating, and differentiating information in the increasing technology dominated world, and be able to analyse, synthesise, and apply it

Mentoring will be a key feature of the school with a learning mentor appointed for each year group, providing one-to-one support ensuring students are fully engaged with their learning programme. The current pilot of Opening Minds will continue to be a feature of Key Stage 3 for students who have low cognitive, social, and emotional skills working within a small nurture group environment.

Years 8 and 9 will therefore provide a broader range of learning activities with fast track access for some subjects. All learning will be closely monitored with individual and group targets set based on prior achievement reviewed through six weekly progress checks. Students across the school will continue to have access to a Learning Mentor who will play an important part in liaising with staff/parents/carers as well as monitoring achievement and motivating the student.

On the completion of Key Stage 3 there will be increased opportunities for all students to follow vocational pathways – based both on learner aspirations, but also mapped against local need.

The academy will play an active part in the Bournemouth and Poole 14-19 programme to ensure that it can both support learners from other schools with high quality experiences, and also offer with confidence a new curriculum for students from 14 to 19. The Academy will initially provide two diplomas: Travel and Tourism, Sport and Active Leisure. As Academy numbers increase we would look to extend our provision particularly with ICT and Business, and Creative Arts.

The LA has been unsuccessful in its bidding round for introduction September 2009, but there will be a further bid which we anticipate will be successful. The Academy will provide opportunities through the diploma programme for off-site and on-line learning for students to gain appropriate skills for employment and life. This will be planned within a collaborative network of local schools and colleges so as to enable real opportunities for students to practice their skills, learn new knowledge, and gain recognised qualifications. An important element of achieving this will be the strong links developed with training providers and the curriculum enhancement and experience the University can bring through its business partners and enterprise culture.

Post Sixteen Provision

A key aim of the Academy is to create an expectation that all students would continue with their learning up to the age of eighteen at least, and ideally beyond that in further and higher education. The post-sixteen provision will be a prominent feature of the Academy and support for all students in the sixth form will be extensive. As a single institution the Academy will not be able to offer the full breadth of post-sixteen provision on its own and firm partnerships with other local schools and colleges will be needed.

However, the Academy will be designed and organised on the assumption that all its students will be pursuing their learning in post-sixteen provision and that many will aim to progress onto programmes at University and in FE institutions. Separate provision for a sixth form study area will be made and the Academy will develop the roles of sixth form students in the school as prefects, learning mentors, and active participants in shaping the work of the school.

The Academy will be willing to admit students to the sixth form from other institutions if there are places available, either as full-time students or as part of collaborative arrangements. The Academy would hope that similar arrangements can be made for its students needing to access courses at the Bournemouth and Poole College and other local secondary schools.

Bournemouth University sees the development of strong post-sixteen provision as a key area where it will contribute significantly. The University also intends to use its links to large employers locally to seek their support for the post-sixteen curriculum and for high quality work experience for Academy students.

Celebrating success and achievement

Opportunities to celebrate achievements will occur both formally and informally through learning activities, assemblies, display, and other special gatherings and occasions. There will be a positive attitude to success, and recognition will be given to students and staff whether in groups or individually.

This positive ethos will further support learning and raise achievement. Both adults and young people will be encouraged to develop an achievement file to record such success. There will be an expectation of a positive and supportive attitude throughout the work and life of the school community from all staff working with young people.

As an important community learning environment, all staff will be involved in Performance Management and Professional Development. Reflective practice will be encouraged and staff will build on good practice as well as using CPD opportunities to develop further their skills, knowledge and understanding. All success and achievement will be recorded and celebrated throughout the school.

Leadership, Governance and Management

The Academy will demonstrate exceptional leadership, within the classroom, within the school, and out and about within the local community

The strategic direction of the Academy will be the responsibility of a Governing Body whose membership will be established by the sponsors to provide both governance of the highest quality, and vision which reflects the partnership nature of the institution. The sponsors are committed to ensuring that all stakeholders are represented appropriately retaining existing strengths wherever possible.

The members will come through nominated organisations and will include the local churches, the local authority, and our partner HE institution. Individual appointments may come from other partners, staff, and parents from the local community, and from persons whose own expertise or position will bring added value to the development and direction of this new institution.

There will be an overall majority of foundation governors appointed by the sponsoring Diocese. The different roles and responsibilities of governance and management will be respected in the constitution of the Academy and the way in which the two work together, both operationally and strategically.

The Governors will appoint a Principal and leadership team with the vision, knowledge, and skills to bring together sensitively and creatively all parties and establish a single institution which values the strengths and best traditions of its former schools and draws enthusiastically upon the many talents of the existing staff. The new staffing structure will offer considerable opportunities and it is anticipated that all new staff teams will expect to engage in substantial joint training and preparatory activities in order to be ready to collaborate in the development of our new single shared vision.

The development of middle and senior leadership will be seen as a key priority for the Academy. Some of this work has started already in the current school, but in the transition to Academy status this is seen as a key mechanism for removing the Notice to Improve and for locking in gains in student attendance, attainment, and achievement.

The Academy aims to maintain the tradition of hosting placements for PGCE and other new entrants to the teaching profession. The wide range of teaching approaches and groupings would offer excellent opportunities for new teachers to learn in a variety of contexts, with a dedicated area for initial and continuing professional development for all adult learners. The use of video recording systems to observe teaching will be integrated into some classrooms and workshops and the leadership team will promote ongoing action research for all staff working with the university department to share successful approaches and research new ways of engaging and stimulating learning.

School Organisation

The Academy will look to use the flexibilities provided by Academy status to maximise the effectiveness of the school day, the school week, and the school year. As an extended school site the Academy would aim to be open all hours as far as funding will support and student access to the learning resource centre will be arranged from early in the morning to well after the timetabled curriculum has finished.

The Academy staffing structure will maximise the opportunities for school support staff, including teaching assistants and learning mentors, to support independent learning in the resource centre and in supported study and homework periods so that students can access learning support outside the taught timetable.

Specialisms

The Academy specialisms of Mathematics and Sport have been chosen to encourage every student to develop the basic mathematical understanding which underpins our technological culture and at the same time respect and value their health and physical wellbeing, entirely in keeping with our Christian foundation.

Mathematics provides the basic underpinning and co-ordinating language for our scientific and technologically advanced culture, and students need proficiency with the basic numerical skills and a good understanding of more advanced mathematical concepts to be able to make sense of our complex world.

The Academy will build on the strengths of the existing teaching team, but use the expertise and enthusiasm of the University departments to develop exciting learning programmes which use the best research on how children absorb mathematical concepts, and can be best helped to apply their knowledge within a wide range of career pathways. The integration of ICT with a variety of learning approaches, and the gifted and talented programmes will develop a subject expertise which will support learning right across the Academy.

The mathematics curriculum will focus on an intensive programme in Year 7 (ideally started earlier in Year 6 with linked primary schools) which will provide all students with basic numeracy and the understanding of core mathematical concepts. The mathematics curriculum will seek at every opportunity to use examples from real life contexts to motivate real learning and to enhance employability skills for all students. A genuine confidence with number and the skills to apply this across the worlds of construction, of finance, of statistics and graphics, will be the unifying key to this curriculum approach.

The Academy will use the high profile financial institutions based in Bournemouth and Poole as key resources for developing mathematics as a specialism. The University has strong links with the local financial institutions and will promote linkages with the Academy at the highest level.

As part of the high prioritisation of mathematics all students in Years 7 to 9 will receive seven hours of Mathematics provision every week. Along with the same time allocation for English this approach aims to provide all students with good GCSE qualifications in the two core subjects.

There is a long tradition of sport within Rossmore Community College and the current school is a designated specialist sports college. As part of that role the current school is responsible for establishing a high quality School Sport Co-ordinator network for all primary and secondary schools in the Poole area. The school has an excellent sports reputation achieving team and individual success at local, regional and national level in a wide variety of sports as well as a strong tradition of developing personal and interpersonal values and characteristics through team games and individual fitness. The existing, nationally acclaimed, enrichment programmes are well established and enable many links with other schools and local sporting groups.

Students at the Academy will have access to at least four hours of high quality PE and sport per week, and the well established out of school hours learning programmes will be strengthened and widened through improved facilities and partnerships.

The specialism of the predecessor school in Sports will continue to be an important part of the new Academy – both in terms of an outreach provision to the wider community and feeder primaries, but also as a central tenet of the Academy's commitment to developing a team ethos, where young people develop the skills of resilience, mutual support, dedication, and celebration of success. The Academy believes that the health of young people is an important aspect of maximising their life chances. Sport will be used as a key driver to developing a healthy lifestyle for the young people of Rossmore.

The relationship between health, nutrition and sports science will continue to be used both to promote greater well-being, but also as a tool to engage people in learning actively – as all subjects develop ways in which live information gained through physical activity, or the issues associated with it can form part of the competency led learning experience.

The presence of the Council funded leisure centre on the Academy site is a huge asset for the Academy, particularly in the area of sport and fitness and also in the area of sport centre management. Every opportunity will be taken to strengthen the links with the leisure centre and to obtain maximum value for the students in the sports and physical education curriculum.

The lead curriculum areas involved will excel in their teaching and learning and so enable us to improve standards throughout the school, leveraging up overall achievement through the application of additional funds and sharing of good practice in particular areas. The specialisms will also enable us to showcase our particular achievements in specific areas and so raise the status of our school and the aspirations of every youngster.

The new Academy would promote itself as a centre of excellence for Trampoline, Gymnastics, and Basketball, as well as minority sports that very often suit and engage our young people.

BSF will provide state-of-the-art facilities to support and develop new ways of learning. A flexible ICT infrastructure will be readily accessible for students within and beyond the school day. This will support student learning anywhere and anytime, and provide a personalised approach to monitoring achievement and offer closer support for both students and parents/carers.

The use of ICT for extensive student tracking of progress will be a feature of the Academy. ICT will also be used to develop the online curriculum and personalised learning programmes which students can access via web links. ICT will also improve information to parents about student progress and about other school activities.

A personalised learning centre will accommodate those students who cannot engage with the formal process of learning for a period of time. These students can impact negatively on the life and work of the school affecting those students who have a positive attitude to learning. Disaffected, fragile, and vulnerable students often need multi-agency support to help them address some of the complex issues surrounding their lives. This can be provided through extended school, alongside a learning environment, to help young people engage in an appropriate education to develop skills, knowledge, and understanding necessary for life in general and the world of work.

Accommodation

Within the new build, learning will take place in a broad range of specialist 21st century teaching spaces with good access to modern technologies combined with high quality sporting and recreational facilities. Classrooms and workshops will be grouped in faculty areas and designed to open up to wider areas for large group tuition.

Spaces will be well resourced with interactive technologies, good visual display, tasteful décor, suitable furniture and equipment that is all looked after and well maintained. The new build will have high levels of internal and external CCTV to further secure personal safety and protect the environment.

Specific internal and external recreational areas will cater for light and heavy physical activity, quiet tasks, and social eating time. A supervised and well monitored toilet block of high quality provision designed to avoid bullying will be a feature of the school with additional cubicles in designated areas. The structure and fabric of the building must be robust and vandal resistant with surfaces that are easy to clean, graffiti resistant, and have low lifecycle maintenance costs. Internally the school must be light and airy, visually stimulating and encourage good behaviour by ensuring good visibility in all areas.

A new modern building will be designed to the latest sustainability standards which will reduce heating costs, water consumption, and the carbon footprint will provide a better environment for teaching and learning process. A purpose built new facility will also reduce maintenance and lifecycle costs for the upkeep of our school. The reduced energy cost combined with the reduced maintenance lifecycle costs will release more money from the budget to focus on resources to enhance the educational opportunities for our young people.

Centralised administrative facilities will be grouped around a welcoming entrance area which enables the Academy to showcase its successes to parents and other visitors.

At the heart of our building will be the worship area which will provide a quiet place for reflection and prayer, serve as a base for the chaplaincy team and offer staff and the leadership team a focus for decision taking.

Student Support

Great thought will be given in the feasibility stage to the support structures for pupils. Year based tutor groups may also be aligned to houses for certain activities and further consultation will take place within the school and with partners on the most effective way to maximise student support.

As an inclusive school we support students with a range of needs, and staff will prepare differentiated learning activities to cater for their different skills and attributes. Behaviour and social problems will be discussed and resolved through a restorative approach and a team of specialists will work in the Academy to explore the relationships between learning, feelings, and behaviour to help students to become more resilient in the face of external pressures. The full-time Chaplain will have an important role to enable each student to explore the deeper purposes of their life. There will be a structured programme of high quality assemblies and inclusive worship, based within a quiet space available for reflection and prayer, and the growth and nurturing of a spiritual life for both staff and students will remain central.

Those students of other faiths or no faith will also be provided with the appropriate opportunity for prayer and/or reflection.

Student Behaviour, Motivation and Engagement

The Academy will promote the highest standards of behaviour, attendance, and attainment.

The new Academy will be shaped by bringing forward the best traditions and strengths from its predecessor school and will grow a strongly positive ethos which will drive the patterns of behaviour and relationships built at every level. This ethos will ensure students feel safe, happy, and confident in their learning, display a good work ethic and high standards of personal conduct, and develop strong social, emotional, and resilient skills. The staff will be respected both for their expertise and their willingness to offer equal respect to every individual.

There will be an expectation that all staff will hold high standards for both themselves and the young people in their care.

The Academy will have a Learning Behaviour Policy detailing clear expectations to facilitate learning. Rules, sanctions and rewards will be explicit and staff will be consistent with their application. There will be a positive focus on learning, and restorative work will lead to the young person's re-engagement with their educational activities where concerns arise. Dress will be smart and uniform worn correctly.

Formal sanctions for serious breach of school discipline will include elements of community service. Our parents and carers have a vital part to play in helping their child to behave and act with responsibility and we want to build an open and approachable ethos where concerns can be expressed and home-school issues resolved. The appointment of support officers to supervise such work will be essential and these officers will also engage the young people in reflective practice and incident resolution as part of the restorative process.

Since the historic patterns of attendance have been low, attendance targets will be high profile for the Academy with strategies in place to promote good attendance and reward excellence. Learning activities will allow students to 'enjoy and achieve' (ECM outcomes) to encourage full participation and motivation.

Aspirational Attainment Targets will be set for the Academy, departments, class groups, and for individual students. Progress towards meeting these targets will be monitored every six weeks and student progress shared with parents/carers. Underperformance will be identified and support packages put in place to raise attainment. Raising achievement will be central to the school improvement plan.

Inclusion

The Academy will welcome all young people whatever their need or background. The personalised approach to learning, with variety of pathways, the ability to progress rapidly for high achievers, and targeted and specialist support for those who require it will be a key feature of how the Academy demonstrates its Christian values.

We will provide a range of ways of supporting students with special educational needs and those with other learning or physical needs. Each curriculum area team will be expected to meet the needs of all. Learning support will be coordinated both at an in-class faculty based level and at the whole school level, with the team offering a training function across the Academy.

Behavioural and social problems will, in the first instance, be dealt with at a subject level by teachers and support staff with a consistent approach within each classroom. More serious or on-going issues will be addressed inclusively by staff qualified in restorative justice methods, who can provide care and guidance, and access counselling and other expertise within our properly resourced student support base. Our Personalised Learning Centre demonstrated the commitment to keep students within the Academy, and, in partnership with other local educational institutions, find strategic alternatives to exclusion so as to reduce the number of young people out of education within the Poole area.

The chaplain will have a senior and prominent role and will head up a team who, working with our other pastoral teams, will ensure students feel valued, and that their self-esteem and their ability to articulate their concerns are developed. The team will seek to provide solutions within a network of mentors which reach out supportively to help our families. We will enable students to work one-to-one or in small groups when they are troubled, and it is our intention to build an institution which can find a way of maintaining every student in full time education whatever the challenge.

The emotional health and well being of young people is central to the Academy vision. SEAL programmes along with the healthy schools plus and Rights Respecting Schools Award will be worked towards and achieved.

Student Voice

As students progress through the Academy, we will enable their voice to be heard in the shaping of school policy, encourage them to take greater responsibility for their learning and demonstrate a crucial role model to the earlier years. We will involve them in their learning experience, the caring for their environment, the way in which students are respected, managed, and supported when things go wrong, and in those issues which are raised by students themselves. All will be encouraged to take further leadership roles within the Academy, planned to grow self confidence and to offer that experience of trust and respect which is involved in taking responsibility.

Partnership

The extended school provision on site will provide the Academy with an unparalleled opportunity to enhance provision for Academy students. Agreements with the Library and Leisure Centre will be concluded in Feasibility so that additional access can be made for students. Library access will be tied to the seven hours of literacy per week at Key Stage 3. Leisure Centre agreements will be enhanced to increase access for sports and fitness development as part of the sport specialism.

Work with the Nursery and Children's Centre will also be developed in areas on literacy and numeracy and in promoting the two specialisms.

In developing this community we expect to draw significantly on the strengths and flexibilities offered by the wide range of local partners already enjoyed by Rossmore Community College:

- our local churches and the Board of Education at Salisbury Diocese;
- Poole Borough Council, our local education authority;
- our partner first, middle, and special schools and the other secondary schools within the Poole area;
- Bournemouth & Poole College;
- Dorset Business Awards including the mentoring programme;
- Bournemouth University and teacher training departments within our neighbouring local universities in Southampton, Exeter and Winchester;
- local businesses and public services, especially The Marriott Hotel Group and those we link with through our specialist sports status programmes;
- our partner schools both in this country; and
- the many voluntary organisations whose help we have come to rely upon.

The Academy will build upon the current work with local middle schools so that there will be a strong pyramid of schools with curriculum continuity and high expectations linked in to that. The Academy will see all the local primary schools as genuine partners and will share its resources and expertise freely.

Section 4: The Academy Site and Building

4.1 Site Basics

The Academy will be located at the following address:

Herbert Avenue, Parkstone, Poole, BH12 4HS

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

90.4km² in total and 6.76km² for the footprint

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:

Playing fields are contained on the existing site - Playing Field Area: 74,1K m².

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*: **LA** (if other, please provide details):

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

The LA has the freehold of the whole site and will transfer a 125 year lease at a peppercorn to the Academy of the land within the blue line on the attached map.

This will mean all the extended provision will remain on Council owned land and will have easement rights of access in line with current practice. The detailed arrangements will be confirmed in Feasibility.

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

There are a number of partners on the existing site. The lease and other property arrangements are as follows:

A neighbourhood safety team is based in two/three rooms in part of the school. The sponsor is willing to consider whether this or a similar arrangement can continue in the new Academy.

The arrangements for the other site users have been set out separately in section 4.2.

Or, if this is not the case, a detailed strategy has been agreed with DCSF 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 school was originally built in 1938 with a range of minor extensions and alterations having taken place over the period since the 1950s. Most recently, a new technology block was added in 2004. Many of the buildings are in a poor physical condition and do not provide an internal environment to contemporary standards, especially with regard to temperature, air quality, glare control, acoustics and DDA/accessibility. The outside play areas surrounding the buildings are of a lower quality than would be expected for a contemporary design and site access and security leave much to be desired.

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:

The LA planners have recently been concerned at the proposed risk of site overdevelopment when the Children Centre was added. However, the planning officers have confirmed they will support the expansion to entry at year seven in 2013. There are no other proposals to add services to the site which already has a full service extended school provision.

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:

See above

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:

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: **the Bournemouth and Poole BSF Local Education Partnership**

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

Section 5: Agreements

5.1 Sponsor Agreement

The Salisbury Diocese and the University of Bournemouth will not be required to provide sponsorship as a pre-condition towards this Academy project. A Deed of Gift will be required alongside the Funding Agreement to confirm the sponsorship*.

Please confirm that at least £500,000 of this sponsorship donation will be paid at the time of Funding Agreement and that the remainder will be paid within 5 years from that date.

Mark if agree N/A

Please provide details: N/A

The sponsors qualify under the revised terms of the endowment model as not required to contribute up to £2M towards the project.

However the sponsors will establish an endowment for the Academy and will seek contributions to the endowment.

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:

This proposal has been endorsed by a meeting of the whole Council and has been signed by the Leader and Chief Executive.

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

The authority will start the consultation on the closure of the school as soon as the project moves into feasibility.

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

This plan is part of the Bournemouth and Poole BSF strategy. Dorset CC will be consulted on the proposal and their comments invited.

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 Governing Body has supported this proposal in principle and the Headteacher has been a member of the working group developing the proposal.

Final drafts of this Expression of Interest will be shared with the governors in the autumn term

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:

An email note in support has been received from the LSC and a formal letter will follow shortly.

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:

The site is Council owned and the proposal has the full support of the Diocese which is the lead sponsor.

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 DCSF framework.*

Mark if agree **See below**

The Sponsor intends that the CASL Project Management Company will be engaged for this work.

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

5.8 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: The Venerable Alistair Magowan
Position: Archdeacon of Dorset
Chairman of the Board of Education
The Salisbury Diocese
Date: 10 October 2008

Signature: _____

(For and on behalf of the Sponsor)

Name in full: Professor Paul Curran
Position: Vice Chancellor
Bournemouth University
Date: 10 October 2008

Signature: _____

(For and on behalf of the Local Authority)

Name in full: Cllr Brian Leverett
Position: Leader of the Council
Borough of Poole
Date: 10 October 2008

Signature: _____

(For and on behalf of the Local Authority)

Name in full: Andrew Flockhart
Position: Strategic Director
Date: 10 October 2008

Section 6: Contact Details

Name of Sponsor representative: Diocesan Director of Education

Address: Chris Shepperd, Diocesan Education Centre, Devizes Road,
Salisbury, SP2 9LY

Email: chris.shepperd@salisbury.anglican.org

Tel: 01722428420

Mobile: 07966432610

Fax: 01722 328010

Name of Local Authority representative:

Address: Nicola Keynes

Email:

Tel

Mobile

Fax:

Name of predecessor school representative:

Address: Sally Apps

Email:

Tel:

Mobile:

Fax: