



department for  
**children, schools and families**

## **THE TAUNTON ACADEMY**

### **IN SOMERSET**

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

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

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

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

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

The Taunton Academy will provide a new dimension to education for the community of this area. Through its Christian foundation, and supported by a broad range of partners, it will offer a different and dynamic approach to learning, to secure excellence and diversity of provision.

The academy will open in September 2010 upon the closures of the St Augustine of Canterbury Church of England/Roman Catholic School and of Ladymead Community School in the county town of Taunton. All students attending those schools will be offered places at the academy. The academy will develop to 1050 11-16 students with a further 100 anticipated in Years 12 and 13, there being strong collaboration with existing post-16 providers. The academy will have Church of England status, but exist to serve, in particular, the community of north Taunton. It will open on the Ladymead site comprising 6.1 hectares in existing buildings with new/refurbished buildings anticipated for opening in 2013. The site benefits from the adjoining Wellsprings Sports Centre.

The lead sponsor is the Church of England through the Diocese of Bath and Wells. Education is a high priority for the Diocese which has 186 church schools attended by over 34,000 children and young people. Of these, six are secondary and three are middle schools, deemed secondary. Across the diocese, approximately half of all primary aged children attend Church of England schools. The diocese is also a significant provider of voluntary activities for over 9,000 children and young people and expects to contribute expertise in this area to the academy.

The co-sponsor is Somerset County Council. The two sponsors have enjoyed a strong partnership over many years in both statutory and voluntary sectors. In addition, the Roman Catholic Diocese of Clifton, with experience of academies, wishes to be a key partner in the academy.

The County Council is committed to raising the aspirations and levels of attainment of Somerset residents. Consequently, it fully embraces the opportunities provided by the Diocesan sponsor to work collaboratively to improve the outcomes for children in north Taunton. As a sponsor, the Council will facilitate joint working across the Taunton family of schools, link with multi agency partners and ensure the benefits of the academy raise aspirations of all students in the county town and the wider Somerset community.

The two predecessor schools are in close proximity, less than one mile apart. They are located in areas of deprivation; for instance, St Augustine's is placed in the lowest 10% of deprivation bands. The pupil population profiles of both schools are, however, closer to the national average. Both the schools have higher than average levels of pupils with special educational needs (SEN) and, in St Augustine's case, more than twice the county average. The demand for SEN support is disguised in comparative statistics by the Somerset practice of early intervention rather than by issuing statements of SEN, which are very low compared to some other Local Authorities.

The predecessor schools have made notable improvements in recent years, but both recognise that further significant progress is necessary. The academy will deliver those significant improvements in core subject performance, and will accelerate progress to provide significantly improved contextual value added [CVA]. The academy will build on current work with primary schools; it will focus on community and multi agency support and ensure improvements to the current profile of attendance and persistent absence.

The creation of the academy will deliver significant efficiencies by bringing together two schools into one, providing new physical provision which will properly reflect the numbers of young people in the local community and therefore make efficient use of resources to the benefit of all. A key characteristic of the academy is its determination to be an example of a sustainable 21<sup>st</sup> century learning community.

While the academy will build upon the strengths of the predecessor schools, it will bring to Taunton a new, organic model of education, rooted in Christian values and innovative in design. The specialisms of science (with a strong focus on health sciences) and sustainability will stimulate educational improvement and have a direct impact on the life of young people and the community served by the academy. There will be a strong commitment to the promotion of physical and spiritual health. Through new partnerships and a supporting endowment trust, young people will achieve well beyond their current expectations, moving through individually negotiated progression routes into education and employment, most notably those related to the academy's specialisms.

It is important to acknowledge the high level of commitment and leadership given to the development of the academy by officers of the diocese and local authority at director level.

Key academy partnerships will comprise:

- The Roman Catholic Diocese of Clifton;
- Highly successful providers of post-16 education in Taunton; through Somerset College, this will extend to links with the University of Plymouth and the Peninsular Medical School as well as Richard Huish Sixth Form College, Taunton;
- Queen’s College, Taunton, a high-achieving independent school with a Methodist foundation;
- The Primary Care Trust; and
- Viridor Waste Management.

The name of the academy will be determined by the sponsors during feasibility and after community consultation.

## 1.2 Key statistics

### 1.3

1. The St. Augustine of Canterbury 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	64.2	44.3	45.3	46.0	47.0
<b>LA Average</b>	56.5	56.2	58.5	60.3	45.8	44.1	46.8	46.7
<b>School</b>	38	37	37	44	35	20	30	38

	KS2-4 VA 2005	KS2-4 CVA 2006	KS2-4 CVA 2007	KS2-4 CVA 2008
<b>National Average</b>	988.5	1000.6	1000.9	
<b>LA Average</b>	993.1	999.8	1000.2	995.8
<b>School</b>	953.9	974.1	975.5	969.7

1. Ladymead Community 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	64.2	44.3	45.3	46.0	47.0
<b>LA Average</b>	56.5	56.2	58.5	60.3	45.8	44.1	46.8	46.7
<b>School</b>	55	64	67	51	33	38	40	41

	KS2-4 CVA 2005	KS2-4 CVA 2006	KS2-4 CVA 2007	KS2-4 CVA 2008
<b>National Average</b>	988.5	1000.6	1000.9	
<b>LA Average</b>	993.1	999.8	1000.2	995.8
<b>School</b>	976.8	992.7	994.6	972.4

2. The St. Augustine of Canterbury School – Deprivation			
2008	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 (and claiming) for Free School Meals (FSM)
<b>National Average</b>	-	-	13.1%
<b>LA Average (Jan 08)</b>	-	-	7.9%
<b>School (Sept. 08)</b>	1378/3377	Lowest Band 0-10%	21.2%

2. Ladymead Community School – Deprivation			
2008:	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 (and claiming) for Free School Meals (FSM)
<b>National Average</b>	-	-	13.1%
<b>LA Average</b>	-	-	7.9%
<b>School</b>	1629/3377	Third lowest band 20-30%	11.4%

<b>3. The St. Augustine of Canterbury School – Basic characteristics</b>							
<b>2008</b>	<b>Pupils on Roll (3-11)</b>	<b>Pupils on Roll (11-16)</b>	<b>Pupils on Roll (16-19)</b>	<b>School capacity</b>	<b>% with SEN statements</b>	<b>% with SEN total</b>	<b>% pupils with EAL (provisional 2008)</b>
<b>National Average</b>	-	-	-	-	2.0%	20%	14.4%
<b>LA Average (Jan 08)</b>	-	-	-	-	1.5%	18%	2.6%
<b>School (Sept. 08)</b>	0	274	0	610	1.4%	38.7%	4.7%

<b>3. Ladymead Community School – Basic characteristics</b>							
<b>2008</b>	<b>Pupils on Roll (3-11)</b>	<b>Pupils on Roll (11-16)</b>	<b>Pupils on Roll (16-19)</b>	<b>School capacity</b>	<b>% with SEN statements</b>	<b>% with SEN total</b>	<b>% pupils with EAL (provisional 2008)</b>
<b>National Average</b>	-	-	-	-	2.0%	20%	14.4%
<b>LA Average</b>	-	-	-	-	1.5%	18%	2.6%
<b>School</b>	0	746	0	880	0.8%	16.8%	1.6

Somerset does not issue high numbers of SEN statements. As a result, we felt it beneficial to include figures for comparison on the total number of SEN pupils (school action, school action plus). Below is a brief statement about Somerset's interpretation of the SEN Code of Practice. The key features of the LA interpretation are:

- Explicit support for early intervention through excellent 'Provision for All', thus reducing the number of pupils requiring intervention at School Action.
- Access to support and guidance for pupils and schools by members of Somerset Support Services at School Action.
- LA designation of pupils at School Action Plus, through the allocation of additional delegated resources to support the additional needs of pupils with severe and complex SEN. The allocation follows an audit of pupil need, provision made and review processes in place, against set, and published, criteria.
- Allocation of additional resources without the need for statutory assessment, in line with the key message from 'Removing Barriers to Achievement'.
- Clear criteria for the writing of a Statement of Special Educational Need.

Key consequences of the Somerset approach are:

- The needs of the great majority of pupils are met through School Action and Provision for All.
- Fewer pupils at School Action Plus recorded, but greater certainty as to objectivity of classification across the LA. Pupils at School Action Plus in Somerset have severe and complex needs, as identified through the rigorous audit.
- Percentage of pupils with Statements of Special Educational Need are low in Somerset (amongst lowest 10 LAs in England).

<b>4. Proposed Academy – Basic characteristics</b>				
<b>Planned number of pupils (3-11)</b>	<b>Planned number of pupils (11-16)</b>	<b>Planned number of pupils (16-19)</b>	<b>Planned maximum number</b>	<b>Specialism(s)</b>
0	1050	100 to grow accordingly	1150	Science (with a focus on Health Sciences) and Sustainability
<b>Proposed opening date</b>	<b>Target build completion date</b>	<b>Building route (BSF or National Framework)</b>	<b>Faith Designation</b>	<b>Name of Sponsor(s)</b>
2010	2013	BSF	Church of England	Diocese of Bath & Wells Somerset County Council

## Section 2: The Predecessor Schools

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

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

### 2.2 Basic Characteristics – The St. Augustine of Canterbury School

School Name: The St. Augustine of Canterbury School	
School Address: Lyngford Road Taunton Somerset TA2 7EF	
Name of LA: Somerset	LA Code: 933
Type of Establishment (Please mark one with an x)	
Community School	
Foundation School	
Voluntary Aided (VA) School	x
Voluntary Controlled (VC) School	
City Technology College	
Independent	
Other (please specify)	

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

Is this a designated Faith School? (Please mark one with an x)	
Yes with faith admissions (Faith: C of E/Roman Catholic)	x
Yes – without faith admissions (Faith: )	
No	

Specialism(s) if applicable:	Science (operational)
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## 2.2 Basic Characteristics – Ladymead Community School

School Name: Ladymead Community School	
School Address: Cheddon Road Taunton Somerset TA2 7QP	
Name of LA: Somerset	LA Code: 933
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	x
Age Range 11-19	
Other Age Range (e.g. Middle Schools)	

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

Specialism(s) if applicable):	Technology
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### 2.3 School Population – The St. Augustine of Canterbury School

Admissions Number: 122		
Current number of pupils on roll as at: 02/10/08	Year 7:	30
	Year 8:	55
	Year 9:	57
	Year 10:	70
	Year 11:	62
Number of Year 7 pupils admitted in:	Sept 2005	75
	Sept 2006	52
	Sept 2007	54
	Sept 2008	30
Number of Year 12-13 students at the school in:	Sept 2005	0
	Sept 2006	0
	Sept 2007	0
	Sept 2008	0
Percentage of pupil population who joined or left the school other than at the start or finish of the academic year:	2004/05	Joined 9% Left 8%
	2005/06	Joined 7.8% Left 6.4 %
	2006/07	Joined 6.5 % Left 8.9 %
	2007/08	Joined 6.4 % Left 6.9%

### 2.3 School Population- Ladymead Community School

Admissions Number: 175		
Current number of pupils on roll as at: 02/10/08	Year 7:	144
	Year 8:	131
	Year 9:	145
	Year 10:	152
	Year 11:	174
Number of Year 7 pupils admitted in:	Sept 2005	146
	Sept 2006	135
	Sept 2007	129
	Sept 2008	144
Number of Year 12-13 students at the school in:	Sept 2005	0
	Sept 2006	0
	Sept 2007	0
	Sept 2008	0
Percentage of pupil population who joined or left the school other than at the start or finish of the academic year:	2004/05	Joined 2.7% Left 4.8%
	2005/06	Joined 4.4 % Left 5.7 %
	2006/07	Joined 3.9 % Left 5.3%
	2007/08	Joined 6.6% Left 4.5 %

### 2.4 Admissions – The St Augustine of Canterbury School

Please attach a copy of the current Admissions Policy	Attached	x
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### 2.4 Admissions – Ladymead Community School

Please attach a copy of the current Admissions Policy	Attached	x
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## 2.5 Leadership – The St. Augustine of Canterbury School

Name of Headteacher: Gail Crees (from 1.1.05 until 31.12.08) Now: Acting Head: Simon Rowe and Executive Head (p/t) Maggie Mooney (since Jan '09)
Headteacher has been in post for: Please see above

## 2.5 Leadership – Ladymead Community School

Name of Headteacher: Mark Trusson
Headteacher has been in post for: 3 years, 4 months

## 2.6 School Improvement – The St. Augustine of Canterbury School

<b>Intervention status</b> (Please mark box(es) with an x)		
None		
Special Measures		
Significant Improvement/Notice to Improve		
Warning Notice issued		
Causing Concern		x
Interim Executive Board		
Required school to enter into partnership arrangements		
Added additional governors		
Suspended delegated budget		
Please provide details: To raise standards the secondary national strategy provides support in the following areas: achievement and standards, attendance, curriculum, finance and falling rolls.		
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: St Augustine's receives considerable support from the Local Authority's School Improvement Team. This support covers: English/literacy, mathematics, science, ICT, behaviour and attendance, curriculum, finance, assessment and student tracking. St Augustine's has been identified as a 'persistent absence' school and has a persistent absence rate of 9.3%. Priorities agreed with the LA for improvement/ support are Assessment for Learning, middle manager development, SEAL, mathematics and ICT.		

Have you considered the school as part of your National Challenge submissions?	Yes	x
	No	
St Augustine's was identified as a school at risk of falling below the key stage 4 floor target and becoming part of the National Challenge as a result of its vulnerability and small cohort size. The 2008 results matched the school's anticipated results and were above the floor target.	Yes	
	No	
Does the Academy proposal form part of the support plan agreed with the department during National Challenge discussions?	Yes	
	No	x

## 2.7 School Improvement – Ladymead Community School

<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	
<p>If yes, please provide details:</p> <p>The national strategy support to all schools involves Ladymead receiving support from the Local Authority's School Improvement Team in the following areas: mathematics, science and behaviour and attendance.</p> <p>Ladymead has been identified as a 'persistent absence' school by the DCSF and is being supported by a range of colleagues within the LA. Progress is monitored by the NS B&amp;A Regional Adviser. Between 2006/07 and 2007/08 the persistent absence numbers have dropped from 9.8% to 7.2%. Currently 42 pupils (5.6%) fall within the 'persistent absence' category, 12 of whom are persistent truants.</p> <p>Additional support includes raising the level of challenge in lessons and improving the profile of teaching quality to ensure more good/outstanding lessons.</p>		

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

## 2.7 Finance – St. Augustine of Canterbury School

Does the predecessor school currently have a budget deficit?	Yes	x
	No	
<p>If yes, please provide details:</p> <p>31 March 2007 revenue budget deficit of £139k (8%)  31 March 2008 revenue budget deficit of £238k (14%)  Revenue budget deficit predicted for 31 March 2009 £308k (19%)</p> <p>The school has been issued with a Notice of Concern which makes a number of conditions. One of these is the requirement for an action plan to be formally approved and implemented to reduce the deficit.</p> <p>The deficit currently anticipated may be beyond the capacity of the school to deal with; to do so could seriously undermine the teaching and learning of the school and undermine the plans for a successful transfer to academy status.</p>		

Does the predecessor school currently have an in- year deficit?	Yes	x
	No	
<p>If yes, please provide details: In year deficit is expected to be £70k, but further action is being planned to reduce this.</p>		
<p><b>The LA should note that any deficit budget remaining at the point of school closure would not transfer to the Academy.</b></p>		

## 2.8 Finance – Ladymead Community School

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:	
Admissions Number:	PAN 210
Nursery (age 3-5):	0
Years 7-11 (age 11-16)	1050
Years 12-13 (age 16-19):	100

The secondary school population in Taunton has declined from 4708 in 2003 to 4199 at the 2008 October census and is predicted to fall further to a minimum of 3,917 pupils aged 11-16 in 2013; after which, pupil numbers are predicted to rise. The decline in pupil numbers in Taunton is mainly due to three reasons

- (i) a reduction in the birth-rate;
- (ii) a reduction in the number of pupils opting to attend St Augustine's from a faith background (the school used to lay on a coach to transport around 30 pupils from the Burnham-on-Sea/Highbridge area to St Augustine's to meet parental preference for a Church of England/Roman Catholic Secondary School; only one child now travels from Burnham); and
- (iii) the improvement in the quality of education provided by Bridgwater Secondary Schools. Secondary schools in north Taunton did, for example, have an intake of 30+ pupils from Bridgwater in 2004; marked improvements have all but halted the drift into Taunton.

Parent confidence in St Augustine's declined from 2003. Under the leadership of the recent headteacher, relationships in the school are much improved and standards have risen. However, Taunton has five secondary schools, two of which are particularly high achieving and over-subscribed. Consequently, the decline in the birth-rate has disproportionately affected those schools that draw from the more disadvantaged areas of Taunton.

The table below shows the pupil numbers and forecasts for the five secondary schools for the period 2007-2018, without any adjustment for potential additional applicants to the academy. These projections make no allowance for post 16 students.

	Castle	Heathfield	St Augustine's	Ladymead	Academy	Bishop Fox's
Capacity	1155	1125	610	875	1485	910
2007	1208	1181	345	757	1102	824
2008	1202	1167	302	721	1023	808
2009	1192	1162	305	684	989	791
2010	1183	1150	288	670	958	774
2011	1180	1154	284	643	927	755
2012	1172	1146	279	631	910	737
2013	1166	1144	272	619	891	716
2014	1172	1156	269	622	891	715
2015	1173	1153	270	624	894	718
2016	1180	1160	286	651	937	752
2017	1189	1165	300	677	977	787
2018	1192	1170	319	707	1025	821

The sponsors expect the academy to attract beyond these base predictions in the following ways:

- 1. Attracting parents in the current catchments of St Augustine's and Ladymead.**  
 October 2008 Census data reveals that there are a total of 1338 mainstream pupils of secondary age living within the combined catchments of St Augustine's and Ladymead (546 St Augustine's, 792 Ladymead). Of these, 498 are not at either St Augustine's or Ladymead (37%). The breakdown is as follows: 471 are being educated in an alternative Local Authority school (449 within Taunton, 22 outside the Taunton area), 20 within the Independent Sector and 7 are being home educated. It is fair to assume that a new academy will impact upon this trend and that there will be a greater retention of local pupils.
- 2. Providing a positive option to parents faced with over subscription at other schools.**  
 There are estimates of a minimum 30 oversubscribed places [2013] and a maximum of 80 [2018], in the Taunton secondary schools.
- 3. Increasing applications by parents from across the area who are seeking a denominational school.**  
 Currently, 58% of primary aged children attend church maintained schools in the Taunton area. The town is also supported by well-populated church communities. We anticipate that the academy will attract families from the faith community and that this will, over time, add significantly to demand for places.
- 4. Responding to the upward demographic demands anticipated in the Taunton area.**  
 The Taunton Vision assumes 900 additional dwellings close to Heathfield which is calculated to provide 130 additional secondary-aged pupils by 2015; this will "knock back" pupils into the St Augustine catchment area. Further phases of building development in this area are expected to yield an additional 3500 houses and 420 secondary-aged pupils by 2026. Planned additional housing to the south of Taunton, identified in the draft regional spatial strategy, may provide an additional 500 pupils for Castle School by 2026. These developments would all require that additional numbers of pupils be accommodated by the academy and Bishop Fox's.

Sponsors consider that these analyses provide evidence of a need for the academy to be built with 7fe, total roll 1050 at 11-16.

The sponsors will consider the diversity offered to parents by the academy's Church foundation, while maintaining a clear imperative to serve the local community. In the event of over-subscription we anticipate offering up to 25% of places to the faith community.

Post-16 provision at the academy will provide complementary courses to the existing post 16 provision in the Town. We do not intend to replicate provision, but will provide appropriate courses that, together with existing and planned post-16 provision across the area, will lead to a greater range of courses with higher stay on rates and higher retention rates than currently.

Two Taunton 11 – 16 schools have, via second specialism and post 16 presumption, planned for post-16 courses that derive from their specialism and the specialist diplomas. They will take in 25 pupils initially and grow to a maximum of 50 pupils per cohort. It is intended that the academy similarly realise a maximum of 100 post 16 pupils (50 per cohort) related to its specialisms.

As described in section 3.11, the 16-19 offer will be part of co-ordinated, area-wide provision. Students of the academy will access core courses at the academy and the academy will provide some specialist courses for the area. Students will select their full range of choices from provision in other institutions. Transport will be available to ensure access.

### 3.2 All-age Academies

If the Academy would provide primary school places, please provide the case 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 would fit with the LA's strategic plan for nursery education: N/A

The Wyvern Nursery (Local Authority run) is already in place on the Ladymead School site and crèche facilities are available on the adjoining Wellsprings Sports Centre. This arrangement is proposed to continue.

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

2010

### 3.4 Target Build Completion Date

2013

### 3.5 Specialism(s)

The Academy would specialise in: Science (with a focus on Health Sciences) and Sustainability
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### 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.
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Confirmed	x
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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").
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Confirmed	x
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The Academy would take up its place on the local admissions forum:
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Confirmed	x
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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:
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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 :
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The sponsors believe that the exact definition of criteria should be confirmed during feasibility and in consultation. The sponsors will review the potential of any approach which provides for a balanced intake and supports admission of pupils from the local community; in that context they will review 'fair banding' during feasibility.
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### 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.
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Confirmed	x
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### 3.8 Special Educational Needs (SEN)

Please confirm that the proposed Academy's SEN policy would have regard to meet the requirements of the SEN Code of Practice.	
Confirmed	x
<p>The County Council is taking the opportunity provided by the Building Schools for the Future (BSF) programme, to co-locate, where possible, special schools on the sites of secondary schools. The Council is committed to inclusion. Consequently, during feasibility, consideration will be given to the co-location, onto the academy site, of Selworthy, a special school primarily for pupils with severe learning difficulties, but also catering for those with moderate learning difficulties and additional needs, including those with autism and those with profound and multiple learning difficulties.</p> <p>Selworthy is currently located ¼ mile from St Augustine's and less than a mile from Ladymead. It is a good school with outstanding features. Its current site is cramped with a number of temporary classrooms. Co-locating Selworthy with the academy would increase the inclusivity of the academy as well as better providing for the local community. Selworthy has 46 pupils on roll aged 2 to 16 with an additional 22 in the sixth form. It is oversubscribed and in January 2008, OFSTED described it as going from strength to strength with 'pupils at the centre of all that the school does.'</p>	
If proposing to include an SEN Unit please confirm that it would form part of the Local-Authority wide provision for SEN and that the LA would bear all costs (capital and revenue) of this provision.	
Confirmed	x
N/A	

### 3.9 The National Curriculum

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

### 3.10 Behaviour Partnerships

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

### 3.11 Vision

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

#### **The Taunton Academy**

The Taunton Academy will transform the outcomes of education, its provision and delivery, for children, young people and the community. It will do this by bringing together a broad and powerful coalition of sponsors and educational partners who together will drive improvements in standards and develop a new dynamic for learning.

The Taunton Academy will focus on the individual in the community. Its central characteristic will be the commitment to every child's achievement and wellbeing and this will be reflected in the academy's relationship with the community it serves. The design of the academy and individual learning pathways will challenge expectations and promote the personal and spiritual health of every student, and by extension, their family. Raised self-esteem and aspiration will be the academy's hallmark, promoting achievement well beyond current expectation. The academy will embrace a Christian ethos drawn from the ecumenical vision of the church sponsor – the Diocese of Bath and Wells and partnership with the RC Clifton Diocese and Methodist independent school partner, Queen's College. This distinctive Christian ethos will be exemplified by students believing in themselves, belonging to their different communities and becoming successful and aspiring individuals.

This will be a Church of England academy, inclusive to all its community, welcoming children and young people of all faiths and none. The academy will be at the centre of its community; it will raise the aspirations of young people and develop effective progression routes so that they fulfil their potential and play a valuable role in the economic development of Somerset and beyond. The academy will successfully engage with its community by providing a range of services including childcare, parental support, family learning and health advice; it will act as a resource for its community.

The academy will develop a dynamic learning environment and new practice through its new specialisms. Science [with a focus on Health sciences] will extend the specialist work already established in science, technology and IT, by providing a new focus which reflects the local community's employment, research and development profile. The second specialism, sustainability, will establish the institution as a leading example of the 21<sup>st</sup> century priority to combine technology and development with a complete commitment to environmentally positive and sustainable solutions, and build on the work of its successful FE provider, Somerset College.

The academy will:

- Have a clear and positive ethos central to raising aspirations and achievement;
- Have an unrelenting focus on every child's learning, achievement and standards;
- Make 'success for all', especially in core subjects English, mathematics, and science, a priority, ensuring that all students have the competencies necessary to succeed across their curriculum;
- Break down barriers to learning through a well-developed programme of personalised learning which ensures every child's progress is tracked, supported and provided for;
- Provide out of hours learning for pupils and community through additional classes and online learning;
- Have a pastoral system which embraces learning, organised into vertical tutor groups or 'houses', and identifying a 'learning mentor' for every child;
- Focus on family relationships and the involvement of the family in each child's education;
- Be inclusive;
- Develop a 21st century dimension to science education;
- Exemplify sustainability, in its values and in its practice;
- Expect every child to be effective, contributing citizens within the academy and wider community;
- Provide high profile and accessible leadership, offering visible and active management.

#### **Key areas of focus in raising achievement**

A key priority for the academy will be the swift delivery of improved student performance in core subjects. This will ensure that attainment first reaches and then exceeds the county average performance as assessed by 5+A-C [including English and Mathematics]. Improvements will also be evidenced by a similar performance improvement in CVA. Demanding targets for these improvements will be determined during feasibility.

The academy will deliver these improvements by continuing, and developing further, close and practical working with primary partner schools, planning joint intervention strategies within the area Community Learning Partnership and introducing appropriate additional support for students.

Cognitive assessment tests and Key Stage 2 test scores show that literacy levels in both schools are well below national average on entry to Year 7. The academy will work with primary partners to identify literacy concerns from reception years and provide resources and expertise to develop literacy improvements from those early years. This will reflect the work of the multi-agency Area Planning Group that will target resources to improve outcomes for young people in the Taunton Deane area.

The academy will work with its primary partners to identify personalised programmes to support literacy and numeracy as children move through Year 6 into Year 7. The academy will develop extensive online and personalised learning support which will focus, as appropriate, on the individual student's needs in core subjects and be sustained into transfer into Year 8 as appropriate.

The academy will also embrace the need for adult and family learning through outreach work and taught courses including adult and family literacy and Open University courses to help adults support their child's learning both practically and culturally.

The academy will integrate spiritual development throughout the curriculum, recognising recent research that has shown to engage students more fully in their learning and thereby raise standards. Students will, for example, explore fully the ethical considerations of health and sustainability issues and be exposed to expert tuition in these fields.

The academy's pastoral system, learning mentors and its attention to communication and family links, will support and facilitate the planned improvement. Pastoral and community links will enable the academy to support the well being of all students. The academy will develop a close and active working relationship with its multi agency partners, to support other improvements, for instance in attendance. The church sponsor expects to contribute additional capacity to the nurture and support of individuals through its well-established voluntary services. This will include a range of extended services for both children and young people, mentoring programmes and family support.

This focus on individual, personalised learning and a pastoral system structured to recognise and support individuals, reflects a central key intention of the academy that it will exemplify and practice the principles that every child matters. These principles mirror the ethos and commitments of the sponsors and will be a guiding principle for the academy ensuring its commitment to community welfare and the expectations of the Children's Plan.

### **The Academy Specialist Identity**

The new specialist identity of the Academy will be central to the transformation. Science, through health, is a huge area of employment within the community, encompassing areas such as nursing, pharmacology, physiotherapy and psychology at degree level and support areas such as catering, domestic support, reception staff, IT, finance, management and administrative support. This specialism will provide a new focus for learning at the heart of the academy and will establish a clear identity for the academy with all of the different agencies, employers and the community.

Sustainability is a central concern for our society and a focus for young people. As a specialism it will challenge both the traditional approaches to delivering education and the conventional approaches to institutional organisation and decision-making.

The academy specialisms of Science (with a focus on Health Sciences) and Sustainability will:

- Maximise impact on learning through offering whole school focus and new dimensions for learning;
- Meet a key concern of students and local community and reflect a significant proportion of local employers' agendas;
- Promote the sponsors' and partners' values and ethos;
- Provide diverse yet complementary specialisms in the Taunton area.

Science provides a critical framework to promote pupils' understanding through inquiry and investigation of the world in which they live. It provides the potential for rigorous study which will underpin and support their learning in the wider curriculum. Science provides scope for the development of highly valued skills, knowledge and understanding as well as the acquisition of formal qualifications, both academic and vocational, which will lead to increased employability in the Taunton area, and access to further and higher education.

The focus on Health Sciences will provide an additional dimension accessible to all pupils. It will also provide extension areas which will enable research and specific vocational developments at 14-19, as well as complementary work placements in the community. The focus will exemplify aspirations in practice for this community and will demonstrate this for every pupil as well as for some pupils' specialist interests.

Biomedical developments will support teaching and learning through specialist input and the academy's staff will work alongside other teachers, the Primary Care Trust, parents and the community to design teaching, learning and assessment materials that bring to life the health-related aspects of the academy's curriculum. The sponsors welcome the contribution and commitment of the Primary Care Trust to this work.

The academy will use new technologies to promote the personal health and fitness of each student. This will be supplemented by the excellent sporting provision that already exists in the neighbouring Wellsprings leisure centre and new partnerships with secondary and independent schools. Multi-agency programmes will robustly challenge smoking, address the current high occurrence of teenage pregnancy and ensure that each student leaves the academy able to understand the importance of nutritious food. Additionally, as a result of a shortage of production capacity in local primary school kitchens, it is hoped at feasibility to consider the academy having a production kitchen to provide hot meals to neighbouring primary schools.

The academy's vision includes an ambition to incorporate a health centre onsite – bringing in the community to school as well as providing work related learning opportunities for the students of the academy as part of a working health environment. This would supplement the Wyvern Nursery, already on site, which provides child care provision and real life linkage to the world of care for existing students. The Local Authority as sponsor is also considering the potential to provide some specialist SEN provision on the academy site. Together, these proposals are evidence of the commitment to the academy being both a community provider and a developer of new relationships between workplace and school.

The commitment to Sustainability will be evidenced in every aspect of this proposal; the academy building will reflect the highest environmental and ecological standards and will offer future proofed solutions; the principles and practice of learning will exemplify planning for flexibility; the curriculum will reflect sustainable values and the institution will operate in accordance with the same.

The specialism of Sustainability will provide young people with the opportunity to understand issues that are high profile within our society today. By embedding sustainability within the curriculum and ethos of the school, young people will be able to identify the links which Christianity and other faiths, recognise with sustainability and understand the connection between God, humanity and the environment.

Students at the academy will be able to identify how to reduce their carbon footprint, live within environmental limits, maintain a sustainable economy and ensure a healthy and just society. They will have opportunities to participate through 'hands on experience' in community allotments and regeneration projects. Sustainability will link closely with the science specialism through the use of technologies provided through Somerset College's Genesis Centre and Viridor's waste management to understand sustainable construction and waste opportunities. Sustainability will also feature within the society, health and development diploma through understanding how to maintain a healthy and just society. As a result it is hoped that students at the academy will be champions for sustainable living and maintaining quality of life for future generations.

It is the sponsors' intention that during feasibility the full potential of sustainability is explored as a cross-cutting theme and principle of practice. The design of the new site and building will reflect sustainable practice and young people will be directly involved in contributing to those design principles and practice thus ensuring a full commitment. Institutional practice organisation and administration will be designed to reflect those same principles and this may have impact, for instance, on the organisation of the school day, and use of academy resources. Each curricular area will be required to consider the implications for learning content and practice and sustainability will be reflected in the definition of all academy policy.

Communication with existing and new school partners abroad in order to promote global identity and internationalism will also be an important part of this. The academy will use International Links and standards, GLADE (The Centre for Global and Development Education), based in Ilminster, BREAM standards for sustainability and the Healthy Schools standard to help develop and direct these aims.

Health and Sustainability matter to everyone and the academy will work together with partners to transform the behaviours, beliefs and attitudes of our young people and those who facilitate their learning.

## **The Academy Partnerships**

The academy cannot bring about this transformation on its own. It will work with all the other members of the community of health service providers and those companies and organisations that provide goods and services to the NHS. Taunton has very strong progression routes and high employment in the Health industry, including a large hospital. The academy intends to provide high quality health service related work experiences for all 15 year olds and high quality health service related work-based learning internships for all 17 year olds following post 16 provision related to Health. The academy will seek to extend high quality, practical, vocational learning opportunities to parents, families and the wider community.

Somerset Primary Care Trust is committed to working in collaboration with schools to deliver the interventions required within the education setting to achieve the aims detailed in the Public Health White Paper, of:

- supporting all children and young people to attain good physical, sexual and mental health;
- reducing health inequalities by helping all children and young people make healthy choices and addressing the wider influences that can undermine these choices;
- ensuring that children and young people develop a good understanding of how they can balance the opportunities and risks on choices that impact on their health as they grow up.

In addition to the universal support to vulnerable families, those with SEN and action to child protection issues, School Health Advisers will:

- support the emotional health and well being of all children and young people and young people in crisis (issues such as pregnancy, unprotected sex, drug use and self-harm);
- support the development of the Personal, Social and Health Education (PSHE) curriculum to assist with health education and the sponsors' ethos;
- support the academy in local health initiatives such as 'Feel Good Stay Safe' drug education programme and health weeks.

The Primary Care Trust is already planning to test a new model of health promotion within the schools re-provided within the Bridgwater Building Schools for the Future Programme. The Primary Care Trust would look to replicate this in the academy and provide an innovative approach to the delivery of health promotion messages to children and young people, including a range of health promotion activities and health services for parents and the wider community, where a non-medical setting is appropriate and desirable. This may include services such as:

- support and information for long term conditions
- expert patient/ support groups;
- health trainers;
- a range of activities promoting health and well being.

Somerset College, alongside its validating university and strategic partner the University of Plymouth, provides the full range of further and higher level progression, working through to Foundation degrees and Honours degrees. Of particular relevance is the large Health and Social Care provision which is delivered from level 1 to levels 5/6 and includes Apprenticeships, NVQs, Diplomas, Foundation degrees and Honours degrees. Much of the provision is employment based, giving good access to an external network of employers and employment opportunities.

The University of Plymouth Nursing Faculty is based at the Taunton campus and both the College and the University are already working extensively with the Musgrove Hospital. This expertise in applied vocational learning will be shared with the academy to develop school based provision which will provide clear progression routes in vocational and academic learning, including the provision of Apprenticeships, NVQs and Diplomas through to relevant Foundation and Honours degrees. The College is a key partner in the regional development and implementation of the 14-19 Diplomas. The Health and Social Care Diploma will be one of the first to be introduced in that line. Education for sustainable development will be a key component of the academy's core curriculum and will be integrated into the curriculum through projects and activities which motivate and inspire young people to grasp the intellectual and practical application of sustainability practice.

The academy's partnership with Viridor, a major waste management company in the south of England, located as a large employer here in Taunton, will enable projects and placements to have a real significance. General education and awareness will be backed by clear links to employability outcomes. Integral to this is the use of the Somerset College's Genesis Centre, which is a £2m construction to promote sustainable education in the south west. With the combined aims of intellectual enquiry, raised understanding and practical application, the partnership will strengthen each pupil's opportunity to excel in their understanding of sustainable education.

In May 2002 Somerset College of Arts and Technology (now Somerset College) achieved a Centre of Vocational Excellence in Construction (Crafts, Professions and Sustainability). It is the only Centre of Vocational Excellence (CoVE) recognising Sustainability in the Country. The College has a long established history of providing Construction training and education to the region. One of the key objectives of the CoVE is to embed sustainability in all the construction curriculum and promote sustainable education.

Viridor, as one of the UK's leading Waste and Recycling companies with its head office in Taunton, is keen to demonstrate support for the academy. The involvement initially would be in an advisory capacity, supporting the Governing Body or providing advice on matters of sustainability as a specialism or guidance on local environmental projects and initiatives. Viridor would also wish to provide input into the construction of the curriculum to showcase the industry as a viable career path, demonstrating opportunity, raising aspiration, and giving ideas around subjects which could lead to a career in the emerging environmental and/or sustainability sectors. Work experience placements would be supported where viable as would visits to local operational sites to highlight the work that is done and the importance of waste minimisation and recycling in the community. Viridor is working with Somerset College on the development of apprenticeships, which again may provide vocational options for academy pupils.

The sponsors are committed to creating a network of high quality partner schools from the maintained and independent sectors to collaborate with the academy. Both dioceses have identified key high performing schools which contribute to active partnerships for the academy. The networks will allow for extensive exchange of 'good practice', including support for gifted and talented programmes. It is planned that there will be opportunities for continuing professional development and management development schemes.

The academy's primary educational partner, Queen's College, is a high performing independent school within Taunton. Queen's College, will explore the full potential of a new relationship with the academy during feasibility. It is anticipated that both institutions will significantly benefit from the partnership.

Queen's College will use its experience to develop a system of pastoral care for students beyond the school environment and the traditional school day, helping to develop a rich co-curricular programme and a breadth of extra-curricular opportunities. This contribution will build on the existing links with St Augustine's, most notably in providing specialist opportunities for gifted and talented young people and developing aspirations that address the needs of the whole person. There is also great potential for the academy to benefit from the expertise that Queen's College has demonstrated in the performing arts and both institutions will benefit from sharing approaches to sport.

There will be potential for jointly developing alternative qualifications post 16, for example the International Baccalaureate and the Cambridge Pre-U. Queen's College students may also benefit through access to alternative learning opportunities generated by the Academy specialisms.

The high quality professional development which will be provided for the academy staff in advance of the academy opening will provide opportunities for collaborative professional development with Queen's College in the use of IT and a broad range of teaching and learning models.

There will be wider benefits to Queen's College and the community from the partnership which include the opportunity to fulfil its Methodist mission by serving the wider community of Taunton through the Academy and to develop further the relationship between the Methodist, Anglican, and Catholic churches thus providing a significant contribution to community cohesion.

#### **14-19 developments**

The academy will be part of the Taunton Deane and West Somerset 14-19 partnership, one of 4 local partnerships within Somerset. By participating fully in these arrangements, the academy will enhance choice and inclusion as well as playing a key part in raising standards, not only for the school, but for all students in the area.

The specialisms of Science, with a focus on health sciences, and Sustainability will be key to the academy's 14-19 provision. It is expected that the academy will take the lead within the Taunton Deane and West Somerset partnership to ensure access to the Society, Health and Development diploma. This would complement those diplomas currently planned to be offered within the consortium and link with all aspects of the Every Child Matters agenda. The Society, Health and Development diploma will also carry with it opportunities for relevant employer engagement from key partners through curriculum planning and work related learning. Moreover, sponsors are committed to taking advantage of 14-16 and post 16 apprenticeships to help meet the national entitlement and meet the needs of the local community and employers such as Musgrove Park Hospital.

The academy will explore in feasibility the development of a broader and more differentiated 14-19 curriculum through an on-site vocational centre, with the PCT being closely involved in the design, set up and delivery of these programmes of study.

The academy will provide a range of courses that, in conjunction with significant partners such as Somerset College, will develop from introductory courses and NVQs into links with HE which ensure progression and continuity into diploma and degree-level work for health care workers and other professions allied to health and medicine. The academy will lead in the area of health, providing the appropriate specialism and facilitation to ensure all 14-19 year olds in the area can access courses provided by the academy, independent schools, partner secondary schools, FE and HE.

During feasibility, other areas of academy contribution to post 16 delivery will be identified which would be supported by the academy's potential strengths, ethos and specialisms, for instance RE and Philosophy.

Through links with our partners, Queens College and Richard Huish Sixth Form College, a wide range of options will be available for the Post 16 curriculum. Video conferencing will be utilised to extend the range of A-level subjects offered. For example, the introduction of critical thinking and resources shared via Virtual Learning Environments. Alternative courses to A-levels will also be considered including the AQA baccaulaureate, Cambridge Pre-U and the International Baccaulaureate.

Our FE College partners will play key roles in resourcing this wide range of rich learning pathways beyond 16, 17 and 19 for the full range of learners in Taunton. This will include access to specialist facilities such as research and development centres that will inspire those students indicating real interest in medical, clinical, nursing or technical health services.

Somerset's NEET figure at 3.8% (December 2008) is low, but currently a higher proportion of NEETs come out of the two predecessor schools than from other Taunton schools. The academy's provision of post 16 courses will be designed to counter this situation by providing appropriate access routes to post 16 provision in the local community. Further detail on this will be explored at feasibility.

### **Approaches to Learning**

The Taunton Academy will develop an innovative curriculum that supports and develops its central principles. Approaches to learning will be personalised, flexible and not limited by structures; they will be inclusive, matched to pupil needs. The academy presents a unique opportunity to design and implement a curriculum that reflects local context and meets the needs, capabilities and aspirations of young people in Taunton.

IT and the development of existing virtual learning environments will form a key part of the personalisation and inclusion agenda around learning. The academy will place itself at the leading edge in the use of IT to underpin and support its learning culture. IT will be embedded in every curriculum, administrative, communication and management area. The systems and infrastructure will be designed to provide flexible and personal access to learning resources for all students. It will enable both independent and supervised study by students, both on-site and in their homes. The academy will use all aspects of IT to facilitate the development of students as independent learners. The effective engagement of pupils through the stimulus of new technologies cannot be under-estimated.

The design of IT and learning systems will recognise the need for sustainable, flexible solutions which can be responsive to the future learning needs of the academy and wider community; personal computers and virtual learning environments will be a key to this flexibility. The plans for IT will recognise the specialist ambitions of the academy and will enable links to areas of research and development in the Somerset area, for example Hinkley Point or the Hydrographic Office.

Every student will have an individual learning plan that tracks performance, personal targets, and a curriculum that is appropriate for them. Learning Mentors will enhance the innovative delivery and ensure all pupils achieve their potential no matter what their ability. Excellent learning support provision will be central to the academy and will support those with specific difficulties as well as those who are gifted and talented. By building on the strong learning support provision of the predecessor schools and gifted and talented programmes already in use with partner independent schools, the academy will ensure all achieve at least their potential - many outstripping initial targets.

The Every Child Matters agenda will be enabled by this practice in learning. Communication and contact with families and family support services will be embedded in academy practice. The pastoral systems will reflect the same principles. The new academy will be based around smaller learning units and will consider the 'schools within school' model.

Feasibility will consider the relevance of key stage boundaries. The academy will review the potential of a flexible approach that will enable students to take internal and external qualifications when they are ready to do so. The academy will consider developing a competency based curriculum to utilise different forms of assessment around the health agenda. This could include a focus on areas such as diet, basic food preparation, school farming and food growth, exercise and alternative health therapies. Feasibility will review the potential for developing other competency based programmes, where innovative teaching and learning strategies focus upon the skills required for effective learning, which might include communication skills and information management, team working skills, independent enquiry, physical skills and intrapersonal skills, for example.

The academy will provide a personalised learning route for every student, providing accelerated learning routes that combine vocational courses, a range of specialised Diplomas, Youth Apprenticeships and GCSEs, AS level and A2 modules in order to match the assessment to the learner's needs and progress.

### **Developing successful and distributed leadership**

Successful and sustainable distributed leadership will be developed and exercised at all levels within the academy, by both staff and students, in order to provide a confident and adaptable community able to meet the changing climate of education and employment in a rapidly evolving local and global environment.

The leadership will be visionary, but rooted in the delivery of realistic aspirations that will secure educational achievement for every student in the academy. Leadership must be able to inspire and motivate all involved in the school to work together towards achieving the expressed ambitions of the sponsors and of the community for the academy. This will require identifying potential leadership qualities in staff at all levels within the school, and among students, parents, community, and education and business partners.

A key element of the planning for implementation is to provide comprehensive and continuing professional development which will enable the workforce in all its elements to develop the ambitions for the academy. Focus on IT, on flexible learning systems, on personalised learning, on mentoring, on literacy and numeracy support programmes and in particular, on the ethos and values of the new academy, will all be central to success.

The new academy will:

- Invest in training for all staff to ensure they are well prepared and supported to play their part in achieving success for all;
- Provide a 'leadership' training and development programme that will enable staff to recognise and develop their own leadership potential and the leadership opportunities presented through their working life within the academy. This programme will have a key role to play in succession planning within the academy;
- Recognise and nurture leadership within all parts of the school community and provide leadership development opportunities for governors, parents and community partners;
- Develop leadership opportunities for students within and beyond the curriculum to ensure every student is able to develop higher personal potential in this area;
- Give prominence to the 'student voice' so that student leaders are able to take a genuine role in decision making within the academy;
- Work with partners and stakeholders to enhance the quality of leadership within the academy, creating opportunities to benefit from the skills and experience of successful leadership from within the wider educational and business communities.

## **The Academy In Its Community**

The academy will be a hub for the local community. There will be provision for sessional childcare for vulnerable families and for parents' learning within the academy. The development of a 'Youth Club' based on the site to manage leisure and learning activities for local young people is to be considered during feasibility; this would make use of the existing sports facilities and the specialist learning provision. At present there is no effective 'Young People's Centre' in this area.

The academy will house a drop in centre for local families who need to access specific advice and guidance. This could be in relation to health and well being, personal finance, pastoral counselling (including that offered by Chaplains) or by meeting with the Community Police Support Officer (CPSO). There will be a social space available to the local community housing a healthy eating café. The community will also have access to a Restorative Justice service based at the school.

The academy will offer fully extended school services. This will focus on supporting such areas as the parenting skills of individuals and families, to share experiences and provide support; family learning, to support literacy and numeracy improvements; breakfast and post school provision to support extended learning and allow working families to be supported.

The academy will support and encourage local Eco projects and use their specialist knowledge and experience to develop understanding of issues relating to sustainability with our partner primary schools and the other Taunton Community Schools. This work will be enhanced by our partnership with Viridor. Partnership work will also extend to working with the County Council's DLO on such as joint community allotment projects.

## **Spiritual Leadership**

The church sponsor places a high value on the spiritual health of all members of the academy community. The academy's staff will be central in the promotion of its ethos and it will be important for staff to be in sympathy with the Christian ethos and values of the school and for this to be taken into consideration in the appointment of the academy's leadership. Given the church status of the academy, the sponsors would expect the Principal of the Academy to be an active member of a Christian church, fully supportive of the Anglican foundation. The head of Religious Education may be a 'reserved post' for a member of the sponsor Christian denomination. The precise terms of these and other significant leadership posts will be discussed during feasibility.

The academy will enjoy the benefit of support from local faith communities, for example in relation to mentor programmes, worship, extended services and other voluntary activities. The academy will provide a hub for community ecumenical work with a vibrant Chaplaincy and a focus on community celebration and service. Students of the academy will be expected to take an active part in their local community whilst developing through charity work an understanding of the global dimension.

## **Governance**

The governing body will comprise representation from the sponsors and key partners, the business community as well as selected individuals who can contribute particular skills to the delivery of the academy's vision and function. It is expected that the governing body will therefore comprise appropriate representation from the Church of England, Roman Catholic Church and Somerset Local Authority, the Primary Care Trust, Viridor, the local community and educational partners, as well as from parents and staff.

The strategic direction of the academy will be the responsibility of the governing body and be informed by:

- the Christian foundation, providing a distinctive education in which Christian values and activity are integral to the life of the academy;
- the local community served by the academy;
- the particular contribution of partners, notably in the areas of educational achievement and the academy's specialisms of Science (especially Health Science) and Sustainability.

The sponsors are committed to enabling an effective parental contribution to governance and to developing policy and practice. In order to ensure that a wide representation of views can be provided, the sponsors intend to establish a Parent Council as an extension of the parent membership of the governing body. The Parent Council will be able to provide direction and support for the leadership and governance of the academy.

In similar style, the sponsors wish to enable the Student Voice to have an active influence on policy and practice. Student Voice will be an essential part of the development of the academy and its ongoing governance. The inclusive ethos and values of the academy, its commitment to all individual students and its core values in sustainability, will all require the close involvement of the learners as participants and contributors. During feasibility various models of student representation will be explored.

#### **The Charitable Trust Fund**

The sponsors will ensure that the endowment is used to facilitate aspiration and overcome barriers to learning and achievement. They wish to maximise the opportunities to support personalised pathways in the chosen specialism or other areas and this would include additional support for the development of specialist knowledge and access to particular career paths, vocational training or higher education courses. The endowment will seek to redress disadvantage by enabling access to provision and supporting aspiration.

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

### **4.1 Site Basics**

The Academy would be located at the following address:

Ladymead Community School  
 Cheddon Road  
 Taunton  
 Somerset  
 TA2 7QP

The approximate size of the site to be transferred to the Academy Trust is: 6.169 Hectares

Please confirm that the proposed Academy would have access to playing fields of a sufficient size to deliver its proposed vision and curriculum?

Yes

x

If no, please explain how would the PE curriculum be delivered:

Please provide details:

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

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

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

**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	
<p>If yes, please provide details and confirm that you would abide by PfS guidelines regarding contributions to the capital cost of the Academy project.</p> <p>N.B. Although none of the site of the Ladymead School site is to be disposed of, part, or all, of the site of the present St Augustine's School would be available for disposal. The playing fields of that school are owned by the LA, the remainder including buildings, is owned by the Trustees. Both parties would comply with the PfS guidelines. Total site area is 5.522ha, with buildings total gross floor area of 5,123m<sup>2</sup>.</p>		

## 4.3 Site

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

Ladymead Community School is predominantly a 1960s two-storey block of steel-frame construction. Permanent additional blocks were provided in 1974 (RSLA) and 2001-04 (steel-frame). A Local Authority Leisure Centre was built on the school site in 2004. The total gross floor area of the school is 6,682m<sup>2</sup>; including 725m<sup>2</sup> of the Leisure Centre floor area available to the school for curriculum purposes. The buildings are in a generally satisfactory condition.

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:

No discussions held

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)

It is possible that the Local Authority would wish to co-locate with the Academy a Special School. There is currently no such provision at either Predecessor Schools.

Not applicable (mark with a x)

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

Unlikely to be required as St Augustine's school would remain available for decant purposes.

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

#### 4.4 Building and Procurement

The Department intends to deliver all procurement through Partnerships for Schools (PFS) and Local Authorities.

If approved, this Academy would be procured through: (Please mark one with an x)

BSF Local Education Partnership

x

PfS National Framework

## Section 5: Agreements

### 5.1 Sponsor Agreement

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

Name of Lead Sponsor: Diocese of Bath and Wells Amount of sponsorship to be contributed:
Name of co-sponsor Somerset County Council Amount of sponsorship to be contributed: N/A
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:
Governance arrangements i.e. composition of the trustee board and the governing body: Please see comments in section 3.12  <b><i>Please note: sponsors other than local authorities would appoint a controlling majority of the governing body</i></b>

The categories of sponsor listed below are exempt from having to make a financial contribution to the endowment fund. The Department would still expect the Academy Trust to establish the means of receiving donations. Please indicate if the sponsor/s falls into any of the categories below:	
Existing sponsor who has already contributed £2 million as financial sponsorship	x
University/College	
School or other educational establishment	

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

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:

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

The local authority would follow DCSF guidance for local authorities and governing bodies on closing a mainstream school. This would be done in liaison with the Diocese of Bath and Wells.

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:

i. to meet all costs – including any severance, redundancy or associated pension costs associated with any restructuring resulting from or arising out of:

- an Academy inheriting staff from more than one school
- Academy operating on fewer sites than predecessor school(s);
- Academy offering fewer places than at the predecessor school(s);
- the predecessor school(s) being overstaffed; or
- the predecessor school(s) running at a deficit.

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

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

Confirmed	x
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### 5.3 Neighbouring Local Authority Agreement

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

### 5.4 Governing Body Agreement

Is the Governing Body of any predecessor school(s) content with this proposal?	Yes	x
	No	
	N/A	
Where applicable please provide details:		
<p>The Ladymead Governing Body has had a series of meetings to discuss the academy proposal. The meetings have included information sharing such as Headteacher and senior leadership visits to academies, Assistant director of Southwark diocese question and answer session and an academy consultant with previous DCSF academy experience providing information on the feasibility stage. The Governors also conducted a survey of stakeholders. This proved to have a low return, but with very little negativity about the proposal. Ladymead have been fully represented at the visioning sessions and vision creation within the expression of Interest.</p> <p>On 10 December 2008, the Governing Body voted on approval of the expression of interest and to move into the feasibility stage. 16 out of 18 Governors were present. The two who were unable to attend sent their vote in by proxy, via the Clerk to Governors. The votes were counted by the clerk with a 15 to 3 vote in favour of accepting the expression of Interest and moving into feasibility. It was requested that the Headteacher discuss the admissions (over subscription) criteria for the academy, with a further consideration of increasing the ratio of community places to faith community places.</p> <p>The St Augustine of Canterbury Governing body met on 6 January 2009 and voted on the expression of interest to create an academy school. 12 of the 14 Governors were present and there was a unanimous vote in favour of moving towards feasibility and in support of the expression of interest document. Although sponsors are proposing the use of the Ladymead site, it is hoped this will be fully explored during feasibility.</p>		

### 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	x
	No	
	N/A	
Where applicable please provide details: The Diocesan Board of Education met on 19 December 2008 and voted to approve the Expression of Interest and move to the feasibility stage. The proposal was supported unanimously.		

## 5.7 Site and Building

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

The Department has put out a tender on the open market for the Project Management of Academy projects. Please confirm that all parties would be content for a Project Management company to be selected from the DCSF framework.		
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:		

## 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:

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(For and on behalf of the lead sponsor)

Name in full:

Position:

Date:

Signature:

---

(For and on behalf of the co-sponsor)

Name in full:

Position:

Date:

Signature:

---

(For and on behalf of the Local Authority)

Name in full:

Position:

Date:

## **Section 6: Contact Details**

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

Address:

The Education Department

Diocese of Bath and Wells

The Old Deanery

Wells

Somerset

BA5 2UG

Email:

Tel:

Mobile:

Fax:

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

Address:

Children and Young People's Directorate

Somerset County Council

County Hall

Taunton

Somerset

TA1 4DY

Email:

Tel:

Mobile:

Fax:

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

Address: as above

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

Address:

Ladymead Community School

Cheddon Road

Taunton

Somerset

TA2 7QP

Email:

Tel:

Mobile:

Fax:

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

Address:

St Augustine of Canterbury School

Lyngford Road

Taunton

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TA2 7EF

Email:

Tel:

Mobile:

Fax:

