

**Annex – Richard Rose Academy, Cumbria 2
Expression of Interest**

<p>Exemptions in full</p>	
<p>Partial exemptions [if any]</p> <p>Exemption under Sections 40</p>	
<p>Factors for disclosure of...</p>	<p>Factors for Withholding</p>
<ul style="list-style-type: none"> • Further understanding of and increase participation in the public debate of issues concerning Academies • To ensure Transparency in the accountability of public funds 	<ul style="list-style-type: none"> • To comply with obligations under the Data Protection Act.
<p>Reasons why public interest favours withholding information:</p> <p>Whilst releasing the majority of the Eoi will further the public understanding of Academies, the whole of the Eoi cannot be revealed. If the section redacted was to be revealed under the FOI Act, Personal Data interests would be prejudiced.</p>	

CARLISLE ACADEMY

IN CUMBRIA

20 FEBRUARY FINAL SIGNED DRAFT EXPRESSION OF INTEREST FOR AN ACADEMY

Section 1: Executive Summary

1.1

This is a proposal to provide a single all new Academy in Carlisle to replace North Cumbria Technology College and St. Aidan's County High School.

The two main sponsors involved in the funding and creation of the new Carlisle Academy are Brian Scowcroft, Chairman of Kingmoor Park Properties Ltd and Andrew Tinkler, Chief Executive of WA Developments International Ltd and Managing Director of Eddie Stobarts. However, both sponsors are keen to harness the input of the wider business community in Carlisle to help fund community based facilities that will be linked to the Academy to develop a sense of "ownership" amongst the wider community. Sponsors will explore the use of city centre sites, the current Harraby site and primary school sites for outreach work during the feasibility stage. A particular emphasis of the sponsors will be to build parental engagement with the project starting in the feasibility stage with a range of events including meetings with parents and their children. The sponsors' intention is to begin to turn around local expectations within families of what young people can achieve at school and what benefits further and higher education might bring in the immediate and long term future life of students.

The sponsors have sought the support of an education partner to help promote the success of the new Academy. The New University of Cumbria (formed from the merger of St. Martins College, Lancaster and the Cumbria Institute of Arts) will support the Academy project with curriculum development and training as well as assistance with governance. A letter from Professor Chris Carr is attached to this Expression of Interest to confirm the education partner support. The sponsors are pleased that the University of Cumbria will accept positions on the governing body of the new Academy, as part of their contribution as an education partner.

The new Academy will be a co-educational 8 FE 11-18 school with 1500 places including 300 places in the sixth form. The site of the new Academy will be the current St. Aidan's site. The central location of the new Academy will form part of the local plan to create a Learning Village involving the two

other secondary schools adjacent to the new Academy, Carlisle College, the further education college also on the site and the intended move of the New University of Cumbria on to the central site. The Learning Village complex, with the new Academy at its heart, will play a key part in the regeneration of Carlisle centre. In addition this proposal will offer students a uniquely wide curriculum offer for 14-19 with high expectations of progression into further and higher education. The total investment into the Learning Village proposal is likely to exceed £100 million including the capital investment in the new Academy.

This proposal forms part of Cumbria County Council's wider plan to reduce the surplus places across the Carlisle area from 18% to 12% and the Academy will remove 980 places in the 11-16 age range in terms of admission numbers and 1032 surplus places using the maximum net capacity. Place planning data are attached to this expression of interest. These data have been independently validated so that the Council is secure the place reductions will leave a suitable number of places for all students for the 12 year demographic planning horizon

The specialisms will be science and sports. However the Academy will also have a very strong business and enterprise ethos.

1.2 Key statistics

1. North Cumbria Technology College – Educational Attainment						
	GCSE 5 A*-C 2003	GCSE 5 A*-C 2004	GCSE 5 A*-C 2005	GCSE 5 A*-C 2006¹	GCSE 2005 (inc E + M)	GCSE 2006 (inc E + M) ₁
National Average	52.9%	53.7%	56.3%	-	44.3%	-
LA Average	53.2 %	55.4 %	57.1 %	57.9 %	45.4 %	45.3%
School	38.9 %	40.5 %	35.2 %	39 %	21.3 %	28 %

1. St. Aidan's County High School – Educational Attainment						
	GCSE 5 A*-C 2003	GCSE 5 A*-C 2004	GCSE 5 A*-C 2005	GCSE 5 A*-C 2006¹	GCSE 2005 (inc E + M)	GCSE 2006 (inc E + M) ₁
National Average	52.9%	53.7%	56.3%	-	44.3%	-
LA Average	53.2 %	55.4 %	57.1 %	57.9%	45.4 %	45.3%
School	41.1 %	44.6 %	44.8 %	36 %	36.5 %	31%

2. North Cumbria Technology College – Deprivation			
	Students 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	% students eligible for Free School Meals (FSM)
National Average	-	-	13.6 %
LA Average	-	-	11.0 %
School	%	%	30.9 %

2. St. Aidan's County High School – Deprivation			
	Students 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	% students eligible for Free School Meals (FSM)
National Average	-	-	13.6 %
LA Average	-	-	11.0 %
School	%	%	12.9 %

3. North Cumbria Technology College – Basic Characteristics						
	Student s on Roll (3-11)	Student s on Roll (11-16)	Student s on Roll (16-19)	School Capacity	% students with statement of SEN	% student s with EAL
National Average	-	-	-	-	2.2%	9.5%
LA Average	-	-	-	-	2.2 %	0.8 %
School	0	417	41	860	2.8 %	0.6 %

3. St. Aidan's County High School – – Basic Characteristics						
	Student s on Roll (3-11)	Student s on Roll (11-16)	Student s on Roll (16-19)	School Capacity	% students with statement of SEN	% student s with EAL
National Average	-	-	-	-	2.2%	9.5%
LA Average	-	-	-	-	2.2 %	0.8 %
School	0	1328	173	1420	1.6 %	0.6 %

4. Proposed Academy – Basic Characteristics					
	Planned number of student s (3-11)	Planned number of student s (11-16)	Planned number of student s (16-19)	Planned maximum number	Specialism(s)
Academy	0	1200	300	1500	Science and Sports
	Opening Date	New Build Date	Building Route	Faith Design- ation	Sponsor(s)
Academy	1 Sep 2009	1 Sep 2011	PfS	None	Brian Scowcroft Andrew Tinkler

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 North Cumbria Technology College

School Name: North Cumbria Technology College

School Address: Edgehill Road, Carlisle, Cumbria, CA1 3SL

Local Authority: Cumbria (LA Code: 909)

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

Gender: **Co-Educational**

Age range: 11 - 18

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

Specialism(s) (if applicable): Technology

2.2 Basic Characteristics St. Aidan's County High School

School Name: St Aidan's County High School

School Address: Lismore Place, Carlisle, Cumbria, CA1 1LY

Local Authority: Cumbria (LA Code: 909)

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

Gender: **Co-Educational**

Age range: 11 - 18

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

Specialism(s) (if applicable): Sports

2.3 School Population North Cumbria Technology College

Admissions Number: 166

Current number of students on roll as at: September 2006

Yr 7: 67 Yr 8: 61 Yr 9: 86 Yr 10: 112 Yr 11: 91

Number of Year 7 students admitted in:

September 2003: 112

September 2004: 84

September 2005: 65

September 2006: 67

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

September 2003: 32

September 2004: 37

September 2005: 49

September 2006: 41

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

2003: 3.3%
2004: 7.6%
2005: 8.3%
2006: N/A

2.3 School Population St. Aidan's County High School

Admissions Number: 270

Current number of students on roll as at: September 2006

Yr 7: 211 Yr 8: 265 Yr 9: 261 Yr 10: 292 Yr 11: 299

Number of Year 7 students admitted in:

September 2003: 295
September 2004: 274
September 2005: 266
September 2006: 211

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

September 2003: 205
September 2004: 172
September 2005: 185
September 2006: 173

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

2003: 2.3%
2004: 3.9%
2005: 4.9%
2006: N/A

2.4 Admissions North Cumbria Technology College

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

2.4 Admissions St. Aidan's County High School

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

2.5 Leadership North Cumbria Technology College

Name of Head teacher: Mr M Yearsley

Head teacher has been in post for: 1 Year(s) 6 Months (at 1 February 2007)

2.5 Leadership St. Aidan's County High School –

Name of Head teacher: Mr M Murphy

Head teacher has been in post for: 10 Year(s) 1 Months (at 1 February 2007)

2.6 School Improvement North Cumbria Technology College

Intervention status: **Special Measures**

Please provide details:

This school requires special measures following the Ofsted Inspection of 28 and 29 September 2006.

Inspection findings

The report identified the following five main issues to secure school improvement.

Raise standards of attainment, especially for boys.

Improve leadership and management to ensure that all managers are held accountable for outcomes.

Improve students' literacy skills.

Improve teaching and learning to ensure that students learn and make progress in all lessons.

Improve attendance. .

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:

Since requiring special measures in September 2006, North Cumbria Technology College (NCTC) has received intensive support from Cumbria Children's Services in the following ways:

School Improvement Team (SIT) officers have actively supported the school in the preparation of the School Improvement Plan (SIP)

SIT has secured an already successful partner school (Thomas Moore School in Gateshead) to work with and support NCTC in the implementation of the improvement agenda.

SIT has instigated a comprehensive programme of advice, support and monitoring.

A School Specific Monitoring Group (SSMG) has been established and meets

monthly to hold all parties to account for implementing improvement actions and measuring the impact of those actions on pupils' progress.

The Principal School Improvement Officer has established a funding stream to support improvement through the SIT Development Plan budget, Secondary Strategy Standards grant, school's own standards grant and the Leadership Incentive Grant.

The LA's support Action plan has been costed appropriately and approved by Ofsted /DfES.

The Monitoring School Improvement Officer (MSIO) visits the school weekly to offer guidance, support and challenge.

Secondary Strategy consultants are working with staff to develop subject leadership and provide subject specific advice in the core subjects and in behaviour management.

SIT has consulted with and facilitated a support meeting of all agencies looking to support the school, including Social Care.

As a Priority Attendance School the Education Welfare Team has developed with the school clear strategies to improve attendance.

The Education Psychology Service has worked with school to audit provision for vulnerable children - an action plan to develop provision for these children is now in place. Social Care, Sure Start and Health Action Zone officers are heavily engaged in partnership with the school to involve parents and community in the broader aspects of family care and well being.

All strategies are designed to effect positive change quickly and develop structures for sustainability.

The school is actively involved in the secondary school reorganisation initiative.

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

NCTC has been involved in the Leadership Incentive Grant Initiative since 2004 where it has been used to enhance senior staffing in order to develop teaching and learning pedagogy and practice. This is proving to be effective but the pace of impact of this work on pupil's attainment and progress was not sufficiently overt to prevent the school from moving into special measures.

In 2005 and 2006 under strand 1 Leadership Development visits were set up between collaborative schools focussing on the evaluation of the NCSL Leading from The Middle Programme, and evaluation of School Improvement Plans (SIP) and School Evaluation Forms (SEF). In Term 2 collaboration involved coaching in data analysis using evidence steams and evaluation of coaching activity set up in term 1. In Term 3 head teachers visited schools to see good practice in ICT as a tool for learning.

2.6 School Improvement St. Aidan's County High School

Intervention status: **Causing concern identified in autumn 2006**

Please provide details:

St Aidans County High School is currently in the Transition Phase 2 (T2) level of the LA's structure for monitoring, support and intervention. This means that the school is in a situation whereby it needs to improve aspects of its provision urgently but is not likely to do so without specific intervention from the LA or other providers. The next category would be formally causing the LA concern. The reasons for this support and intervention are as follows:

Low standards in particular in relation to how much the school adds value to a pupil's performance (CVA) . There is a declining trend in this area of the school's performance.

Performance in GCSE have been below the average over the past few years, apart from the percentage of 5+ A* to G which has been in line.

The 5+ A* to C in 2006 was well below regional, national and the school's target at 36%.

There is some staffing turbulence in Science which reflects pupils' underperformance in this subject in 2006.

The school has not engaged fully with the TDA Worforce Agenda there is a perceived culture of intimidation.

There are a large number of staff absences

PPA time is not ring fenced or timetabled - consequently PPA time is not predictable.

No one from St Aidan's has attended Performance Management Training on the new arrangements, although there is not a statutory requirement to do so.

The school has one of the highest numbers of Permanently Excluded pupils in the LA.

Poor attendance is an issue.

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:

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

The school is about to access a tailored support package, this will involve enhanced support from Secondary Strategy consultants in the core subjects, in particular Science.

Those departments seen as being underperforming against subject residual

measures will also be receiving dedicated support from experienced subject specialist school improvement officers.

As a Priority Attendance School the Education Welfare Team have developed clear strategies to improve attendance in partnership with the school.

The school is actively involved in the secondary school reorganisation initiative.

Whilst not in an EAZ, St Aidans County High School has Sports College status and is part of the National Sports Partnership. The impact of Sports College status has been very positive. The school is actively involved in the Sports Partnership Initiative and works very effectively with neighbouring primary schools developing a wide range of sporting activities and promoting positive attitudes to healthy living. The school is also part of the LA Social Emotional and Behaviour Strategy (SEBS). developing strategies for engaging vulnerable children more effectively in their learning.

The school is popular with parents and has a valued and key role in the community providing child care services - Nursery, Specialist leisure facilities and facilities for adult learning- for example, in music and ICT.

The school is an active partner in the Federation of Carlisle Schools.

Both schools are part of a school improvement partnership with William Howard School in Brampton just outside the city. Both schools are also involved in collaboration at post 16 with neighbouring schools. Both schools contribute to the Carlisle Achievement Zone which is an off site exclusion unite currently administered by St. Aidan's School. The unit staff are employed by St. Aidan's governors on behalf of the other Carlisle schools sharing this facility.

2.7 Finance North Cumbria Technology College

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

If yes, please provide details:

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

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

The school currently has a surplus, which has reduced from 2005-06, but based on projections, is likely to slip into deficit during 2007-08 unless corrective action is taken. The LA is working with governors to produce a budget plan which halts this slide into deficit including likely staff reductions. In normal circumstances, the school would produce a 3-year budget plan which would include the repayment of any deficit. However, as the school is in special measures and is earmarked for closure, a major priority will be to safeguard the provision of education at the school, albeit while ensuring that any deficit remains of a manageable magnitude. The LA has already arranged with the school to agree a spending plan for the next two years so that the in-

year deficit can be removed and there would be no in-year deficit passed on to the Academy as a result of the TUPE process.

2.7 Finance St. Aidan's County High School

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

If yes, please provide details:

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

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

Section 3: The Proposed Academy

3.1 Academy Population

Planned Maximum Number: 1500

Gender: **Co-Educational**

Forms of Entry: 8

Admissions Number: 240

Primary and Pre-School

Nursery (age 3-5):0

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

Secondary

Years 7-11 (age 11-16): 1200

Years 12-13 (age 16-19): 300

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

The new Academy will form part of the LA plan to remove surplus places in the Carlisle area. The Academy will have 980 fewer 11-16 places (measured by admission numbers) than the two predecessor schools. This arrangement will be included in the LA's BSF Strategy for Change when Cumbria joins the BSF programme.

The authority has detailed plans in place to support the place reductions across the two schools with a Carlisle wide reorganisation of secondary provision. Statutory notices are planned for all the school size changes and closures.

The detailed place planning and demography data are attached as an appendix to this Expression of Interest.

3.2 All-age Academies*

If the Academy proposes to cater for primary students, please provide a reasoned argument for an all-age Academy: N/A

If the Academy proposes to cater for nursery students (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*

September 2009 in existing buildings (if applicable)

September 2011 in new/refurbished buildings

3.4 Specialism(s) *

The Academy will specialise in science and sports education including sports

science. However, the sponsors are also keen to create a very strong entrepreneurial ethos in the school using their background in business and their extensive business networks.

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 students 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 students by aptitude for the specialism?*

Yes No

The sponsors will discuss and consult on this option in the feasibility stage.

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

Please provide any further details known about the proposed over-subscription criteria and admissions policy. In particular, how the policy will lead to a balanced intake and whether fair banding will be considered*:

The sponsors wish to work with the local authority and other admissions authority to agree an admissions policy that produces a balance of abilities and which fits in with the admissions policies of other schools in Carlisle. The sponsors will consider the option of fair banding in the feasibility stage.

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 students with SEN, including any specific SEN Units:

The LA is reviewing its overall provision for SEN and is likely to require a 12 place Hearing Impaired Unit in the central area. At this stage the LA is willing to discuss with the sponsor the incorporation of the Hearing Impaired Unit in

the new Academy. If the proposal is agreed in Feasibility, the LA is aware it will need to provide the capital and revenue funding for the unit.

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

3.7 Vision*

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

Our vision and principles for the new Carlisle Academy

The Academy will first and foremost improve the standards of achievement for the young people of Carlisle. Up to 40% of young people are underachieving, lacking aspiration and de-motivated. The Academy must make a difference and both sponsors, who are committed to playing a "hands on" role in the creation and future of the Academy.

Management, Governance and the Sponsors' Input

Sponsors will develop a top tier governing body with input from a wider audience being channelled through a series of "Working Groups" to open up the opportunities for other sectors of the community to become involved. Both sponsors aim to have two seats each on the Governing Body and to be involved in the selection of key staff. The nominations to the sponsor positions will be confirmed in the feasibility stage. The final structure and management approach will be finalised during the feasibility stage.

Sponsors will be looking to retain and recruit the best of the teaching profession and to develop an innovative programme for their future development and progression. There will be strong and effective performance management, and extensive use of continuous professional development. We will use the aims of the "Workforce Reform Agenda" to review the staffing structure of the new Academy so that the best balance of teaching and support staff is created. Our aim is develop a collaborative approach to raising standards with each member of staff clear in what they are accountable for, who they report to and what resources are available to them to help them achieve their targets.

Parental Engagement and Support for Learning

Before the Academy is built or open the sponsors aim to organise extensive consultations and briefings for parents so that all students transferring are aware of the expectations of the Academy. Support for family learning and the confirmation of funding from other sources for this will be promoted in the feasibility stage. The sponsors have a particular interest in developing parental support for high expectations of behaviour and achievement. In the feasibility stage the sponsors would hope to work with the LA, and with partner primary schools and others, to build that support. One approach likely

to be tried involves the use of parent mentors who would target parents of students identified as needing extra support or who are clearly gifted and talented but underachieving. Discussions are at an early stage for possible funding streams for a parent mentor programme.

The Academy also intends to have very strong reporting links with parents in order to seek maximum commitment from parents for the aims of the school and for the highest aspirations for student achievement. The Academy will seek to provide much higher levels and frequencies of student progress information to parents than is traditionally the case. The use of ICT and web based access to student progress information for parents will be designed in at the start.

The Academy will continue and seek to expand the day nursery currently provided on the St. Aidan's site. The nursery will foster the recruitment and retention of staff and will provide work experience and training for Academy students.

Alongside the work with parents, student and families, the sponsors have earmarked the following as their key objectives:

Raising Standards and Development of High Aspirations

The sponsors aim to make this the key feature of the Academy. Specifically the Academy will:

- Aim for the highest standards of academic, vocational and personal achievement
- Engage students in the learning process so that the curriculum of the Academy will be relevant to their lives and the potential of each pupil will be identified and realised
- Develop the most important life skills of numeracy and communication, written and oral. Emphasis will be put on all students achieving good standards in these areas
- Provide an ongoing programme of visits by inspirational leaders who have excelled in their field to help foster an entrepreneurial and aspirational ethos
- Create new contexts for developing competencies, which teach young people to think, develop analytical and critical skills, problem solving, team working and listening and presentation skills
- Foster the expectation of continued education from an early age by working with parents, nurseries and partner primary schools to develop a learning ethos which will be promote through working with other secondary schools, colleges and the new University. Particular emphasis will be put on the development of parental guidance

- Develop a University scholarship package for those children attending the Academy wishing to carry on their education within the City
- Develop a comprehensive work experience programme using the variety of profession trades and careers within the economic spheres of both sponsors and the wider business community
- Provide a range of educational and employment opportunities for young adults that they currently perceive to be available elsewhere.

Raising attainment is the highest priority in Carlisle because this is the key to improving the life chances of our young people and giving them choices in the future. These chances must be for all students and not just a few. The vision for the Academy is for an inclusive education system where barriers are removed to enable every learner to achieve. To achieve this, the Academy will work with the local authority and partner agencies to deliver the *Every Child Matters* outcomes and aims to enable every child to learn and thrive. The Academy will deliver a relevant and wide-ranging curriculum with appropriate and exciting learning opportunities for each and every child. The curriculum will be driven by the needs of the learners themselves. This will lead to improved rates of progression and increased participation in education providing Carlisle and Cumbria with a well educated, well trained workforce and economic success.

A key aspect of the drive to raise standards will be a focus on numeracy and literacy in the early years including cross-curricular support for literacy and numeracy. This work will also involve the Academy in close working with partner primary schools. ICT will have a high profile in all years. Specific courses and qualifications will be provided at Key Stage 4 for lower attaining students, such as ASDAN-based courses and Entry Level courses. Dance, drama and music will be offered to all students in every year.

The Curriculum and Teaching and Learning

The Academy will aim to develop a strong learning culture with a range of teaching and learning styles to meet needs of students. We see our aim as to develop all students as independent learners.

The curriculum will have differentiation and personalisation so that each student has a work programme which engages them and where they know that they can achieve. Staff development will have the highest priority in the Academy and this staff development will include strong contacts and partnerships with local business and local community groups to enrich learning opportunities

As well as delivering the five *Every Child Matters* outcomes the curriculum will promote a wider understanding of citizenship and economic awareness. This will feature strongly in the PSHE programme but will also be reflected across the curriculum.

Specialisms in Sports and Science including Sports Science

The specialisms of Science and Sports including Sports Science will be reflected across the curriculum.

The science specialism is intended to maximise the opportunities for further and higher education routes and routes into careers in science related industries. For this reason the Academy will offer the option of three separate sciences at key stage four for all students who wish to pursue this opportunity. The provision of a range of science courses post 16 will also include a substantial offering at level 3 including a strong academic and vocational offer. The curriculum will aim to develop investigative and experimental approaches to science learning and, in particular, will use the business opportunities for science related industries in biogenetics and pharmacy, environmental science, and physical and chemical industrial processes to enhance the curriculum. The science curriculum will draw on the opportunities provided by science driven industries including those not located locally in Carlisle but based regionally, nationally and internationally. Visiting speakers will be a feature of the sponsors approach to the curriculum and speakers who are experts in science and science based businesses will be sought to enhance the curriculum.

The curriculum will make a feature of the biological and health links to the second specialism of sport. Sporting activities will be directly linked to science investigations in each year of the science curriculum so that students will appreciate the reasons why sporting activity is dependent on biological, chemical and physical principles.

Since sport is identified as a designated specialism, the Academy will maintain a strong focus on PE and Sport as a means of fostering self-confidence and good health. The sponsors believe that the confidence and personal awareness that comes from an active lifestyle, including fitness and skills training, will lead to students with a more positive attitude to academic learning and will improve engagement at every level. The Academy will provide a strong offer of team sports, including competitive matches, alongside the timetabled offering for all students. All students will have a minimum of two hours each week for PE and sport as part of the strong emphasis on developing the whole person with academic excellence alongside good health and personal self confidence. We will provide fitness and leisure programmes as part of the curriculum as well as sports camps, Step into Sport and Junior Sports Leader programmes. The choice of the Academy site provides good opportunities to develop strong sporting facilities, some of which might be shared with the FE College, other secondary schools adjacent to the site and to the newly relocated University of Cumbria. The sponsors and the LA are also in early discussions with the local district council and Sport England about the possibility of external funding for a major community sports complex near the Academy site. The complex would have a swimming pool to be shared for community and Academy usage. Income generation for the pool would be actively sought where possible. Our partner university has a strong specialism in health courses, including nursing and radiology, and we see a clear link to strong progression routes here.

The sponsors would look to the design stage in feasibility to develop innovative arrangements for sport and science teaching and learning facilities and would use their role as the Chair of the Design Group to promote this approach.

A strong business and enterprise ethos

The Academy will make good use of its business partners to set real-life design challenges and specifications for students to respond to in design & technology, as well as giving students a better insight into business cultures. The sponsors intend to use their background in business to enhance the approach to business education within the Academy. The use of real life business approaches within the ordinary curriculum will be highlighted. For instance in key stage three, students will work in teams to establish a “shadow SME” with a business and marketing plan and this will be integrated into the mathematics and English curriculum. Businesses in Carlisle and elsewhere will be used as case studies for aspects of the curriculum in every subject at key stage three so that students have a growing confidence in entrepreneurial skills and the “can do” approach to success.

The Academy will look carefully at non-aged based teaching and needs based groupings with the aim of designing the curriculum so that all students achieve. Accreditation routes will include both vocational and academic routes with a 14 to 19 entitlement curriculum provided. To this end the Academy will collaborate with other schools and the College in Carlisle so that specialist courses can be offered across two, three or more schools with the College.

The Academy curriculum will have a strong emphasis on developing students as good citizens able to understand, analyse their local, national and international communities. The Personal Social and Health Education programme will be designed to address this emphasis but it is intended that all curriculum areas will develop awareness of the ways in which knowledge, skills and experience can interact with peoples and groups to create a society that develops communities. International links will be developed in the new Academy building on the links already in place in the two predecessor schools.

An understanding of political decision making, interest groups, the public, private and voluntary sectors, media influence, power and “spin” and the need to develop critical and reflective judgements will be at the heart of citizenship education. International links will also be used throughout several areas of the curriculum (geography, languages and history) to extend students understanding of how societies can work in different ways and how individuals can contribute to society.

The Academy is keen to develop family learning, especially in the areas of literacy, numeracy and ICT. We would wish to investigate the use of Harraby, city centre sites and other sites including the Harraby site, including primary schools, as an extra base for this in the feasibility stage. Sponsors are aware that funding for this aspect of the extended provision will need to be found

outside the Academy funding agreement from the LSC, LA or other sources.

The sponsors are aware that family learning programmes will need to find alternative funding sources from the authority or the Learning and Skills Council or other local funders.

An Entitlement for All Learners in the Academy

The most important part of the new Academy offer will be high quality teaching that is creative and inspiring. Students will be offered a choice of high quality and relevant programmes of learning and pathways which meet learners needs and lead to outcomes which they value and are valued by wider society. Flexibility will feature in the design of the curriculum offer so that it facilitates personalised learning and meets the needs of all children. In particular we aim to raise standards of achievement in vulnerable groups of children, gifted and talented and those with learning difficulties and/or learning difficulties or disabilities (LDD)

The Academy expects to work very closely with the LA on the whole area of special needs since the two predecessor schools have higher than average levels of need amongst their students. The sponsors are committed and determined to ensure that all students are offered programmes where they can achieve and the “value added” for every pupil can be demonstrated and shared with pupils and their families.

Gifted and Talented Students

The Academy will have good arrangements in place to identify students who are gifted and talented and will seek to work with their parents at the earliest opportunity to explain expectations and opportunities. Since the Academy will have highly developed ICT for pupil tracking monitoring of progress for the most able will focus on developing added value. All areas of the curriculum will have extension programmes in place for higher level and more challenging work as part of their agreed scheme of work. The Academy will also work closely with the National Academy at Warwick University for Gifted and Talented to maximise the involvement of students. The New University of Cumbria intends as the education partner to assist in the provision of extension programmes, some of which may be provided outside the normal teaching timetable and in school holiday periods.

Broader Curricular and Cross Curricular Objectives

We will provide an engaging programme of learning, which reflects different learning styles. Our students will be educated in:

- Being healthy
- Staying safe
- Understanding their rights and responsibilities and those of others
- Developing economic well being

The Academy will also provide all students with the opportunity to develop enterprise, financial skills and personal qualities to achieve future economic well-being. We will expect students to develop an understanding of career

options to inform realistic personal choices and to learn through work, about work and for work. Students will develop the facility to work co-operatively, communicate effectively and to use information and critical judgement to solve problems.

The Academy will have a broad approach to learning environments. Enrichment opportunities and extended services will contribute to learners' enjoyment, achievement and creativity. The traditions of St. Aidan's County High School and North Cumbria Technology College in the area of extended provision will be built on and expanded to provide extended and integrated services for students, families and the wider community.

Students will receive impartial and high quality information, advice and guidance to enable them to make informed choices on learning and career pathways. All students will receive personal and academic support throughout their time at the Academy so that behaviour, engagement and motivation is enhanced.

Personal Development, Well-being, Motivation and Engagement

A key feature of the new Academy will be the focus on developing strong motivation and engagement in order to deliver the high aspirations for achievement for all students. We will aim for:

- Positive attitudes to learning from all students – we want enjoyment
- Exemplary behaviour will be expected as the norm from all students
- Exclusions will be low (below local and national averages)
- Attendance and punctuality will be high (above local and national averages)
- Co-operative and team working skills will feature in learning styles
- Students to demonstrate initiative, interest and pride in their work
- High levels of involvement in extra curricular and other activities including hard to reach groups such as Learning Difficulties or Disabilities and CLA.
- High regard for the safety and well-being of others with excellent behaviour, respect and attitudes, and low incidence of formal sanctions
- Students to feel safe from bullying, racism or others forms of discrimination
- Capability for assessing the range of risks they might face and responding sensibly to them.
- Understanding of how to live a healthy lifestyle.
- At least two hours of PE and sport a week.
- Students to learn to eat and drink very healthily, for example drinking water

at regular intervals.

- Good understanding of sexual health risks and of the dangers associated with smoking and substance abuse.
- Students to recognise personal stress and how to manage it.
- Excellent relationships with adults and each other
- High level of social responsibility
- Students to express views with confidence and listen to others
- Students to contribute to decisions about how the school runs
- Students to be involved in school and community activities and take on responsibilities
- Students take part in educational visits both nationally and internationally to broaden their horizons
- Students to be confident in managing changes/transitions in their lives
- Students to have good knowledge and understanding that will enable them to become informed citizens
- Good progress in literacy, numeracy and ICT and in other qualities required for work
- Self-confidence as a key part of preparedness to learn and achieve
- Students to work constructively with others and be creative
- Students to take well-judged risks and be rational in their decision-making
- Good financial literacy, and in their understanding of the business and the economic environment in which it works
- Clear and realistic understanding of the career options open to students
- Good understanding of the disciplines required by the workplace
- A high take-up of education and training after sixteen.

The Academy management structure and routines will place a high emphasis on good standards of behaviour and positive attitudes to work. Tutor groups and year learning managers will be used to develop a strong knowledge of every child's development. "Preparedness to learn" is seen as an important aim in the creation of the new Academy ethos. To this end the sponsors would want to develop a strong student voice in the Academy. The following

section illustrates current plans for this which will be developed further in the feasibility stage.

The Student Voice in the new Academy

Arrangements for gathering and using the views of learners, parents/carers and other stakeholders will be exceptionally good. They will include

- a questionnaire to all Year 6 pupils and their parents in partner primary schools asking about the learning approaches that they want to be maintained and their expectations of what more they want when they transfer into the Academy in Year 7
- making extensive use of 'the student voice' through frequent dialogue about the best ways of making learning enjoyable and productive
- there will be student representation on the governing body
- using commercial surveys to compare the perceptions that students have about the Academy with a national database
- involving students fully in setting their own learning targets, assessing their progress and evaluating the quality of their learning
- making extensive use of parent and community governors
- focus groups consisting of representative learners from Years 7 to 13 will meet with senior leaders and representative governors to present the student viewpoint
- students will be engaged in an adventurous project to create graphic designs for school, including a major commission for the entrance area
- parent induction evenings will be held in the summer term;
- gathering ideas, opinions and recommendations from a representative group of users of the community outreach facilities in South East Carlisle
- The personal dignity of all children, young people and adults will be thoughtfully respected.

In order to develop the new ethos of the Academy it is likely that an important 'visioning day' held in the autumn term of 2007 for all staff. When there is a shared commitment to that ethos events will be arranged involving students and then at a later date their parents so that the Academy will open with a new shared understanding of expectations and behaviours.

Care, Guidance and Support

The Academy will have a strong culture of care and support for students as part of the high aspirations for achievement. Excellent behaviour and strong

anti-bullying policies, procedures and practices will be developed in the feasibility and early stages of the new Academy. We aim to capture and act on the student voice as part of this approach.

We will use ICT and strong staff training to develop the very best pupil tracking of achievement in the academic and social spheres. Looked after Children and vulnerable groups will have a priority in this approach.

The Carlisle Academy will be a “Healthy School” with a strong emphasis on sport and fitness and excellent personal, social and health education.

The Carlisle Academy at the heart of a Learning Village

This Academy proposal sits within wider plans for a City Centre Learning Village, or Campus. The Academy site is very close to two other secondary schools, Newman Catholic School and Trinity Church of England School. Carlisle College is across a minor road from both these schools. Not more than 400 metres separate these institutions. There are plans to build a 14-19 Centre as part of the second phase of a major re-modelling of Carlisle College. Trinity School will undergo major remodelling as it reduces from 10 forms of entry to 8 forms of entry over the few years (possibly by 2011). The new University of Cumbria, formed from St. Martin’s College Lancaster and the Cumbria Institute of Arts, has shown considerable interest in building its new headquarters and some teaching accommodation on part of the Trinity site which will be released by this building programme.

The University is committed to being part of this new prestigious educational development and collaborating with the other education providers in the “Village” to give the greatest range of opportunity to learners from 11 to 21 and beyond.

The new University of Cumbria as an Education Partner

In addition, the University is willing to become an education partner of the Carlisle Academy so that it can support the vision of the sponsors. The University is willing to serve as part of the governance of the Academy either as a member of the Trust or Governor of the school. Since the new University has extensive expertise in teacher training and development in the secondary education sector, it would wish to contribute this expertise to the Academy. The University would also see its involvement as designed to increase the likelihood of Carlisle students becoming involved in higher education. The New University of Cumbria is prepared to contribute to the development and use of shared facilities and staff development opportunities, as well as make an input into wider curriculum issues at the Carlisle Academy.

A letter dated 11th December 2007 from the Principal confirming these statements is attached as an appendix to this Expression of Interest.

The Academy in the Wider Carlisle Community

The Carlisle Academy will set itself at the heart of the Carlisle community. Based in the city centre location the sponsors believe that, to succeed, the Academy must seek the strongest possible links to parents, families and the

wider community. The Academy will:

- Aspire to be a full service extended school and will work closely with the LA, the local Council, the LSC and the health partners to fund and provide the extended provision that is not funded through the main Academy budget
- admit children from the south east Carlisle area community as a first priority and then children from the whole of Carlisle as a second priority. There will be no selection by ability, aptitude or faith. The sponsors will consider and consult on the option of fair banding in the feasibility stage
- want to provide excellent support for children with special educational needs including the potential hearing impaired unit for Carlisle
- develop a sense of ownership within the wider community through creating an innovative governance structure and membership and by developing community based projects
- produce a comprehensive travel plan in association with the LA which will provide safe routes to school, safe cycle storage on site and cycle ways near to the school and well organised public transport information.
- incorporate a totally new approach towards extended education by having a full range of out-of-hours learning and leisure activities provided both on the school site other city centre sites and in neighbourhood centres in Botcherby, Currock, Harraby and Upperby. Funding for this extended provision will be sought from the LA, and local council, the LSC and wider local sponsorship where this can be accessed. The sponsors, the LA and other local partners including the district council, are in early stages of discussions, which might lead to the generation of income and/or capital from city centre sites, and other LA owned sites, including Harraby. The intention would be to enable community and extended school activities to have a secure long term future. In feasibility the LA may well be able to bring forward development proposals for the site which, subject to the Secretary of State's support for the development of part of the site, will secure improved education provision on the rest of the site.
- Subject to securing external funding from the LSC, the LA and other local sources, develop the **neighbourhood learning centres** (possibly located within primary schools) and would be managed by the Academy. As well as providing essential additional learning opportunities for secondary students once they leave the St Aidan's site and return to their home community, these centres will be able to provide localised support for vulnerable students, opportunities for family learning, a meeting place for staff/parent consultations and a way of improving primary-secondary continuity and progression. They could also be a base for work-related learning activities, clubs, sporting activities and community learning. Each neighbourhood learning centre would incorporate the best features of current national thinking on 'full service extended school' provision.

- promote the Academy travel plan with the LA and transport providers so that the young people who will travel to the city centre will have good public transport services enabling the outreach services and support and mentoring for young people and their families to be delivered
- provide recreational facilities for the whole community, a theatre and a learning centre/library
- develop a vigorously strategic approach in the operation of the Academy including the involvement of Carlisle's new University, other education establishments, the city and county council's
- work with others to ensure the development of crèche and nursery facilities for the community it serves both at the Academy and in nearby primary schools.

Creating a Building Fit for Purpose

The Carlisle Academy will provide accommodation that is fit for purpose and equipped to the highest possible standards, which will inspire and motivate learners and is appropriate for the future. The sponsors would wish to chair the Design Group in the feasibility stage to ensure that the curriculum emphases are reflected in the room and facility provision. The sponsor will work closely at all stages with the building project team and will bring their own extensive business and project management experience to this phase of the Academy project. The sponsors and the LA are closely linked to the local RDA funded AIMS project which is part of the wider regeneration initiatives in Carlisle following the restoration after the extensive flooding in 2005.

Our aim is to have:

- State of the art ICT infrastructure and access to new technology so that the entitlement is technology-rich
- Excellent specialist and sport facilities accessible to all students, as well as social facilities, disability access and good security

The Carlisle Academy will create flexible learning spaces each with accessible ICT facilities for all students. Our aim is to:

- Use the skills of the sponsors in the creation of the Academy including design, management and co-ordination
- Seek to raise funding through the sponsors' business networks to enhance the existing sports provision including, maximising existing facilities, developing new opportunities including current North Cumbria Technology College playing fields and building new where funds permit including a community swimming pool
- Develop a Learning Resource Centre with extensive library and ICT

facilities

- Address the needs of young people with special needs or disability by ensuring the building design and facilities incorporates their requirements
- Ensure that the school and its facilities are open to the Community to encourage maximum ownership and respect.
- Maximise special needs facilities and opportunities including using the Kingmoor Park Charitable Trust set up by Brian Scowcroft in 2000 with the objective of alleviating social exclusion through illness, disability, deprivation and mental health. (e.g. some examples of projects supported are attached as an appendix)

Section 4: The Academy Site and Building

4.1 Site Basics

The Academy will be located at the following address: St. Aidan's County High School, Lismore Place, Carlisle, Cumbria, CA1 1LY

The approximate size of the site to be transferred to the Academy Trust is: 7.28 acres.

An additional outdoor activities centre site in Little Langdale is owned by St. Aidan's School and will also transfer to the Academy

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:

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*: **Governing Body but will revert to the LA on closure** (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:

If the site is currently a school site, it will be transferred at nil cost (or leased at nominal rent) to the Academy Trust prior to the Academy opening, with terms agreed prior to Funding Agreement. Mark if agree

If the site is owned by the Local Authority, does it intend to seek permission to dispose of any part of it? Yes No N/A

If yes, please provide details:

4.3 Site Issues

Please confirm that the site is clear and unencumbered.* Mark if agree

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

The site currently houses St. Aidan's County High School.

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:

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:

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:

The playing fields across the road from the Academy site are in a three way ownership between Trinity School, St. Aidan's and the County Council. The County Council has a usage arrangement with Newman RC School. There is a shared maintenance agreement between the three schools. The St. Aidan's sports allocation would transfer to the Academy and it is expected that the Academy would wish to continue with the current sharing arrangements with the other two schools.

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:

The LA is looking at decanting all the KS3 pupils to NCTC during the build programme. This would involve the provision (and revenue cost) of transport for a two year period but produce substantial savings in build costs and would improve health and safety arrangements on the St. Aidan's site.

The central Carlisle site was subject to flood damage in 2005. Several schools were affected including the current St. Aidan's School. Since the flood damage, the local authorities and the Environment Agency have collaborated in establishing a new flood defence system. Flood barriers are now in place in front of the central Carlisle schools campus and these will provide sufficient protection for all the schools, including the new Academy.

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:

National PfS Framework

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

Section 5: Agreements

5.1 Sponsor Agreement

Brian Scowcroft and Andrew Tinkler will provide £2M (at an agreed contribution of £1M each) 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

Please provide details:

The sponsors confirm that £0.5M will be paid out of sponsorship funds at the signing of the Funding Agreement.

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 any of these questions, please provide full details:

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

5.3 Neighbouring Local Authority Agreement*

If the proposed Academy is likely to impact upon neighbouring Local Authorities, have these Authorities been consulted and approved this Academy project. Yes No N/A

5.4 Governing Body Agreement North Cumbria Technology College

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 vision set out in this expression of interest has been shared with the governing body of NCTC and school stakeholders and they have confirmed their support.

5.4 Governing Body Agreement St. Aidan's County High School –

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 vision set out in this expression of interest has been shared with the governing body of St. Aidan's and school stakeholders and they have confirmed their support.

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

The letter from the LSC is to follow. The LSC supported the proposed Academy in the consultation exercise.

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

5.6 Diocese Agreement

If applicable, please confirm that the Diocese/Archdiocese has agreed to this proposal and has formal Board of Education/ Diocesan Schools Commission agreement. Yes No N/A

Please provide details:

5.7 Site and Building

All parties are content with the selection of this site and no others are under consideration for this project. Mark if agree

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

Mark if agree

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

Mark if agree

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

- 5.8** It is possible in the feasibility stage that the Council could facilitate a land swap or land purchase with part of the adjacent Trinity School site releasing a complete site for the Academy on the land opposite St. Aidan's School. However the complexity of this proposal and the detailed discussions required with the diocese, mean that this Academy proposal has been submitted using the existing St. Aidan's site. The sponsors would be prepared to consider a land swap in feasibility only if the arrangements could be completed to the current agreed timescale and to the satisfaction of all concerned.

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:

Brian Scowcroft
Chairman of Kingmoor Park Properties Ltd

Date:

Signature:

(For and on behalf of the Sponsor)

Name in full:

Andrew Tinkler
Chief Executive of WA Developments International Ltd and
Managing Director of Eddie Stobarts.

Date:

Signature:

Name in full:

Moira Swann, Director of Children's Services
For and on behalf of the Local Authority

Date:

Section 6: Contact Details

Name of Sponsor representative: Brian Scowcroft

Address:

Email:

Tel:

Mobile:

Fax:

Name of Sponsor representative: Andrew Tinkler

Address:

Email:

Tel:

Mobile:

Fax:

Name of St Aidan's representative:

Address:

Email:

Tel:

Mobile:

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Name of NCTC representative:

Address:

Email:

Tel:

Mobile:

Fax:

Name of local authority representative:

Address: Roger Alston

Tel:01228 606 012

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