

Annex - Havant Academy
 Hampshire 3
 Expression of Interest

<p>Exemptions in full</p>	
<p>Partial exemptions [if any]</p> <p>Section 6 – Contact Details</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 Eol will further the public understanding of Academies, the whole of the Eol cannot be revealed. If the section redacted was to be revealed under the FOI Act, Personal Data interests would be prejudiced.</p>	



department for
children, schools and families

HAVANT ACADEMY (working title)

IN HAMPSHIRE

EXPRESSION OF INTEREST FOR AN ACADEMY

Section 1: Executive Summary

1.1 Summary of the project:

This proposal is to establish a new Academy in Leigh Park, Havant, Hampshire which will provide a dynamic focus upon education and aspiration and will establish new levels of achievement which will transform the potential of education for this community. This community has suffered low levels of achievement for some time; considerable efforts have been taken to create improvement; the Academy must challenge and transform the previous history.

The Academy will be sponsored by South Downs College as lead sponsor. South Downs is the largest college in Hampshire, designated by the government with Beacon status and consistently graded "outstanding" by Ofsted. It will be working in conjunction with Hampshire County Council as a co-sponsor. Hampshire as a local authority is large and highly respected as a successful organisation. Education officers and elected Members at the most senior level are actively involved in developing the Academy. In addition the Academy will have the direct support of two excellent education partners – the University of Portsmouth, one of the leading post 1992 universities, and Wildern School, one of Hampshire's most outstanding secondary schools. This combination of sponsors and partners is considered essential to the success of this proposal.

The Academy will replace Staunton Community Sports College. There is much to commend Staunton Community Sports College as evidenced in the most recent Ofsted report and also by positive value added provided to pupils' performance over the last three years. It is clear there is considerable local support for the school and a recognition in the community that staff have a genuine concern about pupil welfare. However, the school falls well within the government's criteria for a national challenge school and in recent years GCSE results have been poor. In 2008 only 14% of year 11 pupils gained five GCSE A*-C grades, including English and Mathematics, similar results have been achieved in the past three years. Provisional results in 2009 indicate a very significant reduction in the percentage of pupils gaining five GCSE A*-C grades.

including English and Mathematics, compared to 2008 results. In addition, and probably in consequence, the school is undersubscribed by some 40%.

Staunton Community Sports College is amongst the highest 15% secondary schools in the UK when deprivation factors are considered; the area of Leigh Park has previously been the focus of an EAZ and of other support strategies. Within the existing structures and processes there can be no realistic expectation that performance and achievements are likely to be changed and improved. 86% of those leaving year 11 cannot expect to access routes to most professions, for instance training as teachers or nurses; the current recession will further exacerbate the paucity of employment options available to those with poor qualifications.

In this situation, the sponsors believe that only a radical concentration and focus on improvement will have an impact: the Academy would provide this new dimension. There is a clear recognition that functional skills of literacy and numeracy attained by the age of 16 have a very direct relationship to those achieved in early childhood. Although the Academy will be an 11-16 institution its focus will embrace the pre-school, primary, tertiary and adult phases – family learning; lifelong learning; 14-19 skills based provision; adult basic skills. An extended services Academy will contribute to a range of core services and inspire greater local community regeneration. Above all, it will be a partnership-based solution which aspires at once to inclusivity and excellence. The sponsors believe that the Academy must work directly within the Children’s Trust to impact on all outcomes for all children as expressed in the Hampshire Children and Young People’s plan. The Havant Academy can be a catalyst within the community that drives social and educational aspiration and contributes to social cohesion and regeneration.

1.2 Key statistics

1. Predecessor School – Educational attainment								
	GCSE 5+ A* -C				GCSE 5+ A* -C inc English and maths			
	2005	2006	2007	2008	2005	2006	2007	2008
National Average	56.3	58.5	60.8	64.8	44.3	45.3	46.0	47.3
LA Average	60.9	61.6	62.7	67.2	49.1	50.2	51.3	53.8
School	33	39	44	44.4	8	15	18	14
CVA Scores	2006		2007		2008			
LA Average	1000.9		999.8		1000.0			
School	1006.4		1008.7		1000.8			

2. Predecessor School – Deprivation			
National figures quoted relate only to secondary schools	Pupil rank (based on number of secondary schools) out of 3377 of which 1 is the most deprived)	Site rank (school location) of which 0 is the most deprived and 100 is the least deprived	% pupils eligible for Free School Meals (FSM)
	2008	2007	2008
National Average	-	-	13.1
LA Average	-	-	7.7
School	522	20 – 30%	14.4

3. Predecessor school – Basic characteristics						
National figures quoted relate only to secondary schools.	Pupils on Roll (3-11)	Pupils on Roll (11-16)	Pupils on Roll (16-19)	School capacity	% wth SEN statement	% of pupils with EAL
					2008	2008
National Average	-	-	-	-	2.0	10.6 %
LA Average	-	-	-	-	2.5	4
School	0	526	0	903	0.7	0.4

4. Proposed Academy – Basic characteristics				
Planned number of pupils (3-11)	Planned number of pupils (11-16)	Planned number of pupils (16-19)	Planned maximum number	Specialism(s)
0	700	0	700	English (and literacy) Sport
Proposed opening date	Target build completion date	Building route (BSF or National Framework)	Faith Designation	Name of Sponsor(s)
1 September 2010	no earlier than January 2013	BSF	n/a	South Downs College. Hampshire County Council.

Section 2: The Predecessor School (s)

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

2.2 Basic Characteristics

School Name: Staunton Community Sports College	
School Address: Wakefords Way, Havant, Hampshire, PO9 5JD.	
Name of LA: Hampshire	LA Code: 850
Type of Establishment (Please mark one with an x)	
Community School	
Foundation School	x
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:	Sport
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2.3 School Population

Admissions Number:	180	
Current number of pupils on roll as at: <Insert date>	Year 7:	93
	Year 8:	109
	Year 9:	112
	Year 10:	108
	Year 11:	104
Number of Year 7 pupils admitted in:	Sept 2005	113
	Sept 2006	111
	Sept 2007	118
	Sept 2008	94
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	5.5
	2005/06	13.5
	2006/07	9.3
	2007/08	12.3

2.4 Admissions

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

Name of headteacher:	David Eyre – Executive Headteacher until 31 August 2010
Headteacher has been in post for: Year(s)1.. Month as of 1/9/2009.....(date)	

2.6 School Improvement

Intervention status (Please mark box(es) with an x)	
None	<input type="checkbox"/>
Special Measures	<input type="checkbox"/>

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 – National Challenge	x
	Yes – other	
	No	
If other, please provide details:		

2.7 Finance

Does the predecessor school currently have a budget deficit?	Yes	
	No	x
If yes, please provide details:		

Does the predecessor school currently have an in- year deficit?	Yes	
	No	x
If yes, please provide details:		
The LA should note that any deficit budget remaining at the point of school closure would not transfer to the academy.		

Section 3: The Proposed Academy

3.1 Academy Population

Gender (Mark one with an x)	
Co-Educational	x
Single Sex Boys	
Single Sex Girls	

Forms of Entry:	5
Admissions Number:	140
Nursery (age 3-5):	0
Years 7-11 (age 11-16)	700
Years 12-13 (age 16-19):	

The proposed size of the academy for 700 pupils aged 11-16 is the result of extensive consultations regarding the future of Staunton Community Sports College. Consultations were undertaken in the context of Hampshire's Building Schools for the Future (BSF) programme, Staunton being one of six secondary schools in the LA's top priority project.

As part of the initial consultations it was proposed to close Staunton School, this resulted in strong support for its retention.

With two other secondary schools in close proximity to Staunton and a forecast decline in pupil numbers in the area it was clear that the existing capacities of the three schools were not sustainable.

A second round of consultations proposed establishing an academy on the Staunton School site coupled with a reduction of 429 places in the capacities of two schools to reflect forecast pupil numbers at these schools; 202 at Staunton reducing the school's capacity to 700 with a 2019 forecast number on roll of 662, and 227 at a neighbouring secondary school reducing its capacity to 750 places with a 2019 forecast number on roll of 716.

The proposals were agreed and Hampshire's top priority BSF project has since received government approval and is in the first stages of its implementation.

3.2 All-age Academies

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

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

Does the LA confirm it would fund the capital costs of the primary and/or nursery element for the all-age academy?

Yes

N/A

x

3.3 Proposed Opening Date in existing buildings

1/9/2010

3.4 Target Build Completion Date

Jan' 2013 (earliest)

3.5 Specialism(s)

The academy would specialise in: English (and literacy) / Sport

3.6 Admissions

Please confirm that the academy's admissions policy and arrangements would be in accordance with admissions law, the School Admissions Code of Practice and the School Admission Appeals Code of Practice as they apply to maintained schools.

Confirmed

Please confirm that the admissions policy would ensure that the academy meets the statutory requirements (i.e. "provides education for pupils of different abilities who are wholly or mainly drawn from the area in which the school is situated").

Confirmed

The academy would take up its place on the local admissions forum:

Confirmed

If oversubscribed would the academy select up to 10% of its pupils by aptitude for the specialism?

Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>

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

Please provide any further details known about the proposed over subscription criteria and admissions policy. In particular, how the policy would lead to a balanced intake and whether "banding by ability" would be considered :

3.7 Exclusions

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

Confirmed

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

Would the academy be co-located with an SEN unit? If yes please note that the LA would bear all capital costs		Yes	
		No	x
If yes who would run the SEN unit?	The academy	The LA	
Please provide details of the SEN unit:			
Please note that pupils in the unit should not be included in overall pupil numbers for the academy. If the academy is proposing to manage the unit, revenue funding to support the unit will be recouped from the Dedicated Schools Grant.			

3.9 The National Curriculum

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

3.10 Behaviour Partnerships

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

3.11 Vision

1. The Proposal

The Havant Academy would bring a new focus, attention and rigour to the efforts to raise achievement in this community. It would do this by supporting, coordinating and harnessing all the contributions and resources already available and by introducing a complete and unrelenting attention to raising standards and achievements.

Five elements are key to the success:

1. Outstanding leadership and management within the Academy at all levels which is confident and committed to success for all.
2. The introduction of a new specialism, English, which will be central to the drive to raise achievement. This new focus will add energy and direction to a comprehensive and coherent approach to raising standards of both literacy and also numeracy across the age range, 0 – 16, and beyond with family support;
3. A radical and rigorous approach to personalisation that sees the unit of organisation as the pupil and develops an approach to curriculum and pedagogy that truly meets individual needs and aspirations. This will involve an approach to learning that focuses on continuous scrutiny of pupil progress with targeted, individualised intervention where necessary underpinned by quality first teaching, the development of a dynamic curriculum and high quality information and guidance;
4. An individual child centred approach to multi-agency support which enables resource and support to be drawn to the particular needs of each pupil and their family;
5. A new dynamic in vocational provision and learning which sees 14-19 progression defined and access to a broad range of vocational areas including the creation of a new Skills Centre on the Academy site.

2. The Sponsors and education partners

The sponsors and education partners are selected specifically to support the proposal. The lead sponsor, South Downs College, is committed to excellence and has delivered such success. South Downs would provide significant governance and leadership; it would provide expertise in curriculum areas and would develop progression routes with Academy staff. The co-sponsor, Hampshire County Council, would give practical support to the Academy's intention to work and deliver in partnership with all primary and secondary schools; Hampshire would deliver through the Children's Trust the Academy commitments to individual children.

The education partners would provide support from a secondary school, Wildern School, which has delivered excellence and has worked with other schools in delivering school improvement strategies. The University of Portsmouth provides a higher education dimension in offering aspirational models for progression and active support through continuing professional development programmes, including in the teaching of mathematics and English. This is a combination which would enable the Academy to call on very high quality expertise from all sectors of secondary, further and higher education.

3. Academy Mission and Values

The Academy will effect a significant change in culture and attitudes towards learning. The culture of the Academy would be centred on the concept of continuous qualitative improvement across all functions of the organisation. There must be a clarity and coherence of purpose in the institution, the aim of which would be to provide an education of distinction to all learners, regardless of ability, background, age or gender. It would be a fundamental tenet that all learners are valued equally.

Every pupil would be encouraged to fulfil individual aspirations and such encouragement would exist within a civilised and respectful community where the needs of pupils are placed first.

The ethos of the Academy would be that of a comprehensive community school which espouses social and educational inclusivity, with excellence.

The Academy will uphold and promote the rights of pupils, as set out in the United Nations Convention on the Rights of the Child and would actively engage in Hampshire's Rights, Respect and Responsibilities programme. The Academy would develop pupil participation in policy development and governance; the 'student voice' would be recognised and appropriate methods of expression established.

Academy staff will be highly valued as they work tirelessly to ensure successful pupil outcomes within an aspirational learning environment. Neither poverty, nor deprivation can be seen as an excuse for failure, but rather it is a spur and driver to excellence, emphasising a culture of aspiration and achievement within the newly created Havant Academy.

4. Corporate Objectives

Within five years of the Academy being established in September 2010, the following overarching objectives would be achieved:

- a. 51% of pupils leaving Year 11 would have achieved 5 GCSE pass grades A* - C (or equivalent level 2 qualification), including English, mathematics and ICT;
- b. 70% of pupils leaving Year 11 would have achieved a GCSE pass at grade A* - C (or equivalent level 2 qualification in literacy), in English.
- c. 85% of pupils leaving Year 11 would have achieved a Level 2 qualification.

5. The Academy curriculum

The purpose of the curriculum would be to provide a rich range of opportunities and options, personalised to the needs and interests of the pupils, so that all achieve highly. At the heart of the curriculum would be an unrelenting focus on ensuring that many more children achieve higher levels of skills in English, mathematics and ICT. Future employment, further and higher education opportunities depend on the acquisition of these core skills and associated knowledge. To bring about this transformation, the Academy would simultaneously promote learning values such as persistence, resilience and high aspirations through a highly motivational curriculum.

The curriculum would be inclusive and aspirational, encouraging all pupils to succeed at their appropriate level of ability, ensuring educational stretch. Those with learning difficulties and those gifted and talented would all experience a curriculum at once challenging and rewarding. The curriculum provided for pupils would be broad and balanced, recognising the specialism of English and that mathematics, science and ICT shall be taught to all pupils as part of the national curriculum. There would be no separate selection of pupils but rather a culture of diversity, inclusivity and excellence would be embraced.

Pupils would be encouraged to develop their learning based on enquiry, creative thinking, information processing, reasoning and evaluation. Their personal development would emphasise communication, diligence, reliability and the capacity to improve, working with others and moral and ethical awareness. These personal and learning skills would be underpinned by the acquisition of the functional skills of English, mathematics and ICT.

6. A personalised approach to learning and learners

The Academy would adopt radical and rigorous approaches to personalisation in order to provide a service that is pupil-centred in its context, design and delivery and encourages continuous improvement, excellence, enterprise and innovation. Personalisation would be underpinned by a strong commitment to fully involving pupils in all aspects of their learning and the broader life of the Academy.

Close focus assessment and tracking of every learner would enable appropriate routes to learning and support to be identified and provided, and all of this would be underpinned by an advanced Virtual Learning Environment (VLE) which would give every pupil access to learning

materials and support at 'anytime' and often 'anywhere'. Through rigorous assessment procedures, the new Academy would rapidly identify pupils at risk from low attainment and would work in partnership with other agencies, educational establishments and parents to put in place personalised intervention strategies designed to ensure an effective response.

There would be an unrelenting focus on continually evaluating and improving both the quality of the curriculum and the quality of pedagogy. There will be no place in the Academy for underperformance.

All pupils would be well supported. Particular care would be taken of fragile, disaffected and vulnerable children. Constructive alternatives to exclusion would be used wherever possible. There would be strong systems of academic and pastoral support tailored to the needs of individual pupils. All pupils at the Academy would have a personal tutor to provide advice and pastoral support, this system of personal tutor support would be linked to academic monitoring and to the tracking of pupil achievement. Gifted and talented pupils would be identified and would be supported in ways which enable them to reach their full potential.

7. Literacy and numeracy

The sponsors recognise that very significant improvements must be made in the literacy and numeracy levels of pupils at the Academy, and that in many ways this is the key to success for the Academy. The sponsors intend to create a comprehensive approach which would focus effort from within the Academy, from sponsors and from the wider community upon this improvement.

The commitment is to a systematic approach to improving literacy and numeracy from Early Years to secondary. The Academy would seek to introduce consistent programmes of literacy and numeracy development in partnership with its partner primary schools and early years' providers, recognising that support for improvements in the early years and primary school is vital for success.

A focussed intervention programme would be developed for Year 5 – Year 8, which would link to family literacy/numeracy programmes and employer-led action to improve community support. Additional resource would immediately be employed to provide support for all current pupils and with a particular emphasis on KS4: extended day sessions, subject mentoring, vacation catch-up programmes, intensive revision courses and individual learning programmes would be deployed alongside an Academy-wide focus across the curriculum on defined approaches to literacy and numeracy. Particular attention would be given to the teaching of maths and English throughout the school. Opportunities to reinforce maths and English through other subjects would be identified and exploited.

A key element of the proposed VLE for the Academy would be that it would provide direct support for pupils and the wider community in resources for literacy and numeracy. The Academy would contribute to the development of area-wide systems which allow access by partner primary and secondary schools to these resources. In these ways there can be development and consolidation of coherent and consistent support for literacy and numeracy development.

The Academy would work through its sponsors to ensure that Family Learning programmes are in place and integrated with the work of the Academy. Employer engagement and community partnerships would also be developed to seek a community-wide approach to improvements. The County Council's commitment to provide multi-agency support through the Academy campus would underpin this activity and enable greater community commitment and cohesion to be developed. The sponsors believe that the coordination of all-agency efforts, resources and programmes would be a key element in ensuring coherent support for literacy and numeracy.

8. Curriculum specialisms

The Academy would adopt English, incorporating functional skills and literacy skills as its first specialism. A senior manager would be appointed or designated to have leadership of English across the curriculum throughout the Academy. A recent report from OfSTED – 'English at the crossroads June 2009' – makes clear that in the most successful schools headteachers valued

English highly and recognised the vital contribution it made to children's learning. Such headteachers provided strong leadership and consistent support for subject leaders and had a clear vision and secure rationale for developing English further. The Academy would follow the OfSTED recommendations and add others suited to its context:

- With early years providers, the Library Service and community groups, review the provision for pre-literacy support programmes for pre-school children and families
- With partner primary schools, review the literacy programme 0 – 11 and transition 9 – 13
- Within the Academy, review the curriculum for English, 11 – 16, in the light of recent changes, including developments in ICT, to ensure that it meets the needs of all pupils, particularly at Key Stage 3
- Develop strategies to improve the quality and consistency of teaching that is no better than satisfactory
- Build systematic opportunities for independent learning in the English curriculum and improve the quality of homework
- Ensure that curriculum targets and consistently good marking help pupils to understand more clearly how to improve their work
- Improve the quality of subject plans in English
- Maximise allocation of resources to this key area
- Ensure staff have an excellent knowledge of the key cognitive milestones in the acquisition of language and the forms of intervention most likely to accelerate pupil progress
- Improve the tracking of pupil progress and ensure high quality interventions are put in place for pupils where progress has stalled

Governors would particularly want to be kept informed about these developments and raising standards in the Academy's curriculum specialism.

The Academy would be a learning hub for the community and especially for the many adults who lack functional literacy or English skills. Over 30% of adults in Havant have no formal qualifications whatsoever. The Academy's specialism and its developing links with post-16 and adult providers would make the Academy a focus for adult and family learning, especially literacy.

Staunton Community Sports College currently has a specialism in sport. This specialism complements the specialisms provided by other local secondary schools. Staunton currently acts as a hub for the local sports partnership, developing a range of outreach programmes with local primary schools and offering an extended range of clubs and training opportunities which use the extensive facilities on the school site.

The sports specialism would be retained and further developed as the Academy second specialism, further enabling the Academy to work with and across the community developing additional opportunities for active involvement. Creative and healthy sporting endeavour enriches the local community and individual children.

Furthermore, in its specialisms Havant Academy would:

- Develop a clear and distinctive character which reflects its specialisms
- Implement target setting based on prior performance data and high expectations
- Ensure the specialist subjects contribute to whole school improvement
- Engage with local schools and the wider community through its specialisms

9. Vocational curriculum provision 14 – 19

The new Academy would work closely with the Havant 14 – 19 consortium which was established in 2007. The consortium recognises the central importance of effective partnership

to meet the aims of raising educational achievement of all children and young people and narrow the gap in achievement between children from low-income and disadvantaged background, and their peers. The priorities of the consortium and of Havant Academy are:

- To enhance and develop collaborative working arrangements and processes
- To develop the curriculum offer and establish a range of pathways to meet the needs of learners of all levels and abilities
- To reduce the level of NEETS
- To provide impartial, comprehensive Information, Advice and Guidance (IAG)
- To develop the teaching/training workforce so that it is able and confident to deliver the 14 – 19 curriculum
- To facilitate progression for all learners by involving employers and universities in 14 – 19 developments
- To ensure robust quality systems and high quality teaching and effective learning

From September 2009 five diploma lines are being offered with common timetabling and a further five are planned to be introduced from September 2010.

The diploma is a composite qualification, combining theoretical study with practical learning. It would engage pupils in a new style of learning and they would become well motivated by the applied nature of their learning and the opportunities to work in realistic vocational contexts. Academy staff would develop a new and dynamic vocational curriculum, working with South Downs College, all of which would be underpinned by robust standards of achievement in English, mathematics and ICT. A Skills Centre would be built on the Academy's campus financed by the local authority's successful bid for Building Schools for the Future. The Skills Centre would comprise a series of well-resourced and realistic learning environments, including salons, workshops, kitchen, fitness centre and laboratories. This Centre would be a valuable resource for the whole school, other schools and the wider community but it would particularly support a new and dynamically relevant vocational 14 – 16 curriculum within a wider 14 – 19 context.

Key diploma and vocational areas would include:

- Society, health and development
- Engineering and motor vehicle
- Catering, hospitality and tourism
- Hairdressing and beauty therapy
- Sport and fitness

South Downs College, as lead sponsor, would offer significant advice and expertise to the Academy as emerging vocational education programmes are developed across the age and ability range.

10. Governance: Academy Trust and Governing Body

Membership of the Trust would accurately reflect the nature of the Trust which is a partnership between the lead sponsor – South Downs College – and Hampshire County Council, the co-sponsor. Trustees would take overall responsibility for the Academy and the funding agreement with the Department for Children, Schools and Families or the Young People's Learning Agency. However, the trustees would devolve leadership of the Academy to the governing body and principal. Some trustees would also be governors and the lead sponsor would take responsibility for chairing both the Trust and the Board initially.

The current principal of South Downs College would chair the governing body initially and play an active part in the planning and implementation of the new Academy. He would be supported by the local authority's Area Director as vice-chair in this endeavour. The governing body would comprise people genuinely interested in and active within the community covering not only education but, for example, health and social care, together with staff, parents and

pupils. All governors must give active support to the Academy's Vision Statement. It is this statement upon which the culture, ethos and planning of the Academy will depend and be the basis of the appointment of the principal whose clear task will be the implementation of the sponsors' vision for the Havant Academy. It is essential that all those involved in the Academy support its identity, philosophy, culture and mission.

11. Leadership and management

The Academy's sponsors would review the approach to leadership and management structures and ensure that the Academy focuses on personalised learning, literacy, numeracy and that collaborative partnerships are central to the design.

Strong, autonomous leadership and management empowered to collaborate yet held to account intelligently by stakeholders, especially pupils and families, would be the characteristics of the Academy approach. A focussed programme of professional development in leadership and management will be provided across the Academy.

Significant efforts have been made to support Staunton Park through various initiatives including an EAZ; these have had positive impacts, as was recognised in the latest Ofsted report. However, the sponsors believe that the key priority for all levels of Leadership and Management must be a clear, unremitting and very direct focus on raising attainment and achievement. This must be matched by an absolute confidence in the ability to deliver improvement for each and every child. By so doing, the sponsors believe that the ethos and expectations created within the Academy will set a new direction for staff and pupils which will make the difference.

The Academy in Havant will prove sustainable improvement can be achieved regardless of social context; the Academy principal and leadership teams will be unrelenting in their determination and their focus on improved outcomes for young people. Leadership will ensure a relentless drive for inclusivity and excellence.

12. Working in Partnerships

The Academy is at the hub of its community. It therefore follows that the academy has a responsibility for the general welfare, beyond education, for the members of the community it serves. The Academy would play a full part in addressing social issues such as the relatively high levels of childhood obesity, teenage pregnancy and youth offending that exist in Havant. The principal, staff and governors would welcome this community-wide involvement and will work collaboratively within local partnerships to ensure a thriving and participating community. The principal will work closely, creatively and productively with the pre-school, primary, secondary and tertiary phases of education within Havant and its wider catchment area.

Collaboration to engender effective learning is more productive than a competitive environment that creates tension and rivalry. This does not curtail ambitious plans for the Academy but recognises that the strength of the community remains the sum of its parts, rather than individuals working in isolation. The Academy's drive for both inclusion and excellence embraces the concept that a civilised society is partly judged by its active concern for the most deprived and vulnerable people. To these ends, the principal would work closely with the Federation of Havant Secondary Schools and the Havant 14 – 19 consortium.

Some of the main barriers to learning in Leigh Park are social and emotional in nature. To remove these barriers to learning, the new Academy would play an active part in local Children's Trusts arrangements, ensuring that resources from other agencies such as health, social care and the police are harnessed and focussed on early intervention strategies so that pupils can attain highly.

13. Extended Community Services

The Children's Plan sets out clearly how schools of the future would act as a hub for the whole community. The Academy would play a large part in supporting the delivery of the Every Child Matters outcomes by providing a range of extended services designed to tackle barriers to children's learning, improve well-being and support safeguarding of children within the

community. The primary goal of extended services provision would be to contribute to raising attainment and achievement.

The Academy would develop opportunities that:

- Provide a menu of activities including study support, play and childcare
- Offer young people a safe place to be
- Provide parenting support, including family learning
- Offer swift and easy access to targeted and specialist services
- Enable community access to facilities including adult learning, ICT and sports facilities

The school would work in partnership with local authorities, other schools, colleges and agencies, including voluntary and community organisations. The Academy, working in partnerships, will always have in mind its responsibilities for the welfare of children especially:

- Physical and mental health
- Protection from harm and neglect
- Education, training and recreation
- General contribution to society
- Achievement of economic well-being

The Academy would actively empower and encourage its children and their families to access community learning opportunities and information about services and local events through effective communication of extended community services.

The Academy will especially provide children with opportunities to learn that raise their aspirations, encourages excellence and enables them to enjoy and achieve beyond their expectations. The Hampshire's Children and Young People's Plan 2009 – 2012 summarises these aspirations -

"making Hampshire a better place for all children and young people, where all of them, including those who are vulnerable or disadvantaged, have the best possible start in life and are supported by the whole community to reach their potential."

There is evidence that extended services can help to improve pupil attainment, self-confidence, motivation and attendance. Their development would reduce or eradicate potential exclusion rates, better enable teachers to focus on teaching and learning, and enhance children's and families' access to services.

Section 4: Sites and Buildings

4.1

The academy would be located at the following address:

Wakefords Way, Havant, Hampshire, PO9 5JD.

The approximate size of the site to be transferred to the Academy Trust is: 11.5 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 not, 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

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

The site of the proposed academy is owned by (mark one with an x)		
LA		
Diocese		
CTC Trust		
Other		x
If other, please provide details: Governing body as Staunton Community Sports College is a foundation school. On closure of school site will transfer back to local authority and then be leased to the Academy Trust.		

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	
If yes, please provide details and confirm that you would abide by PfS guidelines regarding contributions to the capital cost of the academy project.		

If the academy proposes to open in existing buildings (Section 3.3) please provide a brief description of the age, size and condition of these buildings: The main school block is SCOLA Mk 1 built in 1968 and re-clad with Wessex System. The majority of the other school accommodation is SCOLA Mk 2. An extension built in 2005 houses a Healthy Living Centre. The sports hall and changing facilities were refurbished in 2007. The aluminium framed swimming pool enclosure is in a poor state. The existing gross floor area is approximately 10,100 sq m.

4.3

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:

Should it be necessary to co-locate primary schools, special schools, Pupil Referral Units, youth or community groups currently sharing the site, please confirm that the LA would bear associated capital and revenue costs.

Yes (please give more information)

Not applicable (mark with a x)

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:

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

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 alternative procurement model

* HCC is in negotiation with PFS re an

x

PFS National Framework

Section 5: Agreements

5.1 Sponsor Agreement

Some categories of sponsor (listed below) are not required to make a financial contribution to the endowment fund, or to sign a Deed of Gift. The Department would nonetheless expect the Academy Trust to establish the means of receiving and to use reasonable endeavours to raise donations.

Name of Lead Sponsor: South Downs College

Amount of sponsorship to be contributed: n/a

Name of co-sponsor/s: Hampshire County Council

Amount of sponsorship to be contributed: n/a

Governance arrangements i.e. composition of the trustee board and the governing body:

See 3.11 - section 5

Please note: sponsors other than local authorities would appoint a controlling majority of the governing body

<p>*The following categories of sponsor are not required to make a financial contribution to the endowment fund. Please indicate if sponsor/s fall into any of the categories below:</p>	
Existing sponsor who has already contributed £2million as financial sponsorship	
University/College	x
School or other educational establishment	
Diocese	

<p>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>.</p>	
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:
Consultation undertaken, please see appendices

Where staff at existing schools transfer to an academy, please confirm that the LA agrees to indemnify the academy in respect of all employment costs relating to the period prior to the transfer, which will include without limitation the costs arising out of any equal pay claims relating to that period.	Confirmed	x
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Please confirm that the LA would contribute towards the costs associated with TUPE as follows:

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

- 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.

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

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

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:		

5.5 Learning and Skills Council (LSC) Agreement

Has the local LSC been consulted on and agreed to any proposed post -16 provision? The local LSC were consulted by letter on the proposal to establish a 700 place 11-16 Academy to replace Staunton Community Sports College. No response was received.	Yes	x
	No	
Is a letter confirming support attached?	Yes	x
	No	

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

5.6 Diocese Agreement

Where the relevant predecessor school is a VA school, please confirm that the Diocese/Archdiocese has agreed to this proposal and has formal Board of Education / Diocesan Schools Commission agreement

Yes	
No	
N/A	x

Where applicable please provide details:

5.7 Miscellaneous

The Department has established a Framework for the Project Management of academy projects following an open competition. This arrangement has been made to ensure compliance with the government procurement regulations and avoid lengthy competition processes. The ten project management companies appointed to our Framework have been selected on the basis of their experience, expertise and commitment to deliver a quality service.

Please confirm that all parties are content for a Project Management company to be selected from the DCSF framework.

**Please note that alternative arrangements may be agreed for multiple sponsors through discussion with the Project Lead.*

Agreed

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 *Delivering Academy Buildings through PFS*.

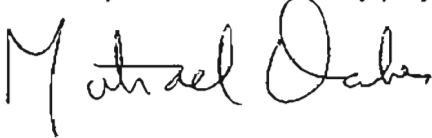
Confirmed

x

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

5.8 Signatory details

We fully support all aspects of this Expression of Interest and agree to use it as a basis for the future development of an academy project.

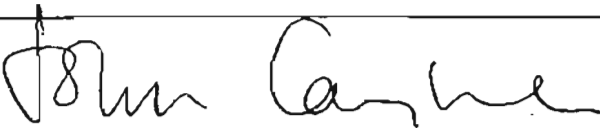
Signature 

(For and on behalf of the lead sponsor)

Name in full Michael Oakes

Position: Principal, South Downs College

Date 17/9/09

Signature 

(For and on behalf of the co-sponsor)

Name in full John Coughlan

Position: Director of Children's Services, Hampshire

Date 16/9/09

Signature 

(For and on behalf of the local authority)

Name in full Councillor David Kirk

Position: Executive Lead Member for Children's Services, Hampshire

Date 16.9.2009