



department for
children, schools and families

CITY OF OXFORD (working title) ACADEMY

IN OXFORDSHIRE

EXPRESSION OF INTEREST FOR AN ACADEMY REPLACING A PREDECESSOR SCHOOL

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

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

Section 1: Executive Summary

1.1 Please provide a brief summary of the project:

This dynamic proposal could see Oxford School replaced initially by an 11 - 19 Academy. The Academy would be sponsored by the United Learning Trust [ULT] and co-sponsored by Oxfordshire County Council.

Oxford City is currently experiencing, and forecast to continue to experience, growth in demand for primary school places. A City-wide response to this will include a thorough analysis of the provision of primary school places. As part of the feasibility stage an assessment will be made of the potential to expand the academy to accommodate primary and, perhaps, nursery aged children on the same site. This will be considered alongside the need to raise attainment in primary schools to better equip pupils to access the secondary school curriculum. The costs of any non-secondary age places will be met by the County Council using a variety of funding streams including Basic Need, Primary Capital, capital receipts and developer (S.106) contributions as appropriate.

The Academy would have a specialist focus upon English and also upon Business and Enterprise. Raising core subject attainment, for instance standards of literacy, would be a key priority as would be developing community cohesion in the East Oxford area. ULT intend to develop close educational partnerships with other institutions, including ULT academies and independent schools that would drive standards forward in the Academy.

Oxford School is an 11-18 mixed comprehensive serving the community of East Oxford. East Oxford is socially, culturally and ethnically very diverse. This is reflected in the school's population.

Although the Oxford School intake comes from a large number of primary schools, there are typically fewer than 100 'first preferences' as many families in the immediate locality choose to send their children to other schools. Whilst the East Oxford area itself is economically and socially a mixed community, the school recruits mainly from the lower social-economic groups (Tax Credit Indicator ~ 60%, the second highest secondary school figure in the county, whilst that for the primary school is ~57%). The school does not have a balanced ability intake. Oxford School has a high number of pupils with SEN (13% with a statement or SAP), EAL (33%), and in year turbulence of approximately 10%.

Oxford School is a National Challenge school. Attainment of 5+A*-C (EM) has been consistently below the floor target, dropping to 23% in 2008. The expected attainment for 2009 is likely to be close to the 30% floor target but the school does not yet have the capacity to remain sustainably above this. A contributing factor is the inability of the school to recruit and retain the very best teachers, particularly in the core subjects.

Attainment on entry to Oxford School is significantly below the Oxfordshire average (KS2 APS 24.2, Oxon 27.6). This is the lowest of all of the city schools and, in the face of competition from more successful local schools, continues to decline. The number of pupils entering the school with attainment at or below L3, averaged 40% in the last three years. The Fischer Family Trust analyses show that attainment at KS3 is broadly in line with expectations, but progress from KS3-4 is below expected levels.

The previous Headteacher left in April 2009 to take up another headship, and the Governors have with Local Authority support made an interim appointment to September 2010. The newly appointed Executive Head has a very good track record of working in challenging schools.

The City of Oxford Academy would revitalise education from 11-19, and potentially from as young as 3, in East Oxford and do so by responding to local community needs. It would impact on the wider community and its specialisms would contribute directly to regeneration and the creation of opportunity for this area.

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	53.6	56.3	57.0	62.4	44.6	47.3	47.6	50.0
School 1	20	36	32	31	19	26	27	21
CVA Scores (KS2-4)								
	2006		2007		2008			
LA Average	1001.9		990.9		1001.5			
School 1	991.1		998.7		1001.4			

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	-	-	8.1(2 ⁰) 9.4(1 ⁰)
School 1	?	40.78	20.6

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	% with SEN statement	% of pupils with EAL
					2008	2008
National Average	-	-	-	-	2.0	10.6 %
LA Average	-	-	-	-	2.6	7.0
School 1	-	839	223	1279	2.7	32.9

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)
Initially 0	900	250	1630 1150	English Business & Enterprise
Proposed opening date	Target build completion date	Building route (BSF or National Framework)	Faith Designation	Name of Sponsor(s)
September 2010	September 2013	National Framework	N/a	United Learning Trust

Section 2: The Predecessor School

2.1 The academy would replace a secondary school.

2.2 Basic Characteristics

	School 1
School Name:	Oxford School
School Address:	Glanville Road Oxford OX4 2AU
Name of LA: Oxfordshire	
Community School	
Foundation School	x
Voluntary Aided (VA) School	
Voluntary Controlled (VC) School	
City Technology College	
Independent	
Other (please specify)	
Co-Educational	x
Single Sex Boys	
Single Sex Girls	
Age Range 11-16	
Age Range 11-19	x
Other Age Range (e.g. Middle Schools)	

Yes with faith admissions	(Faith: _____)
Yes without faith admissions	(Faith: _____)
No	x

Specialism(s) if applicable:	Business & Enterprise
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2.3 School Population

		School 1
Admissions Number:		210
Current number of pupils on roll as at January 2009	Year 7:	179
	Year 8:	130
	Year 9:	155
	Year 10:	205
	Year 11:	174
Number of Year 7 pupils admitted in:	Sept 2005	194
	Sept 2006	152
	Sept 2007	125
	Sept 2008	175
Number of Year 12-13 students at the school in:	Sept 2005	209
	Sept 2006	201
	Sept 2007	191
	Sept 2008	218
Percentage of pupil population who joined or left the school other than at the start or finish of the academic year:	2004/05	25.3
	2005/06	23.7
	2006/07	21.6
	2007/08	25.1

2.4 Admissions

Please attach a copy of the current Admissions Policy		
School 1	Attached	

2.5 Leadership

School 1
Name of headteacher: Paul O'Brien
Headteacher has been in post for: ...0..... Year(s) ...2..... Months as of 5 th June 2009.(date)

2.6 School Improvement

		School 1
None		
Special Measures		
Significant Improvement/Notice to Improve		
Warning Notice issued		x
Causing Concern		x
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

		School 1
Does the predecessor school currently have a budget deficit?	Yes	
	No	x

If yes, please provide details:	The school's headteacher, chair of governors & business manager were 'called in' by the Director and Cabinet member for finance to justify the large end of year (2008-9) carry forward of c.£184,000.
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	School 1	
Does the predecessor school currently have an in- year deficit?	Yes	x
	No	
If yes, please provide details:	2009/10 budget includes an in-year deficit of £183,282 reducing the carry forward surplus to £274.	

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:	6 for secondary
Admissions Number:	
Nursery (age 3-5):	
Primary (age 5 – 11)	
Years 7-11 (age 11-16)	180
Years 12-13 (age 16-19):	0

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

Year 7 – 11

Oxford School currently has a capacity of 1279 but currently only has c.1050 pupils on roll, a net surplus of c.230. For September 2009 121 places have been allocated which will result in c.50 additional surplus places as a larger Year 11 cohort leaves. However, it is known from the current 'bulge' in Oxford City primary schools (first seen in September 2008 i.e. Year 2 in September 2009) that the current decline in secondary age cohorts will be reversed in 2014. In addition significant housing development on the edge of Oxford is anticipated which will create demand for additional school places.

3.2 All-age Academies

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

The following issues will be considered in detail as par to the feasibility stage.

In addition to the growing demand for primary age school places detailed above, one of the major challenges facing Oxford School (and the successor academy) is the low literacy and numeracy levels of a significant proportion of the pupils entering Year 7. The creation of an all-age academy would allow the earliest possible identification for many of the pupils with the lowest literacy levels and the initiation of intensive work with them at the earliest possible opportunity.

Transition from primary to secondary school is also a major challenge for the most vulnerable pupils and an all-age academy would obviate the need for this for many pupils.

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:

There is an overall insufficiency of nursery school places in the Cowley (East Oxford) area. The creation of a 52 x F3 and 52 x F2 place nursery would help to address this shortfall of places whilst ensuring that more vulnerable children receive the high quality, intensive support that will better equip them to engage with and benefit from primary education, both in the academy and other neighbouring primary schools.

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

3.3 Proposed Opening Date in existing buildings

September 2010

3.4 Target Build Completion Date

September 2013

3.5 Specialism(s)

The academy would specialise in: English and Business & Enterprise
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3.6 Admissions

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

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

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

If oversubscribed would the academy select up to 10% of its pupils by aptitude for the specialism?	Yes	
	No	x

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

Please provide any further details known about the proposed over subscription criteria and admissions policy. In particular, how the policy would lead to a balanced intake and whether "banding by ability" would be considered : The over-subscription criteria will be consistent with those operated by Oxfordshire County Council:

1. Looked after children
2. Disabled children
3. a) Children living within the academy's designated area (the City of Oxford) with a sibling attending the academy at the time of admission
b) Children living within the academy's designated area (the City of Oxford)
4. Children living outside the designated area with a sibling attending the academy at the time of admission
5. Children living closest to the school

In the event of over-subscription within any of 1 – 5 above, priority will be given to those living closest to the school by the shortest designated public route recorded in the LA's Geographic Information System.

3.7 Exclusions

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

3.8 Special Educational Needs (SEN)

Please confirm that the proposed academy's SEN policy would have regard to meet the requirements of the SEN Code of Practice.		Confirmed	x
Would the academy be co-located with an SEN unit? If yes please note that the LA would bear all capital costs		Yes	x
		No	
If yes who would run the SEN unit?	The academy	The LA	x
<p>Please provide details of the SEN unit:</p> <p>As part of its plans for Building Schools for the Future, the LA has included a Special School in its first project and provisionally allocated 100% new build. The school is 1.24 miles from the site of the academy on a site which would be difficult to develop whilst the school remains in operation. The potential for the proposed Academy site is being assessed for its potential to accommodate the special school as well as nursery, primary and secondary provision.</p>			
<p>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.</p>			

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

Please provide a detailed statement about your vision for the proposed academy. This should be no more than 6 pages long and should include reference to how your vision would contribute to:

- o Improving standards via
 - o governance
 - o leadership and management
 - o teaching and learning
 - o curriculum development and delivery
 - o the flexibilities offered by the Academy model
- o The Government's plans for 21st Century schools
- o The 14-19 curriculum
- o Stakeholder management
- o The sustainability of the academy into the future
- o Educational transformation for pupils, paying particular attention to how the specialism/s would contribute to this across the whole curriculum

The Proposal

The proposed City of Oxford Academy [COA] would transform the provision of education across the community of East Oxford, it would regenerate the community by raising attainment and aspirations and also by enabling opportunities, bringing together in one place a broad and effective range of support and facilities for families and young people.

The Sponsors

The lead sponsor would be the United Learning Trust (ULT), partnered as co-sponsor - by the Local Authority, Oxfordshire County Council. ULT is the UK's largest sponsor of academies. It is a Christian educational charity created to manage a family of academies across the country and is a subsidiary of the United Church Schools Trust (UCST), a charity which has already for 125 years run independent schools.

ULT partnered by the LA would bring experience, expertise and passion, to create an Academy for the City of Oxford which will bring out the 'Best in Everyone' and support the priorities of the local community. Each ULT academy is tailored to the specific needs of the local community and has the objective of providing a happy, safe and welcoming environment, and a high quality education based on the principles of care, tolerance, discipline and hard work.

Ethos

The ethos of COA would be rooted in Christian values but would embrace those of all faiths and those with none. It would do so by promoting the

universal values of respect, tolerance, compassion, hard work and discipline, through the relationships which pupils would see and experience as well as through the curriculum and enrichment opportunities provided.

COA would be committed to high standards in all areas of academic and personal development. It would challenge its pupils through a culture of high expectations and rigorous frameworks which would encourage positive attitudes. All pupils would have clear academic targets and their progress against these would regularly be monitored and discussed with both pupils and their parents/carers.

COA would promote high quality models of teaching and learning to realise the potential of all students, the 'Best in Everyone', by developing learner skills and competencies. In this it would be supported by the ULT's Director of Educational Strategies and by the LA's Advisers who would work with staff to develop effective pedagogies and to broaden awareness of alternative learning approaches. The development of COA would be informed by research, identified and evaluated by ULT's central education team which would also encourage in-house action research.

The sponsors are conscious of the rich diversity of the local community. COA would be inclusive and celebrate that diversity. It would provide strategies appropriate to the needs of any individual struggling to realise his/her needs. It would recognise the importance of strong and effective welfare and guidance processes and create a personal mentoring system for every pupil. It would also seek to promote a twofold sense of responsibility within each individual; firstly for self and secondly to demonstrate responsibility towards others, in the local community and worldwide. In this way, COA would generate an awareness of global citizenship within all learners.

COA would develop clear practices to develop the following pupil qualities:

- balanced and articulate with the intellectual freedom to be creative
- the confidence to initiate
- the resilience to cope with adversity
- the compassion to serve others
- a life-long love of learning

Partnerships and Collaboration

City of Oxford Academy would work closely with partners to deliver its vision and to ensure that it would integrate with, and contribute significantly to, the existing local strategic plans for the area. It is proposed that this would include:

- Co-operation and collaboration with partner primary schools in order to enrich the learning experience for all and develop effective continuity and progression plans for pupils transferring to the academy at age 11. One aspect of this would involve making the facilities of the Academy available to primary school staff and pupils and for pupils to have an increased access to the Academy in Year 6 prior to transition. Lead teachers in the Academy would engage in relevant outreach work in primary schools to provide master classes, particularly in the areas of the Academy's

specialisms, and to support work in literacy and numeracy development.

- Co-operation and collaboration with all other local secondary providers, including the Oxford Academy, to ensure that the City of Oxford Academy was fully involved in, and not isolated from, local collaborative arrangements and developments. The Principal would work within the existing collaborative arrangements to enhance the delivery of education locally.
- Partnerships with Oxford and Cherwell Valley College and Higher Education institutions including Oxford University, Oxford Brookes and Oxford Business School to identify and develop effective 14-19 pathways and emphasise the seamless and continuing nature of education for life-long learning.
- Partnerships with local industry and commerce to develop the Academy's specialisms and work-related learning and the entrepreneurial skills which the Academy would aspire to develop in all its students. The intention would be to develop further links with Unipart who would collaborate with the academy in the generation of programmes of study relevant to work-related and work-based learning and specifically to a new Business, Administration and Finance Diploma which the academy would offer.
- Materials and resources-access to ULT's Learning Platform, through its VLE, to access the wealth of learning and management resources contained on the VLE. This would include, for each teacher, having the opportunity to instantly download the whiteboard flipcharts, video clips and written resources which have been produced by staff across the group. Within this would be resources made available by ULT's growing partnerships with successful schools outside of its own group. Access to ULT's VLE could be extended to all the proposed Academy's feeder/partner primary schools enabling staff and pupils from the whole catchment area to have access to the wealth of resources available from within ULT's family of academies and private schools.
- Partnerships with statutory and voluntary agencies to ensure the development and delivery of on-site facilities by a wide range of multi-agency family and support services to address the needs of the Academy's students and their families at all stages of their development, and to meet the wider needs of the local community. Partnerships would also be developed with the Primary Care Trust to promote Healthy living and discussions would take place during feasibility as to the possibility of co-locating a Drop-in Health Centre on the academy campus. Existing links with Oxfam and the Museum of Modern Art in Oxford would also be developed to enrich the social and cultural experiences of academy students. The Art Room, a charity based at Oxford Community School would be supported by the academy to provide art as therapy to children and young adults to help raise self-esteem, self-confidence and independence.

- Partnerships with the County Council: ULT would be fully committed to playing a full role in Oxfordshire's Children's Trust, supporting the priorities of the Oxfordshire Children and Young People's Plan and co-operating with other partners to maximise the life chances of young people in the wider community, and would engage fully in the Council's strategy for extended schools and would play its full part in Oxfordshire's inclusion, SEN and Access policies.

Community Cohesion

The principles underpinning the Academy's ethos relate to a desire to promote high levels of achievement for individuals. They also relate to the promotion of ethnic, religious and cultural tolerance and respect between different groups of people living and working together. The Academy would see itself as an active agent for community cohesion and seek every opportunity for bringing the community together, supporting unity and discouraging segregation. One dimension of this work would be reflected in the academy's 'extended school' agenda and, in collaboration with Oxford council, it would explore ways in which it might accommodate and provide a range of services and activities, beyond the school day, to help meet the needs of students, their families and the wider community. The Academy would welcome the opportunity to facilitate a range of childcare and adult/family learning and support programmes-including language classes-sports and recreation activities, healthcare and social services provision. Encouraging use from a wide range of community members, including organised community groups will actively attract parents in to access services. The academy would maintain existing provision of supplementary schooling for the Chinese and Bangladeshi communities.

An All-Age Academy: Flexibilities and Advantages offered by the 3-19 model

Although COA is initially proposed as an 11-19 Academy, ULT and the county council intend to explore, during feasibility, the opportunities and advantages of extending the provision to include the age-ranges of 3-11. An all-through academy would benefit from the experiences of another such 3-19 ULT Academy, namely the Swindon Academy. The 3-19 age-span offers many advantages and flexibilities and is seen as being a logical response to the Children's Act (2004) and the Every Child Matters agenda. It would:

- realise the key objectives of Children's Services; particularly the potential of integrated services to children and families - high quality investment in the early and primary years would secure high levels of achievement among older pupils
- by being sited on the same campus, reduce the well-documented difficulties for pupils and families at key transition points and allow flexibility of age of transfer
- offer new opportunities for professional development and mutual learning for staff working across phases, e.g. early years – KS1, KS2-KS3, KS4-post-16. The Swindon Academy reports that its staff welcomes these opportunities,
- facilitate the 'extended schools' and local community agendas

described above

- benefit from a single governance, management and administration which would be efficient and cost-effective
- with a common site and budget, enable the viring of funds more easily from one priority to another; e.g. from upper secondary to early years

Key Characteristics of the Curriculum and of Teaching and Learning Specialisms

The specialisms of COA would be 1) English and 2) Business and Enterprise. The choice of English is symbolic of the high aspirations and expectations of the Academy. It would reflect a local need since for many pupils English would be their second language. The predecessor school was a Business and Enterprise school and the expertise in this area would be enhanced. Both choices would complement the local mix of specialisms.

The English Specialism

COA would become a centre of excellence to the benefit of pupils and the local community more generally. There would be a particular emphasis on developing innovative, exciting and engaging approaches to teaching English, developing opportunities to work closely with local business and community organisations. As well as discrete programmes of study and enrichment activities it will lead in the development of cross-curricular tasks in the form of enquiry-based projects and presentations where students would work in teams to address real-life situations.

The Language Centre

The Language Centre would provide the infrastructure and pedagogical approaches which would contribute to raising achievement in all subject areas. It would develop links nationally with associations developing excellence in the specialism. Where literacy levels are below national norms, these would be addressed as a priority using ULT's expertise in this area as well as the National Literacy Strategy. For those pupils joining COA with a literacy level below their chronological age, a targeted improvement programme would be implemented to bring this level up to the required standard within two years. Poor literacy is one of the biggest barriers to success and COA would devote significant resources in this area to benefit not only its own pupils but those in other local primaries and their families, many of which have little or no spoken English at home. It would develop 'leading-edge' work using the experiences of the sponsors, including those of their high performing schools in the private sector as well as their 'Lead Teacher' expertise. It would also incorporate the Chinese (4 – 18 years) and Bangla (4 – 16) weekend schools which are hosted by Oxford School. There are 'emerging' languages including Polish and Portuguese for which increased provision could be made as well as the development of links with Cheney School, Oxford which is a specialist language School.

Business and Enterprise

This specialism would be enhanced to:

- provide a visible Business and Enterprise ethos linking COA with local employment as well as global economic issues

- offer opportunities for team-based projects researching local, national and international issues which would present and evaluate solutions
- create an enterprise-based environment for the encouragement of 'enterprising' individuals and an enterprising approach to teaching and learning
- offer work-based and work-related courses for pupils which would be additional routes to success by offering relevant experiences that would address:

Learning through work – a work experience programme tailored to pupils' specific ambitions including work experience and shadowing experiences within Oxfordshire County Council

Learning for work – formal curriculum programmes which would encourage enterprise skills, relevant personal competences and financial literacy so preparing them more effectively for employment

Learning about work – programmes which focus on the understanding of the economic, industrial and financial frameworks.

COA would share its specialist expertise and resources with other schools in the city. In the same way it would look to benefit from access to the expertise of the different specialisms being developed by these schools.

General Curriculum Approaches

The sponsors would encourage the use of the best recent initiatives in pedagogy: Personalised Learning, including Individual Learning Plans, Assessment for Learning, 'Learning to Learn', differentiated learning pathways, especially for the 14-19 phase (see below) and the use of advanced ICT systems that would provide 'anywhere, anytime' learning. ULT has developed an ICT rich approach to learning; one which would see the ubiquitous use of interactive whiteboards and related technologies such as 'Activexpression'. ULT's research has confirmed that such technologies permit information to be presented and student feedback to be received, in more engaging ways. Personal tutors would be assigned to each student to track progress regularly and frequently in Individual Learning Plans as well as nurturing the wider development of the individual. Active enquiry-based approaches would embed enquiry and research at the heart of the pupil's learning experience and real-life contexts would be provided to engage pupils in learning outside the traditional classroom setting and facilitate effective community and work-based learning.

Early Years Foundation Stage (EYFS) 3-5

In considering the possibility of expanding COA to become an all-through organisation, the council would engage closely with the local Children's centres and the local early learning charity, the Peers Early Learning Charity (PEEP) which provides early years training and also runs a Children's Centre. In EYFS the curriculum would be based on the Early Learning Goals and would cover; knowledge and understanding of the world, creative development, personal, social and emotional development, language, number and physical development.

Key Stages 1 and 2

If an all-through structure is progressed, the curriculum would be based on the National Curriculum objectives but would follow the principles which are central to the whole Academy with respect to pedagogical approaches welfare and support systems, pupils tracking (with a particular focus on specific groups of pupils) and enrichment. Strategies to address poor language, literacy and numeracy development would be deployed rigorously, at every stage from age 3 to 11.

COA would be following closely the findings of the Rose Review of Primary Education and also the Cambridge Primary Review and the government's response to them, anticipating significant changes in the National Curriculum in KS1 and 2. Whatever the shape of the future primary curriculum, COA would adopt a thematic and creative approach. All pupils would be involved in a programme of Personal, Social, Health and Citizenship Education which would tackle such matters as morals, bullying social values and health, including sex education. Pupils would also follow an agreed syllabus for RE which would cover knowledge and understanding of different faiths.

Key Stage 3

This would have a clear focus to ensure that pupils achieve their targets. Functional skills in English, Maths Science and ICT would be a priority both for pupils progressing from COA's primary phase and those joining COA in Year 7. The Academy would work closely with its feeder/partner primary schools to identify and provide support both pre- and post-transition for all new pupils, especially those who were under-achieving in these areas and whose first language was not English.

Where particular and targeted support was required, Year 7 would function as a transition year. Pupils would have a significant proportion of their lessons taught by their class teacher in 'Home-Base' classrooms. Those assessed as being ahead of expected norms would be challenged through appropriate learning programmes which would accelerate their progress.

The curriculum would be modular, incorporating a broad range of core and foundation programmes to ensure that pupils would be in a position to make informed choices later on. It would facilitate analysis not only of every pupil's abilities but also an exploration of previously unidentified talents through the creation of a broad programme of enrichment opportunities. Each pupil would receive advice and guidance from their Personal Tutor.

Key Stage 4

COA would anticipate considerable changes in the organisation of 14-19 courses in the next few years with the raising of the statutory age of compulsory education and training first to 17 in 2012 and to 18 in 2013, the evolution of diplomas and apprenticeships and new courses to reduce the number of young people not in education, employment or training (NEETs). Pupils would have access to a wide range of programmes and qualifications. A core provision of English, Mathematics, Science, ICT, RE, PE Citizenship, PSHA, Careers and Work-related Learning and Enterprise would be compulsory. There would be a choice of learning pathways, differentiated

according to pupils' interests and ambitions – BTECs, traditional and applied GCSE's, diplomas or a combination of these.

Core Citizenship programmes would focus on local priorities linked to the promotion of local cohesion. They would be linked to Personal, Social and Health Education and include high quality sex and relationship lessons. Similarly there would be a strong focus on such issues as racism, bullying and anti-social behaviour, poverty and economic well-being; decision-making and problems-solving.

COA would promote the 'student voice' through community placements for students, and the use of local community representatives to work with students researching real local issues and exploring solutions. The 'student voice' would also manifest itself through student councils, part of the citizenship programme exploring participation in local democracy. It would also involve the creation of student newspapers and e-newsletters to communicate local and global affairs. There would be placements of students in the local community e.g. in homes for the elderly or conservation projects which would raise their awareness and develop their personal skills and competences.

Key Stage 5

COA's 14-19 programmes would aim to raise aspirations, support progression and play its part through active participation in the local 14-19 partnership of schools, college and work based providers, in ensuring that all young people in Oxford are successfully engaged in education, training, or employment with training. 14 – 19 partnerships have 2 days per week common timetables to facilitate students' attendance at non 'host' settings and the local partnership has appointed a full time coordinator to develop the shared offer. Post-16 COA would offer a wide range of academic and vocational courses from Levels 1 to 3, determined through consultation with the local well-established consortium which includes the six local secondary schools and the local F.E. College, Oxford and Cherwell Valley College (OCVC). COA would provide clear pathways and progression routes for its students and enable reciprocal arrangements to be put in place with other providers. The sponsors recognise the need to work formally with other schools, academies, colleges and work-based providers to build capacity, not competition in post-16 provision.

Governance involving stakeholders

COA would have a Local Governing Body comprising elected parent and staff representatives, LA representatives and community governors identified from local businesses and community organisations, who collectively would have the full range of skills and expertise to govern COA effectively. The first chair of governors would be appointed by the sponsors with the key criterion for selection being that he or she could offer the time and commitment to act as a close 'critical friend' to the Principal.

The ULT Board is the overarching board for all its academies and each ULT sponsored Academy has its own Local Governing Body (see above),

reflecting the importance ULT places on the need for its Academies to connect closely with the communities they serve and to meet local needs. The LGB plays a critically important role in providing challenge and support to the Principal, actively promoting the aims, ethos and aspirations of the Academy and in acting as an active link with the ULT Board. The sponsors would decide and review annually which responsibilities would be delegated to the LGB. Training would be provided to all members of the LGB, the maximum number of which is normally 15.

Leadership and Management

Oxford School has struggled to recruit good teachers at all levels. There are weaknesses in leadership and management in both senior and middle leadership, although recent initiatives being taken by the Executive Headteacher have the potential to improve significantly the overall quality and impact of leadership on raising standards.

COA would be part of ULT's family of 15 (currently) academies and 12 private schools across the country. The leadership and management structure would have both a vertical and lateral focus with responsibilities clearly defined for each phase of learning or important theme. The principal, SLT and staff would have regular support sessions to share management approaches, curriculum groups and development planning. COA would be linked to ULT's Virtual Learning Environment (VLE) and be able to access the wealth of learning and management resources that exist there.

These resources include for each teacher, the opportunity to download instantly the whiteboard flipcharts, video clips and written resources which have been produced by staff across the group. They would also have access to the considerable resources of ULT's growing partnerships with successful schools outside its own group, including Winchester and Marlborough Colleges. In particular it would have close links to the ULT Academies in Banbury and Swindon, the latter being particularly relevant with its 3-19 structure.

The sponsors believe that this environment would attract good recruits who would wish to work within an energised and dynamic institution which is part of a successful system of support and development.

Future sustainability

Innovative structures, relevant programmes of study and a strong collaborative approach to developing appropriate courses for the 14-19 age-range would ensure that COA would be an outstanding and durable contribution to the education provided in the City of Oxford.

Section 4: Sites and Buildings

4.1

The academy would be located at the following address:
Glanville Road, Oxford OX4 2AU

The approximate size of the site to be transferred to the Academy Trust is: ...9.....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	<input checked="" type="checkbox"/>
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	<input type="checkbox"/>
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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	<input checked="" type="checkbox"/>
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The site of the proposed academy is owned by (mark one with an x)	
LA	<input checked="" type="checkbox"/>
Diocese	<input type="checkbox"/>
CTC Trust	<input type="checkbox"/>
Other	<input type="checkbox"/>
If other, please provide details: Oxford School is a Foundation school but the site has not yet been formally transferred to the governing body.	

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	<input checked="" type="checkbox"/>
	No	<input type="checkbox"/>
	N/A	<input type="checkbox"/>
If yes, please provide details and confirm that you would abide by PfS guidelines regarding contributions to the capital cost of the academy project. It is proposed that the footprint of the original Oxford School buildings (1930s build) be considered for disposal to generate a capital receipt to contribute to the primary school element of the academy should this be an agreed outcome of the feasibility stage. It may be possible to dispose of additional built area		

footprint as the County Council owns an adjacent playing field which could be added to the academy site to ensure sufficient playing fields. PFS guidelines, subject to any detailed negotiations held as part of the feasibility stage, will be complied with.

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 original buildings are early 1930s, added to in the 50s, 60s, 70s, 90s and, most recently in 2001-3 (Oxford City three – two tier reorganisation). With the exception of the newest buildings, condition and suitability is at best satisfactory and in a number of cases poor. There is adequate general and specialist teaching space.

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: None identified through the production of the existing school's site development plan. If the academy is expanded to include primary provision it is likely that a developer contribution toward highways improvements will be required.

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

Yes (please give more information) It is intended, through the feasibility stage, to explore in detail the potential to create an all-through academy by locating nursery as well as primary provision on the site. In addition the co-location, but not incorporation into the academy, of a special school will be considered. These are NOT currently located on the site of Oxford School.

Not applicable (mark with a x)

Where required in response to site constraints or as a result of remodelling, please provide details of a decanting plan for existing occupants during construction and details of who would pay the associated costs: The existing school is located on a generous site and the existing buildings are operating at below maximum student capacity. It is therefore anticipated that new building can be constructed whilst the existing school buildings remain in use without the need for major decanting. In respect of the one teaching block likely to be retained surplus capacity elsewhere in the school should allow for refurbishment on a phased basis. If decanting costs for the secondary element are identified through the feasibility stage we would expect these to be funded from the academy grant.

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	
PFS National Framework	x

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: United Learning Trust
Amount of sponsorship to be contributed:
Name of co-sponsor/s: Oxfordshire County Council
Amount of sponsorship to be contributed:
Governance arrangements i.e. composition of the trustee board and the governing body:
Please note: sponsors other than local authorities would appoint a controlling majority of the governing body

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

Please confirm that sponsors understand and are content with the roles and responsibilities

of the Sponsor, as set out in <i>Sponsorship Guide: Establishing an Academy</i> .	
Confirmed	x

5.2 Local Authority Agreement

Does the LA agree to all aspects of this proposal, including the admissions criteria proposed in Section 3?	Yes	x
	No	

Does the LA confirm that it would bring forward proposals for the closure of any predecessor schools?	Yes	x
	No	

Is this proposal included (or due to be included) within the LA's BSF Strategy for Change?	Yes	x
	No	

If you have answered no to any of these questions, please provide full details:

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

Using the model applied to the creation of the North Oxfordshire Academy (replacing Drayton School, Banbury) a joint consultation on the proposed closure and opening of a replacement academy would be undertaken by Oxfordshire County Council and the United Learning Trust. This would reinforce the key message that the proposal is to replace provision rather than to discontinue any provision. An independent consultancy agency will be engaged to ascertain, analyse and report on the views of key stakeholders including students, parents, City Council, local elected representatives, community groups, trade unions etc.

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: Approval in principle to the creation of an academy was given at a full governing body meeting in July but reservations were expressed about the incorporation of an existing primary school into the academy. The confirmed minutes are not yet available but are expected to be available following the next governing body meeting in September.

5.5 Learning and Skills Council (LSC) Agreement

Has the local LSC been consulted on and agreed to any proposed post -16 provision?	Yes	x
	No	

Is a letter confirming support attached?	Yes	x
	No	

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

5.6 Diocese Agreement

Where the relevant predecessor school is a VA school, please confirm that the Diocese/Archdiocese has agreed to this proposal and has formal Board of Education / Diocesan Schools Commission agreement.	Yes	
	No	
	N/A	x

Where applicable please provide details:

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

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

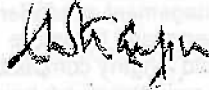
Please provide details of any known impediments, risks, conditions or hazards not mentioned elsewhere in this document:

5.8 Signatory details

(Additional signature details may be inserted if there is more than one co-sponsor)

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

Signature



(For and on behalf of the lead sponsor)

Name in full

SIR EWAN HARPER

Position:

CHIEF EXECUTIVE, UNITED CHURCH SCHOOLS TRUST

Date:

24/8/09

Signature



(For and on behalf of the co-sponsor)

Name in full Janet Tomlinson

Position: Director Children, Young People & Families

Date 25/08/09

Signature



(For and on behalf of the local authority)

Name in full Janet Tomlinson

Position: Director Children, Young People & Families

Date 25/08/09

Section 6: Contact details

Name of lead sponsor representative: Martyn Baker

Address: 23 Chapel Street
Titchmarsh
NN14 3DA

Email: martyn.baker@church-schools.com

Tel: 01832 - 730326

Mobile: 07725823586

Fax:

Name of co-sponsor representative: Roy Leach

Address: County Hall
New Road
OXFORD
OX1 1ND

Email: roy.leach@oxfordshire.gov.uk

Tel: 01865 - 816458

Mobile: N/A

Fax:

Name of local authority representative: Roy Leach

Address: As above

Email:

Tel:

Mobile:

Fax:

Section B: Contact details

School 1

Name of predecessor school representative: Paul O'Brien (Executive headteacher)

Address: Oxford School
Glanville Road
OXFORD
OX4 2AU

Email:

Tel: 01865 - 428200

Mobile:

Fax: