

APPENDIX E

**A SERVICE AND COMMUNITY IMPACT
ASSESSMENT**

FOR

**OXFORD SPIRES ACADEMY
BUILDING WORKS**



DOCUMENT CONTROL SHEET

PROJECT TITLE **OXFORD SPIRES ACADEMY BUILDING WORKS**

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OXFORD SPIRES ACADEMY BUILDING WORKS**

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APPENDIX 1

OXFORD SPIRES ACADEMY EDUCATIONAL VISION

1 BACKGROUND

Oxford Spires Academy serves a diverse community in East Oxford. It opened in January 2011, replacing the Oxford School. In 2011/12 there were 799 students on roll, 209 of whom attend the sixth form. An above-average proportion of students come from minority ethnic backgrounds. About half the students speak English as an additional language. The proportion of disabled students and those who have special educational needs is approximately one quarter of those on roll. The proportion of students who are known to be eligible for free school meals is above average.

Under the National Academy Programme, CfBT Education Trust (lead sponsor) working in partnership with Oxford and Cherwell Valley College and Oxfordshire County Council (OCC), secured £8.016m capital funding in the form of a ring fenced grant (including furniture and ICT) from the Department for Education (DfE) via Partnership for Schools (PfS) - now called the Education Funding Agency (EFA).

In liaison with all parties a scheme has been designed for new build accommodation and various alterations throughout the Academy.

The responsibility for delivery of the new buildings falls to the OCC as the Local Education Authority. However, being an Academy, Oxford Spires Academy is not within the jurisdiction of the County Council. OCC are therefore managing the delivery of the project within EFA's procedures but cannot dictate the details of the provision.

To secure funding OCC has complied with the PfS procurement process and following a successful complete dialogue process have issued the preferred bidder letter to Kier Construction.

The planning application has been submitted

The Academy is keen for the building to be open by September 2013 although our original target occupation date was set for September 2014.

The project group are working towards the 2013 goal.

The proposal would be an appropriate celebration of recent academic improvement in GCSE results at the academy. It is important for staff and students to continue their progression and this proposal would serve as ideal motivation for all involved.

2 PROJECT DETAILS

The planning application submitted is for the construction of a new educational teaching facility at the Oxford Spires Academy, Glanville Road, Oxford.

The proposal does not increase the capacity of the Academy but seeks to improve the overall facilities

Situated approximately three miles south east of Oxford city centre, in the district of Cowley, the Academy has suffered from a lack of investment over recent years, with much of its infrastructure no longer 'fit for purpose' by modern day educational standards. The school buildings were originally constructed in a number of phases from early 1930's through to the

present. Whilst the older blocks function many rooms are undersized and a number of 'outbuildings' have effectively been mothballed. The 1960's science block is in particularly poor condition. Access across the site is difficult and there are very few fully accessible spaces.

This proposal seeks to develop the Academy with a view to future proofing circulation and logistical strategies site wide to allow further building works to take place in years to come. The Academy requires significant improvement in its infrastructure to ensure pupils have a real choice in their local Secondary School provision.

The proposed works include:

- The renovation and extension of the existing IT/Business Building (EBIT) to house Science, IT and business enterprise, sixth Form and a new assembly space.
- The addition of a link between the existing Art Block and Main Reception Building
- Small extension of Sports Hall changing rooms
- Site wide internal renovations in various locations
- Replacement car parking facilities
- The demolition of the existing Science Block, to be replaced with a landscaped courtyard

2.1 New build accommodation

The new building will accommodate the 11 Science classrooms, 6 I.T. & Business Enterprise classrooms, the Sixth Form and create a new Assembly space to seat 330 students.

Due to the renovation of the EBIT building and the demolition of the existing Science building there will be no increase in student numbers as a result of this proposal.

The proposal is a 'like-for-like' development which serves to replace existing facilities rather than increase the general teaching facilities.

2.2 Refurbishment

In total there are seven areas of refurbishment across the site. Generally they are internal works, with the exception of a new structure which will link the art block to the existing main entrance building. The overview of the scope of works is as follows:

- **Art/Technology**

New partitions to form small office
New / refreshed internal finishes
New glazed link and toilet block

- **Food Technology**

New internal fixtures and fittings
Redecorate

- **Main Entrance**

Area under stairs to be filled to create large medical suite with separate desk / office area
Circulation route opened up through the school to provide level access
Finance / Business suite created in existing withdrawal rooms
Extension of Interview room

- **Humanities Link**

Corridor taken straight through to provide direct east-west link
Humanities I.T. moved south
House office and house interview relocated between classrooms

Faculty base and attendance office located at front of building
Bursar and Finance offices unchanged

- **SEN / EAL**

SEN department to replace 6th Form Study area

- **Mathematics**

Partitions reconfigured and WCs removed to create office and interview room
Remaining WCs reconfigured

- **Humanities Classrooms**

Walls removed between existing classroom and office/store to create larger classroom

- **Sports Hall**

Changing room roof repaired
Female changing extended into covered area to provide individual cubicles
Fittings and decor to be refreshed subject to cost

3 IMPACT ON SERVICE REQUIREMENT

This project supports the Council's statutory responsibility to ensure sufficiency of pupil places.

The project meets two of the County Council's four corporate priorities:

- World Class Economy; provision of infrastructure for growth areas and improving school infrastructure to help raise educational attainment
- Environment and climate change; improving the environmental performance of the Council's buildings.

The project is in line with the 3 priorities in Oxfordshire's Children and Young People's Plan 2010-2013;

- Keeping all children and young people safe
- Raising achievement for all children and young people
- Narrowing the gap for our most disadvantaged and vulnerable groups

The project meets two of the core themes of the Corporate Asset Management Plan 2010;

- Theme 4 – Property that is fit for purpose and supports corporate priorities and emerging service business models
- Theme 5 – Improved environmental performance of our buildings to contribute to targets to reduce carbon dioxide emissions

4 CONSULTATION

4.1 Consultation with academy

The academy's senior teaching staff, students and governors have been fully engaged in the development of design proposals which have been signed off as an acceptable design solution and which form the basis of this Outline Business Case.

Feedback from both staff and pupils has been incorporated into the design as it has progressed.

4.2 Consultation with Councillors

Following initial Councillor involvement, when the Expression of Interest (EOI) was submitted, the Academy's Pupil Council, Governors and the Principal have been involved in the on-going discussions. The Principal has also discussed the needs and aspirations of different groups within the community at the next East Oxford Young People Partnership (EOYPP group) and a meeting between Councillor Tilley and Nigel Cunning (OCC Asset Strategy Manager) took place 2nd March to discuss the project.

4.3 Public consultation

On Friday 6th July 2012 a public consultation evening was held at the Oxford Spires Academy. Two sessions were held at 2.30-3.30pm and 5.30-7.30pm. Both sessions were publicly advertised, although the early session was intended for students, parents and staff, while the later session was intended for the wider public and local community. This we believe offered all interested parties the opportunity to view the proposal in full detail to prepare them for the Planning Application, while enabling them to review the scheme and develop their personal opinion. To advertise the event 800 flyers were hand delivered to local residents, while a further 900 flyers were sent home to parents via students of the Academy. Key members of the design team were on hand to answer questions, including Stuart Ward (Architect), Clive Hodgeman (Kier Education), Andy Vernon (Kier Design Manager) and Paul Scholes (Kier Senior Projects Manager). The design team were supported by the Academy Principal, Sue Croft, and Estates Manager Al Tetteh. During the sessions, students, staff and the public were able to review the proposed works and encouraged to fill out feedback forms before leaving. The information presented included a full set of floor plans, elevations, 3D visualisations from all angles, site management plans, construction traffic strategy plans, design development work, physicals models and programming details. Prior to this consultation, the design team engaged in several discussion sessions with the students and staff of the academy to ensure the design meets the requirements of the modern curriculum. This consultation will continue throughout the detailed design and delivery process through to completion. In addition, the academy plan to publicise the design and construction process of the new building on a new section of their website. This will be updated throughout the process and will serve as a gateway for students, staff and the community to keep track of developments on site.

4.4 Other consultations

There is no requirement for a statutory consultation for the proposals at this school.

5 IMPACT ON SITE STRATEGY

The primary aim of the site strategy has been to develop a more coherent site and accessible site that provide modern facilities which will serve to facilitate the educational needs of students in the Cowley area for years to come.

The scheme has been reviewed to ensure that future development on the site will not be hindered, so that further development/site improvements to the site can take place in the future.

6 PUPIL IMPACT

The improved facilities will support the Academy in its drive to continue to improving standard of attainments and, in line with the 3 priorities in Oxfordshire's Children and Young People's Plan 2010-2013 should help:

- Keeping all children and young people safe
- Raising achievement for all children and young people
- Narrow the gap for our most disadvantaged and vulnerable groups

The improvements that are aspired to are set out with in the educational vision at the end of this document

7 STAFF IMPACT

The staff have had an overall input into the design to give them ownership of the process and the improved facilities.

Staff working environment will be y improved following the completion of the proposed building works

The staff facilities and the provision of improved circulation, faculty bases, well sized classrooms and generally improved facilities will contribute to improved staff moral and provide suitable and sufficient spaces for them to teach and plan effectively.

The improvements that are aspired to are set out with in the educational vision at the end of this document.

8 IMPACT ON RELIGION AND BELIEF

The Academy has set aside a dedicated prayer room for the use of all religions within the school. The original Control Option produced for the project ensured that this space was allocated. No washing facilities are provided with the prayer room The Academy have carried out the work to this room themselves.

Work to the Sports Hall changing facilities will create individual changing cubicles for the female students along with upgraded shower cubicles

9 IMPACT ON ACCESSIBILITY

Accessibility around the site will be vastly improved following the completion of the proposed building works. A level access will be created from the art accommodation to the west, across to the new build accommodation to the East of the site. Toilet accommodation, including an accessible provision will also be provided on the West side of the site.

The new building will comply fully with Part M of the Building Regulations.

There will be provision of rise and falls tables, sinks etc to each room type to ensure the teaching provision is fully accessible.

Accessible WC toilet facilities will be provided on all floors

Access onto the site, and into the building, will be generally level with no significant obstacles. A clear access route will be created between the existing buildings and the

proposed new block, improving site wide circulation and allowing for ease of use during lesson changeovers. A strip of hard-standing landscaped area is being maintained to allow for gates leading from the main entrance to the delivery access road will be retained or replaced to provide access to delivery and community facilities, only when necessary. This will not impact on any public highways outside of the site boundary.

The new building will accommodate three main entrances to encourage equal and safe circulation routes. These entrances have double doors which open outwards to assist in emergency exit. Level access will be provided into the building and throughout the ground floor, while two stairwells and a lift will provide access to the upper floors. Corridors have been designed to be light and airy with plenty of space for passing pedestrians and ease of use for wheelchair users. Doors on circulation routes and to all rooms where privacy is not an issue have vision panels and where closers are to be fitted to doors, force at the leading edge required to open them will not exceed 20N. Window openings will be restricted to ensure student safety internally, as well as avoiding external obstruction or hazardous projection. This will also serve as a further deterrent to burglars who may wish to break in.

10 IMPACT ON THE COMMUNITY

Community provision on the site will be improved

The Academy already has an open door policy for the community where their facilities are available for use out of school hours.

The improvements to the existing sports hall and changing facilities along with the new assembly/ drama hall will further contribute to the facilities available and used by the community.

The existing car parking provision has been maintained to avoid parking spilling out onto Glanville Road.

To minimise the impact of the construction work on local residence the contractor will be developing a one-way system for his vehicles and delivery vehicles to avoid grid lock on the local roads.

11 IMPACT ON RESOURCES AND RUNNING COSTS

The Academy is responsible for all revenue costs including staffing, building running costs, maintenance and repairs.

OCC are acting as the procuring agent for this project and as such will require staff resources to cover the monitoring and help to direct the progress of this project. The majority of the resource will be required by the Property and Facilities. Revenue expenditure will be incurred to cover legal advice on the negotiation of the 125 year lease for the Academy.

It is anticipated that the Academy's running costs will remain broadly the same. It is expected that heating costs will reduce from current levels due to the replacement of the science block although electricity costs may increase due to the significant investment in ICT.

Removal of the existing science building will result in a reduction of repairs and maintenance

costs for the academy.

The whole life premises costs should be reduced as a result of improved energy efficiency, modern systems and new fixtures, fittings and finishes. It is not practicable to quantify this at this stage

12 IMPACT ON VANDALISM AND BULLYING

The building has been designed to minimise the opportunity for bullying or vandalism. Externally, supervision lines are enhanced and hidden corners have been, where possible, omitted from the scheme. This will discourage undesirable behaviour. To ensure robustness at ground floor level, a brick plinth runs around the perimeter of the new building. This will discourage vandalism and ensure the facade is strong enough to withstand 'wear and tear' within a school environment. Internally all rooms are accessed off a central atrium in order to preserve good supervision lines. Entrance and stair areas are well glazed to allow for passive supervision, both internally and from adjacent buildings. The building is subdivided into departments which, in the event of community use, will allow each area to be securely locked down.

13 IMPACT ON ACOUSTICS

The building being demolished and/or refurbished have some poor acoustic properties. The new build accommodation will comply with BB93 and therefore have high acoustic standards.

The reverberation times within the rooms will be appropriate to their use and the sound transmission between rooms will be low so enhancing the teaching spaces.

The building is designed to reduce the impact of music or social activities on the surrounding residents. The Assembly Hall sits behind a screen of mature trees, attenuating sound transfer from the building to the local residents. The main teaching spaces are located to the north of the building to ensure residents are not overlooked and that general acoustic levels are directed away from the south of the site. All teaching spaces include openable windows; however noise levels will be monitored by staff on site to ensure they are kept under control. The administration offices are integral to the design of each department for supervision purposes.

14 IMPACT ON EXTERNAL SPACE

The demolition of the existing science block creates a large area upon which the entire site centres. This provides the opportunity to design a courtyard area which will be used for social activities, P.E. lessons and outdoor learning. This area will link the two green outdoor sports areas and serve to improve site circulation and general legibility.

In addition the landscaping adjacent to the new building, as well as the access road to the south of the building will also be developed. The access road is critical for deliveries to the kitchen area, as well as for emergency vehicle access to the back of the teaching blocks.

This work will be done prior to the construction of the new building to enable deliveries and site access to be maintained during the construction phase.

Generally the design should be appropriate to a school environment, using robust materials which complement the surroundings. The design will include a mixture of hard paving, grassed areas, soft planting and benching, as well as a hard standing area which could be used as a basketball court.

On the site of the new building there are currently car parking spaces for staff. These are not ideally placed and cause a conflict between vehicular and pedestrian traffic on site. Our proposal relocates these spaces to a more appropriate place on the site, behind the kitchen block.

15 IMPACT ON CAR PARKING

The footprint of the proposed new building will occupy space currently used for secure car parking. It is estimated that there are currently 120 parking spaces on site, with overflow to the North adjacent to the Sports Hall. Typically this would be used by the community during weekends when using the sports facilities.

As part of the proposal, the allocated parking provision will match the numbers that currently exist. The academy are keen to encourage staff and students to use alternative means of transport, however their current parking provision is well used throughout the year and any reduction may lead to a negative impact on Glanville Road.

As a result we are proposing maintaining the level of parking at 120 spaces on site. This includes disabled access spaces and visitor parking. The proposed site for the relocation of the existing parking is to the East of the site. This will allow for secure access to the tennis courts, maintaining the academy's secure line for student safety. In addition this segregates pedestrian and vehicular circulation on site, again improving student safety.

APPENDIX 1

OXFORD SPIRES ACADEMY EDUCATIONAL VISION

The following six key strategic intentions summarise the vision for the Academy:

- A truly comprehensive Academy (provision for the more able)
- A centre of pedagogical excellence, training and leadership
- A strong and effective system of individual support, care and guidance (a rigorous house system)
- A centre of excellence for literacy
- A community Academy with a global perspective
- Extensive and imaginative use of the business and enterprise specialism

- 1)The academy development plan has further defined the specific areas for improvement for 2011-2014:Raise the quality of teaching and active learning
- 2)Improve the quality and quantity of homework
- 3)Improve students respect for all members of the academy and community
- 4)Develop quality teaching and learning including Literacy and EAL
- 5)Ensure the academy becomes the first choice school in the local area
- 6)Raise attainment at all levels

Furthermore we intend to achieve an Outstanding OFSTED in 2012 and to raise achievement in 2012 to 58% 5+A*-C including English and mathematics and 80% 5+A*-C including English and mathematics in 2017.

A truly comprehensive Academy

The Academy will be a high achieving school within the next three to five years and attract students across the range of abilities from local primary schools. The lead sponsor and partners recognise that the challenge is to consciously and vigorously meet the needs of all students. The Academy will, therefore, create a more personalised approach to learning while more readily meeting the needs of individuals. This will be achieved through high quality teaching; teaching which encourages learning to be creative and to make connections; greater student independence; the consistent use of assessment for learning (AfL) strategies; and the development of an inquisitive climate for learning. These important features will require new systems, procedures and continuing professional development to ensure the engagement of students, parents/carers and staff. The Academy will offer supportive and challenging learning programmes for all and identify and foster programmes to better support the most able. As a member of the National Association of Gifted Children, the Academy will develop effective support programmes for all aspects of giftedness. For those identified as able, gifted and talented, the offer will include: early examination entry; a programme of extra-curricular GCSEs; targeted interventions to support students to achieve A* grades at GCSE and A' level. For primary school students identified as able, gifted and talented the Academy will offer master classes in English and in Business and Enterprise, amongst other opportunities.

A centre of pedagogical excellence, training and leadership

In order to be at the 'leading edge' of practice there will be a sharp focus on developing and improving teacher effectiveness. One aspect of this will be the effective use of data. This will be a key element in raising attainment and teachers will combine analyses of student

performance data with a range of pedagogical skills to maximise each student's attainment. This will be complemented by ambitious programmes of continuing professional development (CPD) and the dissemination of good practice.

As a training centre for pedagogy and innovation the Academy will provide for the needs of its own staff and students, local primary schools and other schools locally, nationally and internationally. It will build a reputation for its work by developing the current links with further and higher education through its partners and by establishing international links through its lead sponsor. Its reputation for excellence in this area will be used to attract and retain excellent staff committed to leading in their classrooms and overcoming barriers to learning in order to increase the access, achievement and aspirations of its students.

A strong and effective system of individual support, care and guidance

The housesystem will be central to the Academy's focus on the provision of high quality support, care and guidance. It will be used to build confidence and raise the aspirations of parents/carers and to increase their involvement as the child's co-educators. It will offer considerable personal challenge to students, exceeded only by a high level of support.

The new system of four houses, will help to create a strong sense of belonging and offer many opportunities for students and staff to contribute to the life of the Academy and wider community through creative, academic, business and enterprise, performing and sporting activities. Through the establishment of robust but sensitive and caring relationships the house system will be used to raise standards by fostering high expectations in terms of achievement, participation and behaviour. It will provide a basis for collaboration and competition between students and play a key role in developing student leadership. The house system will be the power house of the Academy – engaging and motivating students and parents with demonstrable pride. The house system will also be characterised by the following features:

- effective communication skills (courteous and timely)
- self-discipline and self-management in and out of the classroom
- peer mentoring
- peer mediation skills
- conflict resolution
- student leadership at all levels
- high participation in enrichment activities
- strong student voice
- students as peer teachers
- reward and celebration, for example, through house colours and uniform

A student in a house will want to belong and will actively engage in the house identity and competition. He/she will seek reward by improved effort and will be rewarded irrespective of ability, age or gender or any other discriminatory factor. The house 'family' will look after its own in a structured and inclusive manner. **'Being the best you can be'** will be unashamedly celebrated.

A centre of excellence for literacy including EAL

He focus on literacy will act as a driving force for raising standards and improvement.

The English department will be a 'beacon' department which leads outstanding practice across the curriculum. Strong literacy links will exist between the Academy and students' primary schools, through, for example, appointing a teacher of English (lead practitioner or Advanced Skills Teacher) who teaches at the Academy and in students' primary schools. The promotion of performance and creativity will be used to generate in all students a

confidence in learning and to encourage a wide range of personal skills in areas such as communication.

The curriculum will emphasise the development of functional skills – particularly for those requiring additional support in literacy – and use ‘accelerated’ programmes to challenge and progress students whose levels of achievement are ahead of expected norms. The English department will be effective teachers of Personal learning and thinking skills (PLTS) and will enable those with written communication difficulties to become effective learners whilst supporting their development of functional English. Provision for students who have English as an additional Language (EAL) will be excellent.

The Academy will have a first class library and the development of a Virtual Learning Environment (VLE) will offer exciting opportunities for students and teachers to access a wide range of materials – bespoke and bought packages – and different ways to learn. Materials that will be available include those for use in class; revision packages; use of new technologies (blogs, apps and social networking); opportunities to foster a love of reading will be exploited.

The Academy's programme of extension and enrichment activities for students along with the family and community learning programme will promote the development of effective literacy and oracy skills.

A community Academy with a global perspective

All students will be technologically skilled and broadly educated within an international dimension that will help them to take their place in further education or employment: there will be a strong commitment to local, national and global learning studentships. Trying to ensure that students grow up to lead safe, happy, healthy and successful lives is one of the Academy's chief aims. Families are central to this and the Academy will engage parents and carers in their children's learning in order to better support its young people. School and family support workers will be introduced to help those young people with the most significant barriers to learning. The Academy will build upon the present harmonious school environment and strengthen community cohesion by promoting tolerance and celebrating diversity through the house system.

Members of the local community will be encouraged to participate in the Academy as friends of the Academy; governors; co-educators of their children; in Academy-based learning opportunities for adults; and classes for community groups. Parental engagement will be encouraged and nurtured in a variety of ways, including online reporting, open weeks and shared learning projects. Parents will be asked to share their views formally and informally.

The Academy will develop a strong international and global dimension across the curriculum so that students are educated about development issues; can understand the key global considerations which will shape their lives; have an understanding and appreciation of cultural diversity; and recognise and celebrate diversity. International links, for students and for staff, will be forged through the lead sponsor's worldwide connections, as well as through schemes for schools sponsored by the Department for Education and the British Council.

Extensive and imaginative use of the Business and Enterprise specialism

As part of the sponsors' commitment to raising standards, personalised learning pathways for students will support and enable students to develop their potential and maximise their achievements through an appropriate range of academic, vocational and enrichment activities. Both specialisms will act as important change agents and, alongside Information and Communication Technology (ICT), will permeate the curriculum and help to raise student

aspirations and achievement. Relevant and innovative cross-curricular and enterprise related activities will take place on special timetabled days.

Students will model businesses and enterprise in mock, virtual and real entrepreneurial activities. Representatives from local business will be actively involved in the life of the Academy through mentoring students, coaching, career events and contributing to the wider curriculum. The Academy will develop links with business, in order for students to gain detailed knowledge of the wider world.

The ICT vision

Supporting excellence in learning, teaching, guidance and support as characterised by:

- well trained, confident users of information technology
- data being used to identify and address the needs of individual learners throughout their school careers
- access to a range of opportunities and methods for accessing learning resources from both within and outside the formal school times and premises
- collaborative technologies being used to bring the outside world in, and give opportunities for creative and thoughtful dialogue with the community and the wider world
- interactive technologies being used to increase teachers' repertoire and learners' experience with technology providing the ability to cater for a broader set of learning styles in lessons
- technology supporting the accurate and timely feedback to learners on their progress and areas for improvement

Creating a personalised learner experience characterised by:

- technology actively being used to reduce barriers to learning identified for groups and individuals within the Academy
- virtual learning that blurs the boundaries between the classroom-based, guided and informal learning thereby creating a more seamless experience for the learner as they progress through their day, week and year
- technology providing discrete and timely access to support professionals, services and material
- a range of opportunities for self-expression, demonstration of knowledge and understanding through technology

Becoming an e-confident organisation as characterised by:

- reliable, well supported information technology provision
- understanding and measuring the impact that technology is having on success, personal effectiveness and the morale of the workforce
- a sound understanding of the return on investment in technology
- using technology to provide access to support and administrative functions
- technology appropriately integrated into learning, social and communal spaces

Curriculum

The curriculum will be innovative but grounded in developing core skills. Acquiring essential skills is central to students' learning and the application of these key skills will enable students to have the attributes they need to prosper in the future. The curriculum will be shaped to inspire, encourage and motivate students to fully engage with the opportunities

available. It will offer students personalised pathways and will be consistently focused on students' learning and achievement and how to improve both. It is vital that students are highly motivated in order to raise their aspirations and broaden their horizons. The Academy will focus on each student as an individual, developing their potential and maximising their achievements through academic, vocational and enrichment activities. This will be achieved through planned progress, effective monitoring and the celebration of success.

The curriculum will deliver:

- effective delivery of PLTs,
- a concentration upon the core subjects of English, mathematics and science
- challenge and pace
- excellent AfL,
- an engaging climate for learning
- an excellent and invigorating classroom environment
- project- and work-based learning
- the integration of subjects, where appropriate
- the imaginative use of ICT
- programmes for self-directed and home learning
- the teaching of learning to learn, including well-being
- a well-designed Social and Emotional Aspects Learning (SEAL) programme.

Key Stage 3

From September 2011, the driving force will be in the quality of skills delivery, pace and challenge for the more able, with pre-teaching and a focus on core skills for EAL students. It is a two year Key stage 3; Year 9 will provide personalised pathways which accelerate and prepare students for the next stage.

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The Academy will enrich the academic learning experience of students and broaden the curriculum by developing academic and vocational learning opportunities; improving choice by offering Critical Thinking, early AS and Open University modules; Youth Award programmes; and participation in Young Enterprise ventures. The top 60% of students will be guided into taking the English Baccalaureate. There will be a strong delivery of a wide range of A Levels. Sixth form students will be school leaders and expected to study independently in their selected subject areas outside of the classroom teaching time.

