



Children and Young People Overview and Scrutiny Committee

Date:	Tuesday, 3 November 2009
Time:	6.00 pm
Venue:	Council Chamber, Wallasey Town Hall

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AGENDA

CALL-IN OF CABINET MINUTE 143 (1/10/09) - REVIEW OF SECONDARY SCHOOL PLACES PHASE 1

Cabinet minute 143 has been called in by Councillors Jeff Green, Les Rowlands, Simon Mountney, John Hale and Lesley Rennie on the following grounds:

“The Children and Young People Overview and Scrutiny Committee is asked to note the Leader of the Conservative Group’s comments of opposition to the closure of Ridgeway High School, Wirral Globe 12th March 2009, when the decision to proceed with the two Academy (one co-educational and one boys only) solution was announced by the Labour/Liberal Democrat Administration.

Committee is asked to reaffirm its commitment to the principle of Academies and recognise those individuals and organisations that are seeking to raise the educational attainment of some of the most disadvantaged young people with their particular knowledge, time, insight and funds.

The Committee is however, asked to note the contents of the outstanding OFSTED report achieved by Ridgeway High and the exceptional achievements of children attending the school (this year is set to score 47% A-C GCSE results (including English & Maths), making it the second best community school in Wirral) and giving it one of the highest ‘value added’ scores in the country.

The Committee is asked to share our view that raising the educational attainments of all Wirral children must be a key priority for Wirral Council and that schools which achieve this most precious objective should be nurtured, supported and celebrated not punished and threatened with closure.

Committee, acknowledging as it must, that Ridgeway High School provides an outstanding education to the children of the area both in terms of results achieved and the value it adds is a school deserving of the Council's support and is asked to agree with us that the decision to consult on the closure of Ridgeway High and to replace it with a single sex boys Academy on the Borough Road site is wrong and to ask the Labour/Liberal Democrat Administration to show some more 'decisive leadership' and reverse its decision to close Ridgeway High School."

The relevant Cabinet minute and report are attached.

CALL-IN PROCEDURE

- 1. CHAIR'S OPENING REMARKS**
- 2. DECLARATIONS OF INTEREST / PARTY WHIP**

Members are asked to consider whether they have a personal or prejudicial interest in connection with the item on this agenda and, if so, to declare it and state what it is.

Members are reminded that they should also declare, pursuant to paragraph 18 of the Overview and Scrutiny Procedure Rules, whether they are subject to a party whip in connection with the item to be considered and, if so, to declare it and state the nature of the whipping arrangement.

- 3. EXPLANATION OF THE CALL-IN BY LEAD SIGNATORY**
- 4. EVIDENCE FROM CALL-IN WITNESSES**
- 5. EVIDENCE FROM CABINET MEMBER'S WITNESSES**
- 6. SUMMING UP BY MOVER OF THE CALL-IN**
- 7. SUMMING UP BY CABINET MEMBER**
- 8. COMMITTEE DEBATE**
- 9. COMMITTEE DECISION**

Cabinet – 1 October, 2009

Minute 143 – Review of Secondary School Places Phase 1

Cabinet were given an update of the progress so far with regard to the development of two proposed new Academies in Birkenhead. The Director of Children's Services sought approval for the two Expressions of Interest and for commencement of the statutory consultation process for closure of the three secondary schools affected by the Phase 1 proposals.

With the permission of the Chair, both David Hughes, lead sponsor of the proposed Boys' Academy, and Dr Colin Hankinson, representing the University of Chester, lead sponsor of the proposed mixed Academy, addressed the Cabinet and elaborated on both expressions of interest including their vision, ethos and specialisms for both academies. Both then responded to questions from Cabinet members.

The Cabinet Member for Children's Services and Lifelong Learning thanked the lead sponsors for sharing their visions with the Cabinet and remarked that this was potentially the best opportunity the authority would have to make a step change in the life chances of young people in Birkenhead. He also took the opportunity to pay tribute to staff of Park High, Ridgeway High and Rock Ferry High schools.

The Director, responding to members' comments, stated that the proposed scheme was designed to look in a holistic way at secondary education in Birkenhead and was a single package which could not be split into different parts. Consultation would have to take place over the proposed closure of each of the 3 schools at the same time as consultation on the successor arrangements for the 2 academies.

The Leader of the Council welcomed the opportunity to improve the life chances of children within Birkenhead by the proposed injection of funding for a brand new purpose built academy and for a mixed academy.

Resolved -

(1) That Cabinet approves the Expressions of Interest for the two Academies and their submission to the Minister of State for Schools and Learners.

(2) That Cabinet requests that the Director of Children's Services undertake all the necessary formal consultation processes and that these consider the proposals in their entirety, not just the individual elements under review.

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EXECUTIVE SUMMARY

This report provides an update of the progress so far with regard to the development of the two new Academies in Birkenhead. The report seeks approval for the two Expressions of Interest and for commencement of the statutory consultation process for closure of the three secondary schools affected by the Phase 1 proposals.

1.0 Background

- 1.1 At its meeting of 29th November 2007, Cabinet instructed that Phase 1 of the Secondary Places Review should comprise schools in Birkenhead and Bebington (Wirral South).
- 1.2 Phase 1 has resulted in a complex option for consultation including the establishment of a mixed Academy and a Boys Academy, linked to the closure of three existing schools – Ridgeway High School, Rock Ferry High School and Park High School. This was reported to Cabinet on 19th March 2009.

2.0 Overview of the Academies Process and Progress So Far

- 2.1 Following the approval by Cabinet at the March meeting of the proposals for the Secondary Review of School Places, the Office for the Schools Commissioner (OSC) worked on a Statement of Intent for each Academy. This outlines the intention of the Minister for Schools to establish the two academies in Birkenhead. The LA was asked to provide the OSC with some background information about the schools and their context and each of the sponsors were asked to provide information about themselves and what they would bring to each Academy. There was a delay in us receiving the Statements of Intent as a result of a change in the Minister for Schools and Learners in early June. We received the two Statements of Intent on 8th July 2009.
- 2.2 The confirmation of the Statements of Intent also confirmed the sponsor teams for the two Academies. These are:

Mixed Academy

University of Chester (lead sponsor)

Wirral Metropolitan College

The Local Authority

Boys' Academy

David Hughes (lead sponsor)

University of Liverpool

Birkenhead Sixth Form College

The Local Authority

- 2.3 The next stage in the process was for each of the Academy sponsor teams to put together an Expression of Interest. The lead sponsor oversees this process. The New Projects Division of the DCSF identifies an external consultant to support the process. The consultant for the Wirral Academies was appointed by the DCSF in early July 2009 and the first meeting between herself and the sponsors took place on the 27th and 28th July 2009. In her timeline the Expressions of Interest are due to be submitted for Ministerial decision later in October once they have been approved by the DCSF Operations Board on 6th October 2009.

- 2.4 The meetings on 27th and 28th July triggered a range of actions. The LA was asked to provide the consultant with data and information about the existing schools, demographics, standards and so forth. Quite a large part of the DCSF template for the Expression of Interest (EOI) contains this information.
- 2.5 Each of the sponsor teams was charged with producing a Vision Statement as part of the Expression of Interest for their Academy. The process for producing the vision statement has taken place over August and early September, via meetings and electronic communication.
- 2.6 Following this process, the consultant has pulled together the data sections using the information from the LA and the Vision statements and then worked on a covering commentary.
- 2.7 As part of this process, the governing bodies of the three existing schools have been invited to a meeting where each of the sponsor teams have been able to present their vision statements and invite comments. Each governing body, on the same evening, was asked to formally meet and minute their response. As the model is for 3 schools becoming 2 academies, each governing body was asked to produce a response to each of the EOIs. It is not a requirement that the existing governing bodies approve the EOIs, but the process does require that they are given an opportunity to express their views.
- 2.8 At the Cabinet meeting of 1st October 2009 the Cabinet is being asked to approve the two EOIs as both the LA and as a sponsor.
- 2.9 Once the sponsors have all agreed and signed the EOIs and Cabinet has also approved they will then be submitted to the Minister for Schools and Learners for his approval.
- 2.10 Once the Minister for Schools and Learners has approved the EOIs, the third stage commences which is called the Feasibility Stage. This stage is about more detailed planning for the Academy, agreeing curriculum structure, leadership and management arrangements, staffing requirements, starting planning processes regarding buildings, planning ICT, deciding key policy statements and so on. The DCSF appoint a Project Management Team to support the sponsors in this process. The current timeline has this commencing in November and being completed early spring 2010.
- 2.11 The Feasibility stage also includes the formal consultation with stakeholders on the establishment of the two new Academies, as well as the pre-statutory consultation on the closure of the predecessor schools, which is discussed in more detail in Section 4 below.
- 2.12 The outcome of this stage will be a further submission to the Minister for approval who, if he approves, signs the Funding Agreement.
- 3.0 **Expressions of Interest**
- 3.1 The Vision Statements as part of the Expressions of Interest for each of the two proposed Academies will be presented by the sponsor teams to Cabinet as part of this report. The draft Expressions of Interest are included as Appendix 1 (Boys) and Appendix 2 (Mixed). It should be noted that these documents are draft and may contain comments and minor items of missing information that will be rectified before submission to the DCSF Operations Board.
- 4.0 **Consultation on Closure**
- 4.1 In order to establish Academies on existing school sites, it is necessary to follow the statutory procedures to close the existing community secondary schools. The process must to be completed before the Funding Agreement with the DCSF can be signed.
- 4.2 The two Academies are due to open in 2010, with pupils on roll at the existing three schools transferring to the new Academies. In order to meet this timeline, it is anticipated that the funding agreement between the sponsor teams and the DCSF to finance the two Academies will be signed by April 2010. For this to happen, it is necessary for the Council to secure the necessary approvals to close the existing schools as community schools before this date.

- 4.3 The Local Authority undertakes formal consultations on the closure of the predecessor schools in order to make way for the new Academies. It is envisaged that this would take place in October-November 2009, with the outcome reported to Cabinet in January 2010. If it were then decided to proceed further, statutory notices would be published, followed by a six week representation period during which comments and objections can be made by any person or organisation in relation to the proposals. Council's Cabinet, as the Decision Maker, would then be asked to determine the notices taking into consideration the representations received, to decide whether the three predecessor schools should close, with a proviso that these closures are linked to the signing of the Funding Agreement.
- 4.4 The timetable below outlines the necessary stages of consultation for each school concerned. Consultation will involve staff, governors, parents and the local community at each affected school, as well as other statutory consultees set out in guidance.

Action	Date
Report to Cabinet	1 st October 2009
Formal closure consultation begins (6 weeks)	21 st October 2009
Formal closure consultation closes	27 th November 2009
Report to Cabinet	14 th January 2010
Statutory closure consultation begins (6 weeks)	28 th January 2010
Statutory closure consultation closes	10 th March 2010
Report to Cabinet	15 th April 2010
Funding Agreement signed	End of April 2010

- 4.5 At the same time, the sponsor teams undertake a non-statutory consultation on the opening of the Academies. The consultation outcomes are reported to the Secretary of State as part of the required documentation for the Funding Agreement.

5.0 Financial Implications

- 5.1 There are no financial implications arising directly from the report.
- 5.2 Capital funding for new and refurbished Academy buildings is from the national Building Schools for the Future programme. The responsibility to provide sites for Academies rests with the LA. There are likely to be significant costs in the management of the Academy programme and the transition stage which will be the subject of future reports.

6.0 Staffing Implications

- 6.1 There are none arising directly from this report.
- 6.2 The creation of Academies 2 and 3 will require significant staff transfers under TUPE, provision of staff matched to the transition arrangements and the management of the transfer from existing staffing structures to those of the new Academies.
- 6.3 Costs arising from redundancies agreed prior to establishment of the new Academies are shared between the LA and the DCSF. Any redundancy costs arising following the establishment of the Academies are to be met from the Academy's budget.

7.0 Equal Opportunities Implications

- 7.1 It is essential to plan school provision across the Authority so that it is both efficient and effective in the interests of all pupils.
- 7.2 An equality impact assessment will be carried out on this report.

8.0 Community Safety Implications

- 8.1 There are none arising directly from this report.

9.0 Local Agenda 21 Implications

9.1 There are none arising directly from this report.

10.0 Planning Implications

10.1 All capital works will be subject to the relevant national and local planning legislation.

11.0 Anti-Poverty Implications

11.1 The capital investment in new and refurbished Academy provision is intended to contribute to “narrowing the gap” which is one of the Council’s priorities.

12.0 Social Inclusion Implications

12.1 There are none arising directly from this report.

13.0 Local Member Support Implications

13.1 Secondary school re-organisation has relevance to all Wards.

13.2 The three secondary schools named in this report are located in Claughton and Rock Ferry Wards.

14.0 Background Papers

14.1 Reference documentation and guidance on the Academy programme produced by the DCSF

Working papers for Academy 2 and Academy 3 held in the Children and Young People’s Department

Recommendations

- (1) That Cabinet approves the Expressions of Interest for the two Academies and their submission to the Minister of State for Schools and Learners.
- (2) That the Director of Children’s Services undertake all necessary formal consultations on the closure of the three predecessor schools as set out by guidance

Howard Cooper

Director of Children’s Services



**ACADEMY 2 (BOYS)
(Working title)
IN WIRRAL**

**EXPRESSION OF INTEREST FOR AN ACADEMY
REPLACING THREE PREDECESSOR SCHOOLS**

Section 1: 1.1 Executive Summary

It is proposed to replace three co-educational secondary schools, Park, Rock Ferry, and Ridgeway High Schools, in Birkenhead, an area of the Wirral which has significant social and economic disadvantage, with two academies; one for boys only and one which will be co-educational.

This proposal is for the Boys Academy. The lead sponsor would be David E. Hughes, a Birkenhead born business man, with co-sponsors the University of Liverpool, Birkenhead Sixth Form College, and Wirral Borough Council. The academy would open in 2010 on the site of one of the predecessor schools, Rock Ferry High School, in the south of the town, with its new building expected to be completed in 2012.

The three 11-16 schools which are non-selective secondary schools within a selective area, are located in areas of acute social and economic disadvantage; Rock Ferry is in the bottom 10% and Park is in the bottom 10-20% most disadvantaged nationally. Ridgeway is in the 20-30% most disadvantaged nationally. Rock Ferry's and Park's students are drawn from areas in the bottom 5% most deprived nationally; in 2008 over 50% of their students were entitled to free school meals. Ridgeway's students are drawn from areas in the bottom 19% most deprived areas nationally with 36% of students entitled to free school meals in 2008. The proportion of students with learning difficulties and/or disabilities is above average and students enter the school with below average literacy levels. Most students are from white British backgrounds and there are a small number of students from minority ethnic groups, of whom 1-2% in 2008 were at an early stage of speaking English. Park and Rock Ferry are Community schools and Ridgeway has Foundation status. All three schools have significant surplus places. There are currently 2124 students in total in the three schools and 1261 surplus places.

Student achievement at 16 of 5+A*-C grades at GCSE including English and maths in the three schools in 2008, was 26% at Park; 23% at Rock Ferry; and 37% at Ridgeway- well below both national and Wirral averages. Provisional results for 2009 are 27% at Park; 25% at Rock Ferry and 47% at Ridgeway. The school's CVA scores, in 2008, placed them in the top 25% of schools nationally. All three schools are in the National Challenge programme

It is proposed that Academy 2 (Boys) would have an admission number of 150

providing 750 11-16 places, which along with a PAN of 150 for the proposed co-educational Academy would result in a reduction of 1,868 total places overall.

The lead sponsor and co-sponsors for academy 2 (Boys) comprise what they intend will prove to be a top drawer team committed to ensuring the academy raises the ambitions and expectations of its students, achieves high standards, significantly raises student attainment, and is outstanding in everything it does. The academy will promote the concept of individual self-determination; constantly seeking to defeat the expectation that one's life script is written at birth and to instil the belief in students that what they ultimately achieve will be in their own hands. Borrowed from the social institution that is FC Barcelona, the motto of the academy will be "**more than a school**". In the current vernacular, it will establish the belief that doing well in school really is cool.

The Academy's specialisms will be Applied Learning and Business and Enterprise to capitalise on David Hughes's business acumen, the Sixth Form College's strengths, and the University's renowned business school and its Chinese/ Shanghai University links. The specialist curriculum will have a strong technically oriented focus which will include Engineering and Construction, the Built Environment, and aspects of Manufacturing and Product Design, underpinned by maths and science; a whole school approach will be adopted for the teaching of business and enterprise, students will have 'Business and Enterprise Passports' to record their work related learning and enterprise skills and knowledge, and positive attitudes towards risk taking and entrepreneurial attitudes will be cultivated. High flyers will be expected to apply for places at the most prestigious universities worldwide and students of all abilities will be expected to become the engineers; architects, builders, technicians and trades of the construction industry; specialists in all fields of science; and the business brains and entrepreneurs of the future.

All students will study as part of the new secondary curriculum the core curriculum, English, maths, science, foundation subjects, ICT, PE, citizenship; work related learning and enterprise, a course within any or all of the areas of the arts, design and technology, humanities, modern foreign languages if they wish to, will develop functional skills in literacy, numeracy, and ICT and will develop personal learning and thinking skills. Each student will be offered an individually tailored curriculum- with academic and vocational courses being given equal status- leading to a variety of academic and vocational qualifications for all abilities, for example GCSEs and applied GCSEs, BTECs, NVQs, A levels, Diplomas and Young Apprenticeships, and, utilising in particular our co-sponsors' expertise and employer networks, with clear progression pathways to FE, HE and worthwhile employment.

There will be a strong focus on playing sport in the curriculum and especially team sports, team participation, winning and losing and internal and external competition and activity; and a complementary focus on the arts and sciences and on making a contribution to the academy and wider community. Our students' skills and qualities in leadership, team working, communication, independent enquiry, self management, creative thinking, reliability and work ethic will be developed through curriculum programmes and projects and through competitive and collaborative activities to ensure students have a well rounded educational experience and to equip them for meaningful employment in an increasingly sophisticated labour market.

Students with the most need and gifted and talented students will be supported through learning mentors and all students will have access to a wide range of student and family support services through partnerships with the local authority and other statutory agencies for example "Gold standard" health and well being support and services

provided by Wirral NHS .

The academy will offer on site programmes of Saturday morning catch-up, summer holiday learning camps, reading and writing clubs and examination re-sits workshops. Local business people and local tradesmen and women, very possibly from the pool that have retired, will be actively encouraged to be involved in the education of the next generation of young men. The academy will make its facilities available 7-days-a-week, up to 16-hours-a-day to students, parents/carers and the community in general and will encourage adult learning and participation in recreational and social activities.

The academy will have strong leadership and management; the Principal and leadership team will have ambitions which match those outlined in our vision and our teaching and support staff will be of the highest quality with the skills, experience, knowledge, and understanding to inspire our students to excel.

This academy will be **more than a school**. It intends, in partnership with other local organisations, to be the very heartbeat of its community.

The name of the academy will be decided in feasibility.

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	57	58	61	66	45.4	46.3	48.4	50.2
Park High School 1	29	31	41	52	13	16	23	26
Rock Ferry High School 2	33	35	28	41	20	24	19	23
Ridgeway High School 3	54	52	48	53	25	33	27	37
CVA Scores (KS2-4)	2006		2007		2008			
LA Average	1007.8		1009.7		1009.4			
Park High School 1	1000.8		1014.9		1021.0			
Rock Ferry High School 2	1019.8		1000.2		1015.8			

Ridgeway High School 3	1040.5	1037.2	1022.0
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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	% students eligible for Free School Meals (FSM)
	2008	2007	2008
National Average	-	-	13.1
LA Average	-	-	23.1
Park High School 1	152/3377 4.5%	10-20%	51.5
Rock Ferry High School 2	128/3377 3.8%	0-10%	53.0
Ridgeway High School 3	632/3377 19%	20-30%	35.7

3. Predecessor school – Basic characteristics

National figures quoted relate only to secondary schools.	Students on Roll (3-11)	Students on Roll* (11-16)	Students on Roll (16-19)	School capacity 2009	% with SEN statement	% of students with EAL
					2008	2008
National Average	-	-	-	-	2.0%	10.6 %
LA Average	-	-	-	-	2.3%	1.5%
Park High School 1	0	811*	0	1250	1.8%	2.1%
Rock Ferry High School 2	0	584*	0	1232	8.3%	1.0%
Ridgeway High School 3	0	729*	0	885	4.0%	1.3%

* Students on roll as at Jan 2009

4. Proposed Academy – Basic characteristics				
Planned number of students (3-11)	Planned number of students (11-16)	Planned number of students (16-19)	Planned maximum number	Specialism(s)
0	750	0	750	Applied Learning and Business and Enterprise
Proposed opening date	Target build completion date	Building route (BSF or National Framework)	Faith Designation	Name of Sponsor(s)
2010	2012	National Framework	None	Lead sponsor-David Hughes with The University of Liverpool, Birkenhead Sixth Form College, and Wirral MBC as Co-sponsors

Section 2: The Predecessor Schools

2.1 Not applicable

2.2 Basic Characteristics

	School 1	School 2	School 3
School Name:	Park High	Rock Ferry High	Ridgeway High
School Address:	Park Road South, Prenton, Merseyside, CH43 4UY	Ravenswood Avenue, Rock Ferry, Birkenhead, Merseyside, CH42 4NY	Noctorum Avenue, Noctorum, Prenton, Merseyside, CH43 9EB
Name of LA: Wirral		LA Code: 344	
Type of Establishment (Please mark one with an x)			
Community School	X	X	
Foundation School			X
Voluntary Aided (VA) School			
Voluntary Controlled (VC) School			
City Technology College			
Independent			
Other (please specify)			

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

Specialism(s) if applicable:	Sport	Performing Arts	Business and Enterprise and Language
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2.3 School Population

		Park High School 1	Rock Ferry High School 2	Ridgeway High School 3
Admissions Number:		250	250	160
Current number of students on roll as at: January 2009	Year 7:	150	92	130
	Year 8:	111	98	147
	Year 9:	173	113	147
	Year 10:	184	159	156
	Year 11:	193	122	149
Number of Year 7 students admitted in:				
	Sept 2005	200	153	157
	Sept 2006	179	112	156
	Sept 2007	111	96	148
	Sept 2008	150	92	130
Number of Year 12-13 students at the school in:				
	Sept 2005	0	0	0
	Sept 2006	0	0	0
	Sept 2007	0	0	0
	Sept 2008	0	0	0
Percentage of pupil population who joined or left the school other than at the start or finish of the academic year:				
	2004/05	N/A	N/A	N/A
	2005/06	N/A	N/A	N/A
	2006/07	N/A	N/A	N/A
	2007/08	N/A	N/A	N/A

2.4 Admissions

Please attach a copy of the current Admissions Policy		
School 1 Park High	Attached	X
School 2 Rock Ferry High	Attached	X
School 3 Ridgeway High school 3	Attached	X

2.5 Leadership

<p>School 1 Park High</p> <p>Name of headteacher: Mr Steven McMahon</p> <p>Headteacher has been in post for: 4 Years 0 Months as of 1st September 2009.</p>
<p>Rock Ferry High School 2</p> <p>Name of headteacher: Mr Peter Bennett</p> <p>Headteacher has been in post for: 9 Years 0 Months as of 1st September 2009.</p>
<p>Ridgeway High School 3</p> <p>Name of headteacher: Ms Pauline Roberts</p> <p>Headteacher has been in post for: 1 Year 0 Months as of 1st September 2009.</p>

2.6 School Improvement

	Park High School 1	Rock Ferry High School 2	Ridgeway High School 3
Intervention status (Please mark box(es) with an x)			
None	X	X	X
Special Measures			
Significant Improvement/Notice to Improve			
Warning Notice issued			
Causing Concern			
Interim Executive Board			
Required school to enter into partnership arrangements			
Added additional governors			

Suspended delegated budget				
Please provide details:				
Does the predecessor school receive any external support and/or is it in receipt of a tailored external support package?	Yes – National Challenge	X	X	X
	Yes – other			
	No			
If other, please provide details:				

2.7 Finance

	Park High School 1		Rock Ferry High School 2		Ridgeway High School 3
Does the predecessor school currently have a budget deficit?	Yes		Yes		
	No	X	No	X	X
If yes, please provide details:					

	Park High School 1		Rock Ferry High School 2		Ridgeway High School 3
Does the predecessor school currently have an in-year deficit?	Yes	X	Yes		
	No		No	X	X
If yes, please provide details:	Budget deficit of £22,000 at time of writing - is expected to balance when the budget is resubmitted during Autumn 2009.				
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	
Single Sex Boys	X
Single Sex Girls	

Forms of Entry:	5FE
Admissions Number:	150
Nursery (age 3-5):	0
Years 7-11 (age 11-16)	750
Years 12-13 (age 16-19):	0

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

There are 23 secondary schools in Wirral, 6 of these are single sex selective schools (three boys, three girls), 6 are single sex non-selective schools (four girls, two boys), the remainder being mixed sex non-selective schools, two of which are Catholic secondary schools.

Within the Birkenhead review area, in September 2009 there will be three non-selective mixed schools – Ridgeway High, Rock Ferry High and Park High; two non-selective girls schools – Prenton High and Birkenhead High Academy and one selective boys grammar – St Anselm’s Catholic College.

Expected Year 7 admissions in September 2009 for the 6 schools are currently 680 (c 23 FE) of which 126 (c 4 FE) are for the boys selective school, 243 (c 8 FE) are for the two girls non-selective schools and 311 (c 10 FE) are for the three non-selective schools.

Pupil numbers entering Year 7 in the area are forecast to fall over the next few years, rising again to reach approximately 680 (23 FE) by 2018.

Park High School has a PAN of 250 for Year 7 with 811 students on roll in January 2009, and 439 surplus places, projected to reach 670 surplus places by 2018.

Rock Ferry High School has a PAN of 250 for Year 7 with 584 students on roll in January 2009 and 648 surplus places, projected to reach 831 surplus places by 2018.

Ridgeway High School has a PAN of 160 for Year 7 with 729 students on roll in January 2009 and 157 surplus places, projected to reach 302 by 2018.

It is proposed that the Boys Academy will have a PAN of 150 for Year 7. PANs of 150 for both the proposed Boys and Mixed Academies would result in a reduction of 1,868 total places overall and bring school provision in line with pupil population projections. It is anticipated that the Boys Academy if successful through its status and improved educational offer and intended increased attainment will admit to its planned admission number as an Academy. The PAN for the Boys Academy is the same as the admission number at Prenton High School for Girls.

3.2 All-age Academies

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

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

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

3.3 Proposed Opening Date in existing buildings

2010

3.4 Target Build Completion Date

2012

3.5 Specialism(s)

The academy would specialise in: Applied Learning and Business and Enterprise

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 students 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 students by aptitude for the specialism?	Yes	
	No	N/A
If yes, please provide details of how the sponsor would develop a selection mechanism that is not dependent on ability: N/A		

<p>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 :</p> <p>The Sponsors of Academy 2 are committed to adopting the same admission arrangements and oversubscription criteria as the local authority.</p> <p>Banding- the local authority and the Sponsors have considered banding and believe that a mixed ability intake, as far as is possible in a selective system, would be achieved without the need for banding using the proposed oversubscription criteria.</p> <p>Firm proposals for admissions would be decided during feasibility but are expected to be based on the following:</p> <p>Admissions at Age 11, Year 7</p> <p>The Admission Number of the Academy would be 150.</p> <p>The Academy would admit all students with a Statement of Special Educational Need naming the Academy and to which the Academy has agreed.</p> <p>Should the Academy be undersubscribed all applicants would be admitted.</p> <p>Should the Academy be oversubscribed it would be expected that the following oversubscription criteria would be used: Priority would be given in the following order:</p> <ol style="list-style-type: none"> 1. Children who are in the care of the local authority. 2. Children who have a valid medical reason for a specific placement 3. Children who have a brother (including half-brothers or step brothers living in the same household) on roll at the Academy of statutory school age; 4. Children living nearest to the Academy using the shortest road route, unless it is possible to use a footpath which is considered a safe walking route

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	

			No	X
If yes who would run the SEN unit?	The academy	N/A	The LA	N/A
Please provide details of the SEN unit: N/A				
Please note that students 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 students 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

Context

This proposed academy will be formed as a result of the closure of three secondary schools in the Wirral, all of which are currently 11-16 co-educational. An understanding of the demography and the current number of single sex places in the Birkenhead area has uncovered a clear requirement for a boys' school to balance the needs of boys and girls in secondary education.

The catchment area for the academy is some of the most deprived areas of the borough, and in the bottom 4-19% most deprived nationally. Of the 2,124 students who attend the 3 predecessor schools approximately 48% are on free school meals and 17% are registered as being at school action plus of the SEN Code of Practice. Many of the students have low literacy and numeracy skills at the start of their secondary education and standards attained at 16 by many are well below Wirral and national averages.

The sponsors recognise the need for social and economic regeneration in the area. Unquestionably, this needs to be underpinned by significant and continuing improvements in educational outcomes. There is a real need for many more students across the Borough to succeed in core academic subjects and to enable the community to overcome high levels of deprivation which are now intergenerational.

It is intended that the academy will raise the self-esteem, aspirations and indeed the attainments and economic prospects of all of its students in an atmosphere of respect for and enrichment of the local community.

The sponsors are unanimously committed to developing a place of learning which will challenge low aspiration and inspire all and intends to involve the local community, most especially the parents/carers of students, in order to impact significantly upon the life opportunities of the young people that pass through its doors.

The Sponsors

The Lead Sponsor – David Hughes

The lead sponsor is Birkenhead born, educated at St. Anselm's and achieved a degree in Management Sciences at UMIST. He has a considerable track record of high performance in business. His particular interests are enterprise and retailing, following a successful career in retail spanning over 30 years, founding and controlling a £180m per annum turnover business. David Hughes has a wide range of interests and ambitions, with the desire to improve education standards at the very top of his list and as lead sponsor will provide strong leadership and governance, business acumen, expertise in results oriented management, and support for curriculum development particularly in employability skills through the engagement of local businesses/ sporting bodies etc to support the academy.

Co-Sponsors

The co-sponsors comprise what they intend will prove to be a top drawer team working in conjunction with the lead sponsor.

A key aim of the new academy will be to raise the ambitions and expectations of its students. To that end, the encouragement and involvement of Birkenhead Sixth Form College, the University of Liverpool, and Wirral MBC, as co-sponsors are expected to be significant factors. This will manifest itself not only by offering the complementary and additional services that access to their resources can achieve, but also by embedding, by their close involvement, the expectation that students can and should proceed to further and higher education or a job with training through both academic and work-based routes. Higher level qualifications through university or employment will become an expectation and not an exception in the lives of our students.

The University of Liverpool

The University of Liverpool was established in 1881 and is a member of the Russell Group of 20 leading research-intensive universities in the UK. It is a joint partner in the Xi'an Jiao Tong Liverpool University based in Suzhou in China. The University excels in learning and teaching and offers over 200 degree programmes in subjects ranging from clinical and life sciences, law, architecture, physical sciences, engineering, management and the humanities. As a civic university, the University of Liverpool has a commitment to working locally and to widening access. As well as a continuing education programme for over 3000 adults in Merseyside and Cheshire, the University works with local schools and colleges to raise the aspirations of young people and encourage them to apply to university. The University of Liverpool is co-sponsor of the established North Liverpool Academy and of the developing Garston Enterprise Academy.

The University of Liverpool will offer as a co-sponsor: adult education provision based in the academy buildings; aspiration raising activities for those students who may not see university as a choice; access to staff development and training

for academy staff and joint activity with staff from the North Liverpool Academy and Garston Enterprise Academy to promote sharing of good practice; for example, access to international interns who can work with the academy for periods of up to three months on projects, e.g. tackling racism.

Birkenhead Sixth Form College

Birkenhead Sixth Form College has been established for 22 years and attracts students from across the Wirral. Although operating in a highly competitive market, the College has proved to be very successful and a popular choice with students and has a strong reputation in widening participation. There are over 1200 full time students aged 16-19 and over 2,000 part time student enrolments taking courses at levels 1- 4 including vocational options covering a range of subject areas. The College strongly supports the philosophy of raising expectations and ambitions for all young people within the community and will work with the academy to ensure that there are clear progression pathways into post 16 education and onto higher education as an associate college of the University of Liverpool; provide access to a wide range of networks across the Wirral; offer joint staff training and development activities and joint student initiatives to promote staying on in education; explore ways in which there may be opportunities to attain 'value for money' through close working relationships e.g. procurement opportunities/finance arrangements; and share expertise and knowledge on the engagement of adult learners and developing adult learning as part of the community programme within the academy.

Wirral Borough Council

The enthusiastic participation of the third co-sponsor, Wirral Borough Council, is most welcome and should provide the necessary oil to the machine - the enabling that brings the lead sponsor's vision to life.

The Council, as co-sponsor, will support the academy through a wide range of services and resources including school improvement, curriculum innovation, special educational needs, partnership working with other schools and colleges, networking, multi-agency working, adult learning, and will ensure the academy contributes to and benefits from social and economic regeneration.

The Broad Educational Ethos of the Academy

It was the Roman poet, Juvenal, who wrote "mens sana in corpore sano". The literal translation is "you will find a sound mind within a sound body". Put into modern idiom, that means it is easier to study and use the brain well when the physical body is fit and well. Academy 2 will NOT be a specialist sports academy, but its educational ethos is firmly founded in the core belief that fit, healthy, active students will perform better academically.

There will be a significant emotional investment in shared spirit and teamwork. Concepts from a different age of not letting your side down, pulling through for your partners and a commitment to healthy competition will be paramount within the academy. There will be a clear recognition that the twin impostors of success and failure should be treated with equanimity. Success and failure, victory and defeat are all integral parts of the human condition and a mature adult will understand and accept that proposition.

Because of the glorious arrival of the Olympic Games in London in 2012, there is now a clear governmental sports strategy ambition. That ambition is that all 5-16 year olds should be offered at least five hours of sports per week in their curriculum. The boys' academy will certainly achieve that.

The academy's clear intention is to achieve high standards, significantly raise student attainment, and to be outstanding in everything it does. The first 16 year olds to move on after five years of academy education on the new site will be the benchmark of what we intend to achieve.

The academy will aspire to:

- Develop successful learners who enjoy learning, make outstanding progress and achieve their full potential; and who are able to make healthy and safe decisions in life.
- Promote community engagement and social responsibility. Develop responsible citizens who celebrate human diversity and make a positive contribution to society;
- Foster creativity and critical thinking, and respect, tolerance and compassion;
- Act as a hub to support wider local services, with a particular emphasis on providing advice and guidance, access to services, family outreach programmes and parenting support in its widest form. The academy will be a centre for the community.

Currently the percentage of students achieving 5+ A*-C GCSE, including English and maths, are 27% at Park; 25% at Rock Ferry; and 47% at Ridgeway. The ambition of academy 2 is that within five years of opening on its new site, pass rates will be above the national average. Ambitious targets for 5A*-C incl Eng & Ma are, 2011 – 25%, 2012 – 31%, 2013 – 37%, 2014 – 43%, 2015 – 50%. Considerable emphasis will be placed upon achieving above average standards in the functional skills of English, maths and ICT. We expect the natural consequence of this to be that no young person will be lost to the system and become not in education, employment or training.

The ethos of the academy will be to encourage aspiration and endeavour and even more importantly to promote the concept of individual self-determination. It will constantly seek to defeat the expectation that one's life script is written at birth. Students from Academy 2 will progress to their adult life with the firm belief that what they ultimately achieve will be in their own hands. The current Government talks a lot about the need for greater social mobility. Most parents would see "mobility" as being their children acquiring greater skills and better employment opportunities than they themselves were able to achieve. Kick-starting social mobility again in Birkenhead will be one of the signs of this academy's success.

The academy will strive constantly to raise the realistic expectations and aspirations of its students. By working closely with the University of Liverpool and Birkenhead Sixth Form College, we expect to significantly broaden the horizons of our students. We will foster academic ambition and we will promote the expectation of progression to higher education. We will expect some of our students to apply for places at the most prestigious universities worldwide.

Simply by being a brand new, state-of-the-art academy, which is intended to be the best built and best equipped in the Wirral, there will be a massive investment in raising local self-esteem. The anticipated preferred site, adjacent to Tranmere Rovers Football Club, should produce a powerful synergy of expectation in an area where achievement in sport is valued above many other things.

Whilst there will be a strong focus on playing sport in the curriculum and

especially team sports, team participation, winning and losing and internal and external competition and activity there will also be a complementary focus on the arts and sciences, and on making a contribution to the academy and wider community, on to ensure our students have a well rounded educational experience. The clear aim of the academy is to turn out positive, confident, and caring young adults who are fit to take on the challenges of the 21st Century. Our students will be empowered to have a strong voice in the life and work of the Academy and community.

The academy will seek to recruit teaching staff who can offer positive role models to young men. As an example, we can foresee an English teacher who coaches one of the year rugby teams, but is equally at home standing on a stage and delivering a Shakespearian love sonnet.

Borrowed from the social institution that is FC Barcelona, the motto of the academy will be **“more than a school”**. In the current vernacular, it will establish the belief that doing well in school really is cool. It is worth restating that the academy will relentlessly drive up standards by establishing a positive, can-do attitude. Within that framework, recognition and reward for achievement will be encouraged.

The Specialisms

The Academy's core specialism will be Applied Learning. The principles of Applied Learning –to provide a curriculum and a range of qualifications which gives every student the chance to perform at their best and show what they are really capable of; to offer clear choice in progression routes to further or higher education and to meaningful employment; and to develop partnerships to offer more interesting and alternative career pathways, a broader skill base for their future employment, and to seek others who could teach our students new skills in new ways- will permeate all aspects of the Academy's wider curriculum and teaching and learning. As part of our specialism we will have a strong technically oriented focus which will include Engineering and Construction and the Built Environment, and aspects of Manufacturing and Product Design in line with the concept underpinning the recently announced University Technical Colleges being championed by Lord Baker.

To complement our Applied Learning specialism, Business & Enterprise will be our second specialism. Some of our students will be the future engineers, electronics professionals, and technicians in civil, mechanical, petro chemical, medical, marine and aeronautical engineering; the architects, builders, and trades of the construction industry; specialists in all fields of science; and the business brains and entrepreneurs of the future.

We will fully embrace and play a lead role for the area in the introduction and development of Diplomas in Engineering, Construction and the Built Environment, aspects of Manufacturing and Product Design, and in Science, and will develop academic and vocational programmes and work-based learning and clear progression routes to further and higher education and employment in these sectors.

The Academy will house on-site outstanding technical, vocational and ICT facilities. Through our College and University co-sponsors' established business links, and with other quality training providers, including providers and enablers sponsored by local industry, we will build local company partnerships with Hagelin, SameIco, Cammell Laird and Open House Products Limited to develop

our specialist curriculum, and teaching and learning practice, create opportunities for real life, work-based, and vocational learning to be experienced in a real and non-classroom environment, and develop the knowledge, skills, and understanding of both staff and students of opportunities in these sectors.

Maths and science for the 21st century will be cornerstones of the curriculum and our specialisms. We want our young people to be able to interrogate data, critically evaluate evidence and reach well-founded conclusions. We want them to understand the basis on which the modern world works and for them to be excited by it. Our maths specialists will make sure maths is integrated into the whole curriculum, and will develop materials and resources, and provide support for non specialist staff to ensure all of our students will be numerate. We will teach all 3 sciences, physics, chemistry, and biology, to underpin our Diploma programmes and as key areas of knowledge for functioning in the 21st Century, and in conjunction with other providers we will offer a wide range of courses both academic and vocational for all abilities within the field of engineering and construction.

We will take an innovative and all round approach to stimulate and enthuse our students, for example we will capitalise on our location by the River Mersey with its very obvious heritage to interest our students in marine studies and marine engineering, provide access to vocational learning in the technical and manual skills required for ship building and repair and provide extra curricula activities in sea cadet training and sailing.

The partnerships with the Sixth Form College and especially the University of Liverpool will give access to a range of educational opportunities and directions. On the Wirral, the University of Liverpool operates a veterinary science school and a large botanical garden and are already working in partnership with Unilever and the diploma consortia in engineering to deliver learning in the workplace. These are examples of what it is expected that these co-sponsors will be able to offer to encourage interest from our students.

Business and Enterprise: The Academy would take a whole school approach to teaching business and enterprise, building business and enterprise activities into all curriculum areas and giving learners 'Business and Enterprise Passports' to record their work related learning and enterprise skills and knowledge. We will cultivate positive attitudes towards risk taking and entrepreneurial attitudes.

All of our students will be competent in English, maths, and ICT, and the curriculum offer will include a range of business related programmes e.g. personal finances, economics, accounting, business studies, and business languages. We will also develop curriculum programmes, projects, competitive and collaborative activities to develop our students' skills and qualities in leadership, team working, communication, independent enquiry, self management, creative thinking, reliability and work ethic to equip students for meaningful employment in an increasingly sophisticated labour market.

We will capitalise on David Hughes's business acumen, the University's renowned business school and its Chinese/ Shanghai University links- and will expect to introduce and develop the Diploma in Business Administration and Finance and vocational qualifications for example in aspects of customer services, logistics, financial analysis and enterprise.

It is particularly expected that business, budgeting and personal finance skills will be well taught in the academy in the appropriate years. Business and enterprise

is the key interest of the lead sponsor and we anticipate every student leaving the academy will have a good understanding of personal finance.

The University of Liverpool runs a programme called 'Achieve' which helps students to develop employability skills and has employer involvement. A similar programme, using student and employer mentors could help both academy students and University students develop these important skills. Birkenhead Sixth Form College has a strong focus on Business Education-add an example

Teaching and Learning and Curriculum Opportunities for Students

All students will study as part of the new secondary curriculum the core curriculum, English, maths, science, foundation subjects, ICT, PE, citizenship; work related learning and enterprise, a course within any or all of the areas of the arts, design and technology, humanities, modern foreign languages if they wish to, will develop functional skills in literacy, numeracy, and ICT and will develop personal learning and thinking skills.

We will offer each student an individually tailored curriculum leading to a variety of academic and vocational qualifications for all abilities, for example GCSEs and applied GCSEs, BTECs, NVQs, A levels, Diplomas and Young Apprenticeships, that will be examined when appropriate. We will also work with Wirral Metropolitan College and other training providers to develop our vocational focus.

In years 7 and 8 students will follow a traditional curriculum, differentiated by need. Students will be assessed and set on entry, with the most able having access to two languages and enhanced lesson time in science, leading to three separate sciences at GCSE level.

The acquisition of literacy and numeracy skills will be a given and will form a core part of the curriculum for every year group. We will:

- Identify and tackle any weaknesses on entry quickly and effectively through targeted support and modified timetabling.
- Ensure less able students have literacy and numeracy lessons alongside their traditional English and maths lessons to ensure they were able to access a level 2 curriculum at the end of year 8.
- Implement individual and small group tuition for identified C/D borderline students in English and maths.
- Rigorously track students' progress to targets.
- Draw on the expertise of our co-sponsors and external consultants to carry out an audit of literacy and numeracy teaching and identify strengths, and areas for development, in order to improve the mainstream teaching of English and maths and to integrate literacy and numeracy into all subjects.

The curriculum at the Academy will be designed to take on the best elements of the 3 predecessor schools and the Sponsors will work the local authority and staff from the 3 schools to identify this best practice and embed it in the Academy's curriculum.

The academy intends to build a strong working relationship with its partner primary schools to support students through transition, develop teacher and pupil exchanges, provide access to the academy's resources and thus help to provide opportunities to further support the raising of standards in primary schools.

The academy intends to introduce the concept of vertical teaching to its curriculum. This means, in simple terms, that students will be taught on the basis

of their ability and achievement level and not on the basis of their calendar years. The educationalists call it "stage not age". It is intended to encourage progress on the basis of ability and not on calendar age and we believe that it will fit students better for their adult life if some are able to move ahead quickly in some or all areas of their learning, fast tracked through opportunities provided by the Sixth Form College and University, whilst others will benefit from a slower pace, specialist support, and reinforcement activities. The academy will systematically and rigorously track individual student progress and make the necessary early interventions, whenever required, to accommodate high flyers and to provide additional support if progress is not meeting expectations.

14-19 Curriculum and Collaboration

In years 9-11 students will be able to follow both vocational and more traditional academic subjects. All students will take English, mathematics and double science, with the most able taking three separate sciences. All students will take at least one vocational subject and will then have a further range of options, including a second vocational subject according to their individual interests and aptitudes. The vocational courses the Academy proposes to offer includes courses covering : construction; bricklaying, carpentry, plumbing and electrical, engineering, IT, and business which are directly related to its specialisms, and additionally, media, music, and sport.

There would be built in flexibility for fast tracking or taking more time for more able and less able students as appropriate. Links with Birkenhead Sixth Form College will provide opportunities for early entry to exams and for starting A-level or equivalent courses earlier. Learning mentors would directly support students with the most need and gifted and talented students. Learning mentors will be supported with high quality data about every student's progress and will meet regularly with Heads of Department, especially mathematics and English, to ensure the highest possible outcomes for all students.

Birkenhead Sixth Form College will provide a range of support in developing the curriculum and appropriate progression routes; planning strategies to enable the fast tracking of students, and linking across key stage 3 and 4 to enable opportunities for smooth and effective transition to be developed. There is also the possibility that joint teaching may be explored as the College already has experience of delivering programmes to year 10 and 11 students.

As part of the borough-wide 14-19 collaborative strategy, the academy will play a lead role in the development of diplomas related to its specialisms and will take part in reciprocal arrangements with other schools and academies, particularly the University Academy in the north of the town, colleges and work-based learning provides to ensure its students have access to courses and programmes which best meet their individual interests, abilities and aspirations and that students from other institutions can access the academy's specialist curriculum. The academy will always recognise that there is more than one successful route through the blackboard jungle.

Birkenhead Sixth Form College and the University of Liverpool will provide impartial advice and support for staff, students and parents on progression routes into FE and HE and option choices, through one to one sessions, group sessions and bespoke taster activities, for example, through the University's three day 'Choose Science' programme. The academy will work with other FE and HE providers to ensure students have access to the full range of opportunities and advice.

Enrichment Activities

There will be on site programmes of Saturday morning catch-up, summer holiday learning camps, reading and writing clubs and examination re-sits workshops to encourage students to achieve the standards that are reasonably expected but not set in stone for their calendar age.

Local business people and local tradesmen and women, very possibly from the pool that have retired, will be actively encouraged to be involved in the education of the next generation of young men.

Through its curriculum the Academy will seek to engage and enable the most desirable outcome, which is that positive, confident and socially integrated young adults progress from the academy and are primed to take on the challenges of a changing world.

The co-sponsors- the University of Liverpool and Birkenhead Sixth Form College- will help to achieve the academy's ambitions for the curriculum through:

- Joint staff development activities with the co-sponsors and other academies to help with identifying and sharing good practice in this area;
- The use of students from the University and Sixth Form College to provide mentoring for academy students in maths, English and science;
- Development of e-mentoring and associated activities to motivate young people;
- Student volunteers to work with academy students as subject tutors, on joint projects and as part of sports activities;
- Access to students as part of their degree programme, who will work with the academy to develop new curriculum material and will be assessed on this as part of their degree work;
- Enrichment work for gifted and talented students to support the 14-19 curriculum;
- Providing expertise in relation to curriculum development for the 14-19 curriculum;
- Providing supportive work with students to raise aspirations within subject areas;
- Joint activities and enrichment opportunities for students to promote engagement in learning and the raising of skill levels.

The Management, Leadership & Governance Policies of the Academy

The academy will have strong leadership and management. The academy's Principal and leadership team will have ambitions which match those outlined in our vision. Our teaching and support staff will be of the highest quality and will have the skills, experience, knowledge and understanding to inspire our students to excel.

The key to the whole process of leadership is that the management team and staff will create a sense of purposeful identity within the academy. A very strong sense of team spirit, a sense of belonging and a sense of self-worth will prevail.

We will seek to recruit and retain our staff through innovative and professional development and career progression opportunities. Performance management and the assessment of performance will be rigorous. The academy will champion the notion of lifelong learning and learning for life. Continuing professional development for all staff will be an expectation and an entitlement.

The academy will succeed by developing a partnership of committed groups and individuals whose common purpose is to raise standards, increase aspiration and equip our students with the skills needed to enhance the life chances of the people of Birkenhead and we will make sure that the composition of the Governing body reflects that commitment.

It is envisaged that the Governing Body of the Academy would be made up of 12-14 members who would be appointed by the Board of Trustees, and would comprise: 4 governors appointed by - David Hughes, the Lead sponsor; 2 appointed by Liverpool University Co-sponsor, 2 appointed by Birkenhead Sixth Form College; 1 governor appointed by Wirral MBC as Co-sponsor, 1 by Wirral MBC as the LA, 1 or 2 elected staff members, 1 or 2 elected parent/community members- and the Principal ex-officio.

The Principal will report directly to and be accountable to the Board of Governors.

Transition Planning

A detailed transition plan will be developed during feasibility. It is anticipated that the academy will occupy the Rock Ferry High School site from September 2010 and that it will move into its purpose built accommodation adjacent to this site, or on the same site, as appropriate, in September 2012.

The sponsors will work closely with the local authority to develop transition arrangements which safeguard the interests of all students and staff, ensure standards are maintained, continuity of learning is protected, attainment is enhanced, and students are well supported throughout this period.

Extended Activities and Interacting with the Local Community

The very foundation stone of the new academy's position in the community is its intent to intimately interact with the local community and especially with the parents/carers of students.

We will play our part in line with Wirral Council's Children and Young People's strategy, in providing a range of Extended Schools services which will include: study support and recreational activities offering young people a safe place to be from 8am to 6pm during term-time and more flexibly in the holidays; parenting support, including family learning; swift and easy access to targeted and specialist services for example health and well-being services, relationship advice, weight management, and sexual health in partnership with Wirral NHS; and community access to facilities including adult learning, ICT and sports facilities.

The academy intends to make its facilities available, uniquely 7-days-a-week, 16-hours-a-day to students, parents/carers and the community in general. Involvement and commitment to the cause by parents/carers and the entire community are seen as essential to the flowering of the academy.

The design of the academy will incorporate at its very heart a restaurant which, through a variety of means and innovative thinking, will be a hub of academy activity throughout the day; it will be more than a restaurant; the social heart of the academy and will operate up to 16 hours a day. Parents and carers will be able to get a breakfast early or a meal late if turning up to be involved in academy activity and community groups or volunteers will be able to "drop in" whilst taking part in activities, accessing services, or volunteering.

A key plan is to recruit retired members of the community to help in raising

reading standards and assisting development. This will be encouraged by making the restaurant available to those mentors at all times. Newspapers will be freely available in the restaurant and the quiet study areas of the academy. Students will be encouraged to read these to their mentors. Appropriate checks will be carried out on all mentors to protect the students.

Our sports facilities will be available to the local community, as will the food facilities and changing facilities to support them. The older generations will be encouraged to swap/trade their input of teaching and mentoring hours for hours returned/repaid to them through community activity by the students.

The building will be designed to encourage adult learning and participation in recreational and social activities. The aspirations and commitment of the whole community to life-long learning will be nurtured and developed. We will use the services of University students as volunteers to run clubs and societies and the involvement of the University Guild of Students to provide activities delivered by student societies, e.g., drama performances, and will provide venues for university led Continuing Education courses – formal courses for University credit, one day courses, reading groups, and adult education provided by other colleges and organisations.

This academy will be **more than a school**. It intends to be the very heartbeat of its community and will seek the overt assistance of the local professional sports club, Tranmere Rovers, to assist those aims. Professional footballers today are positive role models for young men promoting anti-drugs, healthy and fit lifestyle. We will also take part in the Playing for Success project based at Prenton Park.

The academy's sponsors are keen to work with Shaftsbury Youth Club to develop strong and effective partnership working, whilst maintaining the independence of both organisations, so that both parties benefit from their adjacent location; and to work with the youth club and local residents' associations to develop plans for making the best use of all the facilities so that young people in the area have access to a wide range of sport and recreational opportunities.

Clearly, the academy will collaborate particularly with Birkenhead Sixth Form College and Liverpool University within its wider Merseyside community, but through the sponsorship of Wirral Borough Council, it intends to remain close to the democratic process and the political and administrative functions of the community.

One thing that a boys' academy clearly has missing is girls! To promote confident social interaction, it is expected that there will be collaborative activities with the other schools in the area, particularly the other two academies and Prenton High School for Girls.

Use of the Charitable Trust Fund – Promoting Citizenship

It is envisaged that the income of the trust fund will be used to purchase/provide practical facilities to enable the students of the academy to fully integrate and interact with their retired mentors in extracurricular activities. More specifically, it means the providing of transportation facilities to encourage intergenerational interaction.

There will be intergenerational shared cultural activities. Whether that is accompanying pensioners to watch Tranmere Rovers play in complimentary seats reserved through their sponsorship, or assisting with visits to other cultural activities, we will promote good citizenship and a strong inter-generational bond.

Students will swap time offered by others to help them, back to their mentors in practical and social support. A virtuous circle.

The charitable trust will support and promote good citizenship and develop good citizens. The academy intends to be a cornerstone of its community. The academy will be **more than a school**.

Section 4: Sites and Buildings

4.1

The academy would be located at the following address:

On first opening the Academy would be located in the former Rock Ferry High School building, Ravenswood Avenue, Rock Ferry, Wirral, CH42 4NY.

The current proposal is that the school will re-locate to a new building on a site in Borough Road, Birkenhead. This site is partly owned by the council and partly by the independent Shaftesbury Youth Club. Negotiations are in progress with the Youth Club with a view to a land swap and redevelopment of their premises. This would facilitate the building of the new school on the current Youth Club field and also provide new youth facilities alongside the new school. If it is not possible to secure the Youth Club site, then the council will bring forward other location proposals for consideration.

The approximate size of the site to be transferred to the Academy Trust is: 6.5 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

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	X
Diocese	
CTC Trust	
Other	X
If other, please provide details The site is currently part owned by the council and part owned by the independent Shaftesbury Youth Club	

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:

The council's view is that the best site in Birkenhead for the location of the new school is on Borough Road in Birkenhead, on a site partly owned by the council and partly by the independent Shaftesbury Youth Club. The proposal is to build the new school on the Youth Club site fronting Borough Road and re-locate the Youth Club onto a new facility onto the adjoining council owned field, with the remainder being the school field. The new school would therefore be located next to a new Youth Facility.

It is intended that any playing field lost would be replicated by use of part of the facilities vacated at Ridgeway High School and Rock Ferry High School. It is intended that some part(s) of these council assets would be considered for release to contribute to the councils capital costs of the total project, including the youth locality. It is hoped to have a decision on the site proposals from the Shaftesbury Youth Club in the next three to four months.

The Academy's sponsors are keen to work with the Youth Club to develop partnership working, whilst maintaining the independence of both organisations, so that both parties benefit from their adjacent location, to maximise use of all facilities, and to ensure that young people in the area have access to a wide range of opportunities, facilities, and services.

Shaftesbury Youth Club was first established in Birkenhead in 1886, moving to the current site in Tranmere in 1971 with the provision of a brand new building. The club now offers a wide range of sporting, cultural and educational facilities to over 1,000 girls and boys aged between 8 and 21 years in a disciplined and safe environment under the guidance of professional youth workers, coaches and adult volunteer helpers. The club is open six evenings a week and daytime at weekend, after school and during school holidays. Youngsters have the opportunity to participate in outward bound activities plus exchanges with other European clubs. The club facilities, which are also available for community hire, include a sports hall, computer suite, café area, seminar rooms, plus two grass and two floodlit astro-turf pitches.

The club is a charitable organisation and its success depends not only on a voluntary committee that manages the centre and assists with fund raising but also the financial support of the wider community. In addition to the youth facilities, the club has a 'community project' strand to their work and provides facilities for a wide range of community groups including the Mount Estate Mums & Tots Group which delivers a valuable service to the local young families. Tranmere Rovers Football Club is adjacent to the Youth Club and also utilises the facility to provide educational programmes for their youth teams.

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	
	N/A	X

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

The Council is unlikely to dispose of the Ridgeway High School site, which will not be required long term for the Academies. Should it do so- the Council will abide by PfS guidelines on contributions to the capital costs of the academy.

The Council intends to continue using the Ridgeway High School site to provide community facilities.

The Council would seek to consider disposal of part of the Rock Ferry site to potentially fund the associated youth capital 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:

Park High School
The site area is 26,190 m2. The original school was built in 1960, and is in good condition having been significantly rebuilt and refurbished in recent years. The building and site are part of Wirral's 9 school PFI contract until 2031, currently held by Semperian PPP Investment Partners LP (www.semperian.co.uk). Disabled access is 100%.

Ridgeway High School
The total site area is 94,944 m2. The school occupies four principal buildings. The main school was built in 1974 – there is also a mid-1980's mobile classroom, and two further blocks built in the last 10 years. A community centre is located within the school's main building. The school also shares accommodation and services with a City Learning Centre, which also houses a Local Authority maintained library, also used by the school. The main building and mobile will require substantial refurbishment works over the next ten years. Disabled access is 50%.

Rock Ferry High School
The site area is 82,543 m2. The school occupies five principal buildings. The main school was built in 1938, the Sanderling Unit for students with SEN (BESD) was constructed in 1922. The remaining buildings comprise the Stoneleigh building (1955), Highfield building (1971) and Sports Hall (1980). There is also a caretaker's house on site (1922). There has been major investment at the site following various fires in recent years. The school will require substantial works over the next ten years. Disabled access is 60%.

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:

There have been initial, positive discussions with the planning authority with regard to using the Borough Road site as the site for the new school. As part of the proposed site is owned by the Shaftesbury Youth Club, full details have not been available regarding the ground conditions, covenants and so on as no agreement has been reached yet on the site acquisition as part of the youth facility re-development. The site is flat and adjacent to all

main services, the Youth Club land has easy access from a main arterial road.

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
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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:
Decanting is not anticipated.

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
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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 Procurement likely to be combined with PfS framework for Birkenhead High Academy for Girls (Academy 1)	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: David Hughes

Amount of sponsorship to be contributed: £500,000.00
Name of co-sponsor/s: <ul style="list-style-type: none"> • The University of Liverpool • Birkenhead Sixth Form College • Wirral MBC
Amount of sponsorship to be contributed: N/A
Governance arrangements i.e. composition of the trustee board and the governing body: <p>Final proposals for the composition of the Trustee Board and the Governing Body would be decided during feasibility but it is envisaged that there would be up of 6 Trustees who would set the strategic direction of the Academy. They would be made up of representatives of the Lead Sponsor- David Hughes (2), Co-sponsor The University of Liverpool (1), Co-sponsor Birkenhead Sixth Form College (1), the Chair of the Governing Body of the Academy (1) and a representative of the Secretary of State (1).</p> <p>It is also envisaged that the Governing Body of the Academy would be made up of 12-14 members who would be appointed by the Board of Trustees, and would comprise: 4 governors appointed by - David Hughes, the Lead sponsor; 2 appointed by The University of Liverpool Co-sponsor, 2 appointed by Birkenhead Sixth Form College; 1governor appointed by Wirral MBC as Co-sponsor, 1 by Wirral MBC as the LA, 1or 2 elected staff members, 1 or 2 elected parent/community members- and the Principal ex-officio.</p> <p>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:	
Existing sponsor who has already contributed £2million as financial sponsorship	
University/College	X
School or other educational establishment	
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:

Wirral MBC will undertake closure of the three predecessor schools, Park High School, Rock Ferry High School, and Ridgeway High School as follows:

Date	Indicative Timeline
1 st October 2009	Report to Cabinet on EOI including required consultation process and closure timeline.
21 st October 2009	Commencement of formal closure consultation (6 weeks)
27 th November 2009	Conclusion of formal closure consultation
14 th January 2010	Report to Cabinet
28 th January 2010	Statutory Notice published- statutory closure consultation begins (6 weeks)
10 th March 2010	Statutory closure consultation closes
15 th April 2010	Report to Cabinet
31 August 2010	Schools close

1 September 2010	Academy opens
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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	
	No	

	N/A	
<p>Where applicable please provide details:</p> <p>The governing body of park High School met on 28th September- and voted to support/ not support the proposal.</p> <p>The governing body of George Rock Ferry High School met on 28th September - and voted to support/ not support the proposal.</p> <p>The governing body of Ridgeway High School met on 28th September - and voted to support/ not support the proposal.</p>		

5.5 Learning and Skills Council (LSC) Agreement

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

Is a letter confirming support attached?	Yes	
	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

<p>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.</p> <p>Please confirm that all parties are content for a Project Management company to be selected from the DCSF framework.</p> <p><i>*Please note that alternative arrangements may be agreed for multiple sponsors through discussion with the Project Lead.</i></p>		
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 <i>Delivering Academy Buildings through PfS</i> :		
Confirmed	X	

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

None known.

DRAFT

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 David E. Hughes, the lead sponsor)

Name in full: David E. Hughes

Position:

Date:

Signature

(For and on behalf of The University of Liverpool, a co-sponsor)

Name in full: Sir Howard Newby

Position: Vice Chancellor

Date:

Signature

(For and on behalf of Birkenhead Sixth Form College, a co-sponsor)

Name in full: Peter Cummings

Position: Chair of the Corporation

Date:

Signature

(For and on behalf of Wirral MBC, as a co-sponsor)

Name in full:

Position:

Date:

Signature

(For and on behalf of Wirral MBC, as the local authority)

Name in full:

Position:

Date:

DRAFT

Section 6: Contact details

Name of lead sponsor, representative: David E. Hughes/ Lisa Gregory-Jones PA

Address:

Email: LisaGregory-Jones@thestoreroom.co.uk

Tel: 07957 463819

Mobile:

Fax:

Name of The University of Liverpool, co-sponsor, representative: Dr Anne Qualter, Head of Educational Development.

Address: University of Liverpool, 126 Mount Pleasant, Liverpool, L69 3GR

Email:a.qualter@liv.ac.uk

Tel: 0151 794 3280

Mobile:

Fax:

Name of Birkenhead Sixth Form College, co-sponsor, representative: Kathryn Podmore, Principal

Address: Park Road West, Birkenhead, CH43 8SQ

Email:kyp@bsfc.ac.uk

Tel: 0151 651 3706

Mobile:

Fax:

Name of Wirral MBC, as co-sponsor, representative: Mark Parkinson, Head of Branch (Learning & Achievement).

Address: Wirral Children & Young People's Department, Council Offices, Hamilton Building, Conway Street, Birkenhead, CH41 4FD.

Email:markparkinson@wirral.gov.uk

Tel: 0151 666 4297

Mobile:

Fax:

Name of Wirral MBC, as the local authority, representative: Mark Parkinson, Head of Branch (Learning & Achievement).

Address: Wirral Children & Young People's Department, Council Offices, Hamilton Building, Conway Street, Birkenhead, CH41 4FD.

Email: markparkinson@wirral.gov.uk

Tel: 0151 666 4297

Mobile:

Fax:

School 1

Name of Park High School, predecessor school, representative: Headteacher, Mr Steven McMahon.

Address: Park Road South, Prenton, Merseyside, CH43 4UY

Email: headteacher@parkhigh.wirral.sch.uk

Tel: 0151 652 1574

Mobile:

Fax: 0151 653 6760

School 2

Name of Rock Ferry High School, predecessor school, representative: Headteacher Mr Peter Bennett.

Address: Ravenswood Avenue, Rock Ferry, Birkenhead, Merseyside, CH42 4NY.

Email: headteacher@rockferryhigh.wirral.sch.uk

Tel: 0151 645 6917

Mobile:

Fax: 0151 643 1236

School 3

Name of Ridgeway High School, predecessor school, representative: Headteacher, Ms Pauline Roberts.

Address: Noctorum Avenue, Noctorum, Prenton, Merseyside, CH43 9EB

Email: headteacher@ridgeway.wirral.sch.uk

Tel: 0151 678 3322

Mobile:

Fax: 0151 678 6571

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**UNIVERSITY ACADEMY OF BIRKENHEAD
(working title)
IN WIRRAL**

**EXPRESSION OF INTEREST FOR AN ACADEMY
REPLACING THREE PREDECESSOR SCHOOLS**

Section 1: 1.1 Executive Summary

It is proposed to replace three co-educational secondary schools, Park, Rock Ferry, and Ridgeway High Schools, in Birkenhead, an area of the Wirral which has significant social and economic disadvantage, with two academies; one for boys and one which will be co-educational.

The proposal is for a co-educational Academy. The lead sponsor would be the University of Chester, supported in co-sponsorship by Wirral Metropolitan College and Wirral Borough Council. The University Academy of Birkenhead would open in 2010 on the sites of two of the predecessor schools, Park and Ridgeway High Schools and would consolidate on the Park High School site, in the North of the town, following refurbishment.

The three 11-16 schools which are non-selective secondary schools within a selective area, are located in areas of acute social and economic disadvantage; Rock Ferry is in the bottom 10% and Park is in the bottom 10-20% most disadvantaged nationally. Ridgeway is in the 20-30% most disadvantaged nationally. Rock Ferry's and Park's students are drawn from areas in the bottom 5% most deprived nationally; in 2008 over 50% of their students were entitled to free school meals. Ridgeway's students are drawn from areas in the bottom 19% most deprived areas nationally with 36% of students entitled to free school meals in 2008. The proportion of students with learning difficulties and/or disabilities is above average and students enter the school with below average literacy levels. Most students are from white British backgrounds and there are a small number of students from minority ethnic groups, of whom 1-2% in 2008 were at an early stage of speaking English. Park and Rock Ferry are Community schools and Ridgeway has Foundation status. All three schools have significant surplus places. There are currently 2124 students in total in the three schools and 1261 surplus places.

Student achievement at 16 of 5+A*-C grades at GCSE including English and maths in the three schools in 2008, was 26% at Park, 23% at Rock Ferry, and 37% at Ridgeway- well below both national and Wirral averages. Provisional results for 2009 are 27% at Park; 25% at Rock Ferry and 47% at Ridgeway. The schools CVA scores in 2008 placed them in the top 25% of schools nationally. All three schools

are in the National Challenge programme.

It is proposed that the University Academy of Birkenhead would have an admission number of 150 providing 750 11-16 places, which along with a PAN of 150 for the proposed Boys Academy would result in a reduction of 1,868 total places overall.

The sponsors for the University Academy of Birkenhead have worked in close collaboration to formulate a unique and strongly supported transformational response to the needs of young people, families and the wider community of Birkenhead.

Our vision is based on Three Pillars of Learning - *Sense of Personal Worth; Personalised and Lifelong Learning; Partnerships and Networks* to secure student and staff achievement, success, happiness, and productivity. Key aspects of our vision are:

Students would be empowered to have an influential and meaningful voice in the life and work of our Academy and community and would feel and be involved in their own and others' learning.

We would develop leadership at all levels, with explicit strategies for staff, students and families to hold each other to account, make extensive and intelligent use of data on pupil progress, and ensure that all teachers were competent at 'mentoring for learning' in order to maximise student achievement. Working with the University of Chester we plan to become a centre of excellence for the initial training of teachers and the continuing professional development of all staff to raise standards.

The Academy would be at the learning heart of the community, reaching beyond the site of the Academy to facilitate Lifelong Learning for all the people of Birkenhead, providing a community resource both inside and outside of the traditional school day and forming a hub for wider local services and activities, particularly through partnerships with health and the co-located Multi-Professional Children and Young People's Locality Team.

The Academy would become an outstanding place of learning and achievement, organised for every student's success and happiness with Personalised Learning at its core. Students would initially follow the broad features of the National Curriculum and would progress through Key Stage 3 in two years to provide more time for GCSEs, diplomas and broad life and learning skills development in Key Stage 4.

At Key Stage 4 we would offer the full range of qualifications, become a centre of excellence in the development of integrated academic and vocational routes to further and higher education and employment with every student having a rich, integrated and productive experience across academic and vocational settings. Students would be able to use the extensive business network and partners of the University of Chester, Wirral Metropolitan College, and the Wirral Council to develop new opportunities and to extend their horizons.

Literacy and Numeracy would be a major focus. We would work with primary schools and families "upstream" to target support to minimise under-achievement, have a strong emphasis on teaching Literacy and Numeracy across the curriculum at Key Stage 3, ensure all staff have the skills to teach and support Literacy and Numeracy, and would draw on specialist expertise and support in Maths and English from our co-sponsors, the University of Chester and Wirral Metropolitan College.

We would specialise in Enterprise and Applied Learning and in Health and Social Care building on the strong foundations for Business and Social Enterprise within the current

schools and drawing on our sponsors' expertise and extensive resources in these areas, and on the skills and talents of people from outside the Academy and from our neighbourhood and local communities - to develop curriculum materials which would excite and motivate our learners; enable our students to apply core learning skills and the full range of traditional academic disciplines to practical and meaningful settings, gain a real understanding of subject disciplines, especially English, Mathematics and Science and their link with technologies, innovation and enterprise, and ensure our students would become familiar and confident in their interaction with a wide range of industries and professions.

High quality, world-class technology would be integral to the learning, management, and organisation of the University Academy and the realisation of the Academy's vision. Students would be able to access information systems remotely (e.g.in the Academy, from home or elsewhere) to support curriculum breadth and independent study and/or research. The University of Chester and Wirral Metropolitan College will offer particular expertise in the development and use of IT and new technologies in learning, including Virtual Learning Environments and control technologies.

We would make extensive use of our sponsors' expertise and resources for example-enrichment programmes such as lectures and masterclasses, mentoring and tutoring support, access to extensive campus facilities, a strong network of employer and business links, student and staff work placement schemes, advice and support for students on routes into further and higher education, specialist support to meet the needs of students facing significant learning and behavioural challenges, and social and economic regeneration programmes, and that of our staff, and other partners, to raise aspirations, to develop a deeper and broader culture of lifelong learning and to equip our students, and others, with the knowledge, skills, understanding and self-confidence required for a brighter future – a future that they will need to shape for themselves.

The name of the academy will be decided in feasibility.

1.1 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	57	58	61	66	45.4	46.3	48.4	50.2
Park High School 1	29	31	41	52	13	16	23	26
Rock Ferry High School 2	33	35	28	41	20	24	19	23
Ridgeway High School 3	54	52	48	53	25	33	27	37

CVA Scores (KS2-4)	2006	2007	2008
LA Average	1007.8	1009.7	1009.4
Park High School 1	1000.8	1014.9	1021
Rock Ferry High School 2	1019.8	1000.2	1015.8
Ridgeway High School 3	1040.5	1037.2	1022

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	-	-	23.1
Park High School 1	152/3377 4.5%	10-20%	51.5
Rock Ferry High School 2	128/3377 3.8%	0-10%	53.0
Ridgeway High School 3	632/3377 19%	20-30%	35.7

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 2009	% with SEN statement	% of pupils with EAL
					2008	2008
National Average	-	-	-	-	2.0	10.6 %
LA Average	-	-	-	-	2.3%	1.5%
Park High School 1	0	811*	0	1250	1.8%	2.1%
Rock Ferry High School 2	0	584*	0	1232	8.3%	1.0%
Ridgeway High School 3	0	729*	0	885	4.0%	1.3%

* Pupils on roll as at Jan 2009

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	750	0	750	Enterprise and Applied Learning
Proposed opening date	Target build completion date	Building route (BSF or National Framework)	Faith Designation	Name of Sponsor(s)
2010	2011	Existing PFI contractor	None	Lead sponsor- University of Chester with Wirral Metropolitan College and Wirral MBC as Co-sponsors

Section 2: The Predecessor Schools

2.1 Not applicable.

2.2 Basic Characteristics

	School 1	School 2	School 3
School Name:	Park High	Rock Ferry High	Ridgeway High
School Address:	Park Road South, Prenton, Merseyside, CH43 4UY	Ravenswood Avenue, Rock Ferry, Birkenhead, Merseyside, CH42 4NY	Noctorum Avenue, Noctorum, Prenton, Merseyside, CH43 9EB
Name of LA: Wirral		LA Code: 344	
Type of Establishment (Please mark one with an x)			
Community School	X	X	
Foundation School			X
Voluntary Aided (VA) School			
Voluntary Controlled (VC) School			
City Technology College			
Independent			

Other (please specify)			
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Gender and age range (Please mark with an x)			
Co-Educational	X	X	X
Single Sex Boys			
Single Sex Girls			
Age Range 11-16	X	X	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:)	(Faith:)	(Faith:)
Yes without faith admissions	(Faith:)	(Faith:)	(Faith:)
No	X	X	X

Specialism(s) if applicable:	Sport	Performing Arts	Business and Enterprise and Languages
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2.3 School Population

		Park High School 1	Rock Ferry High School 2	Ridgeway High School 3
Admissions Number:		250	250	160
Current number of pupils on roll as at: January 2009	Year 7:	150	92	130
	Year 8:	111	98	147
	Year 9:	173	113	147
	Year 10:	184	159	156
	Year 11:	193	122	149
Number of Year 7 pupils admitted in:	Sept 2005	200	153	157
	Sept 2006	179	112	156
	Sept 2007	111	96	148
	Sept 2008	150	92	130
Number of Year 12-13 students at the school in:	Sept 2005	0	0	0
	Sept 2006	0	0	0
	Sept 2007	0	0	0
	Sept 2008	0	0	0

Percentage of pupil population who joined or left the school other than at the start or finish of the academic year:	2004/05	N/A	N/A	N/A
	2005/06	N/	N/A	N/A
	2006/07	N/A	N/A	N/A
	2007/08	N/A	N/A	N/A

2.4 Admissions

Please attach a copy of the current Admissions Policy		
School 1 Park High	Attached	X
School 2 Rock Ferry High	Attached	X
School 3 Ridgeway High school 3	Attached	X

2.5 Leadership

School 1 Park High Name of headteacher: Mr Steven McMahon
Headteacher has been in post for: 4Year(s) 0 Months as of 1 st September 2009.
Rock Ferry High School 2 Name of headteacher: Mr Peter Bennett
Headteacher has been in post for: 9 Years 0 Months as of 1 st September 2009.
Ridgeway High School 3 Name of headteacher: Ms Pauline Roberts
Headteacher has been in post for: 1 Year 0 Months as of 1 st September 2009.

2.6 School Improvement

	Park High School 1	Rock Ferry High School 2	Ridgeway High School 3
Intervention status			

(Please mark box(es) with an x)				
None		X	X	X
Special Measures				
Significant Improvement/Notice to Improve				
Warning Notice issued				
Causing Concern				
Interim Executive Board				
Required school to enter into partnership arrangements				
Added additional governors				
Suspended delegated budget				
Please provide details:				
Does the predecessor school receive any external support and/or is it in receipt of a tailored external support package?	Yes – National Challenge	X	X	X
	Yes – other			
	No			
If other, please provide details:				

2.7 Finance

	Park High School 1		Rock Ferry High School 2		Ridgeway High School 3
Does the predecessor school currently have a budget deficit?	Yes		Yes		
	No	X	No	X	X
If yes, please provide details:					

	Park High School 1		Rock Ferry High School 2		Ridgeway High School 3
Does the predecessor school currently have an in-year deficit?	Yes	X	Yes		
	No		No	X	X
If yes, please provide details:					
		Budget deficit of £22,000 at time of writing - is			

	expected to balance when the budget is resubmitted during Autumn 2009.		
<p>The LA should note that any deficit budget remaining at the point of school closure would not transfer to the academy.</p>			

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:	5FE
Admissions Number:	150
Nursery (age 3-5):	0
Years 7-11 (age 11-16)	750
Years 12-13 (age 16-19):	0

<p>Please provide a detailed justification for the size of the proposed academy:</p> <p>There are 23 secondary schools in Wirral, 6 of these are single sex selective schools (three boys, three girls), 6 are single sex non-selective schools (four girls, two boys), the remainder being mixed sex non-selective schools, two of which are Catholic secondary schools.</p> <p>Within the Birkenhead review area, in September 2009 there will be three non-selective mixed schools – Ridgeway High, Rock Ferry High and Park High; two non-selective girls schools – Prenton High and Birkenhead High Academy and one selective boys grammar – St Anselm’s Catholic College.</p> <p>Expected Year 7 admissions in September 2009 for the 6 schools are currently 680 (c 23 FE) of which 126 (c 4 FE) are for the boys selective school, 243 (c 8 FE) are for the two girls non-selective schools and 311 (c 10 FE) are for the three non-selective schools.</p> <p>Pupil numbers entering Year 7 in the area are forecast to fall over the next few years, rising again to reach approximately 680 (23 FE) by 2018.</p> <p>Park High School has a PAN of 250 for Year 7 with 811 pupils on roll in January 2009, and 439 surplus places, projected to reach 670 surplus places by 2018.</p> <p>Rock Ferry High School has a PAN of 250 for Year 7 with 584 pupils on roll in January 2009 and 648 surplus places, projected to reach 831 surplus places by 2018.</p> <p>Ridgeway High School has a PAN of 160 for Year 7 with 729 pupils on roll in January 2009 and 157 surplus places, projected to reach 302 by 2018.</p>

It is proposed that the Mixed Academy will have a PAN of 150 for Year 7, which along with a PAN of 150 for the proposed Boys Academy would result in a reduction of 1,868 total places overall and bring school provision in this area in line with pupil population. It is anticipated that the Academy will admit to its planned admission number as an Academy.

3.2 All-age Academies

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

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

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	

3.3 Proposed Opening Date in existing buildings

2010

3.4 Target Build Completion Date

2012

3.5 Specialism(s)

The academy would specialise in: Enterprise and Applied Learning and in Health and Social Care

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

Confirmed	X
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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 Sponsors of the University Academy of Birkenhead are committed to adopting the same admission arrangements and oversubscription criteria as the local authority.

Banding- the local authority and the Sponsors have considered banding and believe that a mixed ability intake, as far as is possible in a selective system, would be achieved without the need for banding using the proposed oversubscription criteria.

Firm proposals for admissions would be decided during feasibility but are expected to be based on the following:

Admissions at Age 11, Year 7

The Admission Number of the Academy would be 150.

The Academy would admit all pupils with a Statement of Special Educational Need naming the Academy and to which the Academy has agreed.

Should the Academy be undersubscribed all applicants would be admitted.

Should the Academy be oversubscribed it would be expected that the following oversubscription criteria would be used:

Priority would be given in the following order:

1. Children who are in the care of the local authority.
2. Children who have a valid medical reason for a specific placement
3. Children who have a sibling (including half-siblings or step siblings living in the same household) on roll at the Academy of statutory school age;
4. Children living nearest to the Academy using the shortest road route, unless it is possible to use a footpath which is considered a safe walking route

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	
		No	X
If yes who would run the SEN unit?	The academy	The LA	
Please provide details: The proposed Academy would be expected to use its financial, staffing, and accommodation resources flexibly to meet the wide range of pupil need. The LA would wish to commission up to 40 inclusive places in this Academy for pupils with learning difficulties, both specific and moderate, combined with social and emotional difficulties, to replace the Sanderling Unit currently located on the Rock Ferry site.			
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

Context

The opportunity for Rock Ferry, Ridgeway and Park High Schools to be re-born as the two new Academies for Birkenhead is a massive vote of confidence in the future for a strong but challenged community. The schools of Birkenhead have responded with determination and notable successes but a step change is now required if the dream of sustaining and exceeding those achievements is to be realised. Educational achievements and the life advantages they bring depend on many

different contributions and resources – strong and meaningful partnership with families and carers, rigorous attention to the full range of the individual needs of every one of the young people and a continuous and consistent pursuit of quality and innovation in teaching and learning. These will be among the priorities for the new University Academy for North Birkenhead. A key underlying challenge for Birkenhead, however, is about mindsets - to raise aspirations, to develop a deeper and broader culture of lifelong learning and to equip people with the knowledge, skills, understanding and self-confidence required for a brighter future – a future that they will need to shape for themselves. Having a mindset for learning and enterprise that translates into action is a critical component for individual and community responses to these challenges.

The reality for our three schools in Birkenhead is tough. For a number of reasons, including the availability of more places in schools outside Birkenhead, the overall level of attainment of students as they enter secondary education has been getting lower over the last five years but with some signs of a rise in the last year. The performance of students leaving the three schools has been much higher than might have been expected but the challenge is high. The response of the partners promoting the University Academy will be aspirational, humane and relentlessly focused on building long-term sustainable achievements on day-by-day learning gains.

Transition Planning

A detailed transition plan will be developed during feasibility. It is anticipated that the academy will occupy the Park and Ridgeway High School sites from September 2010 and that it will consolidate onto the Park site on completion of the refurbishment works in September 2012.

The sponsors will work closely with the local authority to develop transition arrangements which safeguard the interests of all students and staff, ensure standards are maintained, continuity of learning is protected, attainment is enhanced, and students are well supported throughout this period.

The Sponsors

The University of Chester, the lead sponsor, is a small University with approximately 15,000 students, some 97% of which are from state schools. It has a substantial teacher training department and works with a range of schools in the Chester/Wirral/Halton local authorities providing professional development programmes for both primary and secondary school teachers. The University is also lead sponsor of the Ellesmere Port Academy.

Wirral Metropolitan College, co-sponsor, has 3,000 full-time students and 13,000 part-time and its curriculum focuses on skills for life, employability and work. The College has Centre of Vocational Excellence status for both Health and Care and Construction, extended partnership arrangements with five local Universities, is taking a lead role in the provision of all the new Diploma lines, has extensive experience in new builds, having recently completed a major new build programme, and is intending to recruit a new directorate level role who will take the lead on the Academy development.

Wirral MBC is also a co-sponsor.

Ethos and Core Values

The University of Chester, the main sponsor for the University Academy of Birkenhead, has worked in close collaboration with Wirral Metropolitan College and

Wirral Council, the co-sponsors, to formulate a unique and transformational response to the needs of young people, families and the wider community of Birkenhead. Our vision has been jointly developed and is strongly supported. We will promote consideration and respect, restore hope and trust, raise aspirations and standards and, critically, do things better. We will encourage an understanding of the meaning and significance of humanity and faith, promoting spiritual values through the experience it will offer to all its pupils. The leadership and management of the University Academy would ensure that these values and this ethos was articulated throughout the Academy and maintained in its day-to-day activities and curriculum.

The sponsors of the University Academy of Birkenhead believe in learning and the powerful contribution it makes to personal and collective inspiration, growth and wellbeing. Our Academy will be a place of shared knowledge, practical skills and rich learning, with an underpinning commitment to social justice and social cohesion. Birkenhead and its future matter very much to us and so does every single learner, of whatever age, in this community. We want to work closely with external partners, especially the community and the sponsors of the South Birkenhead Academy, so that together we can do the best for Birkenhead. The Academy will be outwards-facing, looking beyond local strengths and resources to draw upon ideas and best practice wherever we can find it.

Vision

In order to facilitate, through the Academy, the transformational education that this implies we have adopted the following three principles or **Three Pillars of Learning** that - *Sense of Personal Worth; Personalised and Lifelong Learning; Partnerships and Networks*. These principles express in more practical terms our underpinning values and objectives and will shape the ethos upon which we propose that the University Academy of Birkenhead should be built. The University Academy will use this framework to deliver a vision that should produce high quality and sustainable outcomes for every student and staff member. The Academy will open up new possibilities and routes for growth and development by challenging existing aspirations and working beyond traditional boundaries.

A fundamental principle of this vision is the creation of a productive partnership between the Academy and the community in Birkenhead. This partnership will play a key role in the delivery of radical, transformation and regeneration in the area. In order to achieve this, the Academy will have a particular focus and identity, becoming a centre of excellence in Enterprise and Applied Learning and (Health and Social Care).

Our Academy would nurture the health, safety, and self-fulfilment of every student and member of staff. Every individual would be valued, accorded dignity and treated as of equal worth, so that each student, member of staff, or community partner would have high levels of access and opportunity for learning and development. Human diversity would be celebrated within a strong framework of respect for both the individual and for social cohesion. To do so, we would nurture qualities of respect, tolerance, forgiveness, generosity, compassion, enthusiasm, self-discipline, honesty, co-operation and thoughtful loyalty. A values-based learning environment and ethos would be created that would articulate our core values and would nurture and develop students of every and all backgrounds to enable them to be healthy and safe, to enjoy and achieve, to make a positive contribution to society and to attain economic well being.

For us it is vital that the experience of every student will be both “academic” and “vocational” because we see the integration of academic and vocational elements as the best way of preparing them for their current and future development. We will

seek to develop more detailed and specific student entitlements but one priority entitlement will be for each and every student to have a rich, integrated and productive experience across academic and vocational settings.

Everyone who studies or works at the Academy would be challenged and supported to achieve their personal best and be well equipped to lead happy and productive lives. We would ensure that we regularly monitored and evaluated all Academy policies and practices to secure genuine inclusion and a strong contribution to the Every Child Matters agenda. Students would be able to access opportunities for learning, extended learning, recreation and enjoyment, regardless of any learning disability or barriers associated with gender, race, culture or belief. They would understand and benefit from the Academy's commitment to outcomes which support the development of the whole person, their wellbeing and life chances.

We are committed to respond positively and imaginatively to additional and specific needs in general and of students in particular. Following an agreement in principle, further discussions at the Feasibility Stage will be undertaken with Wirral Council on the development of an appropriately resourced and supported mainstream provision that would be more flexible and inclusive than a straightforward replacement of the Sanderling base currently situated at Rock Ferry High School. We would also want to build on the opportunities provided by the decision to co-locate a multi-professional locality team on site.

This vision for the University Academy of Birkenhead will be open to challenge, review and change as new circumstances emerge – this is a learning vision. It would be realised through commitment and discipline within the framework of the three key pillars for learning.

Governance of the University Academy

In addition to the University, College and Local Authority sponsor appointments and elected representatives of staff and parents the sponsors would seek to recruit governors with a wide range of business expertise, engaging their extensive employer networks, and operating in local, national and international business arenas to support the Academy's specialist curriculum. They would also seek to recruit governors from community and voluntary sector organisations who know and keep in touch with local realities. All governors would be expected to demonstrate a high level of involvement and engagement with the Academy through regular attendance and active engagement at meetings and events and through the use of communications technology.

It is envisaged that the Governing Body of the Academy would be made up of 11-15 members who would be appointed by the Board of Trustees, and would comprise: 5/6 governors appointed by - the University of Chester the Lead sponsor; 2/3 appointed by the Co-sponsor Wirral Metropolitan College; 1 governor appointed by Wirral MBC as Co-sponsor, 1 by Wirral MBC as the LA, 1 or 2 elected staff members, 1 or 2 elected parent/community members- and the Principal ex-officio.

University Academy Specialisms

The University Academy would specialise in a) **Enterprise and Applied Learning** and (b) **Health and Social Care**. This would allow our learners to apply core learning skills and the full range of traditional academic disciplines to practical and meaningful settings. There are strong foundations for Business and Social Enterprise within the current schools that will contribute to the new Academy and the sponsors have extensive resources to contribute in relation to

Health and Social Care. Both offer meaningful contexts for the effective building of knowledge and application of learning.

Applied learning is the practical application of theory that allows learners the opportunity to actively engage with the curriculum they are studying. Applied learning is doing what you know as well as knowing what to do – a “can-do” approach. Applied learning is more relevant and meaningful to learners as it allows for learning within different contexts and environments. For example applied learning encourages:

- Linking understanding and learning activities to jobs and other life roles e.g. using applied mathematics or science in family life or leisure interests.
- Interaction with experienced adults, workers and specialist professionals e.g. understanding and managing competitive instincts alongside professional athletes, business entrepreneurs or local politicians.
- Real life investigations and active inquiry e.g. investigations and surveys on behalf of the Academy Student Council, curriculum research projects, product testing, and feasibility studies.
- Learning through doing e.g. developing personal strength and resilience through performing arts, communicating through presentations and formal debates, encountering different forms of belief through direct experience of faith communities, learning what it is to become skilled at care through working in supported settings with very young children or vulnerable adults.
- Interaction with other learners through group work e.g. team-building, team-work, team-based assessment within the curriculum and opportunities to experience and reflect on team-working in family, leisure and work-based settings.
- Learning in different environments e.g. working outwards from “safe” learning centres inside the Academy to experience different forms of the same learning in contrasting settings – perhaps the use of good questioning in a local firm’s customer care department, a magistrates court, pub quiz and a council meeting or the risks associated with poor spelling or grammar for shop-workers, health and safety and personal texting.

The expertise and support of the three sponsors would bring a valuable new dimension to the Academy in encouraging the promotion of appropriate forms of Applied Learning and Learner Inquiry and Research for learners of all ages and interests inside and outside the Academy. Applied Learning reflects the interest of sponsors in: promoting access to learning for individuals, groups and the community; action research and reflective learning; supported entry to and support through learning; and work-focused vocational and professional development. Building on Primary school experience and working with our family of schools, our aim would be to promote awareness of work and the world of work as early as possible. Applied learning is also essential to the vision for the New Diplomas and the Academy would aim to play a full part locally in this development.

To meet this challenge effectively we would develop a clearly understood, integrated or holistic framework for activity within the school – each part of the life of the Academy would make a contribution to the learning and life outcomes. We would want to explore the use of an integrated approach such as that developed by Edison Learning.

The transition from Primary schools would be managed very carefully and full recognition would be given to the Applied learning achievements of the students on entry to the Academy to minimise learning loss at age 11 and to maximise long-term learning potential. We would arrange Summer School opportunities for new entrants,

including a series of concentrated summer learning opportunities at Wirral Metropolitan College and engagement with University students over a more extended period following entry to the Academy.

The University Academy would therefore adopt tried and tested as well as innovative means to:

- Provide a curriculum which would give every single one of our learners the chance to perform at their best, through theoretical and practical study.
- Offer a range of qualifications and at appropriate levels so that every single one of our learners would have the chance to show what they really can do.
- Extend learner information, advice and guidance (IAG) to allow every single one of our students to have a clear understanding of life chances and opportunities and so to realise their potential.
- Provide qualifications under the Foundation Learning tier and provide the opportunity for learners to undertake the personal development profile in supporting their vocational choices
- Drive up the numbers of young people achieving level 1, 2 and 3 qualifications (including English and Mathematics) and reducing and eventually eradicating the incidence of NEET (young people “not in education, employment or training”).
- Extend progression routes so that every single one of our learners would have genuine, clear choices and opportunities.
- Provide work placement opportunities for our learners to experience at first hand the world of work and to develop clear routes to further and higher education and meaningful work and employment.

Students in the University Academy would be able to gain a real understanding of subject disciplines, especially English, Mathematics and Science (e.g. Applied Science GCSEs, First Diploma Applied Science) and their link with technologies, innovation and enterprise. They would become familiar and confident in their interaction with a wide range of industries and professions.

The University Academy would develop a strong ethos to support its specialisms which would pervade all aspects of school life. We would develop curriculum materials which would excite and motivate our learners. We would encourage work with the local community, including the imaginative use of communications technologies, and provide curriculum enrichment activities and involvement in national initiatives and competitions to raise standards of teaching and learning and attainment, especially in English, Mathematics and Science across the curriculum. We would also work in close partnership with local business to provide opportunities to demonstrate the relevance of these disciplines within a working context.

We believe that our combination of specialisms enhance the intellectual discipline of all learners and increase their understanding of the world in which they live and can make a vital contribution.

The following development of this framework provides more detailed information about the Framework for our Vision.

The Three Pillars of Learning

P1. DEVELOPING THE INDIVIDUAL'S SENSE OF WORTH AND THEIR CONTRIBUTION TO THE WIDER ORGANISATION AND COMMUNITY.

All learners and their families, irrespective of ability, belief, gender or ethnicity would be welcome at the University Academy as equal members of the Birkenhead learning community. We will not introduce selective admissions arrangements. Particular emphasis would be placed upon the development of the whole person, nurturing the individual's spiritual, moral and social health so that they can explore and articulate their understanding of right and wrong and offer a clear rationale for their views. All students' cognitive, emotional and behavioural skills would be carefully developed and enhanced during their time with us. All learners at the Academy would be encouraged to celebrate and take pride in their own and other's achievements and would progress from the University Academy well equipped to enjoy a happy and productive life.

Student voice

Students would be empowered to have an influential and meaningful voice in the life and work of our Academy and community and we would ensure this permeated throughout all our Academy policies and practices. The Academy will be committed to promoting a strong student voice that will include an active Student Council. Students would feel and be involved in their own learning and appreciate the importance of interdependence in learning and become skilled at taking part in collective learning. The Academy would be organised for every student's success, with structures developed to ensure the safety and security of each student. Vulnerable students would know there would be a supportive team around them, who would understand their needs and would act swiftly to help them.

Leadership and organisation

The sponsors recognise the critical importance of leadership for success. Our Academy would develop leadership at all levels to support the delivery of our ethos and vision, convey the significance of our Three Pillars of Learning and secure student and staff achievement, success, happiness and productivity. The Academy management structure would be devised to ensure that organisational structures, time and people were organised for every student's success. Clear lines of accountability would be maintained, with explicit strategies for staff, students and families to hold each other to account, in order to maximise student achievement. We would make extensive and intelligent use of data on pupil progress, linked to our Information Management System, to reflect on the effectiveness of teaching arrangements and Academy organisation. The organisation of the academy and design of the building would accommodate the varying group sizes, staffing, session frequencies, and length of day required to deliver flexible learning pathways and meet the requirements needed to deliver the new secondary curriculum.

The University Academy would ensure that all teachers were competent at 'mentoring for learning', an important expression of leadership, and would develop mentoring skills for and in young people and adults. We plan to become a centre of excellence for the initial training of teachers and the continuing professional development of all staff and to meet the criteria for national recognition as soon as possible.

The Academy leadership team and the Trustees have a critical role and they would together ensure that a culture of teamwork, harmony and productivity was created and sustained throughout the Academy. Meaningful opportunities would be created for students to be involved in the organisation and running of the Academy. In summary our Academy would be distinguished by its emphasis on the development of distributed leadership at all levels.

Learning in the wider community and valuing everyone's contribution to the success of the University Academy.

Learner horizons and aspirations would be extended beyond the immediate community by providing signposting and access to a varied menu of study support and enrichment activities. The skills and talents of people from our neighbourhood and local communities would be used as a resource for supporting teaching and learning. We would seek to employ or otherwise draw upon people from outside the Academy who have experience of our specialisms, especially in Business or Social Enterprise, Health and Social Care. We would work with industry and business partners to help the Academy identify and promote the key skills and aptitudes students would need to contribute to the community of Birkenhead and beyond, to gain employment and be effective at work. Students would be able to use the extensive business network and partners of the University of Chester, Wirral Metropolitan College, and the Wirral Council to develop new opportunities and to extend their horizons. Together these strategies would enhance the self-esteem, confidence, sense of personal worth and social conscience of each member of the Academy .

P2. PERSONALISED AND LIFELONG LEARNING FOR ALL

The University Academy would become an outstanding place of learning and achievement, organised for every student's success and happiness with Personalised Learning at its core. Through Personalised Learning we would aim to raise educational standards significantly by relating learning to the aptitudes and interests of students. By using such strategies as assessment for learning, inquiry-based and evidence-based learning, accelerated learning, and learning styles profiling, each student would find the University Academy a place within which they could grow as people and build up their personal capabilities. Part of our purpose will be to support the development of reflective learners and practitioners who are confident in themselves, skilled and skilful in practice, working alone and with others.

The University Academy would be at the learning heart of the community, reaching beyond the site of the Academy to facilitate Lifelong Learning for all the people of Birkenhead. It would be a "tower of strength" for learning, providing a community resource both inside and outside of the traditional school day, forming a hub for wider local services and activities. The Academy would be a place of learning, inquiry and enjoyment, a centre of excellence in the development of academic and vocational routes to further and higher education and to work and employment.

Personalised learning and the curriculum

We would challenge each student to achieve their personal best and develop an interest in lifelong and independent learning. We would strive to ensure that all our students would continue their learning into higher or further education, employment or work based training and thus enable them to achieve economic well being and make a positive contribution to society. These aspirations would be achieved through providing a world-class educational environment. Experience of other Academies already supported by the University of Chester has demonstrated the value of sharing the experience of curriculum development and delivery partners. One such partner with a strong track-record is Edison Learning and it would be our intention to explore the scope for applying their E2 Curriculum framework to the University Academy of Birkenhead.

The learning required for the 21st Century and the goals for the Government's and Wirral Children's Plan would be achieved through a rich and challenging skills-based curriculum and targeted interventions. Students would initially follow the broad

features of the National Curriculum in our planning, though we would keep this under review, looking for opportunities to innovate with the staff and community. The Academy would propose to allow students to progress through Key Stage 3 in two years so that they could allocate more time to their GCSEs, diplomas and broad life and learning skills development in Key Stage 4. At Key Stage 4 we would work in partnership with other providers to offer the full range of qualifications linked to current and future frameworks and would meet the needs of our learners and the community of Birkenhead. The University Academy would become a centre of excellence in the development of integrated academic and vocational routes to further and higher education and employment.

The three schools that will form the basis of the two new Birkenhead Academies have been judged “good” or “outstanding” by Ofsted and one judged “outstanding” with many examples of good added value - and yet attainment in key areas is well below Wirral and national averages. The challenge for the University Academy is to create an outstanding learning environment in which levels attained by students can rise to meet those of other schools and areas. Our aim will be to provide wider opportunities for all students to learn and become proficient in skills that will support them throughout their lives - to reach good standards of literacy and numeracy as well as being financially literate, having well developed skills for employability.

Inevitably, the teaching and learning of Literacy and Numeracy will be a major focus of the programmes across the University Academy. Attainment in English and Maths upon entry will be the subject of close analysis and our work with primary schools and families will be targeted on “upstream” support to minimise under-achievement, through the deployment of staff and Academy student mentors for under-achieving primary pupils. We plan to work closely with other secondary schools and academies in a coordinated programme of work with primary schools and specifically plan to run a summer school for new entrants to support their transition into the University Academy with particular attention to Applied Literacy and Numeracy.

Throughout Key Stage 3 there will be a strong emphasis on teaching Literacy and Numeracy across the curriculum and all staff (teaching and support staff) will be supported with training and development opportunities to ensure that they are able to work in support of the Academy’s priority focus on Applied Literacy and Numeracy. Through the University of Chester and Wirral Metropolitan College the Academy will benefit from specialist expertise and support in Maths and English, including contexts for applied Literacy and Numeracy.

The three existing schools have already benefited from additional investment in response to National Challenge. **[Examples of practice from three schools to be inserted – Mark Parkinson to arrange]** The University Academy will incorporate these programmes and agree further research- and evidence-led initiatives. These will be constructed to be appropriate to the context of our students, and designed in the light of a careful analysis of their needs and experience of successful prior developments. Taken together these programmes would justify high aspirations and setting challenging targets for the students to reach. **[Revised stretching targets to be added here – Mark Parkinson to arrange. This will replace the section deleted above]**

The University of Chester will seek to offer an annually agreed programme of enrichment to enhance the Academy’s teaching activities and the processes of student development, including: lectures and masterclasses from University academics; mentoring and tutoring support for Academy students from University of Chester students, as a vehicle for raising standards and developing self-esteem and confidence; visits to the University’s campuses in Chester and Warrington and

access to the University's extensive campus facilities, including laboratories, sports facilities and libraries; support for strategies to draw in sponsorship to the Academy; support to the Academy in building a strong network of employer and business links; assistance with the promotion of student and staff work placement schemes; advice for Key Stage 4 students on routes into further and higher education; support with the higher education entry process from University admissions tutors; promoting Academy staff participation in a programme of ongoing professional development, with access to accreditation via the University; exploring the development of on site foundation degree provision; developing an international programme of enrichment activities, drawing on the University's links with schools and universities overseas.

The Wirral Metropolitan College has an extensive programme of supported entry that would be targeted at students in the Academy facing significant learning challenges. This would include: Vocational Access Courses; First Steps to: Business, Administration and IT; Foundation Learning Tier; Pre-Uniformed Service; Princes Trust Volunteers Award. It is envisaged that this expertise will provide a strong foundation for an important transitional and developmental dimension to progression in learning and personal development, particularly in relation to personalised learning, with a vocational and life skills focus.

Wirral Council will bring high quality support in a number of key areas, including: securing access to networks with other schools and colleges and links between the work of the Academy and social and economic regeneration programmes in Birkenhead and across the Borough that will contribute to narrowing gaps in achievement and life chances, raising aspirations and outcomes for children and young people. The Council will also: facilitate partnership, multi-agency and integrated working so that children, young people, parents and families are fully supported to meet their needs; create strong links with the universal Youth Offer and Youth Participation; help the Academy to promote community cohesion and community engagement; and support building projects and PFI related issues; support the Academy through a range of inclusion strategies, including behaviour, attendance and meeting the needs of children with Special Educational Needs, so that children are helped to achieve their best regardless of their ability or need; link to programmes of parent and family support as well as lifelong learning for children and their families.

The pervading culture of the Academy would be one in which every student feels that they can succeed and in which their aspiration to be life-long learners would be supported and encouraged. For this to become a reality all these partner contributions are vital.

Using technology to support learning in an information age

High quality, world-class technology would be integral to the learning, management, and organisation of the University Academy and the realisation of the Academy vision. Students would be able to access information systems remotely (e.g.in the Academy, from home or elsewhere) to support curriculum breadth and independent study and/or research. This would be available at all times of the day and week, supported by systems to for e-safety. The learning platform would also support the development of teaching and learning plans and professional development of staff.

The University of Chester and Wirral Metropolitan College will offer particular expertise in the development and use of IT and new technologies in learning, including Virtual Learning Environments and control technologies. The University has an extensive campus based IT system, to which the Academy would have access. During Feasibility, the University will explore with other sponsors and local partners strategies to resource and, where appropriate, provide intelligence, systems support and equipment for the Academy and its students. Wirral Council brings

applied ICT expertise in school-based learning to the Academy partnership.

Building on this unparalleled combination of expertise and resources we plan to develop open access learning environments for students and all other We will be discriminating and challenging about new and emerging technologies, looking for ways to exploit existing technologies to the full as well as ensuring that we are up to date with the latest developments through active links with national and international organisations.

Developing the Academy workforce

All staff would be encouraged and supported to develop higher-level skills. The leadership team would ensure that each member of staff would be accountable for the success of their individual learners and would have high expectation of their own and their students' learning and development. Over time, the University of Chester will work with the Academy to develop research into effective learning thereby supporting the raising of standards. The overall staff development programme would be further supported by providing access for Academy staff to a range of opportunities.

Supporting community learning and aspirations

The Academy would be at the heart of the community, offering a focus for supporting the learning of a wide range of community members – for them personally as well as for the support they can provide to the young people enrolled in the Academy. Where possible, it would become a hub for wider local services and activities during and outside the traditional school day. A priority for consideration for such a learning hub would be the current Ridgeway Site, perhaps in association with the City Learning Centre.

The University Academy would ensure that its facilities are available for a wide range of adult education, leisure activities, and community use and would be designed to be accessible to all, on a broader basis, including the early morning, evenings, weekends, or holiday periods. We would extend and stagger the school day in order to facilitate personal and where possible, community learning needs and support or establish in key locations outside the Academy a number of learning hubs to provide neighbourhood learning support sites.

The University Academy would seek to provide facilities on its main site that would be of interest to local people and local businesses as well as offering practical experiences for students. We are particularly excited by the possibility of developing health services in partnership with the Primary Care Trust, which has already indicated a strong commitment to engagement with us, and by the co-location on the Academy site of neighbourhood offices or staff, including especially the Wirral Multi-Professional Children and Young People's Locality Team which has now been agreed in principle. By opening up our facilities to the wider community and working in partnership with other agencies to support the needs of the locality, we would be helping to support and energise other local and national initiatives aimed at increasing wellbeing, skills and enterprise.

Our partnership with local schools and educational institutions would be particularly important to the overall future success of the Academy and in delivering the radical, transformational change and regeneration in the Birkenhead area. We would be fully engaged "upstream" with Early Years settings and Primary Schools and "downstream" with post-16 providers including our Academy co-sponsor, Wirral Metropolitan College and Birkenhead Sixth Form College.

P3. RECOGNISING AND DEVELOPING THE POWER OF PARTNERSHIPS AND NETWORKS

The University Academy will work closely within existing and new networks and partnerships to ensure that all students have access to a comprehensive range of services and support. It is central to our vision that we will work closely and productively with parent/carers, the local community, other educational institutions, support services and the business world. Effective partnerships will provide the support and range of opportunities that individual learners and the community of Birkenhead need to succeed. The University Academy will develop and maintain an active and affirming relationship with public, private, voluntary, community and faith groups in Birkenhead. Our partnerships will be forged by learning from and building on existing links.

Partnerships with students, parents and carers

The Academy will build genuine partnerships with students and families, based on inclusive support, in order to ensure that families were made fully aware of their child's successes and any problems that they were facing. The Academy will be committed to "Think Family" and undertake regular "learner-friendly" and "family-friendly" audits on its policies and practices. We will promote Family Learning and support families at risk or in need by developing a well coordinated and proactive approach to meeting needs, in partnership with external and community support agencies. We would work closely with Parent and Community Champions. Even better levels of family support for good attendance will be one of our priorities. This would ensure that all students would have access to available opportunities and range of support to ensure that the local dimensions of the Every Child Matters agenda and the national Children's Plan would be delivered to exemplary standards.

Partnerships with other agencies

The University Academy would provide additional services for children, young people and families, building on the innovative work already developed with the Children's and Young People's Services, Wirral Primary Care Trust Community Protection, Leisure and Sports and other statutory and voluntary service providers. We would ensure that our communication and operating systems with other agencies were robust and effective.

Partnerships with the wider community

A key challenge for the Academy will be to build trust and effective communications with the wider community. Our aim will be to both "reach out and welcome in" and in so doing we will contribute to the development of good social networks and links in Birkenhead. A good example is one of our partnership objectives which will be to maximise the quality and engagement of the Academy with older people in the community and so promote intergenerational bonding and cultural consciousness. This will have major potential benefits for both younger and older people.

The University Academy will support the overarching priorities of the Local Strategic Partnership through its Sustainable Communities Strategy. We will provide support for community cohesion and sustainability, through socio-economic, health and environmental programmes.

It is central to our Vision that we will work closely and productively with parent/carers, the local community, other educational institutions, support services and the business world. These partnerships will be reflected in the governance arrangements.

The sponsors would wish, finally, to confirm that an Endowment Trust Fund would be established for the University Academy and that they would use their best

endeavours collectively to attract funds either directly or indirectly which would be used to provide support for additional activities such as curriculum enrichment or summer schools and essential support such as breakfast clubs or clothing grants.

Section 4: Sites and Buildings

4.1

The academy would be located at the following address:

On first opening in existing buildings the Academy would operate as a split site Academy utilising the former Park High School, Park Road South, Prenton, Merseyside, CH43 4UY and former Ridgeway High School, Noctorum Avenue, Prenton, CH43 9EB- and will consolidate on the Park site on completion of the transition process.

Park High School is part of the Wirral Joint PFI scheme across 9 schools. The contract runs until 2031, and is currently operated by Semperian PPP Investment Partners LP.

The approximate size of the site to be transferred to the Academy Trust is: approx.26 hectares.

The LA is seeking clarification from the DCSF as to the legal implications of integrating Academy status with the existing PFI contract.

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

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	X
Diocese	
CTC Trust	
Other	
If other, please provide details: Park High School is part of the Wirral Joint PFI scheme across 9 schools. The contract runs until 2031, and is currently operated by Semperian PPP Investment Partners LP (www.semperian.co.uk).	

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: N/A

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. The Council is unlikely to dispose of the Ridgeway High School site, which will not be required long term for the Academies. Should it do so- the Council will abide by PfS guidelines on contributions to the capital costs of the academy. The Council will require capital to invest in the new Youth facility, should Academy 2 proceed on the current Shaftesbury Youth Club site. The Council intends to continue using the Ridgeway High School site to provide community facilities.		

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:

Park High School
The site area is 26,190 m2. The original school was built in 1960, and is in good condition having been significantly rebuilt and refurbished in recent years. The building and site are part of Wirral's 9 school PFI contract until 2031, currently held by Semperian PPP Investment Partners LP (www.semperian.co.uk). Disabled access is 100%. The school can accommodate 1250 pupils.

Ridgeway High School

The total site area is 94,944 m2. The school occupies four principal buildings. The main school was built in 1974 – there is also a mid-1980's mobile classroom, and two further blocks built in the last 10 years. A community centre is located within the school's main building. The school also shares accommodation and services with a City Learning Centre, which also houses a Local Authority maintained library, also used by the school. The main building and mobile will require substantial refurbishment works over the next ten years. Disabled access is 50%.

Rock Ferry High School

The site area is 82,543 m2. The school occupies five principal buildings. The main school was built in 1938; the Sanderling Unit for pupils with SEN (BESD) was constructed in 1922. The remaining buildings comprise the Stoneleigh building (1955), Highfield building (1971) and Sports Hall (1980). There is also a caretaker's house on site (1922). There has been major investment at the site following various fires in recent years. The school will require substantial works over the next ten years. Disabled access is 60%.

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:

Some refurbishment work will be required for this Academy in the predecessor school, Park High School. Park High School is part of the Wirral Joint PFI scheme across 9 schools. The contract runs until 2031, and is currently operated by Semperian PPP Investment Partners LP (www.semperian.co.uk). Any refurbishment works will have to be carried out by the PFI contractor under the terms of the PFI contract.

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) X

Ridgeway-A community centre is located within the school's main building. The school also shares accommodation and services with a City Learning Centre, which also houses a Local Authority maintained library, also used by the school.

The Council intends to retain these facilities on this site.

Rock Ferry- the Sanderling Unit for pupils with SEN (BESD) is within the school and it is intended that this resourced unit will be relocated to the University Academy of Birkenhead. It will be funded, capital and revenue, by the Council and will be operated by the Academy.

The LA's Multi-disciplinary Area Team for North Birkenhead would be co-located in the

Not applicable (mark with a x)

Academy. The building can accommodate 1250 pupils and the Team would make use of accommodation not required by the Academy's 750 pupils.	
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<p>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:</p> <p>The Park site adjoins Birkenhead Park, which is a Grade I Listed landscape, and precludes any expansion of the existing site.</p> <p>Some decanting may be required during refurbishment of the former Park High school buildings. These costs would be met from the capital funding.</p>
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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	N/A

4.4

<p>The Department intends to deliver all procurement through Partnerships for Schools (Pfs) and Local Authorities.</p> <p>If approved, this academy would be procured through: (Please mark one with an x)</p> <p>NB Park High School is part of the Wirral Joint PFI scheme across 9 schools. The contract runs until 2031, and is currently operated by Semperian PPP Investment Partners LP (www.semperian.co.uk). Any refurbishment works will have to be carried out by the PFI contractor as required in the terms of the contract.</p>	
BSF Local Education Partnership	N/A
PfS National Framework	N/A

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: University of Chester

Amount of sponsorship to be contributed: N/A
Name of co-sponsor/s: <ul style="list-style-type: none"> • Wirral Metropolitan College. • Wirral MBC
Amount of sponsorship to be contributed: The sponsors will use their best endeavours to raise funds for the Endowment Trust for the Academy.
Governance arrangements i.e. composition of the trustee board and the governing body: Final proposals for the composition of the Trustee Board and the Governing Body would be decided during feasibility but it is envisaged that there would be up of 5 Trustees who would set the strategic direction of the Academy. They would be made up of representatives of the Lead Sponsor- the University of Chester (2), Co-sponsor Wirral Metropolitan College (1), the Chair of the Governing Body of the Academy (1) and a representative of the Secretary of State (1). It is also envisaged that the Governing Body of the Academy would be made up of 11-15 members who would be appointed by the Board of Trustees, and would comprise: 5/6 governors appointed by - the University of Chester the Lead sponsor; 2/3 appointed by the Co-sponsor Wirral Metropolitan College; 1governor appointed by Wirral MBC as Co-sponsor, 1 by Wirral MBC as the LA, 1or 2 elected staff members, 1 or 2 elected parent/community members- and the Principal ex-officio. Sponsors also intend to appoint associate student governors. An advisory board of parent/community representatives would also be established. 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	
University/College	X
School or other educational establishment	
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:	
Wirral MBC will undertake closure of the three predecessor schools, Park High School, Rock Ferry High School, and Ridgeway High School as follows:	
Date	Indicative Timeline
1 st October 2009	Report to Cabinet on EOI including required consultation process and closure timeline.
21 st October 2009	Commencement of formal closure consultation (6 weeks)
27 th November 2009	Conclusion of formal closure consultation
14 th January 2010	Report to Cabinet
28 th January 2010	Statutory Notice published- statutory closure consultation begins (6 weeks)
10 th March 2010	Statutory closure consultation closes
15 th April 2010	Report to Cabinet
31 August 2010	Schools close

1 September 2010	Academy opens
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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	Yes	
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proposal?	No	
	N/A	
<p>Where applicable please provide details:</p> <p>The governing body of park High School met on 28th September 2009 - and voted to support/ not support the proposal.</p> <p>The governing body of George Rock Ferry High School met on 28th September 2009 - and voted to support/ not support the proposal.</p> <p>The governing body of Ridgeway High School met on 28th September 2009 and voted to support/ not support the proposal.</p>		

5.5 Learning and Skills Council (LSC) Agreement

Has the local LSC been consulted on and agreed to any proposed post -16 provision?	Yes	X
	No	
Is a letter confirming support attached?	Yes	
	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

<p>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.</p> <p>Please confirm that all parties are content for a Project Management company to be selected from the DCSF framework.</p> <p><i>*Please note that alternative arrangements may be agreed for multiple sponsors through discussion with the Project Lead.</i></p>	
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
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Please provide details of any known impediments, risks, conditions or hazards not mentioned elsewhere in this document:

None known.

DRAFT

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 University of Chester, the lead sponsor)

Name in full: Professor Tim J. Wheeler DL

Position: Vice-Chancellor and Principal

Date:

Signature

(For and on behalf of Wirral Metropolitan College, a co-sponsor)

Name in full: Mike Potter CBE

Position: Principal and Chief Executive

Date

Signature

(For and on behalf of Wirral MBC, as a co-sponsor)

Name in full: Councillor Phil Davies

Position: Lead Member for Children and Young People

Date

Signature

(For and on behalf of Wirral MBC, as the local authority)

Name in full: Steve Maddox

Position: Chief Executive

Date

Section 6: Contact details

Name of the University of Chester, lead sponsor representative: Dr Colin Hankinson, Director of 14-19 and Academy Development.

Address: Vice Chancellor's Office, The University of Chester, Parkgate Road, Chester, Cheshire, CH1 4BJ

Email: c.hankinson@chester.ac.uk

Tel: 01244 512179

Mobile:

Fax:

Name of Wirral Metropolitan College co-sponsor representative: Peter Trigg, Head of Learning.

Address: Wirral Metropolitan College, Conway Park Campus, Europa Boulevard, Conway Park, Birkenhead, CH41 4NT.

Email: Peter.Trigg@wmc.ac.uk

Tel: 0151 551 7777

Mobile:

Fax:

Name of Wirral MBC, as co-sponsor representative: Mark Parkinson, Head of Branch (Learning & Achievement).

Address: Wirral Children & Young People's Department, Council Offices, Hamilton Building, Conway Street, Birkenhead, CH41 4FD.

Email: markparkinson@wirral.gov.uk

Tel: 0151 666 4297

Mobile:

Fax:

Name of Wirral MBC, as the local authority representative: Mark Parkinson, Head of Branch (Learning & Achievement).

Address: Wirral Children & Young People's Department, Council Offices, Hamilton Building, Conway Street, Birkenhead, CH41 4FD.

Email: markparkinson@wirral.gov.uk

Tel: 0151 666 4297

Mobile:

Fax:

School 1

Name of Park High school, predecessor school, representative: Headteacher, Mr Steven McMahon

Address Park Road South, Prenton, Merseyside, CH43 4UY

Email: headteacher@parkhigh.wirral.sch.uk

Tel: 0151 652 1574

Mobile:

Fax: 0151 653 6760

School 2

Name of Rock Ferry High School, predecessor school, representative: Headteacher Mr Peter Bennett

Address Ravenswood Avenue, Rock Ferry, Birkenhead, Merseyside, CH42 4NY.

Email: headteacher@rockferryhigh.wirral.sch.uk

Tel: 0151 645 6917

Mobile:

Fax: 0151 643 1236

School 3

Name of Ridgeway High School, predecessor school, representative: Headteacher, Ms Pauline Roberts

Address Noctorum Avenue, Noctorum, Prenton, Merseyside, CH43 9EB

Email: headteacher@ridgeway.wirral.sch.uk

Tel: 0151 678 3322

Mobile:

Fax: 0151 678 6571

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