



department for
children, schools and families

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)			
------------------------	--	--	--

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
------------------------------	-------	-----------------	---------------------------------------

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

<p>School 1 Park High</p> <p>Name of headteacher: Mr Steven McMahon</p> <p>Headteacher has been in post for: 4Year(s) 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.		
<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
-----------	---

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

Confirmed	X
-----------	---

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

If oversubscribed would the academy select up to 10% of its pupils by aptitude for the specialism?	Yes	
	No	X
If yes, please provide details of how the sponsor would develop a selection mechanism that is not dependent on ability:		

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

The 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.	
--	--

<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>
--

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
------------------	---------------

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
--	-----------	---

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
-----------	---

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	
--	-----	--

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
--	-----------	---

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

DRAFT