

PROPOSAL TO DISCONTINUE HAMPTON COMMUNITY COLLEGE (AND RE-OPEN IT AS AN ACADEMY)

Contact details

1.

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The school to be discontinued is: Hampton Community College, Hanworth Road, Hampton, TW12 3HB.

Implementation

2. The date when it is planned that the proposals will be implemented, or where the proposals are to be implemented in stages, information about each stage and the date on which each stage is planned to be implemented.

It is proposed that Hampton Community College will be discontinued on 31 August 2010 and will re-open as an academy on 1 September 2010.

Consultation

3. A statement to the effect that all applicable statutory requirements to consult in relation to the proposals were complied with.

Full statutory consultation regarding the proposal is being undertaken during a six-week period from 14 September 2009 to 23 October 2009. Prior to that, many consultation meetings were held, mostly between March and May 2009, to explain the aims and outline details of the academy proposal.

4. Evidence of the consultation before the proposals were published including—
- a list of persons and/or parties who were consulted;
 - minutes of all public consultation meetings;
 - the views of the persons consulted; and
 - copies of all consultation documents and a statement of how these were made available.

- (a) The following groups were consulted: the school's staff and governing body, and parents of current and prospective pupils; all primary schools linked to the school; all other schools within Richmond upon Thames; all five neighbouring local authorities (Hammersmith and Fulham, Hounslow, Kingston, Surrey, and Wandsworth); Richmond Adult Community College; Richmond upon Thames College; the four diocesan boards of education whose areas include Richmond Borough (the Anglican Dioceses of London and Southwark, and the Catholic Archdioceses of Southwark and Westminster); the Council's Children's Services Overview and Scrutiny Committee and Cabinet; Ethnic Minorities Advocacy Group; and Richmond upon Thames Admissions Forum.
- (b) Minutes of all meetings are retained by Matthew Paul and can be inspected upon request (telephone 020 8891 7588; email m.paul@richmond.gov.uk).
- (c) A summary of views of the persons consulted is attached to this document.
- (d) Copies of all consultation documents are retained by Matthew Paul and can be inspected upon request (telephone 020 8891 7588; email m.paul@richmond.gov.uk).

Objectives

5. The objectives of the proposal.

The main objective of the proposal is to discontinue Hampton Community College and re-open it as an academy. This proposed 11-16 academy at Hampton is part of the authority's new strategic vision for secondary education in Richmond Borough and is designed to ensure further improvement in standards to the point where it becomes and remains 'outstanding'.

Standards and Diversity

6. A statement and supporting evidence indicating how the proposals will impact on the standards, diversity and quality of education in the area.

Our vision is to ensure that excellent performance is achieved and maximised in all schools within the borough, by:

- Fostering a healthy safe enjoyable and sustainable environment in which children will thrive – both academically and as members of our community – with a stimulating curriculum delivered in an innovative manner;
- Focusing resources on closing gaps between the achievement of different groups;
- Providing services that support children and their families/carers in local geographical areas;
- Using high quality ICT to ensure the needs of learners are met, personalising their learning and making sure they are able to access their learning materials at school, in their home and in local libraries and children's centres;
- Minimising the issues that are caused at transition by good partnership working;
- Ensuring that there are sufficient places available for parents at all phases of education; and
- Aligning funding streams so that all phases and types of schools gain a

maximum benefit from a joined up approach to funding.

As part of its school commissioning role, the authority sees the need to expand the level of choice and quality offered to parents and students. These improvements are part of a wider strategy to reverse the trend of some parents choosing secondary education outside the borough. The authority is committed to supporting the introduction of three new academies, including the Kunskapsskolan Academy at Hampton, since it believes the Academy route will offer the best chance of sustained long term improvements in student achievement and success. This improved achievement and success for students will sit alongside improved take up of post-16 provision, stronger provision for special needs across the borough and a strengthening of the *Every Child Matters* agenda on all school sites.

The authority is pleased to be working alongside Kunskapsskolan in developing the proposed academy as a full part of the local family of schools since their approach to personalised learning, and the emphasis on high standards for all students, fits well with our vision. We believe that the academy proposal would enable the school very rapidly to improve towards 'outstanding'.

Provision for 16 -19 year olds

7. Where the school proposed to be discontinued provides sixth form education, how the proposals will impact on—

- (a) the educational or training achievements;
- (b) participation in education or training; and
- (c) the range of educational or training opportunities,

for 16-19 year olds in the area.

N/A.

Need for places

8. A statement and supporting evidence about the need for places in the area including whether there is sufficient capacity to accommodate displaced pupils.

No pupils will be displaced, as all the existing Years 7-11 pupils will automatically transfer to the academy, except those who are currently in Richmond House, the provision for statemented pupils with behaviour, emotional and social development needs (see **section 11**).

School place planning projections for the secondary phase are largely made on a whole-borough, rather than school-by-school basis, and are based on demographic and admissions trends, but also take into account external factors such as the popularity of, and changes to, out-borough schools.

The admission number of Hampton Community College is 200 and the school is full in Year 7 in September 2009, as a result of increased confidence in the existing school among the local community.

The Authority has experienced a large growth in applications for primary school

places in recent years, due in part to a 20% increase in the number of live births between 2002 and 2007 and, in the last year, due to the economic situation. The take-up rate from birth of places in state schools within the borough has historically been c.30%, but this year that figure has fallen to 22%.

In our Primary Strategy for Change (which was one of only 40 in England that was unconditionally approved by the Department for Children, Schools and Families (DCSF), and Consultation on Primary Expansions Strategy documents, we set out plans to provide five additional forms of entry on a permanent basis. In recognition of our large growth in reception class numbers, in 2008 we were one of only two local authorities in London to whom the DCSF allocated 'Basic Need Safety Valve' funding to help with the costs of additional primary school places. There had been no opportunity to bid for Safety Valve funding since 2005. The DCSF also allocated some Targeted Capital Fund money to us last year and we are required to spend this money and the Safety Valve allocation by 2011. Those allocations have been supplemented by other funding streams and from the Council's own money to create a total pot of £32million to pay for the five planned forms of entry.

With even larger birth cohorts for the 2010, 2011 and 2012 intakes, the need for additional places will be even greater.

So it follows that we will require increased capacity in the secondary sector in the medium term. It also follows that the academies are an opportunity to build some of that capacity, rather than through Building Schools for the Future (BSF), which we are due to enter after every other local authority in England. Although the effect of this growth on our secondary sector will not start to be felt in full until 2014, we feel that we should be looking now to add capacity to our secondary schools. There are eight secondary schools in the borough, of which five are now oversubscribed. The recession has meant that more preferences were expressed this year than in any year since the pan-London co-ordinated secondary admissions scheme started in 2004. The transfer rate from Richmond Borough primary schools to our secondary schools increased from 66% in 2000 to 70% in 2008 and is expected to have increased to c.74/75% in 2009. The number on roll at HCC this September was expected to be 200, compared with 162 in 2008. The three-fold effects of the recession, improved standards and the school's increased attractiveness if it becomes an academy, with new and refurbished facilities and new ways of curriculum delivery, is likely to result in the school being full in Year 7 in subsequent years also.

We therefore feel that each of our proposed academies, including HCC, should have an admission number of 210.

9. Where the school has a religious character, a statement about the impact of the proposed closure on the balance of denominational provision in the area and the impact on parental choice.

N/A.

Current School Information

10. Information as to the numbers, age range, sex and special educational needs of pupils for whom provision is made at the school.

As at May 2009, there are 767 pupils on roll, of whom 394 are boys and 373 are girls. The age-range is 11 to 16. There are 44 pupils with statements of special educational needs, 179 on 'school action plus' and 49 on 'school action'.

Displaced Pupils

11. Details of the schools or further education colleges which pupils at the school for whom provision is to be discontinued will be offered places, including—

- (a) any interim arrangements;
- (b) where the school included provision that is recognised by the local education authority as reserved for children with special educational needs, the alternative provision to be made for pupils in the school's reserved provision; and
- (c) in the case of special schools, alternative provision made by local education authorities other than the authority which maintains the school.

- (a) No 'mainstream' pupils will be displaced.
- (b) Pupils in Richmond House, the provision for those with behavioural, emotional and social needs (BESD), will remain in their current accommodation; but, subject to separate formal consultation and decision-making processes, Richmond House will stay within the local authority's control and become part of an overarching, borough-wide special school provision with revised governance. It is further proposed that some enhanced resource provision will be placed within all secondary schools in the borough, including the proposed academies, although the exact nature of the needs to be met within each school are yet to be determined. (It is possible that c.10 statemented low-level BESD pupils will be integrated into the academy). The authority's review of special educational needs across the borough will be formally consulted upon in early 2010.
- (c) N/A.

12. Details of any other measures proposed to be taken to increase the number of school or further education college places available in consequence of the proposed discontinuance.

It is proposed that the capacity of the Academy will be 210 in Year 7 in 2010/2011 and subsequent years. (Please see 8.)

Impact on the Community

13. A statement and supporting evidence about the impact on the community and any measures proposed to mitigate any adverse impact.

It is expected that the closure of the school and its re-opening as an academy would make it more attractive to parents of children transferring into secondary education. Through increased standards and popularity, and rebuilding and refurbishment of

facilities, the academy would have a beneficial impact, increasing its role at the heart of the Hampton community.

14. Details of extended services the school offered and what it is proposed for these services once the school has discontinued.

Hampton Community College currently provides sports and other facilities for use by the local community. It is the intention of the sponsor that the proposed academy would offer existing and improved facilities for community use.

Travel

15. Details of length and journeys to alternative provision.

N/A.

16. The proposed arrangements for travel of displaced pupils to other schools including how they will help to work against increased car use.

All Richmond House pupils receive home to school transport as part of their statements of special educational needs.

Related Proposals.

17. A statement as to whether in the opinion of the local education authority or governing body, the proposals are related to any other proposals which may have been, are, or are about to be published.

The proposal to discontinue Whitton School is related to this one, in that it is also proposed to re-opened as a Kunskapsskolan-sponsored academy.

Rural Primary Schools

18. Where proposals relate to a rural primary school designated as such by an order made for the purposes of section 15 of the EIA 2006, a statement that the local education authority or the governing body (as the case may be) considered—

- (a) the likely effect of discontinuance of the school on the local community;
- (b) the availability, and likely cost to the local education authority, of transport to other schools;
- (c) any increase in the use of motor vehicles which is likely to result from the discontinuance of the school, and the likely effects of any such increase; and
- (d) any alternatives to the discontinuance of the school,

as required by section 15(4) of the EIA 2006.

N/A.

Maintained nursery schools

19. Where proposals relate to the discontinuance of a maintained nursery school, a statement setting out—

- (a) the consideration that has been given to developing the school into a children's centre and the grounds for not doing so;
- (b) the local education authority's assessment of the quality and quantity of the alternative provision compared to the school proposed to be discontinued and the proposed arrangements to ensure the expertise and specialism continues to be available; and
- (c) the accessibility and convenience of replacement provision for local parents.

N/A.

Special educational provision

20. Where existing provision for pupils with special educational needs is being discontinued, a statement as to how the local education authority or the governing body believes the proposal is likely to lead to improvements in the standard, quality and/or range of the educational provision for these children.

Federated schools can benefit from a wider range of teaching expertise and a shared commitment with other establishments to raise the quality of leadership, teaching and learning. The advantages of Richmond House moving into the new arrangements allows the provisions to avoid duplication of effort or resources and enables staff to work across the group of schools in the partnership to improve the outcomes for children and young people. They will remain closely linked with the mainstream schools and pupils will continue to offer a wide range of curriculum opportunities.

Notes of a meeting between The Hampton Society (HS) and Kunskapsskolan (KS) and the local authority (LA), held at York House on Tuesday, 2 December 2008

Present: KS: Steve Bolingbroke; LA: Matthew Paul, Richard Portas; HS: Rosemary Hill, Jean Allen, Raymond Allen, Alice Fordham and Patrick Hooton.

Steve Bolingbroke presented some key points of Kunskapsskolan's proposals.

- KS would be combining the Swedish approach with the English approach.
- The feasibility stage will attempt to solve all concerns.
- There would be high levels of online resources, but text books, etc., would still be used.

The Hampton Society posted the following questions/ issues, which Steve Bolingbroke answered:

How involved are the teachers in designing the teaching material, given the high emphasis on ICT?

A common curriculum system is used in the KS Swedish schools. Teachers review and redevelop the curriculum twice a year, with every teacher involved. The depth of teaching from resources would be dependent on the student, via target setting and agreement with the individual.

What is the size of the classes and how would the students be taught?

There would be tutors that monitor approx. 20 students across all subjects and would be responsible for the students reaching their targets. The subjects would be taught via lessons, lectures and workshops, which vary in size according to need.

What would the SEN provision be?

SEN provision would be the same as in England, covered by legislation and the SEN Code of Practice. As with other students, a plan would be developed for each individual.

What about the students who do not engage as well as others do?

The tutors would work with the individuals to find out why they are not engaging and parents may be involved if required. There would be more structure in Year 7, which would be relaxed as the student is able to take responsibility for their own learning.

Would there be an exchange programme?

There would hopefully be an exchange of teachers and students, to share ideas and good practice. KS are exploring the possibility of teachers gaining continuing professional development accreditation with St Mary's.

How would KS cope with supply teachers?

This will be examined during the feasibility stage, but would probably consist of having a selection of full-time supply staff that are trained in KS methods.

The Swedish schools are smaller than in England. How would KS cope with larger schools?

KS would split the academy into smaller communities with shared facilities, just like Leigh Technology Academy in Kent and other schools in England and elsewhere.

Our investigations indicate that there is concern in Sweden about differences between KS internal grading and external measures, and that KS schools are not above national standards.

There is no national external examination system in Sweden, like there is in England. Teachers grade the student's attainment. [Correction since meeting: Students take national tests in English, Swedish and Maths at 16. These are used to moderate teacher gradings. KS students achieve on average better than other schools in Sweden and grades are consistent with the National Tests.]

What are the plans regarding drama, music etc?

All schools would have a full range of subjects. Where classes are compulsory, e.g. PE, they would be timetabled in.

Would there be any homework?

If a student reaches their targets in the day, then there would be no need. If not, then homework would be required.

Would there be computers?

KS are looking at providing laptops for all students, cost-dependent.

At the end of seven years, if KS pull out, would we be left with buildings only suitable for KS style schools (for Matthew Paul)?

We hope and believe that this would not happen; but it is an academies charitable trust that runs the school, which is independent of KS. KS would have no direct control over the funding.

Why do KS want to open academies then?

KS hope to learn from the English style of teaching, with exchange programmes to benefit teachers and students in Sweden and England.

What is the Council's role as a co-sponsor (for Matthew Paul)?

The Council would have a say in the Feasibility stage, including: building, procurement, consultation, the appointments and the curriculum. The Council would not proceed to implementation unless they are completely satisfied. Once the proposed academy were established, the authority would have seats on the governing body. The academy would be expected to participate fully in authority-led bodies like Secondary Headteachers' Forum, Admissions Forum, SEN Panel, Permanent Exclusion Panel, etc. The academy would also have admissions criteria which are the same as for the mixed community schools, i.e. with the linked schools criterion. HCC's current in-borough linked schools are Buckingham Primary, Hampton Hill Junior and Hampton Junior.

Notes of a meeting between parents of children at Hampton Junior and Hampton Infant, and Kunskapsskolan (KS) and the local authority (LA), held at Hampton Junior School, on Wednesday, 1 April 2009

Present: KS: Steve Bolingbroke; LA: Matthew Paul and Richard Portas.

The following questions and concerns were raised during the meeting:

Have KS previously taken over large schools and have they converted any?

- KS have converted six schools.
- The largest Swedish KS school is 450 pupils.
- In Sweden, there is no money given for buildings, so schools are made from a range of converted buildings.

Were these children of similar attainment?

- Yes – the KS schools in Sweden serve a range of abilities.

How would parents be involved?

- Parents would be involved throughout the child's education.
- The less motivated children would require more structure unless they prove they can perform better - a lot of time would be spent with these children, and their parents, to work out what motivates them.

If there are two separate buildings on site, is there space?

- It is a complex issue, but the architects will work it out during Feasibility, and, if appropriate, during Implementation.

Don't 11 year-olds require more structure?

- Yes – there would be more structure for the younger students at the school. This would be phased in throughout the transition stage by subject and/or by age groups.
- As children progress they would benefit from earned autonomy, where there would be an emphasis on developing learning abilities.

Isn't it hard to set goals at a younger age?

- It is all about discussing with the individual what motivates them. It is not necessarily setting out a career path, but attempting to motivate them.

What happens if teachers are off sick?

- The timetable would be flexible, so a student could catch up on another subject.
- There may well be a pool of supply teachers, to cover lengthy periods of sickness.
- The use of teaching assistants would help to add flexibility, as they could help with setting goals for students, etc.

How would you train the teachers to the new style of working?

- Some teachers are already competent in the skills we are looking for, while

- There would be a transition period of two-three years and the training plan would extend throughout.
- Professional development may consist of continuous professional development for teachers and exchanges to Sweden.

What would the staffing implications be?

- Additional training would not be full-time education and would not discredit teachers' current qualifications.
- Teachers would not be expected to teach all subjects, but would be expected to facilitate learning throughout subjects. They would have their specialisms, as they do currently.
- All staff would be transferred through TUPE regulations. If some do not wish to stay, then that would be discussed at a later date, although teachers in Sweden love this style of teaching.
- Some pressure would be taken off teachers; for example, educational specialists would do the teaching plans.

How many people from the two schools will be visiting Sweden?

- There are obviously cost implications, but key people from each school, including the two headteachers, will be invited to visit.

What happens to the headteacher?

- It is a sensitive issue, but as a new school is created, the post would probably be advertised.

Is the 2010 timescale for opening realistic?

- Yes – there will be enough time to consult with stakeholders, develop the educational curriculum and develop the building design much further.
- If the authority is not fully satisfied with the design or the transition plan, it would not go ahead.

Is KS an unknown quantity?

- No – there have been many schools moving in the direction of personalised learning, it's just that KS have eight years' experience and are the only ones to do it all, but in a structured way.

How would KS tackle poor behaviour? Exclusions?

- Children would be given earned autonomy, where they would have to prove capable of working with increased flexibility.
- In Sweden, schools are not allowed to exclude children. The personalised approach makes this easier.
- KS would fit with the Borough's exclusion policies, along with admissions, etc. This will be agreed in a Memorandum of Understanding, since the LA is a co-sponsor.

Would the academy work with other schools?

- Yes – the academy would work with the primary and secondary schools in the area, along with other local organisations.
- The aim is to have five KS academies, so sharing good practice could be beneficial.

Notes of a meeting between parents of children at Hampton Hill Junior, and Kunskapsskolan (KS) and the local authority (LA), held at Hampton Hill Junior School, on Thursday, 2 April 2009

Present: KS: Steve Bolingbroke, Theo Kjellberg; LA: Cllr Malcolm Eady), Matthew Paul and Richard Portas.

The following questions and concerns were raised during the meeting:

Hampton Community College (HCC) is improving. Why make it into an academy?

- It is agreed that HCC is improving, but this is an opportunity to enable significant change where it is needed and to build upon the best elements within the school.
- KS have nine years of experience of running schools that are performing at an above average standard in Sweden.

Are KS schools smaller than UK schools?

- Generally, yes – the largest school KS run in Sweden is 450 pupils.
- KS have converted six schools, so have experience of adapting sites for schools.
- KS would look to split the schools into two smaller communities ('houses'), where some facilities are shared. This has been effective in other schools in the UK.

How long did it take KS to get it right?

- Although KS did initially make some mistakes, children were still high performing and the schools were oversubscribed.
- Mistakes included appointing business managers, instead of educationalists, as directors, and presuming that children could become successful learners faster than they can. These mistakes will not happen again.

What happens if the academies were to fail?

- KS have a seven-year rolling contract with the Department for Children, Schools and Families (DCSF), and the DCSF can take over the school if it is deemed to be failing.

How would you structure the 'houses', if the school is separated in two?

- There would be different age groups, across the age range, in each house, similar to houses in other schools, particularly private schools, in the UK.

If the school was doing better 15 years ago, why not simply do that again?

- This programme would bring a wealth of educational expertise throughout the process, which would aim to improve the school dramatically.
- The aim is not to scrap the improvements already made, but add new strengths to existing ones.

As the current headteacher has made improvements, shouldn't she be given

more time?

- Yes – but there is a limit to what is achievable with the limited funding that the local authority and then the school receives. The school is still performing below the standard expected within the borough.
- More time may well see improvements, but would not see the significant improvement that we would wish without additional resources that the academies programme would bring.
- There would also be significant funds during the transition phase, where resources, expertise and new ideas would be brought to the school.
- Leaving the school alone would be the easy option, but the local authority wants to see significant improvements in the borough's secondary schools and this is the best option available.
- If the local authority is not convinced that there would be significant improvements in educational standards, it would not proceed to the Implementation stage.

The previous consultation was a tick-box exercise. How will it be conducted now?

- There have been/ will be:
 - information sessions to inform stakeholders of the KS approach;
 - public consultation meetings, including presentations, discussions and Q&A, to obtain stakeholders' ideas and views;
 - one-to-one meetings with any stakeholders; and
 - formal consultation meetings in September/October, including presentations of detailed design, to consult on the academy proposals and on the school closure proposals.

Would children in younger years be prepared for this style of learning?

- It would not be a problem for younger children to enter a KS academy. It would be phased in for the earlier years.
- It would be easier for children to adapt to further education from a KS academy, as they would have already developed their learning capabilities while at school.
- Many of these teaching styles have been introduced elsewhere with great success, so it is not a 'leap of faith'.

Is HCC changing to an academy a done deal? Is there a plan B?

- No – it has to be in the best interests of local young people, or it would not be agreed.
- There is no plan B – the local authority is the lowest-funded borough in London, so there would not be funds available from its own resources. Richmond upon Thames has been ranked last out of 70 of those local authorities which have not yet been invited to join the Government's Building Schools for the Future (BSF) programme.

Would the whole school be re-built?

- There was an initial survey which estimated that 65% of the buildings would need to be rebuilt.

Notes of a meeting between parents of children at Buckingham Primary, and Kunskapsskolan (KS) and the local authority (LA), held at Buckingham Primary School, on Thursday, 20th April 2009

Present: KS: Steve Bolingbroke, Theo Kjellberg; LA: Matthew Paul and Richard Portas.

The following questions and concerns were raised during the meeting:

Why has KS come to England? Who funds it?

- KS want to bring their knowledge and understanding to enhance learning, to allow exchanges and develop their brand. KS want to take their model to other countries and develop their approach by learning from England.
- KS would set up a charitable trust, which would ensure it is strictly not-for-profit. The academy would be run by the charitable trust, but would have representatives from stakeholder groups.

Have KS any experience of taking over a school?

- KS have converted 6 schools, so have experience of adapting sites for schools.
- The largest school KS run in Sweden is 450 pupils.
- KS would look to split the schools into two smaller communities ('houses'), where some facilities are shared. This model has been effective in other schools in the UK.

Why was Hampton chosen? It is not failing.

- The academies programme is now aimed improving schools as well as failing schools. There are currently limited resources, so this programme provides an opportunity to turn HCC into an excellent school.
- The feasibility stage will discover whether KS are the answer.

Does the LA gain financially?

- No – revenue goes to KS.

What are the financial benefits?

- Academies are funded slightly better – money which normally is top sliced by the LA goes directly to the academy. Ks would also bring in knowledge from Sweden.

Is there any other funding if the local authority doesn't decide to go with the academies programme?

- There is no plan B – the Council is the lowest-funded borough in London, so there would not be funds available from the Council's own resources. Richmond upon Thames has been ranked last out of 70 local authorities who have not yet been invited to join the Government's Building Schools for the Future (BSF) programme.

Are the children going to be 'guinea pigs' during this process?

- No – KS currently have 10,000 pupils in their schools in Sweden, so they

- Sometimes change can be beneficial and this is the aim of the project.

Are the school days longer?

- The academy would be open longer for pupil's convenience, but the core school day would be similar – with a registration period in the beginning and end of the day.

How would the programme be delivered?

- There is a project steering group who oversee the project.
- A project management company (Appleyards) has been brought in to deliver the programme.
- It is important that the programme is not rushed through, hence the proposed opening date of 2010.
- If the local authority is not completely satisfied, it would not go ahead.
- The buildings would be leased to KS from the local authority over a 125 year period.
- There would be approximately £20-25 million to deliver the academy. In Sweden, KS build there schools from existing buildings on a budget closer to £1 million.

How would the transition period work with such little space?

- There would be money to refurbish the school while the transition is taking place.
- Tutoring may start quite early in the process, even if subject lessons are not changed.
- There are ideas of how to phase in subject lessons, but the whole transition period will be examined in detail during the feasibility stage.
- Staff training would also be essential to allow the KS style of teaching.

Is it a done deal?

- No – the consultation meeting will allow individuals to feed comments and ideas into the process. These will be included in the development of the proposals. Final consultation will allow people to decide whether they want the proposed academy or not – proposals will be ready by the beginning of September.

Who is accountable for the academy?

- KS would set up a charitable trust, which would ensure it is strictly not-for-profit. The academy would be run by the charitable trust, but would have representatives from stakeholder groups.
- If the school is deemed to be failing by Ofsted, the Department for Children, Schools and Families can take over the school.
- There is a seven-year rolling contract, so if the sponsor were to be failing at that stage, the contract would not be renewed.
- The authority is a co-sponsor, so would be involved throughout, via governance and the development of a Memorandum of Understanding with KS.

If there are one-to-ones, would there be more staff?

- No – they would be used in a different ratio. Teaching assistants would be important.

Would the SEN unit go?

- The LA is reviewing SEN provision for the whole borough and Richmond House will be included in this.

Would there be school uniforms?

- Children would develop the design, although they would be inexpensive, smart and practical.

What would happen to the current teachers? Would KS need more staff?

- Additional training for staff would not involve full-time education and would not discredit teachers' current qualifications.
- Teachers would not be expected to teach all subjects, but would be expected to facilitate learning throughout subjects. They would have their specialisms, as at present.
- All staff would be transferred through TUPE regulations. If some do not wish to stay, then that would be discussed at a later date, although teachers in Sweden love this style of teaching.
- Some pressure would be taken off teachers; for example, educational specialists would do the teaching plans.
- There would be no additional staff – teachers are used differently to manage the curriculum model.
- Teaching assistants could be used, especially for mentoring.

Would children be taught by computers?

- KS do not do computer based learning – information would be provided by computers, but teaching would be provided by teachers.

Why have two KS schools in the same area?

- There is currently little choice at the moment.
- The aim is to develop two exceptional schools.
- A number of schools in the country are using these techniques, but KS use them in a particular way. KS want beacon schools for the future.
- Other schools in the borough have developed their own techniques for improving performance, some of which involve a degree of personalised learning.
- There would be the same range of GCSEs and BTECs, etc.
- All pupils would learn the core subjects, such as mathematics, science and English. All children would also learn a language to a qualification standard, though not necessarily to GCSE level.

What happens to children who do not want to learn?

- Children would be given earned autonomy, where they would have to prove capable of working with increased flexibility.
- In Sweden, schools are not allowed to exclude children. The personalised approach makes it easier to manage children's behaviour and produce strategies that would prevent poor behaviour.
- KS would fit with the borough's exclusion policies, along with admissions, etc. This will be agreed in a Memorandum of Understanding, where the LA is a co-sponsor.

How do children in Sweden deal with the transition to KS schools?

- Traditional Swedish schools are similar to England, where children are

- KS aim to combine the best of their Swedish model with the best of the two schools here to create an environment that would improve local young people's attainment.
- KS would work with children, and their parents, to work out how they can become better motivated and specific priorities would be set on an individual basis.

What about harder-to-reach parents?

- KS would try to meet and engage with the parents. The KS model gives the parents a specific person to contact, allowing easier access. This should increase parent participation.

How many children would there be per tutor?

- 20.
- The tutor groups would be of the same age ranges.

What would happen if the child does not like the tutor?

- The tutor would be changed – it is important to have a strong, workable relationship between the child and his/her tutor.
- Teachers would be trained to mentor, so hopefully this would not be an issue.

Public meeting at Hampton Community College, 23 April

Purpose: Engagement meeting to further develop feedback on Academies proposals prior to formal statutory school closure consultation.

Number of attendees: Approx. 200 people

Meeting Hosts

Ros Fox	Director of Education Services, Appleyards (Chairperson)
Nick Whitfield	Director of Children's Services and Culture, London Borough of Richmond upon Thames
Steve Bolingbroke	Managing Director, Kunskapsskolan UK

Content of meeting

1. Presentations by Nick Whitfield and Steve Bolingbroke
2. Interactive table discussions on defined topics
3. Question and answer session

Introductions and presentations

Ms Fox introduced the meeting by confirming that Appleyards had been appointed by the Department for Children, Schools and Families to manage the feasibility phase of the academy development process.

Ms Fox explained that the purpose of the public meeting was to build on the extensive engagement carried out by both Kunskapsskolan (KS) and the London Borough of Richmond upon Thames (LBRuT) over the previous year, with the aim of consolidating views and opinions for a series of proposed engagement meetings with staff of HCC to develop the education vision and initial curriculum plans. This information would be represented to the communities as part of a non statutory consultation on the Academies proposals to be held in September and October.

Ms Fox explained that whilst she was sure there were many questions still to be answered, both KS and LBRuT wanted to ensure sufficient time was available for a series of discussions in groups at each table. These were the groups that would provide invaluable information for the shaping the vision and curriculum planning for the academies. However, each table would also be given an opportunity to record questions – as many as possible being dealt with in the question and answer session at the end.

However, even if specific questions were not answered on the day, summaries of the table discussions and answers to questions raised would be posted on the academies website as soon as possible and therefore available to all.

Mr Bolingbroke provided a brief overview of the KS ethos and vision for personalised learning and the aspirations for KS's involvement in the academies in Richmond upon Thames.

Mr Whitfield spoke about LBRuT's involvement and commitment to the academies

programme. He confirmed that whilst the authority was committed to the two KS academies proposed at HCC and Whitton School, a final decision would not be made until the end of Feasibility.

Mr Whitfield also confirmed that a statutory consultation process would be undertaken by the authority leading to a decision by the authority as to whether to approve closure of the existing schools so allowing the academies to open. This consultation process would be undertaken in September and October. Further details would be issued as the programme of consultation was developed.

Interactive Table Discussions

Groups of approximately six to eight people plus a facilitator were formed on seventeen tables – each table given the following five specific topics to discuss:

- Curriculum
- Parental involvement
- Post-16 provision
- Specialisms
- Buildings

Each table was given approximately 40 minutes to debate views and aspirations under each topic.

Notes were taken by the facilitators, and summaries are available at: <http://www.richmondacademies.org/its.html>.

Question and answer session

Tables were offered the opportunity of confirm to the meeting as a whole the key issues discussed in the table discussions.

Specific questions were then selected from the more general questions recorded at the tables and Mr Bolingbroke and Mr Whitfield provided as full an answer as possible.

The number of questions and issues recorded at each table was too numerous to effectively answer at the meeting. Also many of the issues required further development of the academies plans before being able to provide a full answer.

Mr Bolingbroke confirmed that he had already consolidated 16 key questions to be answered in the feasibility phase and the information gained from the meeting would be reviewed to determine whether additional key questions should be added to the list.

Furthermore all other questions would be reviewed and as soon as answers were available they would be posted on the academies website. Everybody was asked to monitor and view the website and to let Appleyards know if they felt a specific question had not been addressed.

The website address was confirmed as www.richmondacademies.org.

Summary

Some of the key points and issues raised at the meeting were:

- What would happen to the existing headteacher and senior leadership team?
- How would personalised learning fit within the English education system?
- How would LBRuT make their decision, and would the community have a fair say in the decision?
- Why has HCC been chosen to become an academy as standards were already rising?
- Would the governing body still include parent-governors?
- Why do KS want do this?
- Would extra or fewer staff be required?

**Notes of a meeting between parents of children at Forge Lane, and
Kunskapsskolan (KS), held at Forge Lane Primary School, on Wednesday, 10
June 2009**

Present: KS: Steve Bolingbroke and Theo Kjellberg.

The following questions and concerns were raised during the meeting:

- Kunskapsskolan operates smaller school in Sweden, how would this work at Whitton / HCC?
- Would there be a sixth form provision?
- Why are you expanding to the UK?
- What makes your approach different?
- How would students with special needs be catered for?
- How would the school be governed?