

THE KUNSKAPSSKOLAN ACADEMY AT HAMPTON

IN RICHMOND UPON THAMES

EXPRESSION OF INTEREST FOR AN ACADEMY

ELEVENTH DRAFT FOR SUBMISSION TO LONDON BOROUGH OF RICHMOND UPON THAMES OVERVIEW & SCRUTINY COMMITTEE

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

1. The Expression of Interest Guidance (* = Please refer to guidance)
2. *Establishing an Academy: An Overview for Sponsors*
3. *Delivering Academy Buildings through PfS*

Section 1: Executive Summary

1.1 Please provide a brief summary of the project:

Richmond Local Authority's Vision for Secondary Education

This proposed 11-18 Academy at Hampton is part of the Authority's new strategic vision for secondary education in Richmond. Our vision is to ensure that excellent performance is achieved and maximised in all our schools and in LA services. We will do this 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 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, as Co-Sponsor, in developing the new Academy as a full part of the local family of schools since the Sponsor's approach to personalised learning, and the emphasis on high standards for all students, fits well with the Authority's vision.

The Council and sponsor have consulted widely on this proposed Expression of Interest and on the Academies programme in general. The parents of pupils at the proposed academy and its feeder primary schools have received leaflets setting out the Academy plans and a summary of the vision in this Expression of Interest. Over 7,500 written feedback forms have been distributed (for the three proposed academies) and meetings have taken place in the school with staff, parents and governors. Meetings have also been held with the three linked Richmond primary schools. A summary of the consultation feedback will be presented to the Council's Overview and Scrutiny Committee in September 2008.

The Sponsor's Vision for the new Academy

The new KS Academy at Hampton will be a high performing 11 to 18 school that will become the first choice secondary school for local students and parents. There will be a very clear and public expectation of high standards for *all* students of all abilities and the organisation and ethos of the Academy will emphasise that at all times. All parent links and student contacts will be focussed on reinforcing that key aspect of the KS vision. Work with primary schools and potential students elsewhere will be designed to promote a commitment to high standards for all.

At the heart of the Academy will be our belief that all students are entitled to an education that meets their aspirations, abilities and needs and provides them with competencies and qualifications that prepare them for life. To deliver this, the Academy will be designed to provide personalised learning for all of its students. There will be strong emphasis on achieving ambitious goals

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within a broad-based curriculum. The Academy will build upon the existing, successful, Performing Arts specialism and develop a second specialism in science.

The Academy will serve the needs of the local community and will remain a member the local family of schools and colleges. The Academy will also be a member of a national and international group of schools.

The Kunskapsskolan Group

The Sponsor, Kunskapsskolan, operates 30 successful secondary schools in Sweden. Their vision is that:

“Kunskapsskolan will operate outstanding schools in which every student, through personalised learning and clear goals, will stretch their boundaries and learn more than they thought possible”

The Kunskapsskolan Academy at Hampton will share the group’s vision and values.

All aspects of Kunskapsskolan’s schools are designed to provide a personalised education that meets the needs of each student. The schools are managed as a group to enable collaboration, specialisation and operational efficiency. Kunskapsskolan has plans to open schools across England and in other countries around the world.

The KS Academy at Hampton will draw on the expertise and specialist resources of other schools in the group to create a school that meets the needs of its student. Students will benefit from strong links to other schools around the world. Staff at the Academy will participate in exchanges and contribute to the development of international best practice.

The KS Academy will have a strong international flavour with student and staff exchanges integrated into the curriculum offer of the school. A particular link will be established to the KNC, Kunskapsskolan’s specialist maths and science centre located in the former University of Stockholm observatory situated on the coast near Stockholm.

The curriculum at the Academy will include a course at KS3 focusing on climate and ecological issues. This will lead to the Foundation for Environmental Education’s (FEE) Eco Schools Green flag status within three years.

1.2 Key statistics

1. Predecessor School – Educational Attainment						
	GCSE 5 A*-C 2004	GCSE 5 A*-C 2005	GCSE 5 A*-C 2006	GCSE 5 A*-C 2007	GCSE 2006 (inc E + M)	GCSE 2007 (inc E + M)
National Average	53.7%	56.3%	58.5	60.9	45.3	46
LA Average	55.5 %	54.9 %	56.1 %	57.8 %	49.4 %	48.3
School	41 %	40 %	34 %	43 %	31 %	30

2. Predecessor School – Deprivation School Census Jan 08			
	Pupils drawn from the bottom 10 % of Super Output areas	Pupils drawn from the bottom 20 % of Super Output areas	% pupils eligible for Free School Meals (FSM)
National Average 2007	-	-	13.1 %
LA Average 2008	9.0%	20.5%	15.3%
School	9.2 %	33.8%	17.5%

3. Predecessor School – Basic Characteristics School Census Jan 08						
	Pupils on Roll (3-11)	Pupils on Roll (11-16)	Pupils on Roll (16-19)	School Capacity	% pupils with statement of SEN	% pupils with EAL
National Average 2007	-	-	-	-	2.2%	10.5%
LA Average	-	-	-	-	3.5 %	16.5 %
School	0	796	0	1000	5.0 %	14.7 %

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)
Academy	0	1000	300	1300	Science and Performing Arts
	Opening Date	New Build Date	Building Route	Faith Design- ation	Sponsor(s)
Academy			PfS	none	Kunskapsskolan LB Richmond upon Thames

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Section 2: The Predecessor School (s)

2.1 Will the Academy replace a school (or schools)? Yes No

If Yes, go to Section 2.2. If No, go to Section 3.1 Please select:

2.2 Basic Characteristics

School Name: Hampton Community College

School Address: Hanworth Rd, Hampton, TW12 3HB

Local Authority: Richmond upon Thames (LA Code 318) (School 4011)

Type of Establishment: Community School

Gender: Co-Educational

Age range: 11-16

Is this a designated Faith School: No

Specialism(s) (if applicable): Performing Arts

2.3 School Population

Admissions Number: 200 (4 SEN places included in this number)

Current number of pupils on roll as at: < Jan 2008>

Yr 7: 131 Yr 8: 154 Yr 9: 165 Yr 10: 166 Yr 11: 180

Number of Year 7 pupils admitted in:

September 2003: 177

September 2004: 165

September 2005: 162

September 2006: 157

September 2007 131

September 2008 160 predicted

Number of Year 12-13 students at the school in:

September 2003: N/A

September 2004:

September 2005:

September 2006:

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Percentage of pupil population who joined or left the school other than at the start or finish of the academic year in:

2003: N/A

2004: N/A

2005: 8.1

2006: 9.1

2007: 12.3

2.4 Admissions

A copy of the current Admissions Policy is attached. Mark if agree

2.5 Leadership

Name of Headteacher: Dr Sue Demont

Headteacher has been in post for: 3 years and 6 months

2.6 School Improvement

Intervention status: **None**

Please provide details: The school has been recently subject to the Local Authority's procedures for intervention and monitoring for 'schools causing concern' but the designation was lifted in November 2007.

Does the predecessor school receive any external support and/or is in receipt of a tailored external support package? Yes No

If yes, please provide details:

The school has received a range of support from the Local Authority that has included:

- A programme of support from the local authority national strategy consultants for English, mathematics, science, ICT and teaching and learning;
- Additionally commissioned teaching and learning consultants in targeted foundation subjects;
- Funding and Adviser support from London Challenge to set up a performance collaborative and strategies for targeting improvements in the 'Key Marginal' groups at GCSE.
- Additional funding for learning support and places for new vocational lines of learning at key Stage 4;
- Funding for leadership consultancy; and
- Capital expenditure on the building of the new teaching block.

The first three of those actions continued into 2008.

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Please provide details of the school's involvement in any local collaborative arrangements, such as Excellence in Cities:

The school works closely with the local primary feeder schools in the 'Hampton Cluster', particularly in leading on the school specialism of the performing arts. Links have been established with Lady Eleanor Holles, a nearby girls' independent school, and with Hampton School, the neighbouring boys' independent school, that has led to some sharing of facilities. At a local authority level, the school works closely with other schools on the Fair Access Panel to ensure collaboration on the admissions of the most challenging pupils, and to agree protocols for managing fixed and long term exclusions. There has been no Excellence in Cities cluster in Richmond.

2.7 Finance

Does the predecessor school currently have a budget deficit?* Yes No

If yes, please provide details: N/A

Does the predecessor school currently have an in year deficit? Yes No

If yes, please provide details of the LA's plan to reduce the deficit:

All Richmond upon Thames schools are aware that they must set balanced budgets and can only set deficit budgets with the explicit approval of the Directors of Education and Children's Services and Finance, and then only in exceptional circumstances. A full recovery plan has to be written and then detailed monitoring requirements take effect. Currently, the draft 2008/09 budget for Hampton is balanced. Final budgets are due by 30 June 2008.

Forward budgets for 2009/10 and beyond do show deficits and the LA will make all arrangements necessary to remove any projected deficit at Hampton Community College prior to Academy transfer.

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Section 3: The Proposed Academy

3.1 Academy Population

Planned Maximum Number: 1,300 places* Gender: Co-Educational

* Feasibility will test whether the site can accommodate this size of school within the site constraints listed in Section 4.

Forms of Entry: 6 2/3

Admissions Number: 200

Primary and Pre-School

Nursery (age 3-5):0

Years 1-6 (age 5-11):0

Secondary

Years 7-11 (age 11-16): 1,000

Years 12-13 (age 16-19): 300**

**Feasibility will investigate the viability and options for post-16 education on the site.

Please provide a detailed justification for the size of the proposed Academy:*

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.

There are three primary schools in the Hampton area (Buckingham Primary, Hampton Hill Junior and Hampton Junior), whose combined Year 6 would at most be 240 (60 at Buckingham and 90 at each of the other two). There are several reasons why not all primary pupils would transfer to Hampton. Much of Hampton, especially Hampton Hill, is affluent, and a good number of parents can therefore afford to send their children to private schools. There are two very popular and successful private schools adjacent to HCC; (Hampton and Lady Eleanor Holles), many parents prefer single-sex education, especially for girls, and 20-25 Hampton Hill Junior girls go on to Waldegrave each year; there are no denominational schools in Hampton, so many Catholic parents will send their children to St Mark's in Hounslow or to St Paul's in Sunbury (Surrey County) and some Church of England parents will do likewise to Bishop Wand in Sunbury.

There are two two-form entry Hounslow primary schools - Forge Lane Primary and Oriel Primary - which are linked to HCC, but both are traditionally under-subscribed. For September 2007 entry, 17 Forge Lane and 15 Oriel children transferred to HCC. That trend continuing is probably dependent upon Hampton's reputation being better than that of Feltham Community College. A few children also transfer each year from other Hounslow primary

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schools, e.g. Crane Park Primary, Feltham Hill Primary, Stanley and Heathfield.

The admission number of the current school is 200 although this number of pupils has not been admitted for the last five years. The recent year 7 intake was 131.

The demographic projections for the borough for the next four years are attached as an appendix to this Expression of Interest.

With increased confidence in the existing school among the local community the number on roll in year 7 this September is set to increase substantially from the September 2007 figure.

There are more than enough children within the Hampton area to fill 200 places per year group and there is no reason why that should not be achieved.

3.2 All-age Academies*

If the Academy proposes to cater for primary pupils, please provide a reasoned argument 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 will fit with the Local Authority strategic plan for nursery education: N/A

3.3 Opening Dates*

2009 in existing buildings subject to feasibility

2013 in new/refurbished buildings

The date for operating the Academy with the full personalised learning approach described in this EOI is dependent on (inter alia) the availability of suitable buildings and transitional arrangements all of which will be fully explored during feasibility.

3.4 Specialism(s) *

The Academy will specialise in: Science and Performing Arts

3.5 Admissions*

Please confirm that the Academy's admissions policy will comply with admissions law, the School Admissions Code of Practice and the School Admission Appeals Code of Practice as they apply to maintained schools.

Mark if agree

Please confirm that the Academy will have regard to and have an independent appeal panel which acts in accordance with the Secretary of

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State's guidance on exclusions.

Mark if agree

Please confirm that the admissions policy will 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").

Mark if agree

The Academy will take up its place on the local Admissions Forum.

Mark if agree

If oversubscribed, will the Academy select up to 10% of its pupils by aptitude for the specialism?*

Yes No

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

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

The sponsors are committed to all ability and inclusive education. The curriculum offered and the expectation of post-16 continuation will be part of an all ability ethos. The sponsors will discuss the details of the oversubscription criteria with the Authority in feasibility. Alongside the usual priority given to children in care and those with special needs the sponsors intend to prioritise siblings and those living nearest the school. The sponsors are confident that the local catchment area of the school will provide a range of students from all backgrounds and abilities and the emphasis on high standards for all students of all abilities will be popular with parents locally.

The proposed criteria will, through a continuation of the well-established 'linked school policy', ensure that there is a natural progression for children from local primary schools, both within and outside the borough, to the Academy, whilst leaving room for other local children who may be attending private or non-local primary schools. The intake of the predecessor school is already reflective of the socio-economic demographics within the Hampton area and the proposed criteria will maintain that intake.

Should the LA seek to change its current admission policy away from the linked school approach the sponsors would wish to ensure the Academy policy was complementary to the new LA policy and the policies of other schools. If necessary the Academy will seek to adjust its admissions policies in the light of any changes in policies locally.

3.6 Special Educational Needs (SEN)*

Please confirm that the proposed Academy's SEN policy will meet the requirements of the SEN Code of Practice.

Mark if agree

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Please provide details of the proposed Academy's provision for pupils with SEN, including any specific SEN Units:

SEN Students will be integrated into the life of the Academy receiving a personalised education that meets their needs. This will include provision of appropriate learning support, SEN specialists and facilities.

The Richmond House SEN unit is part of the LA's current SEN provision on a site close to the main school. The unit provides 25 places for students with behaviour, emotional and social development needs. The Head of the unit reports to the Headteacher and is a member of the school's SLT. Placements to the unit are managed by the LA SEN team and the students are counted as part of the current school admission numbers.

The Local Authority is conducting a Borough-wide review of SEN provision. The place of Richmond House within the Borough's provision, the range of needs supported and the relation with the Academy will be finalised during Feasibility. The sponsor is committed to playing its role with respect to SEN provision within the wider family of Richmond schools.

For the purposes of this Expression of Interest the Richmond House Unit and the site it occupies is excluded from the transfer to the Academy.

If proposing to include an SEN Unit, please confirm that it will form part of the Local Authority-wide provision for SEN and that the Local Authority will bear all costs (capital and revenue) of this provision.

Mark if agree

3.7 Vision*

Please provide a detailed statement about the vision of the proposed Academy. Particular attention should be given to the ways in which this Academy will counter the effects of deprivation and raise standards of achievement*:

High Achievement and Standards

The Sponsor's vision for the Academy is the same as that for all of its schools worldwide:

“Kunskapsskolan will operate outstanding schools in which every student, through personalised learning and clear goals, will stretch their boundaries and learn more than they thought possible”

The sponsors will use their substantial expertise of providing high quality education in the Swedish education system so that the new KS Academy at Hampton will be a high performing 11 to 18 school where all students achieve above expected levels.

The resources of the Kunskapsskolan group of schools in Sweden, elsewhere in the world and at KS Academies across England (including the KS Academy at Whitton) will be used to support the development of the KS Academy at Hampton.

At the heart of the Academy will be the belief that all students are entitled to an education that meets their needs, challenges their aspirations and provides them with competencies and qualifications that prepare them for life and for a lifetime of further learning. To deliver this, the Academy be designed to provide personalised learning for all of its students. There will be strong emphasis on achieving ambitious goals within a broad-based curriculum and specialisms in Science and Performing Arts.

The involvement of parents and students in their learning is central to the Kunskapsskolan vision. The Academy will work with parents and students to set goals, identify strategies for learning and develop appropriate, personalised support structures. All curriculum materials and up to date progress information will be made available for parents across all subjects.

Post-16 Education

The new KS Academy at Hampton will play a full part in the development of comprehensive post-16 provision in Richmond. The Academy will work closely with the KS Academy at Whitton and with neighbouring schools, Richmond Upon Thames College and other tertiary providers.

It is intended that the Academy will develop strong post-16 provision for its students at levels 2 and 3. All students will share the expectation of continuing their education post sixteen and the curriculum will be designed so that 14-19

pathways will be available to interest and challenge all students.

The organisation, size and curriculum offered will be confirmed during Feasibility in consultation with other providers. Considerations will include existing and planned provision locally, student and parental preferences, viability and sustainability. Options to be considered will include a joint sixth form with the KS Academy at Whitton and close collaboration with Richmond Upon Thames College.

Kunskapsskolan has experience of supporting transfer post-16 and into higher Education. Overall, 94.8% of our students at 16 are qualified to enter Upper Secondary schools (the equivalent of sixth-forms) and in Kunskapsskolan's Upper Secondary schools 96% of students on our natural sciences programme leave qualified to progress to Higher Education.

Core Values

The KS Academy at Hampton will be built on the following core values:

- *All people are different*
All people are different; they learn in different ways and at different rates. It is our task to meet this challenge. Regardless of his or her ability, each student will have the right to a personal challenge every day.

Kunskapsskolan are committed to providing comprehensive education for all young people within the Hampton area without prejudice to race, gender, ability, disability, religion, sexual orientation or socio-economic circumstances.

We see no conflict between the right of each pupil to receive an education adapted to his or her particular needs and the authority required by teachers to guide students toward successful outcomes.

- *Challenging goals and clear requirements*
With the support of committed, competent and stimulating teachers, each student will, through their own hard work, perseverance and ambition, stretch their limits and achieve more than they thought possible. We will highlight good performance as an example to be followed.

We see no conflict between the desires of the individual and the demands of the community, hard work and fun, independent learning and structure. We are not a permissive school that passively waits for students to develop an inclination to learn. The KS Academy will drive up standards by an ethos that promotes achievement and success for *all* students

- *Education is for Life*
We will prepare students to live and work in a modern, global society with its ever-changing challenges and difficult choices. Education gives us the ability to see contexts and patterns, to understand and interpret events, to make decisions and choices, and is a driving force for a continual deepening and broadening of one's knowledge, skills and understanding.

- *“Life is what I make it”*
We will give each student a foundation for personal development where self-discipline, self-knowledge, a sense of responsibility and a trust in one’s own ability provide the foundation for a constructive attitude, the essence of which is that “life is what I make it”.

Key Features of the Academy

The educational and organisational approach of the Academy will be based on the successful personalised learning model used in all Kunskapsskolan schools. The model has a number of key elements that work together to provide a personalised learning experience for each student:

Goals

At the heart of the Kunskapsskolan approach is the understanding that all students are different and each has their own goals in life. A tutor works with the student and their parent/carer to understand these long-term goals and to set goals for their time in the school, the coming year and term. Goals are reviewed regularly to ensure that they are ambitious and realistic. We recognise that students in Year 7 may not have clear goals. Tutors work with these students and those with little or no aspiration to develop their ambitions during their time in the academy.

One-to-One Tutorial

Every student has a personal tutor that they meet on a one-to-one basis each week for between 15 to 20 minutes. The tutor receives reports on the student’s progress from other teachers to build a rounded picture. During the weekly tutorial they work with the student to review progress toward their goals, define new goals for the coming week, identify priorities and agree learning strategies that they will pursue to achieve their goals. Pastoral concerns and other issues that might be affecting the student’s progress are also discussed.

The one to one tutorial for each student is a distinctive feature of the KS approach to raising standards. The sponsors have sustained practical and successful experience of organising schools so that, within the typical school budget, this approach is both affordable and effective. This approach is also a key part of the sponsors’ commitment to actually delivering equality of opportunity to *all* students.

Personal Timetable and the Logbook

Each student has a personal timetable based on their needs, goals and learning strategies. The timetable is made up of lectures, workshops, interactive lessons, group work and private study time. The timetable for the coming week is recorded in a logbook along with the goals and strategies for the week. The logbook is also used to record teacher comments and for communication between school and home.

The move to personal timetabling as part of personalised learning is

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something that requires a learned response from each student. The Academy will aim to teach that style of working and that level of responsibility to each student.

The amount of independent learning is determined by the tutor on an individual basis to reflect the student's maturity and ability to attain goals. Younger students are often less able to manage their own time. Teaching in the earlier years at the school is designed to develop learning skills.

Disruptive students are provided personalised packages of support to address their behavioural, learning, social or other needs. This often includes a more controlled timetable with less freedom to work independently. The aim is always to develop them as positive learners and responsible members of the school community. Exclusion will be used as a last resort, for example to protect other students in the case of violent behaviour or drug use.

Curriculum Structure

Some subjects (such as Mathematics and English) are organised as a stepped curriculum. Pupils start on the step that reflects their ability on entry to the school. They progress up the steps at their own pace to reach their goals and sit exams when they have reached the appropriate level.

Other subjects are taught as thematic courses emphasising the interconnection of subject knowledge. The courses promote problem solving and higher order skills and often contain a historical element to ensure context and perspective. Courses are structured with different expected outcomes for students of different abilities. Students work in groups of their own age with accelerated groups for the most able. Thematic courses become increasingly subject focused over time leading to external examinations.

ICT

Information on the steps and thematic courses, as well as all working documents and assessment criteria, are available through a web site that can be accessed from home as well as at school. ICT is available throughout the school and can be used outside the school day.

Records of students' progress in all subjects, including teacher and tutor comments, are recorded online and can be accessed at any time by parents and carers.

Hard copies of pupil achievements and progress will continue to be freely available to parents and students since it is clear that online access is not universally available or convenient to all families.

Teachers

Kunskapsskolan teachers spend much of their time as learning mentors helping individual students to become effective learners and meet their goals. Teachers are also subject specialists and deliver lectures, workshops and more traditional interactive lessons in their subject.

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Teachers are organised into teams that work with groups of students. Teaching materials are developed collaboratively among schools and distributed through the web portal.

Buildings and Rooms

To support the variety of educational experiences, the Academy will be designed with a variety of types of room; from large lecture theatres to small student study rooms. With a more fluid timetable, dedicated circulation spaces can be kept to a minimum. Communal spaces such as the Café encourage high quality conversations between adults and students and contribute to the mature, office-like atmosphere of the schools.

Parents

Parents and carers are actively engaged in their children's education. They participate in setting goals and are encouraged to support learning and to visit the school regularly. Parents are kept up to date through the logbook and can monitor progress through the on-line reporting system.

Curriculum

Within the structure described above, the KS Academy at Hampton will offer a broad curriculum based on the English National Curriculum. The full curriculum offer will be completed during Feasibility.

The formal curriculum will be designed to ensure students follow a broad range of subjects until 16 with all students studying English, Mathematics, Science, Technology, Creative Arts, Humanities and Modern Foreign Languages.

The curriculum will emphasise the connectedness of the subjects and will have an international dimension. Students will be expected to study at least one Modern Foreign Language to achieve a qualification at sixteen.

The Academy will provide PE for all students including competitive sports. The provision will build on the existing high quality provision at HCC, the good borough wide sports programmes, St Mary's University College's sports education expertise and the experience developed at Whitton School through their Sports College status. Sports facilities will be designed for joint school and community use.

Global issues are an important part of our international curriculum. At KS3 our curriculum will include a course covering global climate, ecological and development issues. Students will work on a project that will contribute to Eco-Schools status.

The Kunskapsskolan approach encourages students to develop key competences such as personal responsibility, team-work, creativity and "learning to learn". It also emphasises responsibility for your own actions and towards the community. Health, ethics, religion and citizenship are taught within this context.

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The personalised nature of the Academy will allow students to take external examinations at different times according to their ability. Within this, the curriculum will be designed to allow every student to achieve at least five level two qualifications including English and Mathematics by the time that they are 16. The majority of these will be GCSEs alongside other qualifications (such as BTEC's and the Foundation Diploma) as appropriate.

The most able students will take more than 10 GCSEs and progress on to level 3 qualifications when ready. The stepped curriculum structure will allow the less able to take Entry Level or Level 1 qualifications where appropriate.

Schools within Richmond do not currently offer post-16 education but work with local Tertiary providers. The Academy will develop a post-16 curriculum offer to meet local needs in collaboration with other schools and colleges. Details of the post-16 provision will be completed during feasibility.

Specialisms

The KS Academy at Hampton will develop specialisms within the context of local schools and within the Kunskapsskolan group of schools. The Academy will develop the existing specialism in Performing Arts and a new main specialism in Science.

The Academy will use its specialisms to benefit students locally but will also act as the focus for development of their subject across the group of schools in England and internationally.

Kunskapsskolan schools in Sweden have developed specialisms in Science and English. These schools share their specialist facilities with other schools in the group. A good example is the Kunskapsskolan Natural Sciences Centre (KNC), which is being built within the former University of Stockholm Astronomical Observatory. KNC has residential facilities allowing students from the Academy to participate in top class science teaching in an international context. . KNC is developing links to Sweden's world-famous science based industries such as Astra Zenica, ABB and SAAB. Similarly, the KS Academy at Hampton will develop its specialism to allow use by other schools in the group.

The Performing Arts specialism will build upon the work already begun by Hampton Community College, which has successfully developed drama, dance and music within the curriculum and has used the performing arts as a focus for development in the College and to develop links to the local community.

The new specialism in Science will build upon the improving Science department at the school and on links to local Science based industries. A strong link will be made to the KNC in Stockholm for joint curriculum development, sharing good practice and exchange programmes.

The Academy will work with other Science specialist schools in the area and with local primary schools to develop knowledge and understanding. The

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sponsor has started discussions with the predecessor school's SLT and will work with them to further develop the Science specialism during feasibility.

Admissions

The KS Academy will seek to provide a curriculum that challenges students of all abilities and aptitude. Oversubscription criteria will prioritise children in care and with special needs. Other criteria will include siblings, linked schools and distance from the school. The local area and the local primary schools provide a broad spread of students with a range of backgrounds and abilities and the intention is to provide an Academy that will attract all parents.

Place of specialist SEN provision

The LA is completing a review of its SEN provision including the role of its SEN units. During Feasibility the sponsors will work with LA to define the role that the KS Academy will play within the wider offer of SEN across the Borough.

Links with other Educational Institutions

Primary

The Academy will maintain the established links with feeder schools in Richmond and Hounslow.

The sponsor has met with the Richmond Upon Thames link primary schools and parents during the EOI process. This has highlighted opportunities for cross-phase working (for example in phase transition and Modern Foreign languages) and work has begun to develop these, building on the successful work of the current school.

Links with feeder schools and other local primary schools will be further developed through the Academy's specialisms.

Secondary, Tertiary and Further Education

The Academy will be a full and active member of the local family of secondary schools in Richmond.

The Academy will be an active member of the Richmond 14-19 partnership. It will contribute to the development of a comprehensive 14 to 19 strategy for young people locally. The sponsor has met with Richmond Upon Thames College and Richmond Adult Community College during the EOI stage to open discussions on this.

The KS Academy at Hampton will seek to develop further links to the local independent schools; Hampton School and Lady Eleanor Holles School. The sponsor has had a positive meeting with the Headteacher at Hampton School where opportunities for joint working were discussed. This will be developed further during the Feasibility Stage.

Higher Education

The Academy will develop links to Higher Education providers to enhance the curriculum offer and to introduce students to the opportunities for them in

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Higher Education.

The Academy will develop links to St Mary's University College to support staff professional development including development of accredited qualifications to Masters Degree level. We will also draw on St Mary's expertise in leading change in schools and their knowledge of local schools.

We will provide opportunities for trainee teachers from St Mary's to experience a personalised learning environment.

International

International and global dimensions are central to our vision for education. We believe that today's young people will be growing up in an increasingly global world in which understanding and tolerance of other cultures and the ability to work internationally to solve global problems will be increasingly important.

Kunskapsskolan operates 30 schools in Sweden and has plans to develop schools internationally. The sponsor will use this network of schools to build on the existing international work within HCC and its link primary schools.

Student exchanges will form part of the curriculum and groups of students will work together internationally on joint projects.

Teachers within the Academy will participate in exchanges to share and build experience within the group of schools.

ICT will be used to allow regular and frequent international contact.

Governance & Leadership

Governance

The KS Academy at Hampton will be one of a group of state funded independent schools in the UK. The schools will all be part of a single Trust with a non-executive board and executive management. The KS governors will form a majority of the governing body and will provide a very strong strategic direction in making the KS Academies, including the KS Academy at Hampton, high achieving schools that are popular with local parents.

The Trust will be responsible for the strategic direction of the group of schools and of the curriculum and pedagogy.

A local governing body will oversee the work of each school within the overall direction of the Trust. The local governing body will include representatives of parents, the Local Authority, teaching and non-teaching staff as well the Head Teacher. The local representatives will be appointed on the basis that they are committed to the Academy's vision and able to support the Academy develop strongly as a successful school. The Local Authority representative will be appointed by the London Borough of Richmond upon Thames.

Headteacher

The Headteacher's main focus will be the attainment of the students at the

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Academy. They will be responsible for; the recruitment, development and performance management of the staff, relations with parents (including prospective parents) and for working with the local community, schools and the Local Authority.

Central Administration

To support the Headteacher's main focus, the Trust will provide a range of centralised administration and expert services that will manage the "back office" aspects of the Academy such as site development, ICT, personnel and finance. Some administration tasks will continue to be provided at each school site both for local services and on behalf of other schools in the group.

Continuing Professional Development and Initial Teacher Training

Kunskapsskolan's unique education system relies on well-trained teachers who are committed to, and skilled in delivering, personalised learning. CPD will therefore be a major feature of the KS approach. CPD will be available for all staff in all KS Academies and will include some development work based in the home school as well as CPD with other KS Academies in the UK and with KS schools in Sweden and elsewhere. The CPD will be extensive and will be developed as part of feasibility.

Community use

Hampton Community College currently provides sports and other facilities for use by the local community. It is the intention of the sponsor that the Academy will continue to offer existing and improved facilities for community use. This will be subject to confirmation of capital and revenue funding during Feasibility stage.

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Section 4: The Academy Site and Building

4.1 Site Basics

The Academy will be located at the following address:

Hanworth Rd, Hampton, TW12 3HB

In Feasibility the possible siting of a KS post-16 provision shared with KS Academy at Whitton will be investigated.

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

3.1 Hectares

The transfer of land to the Academy will exclude the land currently occupied by the caretaker's house and by the private nursery provider. This will be reviewed during the feasibility stage in the light of technical advice about the placement of buildings on the site".

Will the proposed Academy have access to playing fields of a sufficient size to deliver its proposed vision and curriculum? Yes No

Please provide details:

Informal arrangements are in place allow the current school to lease sports facilities from the adjacent independent school. The pitches are nominally allocated to the Hampton Old Boys Association, who have a leasehold arrangement with the Independent school. The LA will do all it can to support the movement of these informal arrangements into a long-term lease for the Academy during feasibility. It is not possible to provide a more definitive position before Feasibility.

The Academy will have no dedicated sports pitches but will be able to use some locally available common land at Buckingham Fields. It is not legally possible to formalise access to this area since the point of creating it as a common is that the public may access it at any time. The Astroturf facility is also available for sport and the local sports centres will form a major part of the PE and sport provision for students.

A copy of the Ordnance Survey map is attached, with the boundaries of the Academy site clearly marked. Yes No

4.2 Site Ownership

The site of the proposed Academy is owned by the Council (if other, please provide details): N/A

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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 will bear the costs of acquiring the site: N/A

If the site is currently a school site, it will 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. Mark if agree

If the site is owned by the Local Authority, does it intend to seek permission to dispose of any part of it? Yes No N/A

If yes, please provide details:

The Local Authority intends to seek the Secretary of State's permission to transfer the land currently occupied by the caretaker's house and the land occupied by the Nursery away from the Governing Body and reallocate the land as directly owned by the Council outside the local scheme of delegation.

4.3 Site Issues

Please confirm that the site is clear and unencumbered.* Mark if agree **NO**

Or, if this is not the case, a detailed strategy has been agreed with DCSF for the clearance of the site and the bearing of associated costs including the details for dealing with any current tenants on the site:

- The proposed Academy site will have two main areas at the front of the site outside the control of the Academy.
 - The school caretaker's house is currently occupied, but not by the school caretaker and will *not* transfer to the Academy.
 - The Private Nursery run by Aston Pierrepoint has a 20-year lease with the annual payments available to the current school. The LA intends to remove this section of the site from the transfer to the Academy. The lease payments from the Nursery will be retained by the Council.

The effect of the removal of these two sections of the current site will be investigated **as the very first priority** in Feasibility and will be linked to the arrangements for successful decant and the current proposed size of the school.

- Rascals, an after school youth club uses the main school site during term time and contribute to service costs. The Academy would wish to continue to promote the extended school activities and would wish to discuss continuing support for Rascals and other after school clubs in feasibility.

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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:

Premise GFA (m2) 9,328 Date of survey 26/07/07 Construction year 1935

Summary

Original Building (A1) The original building was constructed in the mid 1930's. It is a two-storey brick building with flat asphalt and green mineral felt roofs. Windows are largely steel and doors are timber. Floors are of a solid construction.

1990 Extension (A2) The single storey 1990 extension was is a steel framed block/brick clad building with felt flat roofs. Windows and doors are aluminium. Floors are of a solid construction.

Art/Library Block (A3) The two-storey art/library block appears to have been constructed in the early 1970's and is a steel framed/brick construction with a felt flat roof. Replacement windows are UPVC, doors are timber. Floors are of a solid construction.

1980 Classroom Block (A4) The 1980 classroom block is a two-storey brick construction with a felt flat roof. Windows are timber and replacement windows are UPVC. Doors are timber. Floors are of a solid construction.

Hall / Gymnasium Block (A5) The single storey hall / gymnasium block is steel framed with brick elevations and was constructed circa 1960. Roofs are pitched and flat covered in green mineral felt. Windows and doors are mainly of timber. Floors are of a solid construction.

Technology Block (A6) The single storey technology block was constructed circa 1970 and is a steel-framed construction with brick and UPVC curtain walled elevations. The flat roof is covered in felt. Floors are of a solid construction.

Science Block (A7) The single storey science block appears to have been constructed circa 1980. The building is steel framed with brick/rendered elevations. Windows and doors are timber. Roofs are flat covered in mineral felt. Floors are of a solid construction.

Nursery (B8) The single storey nursery was constructed in 2006 and is of a framed construction with rendered/timber-clad elevations and a flat PVC sheet roof. Windows are aluminium and doors are timber. Floors are of a solid construction.

Connexions Portakabin (C9) The Connexions portakabin was installed in 2007 and is a metal clad building with aluminium windows and a timber door. The roof is flat and covered with PVC sheet.

Block Reference/ Name	Construction Type	GFA (m2)	Construction Year
A/1 Original Building	Permanent	3,065	1935
A/2 1990 Extension	Permanent	2,170	1990
A/3 Art Block/Library	Permanent	518	1972
A/4 1980s Classroom	Permanent	328	1982
A/5 Hall/Gymnasium	Permanent	1,173	1960
A/6 Technology Block	Permanent	893	1960
A/7 Science Block	Permanent	936	1980
B/8 Nursery	Temporary	207	2006
C/9 Connexions Portacabin	Temporary	39	2006
X/1 External Areas	External area	31,121	1935

Building condition

Roof coverings

The flat roofs to the main building are in mixed condition. Asphalt roofs have recently had their lead flashings stolen. Several of the flat roofs have recently been replaced. Remaining older flat roofs to the gym changing area, technology block, science block, and original building are in poor condition and require renewal. The pitched felt roofs are currently watertight and mid way through their lifespan. Flat roofs to the nursery and connexions Portacabin are in good condition. The flat roof to the 1990 extension is in fair condition, midway through its lifespan.

Rainwater Goods

Rainwater goods to the original buildings are largely cast iron. They require a thorough overhaul with missing sections replaced and general redecoration. Rainwater goods to other blocks are of mixed types and in fair condition.

External Walls

Brick elevations to the original building require works to parapet walls, patch pointing and general repair/investigation of fractures. Elevations to other buildings are in fair condition and of mixed types.

External Windows and Doors

Timber doors are in many areas rotten/approaching the end of their viable lifespan. The majority of old timber and steel windows are in poor condition and require replacement.

Hardstandings

The defective tarmac areas/drive to the rear of the science block requires resurfacing along with the defective main car park.

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Boundary Walls and Fencing

Boundary walls/fencing are generally in good condition.

Drainage

Drainage appeared to be operating correctly at the time of the survey, although the weather was and had been dry for a period of time.

Ceilings

Ceilings are generally of suspended and plastered types. Ceilings are generally in fair condition with some instances where there is light damage. Some ceilings to the technology and hall blocks are in poor condition and require replacement.

Walls

Walls are of plaster and brick finishes and generally in fair condition, although a programme of general redecoration should be undertaken.

Floor Structures and Finishes

Floor finishes are generally PVC tiled/carpets/PVC sheet and block and are in mixed condition. An ongoing programme of replacement should be undertaken before the floor finishes reach the end of their viable lifespan. The floor finishes are particularly poor to the technology area.

Fixed furniture

Fixed furniture is generally in a serviceable condition.

Sanitary fittings

There has been a programme of some sanitary upgrade. Remaining areas, particularly staff toilets, which have not been refurbished should be improved.

MECHANICAL

Heating

Heating to all blocks is provided by various gas-fired boilers, all of which are in satisfactory condition. In block A1 the majority of the radiators are cast iron and along with the fan convector heat emitters and associated steel pipework are aged and at the end of their economic use. There was no access to the boiler house in A1 because an asbestos removal was being carried out at the time of the survey. In A2, the steel radiators are in satisfactory condition and the fan convectors are approaching the end of their economic life. In Block A3 the heat emitters and the associated pipework are nearing the end of their economic use. In Block A4 the radiators and the distribution pipework are both steel and in satisfactory condition. The Cast iron radiators situated in A5 are aged and at the end of their life, as are the fan convector heaters. The steel radiators are in satisfactory condition. All the heat emitters in A6 are aged and approaching the end of their economic use. In A7 and B8 the steel radiators are in satisfactory condition as is the electric heating in C9.

Water

Steel and copper distribution pipework is present in all the blocks and

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generally appears to be in satisfactory condition. Central water heaters located in the boiler houses around the school generally appear to be in satisfactory working order except in A3 where the central and point of use water heaters are in poor condition.

Gas

Gas pipework generally appears to be in satisfactory condition except for a small section in block A1. There is no automatic shut off system in block A1 where a manual lever is used to isolate the gas supply. The gas pipework in this section is also aged and approaching the end of its economic life.

Air Systems

Where split air conditioning units are present they are in satisfactory condition. Extraction fans in the school fall into two groups; some of the fans are in satisfactory condition and some are aged and approaching the end of their economic use. There is a dust extraction system with associated metal duct work which is in satisfactory condition.

ELECTRICAL

Switchgear

The main distribution panel located in block A1 is aged and should be replaced. Where HRC single and three phase sub distribution panels are located through the school they are at the end of their economic life. MCB type sub distribution panels are generally in satisfactory condition.

Lighting

There is a mixture of lighting throughout the blocks. In block A1 the majority of the lighting, especially in the classrooms has a considerable number of diffusers missing and is in poor condition. There is also a lack of sufficient emergency lighting. Lighting in A2 is generally in satisfactory condition and also has sufficient emergency lighting. In A3 the lighting generally appears in satisfactory condition however there is a lack of emergency lighting. In A4 the fluorescent lighting is aged and approaching the end of its economic life. The majority of the lighting in A5 is in satisfactory condition and sufficient emergency lighting is installed. In block A6 CAT2 lighting is in satisfactory working but the rest of the lighting is aged. The majority of the lighting in A7 is in satisfactory condition and sufficient emergency lighting is installed. The lighting in B8 is in satisfactory working condition and in C9 it is in good condition.

Power Surface and flush double sockets are present throughout the blocks and are in satisfactory condition having generally been upgraded in all areas of the school.

Security

A PIR intruder alarm system is utilised across all blocks and its wiring and associated plant such as sensors all generally appear to be in satisfactory condition. CCTV is present internally and externally in the majority of the school and is in satisfactory condition.

Fire Alarm

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An addressable fire alarm system with MICC wiring, associated break glass units and other plant is utilised through all the school and is in satisfactory condition.

Other ICT cabling is present through the majority of the school and provides internet access and networking for the white boards in the classrooms. The installation appears to be in satisfactory condition.

Please provide details of discussions with Local Authority 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:

Planning Advice relating to Academy sites

The statutory planning policies are contained in the London Plan (consolidated version 2008) and the London Borough of Richmond upon Thames Unitary Development Plan: First Review (2005). The Borough's Local Development Framework will be subject to Examination in Public later this year with the aim of adoption in spring 2009; the weight attached to LDF policy will increase as the plan progresses through this process.

Both the UDP and the emerging LDF include policies seeking to ensure that the provision of schools, pre-schools and other educational facilities are sufficient in quantity and quality to meet the needs of residents (UDP Policy CCE8, LDF Policy CP18).

The LDF recognises (Para 9.3.6.8) that along with the need to meet the demand for new school places the Council has a duty to modernise schools and provide new facilities to meet changing curriculum requirements. It recognises that over the lifetime of the strategy most Borough schools will be refurbished, redeveloped or extended and that in some cases to keep schools operational it may be necessary to have some development on open land or the complete reconfiguration of buildings, whereby the new school is built on the open land with the old buildings demolished and restored to form the open part of the site. The objective at the end of the construction process is to minimise the overall loss of open land.

The high quality of the local environment means that in any redevelopment the Council will require a high standard of design in new buildings and in extensions or alterations (UDP: First Review BLT11, LDF Core Strategy CP7). They should recognise the distinctive local character based on an understanding of the Boroughs development patterns and character areas (Design Quality SPD 2006) and connect positively with their surroundings.

The Council is concerned to achieve sustainable development and all major developments are required to submit a Transport Assessment and develop a Green Travel Plan (UDP: First Review TRN2&3, LDF Core Strategy CP5).

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New developments would be expected to achieved BREEM 'excellent' sustainability standards and a 20% reduction in carbon dioxide emissions through the use of renewable energy (Sustainable Construction Checklist 2006 and London Plan).

Development on all sites would need to meet normal requirements in terms of protecting neighbouring properties from unreasonable loss of privacy, pollution, visual intrusion, noise and disturbance (UDP: First Review BLT16). The Council generally encourages dual use of school premises (UDP First Review CCE9).

The main planning constraint relating to the open land at the rear of the School is the metropolitan open land designation, which means that built development on this area could only be justified as an exception to policy. Development on land adjoining metropolitan open land would need to take into account any possible impact on the character of the open land. There are no other specific constraints.

Please provide brief details of a satisfactory plan for dealing with any co-locating primary school, Pupil Referral Unit, youth or community groups sharing the site, including who will bear associated capital and revenue costs:
N/A

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 will pay the associated costs:

The proposed site is heavily developed with little spare land for rebuilding. There is no suitable decanting site locally. A preliminary and incomplete analysis of the site and the opportunity for on site decant indicates that transition arrangements will be a key issue. The options and associated costs will be developed during feasibility.

The proposed educational vision requires a variety of different teaching spaces (lecture theatres, study rooms etc.). It may not be possible to create these within the existing buildings and this could delay the implementation of the personalised learning model.

It may be possible to open the academy with the full personalised model in temporary accommodation for all students or for some year groups while the main school site is used to provide the more traditional curriculum approach for other year groups (e.g. those working toward exams).

The inter-relation between decanting options, buildings delivery timeframes, transition plans to the Kunskapsskolan concept and the opening date of the Academy will be explored as a matter of priority in feasibility when PfS Technical assistance is available.

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Please confirm that the Local Authority will meet the cost of any off-site works that may be associated with the development of the Academy.

Mark if agree

The LA understands that any capital investment in the new Academy will not fund the cost of off site works.

4.4 Building and Project Management*

The Department intends to deliver all procurement through Partnerships for Schools (PfS) and Local Authorities. This Academy will be procured through:
PfS National Framework

If other, please provide details of an alternative procurement strategy agreed with DCSF: N/A

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Section 5: Agreements

5.1 Sponsor Agreement

Please confirm that at least £500,000 of this sponsorship donation will be paid at the time of Funding Agreement and that the remainder will be paid within 5 years from that date.

Mark if agree N/A

Please provide details:

Kunskapsskolan will act as sponsor as a successful school rather than in cash. Kunskapsskolan will establish an endowment for the Academy and will seek contributions from a range of business partners.

Please confirm that you understand and are content with the roles and responsibilities of the Sponsor, as set out in *Establishing an Academy: An Overview for Sponsors*.

Mark if agree

5.2 Local Authority Agreement*

Does the Local Authority agree to all aspects of this proposal, including the admissions criteria proposed in Section 3?

Yes No

Does the Local Authority confirm that it will bring forward proposals for the closure of any predecessor schools?

Yes No

Is this proposal included (or will be included) within the Local Authority's BSF Strategy for Change?

Yes No

If you have answered no to either of these questions, please provide full details: N/A

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

Informal consultation on the closure and move to Academy status is underway in the second half of the summer term in 2008. Statutory closure process will follow in the Feasibility Stage.

5.3 Neighbouring Local Authority Agreement*

If the proposed Academy is likely to impact upon neighbouring Local Authorities, have these Authorities been consulted and approved this Academy project.

Yes No N/A

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Copies of this Expression of Interest were sent to Hounslow, Surrey, Wandsworth and Hammersmith and Fulham and their comments invited by the 25th July. No responses have been received.

5.4 Governing Body Agreement*

If this Academy project involves a predecessor school, the Governing Body of that school has agreed to this proposal? Yes No

Please provide details:

The Governing Body have raised a number of concerns and are not feel able to approve the proposal at this stage. A copy of their response is attached.

5.5 Learning and Skills Council (LSC) Agreement*

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

A letter confirming support is attached? Yes No

If No - Please provide copies of any correspondence and give details of LSC objections: The LSC London Region have been consulted on this proposal and their response is attached. The LSC raise concerns about the viability of the proposed post-16 provision in the academy and the effect on existing provision. The LSC supports the need to carry out further work during feasibility in collaboration with local colleges.

5.6 Diocese Agreement

If applicable, 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

Please provide details: N/A

5.7 Site and Building

All parties are content with the selection of this site and no others are under consideration for this project. Mark if agree

The sponsors await the outcome of the Feasibility stage in relation to the site proposed for transfer to the Academy.

The Department has put out a tender on the open market for the Project Management of Academy projects. Please confirm that all parties are content to select a Project Management company from the DCSF framework.*

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Mark if agree

The sponsor will wish to carry out some elements of the feasibility project as agreed with the Department.

Please confirm that all parties understand and are content with the roles and responsibilities of the Sponsor, Steering Group, Academy Trust, Local Authority and PfS in relation to the Academy buildings, as set out in *Delivering Academy Buildings through PfS: An Overview for Sponsors*.

Mark if agree

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

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5.9 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 Sponsor)

Name in full:

Peje Emilsson

Position:

Chairman, Kunskapsskolan Education Sweden ab

Date:

Signature:

(For and on behalf of the Local Authority)

Name in full:

Cllr Malcolm Eady

Position:

Cabinet Member for Childrens Services

Date:

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Section 6: Contact Details

Name of Sponsor representative: Steve Bolingbroke

Address:

Kunskapsskolan.
Winchester House, 6th Floor
259 - 269 Old Marylebone Rd
London
NW1 5RA

Email: steve.bolingbroke@kunskapsskolan.co.uk

Tel: 0207 616 4090

Mobile: 07770 817075

Fax: 0207 626 4099

Name of Local Authority representative: Tracy Luck

Address:

First floor,
Regal House,
London Road,
Twickenham,
TW1 3QB

Email: t.luck@richmond.gov.uk

Tel: 020 8891 7613

Mobile:

Fax: 020 8891 7714

Name of predecessor school representative:
Diane Chidzey, Chair of Governors

Address: Hampton Community College
Hanworth Rd,
Hampton,
TW12 3HB

Email: mike.chidzey@onetel.net

Tel:

Mobile: 07771 530380

Fax:

APPENDIX 2: Richmond Population projections by age group (thousands)

AGE GROUP	2007	2008	2009	2010	2011	2012
0-4	12.4	12.5	12.6	12.7	12.7	12.7
5-9	11.1	11.2	11.2	11.3	11.4	11.7
10-14	9.6	9.7	10.1	10.4	10.5	10.4
15-19	9.4	9.4	9.4	9.4	9.5	9.6
20-24	10.5	10.9	11.1	11.1	11.3	11.3
25-29	13.7	13.8	13.9	14.1	14.4	14.7
30-34	16.1	15.9	15.9	16.0	16.1	16.2
35-39	16.9	16.9	16.9	16.8	16.6	16.5
40-44	16.6	16.7	16.6	16.4	16.2	16.1
45-49	12.8	13.3	13.9	14.5	15.1	15.3
50-54	10.9	11.1	11.2	11.4	11.5	11.9
55-59	10.8	10.3	10.1	10.0	9.9	9.9
60-64	9.1	9.6	9.8	9.9	9.9	9.5
65-69	6.0	6.2	6.6	6.8	7.2	7.9
70-74	5.0	5.0	5.1	5.2	5.2	5.3
75-79	4.4	4.3	4.3	4.2	4.2	4.2
80-84	3.6	3.5	3.4	3.3	3.4	3.4
85+	3.6	3.6	3.6	3.6	3.5	3.5
ALL AGES	182.4	184.0	185.6	187.2	188.8	190.3

Figures may not sum due to rounding

Source: ONS (2007) Revised 2004-Based Subnational Population Projections LB Richmond Upon Thames

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Attachments:

1. Response from HCC Governing Body
2. LSC response to Expression of Interest