



A NEW ACADEMY AT SHENE PART OF THE ACADEMIES ENTERPRISE TRUST ACADEMIES GROUP

IN RICHMOND

EXPRESSION OF INTEREST FOR AN ACADEMY

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

1. The Expression of Interest Guidance
2. Sponsorship Guide: Establishing an Academy
3. Delivering Academy Buildings through PfS

Section 1: Executive Summary

1.1 Please provide a brief summary of the project:

This is a proposal for a new 11-16 Academy to replace Shene School which is an 11-16 community school in Richmond upon Thames. The Academy would provide places for 1,100 11-16 year olds and would have two specialisms in English and [to be confirmed]. The Academy would open in existing buildings in September 2010 with capital completion no earlier than September 2013. The lead sponsor would be the Greensward Charitable Trust (AET) with Richmond upon Thames Local Authority (LA) as co-sponsor.

The recent history of Shene School has been mixed. For a number of years the intake of local children has been lower than planned and student attainment has also been modest on the key GCSE indicator. The Ofsted Notice to Improve in September 2007 reflected that position. In recent years not all local parents had the fullest confidence in the school. Many of the current students travel to the school from neighbouring boroughs.

However, over the last two years, with the support of the local authority and London Challenge, the current governing body and the school leadership team have worked hard to bring about improvements. The progress so far has been welcomed by all, but the aspirations of all stakeholders for Shene are still higher and it is the aim of the sponsors to provide further rapid and transformational improvement to build on the progress made so far.

The new Shene Academy would aim to be an outstanding comprehensive school for students of *all* abilities. In order to achieve that aim the sponsors are very clear that

students of all abilities, and their parents, will need to have clear evidence that the new Academy is able to offer outstanding education at each level of ability and aptitude. When that position is achieved, the Shene Academy will be able to say that it is a vital resource for the community around the school. The sponsors' aim is that the school will rapidly become oversubscribed with applications for places for local students.

The sponsors would prioritise all their energies and resources into gaining the confidence and support of local Shene parents and students before the Academy opens and in its early years. The sponsors are very clear that the Academy's success in developing educated, confident young adults with excellent qualifications, and who are able to move into further or higher education or work-based learning, will be the real driver of strong community support as the Academy goes forward. In the development phase of the new Shene Academy the sponsors aim to work closely with the local authority, the primary schools in Shene and with prospective and current parents so that all those with a direct interest in the success of the new school will be involved and can contribute to its development. Later in this vision statement more is said about the Academy's proposed ways of working with parents and prospective parents.

This proposed new Academy at Shene is part of the Richmond upon Thames Local Authority's new strategic vision for secondary education in Richmond upon Thames. The Authority's vision is to ensure that excellent performance is achieved and maximised in all schools and in local authority services. This would be achieved 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 students 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 state schools outside the borough or private education. The Authority is committed to supporting the introduction of three new academies, including the Shene Academy, 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 very pleased to be working alongside Greensward Charitable Trust in developing the Academy as a full part of the local family of schools since the sponsor's approach to high standards for all students fits very well with the authority's vision.

1.2 Key statistics

1. Predecessor School – Educational attainment								
	GCSE 5+ A* -C				GCSE 5+ A* -C inc English and maths			
	2005	2006	2007	2008	2005	2006	2007	2008
National Average	56.3%	58.5%	60.9%	64.8	44.3%	45.3%	46.0%	47.3%
LA Average	54.9%	56.1%	57.1%	63.3%	46.3%	49.4%	48%	54%
School	49%	40%	32%	43%	40%	34%	24%	35%
CVA Scores (KS2-4)	2006		2007		2008			
LA Average	988.9		982.5		990.0			
School	971.1		941.5		969.2			

2. Predecessor School – Deprivation			
National figures quoted relate only to secondary schools	Pupil rank (based on number of secondary schools) out of 3377 of which 1 is the most deprived)	Site rank (school location) of which 0 is the most deprived and 100 is the least deprived	% pupils eligible for Free School Meals (FSM)
	2008	2007	2008
National Average	-	-	13.1%
LA Average	-	-	15.0%
School	514	90 – 100%	25.6%

3. Predecessor school – Basic characteristics						
National figures quoted relate only to secondary schools.	Pupils on Roll (3-11)	Pupils on Roll (11-16)	Pupils on Roll (16-19)	School capacity	% with SEN statement	% of pupils with EAL
					2008	2008
National Average	-	-	-	-	2.0	10.6 %
LA Average	-	-	-	-	3.7%	17.5%
School	N/A	683	N/A	1075	2.0%	22.7%

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)
-	1100	-	1100	English; and [to be confirmed]
Proposed opening date	Target build completion date	Building route (BSF or National Framework)	Faith Designation	Name of Sponsor(s)
2010	2013	PfS National Framework	None	Lead sponsor: The Academies Enterprise Trust; with London Borough of Richmond upon Thames as co-sponsor

Section 2: The Predecessor School (s)

(An EOI template for when there is more than one predecessor school is available from the New Projects Unit, New Academies Division)

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

If Yes, go to Section 2.2. If No, go to Section 3.1

2.2 Basic Characteristics

School Name:	Shene School
School Address:	Park Avenue London SW 14 8RG
Name of LA: Richmond	LA Code: 318
Type of Establishment (Please mark one with an x)	
Community School	X
Foundation School	
Voluntary Aided (VA) School	
Voluntary Controlled (VC) School	

City Technology College	
Independent	
Other (please specify)	

Gender and age range (Please mark with an x)	
Co-Educational	X
Single Sex Boys	
Single Sex Girls	
Age Range 11-16	X
Age Range 11-19	
Other Age Range (e.g. Middle Schools)	

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

Specialism(s) if applicable:	None (formerly Languages)
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2.3 School Population

Admissions Number: 215		
Current number of pupils on roll as at: January 2009	Year 7:	102
	Year 8:	132
	Year 9:	154
	Year 10:	156
	Year 11:	139
Number of Year 7 pupils admitted in:	Sept 2005	181
	Sept 2006	187
	Sept 2007	156
	Sept 2008	105
Number of Year 12-13 students at the school in:	Sept 2005	0
	Sept 2006	9
	Sept 2007	0
	Sept 2008	0
Percentage of pupil population who joined or left the school other than at the start or finish of the academic year:	2004/05	Not Available
	2005/06	16.8%

	2006/07	16.1%
	2007/08	14.3%

2.4 Admissions

Please attach a copy of the current Admissions Policy	Attached	X
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2.5 Leadership

Name of headteacher: Lesley Kirby
Headteacher has been in post for: 2 Years, 6 Months, since April 2007

2.6 School Improvement

Intervention status (Please mark box(es) with an x)		
None		
Special Measures		
Significant Improvement/Notice to Improve		
Warning Notice issued		
Causing Concern		X
Interim Executive Board		
Required school to enter into partnership arrangements		
Added additional governors		
Suspended delegated budget		
Please provide details: The school has been subject to the Local Authority's procedures for intervention and monitoring schools causing concern.		
Does the predecessor school receive any external support and/or is it in receipt of a tailored external support package?	Yes – National Challenge	
	Yes – other	X
	No	
If other, please provide details: The Local Authority has been working in partnership with City Challenge (formerly London Challenge) and the London Leadership strategy to provide an extensive programme of support around the key issues for improvement. City Challenge/London Leadership strategy has previously provided the following support:		

- Additional senior leadership team support
 - A Headteacher mentor
 - Funding for additional school improvement partner support
 - Behaviour immersion and teaching and learning professional development programmes for staff
 - Core subject student mentors
 - Partnership links with successful secondary schools in the local region
- Some of this support will continue as the school moves from an 'intensive' to an 'improving' category.

2.7 Finance

Does the predecessor school currently have a budget deficit?	Yes	
	No	X
If yes, please provide details:		

Does the predecessor school currently have an in- year deficit?	Yes	X
	No	
If yes, please provide details:		
Shene School is predicting an in year revenue deficit of £328,352 for 2009/10, much of this will be offset against their carry forward of £248,342; the net result will be a £79,910 deficit budget at the end of the year. The Local Authority confirms that it will take necessary step to avoid an in-year deficit in the final year of the existing school.		
The LA should note that any deficit budget remaining at the point of school closure would not transfer to the academy.		

Section 3: The Proposed Academy

3.1 Academy Population

Gender (Mark one with an x)	
Co-Educational	X
Single Sex Boys	
Single Sex Girls	

Forms of Entry:	8FE
Admissions Number:	220
Nursery (age 3-5):	-

Years 7-11 (age 11-16)	1100
Years 12-13 (age 16-19):	-

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

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

Shene's published admission number is 215, and although the school currently has no more than 156 (in Year 10) on roll in any of their year-groups, there are now more children coming through the borough's primary schools than ever and it is vital that there are sufficient places in the local area to cater for future demand.

Between 2000 and 2007, the number of live births in the borough rose by 21%, from 2,384 to 2,884, and Richmond Borough's primary schools were top of the national Key Stage 2 league tables throughout that period. As a result, demand for places in reception increased by 200 pupils in that period. For 2008 entry, demand remained very high, and in 2009, augmented by the effects of the recession, it has increased to the point that our shortfall in places would have been 200 had we not arranged for seven additional reception classes to be provided across the borough. As the birth cohorts in the next two years will be even larger, we are anticipating that we will need 12 extra classes, including in the East Sheen, Barnes and Richmond areas, in 2010/2011 and 14 in 2011/2012. In recognition of our large growth in reception class numbers, we were one of only two LAs in London to whom the DCSF allocated Basic Need Safety Valve funding in 2008, and we were also

allocated some Targeted Capital Fund money. With those funding streams and other sources, we are implementing plans, as set out in our [Primary Strategy for Change](#) (which was one of only 40 in England that was unconditionally approved by the DCSF) and [Consultation on Primary Expansions Strategy](#) documents, to provide five additional forms of entry on a permanent basis. Although the effect of this growth on our secondary sector will not be fully felt until 2014, we believe 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. In Shene's case, we therefore see a need for capacity to be increased to 1,100, with the admission number increased from 215 to 220 each year. This is in line with the proposed increase in admission numbers at the proposed academies at Hampton and Whitton, which the Minister for Schools has agreed.

With regard to the proposed lack of post-16 provision at the academy, this is based on our conclusion that, after looking at a number of options for the size and curriculum offer, there is no clearly viable and long-term sustainable proposition for post-16 in the academy, because:

- it would not be possible to compete with the wide range of subjects on offer in a single institution such as Richmond upon Thames College or South Thames College without uneconomic class sizes (as evidenced by the unsuccessful attempt to introduce post-16 provision at Shene in 2006); and
- there is a full range of vocational opportunities from existing specialist providers without a clear market gap for a new provider.

Data suggest no need to increase the volume of provision, but suggest future analysis and consideration is undertaken on the range/mix of provision available (particularly at L2 and below). In the light of this, the borough's post-16 strategy does not contain any concerted plans for significantly broadening the range of providers, as we believe that local people are already very satisfied with the range available locally, either in-borough or outside.

If, in the future, there is new demand or need for post-16 provision in schools, and should capital become available to develop such provision, LBRuT would consider the possibility of developing post-16 provision at the academy on an equal footing with other schools with a view to developing a coherent approach across the borough and delivering the best value for money.

3.2 All-age Academies

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

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

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

3.3 Proposed Opening Date in existing buildings

September 2010

3.4 Target Build Completion Date

No earlier than 2013 in new or refurbished buildings

3.5 Specialism(s)

The Academy would have two specialisms: English; and [to be confirmed].

3.6 Admissions

Please confirm that the academy's admissions policy and arrangements would be in accordance with admissions law, the School Admissions Code and the School Admission Appeals Code as they apply to maintained schools.	
Confirmed	X

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

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

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

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

The proposed criteria would, 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 whose parents would currently prefer them to attend private or non-local schools. The intake of the predecessor school is currently not reflective of the socio-economic demographics within the Barnes/East Sheen/Mortlake/Richmond area. The Sponsor is confident that a number of

proposals and strategies will lead to significant improvements in standards. As a result the new Academy will have an intake that reflects the full ability range and backgrounds of the local community.

3.7 Exclusions

Please confirm that the academy would have regard to and have an independent appeal panel which acts in accordance with the Secretary of State's guidance on exclusions.	
Confirmed	X

3.8 Special Educational Needs (SEN)

Please confirm that the proposed academy's SEN policy would have regard to meet the requirements of the SEN Code of Practice.		Confirmed	X
Would the academy be co-located with an SEN unit? If yes please note that the LA would bear all capital costs		Yes	
		No	X
If yes who would run the SEN unit?	The academy		The LA
Please provide details of the SEN unit: There are no current plans to provide an SEN unit at the Academy. However, the Local Authority is reviewing its SEN provision across the borough and the Sponsor has indicated that it would be very willing to support any SEN proposal that was part of a wider proposal involving the local family of schools. All costs would be met by the LA.			
Please note that pupils in the unit should not be included in overall pupil numbers for the academy. If the academy is proposing to manage the unit, revenue funding to support the unit will be recouped from the Dedicated Schools Grant.			

3.9 The National Curriculum

Please confirm that the academy would teach the National Curriculum Programmes of Study in English, maths, science and ICT to all pupils in years 1 to 6 (where these exist in the Academy) and years 7-11.	
Confirmed	Yes

3.10 Behaviour Partnerships

The academy would be part of a Behaviour Partnership and would work closely with the LA to improve behaviour and tackle persistent absence.	
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3.11 Vision

Please provide a detailed statement about your vision for the proposed academy. This should be no more than 6 pages long and should include reference to how your vision would contribute to:

- Improving standards via
 - governance
 - leadership and management
 - teaching and learning
 - curriculum development and delivery
 - the flexibilities offered by the Academy model
- The Government's plans for 21st Century schools
- The 14-19 curriculum
- Stakeholder management
- The sustainability of the academy into the future
- Educational transformation for pupils, paying particular attention to how the specialism/s would contribute to this across the whole curriculum
- Social cohesion

The Vision for the New Academy at Shene

**Sponsored by the Greensward Charitable Trust,
and co-sponsored by the London Borough of Richmond upon Thames**

A New Ethos for Shene School

The Greensward Charitable Trust seeks to work with the London Borough of Richmond upon Thames to promote an academy which would enhance the offer for parents in Richmond upon Thames.

These proposals are also set within the timely context of the debate on *21st Century Schools* set out in the recent White Paper. The belief that schools are better placed to succeed by sharing success, working in partnership and by being self governing is at the heart of this vision to provide this new Academy. Throughout the rest of this Vision statement, the themes of the *21st Century Schools* White Paper are addressed and developed through each of the areas of the proposals.

The origins of the lead sponsor's success are based around the highly successful Greensward College in Essex where the Headteacher, David Triggs, has led the transformation of the college into an Ofsted outstanding school. David Triggs is now the CEO of the Academies Enterprise Trust (the trust established by Greensward to administer its academies) and leads on the development of new Academies in Essex, Suffolk, the Isle of Wight, Enfield and Richmond. It is intended that the strength and support of the wider Academies Enterprise Trust group of Academies will be used to significantly increase the momentum for improvement at the new academy at Shene.

The contribution of the sponsors

At the heart of the Academies Enterprise Trust lies the mission to 'inspire young people to make their best better': the aim above all is to help 'students achieve world class learning outcomes by developing world class teachers in a world class community'.

The Academies Enterprise Trust has agreed to jointly sponsor the proposed Academy at Shene by developing an ethos of high aspiration and high expectation for all Academy students. The Academy would be characterised by a rigorous focus upon:

- The use of creative and innovative teaching to raise attainment and achievement;
- A flexible, rich and demanding curriculum meeting the needs of all;
- The use of innovative practice where this can improve results;
- Raising student self esteem which will encourage positive attitudes to learning; and
- Student outcomes as a key measure of success.

The Academies Enterprise Trust would promote:

- A belief that every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger where they can give and receive respect from others and enjoy a sense of well-being, belonging, worth and achievement;
- The creation of an environment which is highly participative and aspirational, and is one where every student has the opportunity to develop the skills to lead a positive and fulfilling life;
- Engagement with parents and carers and the community in order to nurture all our young people so that they are successful, achieving above their expectation;
- Delivery of an education provision which aims to develop the life skills of all young people which would be available to support them throughout the years of their compulsory education;
- Ensuring all students gain excellent literacy, numeracy and ICT skills;
- Establishing a learning environment where high expectations, good behaviour and regular attendance are the norm;
- A strong focus upon student outcomes, self improvement and student participation in the life and performance of the Academy;
- An aspiration to inspire all learners to develop as citizens who are healthy, stay safe, achieve economic well-being, enjoy and achieve and who make a positive contribution to society; and
- Enabling students in the Academies to become highly qualified and skilled people who are creative, innovative, risk taking and self starting.

For the Academies Enterprise Trust, the experience of driving school improvement in areas where attainment has been historically low has meant the honing of systems and school behaviours which help teachers transform learning.

As co-sponsor, Richmond upon Thames LA would ensure that the Academy plays a full part within the local family of schools and the local community, in a number of ways:

- Contributing fully to the further development of the borough's local delivery arrangements (quindrats) for the commissioning of local services;
- Playing an active part in Richmond's Local Safeguarding Children Board (LSCB), in line with the statutory guidance published under s.10 and s.11 of the Children Act 2004 ('Working Together to Safeguard Children', 2006).
- Retaining the current admission arrangements, which are used for all community mixed secondary schools in the borough, including the proposed academies at Hampton and Whitton, and playing a full part in the borough's Fair Access arrangements;
- Contributing fully to the further development of the borough's 14-19 Partnership;
- Playing an active part in other local arrangements, e.g. for the provision of special educational needs, involvement in headteacher and admissions forums, etc.;
- Continuing to make its sports and other community facilities available to the public; and
- Engaging with the local community so that the Academy becomes a true local hub for community activities.

Improving Standards

Governance

The AET would be the legal entity that would run the Academy. Its Board of Directors/Trustees would include one local authority representative. The Shene Academy would have its own Governing Body. As described in its Accountabilities Framework the key duties of the AET Trust Board are to:

- Appoint Principals;
- Consider strategic policy;
- Approve budgets; and
- Monitor the progress and standards of the Academy.

The Trust would ensure that the Governing Body of the new Academy has representation from the local authority, parents, staff and the community. The Principal of the Shene Academy would be responsible for its day-to-day management and would be accountable to the Chief Executive Officer of the Trust via a local Managing Director.

Any LA directorship on the Board of the Trust would be agreed between the LAs in which AET Academies were situated and such directors would serve for a period to be agreed (perhaps 2 years). Additionally each LA would have one seat on the Governing Body of each Academy in its area.

Improving Standards

Leadership and Management

The Principal would be responsible to the Governing Body of the Academy, and would work to ensure that the new Academy is financially sound and achieves high standards for its students.

As an organisation, the Academies Enterprise Trust is committed to the notion that everyone has a leadership role. The Shene Academy would develop new leadership structures which would be clear and have at the heart of their design fitness for purpose. Staff will be offered two routes for promotion:

- Leaders of Pedagogy
- Leaders of Organisation.

These two routes would be supported by a set of common development courses which will allow teachers and support staff to change routes mid-flow and develop expertise. The underpinning foundation of the new model of Leaders of Pedagogy is the need to offer high quality classroom teachers the opportunity to be rewarded for developing their skills and expertise whilst being encouraged and focused on classroom learning and teaching.

For those teaching and non-teaching staff identified as potential Leaders of Organisations there would be fast track programmes to enable them to progress through to Academy Leadership positions as quickly as possible.

In line with AET principles and philosophy, the new Academy would seek to reduce the number of teachers in middle leadership positions and increase the numbers of teachers becoming Leaders of Pedagogy. It is the view of all Academies Enterprise Trust Academies that by enhancing the opportunities for teachers to become Leaders of Pedagogy engaged in activities such as active research Academies Enterprise Trust would be able to fulfil its stated vision to 'help students achieve world class learning outcomes by developing world class teachers in a world class community'

Improving Standards - Teaching and Learning

The Role of the Teacher

World class teachers have a deep professional commitment to ensuring that the learning outcomes of students are commensurate with their potential. Such teachers provide dynamic, challenging learning environments, continually updating their own knowledge and skills and have an intelligent appreciation of how different students learn. The world class teacher continually evaluates his/her own performance, actively seeking feedback for improvement and uses a variety of strategies, including leading edge technology to facilitate learning and provide a stimulating environment for students.

The Shene Academy would seek to develop a specialist teaching force that is skilled and competent in the eight skills of the teacher of the future. Our teachers would need to develop a wide variety of roles which would include:

- Subject content specialist and application of this in the classroom
- Literacy and Numeracy Consultant
- Customer Relations Manager
- Coach and Mentor
- Career Guidance Mentor
- Enterprise promoter

As teachers they would be encouraged to move from the 'sage on the stage' to the 'guide on the side' developing learners' skills of enquiry, critical analysis, creativity and learning. As the world has become more 'immediate', with change a natural consequence of progress, young people can anticipate not only living longer but changing jobs far more frequently. Children in Year 1 today will be working in 2050 and by then we can expect workers to be changing jobs and careers every three to four years as new industries emerge. Our role today is to give young people the skills to learn for the future and not just obtain a set of qualifications that reflects the past.

Research shows that excellent teachers are: responsible, learner focused,

informed, adaptable, challenging and professionally informed. CPD at the Academy, therefore, would be designed to improve every individual's attributes, knowledge, understanding and skills. The Academy Enterprise Trust would offer a menu of CPD processes and collaborative activities including sustained access to coaching and mentoring, an on-line CPD resource library and a research option. All training and development opportunities would be closely linked to student learning/outcomes, performance management targets, the Academy's improvement plan and professional standards. All programmes would be differentiated to provide opportunities for teachers and support staff at different stages of their professional lives/careers and to build on their prior learning - the aim is for all staff to complete regular self-assessments and build an e-portfolio in line with the relevant professional standards (QCPEA).

This personalised approach to training and development would include a commitment to high quality Initial Teacher Training (ITT) through SWELTEC, the Institute of Education and Central School (as at present) and this would focus on effective learning and teaching, continuous self-evaluation and utilising the knowledge, skills and expertise already present within our learning communities to enhance the ITT experience. All teacher training plans would, therefore, be structured to create the climate for learning, support the learning experience and establish a critically reflective attitude in all staff involved in the process that would ultimately result in self-motivated continuing professional development.

Learners

The world class learner is one whose potential is recognised by the teacher and whose programme of learning is suitably challenging and fulfilling. He/she is one who actively participates in his/her own engagement with knowledge and information and uses a range of thinking and problem solving skills to make sense of information and transfer that knowledge to new situations. The world class learner will share responsibility for his/her own learning and an ownership of progress. We would seek to create environments where:

- Learners are participating in a varied range of learning activities matched to their individual needs, interests and capabilities
- Learners are learning in an international environment characterised by collaborative work, problem solving and effectively communicating ideas
- Learners take greater responsibility for their own learning and assume new roles in supporting and mentoring peers and assisting knowledge managers
- Learners broaden their horizons and become global citizens, accessing resources and working with peers and mentors across the world via the Internet
- Learners acquire knowledge, skills and attitudes such as resilience, resourcefulness and the capacity to reflect will be essential for a successful and fulfilling life in this millennium
- Learners are regular, competent and discriminating users of technology in their daily activity of learning and managing knowledge.

Behaviour and Standards

The Academy would continue to foster better behaviour thus creating a learning environment which strongly promotes learning and high standards through promoting the principles of mutual respect and 'Discipline with Dignity'. (The current school philosophy described as the "Culture for Learning" has many similarities to this approach.) The Shene Academy would create an atmosphere where all students would feel that they are in a school which is "theirs" and where the whole organisation is designed to help them succeed. *The Academy's long-term aim would be for no permanent exclusions, as part of its approach to*

behaviour, respect, self respect and engagement.

The Academy is committed in its view that the traditional authoritarian model of managing student discipline is no longer appropriate or effective in a society which is vastly different from the 19th century and the monolithic education system within which the traditional discipline system is rooted. The Academy intends to ensure that its learners are empowered to take responsibility for their behaviours and to choose to act in an appropriate fashion based upon mutual respect; and the teachers of the Academy would create the climate to facilitate this process. This paradigm of behaviour management is integral to the ethos of the Academy. All staff, from trainee teachers through to the leadership team and all Academy support staff would promote discipline with dignity at all times.

The Academy would also continue to raise standards of attendance through thorough monitoring, pastoral support and ensuring the curriculum is appropriate to the needs of the individual. Assessment procedures would be reviewed to ensure they are in line with the personalised approach adopted by the Academy enabling the students to monitor their own progression thus giving them the autonomy for their own learning.

Personalised Learning

Personalised learning would be at the heart of the new Academy. Additional provision would be made to provide support for all students through:

- Learning Mentors (likely to be Teaching Assistants or Higher Teaching Assistants) who will be coaches, presenters and mentors, having responsibility for up to 25 students - they will review the last week, plan the coming week, for 15 to 20 minutes every week
- Learning Mentors who will work with parents and students to negotiate the individual goals over five to seven years
- Ensuring each student knows how they can move through the 'graduation' process of learning
- A web-based system which will support learning
- Provision of a log book for each student
- A web-based learning assessment portal which will be available to all teachers for recording, reporting and planning purposes.

Alongside the existing Academies Enterprise Trust Academies, the new Academy would know it has been successful in delivering personalised learning by:

- Assessment for Learning that feeds into lesson planning and teaching strategies, sets clear targets and clearly identifies what students need to do to get there
- A wide range of teaching techniques to promote a broad range of learning strategies, facilitated by high quality ICT that promotes individual and group learning as well as teaching
- Curriculum choice, particularly from the age of 14, and the development of a subject specialism
- The organisation of the Academy, including the structure of the day and of lessons, using workforce reform to enhance teaching and learning and to ensure consistency
- Links to services beyond the classroom, involving the wider community and families, parents providing strong support and the engagement of local authorities in the Every Child Matters agenda.

Inclusion and SEN

The sponsors believe that every student, whatever special educational need they may have, should have the choice of attending the school, have full access to the national curriculum, be able to participate in every aspect of mainstream life, and achieve their full potential. The Academy would ensure that students with special needs will not be segregated and marginalised; rather resources will be focused on enabling the fullest possible participation of students in the daily life and learning of the school.

The Shene Academy would realise this vision through the:

- provision of break out rooms to allow support staff to provide 1:1 intervention and support appropriate for the learner, as well as being able to work in partnership with the class teacher.
- Development of an Inclusion and Behaviour Centre with strong links to family support facilities where appropriate
- enhancement of ICT facilities and flexible work spaces, to deliver personalised learning, and allow the school to meet the needs of EAL students and those with emotional and behaviour difficulties and thereby raise standards.
- installation of lifts, ramps and hearing induction loops around key areas of the building to allow disabled students to participate fully with their peers, have access to all curricular areas and use appropriate resources for their learning. This will raise attainment and achievement for special needs students.
- provision of a well equipped special needs area, consisting of a medical room fitted with specialist equipment; meeting rooms where visiting specialists, such as the School Nurse, Education Welfare Officer, can meet privately with parents and students to discuss attendance and medical issues as well as deliver talks on ways to help support their child.
- Very close links to the Council's SEN support services
- provision of a well resourced counselling room.

ICT: Learning and Teaching

The new Academy would embrace the Academies Enterprise Trust vision for ICT. The management structure of the new Academy would have a position for a high level ICT leader and manager so that the importance attached to this can be delivered. The existing success of the Greensward Academy's 'thin client' approach to delivery ICT solutions would be capitalised upon to enable all students to have 365 day X 24 hour access to learning materials and their own files. The ICT platform in the new Academy would ensure a basic standard in every classroom such as data projector, wireless access and server based TV offering every teacher access to all multi-media resources. The Academy would seek to establish a common internet protocol telephony system and internet protocol video-conferencing that would offer students and teachers the opportunity to share facilities, resources and expertise. The new Academy would adopt the Greensward Charitable Trust eZe schools personalised learning platform so that all teachers and students would be able to access high quality lessons plans and programmes of study. Students in the Academy would be able to complete additional courses through this provision to add to the richness of their experience.

The Academy would adopt the vision of the Academies Enterprise Trust in seeking to facilitate through its ICT provision the growth of a learning environment where:

- Students are using a range of applications and curriculum materials, on-line information and knowledge as a routine component of the education process.
- ICT promotes a dynamic learning community where students are stimulated and engaged in learning and where teachers are facilitators of learning and knowledge management.
- Teachers are capable of employing a wide and innovative range of knowledge management strategies, creating learning environments which address the needs and aspirations of all students.
- Teachers use innovative practice for curriculum delivery in assisting students to seek knowledge.
- Teachers are readily able to monitor and plan the learning process of individual students.
- Teachers have access to an extensive collection of learning support materials and a world-wide network of professional colleagues and mentors via the Internet.
- Teachers work with colleagues in other locations around the world, sharing professional and curriculum development activities and expertise.
- Teachers take on new professional roles as mentors, facilitators, project coordinators and curriculum developers through the possibilities the Internet creates.
- Teachers use technologies to streamline administrative duties so that tablet technology for instance will reduce paper and increase dialogue and effectiveness.

ICT and the Academy's Website

The Academy would develop a state of the art website using the resources of its sponsors so that students and parents can be connected to the work of the school at any time. The Academies Enterprise Trust would be able to use its web specialists to enable this to happen. The rapid growth of home broad band and even web enabled phones increasingly owned by many school students would allow the Academy to use ICT to support learning outside of normal taught timetables.

Key Stage Three

During KS3, students would be given the requisite skills and competencies both to be successful at that key stage and to be able to make good choices at KS4 and navigate their way through the personalised curriculum. Competence in basic skills is crucial and the personalised learning agenda would ensure that through a combination of in-class support and targeted withdrawal programmes including Success Maker, Renaissance Learning, Multi Sensory Programmes, Catch-up and Integrated Studies students would be boosted in their learning and skill development. The predecessor schools have innovative practices at KS3 which would be carried through into the life of the new Academy. The QCA learning skills agenda and the approach adopted by the RSA 'Opening Minds' paradigm would be used to support the key stage three curriculum. The current school has piloted this approach for two years and the Academies Enterprise Trust would also use its extensive experience of this approach to embed this in the early years.

Improving Standards

Curriculum Development and Innovation

The Academy would adopt the vision of the Academies Enterprise Trust in ensuring that its broad and balanced curriculum is founded on a series of key principles:

- The curriculum will be designed to support the wider Academy organisation which promotes the development of self confidence and leadership in all students
- The curriculum will embrace wider curriculum opportunities that bring learning to life in vivid fashion.
- Students can progress at their own pace, taking exams when they are ready to do so. The current school already offers Y9 fast track and this will continue.
- Technologies, e.g. ICT, will be as available as electricity and seen as another utility which will facilitate learning in different contexts.
- Personalised learning will be a reality with a wide-ranging curriculum offer .
- Learning experiences will be coherent, integrated and not fragmented with an emphasis on learning and skill acquisition and transferral.
- The curriculum will turn the *Every Child Matters Agenda* from sentiment to actuality: personal development is integral to the outcomes of the curriculum and success measures for this curriculum.
- The curriculum will develop successful learners, confident individuals and responsible citizens.

Improving Standards

Using Academy Flexibilities

The Academy would take a proactive approach to the flexibilities available to the promote success and improvement. The sponsors would look to maximise the opportunities of the school day, school week and school year so that the Academy facilities were used to the full both for Academy students but also for the local community as part of the community hub vision for the school. The freedom to experiment with the curriculum would also be exploited since it is the sponsors' belief that matching a challenging curriculum to the needs of every student is the key to successful engagement and from that the route to good qualifications.

The 14-19 Curriculum and Qualifications for All Students

The Academy would deliver an effective and personalised range of learning and qualification routes based on the curriculum offered by Academies Enterprise Trust in their earlier Academy projects.

The Shene Academy curriculum would be 'broad and inclusive', with a rich selection of academic options, applied learning and vocational or work-related subjects so that all young people can thrive with a learning offer suited that stretches and engages them.

Key stage four students would continue to be able to choose from three Pathways:

- Pathway 1 will be aimed at the majority of our student population with a rich diet of traditional GCSEs combined with the opportunity to take at least one BTEC programme (Music and Business are currently offered) and/or applied learning options such as the Diploma in Creative and Media. The Academy will build on the current 24 subjects offered with opportunity of up to 14 GCSE qualifications depending upon options. The curriculum model will also allows these students to opt for an NVQ in addition to their GCSE programme. Typically, these students will move into A Level or other level three provision Post 16, including Advanced Diplomas.
- Pathway 2 will engage those for whom more vocational options are

- Pathway 3 students will be for those for whom traditional curriculum models fail to engage their enthusiasm and motivation. A personalised programme consisting of Functional Skills, ASDAN, Princes Trust ICT, access to Science and Work Based Training (through the 4U Programme or a training placement) will be designed to meet the needs of each student.

The new Academy would strongly promote this effective provision and the partnership across the delivering institutions which enable it to be so successful. Students would be highly motivated and placed on a programme which supports their learning style and personal aspirations. The percentage of Shene students who do not progress to further education, employment or training is already very low and the Academy would seek to reduce the percentage to zero.

The Academy would play a full role in the 14-19 Partnership for the borough, and, using the expertise and facilities of the Academy, would work with other schools and colleges to ensure a full entitlement for Richmond learners post-16,

Post-16

As an 11-16 Academy it would be vital for the progression routes to higher and further education to be well established and the Academy would play a full role in the local 14-19 Partnership. The Shene Academy would seek to organise some of the post-16 provision on its own site through a franchising arrangement with the two colleges and the wider 14-19 consortium. The Academy sponsors would work closely with both colleges in the borough in the preparations stages of the new curriculum to ensure that programmes are in place which allow all students to succeed on pathways that are appropriate and challenging for every student.

The Student Voice in the new Academy

The ethos of the new Academy would put students at the centre of the school. Since the Academy is designed, managed and run for the benefit of students the Academy would seek to develop each student's self awareness and knowledge of their learning and progress. The Academy would seek views of students as part of its general organisation. A student council would be one way to formalise this but the involvement of students as learners in and "customers of" the Academy would underpin the approach. Students would be taught to self assess their own progress and their weaknesses and strengths. In each subject area and in each aspect of the school's organisation students would be invited to become involved in improving the ways things are done so that their learning is at the heart of decision making.

Students would be invited to attend governing body meetings to contribute views on aspects of school organisation and student panels will be involved also in new senior staff appointments.

Academy students would be involved in real decision making about their education including feedback on teaching and learning, curriculum design and delivery and, where appropriate, working with the Senior Leadership Team.

Parents and the Community

It is clear to the sponsors that for the new Academy to succeed it must gain the confidence of local parents. The sponsors are aware of a number of local parents who have approached the authority seeking improved secondary schooling. The current roll of the school with the surplus places in the early years suggests that some local parents are not willing to support the school in its current form, despite the school's current best practice of which they appear to be unaware. The Shene Academy would be designed so that local families will clearly see that this school is designed for them and they would be encouraged to be involved in every aspect of the school. A Parents' Council would be established before the Academy opens and the active involvement of parents in evaluating the quality of provision, suggesting improvements to provision or offering volunteering for the Academy. Prospective parents would also be a key audience for the Shene Academy and parents of primary aged children would learn of the extensive work the Academy would undertake with local primary schools through joint teaching and the sharing of the Academy's specialist facilities.

The Academy web portal would signal to all that the Shene Academy is a local school for local families and the web site would be used to the highest level to allow parents access to pupil assessments and progress details and to encourage feedback to the school on any matter of concern. Parents would be welcomed into the school during the Academy day and appointments to view lessons and discuss programmes with staff will be arranged.

Teachers and Academy Staff

Earlier in this section we have set out the role of the teacher within the Academy. Without wishing to repeat the messages given earlier the sponsors believe that the commitment, expertise and knowledge of the Academy staff would be the key drivers of success. The Academy would aim to be seen by **all** staff as an outstanding employer promoting development and improvement of staff, drawing out talents, developing teamwork and leadership and creating a culture where all staff feel they are valued and properly rewarded.

The Sustainability of the Academy into the future

The earlier part of this Expression of Interest sets out the demographic need for the places to be offered by the Academy. The sponsors are very clear that for all those places to be filled it will be success of the students in the Academy in the early years that will drive the support for the school. The Academy would also work very closely with all the primary schools in the area and with higher education providers locally to place the school as the vital and indispensable link in the learning chain.

Primary School links

For the new Shene Academy to succeed in its aims it is vital that the best possible links are established with all local primary schools since it is the sponsors' aim to provide an outstanding school for local families. As part of that approach the sponsors intend to invite headteachers or governing body nominees from local primary schools onto the local governing body of the Shene Academy. Having a senior representative from those schools as a contributor to governance of the new school would be hugely helpful in forging strong curriculum links as well in all areas and in spreading the expertise of the two specialisms into the primary schools. The Academy would also consider appointing one or possibly two year six trained specialist teachers who could support the work of the primary schools in year six, or consider local primary teachers working in the Academy's year seven and/or eight, so that curriculum transition is excellent and so that primary schools believe they are fully

supported by the Academy. The work of the current school in this area, where primary school assemblies and governing bodies are attended, would be continued and built upon.

University and Independent School Links

The sponsors intend to set aspiration levels as high as possible for all students. A key feature of the Shene Academy would be formal partnerships established with Roehampton University so that higher education aspirations are encouraged in Academy students from an early age. The Aim Higher approach would be further developed throughout the Academy and University access days; gifted and talented sessions would be continued; and mentoring would all be available for Shene Academy students.

The local authority has been in discussions with Roehampton University and other HE providers regarding the provision of an enhanced continuing professional development (CPD) programme, to meet needs which would be identified by the Sponsors. Reciprocally, teacher-training placements for Roehampton students could be provided at Shene Academy, with mutual benefits. Roehampton is already working with Shene School by providing MA Education courses for staff, and its School of Education is considered to be one of its major strengths. More generally Roehampton has grown from being a teacher-training college accredited by the University of Surrey to become a well-regarded university in its own right and a key partner for the new school.

Alongside the higher education links the Academy would seek strong links with the independent sector including St. Paul's School locally. Shene School already has a partnership with St Paul's School, particularly in regard to Mathematics, and St Paul's also works with local primary schools, particularly Lowther. The Academy would aim to develop that partnership working further, since St Paul's could make a distinctive and high quality contribution to the future success of Shene by providing further opportunities for sharing of educational expertise and facilities.

Transformation through the specialisms of : English; and [to be confirmed]

The Shene Academy would rise to the challenge so essential to an outstanding secondary school of creating successful specialisms.

English

The provision of English as a specialism would build upon the achievements of the school in raising attainment in English (in 2009, 59% of leavers obtained an A* to C grade in GCSE English Language, almost at the national average of 62%), with the GCSE rate for English Literature being 72%, and would fit with the school's excellence in drama and the provision of the Diploma in Creative and Media. We believe that local parents want to see the delivery of excellence in traditional subjects and we see excellence in English as a cornerstone of the overall improvement of standards that the Academy will bring and sustain. This specialism would further support the wide range of Humanities subjects the school currently offers in KS4, because of the historical success of this Faculty.

Social Cohesion and the Academy as the Hub of Community Learning

The Academies Enterprise Trust is committed to ensuring that its Academies will be full members of the wider service community and beacons of effective Extended School delivery. The Academies Enterprise Trust has enjoyed a positive relationship with Cisco Systems and, through the Greensward Academy Site, has delivered training and development to other schools and colleges as

the larger Cisco Regional Academy. The Academies Enterprise Trust would ensure that the new Academy benefits from the skill and expertise and that it will become a partner delivering on the Academies Enterprise Trust vision of developing adult education and the wide range of cultural and sporting activities for the community.

Academies Enterprise Trust would use Ofsted success criteria to measure the effectiveness of all of its Extended Schools Provision across its Academies:

- Adults reach consistently high standards in line with those offered by the local colleges including Richmond Adult Community College.
- Teachers and support workers have very good specialist knowledge and understanding on how to develop learner’s independence
- The curriculum will be based on a detailed assessment of individual needs and an accurate assessment of the local socio-economic context
- Teachers, support workers and participants will carry out regular reviews on what has been learnt and how successfully, making adjustments to subsequent programmes where necessary
- Senior Managers will have a clear understanding of why such programmes are being offered, monitor the quality routinely and rigorously and show how they have contributed to raising achievement and promoting opportunities and inclusion within the school and wider community.

Summary

The new Shene Academy is determined to make an outstanding contribution towards transforming the life chances and life choices of its local students. The Shene Academy would become the school of choice for all local parents, and would be part of a growing network of successful Academies Enterprise Trust Academies.

Section 4: Sites and Buildings

4.1

The academy would be located at the following address:

Park Avenue,
London,
SW14 8RG.

The approximate size of the site to be transferred to the Academy Trust is: c 34,800 sq metres 3.48hectares

Please confirm that the proposed academy would have access to playing fields of a sufficient size to deliver its proposed vision and curriculum	Yes	X
If not, please explain how would the PE curriculum be delivered:		
Please provide details:		

Please attach a copy of the Ordnance Survey Map with the boundaries of the Academy site clearly marked.	Attached	X
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4.2

All parties are content with the selection of this site and no others are under consideration for this project.		
	Confirmed	X

The site of the proposed academy is owned by (mark one with an x)		
LA		X
Diocese		
CTC Trust		
Other		
If other, please provide details:		

If it is not currently a school site, please provide details of the ownership and current usage of the entire site and details of who would bear the costs of acquiring the site:

Note: If the site is currently a school site, it would be transferred at nil cost (or leased at nominal rent) to the Academy Trust prior to the academy opening, with terms agreed prior to Funding Agreement

If the site is owned by the LA does it intend to seek permission to dispose of any part of it?	Yes	
	No	X
	N/A	
If yes, please provide details and confirm that you would abide by PfS guidelines regarding contributions to the capital cost of the academy project.		

If the academy proposes to open in existing buildings (Section 3.3) please provide a description of the age, size and condition of these buildings:

Shene

Premise GFA (m2) 8,892 Date of survey 03/10/07 Construction year 1920.

Summary

Original Building (A1) The original building was constructed in the 1920s. It is a two-storey brick building with flat asphalt and green mineral felt roofs and pitched tiled roofs. Windows and doors are largely of timber. There have been some replacement units in UPVC and aluminium. Floors are of a solid construction.

WC Block (A2) The single storey WC block was added in the 1960s and is a brick

extension with a felt flat roof. Windows are timber. Floors are of a solid construction.
Large WC Block (A3) The single storey large WC block was added in the 1960s and is a brick extension with a felt flat roof. Windows and the door are timber. Floors are of a solid construction.

Science Block (A4) The 1980 science block is a two storey framed / brick construction with a pitched concrete tiled roof. Windows and doors are timber. Floors are of a solid construction.

Drama/Music/Humanities/English Block (B5) The drama/music block was constructed in the early 1930s. It is a two-storey brick building with flat asphalt, green mineral felt roofs and pitched tiled roofs. Windows and doors are largely of timber however there have been some replacement units in UPVC and aluminium. Floors are of a solid construction.

Art/ICT Block (C7) The two-storey art/ICT block was constructed circa 1980. It is a steel-framed, brick clad design with a pitched concrete tiled roof. Windows and doors are aluminium. Floors are of a solid construction.

Sports Centre (D8) The two-storey sports centre was constructed circa 1980 and is of a steel-framed construction with brick elevations and flat felt and pitched concrete tiled roofs. Doors are aluminium and timber. Windows are aluminium. Floors are of a solid construction.

Technology Block (E9) The technology block was constructed circa 1960; it is a steel-framed building with brick and aluminium curtain walled elevations. The flat roof is covered in green mineral felt. Windows and doors are aluminium. Floors are of a solid construction.

Library Resource (F10) The Library Resource is a steel-framed building, with cavity brick walls. Windows are timber-framed with aluminium external facings. Floors are concrete, with under-floor heating. The roof is mostly pitched and insulated aluminium, with a small section of single ply.

Fitness Centre (G11) Framed brick building with felt flat roof and high-level timber cladding. Windows are aluminium. Doors are timber and aluminium. Floors are of a solid construction.

Garages (H12 and I13) The garages are both of the same concrete panelled design with pitched asbestos cement fibre roofs and steel up and over doors. Floors are of a solid construction.

Block Name	Reference/	Construction Type	GFA (m2)	Construction Year
A/1 Original Building		Permanent	2,392	1920
A/2 WC Block		Permanent	12	1960
A/3 Large WC Block		Permanent	46	1960
A/4 Science Block		Permanent	559	1980
B/5 Music/Drama Block		Permanent	2,138	1930
B/6 Staff Room Block		Permanent	680	1990
C/7 Art/ICT Block		Permanent	1,071	1980
D/8 Sports Centre		Permanent	980	1980
E/9 Technology Block		Permanent	389	1960
F/10 Library Resource		Permanent	100	2008
G/11 Fitness Centre		Permanent	495	1960
H/12 Right Hand Garage		Permanent	15	1980
I/13 Left Hand Garage		Permanent	15	1980
X/1 External Areas		External area	34,847	1920

Building Condition

Roof coverings

The pitched tiled roof to the original building requires patching, and will require renewal in the near future. The asphalt roof over the offices requires renewal. Further inspection of the hall roof is required to establish its condition. Other felt roofs to the main block and toilet extensions are approaching the end of their viable lifespan. The pitched concrete tiled roof to the science extension is in fair condition, along with the roof to the art/ICT block and the 1990 Staffroom Block B6. The pitched tiled roof to the drama/music block requires some patching but is approaching the end of its viable lifespan. The pitched roof over the single storey section to the right hand elevation is in poor condition and requires renewal. Felt and asphalt flat roofs are in poor condition and require renewal in the immediate/near future. The felt flat roofs to the technology block and fitness centre are about halfway through their lifespan. The flat roof to the sports block appears to be in poor condition, although access was limited. The pitched asbestos roofs to the garages are in poor condition and damaged and require renewal.

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. High level cladding to the technology block was repaired in 2009.

External Windows and Doors

Timber doors are in many areas rotten and 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 original building require completely re-surfacing on completion of the current construction works. The remainder of the tarmac areas were at the time of survey covered/damaged by the construction works, a further assessment of their condition should be made on completion of the construction works. The area to the left of the fitness centre requires re-surfacing. The driveway adjacent to the front of the drama/music block requires re-surfacing.

Boundary Walls and Fencing

Boundary walls/fencing are of mixed types but generally in good condition. The defective fencing adjacent to the front of the drama/music block requires repair/renewal. The retaining wall/copings to the all weather pitch requires repair.

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.

INTERNALS

Ceilings

Ceilings are generally of suspended and plastered types. They are generally in fair condition with some instances of isolated light damage. Ceilings to the technology area are in poor condition and require general replacement. Older suspended ceilings to the original buildings tend to be in poor condition and require renewal, particularly where water stained.

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 wood 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, which have not been refurbished, should be improved. It was noted that although some areas have been refurbished, further deterioration seemed fairly rapid.

MECHANICAL

Heating

Heating is supplied to the A blocks by 2no Shaftsbury gas fired condensing boilers along with their auxiliary boiler equipment. They were installed in 2003 and are in good condition. Heat emitters and their associated steel pipework are aged and near the end of their economic life. Steel heat emitters in A4 are in satisfactory condition but the cast iron heat emitters are aged and approaching the end of their economic use. 2no Clyde CK30 dual fuel boilers replaced oil fire boilers and the associated boiler plant in the B blocks in 2008. The majority of the heat emitters in B5 are cast iron with steel distribution pipework, all of which are aged and near the end of their economic life. Steel heat emitters in B6 are in satisfactory condition as are their associated pipework. Block C7 fan convector heaters are in poor condition and aged but the steel radiators are in satisfactory condition. In block D8 heating is provided by Hamworthy gas fired boilers that are aged. The heat emitters are a combination of steel radiators and fan convectors and are nearing the end of their economic life. Block E9 is supplied by a gas-fired boiler which is aged and at the end of its economic life. Both steel radiators and fan convector heaters are aged and near the end of their economic life. Electric heating is present in F10 and in satisfactory condition. G11 is supplied with heating by gas-fired boilers and these and its heat emitters are in satisfactory condition.

Water

The majority of central waters are aged and approaching the end of their life except in block C7 where the unit is satisfactory. Point-of-use water heaters are sparsely spread through the school and are in various conditions. Hot and cold water distribution pipework is located in the majority of the blocks and is generally in satisfactory condition except in a small portion of the school where it is near the end of its

economic use.

Gas & Oil

Gas and oil pipework in the majority of the boilers houses is aged and approaching the end of its economic use.

Air Systems

Air conditioning is only located in Block G and is in satisfactory condition. Extraction fans are located sparsely around the school and are either in satisfactory or poor condition.

ELECTRICAL

Switchgear

The main switchgear in A and B blocks is aged and coming to the end of its economic life. Single and three phase distribution panels are situated in all blocks of the school. Where HRC type panels are present these are poor and at the end of their useful life, MCB type panels generally appear to be in satisfactory condition.

Lighting In Block A1 the majority of the fluorescent lighting and its associated wiring is coming to the end of its economic life. There is also a lack of emergency lighting in the block. In A4 the lighting is also aged and at the end of its economic use. The majority of the lighting in B5 is in poor condition and many of the diffusers are missing from the light fittings. There is also a lack of emergency lighting. Lighting in B6 is in satisfactory condition. In blocks C7, D8 and E9 the majority of the lighting is approaching the end of its economic life, although many lamps in the Sports hall and technology Block have recently been replaced; there is also a lack of emergency lighting. Lighting in F10 is in satisfactory condition and has dedicated emergency exit lighting present. In G11 the lighting is in satisfactory condition and has sufficient emergency lighting.

Power

Double sockets, both flush and surface mounted are located in all the blocks and are generally in satisfactory condition where they have been well maintained or upgraded. In a small number of areas the installation is aged and at the end of its economic life.

Security

A PIR type intruder alarm covers all the school except the library block (F10) and is in satisfactory condition throughout along with its ancillary equipment and wiring. CCTV is present in some sections of the school internally and externally and is in satisfactory condition.

Fire Alarm

There are two fire alarm systems that cover all the blocks except F10 and both have MICC wiring and sufficient break glass units and are in satisfactory condition, Other ICT cabling is present in the majority of the classrooms and offices providing internet access and white boards. The system is in satisfactory condition.

4.3

Please provide details of discussions with LA planners or legal advisors on any likely planning or legal restrictions that could preclude academy building development, lead to abnormal costs or impact on the proposed programme:

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 was adopted in 2009.

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). 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).

Shene School

The main planning constraint is that the two open parts of the site are designated as other open land of townscape importance (UDP: First Review ENV3) which policy seeks to protect and enhance. Development on land adjoining other open land of townscape importance would need to take into account any possible impact on the character of the open land. Any relocation of the floodlit pitch will need to take account amenity of neighbouring properties.

Should it be necessary to co-locate primary schools, special schools, Pupil Referral Units, youth or community groups currently sharing the site, please confirm that the LA would bear associated capital and revenue costs.

Yes (please give more information) X SEN currently under review in the LA. Outcomes not yet available.	Not applicable (mark with a x)
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Where required in response to site constraints or as a result of remodelling, please provide details of a decanting plan for existing occupants during construction and details of who

would pay the associated costs:

Please confirm that the LA would meet the cost of any off- site works that may be associated with the development of the academy.	
Confirmed	X

4.4

The Department intends to deliver all procurement through Partnerships for Schools (PfS) and Local Authorities. If approved, this academy would be procured through: (Please mark one with an x)	
BSF Local Education Partnership	
PfS National Framework	X

Section 5: Agreements

5.1 Sponsor Agreement

Some categories of sponsor (listed below) are not required to make a financial contribution to the endowment fund, or to sign a Deed of Gift. The Department would nonetheless expect the Academy Trust to establish the means of receiving and to use reasonable endeavours to raise donations.

Name of Lead Sponsor: The Academies Enterprise Trust The Academies Enterprise Trust intends to establish an Endowment Fund for the new Academy and will seek contributions up to £2m towards the endowment from its business partners within 10 years from the date of the Funding Agreement.
Amount of sponsorship to be contributed: N/A
Name of co-sponsor: the London Borough of Richmond upon Thames
Amount of sponsorship to be contributed: N/A
Governance arrangements i.e. composition of the trustee board and the governing body: The AET would be the legal entity that would run the Academy. Its Board of Directors/Trustees would include one local authority representative. The Shene Academy would have its own Governing Body. As described in its Accountabilities Framework the key duties of the AET Trust Board are to: <ul style="list-style-type: none">▪ Appoint Principals;▪ Consider strategic policy;▪ Approve budgets; and▪ Monitor the progress and standards of the Academy. The Trust would ensure that the Governing Body of the new Academy has

representation from the local authority, parents, staff and the community. The Principal of the Shene Academy would be responsible for its day-to-day management and would be accountable to the Chief Executive Officer of the Trust via a local Managing Director.

Any LA directorship on the Board of the Trust would be agreed between the LAs in which AET Academies were situated and such directors would serve for a period to be agreed (perhaps 2 years). Additionally each LA would have one seat on the Governing Body of each Academy in its area.

Please note: sponsors other than local authorities would appoint a controlling majority of the governing body

*The following categories of sponsor are not required to make a financial contribution to the endowment fund.

Please indicate if sponsor/s fall into any of the categories below:

Existing sponsor who has already contributed £2million as financial sponsorship	
University/College	
School or other educational establishment	X
Diocese	

Please confirm that sponsors understand and are content with the roles and responsibilities of the Sponsor, as set out in *Sponsorship Guide: Establishing an Academy*.

Confirmed	X
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5.2 Local Authority Agreement

Does the LA agree to all aspects of this proposal, including the admissions criteria proposed in Section 3?	Yes	X
	No	

Does the LA confirm that it would bring forward proposals for the closure of any predecessor schools?	Yes	X
	No	

Is this proposal included (or due to be included) within the LA's BSF Strategy for Change?	Yes	X
	No	

If you have answered no to any of these questions, please provide full details:

If this project involves a predecessor school, please provide details of the proposed consultation that the LA would undertake on its closure:
 Informal consultation meetings will take place during the autumn term of 2009; and the

formal, statutory consultation, including meetings at Shene and its linked and other primary schools, will take place in the New Year.

Where staff at existing schools transfer to an academy, please confirm that the LA agrees to indemnify the academy in respect of all employment costs relating to the period prior to the transfer, which will include without limitation the costs arising out of any equal pay claims relating to that period.

Confirmed

Please confirm that the LA would contribute towards the costs associated with TUPE as follows:

1. to meet all costs – including any severance, redundancy or associated pension costs associated with any restructuring resulting from or arising out of:

- an academy inheriting staff from more than one school
- Academy operating on fewer sites than predecessor school(s);
- Academy offering fewer places than at the predecessor school(s);
- the predecessor school(s) being overstaffed; or
- the predecessor school(s) running at a deficit.

2. to meet 50% of any other severance and associated costs incurred by an academy not covered by the criteria above.

All costs referred to relate to those incurred in the run up to the academy opening or at the point of opening (allowing time for the academy to follow due process) and not some time thereafter.

Not confirmed

Note: This issue was discussed between the LA and DCSF in 2008. The LA claims it cannot afford to contribute to redundancy costs associated with setting up the academy. DCSF officials will put this to ministers in the request to approve this EOI.

5.3 Neighbouring Local Authority Agreement

If the proposed academy is likely to have an impact on schools in neighbouring local authorities have these authorities been consulted about this academy project? London Borough of Hammersmith and Fulham; and London Borough of Wandsworth	Yes	X
	No	
	N/A	

Where applicable please provide details:

The previous Expression of Interest, outlining the in-principle decision for Sheen to become an academy, was circulated to all five neighbouring local authorities in August 2008 and no comments were received.

5.4 Governing Body Agreement

Is the Governing Body of any predecessor school(s) content with this proposal?	Yes	X
	No	
	N/A	
Where applicable please provide details: The Governing Body has been consulted on this proposal. They have not submitted any comments on this Expression of Interest.		

5.5 Learning and Skills Council (LSC) Agreement

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

<p>Is a letter confirming support attached? The LSC say: The LSC has written in support of an 11-16 academy, particularly in view of:</p> <ul style="list-style-type: none"> the proposals that the other two Academies are 11-16, outcomes of the Academies consultations, evidence related to the deficiencies and viability of small SSF, and the poor success of the 16-19 franchise arrangement undertaken at Shene a couple of years ago. <p>The LSC strongly recommend that Shene Academy (indeed all of the Academies) play an active role in the borough's 14-19 Partnership and encourage joint collaboration of all the borough's 14-19 institutions to ensure that the borough's 14-19 strategy best meets the needs of the learners.</p> <p>As per the Hampton and Twickenham Academy proposals, the LSC will respond to any formal consultation if it is published prior to the demise of the LSC on the 31st March 2010.</p>	Yes	X
	No	
If no - Please provide copies of any correspondence and give details of LSC objections:		

5.6 Diocese Agreement

Where the relevant predecessor school is a VA school, please confirm that the Diocese/Archdiocese has agreed to this proposal and has formal Board of Education / Diocesan Schools Commission agreement.	Yes	
	No	
	N/A	X
Where applicable please provide details:		

5.7 Miscellaneous

<p>The Department has established a Framework for the Project Management of academy projects following an open competition. This arrangement has been made to ensure compliance with the government procurement regulations and avoid lengthy competition processes. The ten project management companies appointed to our Framework have been selected on the basis of their experience, expertise and commitment to deliver a quality service.</p> <p>Please confirm that all parties are content for a Project Management company to be selected from the DCSF framework.</p> <p><i>*Please note that alternative arrangements may be agreed for multiple sponsors through discussion with the Project Lead.</i></p>	
<p>The sponsors expects that AET will project manage this Academy</p> <p style="text-align: right;">Agreed</p>	<p>X</p>

<p>Please confirm that all parties understand and are content with the roles and responsibilities of the Sponsor, Project Steering Group, Academy Trust, LA and PfS in relation to the academy buildings, as set out in <i>Delivering Academy Buildings through PfS</i>:</p>	
<p>Confirmed</p>	<p>X</p>

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

(Additional signature details may be inserted if there is more than one co-sponsor)

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 lead sponsor) The Academies Enterprise Trust

Name in full David Triggs

Position: CEO of the Academies Enterprise Trust

Date:

Signature

(For and on behalf of the local authority) London Borough of Richmond upon Thames

Name in full: Councillor Malcolm Eady

Position: Cabinet Member for Children's Services and Education

Date

Section 6: Contact details

Name of lead sponsor representative: David Triggs – The Academies Enterprise Trust

Address: Kilnfield House, Foundry Business Park, Station Approach, Hockley, Essex SS5 4HS.

Email: dattriggs@academiesenterprisetrust.org

Tel: 0845 453 0069

Mobile: 07818 066555

Fax: 01702 207605

Name of local authority representative: Matthew Paul

Address: Children's Services and Culture, London Borough of Richmond upon Thames, First Floor, Regal House, London Road, Twickenham TW1 3QB

Email: m.paul@richmond.gov.uk

Tel: 020 8891 7588

Fax: 020 8891 7714

Name of predecessor school representative: Tina Jones – Chair of Governors

Address: c/o Shene School, Park Avenue, London, SW14 8RG.

Email: tina.jones@interlinkpartners.co.uk

Tel: 020 8876 8891 (school number)