

THE KUNSKAPSSKOLAN ACADEMY AT WHITTON

RICHMOND UPON THAMES

EXPRESSION OF INTEREST FOR AN ACADEMY

TENTH 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 Whitton 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 Whitton Academy, since it believes the Academy route will offer the best chance of sustained long-term improvements in student achievement and success. This 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 the Sponsor have consulted widely on this proposed Expression of Interest and on the Academies programme in general. 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 two of the 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 Whitton 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 be designed to provide personalised learning for all

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of its students. There will be strong emphasis on achieving ambitious goals within a broad-based curriculum. The Academy will build upon the existing, successful, Sports specialism and develop a new specialism in Maths and Computing.

The Academy will serve the needs of the local community and will remain a member of 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. Our 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 Whitton 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 Whitton 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

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%	-	46.0%
LA Average	55.5 %	54.9 %	56.1%	57.8%	49.4%	48.3%
School	46%	41%	45%	41%	29.0%	30.0%

2. Predecessor School – Deprivation School Census Jan 2008			
	Pupils drawn from the bottom 10% of the most deprived wards in the country	School situated in the bottom 20% of the most deprived wards in the country	% pupils eligible for Free School Meals (FSM)
National Average 2007	-	-	13.1 %
LA Average 2008	9.0%	20.5%	15.3%
School 2008	12.0%	25.7%	18.7%

3. Predecessor School – Basic Characteristics						
	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	-	-	-	-	2.1%	10.5%
LA Average 2008	-	-	-	-	3.5 %	16.5 %
School 2008	n/a	739	n/A	1000	5.0 %	16.6 %

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	900	250	1150	Mathematics and Computing and Sports
	Opening Date	New Build Date	Building Route	Faith Design- ation	Sponsor(s)
Academy	2009	2013	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: Whitton School

School Address: Percy Rd, Twickenham, TW2 6JW

Local Authority: Richmond upon Thames (LA Code 318) (School 4016)

Type of Establishment: **Community School**

Gender: **Co-Educational**

Age range: 11-16

Is this a designated Faith School: **No**

Specialism(s) (if applicable): Sports College

2.3 School Population

Admissions Number: 200

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

Yr 7: 143 Yr 8: 146 Yr 9: 140 Yr 10: 169 Yr 11: 141

Number of Year 7 pupils admitted in:

September 2003: 131

September 2004: 165

September 2005: 147

September 2006: 137

September 2007 143

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: 13.6
2006: 15.3
2007: 16.5

2.4 Admissions

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

2.5 Leadership

Name of Headteacher: Jonathon Gillard

The Headteacher has resigned to take up a new post and will be leaving at the end of the 2007/08 academic year. The acting Headteacher is Mr Phil Davies.

2.6 School Improvement

Intervention status: **Causing Concern**

Please provide details: The school has been recently 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 in receipt of a tailored external support package? Yes No

If yes, please provide details:

The support has included:

- An intensive programme of support from the local authority national strategy consultants for English, mathematics, science, ICT and teaching and learning;
- Additional teaching and learning consultant time and funding to support the development of whole school intervention strategies;
- Additional funding for staffing to support the school strategy for improving attendance
- Headteacher leadership consultancy from the London Leadership Strategy;
- Additional Local Authority adviser support on the use of performance data and school self-evaluation;
- Funding and Adviser support from London Challenge to set up a

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performance collaborative and strategies for targeting improvements in the 'Key Marginal' groups at GCSE

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

The school works closely with local schools particularly in the delivery of their specialist schools sports programme. There has also been a partnership between the school and the local higher education provider (St. Mary's College) in setting up an learning and research community within the teaching staff. 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:

The LA will confirm the details of the revenue budget and any future assumptions.

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 Whitton 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 Whitton School prior to Academy transfer.

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Section 3: The Proposed Academy

3.1 Academy Population

Planned Maximum Number: 1,150*

GenderCo-Educational

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

Forms of Entry: 6FE

Admissions Number: 180

Primary and Pre-School

Nursery (age 3-5):0

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

Secondary

Years 7-11 (age 11-16): 900

Years 12-13 (age 16-19): 250**

**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.

Although there are four primary schools in Whitton - Bishop Perrin (year 6 is 30 places), Heathfield Junior (90), Nelson (60) and St Edmund's (60) - nearly all the children from the latter transfer on to Catholic secondary schools. The other three schools are all still linked to Whitton as part of the admission policy, but The Heathland in Hounslow actively recruits pupils from these schools (1 from Bishop Perrin, 18 from Heathfield and 10 from Nelson were offered places for September 2008 entry). Some of the girls transfer to Waldegrave (9 from Bishop Perrin, 9 from Heathfield and 6 from Nelson were offered places for September 2008 entry). Crane Park Primary in Hounslow (45) has established a link to Whitton for September 2009 entry, but it is uncertain as to whether the link would be maintained.

The admission number of the current school is 200 although this number of pupils has not been admitted for the last ten years. The recent year 7 intake was 143.

There are enough children within the local area to fill 180 places comfortably once the attractiveness of the academy becomes apparent to local parents, especially those of BME children who would otherwise see The Heathland in Hounslow as a more credible preference.

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The demographic projections for the borough for the next 15 years show that fewer places will be needed and six forms of entry are calculated as being the correct size for future demand.

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 Maths & Computing and Sports

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 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

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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 fair 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 Sponsor intends to prioritise siblings and those living nearest the school. The Sponsor is 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 Whitton area and the proposed criteria will maintain that intake. It is hoped that the Academy will prove attractive to those local parents who currently prefer secondary schools within Hounslow Borough.

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

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 Gateway SEN unit is part of the LA's current SEN provision on the current site close to the main school. The unit provides 20 places for students with Communication and interaction needs (autistic spectrum disorders). 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.

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The local authority is conducting a Borough-wide review of SEN provision. The place of the Gateway SEN unit 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 Gateway 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: N/A

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 Whitton 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 second KS Academy at Hampton) will be used to support the development of the KS Academy at Whitton.

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 Mathematics and Computing and Sports.

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 Whitton 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 Hampton 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 Hampton 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 Whitton 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 Whitton 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.

- *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

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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 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

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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.

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 Whitton 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 16.

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

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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.

The personalised nature of the Academy will allow students to take external examinations at different time 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 BTECs 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 Whitton will develop a new specialism within the context of local schools and within the Kunskapsskolan group of schools. The Academy will develop the existing specialism in Sports and a new specialism in Mathematics and Computing.

The new specialism will build on the work Whitton is already engaged in on the IT diploma and this work will be used to build up a strong offer in Mathematics. Kunskapsskolan will use its resources internationally to help support the development of the new Mathematics and Computing specialism.

The new specialism in Mathematics and Computing will be used to address the current underperformance in Mathematics at Whitton and at the partner KS Academy at Hampton. A strong link will be made to the KNC in Stockholm for joint curriculum development, sharing good practice and exchange programmes. The Computing aspect will build on Whitton School's links to Microsoft and Cisco and its place in the 14-19 Diploma programme for ICT.

The Academy will work with other Mathematics and Computing specialist schools in the area and with local primary schools to develop knowledge and understanding. The sponsor has started discussions with the predecessor

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school's SLT and will work with them to further develop the Science specialism during feasibility.

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 high tech industries such as Ericsson, ABB and SAAB. Similarly, the KS Academy at Whitton will develop its specialisms to allow use by other schools in the group.

The Sports specialism will build upon the work already begun by Whitton School, which, at the last Ofsted inspection, was judged to have made a considerable impact and to have developed an "outstanding collaboration with the Richmond School Sport Partnership". The Sports specialism has improved attitudes to learning through self-esteem and "ready to learn" programmes and these will be continued and widened.

Sport is a strength of education in schools across Richmond Borough. The Academy is well placed to develop the Sports specialism with its location near to Twickenham and Harlequins Rugby grounds, links to RUTC, which is a national leader in sports education and the presence on site of community access sports facilities.

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 and will focus on supporting students through the transition to the Academy.

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The sponsor has met with link primary schools and parents during the EOI process. This has highlighted opportunities for cross-phase working and work will continue to develop these during feasibility.

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

Secondary, Tertiary and Further Education

The Academy will remain a 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.

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 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 Whitton School 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 Whitton 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 Whitton, high achieving schools that are very 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 Headteacher. 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 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

Whitton School 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:

Percy Rd, Twickenham, TW2 6JW

In Feasibility the possible siting of a KS post sixteen provision shared with KS Academy at the current Hampton Community College will be investigated.

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

17290 sq m

Will the proposed Academy have access to playing fields of a sufficient size to deliver its proposed vision and curriculum? Yes No **NOT CLEAR**

Please provide details:

The current school has access to Lincoln Fields an area of Metropolitan Open Land on the opposite side of the A316. An application for a Football Foundation grant to improve the sports pitches has been successful and more than £600k has been awarded for work taking place over the next two years. The Football Foundation have delayed the required start date of the works until February 2009 so that the possible use of this land for temporary or permanent academy building may be investigated during feasibility.

Until that site and building design work is commenced it is not possible to say definitively whether the sports pitches will be available for use by the academy.

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):

The land adjacent to the school (Lincoln Fields) is Metropolitan Open Land. This land is used for field sports.

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:

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

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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 authority intends to retain the section of the site which currently houses the SEN unit. The LA has no plans to dispose of this part of the site. An LA wide review of SEN provision is underway.

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:

- Vodafone have two years remaining on lease on part of the site for a mobile phone mast.
- There is a footbridge across the A316 road. The bridge is owned by Transport for London. The bridge is currently only used for access to the playing fields located on Lincoln Fields. The bridge may not be suitable for more intensive use if this land were used for temporary or permanent academy building. This will need to be investigated during feasibility.
- The Metropolitan Police have 18 years remaining on a lease for part of the school building to house community support officers. The normal break clause is not until March 2011 but there is a clause that says if the site is to be redeveloped 6 months notice needs to be given
- Flooding sometimes takes place on the sports pitches although it is expected that the lottery funding for new provision will resolve this.
- Possible subsidence from the historic gravel pits will be investigated in feasibility.

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) 8,726 Date of survey 08/10/07 Construction year 1958

Summary

Original Building (A1)

The original building was constructed in the mid 1950's. It is a three storey concrete framed building with timber curtain walling, steel windows and timber doors, some of which are replacement units. Roofs are a mix of felt flat,

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pitched and profiled metal sheet designs. Floors are of a solid construction.

2003 Drama Extension (A2)

The single storey 2003 drama extension is steel-framed building with rendered elevations under a pitched profiled metal sheet roof. Windows are aluminium and the external door is timber. Floors are of a solid construction.

Sports Store (A3)

The single storey sports store extension to the sports hall is of a traditional brick construction under a felt flat roof and was constructed in the 1990's. Floors are of a solid construction.

Technology Block (B4)

The technology block is a two storey concrete framed construction with a felt flat roof. Windows are original aluminium and doors are of timber. Replacement doors and windows are largely aluminium. Floors are of a solid construction.

ASD Centre (B5)

The single storey steel-framed 2006 ASD building has brick elevations under vinyl sheet flat and concrete tiled pitched roofs. Windows and doors are aluminium. Floors are of a solid construction.

Sports Hall (C6)

The single storey system built sports hall was erected in 1987 as a temporary building. It has block walls clad with corrugated metal sheet. The pitched canopy tent like roof is of a system vinyl type sheet. Doors are timber. Floors are of a solid construction.

Learning Support/Drama Block (D7)

The two storey learning support/drama block was constructed in the late 1970's and is a framed building under a felt flat roof with vinyl covered timber effect cladding. Windows and doors are timber. The ground floor is solid while the first floor is of a timber suspended design.

Vodafone Building (E8)

The single storey Vodafone building was constructed in 1990 and is of a traditional brick construction under a pitched concrete tiled roof with timber windows. Floors are of a solid construction.

Garage (F9) The garage was erected in 2006. The building has a pitched corrugated cement fibre asbestos roof, concrete sectional panelled elevations and a steel up and over door. The floor is of a solid construction.

Block Name	Reference/	Construction Type	GFA (m2)	Construction Year
A/1 Original Building		Permanent	4,760	1958
A/2 Drama Studio		Permanent	204	2003
A/3 Sports Store		Permanent	21	1997
B/4 Technology Block		Permanent	2,028	1978
B/5 Therapy Block		Permanent	440	2003
C/6 Sports Hall		Permanent	723	1987
D/7 Learning		Permanent	464	1977
Support/Drama		Permanent	55	1990
E/8 Vodafone Building		Permanent	31	2002
F/9 Garage Block X/1		External area	17,102	1958
External Areas				

Building Condition

EXTERNALS

Roof coverings

The flat and pitched felt roofs to the main building are in a mixed condition and of differing ages. The majority of the flat roofs appear to be between seven and ten years old and are approaching the end of their viable lifespan. The pitched felt roof to the sports hall of the main building is in poor condition and requires renewal. The profiled metal sheet roof to the tower block is in fair condition. The profiled metal sheet to the drama extension is in good condition. The felt flat roof to the sports store, although currently watertight, is approaching the end of its viable life. The felt flat roof to the technology block is in poor condition and requires renewal. The pitched concrete and vinyl sheet flat roofs to the ASD Centre are in good condition. The pitched concrete roof to the Vodafone building requires some re-pointing and a replacement ridge where missing. The system roof to the Sports block is of a vinyl type tent construction. The building is realistically at the end of its viable lifespan. The garage roof is in good condition.

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; however the majority require a thorough overhaul / redecoration.

External Walls

Brick elevations to the original building are in fair condition, but are in need of some localised re-pointing. The original timber curtain walling is rotten and requires comprehensive renewal. The tower block has recently had new aluminium curtain walling installed. The metal cladding to the sports block is damaged and in a dangerous condition, it requires complete renewal if the building is to continue to be occupied.

External Windows and Doors

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

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Hardstandings

The tarmac areas are generally in fair condition with some areas requiring renewal.

Boundary Walls and Fencing Boundary walls / fencing are of mixed types. The steel gates to the front boundary require renewal. Other boundaries are generally in fair condition.

Drainage

There has been an ongoing problem with surface water drainage, this should be investigated further and addressed.

INTERNALS

Ceilings

Ceilings are generally of suspended and plastered types. Ceilings are generally in fair condition where they have been replaced. Older suspended ceilings tend to be 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 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.

Fixed furniture

Fixed furniture is generally in a serviceable condition.

Sanitary fittings

There has been a programme of some sanitary upgrade. Disused toilets to the three-storey section should be either removed or reinstated.

MECHANICAL

Heating

A new boiler was being installed in block A1 at the time of the survey and it is expected to be fully operational by October 2007. In the remainder of the school there various gas fired boilers, all of which appear to be in satisfactory working condition. Cast iron radiators in A1 and steel radiators in B4 are aged and coming to the end of their economic life. The heat emitters in the rest of the blocks are in satisfactory condition.

Water

Central water heaters and point of use heaters are generally in satisfactory condition throughout. Steel and copper distribution pipework for hot and cold water is located through all the school and it may be aged in the older blocks such as A1 and B4 but it is generally in satisfactory condition at present.

Gas

Gas pipework for the boilers and the kitchen cooking equipment is in

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satisfactory condition. The pipework in the kitchen area in block A1 is not marked correctly identifying it as carrying gas.

Air Systems

Only a small number of fans are located around the school however they are all generally in satisfactory condition.

ELECTRICAL

Switchgear

The main three-phase distribution panel is in satisfactory condition and appears to be well maintained, as does the three phase and single-phase distribution panels located in around the school. The majority of the panels are MCB type distribution panels.

Lighting

In block B4, the majority of the lighting is approaching the end of its economic life and there are no emergency lighting present either. In block A1 there have been a lot of localised upgrades to the lighting and these areas now include emergency lighting however there is still some lighting that is aged and providing poor light. In the remainder of the blocks the majority of the lighting is in satisfactory working condition and in block B5 it is in good condition as it was installed in 2006.

Power

Double socket outlets, both surface and flush in all the blocks appear in satisfactory condition and appear to have been upgraded in the school over the years.

Security

A PIR intruder alarm system with sufficient sensors covers the majority of the school except for block D7 where there is no alarm coverage. The school has an extensive CCTV camera system, which covers the main areas of the school both internally and externally.

Fire Alarm

An addressable fire alarm system covers the majority of the school and is in satisfactory condition as is its MICC wiring and associated plant. Other ICT cabling supplies internet access to the main teaching areas of the school and is in good 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

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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). 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 is that the playing fields to the south of the A316 are designated as Metropolitan Open Land ((UDP: First Review ENV1) which means that built development on this area could only be justified as an exception to policy. The playfields also adjoin the Crane Valley corridor which is a metropolitan open land, public open space and a site of nature conservation interest, and is within the River Crane Area of Opportunity. Development on land adjoining metropolitan open land would need to take into account any possible impact on the character of the open land.

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Whitton School is subject to a site-specific policy (UDP: First Review, Proposal W9) for increased public use of school facilities and sports fields.

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. The only potential decanting site locally is the Metropolitan Open Land currently used as playing fields. 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.

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

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 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 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 Children's 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:
Karen Bridger. Chair of Governors

Address: Whitton School
Percy Rd
Twickenham
TW2 6JW

Email: tattybear@blueyonder.co.uk

Tel:

Mobile:

Fax:

APPENDIX 2: 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. LSC response to Expression of Interest