



## Report of the Academy Task Group 31<sup>st</sup> October 2007

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# Wiltshire's First Rural Academy



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# Contents

<b>1:</b>	<b>Glossary of Terms</b>	<b>3</b>
<b>2:</b>	<b>Introduction</b>	<b>4</b>
	2.1 Purpose of Scrutiny Exercise	
	2.2 Terms of Reference	
	2.3 Methodology	
<b>3:</b>	<b>Background</b>	<b>6</b>
	3.1 The Government's Academies Programme	
	3.2 Wiltshire's First Rural Academy	
	3.3 Castledown School	
	3.4 Wellington College	
<b>4:</b>	<b>Findings</b>	<b>11</b>
	4.1 Project Management Arrangements	
	4.2 Design & Build of the Academy	
	4.3 The Academy's Impact on Surrounding Schools & 6 <sup>th</sup> Forms	
	4.4 An Academy for Local Pupils & the Local Community	
	4.5 Future School Building Projects	
<b>5:</b>	<b>Recommendations</b>	<b>26</b>
	<b>Appendices</b>	
	1. Expression of Interest	
	2. Note of Revenue Funding for Academies	
	3. Map of Schools within a 15km radius of Castledown School	

## **Acknowledgements:**

*The task group would like to thank the following for contributing to this report: Castledown School, Wellington College, Northampton Academy, Sparsholt College, Tidworth Community Area Partnership, Buro Four, Place Mace, the State Boarding School Association, the Cabinet Member for Education & Youth Development, the Ward Member for Tidworth & Ludgershall, Officers from the Department for Children & Education and the Department for Environmental Services*

# Preface

With this being the first academy project for Wiltshire, the first of its kind in Britain, and the first to be sponsored by an independent school, I was uncertain what to expect when asked to become Chairman of the Academy Task Group in May 2007. Now, six months later, I am proud to put my name to this report, which reflects the task group's support for the academy, whilst at the same time highlights a number of key messages, which as partners in the project, you are requested to consider, as plans are developed and visions turned into reality.

It has been a pleasure working with this small team of experienced councillors, teacher and diocesan co-opted members, drawn from the Children's Services Scrutiny Committee, to look at how this academy, which replaces the existing Castledown Foundation School in Ludgershall, will fit into the community. The improvement of the educational prospects of children from the surrounding area has been paramount in our aims. I would like to express my thanks to the task group and its support officer, for their dedication and professionalism throughout this scrutiny exercise.

Although Wiltshire County Council is responsible for providing the appropriate buildings and sports facilities for this new academy, the ethos and teaching are well and truly the responsibility of Wellington College. We are delighted to have Wellington College on board, especially as this is an opportunity to raise the 'educational' game in the area. The College's well respected military heritage will be a good fit with an academy rooted in a community, whose make up reflects the presence of the army and which will see its service family population grow in the coming years.

A key message the task group has continually highlighted throughout this scrutiny exercise has been the geographical location of the new academy, close to the Hampshire border. This therefore means that a significant number of pupils attending the academy will travel from Hampshire. We were reassured to find that the existing headteacher of Castledown School is already very active in the Andover Headteacher Consortium. It is hoped that, as this academy will also provide opportunities for the learning community in and around Andover, some financial support for this project might be offered from across the border.

This scrutiny exercise was commissioned to influence the first few steps of the project. It is hoped that this report will act as your guide and conscience in the formative months of the project.

At our final meeting with all partners, we felt we were given the chance to 'lead the horse to water'. Hopefully, this report will help to ensure that the water is drunk!

All partners in this project have the opportunity to progress this very interesting and important challenge. We wish you good luck as we continue to watch you from the sidelines.

**Tony Deane**  
**Chairman – Academy Task Group**

# 1: Glossary of Terms

<b>BSF</b>	-	<b>Building Schools for the Future</b>
<b>DCE</b>	-	<b>Department for Children &amp; Education</b>
<b>DCSF</b>	-	<b>Department for Children, Schools &amp; Families</b>
<b>DFES</b>	-	<b>Department for Education &amp; Skills</b>
<b>DG</b>	-	<b>Design Group</b>
<b>DSG</b>	-	<b>Dedicated Schools Grant</b>
<b>EOI</b>	-	<b>Expression of Interest</b>
<b>ESD</b>	-	<b>Environmental Services Department</b>
<b>fe</b>	-	<b>Forms of Entry</b>
<b>IB</b>	-	<b>International Baccalaureate</b>
<b>IT</b>	-	<b>Information Technology</b>
<b>LA</b>	-	<b>Local Authority</b>
<b>LAC</b>	-	<b>Looked After Children</b>
<b>LSC</b>	-	<b>Learning &amp; Skills Council</b>
<b>OPM</b>	-	<b>Overall Project Manager</b>
<b>PFI</b>	-	<b>Private Finance Initiative</b>
<b>NOR</b>	-	<b>Numbers on Roll</b>
<b>PFS</b>	-	<b>Partnership for Schools</b>
<b>PSG</b>	-	<b>Project Steering Group</b>
<b>SBSA</b>	-	<b>State Boarding School Association</b>
<b>SEN</b>	-	<b>Special Educational Needs</b>
<b>TCAP</b>	-	<b>Tidworth Community Area Partnership</b>
<b>TUPE</b>	-	<b>Transfer of Undertakings Protection of Employment</b>
<b>WCC</b>	-	<b>Wiltshire County Council</b>

# 2: Introduction

## 2.1 Purpose of Scrutiny Exercise

- 2.1.1** The Children's Services Scrutiny Committee asked for this scrutiny exercise to be carried out, mindful of the strong views which have been expressed nationally about the Government's Academies Programme, and as this is the first academy to be built in Wiltshire and first ever rural academy to be developed in Britain. The purpose of the scrutiny exercise has been to evaluate key aspects of the academy project with a view to influencing it during the early part of its feasibility phase.

## 2.2 Terms of Reference

- 2.2.1** The Academy Task Group's terms of reference was to:
- evaluate the main benefits and risks of the academy project
  - evaluate the impact of the academy on surrounding schools and 6<sup>th</sup> forms
  - consider admissions' policy issues
  - evaluate the impact of the academy on prospects for receiving future BSF funding
  - secure an assurance that the academy would work with the local community and facilitate and encourage community use of its premises

## 2.3 Methodology

- 2.3.1** The Task Group was chaired by Mr Tony Deane, councillor member of the Children's Services Scrutiny Committee (with international experience in scrutinising and delivering major projects and procurement exercises), and consisted of the following other members from the Children's Services Scrutiny Committee:

- |                    |   |
|--------------------|---|
| Mr Bill Moss       | - County & District Council member with experience in scrutinising education policy and children's services matters |
| Mr Patrick Coleman | - County Council member for 18 years with a keen interest in education and children's services matters              |
| Dr John English    | - County & District Council member with a keen interest in education matters and children's health and wellbeing    |
| Dr Mike Thompson   | - Clifton Roman Catholic Diocese co-opted member and Chairman of Governors, Salisbury College                       |
| Mr John Hawkins    | - Teacher co-opted member with over 30 years of experience  |
| Mrs Jacqui Goodall | - Former Chairman of the Wiltshire Association of Secondary Headteachers and co-opted member of the Committee       |

**2.3.2** The task group heard evidence from:

- Castledown School
- Wellington College
- Northampton Academy
- Consultants from the project management companies contracted to develop and construct the academy (Place Mace & B4)

Wiltshire County Council Members & Officers:

- the local councillor for Tidworth and Ludgershall
- the Cabinet Member for Education & Youth Development
- the Director of the Department for Children & Education
- the Assistant Director – Schools
- the Assistant Director – Major Projects
- the Head of School Buildings & Places
- the Head of Procurement & Contract Management
- the Admissions Officer
- the Secondary School Team Leader.

**2.3.3** The task group also issued an ‘invitation to comment’ consultation message to the following:

- all schools and 6<sup>th</sup> form colleges located within a 15km radius of Castledown School
- Hampshire County Council
- the Wiltshire & Swindon Learning & Skills Council (LSC)
- the Hampshire & Isle of Wight LSC
- teacher professional bodies
- the Tidworth Community Area Partnership.

# 3: Background

## 3.1 The Government's Academies Programme

- 3.1.1** Academies are publicly funded independent schools providing for local pupils of all abilities, established by a variety of sponsors, including educational foundations, universities, business, private school trusts and faith communities. Generally, they replace existing schools facing problems of low achievement. The principle behind the academies' programme is to raise standards in state of the art, latest technology, buildings in areas where schools struggle to enable pupils to reach their true potential.
- 3.1.2** The two main objectives of Academies are:
- challenging the culture of educational under-attainment and delivering real improvements in standards to academies and their local family of schools;
  - increasing choice and diversity by creating a new type of school that provides a good standard of education
- 3.1.3** Academies have greater freedoms than other mainstream schools with regard to setting the curriculum, planning the school day/year, governance and leadership structures, teaching and pay conditions.
- 3.1.4** By September 2007, there were over 80 academies open in over 50 local authorities, with at least 100 more under construction or firmly committed. In the longer term, the government is committed to establishing 400 academies, with at least 200 open or in the pipeline by 2010.
- 3.1.5** The government's academies' policy, which began in 2000 has evolved over time and is now integrated with the Building Schools for the Future (BSF) initiative, the 14-19 curriculum, Every Child Matters and the Extended Schools agenda.

## 3.2 Wiltshire's First Rural Academy

- 3.2.1** Cabinet considered a report on the 27<sup>th</sup> February 2007 which provided information on the proposal to build Wiltshire's first rural academy to replace Castledown Secondary School at Ludgershall. The background to this proposal was detailed in this report, and explained that the DfES had first approached the Wiltshire Local Authority (LA) in 2003 suggesting that an academy be developed in Wiltshire, made up of students from Avon Valley College, Durrington and Castledown Secondary School, Ludgershall. At that time, the attainment of pupils in both schools was low, with Castledown being in Special Measures between September 2003 and June 2005, and Avon Valley also being in Special Measures between September 2000 and February 2002. The DfES was however unable to secure a suitable sponsor at the time and so the initiative was put on hold.

- 3.2.2** In March 2006, the DfES approached the LA again saying that a sponsor had been found to establish Wiltshire's first ever academy, and that this sponsor would be Wellington College, an independent (mainly boarding) school in Crowthorne, Berkshire.
- 3.2.3** The DfES asked the LA to consider in its plans for an academy the provision for children to board, and a focus on armed and other uniformed cadet activities; Wellington College's foundation having been to educate the sons of men who had died in service and due to its continued links to the armed services, assisted by its proximity to Sandhurst Military College.
- 3.2.4** From the outset, Castledown School was keen to join in discussions for this academy proposal. Avon Valley College however maintained a number of reservations, including concern that the two school sites, being 11 miles apart, could not be sufficiently led by one headteacher and governed by one governing body, that their current buildings only required minor repairs, and that their specialist sports targets would not be met by delivering sport activities on a site 11 miles away. As a consequence, Avon Valley College's governing body agreed to pull out of negotiations for the development of this academy.
- 3.2.5** From January to May 2007, the LA, the DCSF, Wellington College and Castledown School have worked together to establish the Expression of Interest (EOI) document (Appendix 1), required as part of the early stages of an academy's proposal. The EOI establishes the vision for the academy, clarifies key statistics and basic characteristics of the predecessor school, and outlines the academy proposal. The draft EOI sought approval for an academy with capacity for 1200 pupils in total, with 6 forms of entry (fe) per year group and including provision for 300 students in the 6<sup>th</sup> form. This draft EOI also proposed that the name of the academy be Wellesley, after Arthur Wellesley, Duke of Wellington, and that the specialisms be Business & Enterprise, as requested by Castledown, and Modern Foreign Languages, as requested by Wellington College.
- 3.2.6** In considering this academy proposal, Cabinet was informed that Castledown's Governing Body was in agreement in principal with the EOI, subject to the following issues being satisfactorily addressed:
- (a) the need for sufficient levels of local representation on the new governing body
  - (b) the Funding Agreement should include a clause relating to the transfer of the land and school site from the Castledown governing body to the new Academy Trust, stating that the site must be used for secondary education in perpetuity
  - (c) that Castledown school staff are kept informed of development on a regular basis and are transferred to the new academy on TUPE terms
  - (d) that the number of looked after children (LAC) boarding at the school should not exceed 20 and that no more than 6 LAC should be in a single year group at any time \*



- (e) that continued community use of the sports centre be maintained and greater community use of the school site be offered (Lifelong Learning)
- (f) that what is proposed must be more beneficial for the future students of the Tidworth Community Area than the current school could provide.

*\* The DCSF advises that it is not lawful to limit the number of looked after children as in (d) above.*

**3.2.7** Also in considering this proposal, Cabinet was informed of a number of risks so far identified in the academy proposal, including:

- (a) the impact on the continuing viability of surrounding schools
- (b) the potential for capital costs being incurred by the LA in relation to any off-site works associated with the development of the new buildings
- (c) the potential for 'decant costs' and disruption to the operation of the school associated with a phased demolition and rebuild
- (d) potential pressures on staff capacity in a number of departments, mindful of the council's already extensive capital programme.

**3.2.8** The Cabinet report included clarification that the funding to build the academy comes from the DCSF and that most costs are contained within this funding allocation, with the exception of that listed at 3.2.7(b) above. Also, the revenue costs of an academy are funded directly by the DCSF and pupils are not counted within the Dedicated Schools Grant (DSG) settlement for the authority. A corresponding deduction is made to the LA's DSG to reflect this central funding mechanism. The task group has since been informed that from April 2008, the method by which DSG is deducted from the LA changes for new academies, and will be based on a "recoupment" model. Appendix 2 is a note from the Head of Finance, DCE regarding changes to the revenue funding for academies.

**3.2.9** After careful consideration of this report and proposal, particularly with regard to the potential impact on surrounding schools, the need to devise a long term strategy for secondary schools in the south east of the county, and the need to clarify the likely off-site development costs, the following Cabinet decision was reached:

- (a) *To note the content of this paper and to approve the EOI subject to clarity and affordability related to any off site costs, in order that the Academy proposal for the South East of the County moves into the Feasibility Stage, and that the signing off of the final version of the EOI be delegated to the Cabinet Member for Education and Youth Development.*
- (b) *To note that the next stage will be an update to the School Organisation Committee\* and eventual closure of Castledown Secondary School and approval for the opening of the Academy.*

*\* The School Organisation Committee was disbanded in March 2007, and the update referred to in (b) above will therefore be submitted to Cabinet in due course.*

## 3.3 Castledown School

**3.3.1** Castledown Foundation School is located on a large, semi-rural site close to the Wiltshire / Hampshire border and primarily serves Tidworth, Ludgershall, the Collingbournes and local hamlets. Approximately 40% of the pupil population is drawn from service families. The current headteacher was appointed in 2004/05 tasked with improving the school or taking steps for its closure. Since that time, significant improvements in teaching and learning have been made, and in 2006 Castledown became the highest performing school in the area, including Andover. The provisional performance figures for attainment at GCSE level in 2007, show that 26.4% of pupils achieved at least one A\* or A grade, and 50.6% achieved 5 A\*-C grades. The latest Ofsted Inspection Report (September 2007) includes the following quote:

*“Castledown School provides students with a good education. Many aspects of the school have improved over the past three years. These improvements can be directly attributed to the strong leadership provided by the headteacher and the senior leadership team.”*

This improved performance is resulting in a consistent increase in pupil numbers, with 446 Numbers on Roll (NOR) in September 2006 and 532 NOR predicted for September 2008.

**3.3.2** The school has commissioned an architect and quantity surveyor's evaluation of the current building stock, to assess their condition, uses and potential for adaptation or complete replacement. In parallel with this evaluation, the school has drafted some initial curriculum plans and rooming requirements for the new academy which estimate a 50% increase in the floor space and recommends a 100% new build of the academy in three phases:

Phase 1: construction of new academy on playing fields to the east of the site

Phase 2: move into the new academy buildings / demolition of old buildings

Phase 3: construction of new sports centre on site of existing school and demolition of existing sports centre

**3.3.3** The initial curriculum plans are designed to meet the needs of a wide range of pupil ability, including those with special educational needs, as Castledown School is currently facilitating. The rooming requirements include provision for an SEN Suite. The school recognises the need for both academic and vocational courses and a collaborative working relationship with other schools and 6<sup>th</sup> form providers across south Wiltshire and Hampshire.

**3.3.4** The school and headteacher particularly welcome being more actively involved in the development of the academy project than other predecessor schools have been, especially as it has established a strong and well respected presence in the community.

## 3.4 Wellington College

- 3.4.1** Wellington College was founded by Queen Victoria and Prime Minister, The Earl of Derby, in 1859 as the national monument to Britain's greatest military figure, the Duke of Wellington. The College provides co-educational day and boarding school facilities, with a strong military heritage and well developed local, national and international links. In 2007, its GCSE pupils attained 70% A\* and A grades, with all pupils achieving 5 A\*-C grades. Its Master, Dr Anthony Seldon is reputed for his intentions to spread the benefits of private education and at the same time learn from the state sector, appreciating the benefits of both academic and vocational achievement.
- 3.4.2** The College's motives in sponsoring this academy project are:
- (a) military: confirming and promoting a long standing military heritage
  - (b) philanthropic: 'giving back' to the wider community and doing something for the public good. This allows a stronger justification for the College's charitable status required by the Charities Act 2006
  - (c) education: spreading best practice and academic excellence, and providing a more rounded education to Wellington College pupils.
- 3.4.3** The EOI includes the following statement:
- “Anthony Seldon, as master of Wellington College, will have a direct influence on the development of the academy and the realisation of the vision. He will be involved in the sharing of good practice and will want to ensure that both schools benefit from each other.”*
- 3.4.4** Through a personal donation from one of its governors, Wellington College will be sponsor and lead funding partner for the academy. As a consequence, a £2m endowment fund will be set up, from which annual revenue income will be used over the lifetime of the academy to benefit the students and the community to counter the educational impact of disadvantage.
- 3.4.5** Until 2006, sponsors were required to provide £2m towards the capital costs of academy projects. However, the use of this funding as an endowment trust, now prevents bricks and mortar discussions from dominating developments, and consequently more sponsors have expressed an interest in becoming involved with academy projects.

# 4: Findings

## 4.1 Project Management Arrangements

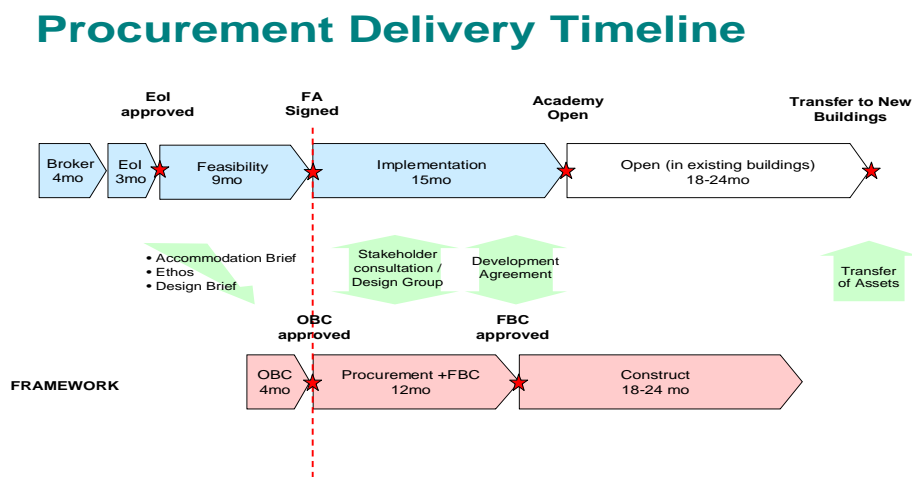
### 4.1.1 Setting Up Process

The process for setting up an academy consists of five key phases:

- Brokering - when the DCSF works with the sponsor and the LA to develop the vision for the academy
- EOI - when the sponsor and LA devises a document outlining the sponsor's vision, ethos, specialisms, proposed site and age range of the new academy. Once approved by the DCSF, funds are released to begin exploring the feasibility of the project
- Feasibility - when the plans for the management and operation of the academy are explored, a Funding Agreement is devised and the development of the academy's buildings are designed
- Implementation - when preparations are made for the opening of the academy, including finalising leadership and staff appointments, agreeing the curriculum, developing marketing and collaboration activities and developing a school improvement plan. Early in this phase the Academy's Principal Designate is appointed who is responsible for the start-up activities
- Opening - during and beyond which the sponsor provides ongoing challenge and support to establish the vision and deliver sustainable improvements in education

### 4.1.2 Procurement Delivery Timetable

The approximate timetable followed in setting up an academy is illustrated in the timeline below:



#### 4.1.3 Partnership for Schools Project Framework

Unlike most other academies, Wiltshire's first rural academy will be built prior to the LA receiving BSF funding and therefore it will not be developed as part of the LA's BSF Strategy for Change programme, but instead will be delivered through the Partnership for Schools (PfS) National Framework.

4.1.4 The task group was commissioned to gather information and formulate views on the feasibility phase, during which two parallel processes are followed (as illustrated in the Project Framework Structure below). The processes can be summarised as:

(a) Wellington College working closely with the DCSF to appoint an Overall Project Manager (OPM) and to set up the Academy Project Steering Group (PSG), which prepares the way for the setting up of the Academy Trust. The role of the PSG is to:

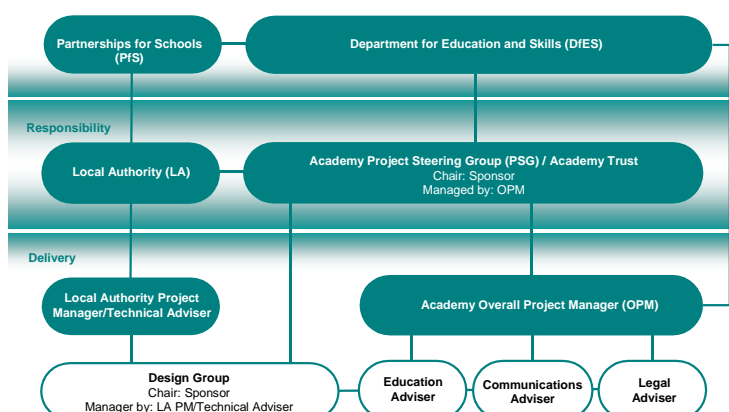
- develop and agree the education vision and design brief including the curriculum model
- develop and agree staffing and organisational policies
- develop and implement the consultation plan including publicity and PR
- establish the Academy Trust

(b) the LA working closely with PfS to appoint a project manager / technical adviser to undertake the day to day running of the project on the council's behalf

4.1.5 Wellington College, with DCSF funding, has appointed Place Group as the OPM. This is a consultancy company working in the field of children's services and education, with a broad range of experience in local authority strategic planning, operational planning and delivery, leadership development, change management and schools' improvement. Place Group is currently managing 11 academy projects.

4.1.6 The LA, with DCSF funding of £250,000, has appointed Buro Four (B4) as the project manager tasked with the day to day running of the project, and Gleeds as the Technical Adviser. B4 is an independent project management and consultancy company currently acting as the construction project managers for 14 academy projects, and Gleeds is a construction company with over 120 years of experience, including school building projects.

### Framework Project Structure



**4.1.7** The processes described in 4.1.4 merge through the establishing of a Design Group (DG), to be chaired by Wellington College, managed by B4, and tasked with:

- (a) being the guardian of the sponsor’s vision
- (b) being the main stakeholder body for consultation on all design matters
- (c) being responsible for ensuring the design is within the agreed funding
- (d) setting the design quality indicators for the project
- (e) signing off the final designs by the preferred bidder

**4.1.8** The main responsibility of the LA in the academy project is to procure the building/s which is carried out by the appointed project manager (B4), and through the stages listed in Table 1 below. This table includes an approximate timeline for the feasibility phase.

Table 1 – Feasibility Phase

	Stage	Timescale	Approx. Timeline
Stage 0	Preparing for an academy project	Preparation of a Project Initiation Document – 2 weeks	Complete in July 07
Stage 1	Outline Business Case	12-16 weeks	Complete in Mar 08
Stage 2	Initial Engagement & Shortlist of Contractors	4 weeks	Complete in May 08
Stage 3	Invitation to Tender and Evaluation of Tenders	16-20 weeks	Complete in Jul 08
Stage 4	Final Business Case and Contract Signature	16 weeks	By Mar 09

**4.1.9** Wellington College is responsible for the preparation of the Funding Agreement for the Academy, which is a legally binding agreement between the Academy Trust and the Secretary of State to establish the academy. The LA is involved in the development and finalising of this Funding Agreement.

**4.1.10** Whilst noting that the DG helps to pool all the different processes of the project together, the task group nonetheless is concerned about the potential risk arising from separating the roles and responsibilities of Wellington College and the LA. The task group would like greater reassurance that, in being responsible for managing the construction of the academy buildings, it can also influence the overall project in terms of the education vision, curriculum model, staff and organisational policies and governance arrangements. The task group considers that without this influence, there is a risk that the academy could be developed without the needs of local pupils and the local community to the forefront.

#### **4.1.11** *Provision for SEN*

Also, the task group is keen to ensure that the new academy provides suitable support for children with Special Educational Needs (SEN). Whilst it notes from the EOI that there is no intention to include a specific unit within the academy, the EOI does indicated that the academy will provide support for pupils with SEN in line with the SEN Code of Practice and to reflect the LA's SEN policy and guidance, giving an emphasis to early identification and intervention. Members of the task group visited Stanbridge Earls School in Hampshire to witness first hand how this independent, co-educational day and boarding school for pupils aged 10 – 19 provides for pupils with specific learning difficulties. The key messages brought back from that visit were:

- (a) staff clearly felt that thorough initial assessment of each individual pupil was absolutely vital if an effective learning programme was to be devised, together with inclusion in mainstream teaching where appropriate;
- (b) the school clearly felt that pupils made the most progress by having the opportunity, dependent on need, to attend a centre/unit away from the classroom for one-to-one or small group sessions.

#### **4.1.12** *Castledown School's Involvement*

The task group has learnt of the reluctance of the DCSF to allow the involvement of predecessor schools in the development of academies, mainly due to the objective of other projects being to replace a failing school. The task group considers that there is no need to apply this rule to this project, Castledown not being in a socially deprived urban area and not underperforming. In fact, the task group maintains that the improving performance and popularity of Castledown needs to be viewed as the starting point in ensuring that the most appropriate academic environment and standards for the new academy are in place from day one, leaving any plans to exercise curriculum innovation to a later phase of the academy's development.

#### **4.1.13** *Impact on Staff*

With academies intended to revolutionize traditional methods of running schools, including freedoms for the curriculum, operating hours, staff terms and conditions, there is a need to manage appropriately and with sensitivity the transfer of existing staff. The transfer of staff should be in accordance with TUPE regulations and in line with best practice. The task group regards as vital that robust support for staff should be in place for the day to day running of the academy. The headteacher and governing body of Castledown have stressed that in order for the current strengths of the school to be maintained and carried through to the new academy, careful thought must be given to the impact on staff now (and the consequent impact on pupils), especially as the consultation notice on the closure of the school is due to be issued in November 2007.

#### **4.1.14** *Risks to the Project*

The LA is responsible for managing a number of risks associated with the project, including contractual, financial, planning and resources. In addition to the project management and technical expertise which is being funded by the DCSF, there is a need to identify and allocate other staff resources from within the council to assist with the academy project. The task group has been advised by the Head of Procurement & Contract Management that internal governance arrangements for the project should be established to formalise these resource matters. However, the task group has also been advised by the Assistant Director (Schools) that there is a lack of officer capacity, particularly within the School Buildings & Places Team, and it considers this to be a key risk to the overall success of this and future school building projects.

#### **4.1.15** The top seven high level risks that have been identified by the PSG are:

- (a) size of the academy not sufficient to meet army and parental demands
- (b) PFS show insufficient time to construct new build by 2010
- (c) impact of the growing popularity of the academy on the numbers of surrounding schools
- (d) no clear brief as yet for the proposed boarding facility
- (e) uncertainty as to how much boarding provision is required
- (f) DCSF's uncertainty regarding how to provide capital and revenue funding for the boarding facility
- (g) size of the 6<sup>th</sup> form in needing to deliver a viable broad course offer, including the International Baccalaureate (IB)

#### **4.1.16** A risk identified by the council's Assistant Director – Major Projects has also been brought to the task group's attention, with regard to the overall capital costs of the project (not just those relating to off-site works) not being covered by the DCSF.

#### **4.1.17** Advice received by the task group during the early part of its work was that to ensure appropriate oversight of the project, its progress and risk management plan, a 'Gateway Review' process is recommended so that the LA can review at set times whether or not the project was working to time, cost and its original business plan.

## **4.2. Design & Build of the Academy**

### **4.2.1** *Capital Costs*

The capital project costs for the academy are estimated at £20m, provided by the DCSF. Provision is being made in the LA's capital programme to fund up to £0.5m for possible off-site costs, such as highway improvements and enhanced access arrangements to the new academy.



#### **4.2.2** *Design Features*

The task group has carried out visits to Castledown School and to the Northampton Academy as part of its evidence gathering, and, for a separate scrutiny exercise, its members were also involved in a tour of the North Wiltshire PFI Schools in June 2007. Whilst the task group found many good design features at the Northampton Academy, and members noted a number of positive developments at the PFI Schools, the following design faults have also been registered which the task group would not wish to see repeated in the academy project:

- (a) poorly designed heating and ventilation systems
- (b) no window blind systems to deflect sunlight from smartboard screens
- (c) insufficient outside provision for sport recreation
- (d) insufficient storage facilities for individual pupil belongings
- (e) insufficient storage facilities for design and technology classrooms and musical instruments
- (f) insufficient space for administrative purposes
- (g) inadequate signage both to market and promote the school externally and for signposting purposes internally
- (h) lack of sustainable materials used in the construction of the buildings.

#### **4.2.3** Key features built into the design and organisation of the Northampton Academy, which the task group would like to see replicated in this academy project include:

- (a) CCTV for general monitoring purposes, but especially to police bullying, smoking and other anti-social behaviour
- (b) wide, light and airy corridors facilitating orderly student movement throughout the building
- (c) split classroom designs especially for IT and Music, giving space for individual and group work
- (d) a separate area dedicated to pupils needing additional support
- (e) a number of open spaces for pupils to log on to computers at any time
- (f) state of the art IT and other modern technologies
- (g) a separate office for a team of mentors and a family support officer
- (h) an overall building structure which can easily adapt to the changing needs of the curriculum and the academy's vision
- (i) the recruitment of a full-time Facilities Manager onto the senior management team to carry out a professional oversight and to supervise a team of site managers
- (j) the use of senior members of staff to patrol the school during every lesson and break
- (k) the use of non-teaching staff to supervise each school block throughout the day
- (l) cleaners employed throughout the day to maintain a high standard of hygiene and appearance.

**4.2.4** With the LA being responsible for the design, build and delivery of the academy, and mindful that this is to be managed through a National Framework Contract model and directed by PfS, the task group considers that strong representations should be made for there to be sufficient capital funding and scope within the process for innovation, particularly with regard to:

- (a) the architectural design of the new buildings
- (b) the use of sustainable materials in the new buildings
- (c) constructing a school building that is fit for purpose to respond to the modern requirements of the curriculum
- (d) ensuring that the shortcomings of other academy and PFI school building projects are not repeated.

**4.2.5** With this in mind, the task group would want to see the academy project managers consulting with the headteacher of an established, well built academy, to refine the design plans, to agree a set of suitable quality standards to be written into the design and build process, and to check that features within the design have a truly functional practicality.

**4.2.6** *Design to include a Boarding Facility*

The EOI includes a proposal for the academy to include a boarding facility, to accommodate up to 100 pupils - two units - 50 girls and 50 boys. The proposal is that this should include provision for looked after children, vulnerable children and children from service families, providing 7 days a week term time accommodation.

**4.2.7** As mentioned in paragraph 4.1.15 above the DCSF has not yet been able to confirm the design brief for the boarding facility, or how it will be funded, and the Overall Project Manager is therefore considering whether or not this aspect of the project should be delayed to 2013/14. The task group has sought advice from the National Director of the State Boarding Schools Association (SBSA) as part of its evidence gathering with regard to this particular design aspect of the project. The majority of the advice issued by the SBSA is recorded at paragraph 4.4.9 below, in connection with use of the boarding facility to contribute to the local feel of the academy. However, this advice was also relevant to the design and build aspect of the academy, mindful that its layout will need to balance the safeguarding needs of the boarders and the rights of the community to use the school. The National Director, SBSA suggests that this could mean, for example, securely screened boarding house units (without giving a prison-like sense), and distinct community use access ways to the sports centre / main school buildings, separated from the access ways for all children on the school site at any time.

## 4.3 The Academy's Impact on Surrounding Schools & 6<sup>th</sup> Forms

### 4.3.1 *School Organisation in the South East of the County*

Cabinet has been aware since discussions began about the academy that it will have an impact on surrounding schools and 6<sup>th</sup> forms, and the project has been viewed as an opportunity to review school organisation plans, especially for schools in the south east of the county. The academy will be part of the LA's 'family of schools' sharing its facilities and expertise with other schools and the wider community. However, a number of secondary schools in the south east of the county are already vulnerable due to the small size of their numbers on roll:

Table 2: Local Schools' Number on Roll – Forecasts for September 2008

<u>School</u>	<u>Capacity</u>	<u>Current NOR</u>	<u>September 2006 NOR</u>
Castledown	792	532	(September 2006 NOR was 446)
Pewsey Vale	535	382	(September 2006 NOR was 389)
Stonehenge	820	779	(September 2006 NOR was 770)
Avon Valley College	1032	631	(September 2006 NOR was 645)

**4.3.2** The BSF programme for secondary schools in Wiltshire for 2016 will need to rationalise pupil numbers and school organisation prior to any commitments to rebuilding / refurbishments, and this will need to be supported by a long term strategy for secondary schools in terms of pupil numbers.

### 4.3.3 *Size of the Academy*

The size of the new academy is therefore relevant in considering the extent of its impact on surrounding schools and 6<sup>th</sup> forms. However, pupil numbers for the academy are difficult to forecast due to regimental and individual military movements in and around Tidworth.

**4.3.4** Despite this complication, Wellington College and the LA are convinced that the potential pupil intake (not including the 6<sup>th</sup> form) is likely to be greater than the 750, i.e. 5fe estimated by the DCSF when signing off the EOI in May 2007. This conviction is based on forecast data, which, whilst still highly speculative, is nonetheless based on:

- (a) information from the four Castledown feeder primary schools, that higher numbers of children from service families are attending their schools than had been predicted from the return of the 2RTR regiment to the new Salisbury Super Garrison this year
- (b) current Local Plan allocations which estimate two significant non-military housing developments in the locality
- (c) possible future intake of two further army troops in 2010 for Tidworth and Bulford

(d) growing popularity of Castledown School and the possibility that this and the appeal of the new academy could attract more than the average 70% intake from its feeder primary schools.

**4.3.5** Throughout the task group's evidence gathering, it has persistently requested that consideration be given to the impact of the academy on schools and 6<sup>th</sup> forms not just in Wiltshire but, due to its close location to the county boundary, Hampshire schools as well. The task group has commissioned a map to illustrate the number of schools, both in Wiltshire and Hampshire, likely to feel the impact of the new academy (Appendix 3). Information regarding troop movements into Hampshire has also been sought to assist in estimating the size of the academy. This has identified that the "Hyperion" move (the combining of the two HQs (Land and AG) at Wilton and Upavon, their downsizing and transfer to Andover) could result in approximately 300 additional family quarters being based in Hampshire.

**4.3.6** In order to justify the academy project's request for capital funding to build a school with 6fe, the forecast data outlined in paragraph (4.3.4) above has been presented to the DCSF, and discussions have been held with the Army's Children's Education Advisory Service. As a consequence, the DCSF has agreed in principle that the case for 6fe and a 6<sup>th</sup> form for 250 students (1150 total capacity) is proven, and this should be reflected in the capital funding envelope.

**4.3.7** *6<sup>th</sup> Form Proposal*

In terms of the size of the 6<sup>th</sup> form, whilst the increase from 5fe to 6fe does not necessarily warrant a larger 6<sup>th</sup> form, as Wellington College wishes to offer the International Baccalaureate (IB) as a 6<sup>th</sup> form option, the task group has noted the LA's support for the project's request to build a 6<sup>th</sup> form with capacity for 250 students.

**4.3.8** Castledown School falls within the South Wiltshire Area for the purposes of delivering the 14-19 strategy, but its proximity to Hampshire has led it to seek collaborative provision for some vocational, practical and occupational courses through the partnership based at Andover College. As a member of the Andover Heads Consortium, the headteacher (Mr Pender) of Castledown School has made his intention clear that for 6<sup>th</sup> form diploma development, he will also look to the Andover Consortium (Sparsholt College, John Hanson School, Winton School, Harrow Way and Test Valley). Mr Pender is also a member of the local Salisbury Plain Area Heads Group, which meets regularly to discuss a range of issues, including the 14-19 strategy.

**4.3.9** The newly reformed Andover College of Further Education Campus is keen to collaborate with the academy's proposed new 6<sup>th</sup> form, and the Andover Consortium Director has expressed support for the proposal, viewing it as an opportunity to strengthen provision, subject to all relevant parties working together.

**4.3.10** The task group regards it as imperative that any new school or 6<sup>th</sup> form development should aspire, as its primary objective, to meet the needs of the local learning community. Therefore, it considers that the impact of

this academy on all surrounding schools must be to enhance the overall education provision. In order for this to be achieved, the task group would like Wellington College to take the lead in ensuring that all of the relevant authorities and institutions work together in strengthening the collaboration / communication between all schools surrounding Castledown, including Wiltshire County Council, Hampshire County Council, the Wiltshire Association of Secondary Headteachers, the Wiltshire & Swindon LSC, the Hampshire and Isle of Wight LSC and Sparsholt College (primarily the Andover College Campus).

- 4.3.11** With specific regard to the impact of the new academy's 6<sup>th</sup> form on nearby 6<sup>th</sup> form providers, such as Avon Valley College, the task group would like to see the Wiltshire & Swindon LSC and the Hampshire and Isle of Wight LSC working together to strategically plan 6<sup>th</sup> form provision in this area. Whilst it is estimated that the demand for 6<sup>th</sup> form courses at the new academy is likely to come from those who would have accessed courses elsewhere, the government's emphasis on reducing the number of 16-18 year olds Not in Education, Employment or Training should positively influence the demand for 6<sup>th</sup> form courses. Also, based on an average staying on rate of 60%, and a year group size of 180, this could mean demand of 100+ placements in the first year of the academy's 6<sup>th</sup> form.

## **4.4 An Academy for Local Pupils and the Local Community**

### **4.4.1** *The Sponsor's Influence*

Wellington College is an independent, mainly boarding, school located in Crowthorne, Berkshire. It would like the academy to have a strong academic ethos, with a broad and balanced curriculum, providing both academic and vocational pathways. It would also like the academy to have strong links with the local community, local enterprise, the armed forces, a combined cadet force and a wide range of out of school activities.

- 4.4.2** Mindful of the differences between the management and delivery of private and state education, the task group views as positive the open and constructive relations which have already been established between Wellington College and Castledown School. The task group would like to see the headteacher of Castledown School continuing to provide support and advice to Wellington College in its efforts to understand the needs of the local learning community and the subtleties involved in jointly governing an independent, but publicly funded, academy.

- 4.4.3** One of the main reasons why the Children's Services Scrutiny Committee commissioned a scrutiny evaluation of this academy project was to investigate whether or not, choosing a privately run school, situated 50 miles away from Castledown, would hinder the chances of the new academy being developed for local pupils and the local community.

- 4.4.4** Therefore, the task group would like to see efforts being made to raise the profile of Wellington College at Castledown School, Ludgershall and the local area, so that a relationship can begin to be fostered amongst all stakeholders in the academy project. The task group would like to see, at the very least, discussions being held between the new school leadership team / principal (when appointed) and Wellington College regarding its profile in the school, local community, and local family of schools, including those across the Hampshire border. These discussions should also consider how Wellington College's ongoing support for the academy, as it develops, should be exercised.
- 4.4.5** To begin this process of relationship building between the academy project's stakeholders, and to begin the process of raising the sponsor's profile in the LA, school and local community, the task group would like an invitation to be issued to the Master of Wellington College to attend a County Council meeting. The task group considers that this invitation should coincide with the signing off of the Funding Agreement.
- 4.4.6** *Admissions Policies*
- The academy's admissions policies, both for its day and boarding pupils will need to be agreed as part of the process to finalise the Funding Agreement between the Academy Trust and the Secretary of State. The academy's governing body will act as the admissions authority. It must act in accordance with all relevant provisions of the statutory codes of practice (the Admissions Code of Practice and the Admissions Appeals Code of Practice). The academy will also have representation on the LA's Admissions Forum and will need to have regard to its advice.
- 4.4.7** The EOI states that, in ensuring that the academy meets the statutory admissions requirements, it will "...provide education for pupils of different abilities who are wholly or mainly drawn from the area in which the school is situated." The EOI also states that, if oversubscribed, the academy will not exercise its right to select up to 10% of its pupils by aptitude for its chosen specialisms.
- 4.4.8** The task group has noted that the LA will be consulted on the draft admissions policies and appeals' processes. However, regarding these policies and processes to be of particular importance, with academies elsewhere being oversubscribed, and in reflecting upon the need to ensure that places are prioritised for children from the local community, the task group would like the LA's Admissions Team to be more proactive than simply responding to a consultation exercise. Instead, the task group would like the Admissions Team to actively offer advice and a first draft of the admissions policies / appeals processes for the academy. Included within this advice and first draft should be a clause which gives priority to pupils from the local community and surrounding area, as an attempt to ensure that the ethos and focus of the academy is not unbalanced by a disproportionate number of pupils travelling from outside the locality.

#### **4.4.9** *Boarding Facility*

Included within the advice from the National Director, SBSA concerning the proposal to develop a boarding facility, and to have a boarding admissions policy with an oversubscription criteria giving order of priority to LAC, vulnerable children, service family children and then children of other key workers, the following points are made:

- (a) the intake of looked after or vulnerable children into the boarding facility will need to be carefully managed so as not to lead to a section of the school being easily identified as vulnerable, and therefore stigmatised as such
- (b) presumably the academy will want to attract a mix of boarding pupils, which may not be possible if the facility develops a reputation as an inexpensive residential home for LAC
- (c) the admissions policy should clearly state the academy's right to judge a child's suitability for boarding through a fair interview process
- (d) advice should be sought from an existing State Boarding School headteacher on how best to provide and manage this facility.

The task group would like a report on the design/build, admissions, arrangements for staffing/managing a boarding facility as part of the academy project to be submitted to the Children's Services Scrutiny Committee for consideration.

#### **4.4.10** *Pastoral Care*

Enabling an increased intake of children from service families and with an admissions' oversubscription criteria both for day and boarding pupils prioritising places for children in care, and vulnerable children, the task group considers that a confident, well staffed and visible pastoral care team is crucial for this academy. The task group has witnessed a well functioning, and unique facility at the Northampton Academy, where a team of mentors and a family support officer have been dedicated to providing pastoral support for the whole school. The task group would like partners in this project to investigate this and other similarly well run pastoral care teams, and strongly advises that an equivalent team be incorporated in the staffing structure for this academy.

#### **4.4.11** *Local Representation on the Governing Body*

Wellington College, as part of the PSG's brief, will develop staff and organisational policies and establish the Academy Trust during the feasibility phase. The academy's governing body carries out the management of the academy on behalf of the Academy Trust and must be set up before the academy opens. The composition of the governing body is agreed in the Trust's Articles of Association at the time that the Funding Agreement is signed.

- 4.4.12** The academy has flexibility in deciding how to run its governing body, with the compulsory members of the governing body being a sponsor member, parent / local authority member, and principal [ex-officio member]. However, the task group notes that the DCSF encourages governing bodies to include community and staff members, and therefore would like

the Academy Trust to include seats for the Tidworth, Bulford and Netheravon Garrison Commander (or his deputy), a nominated elected member of the LA, teaching and non-teaching staff representatives, and a pupil representative.

#### **4.4.13** *Consultation, Engagement & Communications Plan*

Place Group, as the appointed OPM, has produced a Consultation, Engagement and Communications Plan which details the scope of stakeholder engagement in the academy project. The task group has given careful consideration to the first draft of this Plan and has observed that in its current form it does not fully reflect the characteristics of this particular academy project or of the community in and around Ludgershall.

**4.4.14** The task group would like to see a detailed list of all of the community groups and local politicians to be engaged in the consultation, to include the Tidworth Community Area Partnership and all the resident forums, town and parish groups in the area. With regard to the Castledown School governing body, the task group requests that the matrix contained within the Plan should show this governing body as 'advocates' of the project and not just as being 'aware' of developments currently. The governing body should be involved in the decision making process and not just consulted.

**4.4.15** In addition, with regard to the communications process, the task group would like to see due regard being paid to the role of the local media, including Castledown Radio, in promoting a positive message about the academy to the local area.

#### **4.4.16** *Consultation with the Castledown School Governing Body*

The governing body has maintained its support for the academy project since discussions first began, but it stresses that there is a need to ensure that it is regularly updated regarding developments. Matters such as the name of the academy, design plans for the new buildings, the process for closing the school to make way for the new academy, and plans to set up the new governing body are all indicative of the current governing body's view that, as the project gains momentum, consultation with the predecessor school and its governors will grow in importance.

#### **4.4.17** *View of the Tidworth Community Area Partnership*

The view of the Tidworth Community Area Partnership (TCAP) regarding the academy project has been sought as part of the task group's evidence gathering, and is summarised below:

- (a) TCAP strongly supports the project
- (b) the proposal is entirely in keeping with the vision for the Community Area as articulated in the Strategic Plan 2005-2010
- (c) this Plan recognises that the Area's highest level of deprivation is in education, skills and learning and analysis has identified that low educational attainment is one of the weaknesses representing an obstacle to the Area's progress towards economic and social cohesion
- (d) the withdrawal of Salisbury College from Tidworth means that there is



now no 16 + education available in the Area

(e) the academy is a significant step towards addressing the above concerns, by:

- raising the level of educational attainment overall
- increasing the places available for secondary education at a time when the military garrison is increasing in size
- supporting the development of local economic activity (e.g. Castledown Business Park and a new Tesco Development) by providing potential employers with a better educated workforce
- contributing to population stability by encouraging residents to stay in the area due to the prospect of education for their children through to 18
- encouraging new residents into the Area for the same reason
- developing social cohesion through raising aspiration levels and shared use of the academy's facilities.

#### **4.4.18** *Effective Public Relations*

Mindful of the significance of this project and its potential impact on pupils, the local community, the Tidworth Community Area, surrounding schools and 6<sup>th</sup> forms, the task group would like to see professional public relations advice being sought to ensure that current strong local support for the project is harnessed and maintained throughout. The task group considers that effective public relations are of particular importance with regard to the process involved in closing Castledown School. It would like to see that the consultation document issued for this purpose clearly states – and in this order – that (a) a new academy will open on the Castledown School site on the 1<sup>st</sup> September 2009, and (b) in order for that to happen, Castledown School will close on the 31<sup>st</sup> August 2009.

## **4.5 Future School Building Projects**

**4.5.1** Wiltshire will not receive BSF funding for secondary schools until 2016, however the pathfinder project to replace the George Ward School and this academy project are being funded from an advance from the county's BSF secondary school funding allocation. Whilst yet to be confirmed, PFS indicates that academies receiving funding on a basis of more than 50% new build will not adversely impact upon the LA's future BSF funding prospects.

**4.5.2** The task group has been informed that 100% new build schools in LAs currently in their BSF wave should be developed through a PFI route, but that academies and pathfinder schools can be grant funded from the DCSF.

**4.5.3** Noting this, and whilst mindful of the needs of many secondary schools in Wiltshire with respect to building and estate development requirements, and as BSF funding will not become available until 2016, the task group requests that further opportunities to develop academies in Wiltshire prior to 2016 should be actively sought. In doing so, consideration should also be given to the advantages of the LA acting as a co-sponsor. Should

such opportunities arise, the task group suggests that the findings and conclusion of the review of school estate which was carried out to inform the decision to redevelop the George Ward School, Melksham, as a pathfinder project, should be revisited, mindful of the other schools identified in that exercise as urgent candidates for building renewal prior to 2016.

**4.5.4** Towards the end of its investigations, the task group was informed that capacity within DCE and the School Building & Places Team in particular, is restricted and unable to sufficiently respond to the growing workload associated with this and future school building projects.

**4.5.5** The task group feels strongly that this flagship academy project should not be hindered by a lack of officer capacity or expertise, both in the council and at Castledown School. The council has a responsibility to ensure that both teams are sufficiently equipped. In order to strengthen resources and fill any gaps in expertise, the task group considers that this academy project should explore links with an up and running academy, such as Northampton Academy, as a way of drawing on existing expertise elsewhere.

**4.5.6** In addition, the task group would like to see that full and effective use of funding from the DCSF is made, and that any other opportunity to maximise the resources available to this project is exploited, by applying for external funding, re-prioritising internal budgets and/or recruiting additional staff to:

(a) increase capacity in the School Building & Places Team; and

(b) increase capacity at senior management level at Castledown School, so as to enable the existing headteacher and his team to focus on the academy project as and when required.

**4.5.7** Finally, the Children's Services Scrutiny Committee is due to receive a report in November 2007 providing an annual update on the outcome of Wiltshire school Ofsted inspections carried out during 2006/07. This report concludes that "*When compared to our statistical neighbours, Wiltshire has more schools deemed to be satisfactory..*". With this in mind, and having evaluated the main benefits and risks associated with academy projects, the task group concludes that this opportunity of sponsorship from Wellington College and the potential to enter into further sponsorship / partnerships to develop additional academies / school renewal projects should be viewed as an opportunity to improve the county's overall chances of attaining excellence in its educational performance in years to come.

## 5: Recommendations

Recommendation		Responsibility	Completion Date
<p>1. As professional fees for the North Wiltshire Private Finance Initiative (PFI) Schools project exceeded £750,000, and mindful of the complexities involved with the procurement of a new school, careful assessment and clarification should be given to exactly how much is needed to fund all costs associated with the procurement, design and build of the new academy buildings. In particular, confirmation is needed on whether or not sufficient DCSF funding will be available to resource all project management costs, including any to be incurred beyond the feasibility phase (para 4.1.6).</p>		<p>Cabinet Member for Education &amp; Youth Development</p>	<p>November 2007</p>
<p>2. Mindful that Wellington College will oversee amongst other things the education vision, curriculum model, staff / organisational policies and the Academy Trust, there must be sufficient opportunity for the LA and Castledown School to also influence these matters, so that the academy is shaped with the needs of local children and the local community in mind, in particular (para 4.1.4 and 4.1.10):</p> <p>(a) the DCSF has been inclined not to involve the headteacher of the predecessor school in other academy projects, due to the purpose of these projects mainly being to replace failing schools and to recruit a new principal. This academy project is not to replace a failing school, therefore the headteacher of Castledown School should be involved throughout the project and in particular be given the opportunity to influence the education vision and design brief, the curriculum model, staffing and organisational policies, admissions and special educational needs policies (para 4.1.12);</p> <p>(b) in developing and agreeing staff and organisational policies, the PSG must ensure that the transfer of existing staff to the academy, and their conditions of service, is managed in accordance with TUPE regulations, and in line with best practice (para 4.1.13); and</p> <p>(c) partners involved in the development of this academy project, in particular Wellington College, should take up the opportunity offered by Stanbridge Earls School to visit this school and to draw on its experience, expertise and methods in setting up effective special needs arrangements, where pupils can achieve to their maximum potential (para 4.1.11).</p>		<p>Project Steering Group</p> <p>Project Steering Group</p> <p>Project Steering Group</p> <p>Project Steering Group</p>	<p>With immediate affect</p> <p>With immediate affect</p> <p>November 2007</p> <p>December 2007</p>

Recommendation		Responsibility	Completion Date
<p>3. The improving performance and popularity of Castledown School should be viewed as the starting point in ensuring that the most appropriate academic environment and standards for the new academy are in place from day one, leaving any plans to exercise curriculum innovation to a later phase of the academy's development (para 4.1.12).</p>		Project Steering Group	With immediate affect
<p>4(a) Appropriate LA staff resources should be identified and suitably allocated to assist with this project, and internal governance arrangements to formalise these resource matters should be established (para 4.1.14); and</p> <p>(b) An appropriate oversight of the project should be maintained throughout, assisted by specifically timetabled points at which the LA can review that the project is working to time, cost and original business plan (para 4.1.17).</p>		<p>Director of DCE / Director of ESD</p> <p>Cabinet Member for Education &amp; Youth Development</p>	<p>With immediate affect</p> <p>With immediate affect</p>
<p>5(a) With the LA being responsible for the design, build and delivery of the academy, and mindful that this is to be managed through a National Framework Contract model and directed by PfS, strong representations to the DCSF should be made asking for there to be sufficient capital funding and scope within the process for innovation, particularly with regard to (para 4.2.2 – 4.2.4):</p> <ul style="list-style-type: none"> <li>(i) the architectural design of the new buildings</li> <li>(ii) the use of sustainable and durable materials in the new buildings</li> <li>(iii) constructing a school building that is flexible and fit for purpose to respond to modern and future requirements of the curriculum</li> <li>(iv) ensuring that the shortcomings of other academy and PFI school building projects are not repeated</li> </ul> <p>(b) Consideration should be given to the employment of a Facilities Manager as a member of the academy's management structure, similar to that employed by the Northampton Academy (para 4.2.3i); and</p>		<p>Cabinet Member for Education &amp; Youth Development</p> <p>Wellington College / the Academy Trust</p>	<p>With immediate affect</p> <p>February 2008</p>

Recommendation		Responsibility	Completion Date
<p>(c) Critical friend analysis of the design plans should be carried out with the headteacher of an established, well built academy, and headteacher of a State Boarding School to:</p> <ul style="list-style-type: none"> <li>(i) refine the design plans</li> <li>(ii) to agree a set of suitable quality standards to be written into the design and build process</li> <li>(iii) to check that features within the design have a truly functional practicality and due regard for children’s safeguarding needs (para 4.2.5).</li> </ul>		Design Group	February 2008
<p>6. Advice should be issued to ensure that the Secretary of State for Children, Schools and Families takes into account the potential increase in demand for secondary school and 6<sup>th</sup> form places over the next 5 years in Tidworth and the surrounding area, from both civilian and service family residential developments, and to secure funding for the academy to be built with capacity for 8fe and a 250 student 6<sup>th</sup> form (para 4.3.3 – 4.3.6).</p>		Cabinet Member for Education & Youth Development	With immediate affect
<p>7(a) It is imperative that the needs of the local learning community are met and that the impact of this academy on all surrounding schools is to enhance the overall education provision. In order for this to succeed, all of the relevant authorities and institutions must be encouraged to work together in strengthening the collaboration / communication between all schools within surrounding Castledown, including WCC, Hampshire County Council, the Wiltshire Association of Secondary Headteachers, the Wiltshire &amp; Swindon Learning &amp; Skills Council (LSC), the Hampshire and Isle of Wight LSC and Sparsholt College (primarily the Andover College Campus) (para 4.3.10); and</p> <p>(b) the 6<sup>th</sup> form course offer at the new academy should be planned strategically with all 6<sup>th</sup> form providers in the surrounding area, regardless of county boundaries, mindful of the close proximity of Ludgershall to the Hampshire border (para 4.3.11).</p>		<p>Project Steering Group</p> <p>Wiltshire &amp; Swindon LSC / Hampshire &amp; Isle of Wight LSC</p>	<p>March 2008</p> <p>March 2008</p>

Recommendation		Responsibility	Completion Date
<p>8(a) Support and advice should continue to be given to Wellington College, in its efforts to understand the needs of the local learning community and the subtleties involved in jointly governing an independent, but publicly funded, academy (para 4.4.2);</p> <p>(b) Discussions should be facilitated between the new school leadership team / principal (when appointed) and Wellington College regarding its profile in the academy, local community, and the local family of primary and secondary schools, including those across the Hampshire border, as the sponsor of the academy, and regarding how it will provide ongoing support for the academy's development (para 4.4.4); and</p> <p>(c) The Master of Wellington College should be invited to address members at a County Council meeting when the Funding Agreement is submitted for signing, to provide an opportunity for all the LA's elected members to hear about the academy project and to understand its aims and objectives. This would assist in raising the profile of the project and of Wellington College's role (para 4.4.5).</p>		<p>Headteacher of Castledown School</p> <p>Cabinet Member for Education &amp; Youth Development</p> <p>Cabinet Member for Education &amp; Youth Development</p>	<p>Ongoing</p> <p>April 2008</p> <p>December 2007</p>
<p>9(a) The Admissions Team within the DCE should be proactive in both offering advice to the Academy Trust about the admissions policies for the academy and in offering to write the first draft of these policies, rather than wait to be asked to comment (para 4.4.8); and</p> <p>(b) The Admissions Team should advise that the admissions arrangements should make provision for priority to be given to pupils from the local community and surrounding area, as an attempt to ensure that the ethos and focus of the academy is not unbalanced by a disproportionate number of pupils travelling from outside the locality (para 4.4.8).</p>		<p>Admissions Team, DCE</p> <p>Admissions Team, DCE</p>	<p>December 2007</p> <p>December 2007</p>
<p>10(a) Noting that the proposal for a boarding facility to be developed as part of the overall plan for the academy, is a new venture in the Government's Academies Programme, and mindful of the advice issued by the National Director of the Boarding Schools' Association, a report should be submitted to the Children's Services Scrutiny Committee's 31<sup>st</sup> January 2008 meeting updating members on proposals for the academy's boarding facility, including the design/build, admissions policy and arrangements for staffing/managing this facility (para 4.4.9); and</p>		<p>Cabinet Member for Education &amp; Youth Development</p>	<p>January 2008</p>

Recommendation		Responsibility	Completion Date
<p>(b) Enabling an increased intake of children from service families and including priority for LAC and vulnerable children in the admissions' oversubscription criteria needs to be managed well, mindful that these children in particular may need strong pastoral support, especially those attending as boarders. Attention should be given to the task group's findings from its visit to the Northampton Academy, regarding a unique facility it has incorporated within its staff structure for 6 mentors and a family support officer, dedicated to providing pastoral support for all pupils. The task group strongly advises partners in this project to incorporate an equivalent pastoral care team in this academy (para 4.4.10).</p>		Project Steering Group	December 2007
<p>11. The academy has flexibility in deciding how to run its governing body, with the compulsory members of the governing body being a sponsor member, parent / local authority member and principal [ex-officio member]. However, the task group notes that the DCSF encourages governing bodies to include community and staff members, and therefore recommends that there be seats for the Tidworth, Bulford &amp; Netheravon Garrison Commander (or his Deputy), a nominated elected member of the LA, teaching and non-teaching staff representatives and a pupil representative (para 4.4.12).</p>		Project Steering Group / Academy Trust	February 2008
<p>12(a) The Consultation, Engagement and Communications Plan should be carefully tailored to this particular academy project, especially as this is not to replace a failing school, and to take fully into account the characteristics of the local community in and around Ludgershall, including across the Hampshire border (para 4.4.13);</p> <p>(b) This Plan should specify which local politicians and local groups will be engaged. With regard to the latter, the Tidworth Community Area Partnership, and all the main resident forums, town and parish groups should be engaged (para 4.4.14);</p> <p>(c) Mindful of the important role played by the Castledown School governing body in ensuring ongoing local support for the academy project, page 7 of the Plan should be amended to record the governors as not just being 'aware' of the project currently, but 'advocates' throughout the project. The governing body should be involved in the decision making process and not just consulted (para 4.4.14).</p>		Project Steering Group  Project Steering Group  Project Steering Group	With immediate affect  With immediate affect  With immediate affect





Recommendation		Responsibility	Completion Date
<p>(b) Full and effective use of funding from the DCSF should be made, and any other opportunity to maximise the resources available to this project should be exploited, by applying for other external funding, re-prioritising internal budgets, and/or recruiting additional staff to (para 4.5.6);</p> <p>(i) increase capacity in the School Building &amp; Places Team; and</p> <p>(ii) increase capacity at senior management level at Castledown School, to enable the existing headteacher and his team to focus on the academy project as and when required.</p> <p>(c) A written response to the Academy Task Group's Final Report &amp; Recommendations should be submitted to the 31<sup>st</sup> January 2008 Children's Services Scrutiny Committee meeting; and</p> <p>d) An update report on the academy project and the implementation of the task group's recommendations should be submitted to the Children's Services Scrutiny Committee at the end of the feasibility phase.</p>		<p>Director DCE</p> <p>Cabinet Member for Education &amp; Youth Development / Director (DCE), Director (ESD) PSG, DG, Wellington College, Headteacher of Castledown School, LSCs</p> <p>Director, DCE</p>	<p>With immediate affect</p> <p>January 2008</p> <p>March 2008</p>

**Note on Reporting Process:**

***This report and its recommendations will be considered by the Children's Services Scrutiny Committee on the 8<sup>th</sup> November 2007. Subject to the Committee's endorsement of this report, all listed as responsible for responding to / implementing recommendations listed in section 5 will be issued a copy of the report.***