

THE DUNSTABLE ACADEMY
(Working title)

IN BEDFORDSHIRE

EXPRESSION OF INTEREST FOR AN ACADEMY

Executive Summary

This Expression of Interest (EOI) is for an Academy to replace Northfields (Technology College) Upper School, in Dunstable, Bedfordshire.

Northfields (Technology College) Upper School is a 10 form of entry 13-18 school with 690 students currently on roll, of which 604 are 13-16 and 87 are 16-18. The school has 297 surplus places in years 9-11 and the staying on rate into the sixth form is extremely low with many pupils dropping out midyear. Whilst the school is located in a relatively affluent area the school's students are drawn from an area of relative deprivation in the bottom 37% most deprived areas nationally. Over 18% of students are eligible for free school meals which is more than twice the county average. Its student population is mainly white British with just over 5% of its pupils learning English as an additional language.

In 2007 only 29% of students achieved 5 or more A*-C grades at GCSE; 24% including English and maths. The school's KS 2-4 CVA score at 984.7 places it in the bottom 25% nationally.

The Dunstable Academy will be sponsored by the Anglican Diocese of St Albans, as lead sponsor, and by the University of Bedfordshire as co-sponsor.

It is proposed that the Academy will open in September 2009 in its existing building as a 13-18 Academy. The Sponsors envisage that the Academy will become an 11-18 Academy at a later date in line with a wider local change in structure.

The Academy will admit 180 students each year educating a total of 740 students from 13 to 18 in the first instance of which 540 will be 11-16 and 200 will be aged 16-18. As an 11-18 Academy an additional 360 students aged 11-16 would be admitted making a total of 1100 students aged 11-18.

The Academy will be located on the site of the current Northfields (Technology College) Upper School and the Academy's capital programme is expected to be completed by 2013. Bedfordshire County Council will be replaced by two unitary authorities from 2009. The Academy will be located in Central Bedford Unitary Authority.

The Academy will be designated as an Academy of religious character, of the Anglican faith, and will have an open admissions policy admitting pupils of all faiths and no faith. The educational philosophy of the Academy will be based upon high aspirations and expectations of everyone and the development of self-managing, self-motivated learners who can learn independently and in groups, as well as in traditional classroom structures. The student voice will be listened to and acted upon. Students will develop their own plan for learning as part of the regular assessment of their progress. All students will be expected to contribute to the wider life of the Academy and its local community.

Specialism: The Academy will specialise in Science and in Business and Enterprise.

Science - will be the principal specialism in the Academy, with a particular emphasis on biology, biotechnology, sport sciences, health sciences and medical technologies, especially as they relate to sport, health, and well being. The University of Bedfordshire has a national and international - reputation for the quality of their teaching and research in this area and is one of only a few UK institutions to offer all the major natural and social science disciplines that contribute to the study of sport and exercise. The university will support and advise the Academy on curriculum issues in these areas and will provide extensive opportunities for students and staff to visit the University, use its laboratories, work with specialist staff, develop activities and materials, and provide role models to excite and stimulate students to consider further and higher education and career opportunities in the sciences.

Business and Enterprise - The Academy will develop an approach to business and enterprise, which is integral to its work making use of the mini-enterprise approach, key to motivating and involving students. The University's Business School is the largest in the region with some 4,000 students and over 100 teaching and research staff offering practical, relevant, vocational courses underpinned by research excellence and will use its expertise in this area to provide direct support for the Academy and create progression pathways for the Academy's students.

Curriculum Innovation: The Academy will seek to develop the very best teaching and learning strategies in order to accelerate students' progress and ensure that they make the greatest possible learning gains. The University of Bedfordshire will use its expertise in English, mathematics, science and ICT to develop effective learning approaches to raise standards for all students and will have a key role in:

- helping to drive and support curriculum change
- providing teaching and learning support

- supporting Gifted and Talented pupils by utilising its staff and trainees directly to support the Academy and , where relevant, employer links will be utilised to widen horizons of Academy staff and students
- providing extended placements for diploma students
- assisting in providing role models and mentors to raise the bar on career aspirations and life chances
- using its links with 5,000 UK companies to support curriculum innovation in the school

Spiritual Development: The Academy will, through its curriculum and ethos, develop confident and thoughtful individuals, who are sensitive and aware of the needs of others, promote an understanding that young people are respected and loved and so able to respect and love others, and uphold the individuality of all students.

A key function of the curriculum, in its widest sense, will be the development and enhancement of self-esteem; this will be addressed through the pastoral ethos as well as the direct curriculum. It will also be addressed through work with families, targeting parents and carers to raise their own self-belief and their expectations for their children.

The Academy will provide, or facilitate the delivery of, a wide range of study support, arts, sports, and social activities for its students through an extended day and during week ends and holidays and will be a vibrant hub for the local community, through shared use of its facilities and, if additional sources of funding are available, through the construction of dedicated community facilities, providing a venue for adult education, family learning, health services, sports and leisure activities, clubs, performances and events and building on the existing positive relationships with parents and community members developed by the predecessor school.

The name of the Academy will be decided during feasibility.

Key statistics

1. Predecessor School – Educational attainment

	GCSE 5 A*-C 2005	GCSE 5 A*-C 2006	GCSE 5 A*-C 2007	GCSE (inc E&M) 5 A*-C 2005	GCSE (inc E&M) 5 A*-C 2006	GCSE (inc E&M) 5 A*-C 2007	KS2-4 CVA 2007
National Average	56.3%	58.5%	60.8%	44.3%	45.3%	46.0%	1000.9
LA Average	53.4%	56.1%	57.7%	41.8%	44.0%	46.8%	1000.0
Northfields (Technology College) Upper School	27%	24%	29%	22%	16%	24%	984.7

2. Predecessor School – Deprivation

	Pupil rank (pupil residence) out of 3396 of which 1 is the most deprived)- 2007 statistics	Site rank (school location) of which 0 is the most deprived and 100 is the least deprived- 2007 statistics	% pupils eligible for Free School Meals (FSM)
National Average	-	-	13.1%
LA Average	-	-	8.8%
Northfields (Technology College) Upper School	1243/3396 37%	80%-90%	18.3%

3. Predecessor school – Basic characteristics

	Pupils on Roll (3-11)	Pupils on Roll (11-16)	Pupils on Roll (16-18)	School capacity	% pupils with SEN	% pupils with EAL
National Average	-	-	-	-	2.1%	10.5%
LA Average	-	-	-	-	2.2%	7.3%
Northfields (Technology College) Upper School	0	603 (Yrs 9-11)	87	900 (13-16) and 146 (16-18)	1.2%	5.4%

4. Proposed Academy – Basic characteristics				
Planned number of pupils (3-11)	Planned number of pupils (13-16)	Planned number of pupils (16-18)	Planned maximum number	Specialism(s)
0	540 (when 13-16) 900 (when 11-16)	200 (when 13-18) 200 minimum (when 11-18)	740 (when 13-18) 1100 (when 11-18)	Science & Business and Enterprise
Opening Date	New Build Date	Building Route (BSF or PfS)	Faith Designation	Name of Sponsor(s)
September 2009	2013	PfS National Framework	Anglican Faith	Anglican Diocese of St Albans (Lead sponsor) University of Bedfordshire (Co-sponsor)

Section 2: The Predecessor School (s)

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

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

2.2 Basic Characteristics

School Name: Northfields (Technology College) Upper School	
School Address: Houghton Road, Dunstable, Bedfordshire. LU5 5 AB	
Name of Local Authority: Bedfordshire	LA Code: 820

Type of Establishment (Please mark one with an x)	
Community School	X
Foundation School	
Voluntary Aided (VA) School	
Voluntary (VC) School	
City Technology College	
Independent	
Other (please specify)	

Gender and age range (Please mark with an x)	
Co-Educational	X
Single Sex Boys	
Single Sex Girls	
Age range 11-16	
Age range 13-18	X

Is this a designated Faith School? (Please mark one with an x)	
Yes with faith admissions (Faith:)	
No, with faith admissions (Faith:)	
No	X
Specialism(s) (if applicable): Technology	

2.3 School Population

Admission Number:	300	
Current number of pupils on roll as at: January 2008	Year 7:	0
	Year 8:	0
	Year 9:	168
	Year 10:	191
	Year 11:	244
Number of Year 9 pupils admitted in:	September 2004:	251
	September 2005:	268
	September 2006:	213
	September 2007:	171
Number of Year 12-13 students at the school in:	September 2004:	144
	September 2005:	122
	September 2006:	112
	September 2007:	113
Percentage of pupil population who joined or left the school other than at the start or finish of the academic year:	September 2004:	N/K
	September 2005:	N/K
	September 2006:	N/K
	September 2007:	N/K

2.4 Admissions

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

Name of head teacher (acting): Ms Jane Hill
Head teacher has been in post for: 7 Months (Ms Hill was seconded full-time to the post on 1 January 2008 although she had been acting as Executive Head teacher since January 2007.)

2.6 School Improvement

Intervention status (Please mark one with an x)	
None	
Special Measures	X
School Improvement Notice	
Interim executive Board	
Serious Weakness	
Causing Concern	
Please provide details: Placed in Special Measures November 2006. Progress S/G	

Does the predecessor school receive any external support and/or is in receipt of a tailored external support package?	Yes	X
	No	
<p>If yes, please provide details: The school has received significant support as outlined in the LA action plan submitted as part of the LA statement to Ofsted. This has involved a high number of LA staff in a significant commitment including 2 SIAs, Head of Secondary School Improvement, consultants and other Children's Services staff.</p> <p>The impact has been positive with HMI monitoring and progress since being subject to special measures – good.</p>		

Please provide details of the school's involvement in any local collaborative arrangements, such as Excellence in Cities: Northfields (Technology College) Upper School is part of the South Bedfordshire Excellence Cluster and 14-19 collaboration

2.7 Finance

Does the predecessor school currently have a budget deficit?	Yes	X
	No	
<p>If yes, please provide details:</p> <p>Licensed deficit of £265,440. Full recovery planned to be realised in 2011/12. Any deficit balance, on closure, will remain with the local authority.</p>		

Does the predecessor school currently have an in year deficit?	Yes	
	No	X
If yes, please provide details of the Local Authority's plan to reduce the deficit:		

Section 3: The Proposed Academy

3.1 Academy Population

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

Forms of Entry:	6FE
Admissions Number:	180
Nursery (age 3-5):	0
Years 9-11 (age 13-16)*	540
Years 12-13 (age 16-18):	200

* It is proposed that the Academy opens in the first instance as a 13-18 Academy- becoming an 11-18 Academy later. See below for further information.

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

The towns of Dunstable and Houghton Regis are currently served by three upper schools, each covering the 13-18 age range. These are Northfields (Technology College), which is a community school, Manshead VA Church of England Upper School, and Queensbury, which is a Foundation school. None of the schools is selective. Whilst the bulk of the catchment areas of the community schools lie within the urban areas of Dunstable and Houghton Regis, the Northfields (Technology College) and Manshead catchment area includes an element of the rural hinterland around the towns.

Northfields (Technology College) is in special measures although reports following recent visits by OfSTED to the school have indicated improvements in the school. Northfields (Technology College) is undersubscribed, with 34% of its places surplus. Both Manshead and Queensbury are generally fully subscribed and are currently oversubscribed for September 2008. Many of the pupils from the Northfields (Technology College's) catchment area seek places at the two other schools - only half attend Northfields (Technology College). Approximately 8% of the children attending Northfields (Technology College) live in the Borough of Luton.

97% of children living in the catchment areas of the three upper schools in the Dunstable and Houghton Regis area who attend a Bedfordshire school receive their education within one of the three schools. It is assumed that this trend will continue.

Northfields (Technology College) has two main feeder schools, Brewers Hill and Kings Houghton Middle Schools, but its catchment area also includes parts of the catchment areas of Mill Vale and Priory Middle Schools.

Kings Houghton Middle School serves Houghton Regis; Brewers Hill serves the north-western part of Dunstable and the villages of Eaton Bray and Totternhoe, although many of the children from these villages seek alternative middle and upper school provision.

Approximately 33% of the children in the Brewers Hill catchment area attend Brewers Hill Middle School, with 38% attending Ashton Middle School (which is located on the edge of the Brewers Hill catchment), 11% attending Streetfield Middle School and 1% attending Kings Houghton. Approximately 55% of the children in the Kings Houghton catchment area attend Kings Houghton, with 19% attending Mill Vale, 15% attending Ashton Middle School and 6% attending Brewers Hill.

The current secondary population produces between 22 and 27 forms of entry across the three upper schools. Places are currently available in the upper schools for up to 29 forms of entry. Projections indicate that approximately 24 forms of entry will be required in 2018, after taking account of current trends and future housing growth.

These numbers could be accommodated within the three secondary schools by Manshead Upper School continuing to take 9 forms of entry, Queensbury taking in 10 forms of entry and Northfields (Technology College) taking in 6 forms of entry. In the longer term, there is likely to be further growth. It should be noted that whilst the school age (5-15) population in South Bedfordshire is expected to have increased by 0.7% over the period 2006-11, it is then expected to increase by a further 9% in the period 2011-16 and a further 8% from 2016 – 2021. However, much of this growth in population is expected to arise from new housing in South Bedfordshire for which separate school provision will need to be made.

Thus it is proposed that the Dunstable Academy accommodates 6 forms of entry with 200 places in the sixth form both as a 13-18 and as an 11-18 Academy. The increase in sixth form numbers is expected to result from the improved standards in The Dunstable Academy leading to a significantly higher staying on rate.

The Academy will continue to be part of the South Beds 14-19 Consortium, working with Dunstable College and the other local secondary schools to enable the delivery of the full 14-19 offer to all students.

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

Does the Local Authority confirm it will fund the capital costs of the primary and/or nursery element for the all-age Academy?	Mark if agree	
	Or N/A	X

3.3 Opening Dates*

September 2009	in existing buildings (if applicable)
2013	in new/refurbished buildings

3.4 Specialism(s) *

The Academy will specialise in: Science and Business and Enterprise

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 X

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 mechanism that is not dependent on ability:

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

The Sponsors' views are that the Academy should be both distinctively Christian and inclusive in character, serving the local community. The Sponsors are fully aware of the importance of a balanced intake across the full spectrum of socio-economic conditions and student ability. Detailed admissions criteria will be developed during feasibility and may include the use of "fair banding".

The Academy will welcome all students including those of the Anglican faith, those of other faiths, and those of no faith.

The Academy will admit all pupils with statements of special educational need naming the Academy.

If oversubscribed the academy will give priority, in the order set out below, to:

- All Children in Care
- Pupils living in the catchment area
- 'Very exceptional' medical grounds
- Siblings
- Any other children

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	X
<p>Please provide details of the proposed Academy's provision for pupils with SEN including any specific SEN Units:</p> <p>The Sponsors recognise that every child irrespective of age, gender, ethnicity, or disability has the right to be included as a valued, respected and equal member of the learning community and to go to the same school as their friends whenever possible.</p> <p>The Academy will cater for students with SEN within the mainstream curriculum by providing support to meet the statutory requirements detailed in individual statements and for those with general learning and individual needs.</p> <p>The Academy will meet the requirements of the SEN code and the new building will fully comply with the DDA and SENDA. The Academy will be fully accessible to all pupils including those with physical, sensory, and learning disabilities and will seek to meet the needs of all pupils through the development of a broad curriculum offer, flexibility in teaching and learning styles and high levels of support.</p>	

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	
	Or N/A	X

Please confirm that the Academy will be part of a behaviour partnership and will work closely with the local authority to improve behaviour and tackle persistent absence.
Mark if agree X

3.7 The National Curriculum

Please confirm that the Academy will follow the National Curriculum in English, maths, science and ICT.
Mark if agree X

3.8 Vision*

Context

Dunstable is an urban area, situated in Bedfordshire. In the 2001 census, there were nearly 34,000 people within the civil parish. Currently the Local Authority is Bedfordshire County Council; from April 2009 it will be in the new Central Bedfordshire Authority. Dunstable is situated 37 miles from London, adjacent to the very ethnically mixed Luton Borough and close to the expanding Borough of Milton Keynes. The M1 passes through the conurbation of Luton and Dunstable. The economies of Luton and Milton

Keynes are growing fast but Dunstable itself has lost a number of factories in recent years and the employment characteristics of the town have shifted. Transport/logistics is a key local employment sector.

Bedfordshire is a zone of considerable housing expansion, and an area adjoining Dunstable and Houghton Regis has been designated for housing growth.

Teenage pregnancy in the Wards served by the school is nearly double the national average. The County average for teenage pregnancies is below the national figure.

Pupil entitlement to free school meals is double the Local Authority average and well above the national average. Pupil non-attendance figures are high, and pupil achievement, while currently improving from a low base, is still the second lowest of upper schools in Bedfordshire. The proportion of students in year 11 at Northfields in summer 2007 who became not in education, employment, or training (NEETs) was 9.9% compared with 5.3% of year 11 students across Bedfordshire schools as a whole.

The predecessor school, Northfields Technology College is situated on the border between Dunstable and Houghton Regis. The catchment area of the school includes pockets of high deprivation. Although not ranked among the top 10% for the overall Index of Multiple Deprivation, some areas rank in the top 10% or 20% in some of the domains that make up that index.

There are two SOAs¹ in the top 20% in the income domain and one in the employment domain, all in the wards of Parkside and Tithe Farm in Houghton Regis. Three SOAs are in the most deprived 10% for education, with a further three in the top 20%. For crime, three SOAs are in the top 10% and two more in the top 20%. The worst SOAs for education are to be found in the Parkside, Tithe Farm and Northfields wards, whilst for crime they are in Dunstable Central and Parkside.

Tithe Farm Ward has the highest level of unemployment in South Bedfordshire (3.3% compared with an average of 1.5% across South Beds). In Parkside, Dunstable Central and Houghton Hall wards levels of unemployment are 2.3%, 2.1% and 2.0% respectively. NEET levels in the Dunstable and Houghton Regis area are decreasing but from a high level.

The Sponsors

The Lead Sponsor is the Diocese of St Albans. The Church of England is known for its existing contribution towards the ethos and excellence in learning in a large number of schools across the country and has a strong commitment to strengthening community and opening up opportunities for all students, especially those who are disadvantaged, or perceive themselves as marginalised. The Diocese has 133 schools currently across four Local

¹ A measure of multiple deprivation at the small area level – Super Output Areas

Authorities. It is committed to inclusive education. It welcomes pupils of all faiths and none.

The Co-Sponsor is the University of Bedfordshire which is the major provider of higher education within the county, with sites in Bedford and Luton. The University has very strong links with the local community, drawing a high proportion of its students from Bedfordshire and Luton. The University has strengths in sports studies, teacher training, performing arts and business administration as well as very strong links with the local business community. The University was awarded a Grade 1 by Ofsted for its management and quality assurance procedures in relation to its expertise in Initial Teacher Training and was runner up for the title of University of the Year in the Times Higher Education Supplement awards. The University has particular specialisms in Performing Arts, Sports and Health Sciences which can be drawn upon to bolster the curriculum offerings of the Academy. In addition, the University will help to transform the teaching of English and maths and develop the 14-19 Diplomas that the Academy proposes to offer its students. The Luton campus of the University, close to Dunstable, has the largest Business School in the region, with over 4,000 students. In addition, the University has links with more than 5,000 UK companies and makes a £160m annual contribution to the local economy.

The planned Academy will facilitate new curriculum development and significant departures from a traditional school model. These sponsors together will be a powerful source of inspiration and drive to raise aspirations of students and teachers alike and address issues of self-esteem among particular groups of students.

Vision

The educational philosophy of the Academy will be based upon high aspirations and expectations of everyone and the development of self-managing, self-motivated learners who can learn independently and in groups, as well as in traditional classroom structures. The student voice will be listened to and acted upon. Students will develop their own plan for learning as part of the regular assessment of their progress. All students will be expected to contribute to the wider life of the Academy and its local community. The Academy will provide effective and well-supported teaching and curriculum development with excellent contextual value added. The Academy will develop and promote a curriculum which provides opportunities for young people to enjoy and succeed across all areas of the life and work of the Academy encompassing academic and vocational programmes, a wide range of arts and sports and leisure activities and community service. The Academy's young people will be equipped with the skills and attributes for life and work in the 21st century.

Ethos

The Christian faith acknowledges the value and uniqueness of every human being. It teaches the importance of love, respect, forgiveness and the need to work for peace and justice. We believe that true education must encourage the spiritual, moral, social and cultural development of each pupil. The

Academy will prepare students to play a full and active role in society, and will aim to help fulfil the potential of all students.

In Britain the Christian faith is the majority faith with historical roots; it is also acknowledged that Britain is a multi-faith society where we must respect those of other faith traditions and appreciate the contribution that they bring to our communities. To celebrate this contribution, the Religious Education will be multi-faith, and the broad curriculum will be multi-cultural in its scope and vision. The interpretation of Christian principles within the Academy and its community requires sensitivity and humility, respect and tolerance, all of which are core Christian values.

Whilst the Christian faith will be the starting point and the central focus for the ethos of the Academy, the beliefs and practices of other faiths will be welcomed and valued. The ethical teaching of the great world faiths will be studied to help students as they work out their own principles for life and living. Parents and students of all faiths and of none will find the Academy a welcoming community in which the importance of faith in the modern world to many people is celebrated.

The Sponsors will:

- ensure the Academy is purposefully led and effectively managed
- ensure, through effective and well supported teaching and curriculum development, excellent contextual value added
- ensure the curriculum provides opportunities for young people to succeed academically and vocationally and in community service
- promote high expectations of what students can achieve and support to enable them to realise those expectations
- develop the Academy's involvement in collaborative activities with other local schools, with colleges and universities, with the business community, and with sporting and cultural institutions, in order to maximise the range of educational opportunities on offer to all young people in the area
- establish an Academy with a high standard of support for students with particular needs, be they educational, social, or related to health or mobility issues
- challenge students by, for example, an introduction to other role models who will broaden their horizons and enable access to a much wider range of careers

Spiritual Development

The Academy will, through its curriculum and ethos:

- develop confident and thoughtful individuals who are sensitive and aware of the needs of others
- promote an understanding that young people are respected and loved and so able to respect and love others
- uphold the individuality of all

We want to provide:

- teaching that inspires and challenges students of all faiths and none to consider spiritual and ethical matters
- staff who are good role models in their conduct and teaching

Behaviour and relationship management

We wish to create an Academy where:

- “Love one another as I have loved you” is a guiding principle for all relationships
- all are encouraged and rewarded, with a focus on the celebration of success
- there is consistency by staff in applying agreed behaviour policies and codes
- forgiveness and reconciliation are the norm when things have gone wrong
- staff recognise that even when students are behaving badly they are still of great worth as human beings, and that badly behaved students can be helped to behave more acceptably
- expectations of good behaviour and respect for students and staff will be the norm
- there is a safe environment for all

Relationship with parents, staff, governors and the wider community

We intend to create an Academy where, led by the Senior Management Team:

- communication is effective, welcoming and accessible
- there is effective communication between all stakeholders but in particular between the Academy and its parent body
- there is understanding of stress and personal issues and of the factors which can affect, parents’ confidence and interaction with staff to ensure good support is given - this will be accomplished through regular training of all staff
- all stakeholders will respect and value the Christian ethos of the Academy
- there is a supportive environment for all staff and students
- all stakeholders respect each other
- all are determined to promote better understanding of the needs of students and to ensure appropriate support is put in place to meet those needs

Specialism

The Academy will specialise in Science and in Business and Enterprise. Both specialisms have been chosen in line with the needs of local young people and their future employability. While developing these specialisms, the needs of the student community will be borne in mind, particularly those of low-aspiring girls. At every stage, the curriculum will involve an appropriate emphasis upon active learning, avoiding an over-emphasis upon passive reception of didactic teaching. All students will develop strong skills in functional English, mathematics, science and ICT.

Science

Science will be the principal specialism in the Academy, with a particular emphasis on biology, biotechnology, sport sciences, health sciences and medical technologies, especially as they relate to sport, health, and well being. This will build on and enhance the experience and expertise of the predecessor school in this area.

The University of Bedfordshire has a national reputation in this area, which will be used to bolster existing strengths in this curriculum area. The School of Physical Education and Sports Sciences, with campuses in Bedford and Luton, has provided high quality PE and Sports Science teaching for over 100 years and is the largest provider of secondary PE teachers in the UK.

The University of Bedfordshire is also one of only a few UK institutions to offer all the major natural and social science disciplines that contribute to the study of sport and exercise. Its sports science laboratories in Bedford are some of the best in this country

This outstanding reputation for sports-related courses was reinforced by a recent Government Quality Assessment, in which the Bedford-based Sports Sciences Department was deemed to be ahead of nearly all other UK universities.

The University will support and advise the Academy on curriculum issues in these areas and will provide extensive opportunities for students and staff to visit the University, use its laboratories, work with specialist staff, develop activities and materials, and provide role models to excite and stimulate students to consider further and higher education and career opportunities in the sciences and will work closely with the Academy in the design of facilities and in the choice of equipment for its science specialism, in the development of a wide range of academic and vocational qualifications and in the development of diplomas in Science, Society, Health and Development, and Sport and Leisure. The Academy will also work closely with the Science Learning Centre East of England, based at the University of Hertfordshire's Centre at Bayfordbury.

The Academy will:

- create a visible scientific ethos that is understood clearly by students, parents and the community which inspires and motivates
- develop a scientifically rich curriculum that pervades all aspects of Academy life and work with the wider community
- address and embrace ethical, social, cultural and moral issues related to the science curriculum- particularly in life science, health sciences/ medical technologies and in sport and exercise science
- play an active part in local and national developments, initiatives and competitions to enrich provision in science and sports for the Academy's own students and partner schools

- develop a rich repertoire- particular through working with its University sponsor – of teaching and learning strategies, including the imaginative use of ICT and involvement in local and national developments in the subject
- using the expertise and networks of the University, and other partners and organisations- work with scientific, and sports related industries, to establish high status vocational courses and work-related opportunities, so that all students have access to appropriate learning and career pathways.

Whilst there will be appropriate national curriculum balance, there will be, where appropriate, an emphasis on the life sciences and those aspects of the physical sciences that relate to sport and health. The school will use laboratory work, problem solving and investigation in an imaginative way to support learning.

The Academy will promote a sound understanding of science and its importance in the modern world, including developing an understanding of the way science progresses and the role of experiment and testing in the advance of knowledge. As examples of how science might enrich fuller learning, students will:

- address how science can be used to better conditions in the developing world
- consider the moral and religious implications of science
- build an understanding of the contribution of non-Western cultures in the development of science, e.g. the contribution of Muslims to astronomy

Sport and sport and exercise science has the potential to bring real benefits to students and the local community. To this end, the Academy will promote the importance of sport and a healthy life-style in a way that is clearly understood by students, parents and the community and that inspires and motivates. It will further strengthen ties with local sporting clubs, to improve the opportunities for students in the Academy and to promote participation in sport and healthy life-style choices on a life-long basis

Business and Enterprise

The Academy will, from its inception, develop an approach to business and enterprise which is integral to its work. The Academy will make the mini-enterprise approach key in motivating and involving students. The Academy will further develop links with local businesses in order that students can see the relevance of their studies to the world of work and to help them appreciate the skills necessary for successful career in commerce.

The Academy will provide opportunities for enhanced work experience and other forms of work-based learning, and the use of mentoring. This will be supported by the Academy's Endowment Trust fund. The University has strengths in the area of Business and Enterprise, particularly in such subjects as Business and Management Studies, Advertising and Marketing. Building upon and enhancing the existing good practice already established at Northfields Technology College, The Academy will:

- develop strong curriculum business links and teaching strengths in business education, work-related learning and enterprise related vocational programmes, particularly utilising the expertise of its University Sponsor
- enhance economic and business understanding and enterprise culture including an understanding of the religious and ethical dimension of business through the curriculum, and particularly through the encouragement of a number of student operated businesses
- develop significantly enhanced work experience, work placements, work shadowing, and curriculum linked visits with business partners- more structured student placements, international placements, work shadowing, with young people taking part in activities in the work- place to develop a full appreciation of the range of jobs/ careers in each employment sector, and undertaking mini projects to develop the skills of work- punctuality, team work, reliability etc as part of the assessment for qualifications/ certification for diplomas and other vocational qualifications
- further develop links with the Incubator Units on the Kingsland site
- promote links with FE and work-based learning providers and the local business community in order to enhance curriculum provision and work-related learning opportunities for its students- particularly young apprenticeships, apprenticeships, advanced apprenticeships and progression to foundation and full degree level programmes
- ensure there is a clear focus by staff and students on the development of functional skills in English, mathematics and ICT to enable individuals to work confidently, effectively and independently
- play a lead role in the area in the development and implementation of the Diploma in Business, Administration and Finance

The University's Business School is the largest in the region with some 4,000 students and over 100 teaching and research staff. The University is proud to be able to offer practical, relevant, vocational courses underpinned by research excellence and will use its expertise in this area to provide direct support for the Academy and progression pathways for the Academy's students. The staff have a multitude of teaching and commercial experience. The benefits of this can be seen in the graduate success stories. All students from the Business School benefit from excellent links with industry, advice and assistance in finding work or study placements, both abroad and in the UK.

The University is happy to employ its expertise in supporting the development of the Academy as a centre of academic and vocational excellence in Business and Enterprise capable of acting as an innovation hub for other local schools. Work-based learning will be a key feature, as will an increasing emphasis upon progression to higher education. The University will use its business partners to provide work placements and student internships. It will, in the longer term, use its alumni to provide mentoring, work-shadowing and other career development opportunities. Some links to the business community include Vauxhall Leisure Centre, Explore (travel), Enterprise Car Hire and TUI (travel) and Bedford Hospital.

The Academy will promote the development of business and enterprise within the student body and the community, ensuring that the Academy is a focal point for cultural, spiritual, creative and sporting enterprise activities.

Curriculum Innovation

The Academy will seek to develop the very best teaching and learning strategies in order to accelerate students' progress and ensure that they make the greatest possible learning gains. While there will not be change for change's sake, approaches suitable to develop the learning of the young people will be used. The Academy will incorporate the lessons of research as to what makes good teaching in order to further improve student learning, especially in the delivery of the core subjects of the National Curriculum.

The Academy will place strong emphasis on the use of technology to support and enhance learning. ICT will be embedded into every curriculum and management area and will be the key to the development of personalised learning. Independent and supervised study will be an important aspect of the Academy and ICT will be developed in such a way as to lead to the development of the students as independent learners. In this way it will be essential to secure for the Academy networking, broad-band and wireless connectivity of the standard comparable with the best that is seen in UK schools today. A technology rich Learning Resource Centre will be a key feature of the Academy providing easy access for students, parents and carers, and the wider community to study and to access information and support and will be open extensively.

The Academy will develop appropriate approaches to Special Educational Needs and inclusion, incorporating the best of modern practice, especially involving imaginative use of ICT to support and encourage those who have special needs of whatever nature.

A key function of the curriculum, in its widest sense, will be the development and enhancement of self-esteem; this will be addressed through the pastoral ethos as well as the direct curriculum. It will also be addressed through work with families, targeting parents and carers to raise their own self-belief and their expectations for their children. This will build on the existing work in such areas as adult, community and family learning programmes.

The University will have a key role in:

- helping to drive and support curriculum change
- providing teaching and learning support
- supporting Gifted and Talented pupils by utilising its staff and trainees directly to support the Academy and , where relevant, employer links will be utilised to widen horizons of Academy staff and students
- providing extended placements for diploma students
- assisting in providing role models and mentors to raise the bar on career aspirations and life chances
- using its links with 5,000 UK companies to support curriculum innovation in the school

Key Stage 3

The Academy will develop strong links with all feeder middle schools and the lower schools of the area. It will seek to build upon the good work currently in place on transition arrangements by further improving both administration and inter-school relationships in order to ensure an improved progression through the education system.

The Academy will build on the learning in its feeder schools and use a flexible skills-based curriculum approach. The curriculum will develop the skills of the students as independent learners, preparing them for Key Stage 4 and 5 and beyond. The Academy will develop students' pride in their work and will promote a curriculum which is relevant to the needs of local young people and their subsequent employability.

The University will use its expertise in English, mathematics, science and ICT to develop effective learning approaches to raise standards for all students. Specialist staff from the Academy will help raise standards in feeder middle schools by collaborative teaching, staff training and specialist knowledge development. Furthermore, provision at the Academy will include opportunities for Master Classes in all curriculum areas, drawing upon the expertise of the University and business community. CPD for staff, deployment of trainee teachers to the Academy and special projects will enhance provision and entitlement for all students.

The Academy will explore the use of vertical grouping as an approach to developing a "family" method for student-to-student support. The University will provide training for mentors. This will be linked to the work already started on "stage not age" progression, and supporting students with their learning outside school by the use of homework clubs and assistance for those without access to ICT at home.

Students will also be encouraged to take part in a wide range of enrichment and community development programmes, for example in sport and student support of lower school children.

The University will actively promote a culture of action research with Academy staff into, for example, "*What makes good Key Stage 3 learning*", as it has done recently with other schools in the area:

- working with the Bedfordshire Alliance of Lower Schools looking at the use of mind-mapping and its impact on reluctant writers
- working with one Upper and two Middle schools on evaluating the impact of introducing school counselling

Key Stages 4 and 5

The Academy will place great emphasis on the development of high-level functional skills in English, mathematics, and ICT to ensure access to the whole curriculum and success academically and vocationally for all students and successful progression to further and higher education and employment.

Collaborative working with the two other upper schools in the town – Manshead Voluntary Aided and Queensbury Foundation schools- and with Dunstable College will be a key feature of the academy's approach with the intention of developing complementary 14-19 provision, and sharing specialist resources, so that the Academy's students and students from Manshead and Queensbury schools can access the most appropriate learning programmes for their interests and abilities.

All post-16 students will be expected to be hard-working and focused upon their learning and they will be supported to that end. The sixth form will be open to all students. The Academy will develop a wide range of partnerships to create opportunities for a variety of learning experiences in the Sixth Form.

The University of Bedfordshire will ensure that the Academy delivers a strong and varied 14-19 and sixth form curriculum and provides a wide range of programmes of both a vocational and an academic nature. The Academy will develop strong provision for its specialisms in Key Stages 4 and 5, and seek to share its expertise with feeder schools and its neighbouring upper schools.

The Academy will make extensive use of businesses, employers, local arts organisations, artists, musicians and performers to enhance and extend learning experiences for students through their direct involvement in the development of its curriculum and extra-curricular provision, building on the existing relationships and its University Sponsor's networks.

The Academy will work collaboratively with other schools and providers to:

- deliver a range of agreed 14-19 courses to support the local learning system, and in particular in developing and implementing vocational courses, maintaining and improving links with other institutions
- develop common timetabling
- develop and implement on-line learning materials, tracking and assessment and reporting materials to support 14-19 entitlement
- maintain the viability of minority subjects
- provide impartial advice and guidance on curriculum and career choices
- provide access to its specialist science and business and enterprise facilities and resources
- develop a complementary range of extended provision for students, families and the wider community
- support both children and families through the ethos of fellowship and family and community support

The Academy's curriculum will promote employability, in terms of both the mainstream subject development and extended school provision. It will seek to promote employability through being a base for work on CV writing, job application support, interview skills, local business awareness, communication skills, presentation skills and other work-related needs for students, ex-students, and for other young people and adults in the community.

Health and Well-Being

As a particular focus of its specialisms in Science and Business/Enterprise, the Academy will develop a cross-curricular approach through all subjects to promote healthy lifestyles, balanced nutrition, and the physiological basis for our understanding of the importance of exercise to a healthy mind and a healthy body. The University will use its expertise in Sports Science to promote a greater take-up rate of sport both in and outside school for students at the Academy, who will be given taster sessions at the University to discover their own particular aptitude for a variety of different sports.

The Academy will provide all the necessary facilities, opportunity and programmes to encourage and enable young people to seek and secure a good level of physical fitness. There will be a school-wide approach to healthy living underpinned by inputs into learning programmes and by enabling student-led initiatives with the same focus.

Student Voice

The student voice throughout the Academy will be welcomed and listened to. There will be a student council with representatives from each year, and two student Associate Governors will serve on the Governing Body. Students will be encouraged to take responsibility not only for their own learning but also for making an active contribution to the effective running of the school.

Gifted and Talented

Gifted and Talented students will be given opportunities to develop their interests and talents as part of the personalised learning opportunities available for all students. The University of Bedfordshire will support the Academy through master classes and access to specialists to challenge Gifted and Talented students with especially interesting, stimulating and challenging learning experiences. The Academy will utilise its technology in particular web cams, video conferencing, pod casting etc to develop interests beyond the normal range of academic subjects, e.g. Master Classes, special projects, visiting and on-line speakers and real and virtual educational visits to enhance the learning experience.

Extended Services, Integrated Children's Services and Community Provision

The Academy will build on the priorities of the Bedfordshire Children and Young People's Plan and co-operate with other agencies and partners to maximise the life chances of young people in the wider community.

The Academy will provide, or facilitate the delivery of, a wide range of study support, arts, sports, and social activities for its students through an extended day and during week ends and holidays and will be a vibrant hub for the local community, through shared use of its facilities and, if additional sources of funding are available, through the construction of dedicated community facilities, providing a venue for adult education, family learning, health services, sports and leisure activities, clubs, performances and events and building on the existing positive relationships with parents and community members developed by the predecessor school.

The Academy will welcome and provide a venue for community groups, including religious groups, for meetings and events.

The Academy will address the needs of children and young people by identifying and understanding the needs of the families and the communities from which they come, by working closely with other agencies, such as the local Primary Care Trust and other family support services professionals. It will work with the business community, the public sector and the voluntary sector to co-ordinate approaches to supporting families, in particular by targeting and raising aspirations of parents and carers. The Academy will host a range of services on the site for the benefit of the local community.

Governance

The Governing Body will promote the Academy's ethos through its membership and direction, which will be visionary with a commitment to excellence. It is anticipated that the Governing Body will comprise representatives of the Sponsors, the staff, the parents, the local faith communities and employers. The majority of the trustees and governors will be appointed by the Diocese of St Albans as the lead sponsor.

Two student Associate Governors will represent the student voice on the Governing Body. This will ensure proper representation of the needs and desires of the young people as decisions are made by Governors.

Leadership and Management

The Sponsors will ensure that the Senior Leadership Team provides strong and purposeful guidance to the life of the Academy, building on the recent improvements at Northfields Technology College. They will raise the expectations of staff regarding the abilities of pupils. They will raise the aspirations of the pupils and the staff and convince them of their own abilities. They will develop a culture of continuous improvement.

The Academy's staff will be central to promoting its Christian ethos and it will be important for the faith commitment of staff to be taken into consideration in the appointment of the senior leadership team. Other members of staff will be expected to demonstrate a commitment to the overall ethos of the Academy and to its CPD programme.

The Academy will place a high value on its staff as absolutely the key in raising the aspirations and attainment of students and standards within the Academy and will invest substantially in the training and development of all staff using the University's strengths in CPD. There will be regular target setting for both staff and students, with rigorous monitoring and Performance Management.

Building Design and Learning Environment

During the Feasibility Stage the Sponsors will consider how best to provide facilities that reflect the curriculum and pastoral needs of students. This will include the need to create imaginative, exciting and flexible learning environments that encourage a positive attitude to learning, support behaviour management and pay attention to minimising pupil movement and maximising pupils' responsibility for and ownership of their environment.

We will involve students, staff, parents, and community groups in planning and designing the Academy so that we create flexible and adaptable 21st century spaces suitable for, and appropriate to, the learning and social needs of the Academy's students, staff and wider community and to maximise its use.

Endowment Trust Fund

The Lead Sponsor will create an Endowment Trust which can be used to support a range of individuals' needs. Examples of the kind of support that could be provided are:

- to ensure that all students have access to every aspect of the Academy's life and curriculum, e.g. to assist students with the costs of field trips, cultural experiences, sporting events and meetings when charges can be made), and to assist students with the costs of visits to churches and other places of worship and to diocesan events and courses
- to assist students with the development of heightened aspirations in activities that promote application to enter HE, especially those students who are from a family background with limited previous experience of higher level learning
- to assist students with the costs of specialist clothing, materials, tools and equipment required for an apprenticeship
- to assist students with costs connected with entering the professional workplace
- to provide additional funding to support the core aims and vision of the Academy where other statutory funding is unavailable or is insufficient

The Sponsors are committed to ensuring that all students have universal access to the curriculum and extra-curricular activities of the Academy.

Section 4: The Academy Site and Building

4.1 Site Basics

The Academy will be located at the following address: Houghton Road, Dunstable, Beds, LU5 5AB

The approximate size of the site to be transferred to the Academy Trust is: 6.237 Ha

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

Please provide details:

A copy of the Ordnance Survey map is attached with the boundaries of the Academy site clearly marked.		
Mark if agree		X

4.2 Site Ownership

The site of the proposed Academy is owned by the* (Mark one with an x)		
Local Authority		X
Diocese		
CTC Trust		
Other		
If other, please provide details:		
NB. The site is currently owned by Bedfordshire County Council. Central Bedford Unitary Authority will replace Bedfordshire County Council in April 2009.		

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

If the site is currently a school site, it will be transferred at nil cost (or leased at nominal rent) to the Academy Trust prior to the Academy opening, with terms agreed prior to Funding Agreement.	Mark if agree	X
	N/A	

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

4.3 Site Issues

Please confirm that the site is clear and unencumbered.*	Yes	X
	No	
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:		

<p>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:</p> <p>Northfields (Technology College) Upper School: Site Area: 6.237 Ha Gross Internal Area: 10312 m² Age of Buildings: 1945 - 1976 Construction: Traditional brick with timber and aluminium windows Roofs: Mixture of flat and pitched Condition: Despite major refurbishment to the infrastructure at the school, including roof repair, windows, electrical works, heating and toilet refurbishment, the condition of many of the buildings remains less than satisfactory and a number of areas are in need of redecoration, both internal and external. This has a negative impact on the learning environment with consequent implications for behaviour, motivation and standards of achievement.</p>

<p>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:</p> <p>None known.</p>
--

<p>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</p>

<p>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: Decanting plan not anticipated.</p>

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	X

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: (Please mark one with an x)	
BSF Local Education Partnership	
PfS National Framework	X
Other	
If other, please provide details of an alternative procurement strategy agreed with DCSF:	

Section 5: Agreements

5.1 Sponsor Agreement

Under the new requirements The Anglican Diocese of St Albans as lead sponsor (together with the University of Bedfordshire) is not required to contribute a Deed of Gift as part of the Funding Agreement to confirm sponsorship.
However over a 10 year period the Academy Trust will use its endeavours to provide £150,000 per year to create an endowment fund of £1.5 million - to be used to support the work of the Academy in the community.

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:	

Please confirm that you understand and are content with the roles and responsibilities of the Sponsor, as set out in <i>Sponsor Guidelines</i> .	
Mark if agree	X

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	X
	No	

Please confirm that the authority agrees to contribute to the costs associated with TUPE.	
Mark if agree	X

Does the Local Authority confirm that it will bring forward proposals for the closure of any predecessor schools?	Yes	X
	No	

Is this proposal included (or will be included) within the Local Authority's BSF Strategy for Change?	Yes	
	No	See below

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

NB. Bedfordshire County Council will be replaced by two new unitary authorities in April 2009. Bedfordshire County Council has not yet produced its strategy for change for this part of the county. This area of the county is included in BSF Wave 13-15 and will become the responsibility of the new Central Bedford Authority.

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

Bedfordshire County Council will consult specifically about the proposed closure of Northfields (Technology College) Upper School as follows:

- Consultation- September 2008
- Executive report- permission to publish statutory notices- November 2008
- Publish notice- January 2009
- Period for representations six week period- January/February 2009
- Executive report-present representations and request decision on conditional closure- March 2009
- Closure of Northfields (Technology College) Upper School- 31st August 2009
- Opening of the Dunstable Academy- as a 13-18 Academy- 1st September 2009
- Operating as an 11-18 Academy- to be determined

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	X
	No	
	N/A	
Letter from Luton expressing no concerns.		

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	X
	No	
	N/A	
Please provide details: A presentation on the proposal was made to staff and governors of Northfields (Technology College) Upper School on the 9 th June 2008 and the proposal was well received. At the governing body meeting held the same day those governors present voted to support the proposal. This decision was ratified by the full governing body meeting held on 26 th June.		

5.5 Learning and Skills Council (LSC) Agreement*

Has the Local LSC been consulted on and agreed to any proposed post 16 provision?	Yes	X
	No	
A letter confirming support is attached?		
	Yes	X
	No	
If No - Please provide copies of any correspondence and give details of LSC objections:		

5.6 Diocese Agreement

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

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	X

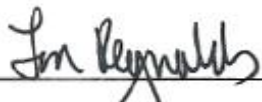
The Department has put out a tender on the open market for the Project Management of Academy projects. Please confirm that all parties are content to select a Project Management company from the DCSF framework.*	
Sponsors will use the Church Academies Services Ltd for project management in line with the agreement between the National Society and the DCSF.	
Mark if agree	

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 <i>Delivering Academy Buildings through PFS</i> :	
Mark if agree	X

Please provide details of any known impediments, risks, conditions or hazards not mentioned elsewhere in this document:	
None known.	

- 5.8 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 Anglican Diocese of St Albans
- the Lead Sponsor)

Name in full: **Jon Reynolds**

Position: **Diocesan Director of Education**

Date: _____

22 July 2008

Signature: _____



(For and on behalf of the University of Bedfordshire
- the Co-sponsor)

Name in full: **Professor Les Ebdon**

Position: **Vice Chancellor**

Date: _____

22 July 2008

Signature: _____



(For and on behalf of Bedfordshire County Council)

Name in full: **Malcolm Newsam**

Position: **Director of Children's Services**

Date: _____

22 July 2008

Section 6: Contact Details

The Diocese of St Albans - the Lead Sponsor

Representative: Jon Reynolds, Diocesan Director of Education

Address: Holywell Lodge, 41 Holywell Hill, St Albans AL1 1 HE

E-mail: jreynolds@stalbans.anglican.org

Tel: 01727 818171

Fax: 01727 844469

The University of Bedfordshire - the Co-Sponsor

Representative: Professor Kate Jacques FRSA, Pro Vice Chancellor

Address: Bedford Campus, Polhill Avenue, Bedford MK41 9EA

E-mail: kate.jaques@beds.ac.uk

Tel: 01234 793428

Fax: 01234 793422

Bedfordshire County Council - the Local Authority

Representative: Malcolm Newsam, Director of Children's Services

Address: County Hall, Cauldwell Street, Bedford MK42 9AP

E-mail: malcolm.newsam@bedscc.gov.uk

Tel: 01234 228396

Northfields (Technology College) Upper School - the Predecessor School

Representative: Head teacher

Address: Houghton Road, Dunstable, Beds LU5 5AB

E-mail:

Tel: 01582 619700
