



THE HEREFORD ACADEMY

EDUCATION BRIEF

Draft F

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1.0 INTRODUCTION

This Education Brief has been created as an initial draft for the Hereford Academy, and has been put together by a variety of parties involved in the Academy project, most notably the Sponsor and the Department for Children, Schools and Families (DCSF). As the Brief develops, Wyebridge Sports College will be involved in the process, in the hope that the strengths of the current school can be matched to the Vision of the Sponsor. Other Stakeholders, especially those in the South Wye community, will also have a significant role in commenting on the Brief.

The purpose of the document is to provide the Design Team with guidance on the design of the building and site, in order for them to develop the Initial Design Brief needed at Feasibility for an Academy delivered under Partnerships for Schools' National Framework.

2.0 BACKGROUND

2.1 The Diocese of Hereford

The Hereford Academy is sponsored by the Diocese of Hereford. The Diocese was founded in 676 AD, and covers the whole of the county of Herefordshire, southern Shropshire, Hereford and a few parishes in Worcestershire, Powys and Monmouthshire. The Diocese supports 84 Church of England Schools including two secondary schools, and hence brings extensive knowledge of Christian educational values and school management to the project. The Church of England has extensive experience of education provision for all people, whether members or not. The Church's historic and ongoing contribution to education for all is well documented and has been acknowledged by successive Acts of Parliament.

2.2 The Academy Project

Funding for the Hereford Academy is being sourced from the DCSF and its Sponsor, The Church of England, through the Diocese of Hereford. The Sponsor will contribute via an anonymous donation, a capped £1.5m towards a charitable endowment / investment fund, the income of which will be used to target educational deprivation and disadvantage in South Wye. The exact focus of this endowment will be developed in parallel with the project.

2.3 ICT

In order to create an innovative, 21st Century learning environment and an efficient school, ICT will be woven into the operation of the Academy, and facilitate much of the teaching and learning within it. This document includes an ICT Vision for the Academy (Appendix 1). A particular focus of any ICT Vision will be the role it will play in closing the 'IT divide' between those who have access to

computers and Broadband communications, and those who do not. ICT will be a significant tool in the engagement of the whole community in learning – a key aspect of this project.

2.4 The Feasibility Stage

The Hereford Academy project progressed to the Feasibility Stage in February 2007. Detailed work to establish the Academy's constitution, key policies, building related requirements and funding is currently taking place in tandem with the preparation of the Outline Business Case for the project, by Herefordshire Council. This will cumulate in the completion of the Funding Agreement between the Secretary of State and the Academy Trust, and the progression of the project into the operational 'Implementation' stage.

3.0 ETHOS STATEMENT

The Hereford Academy will serve its community by providing an education of the highest quality within the context of Christian beliefs and practice. It will encourage an understanding of the meaning and significance of faith and continue to promote Christian values through the experience it offers to all its pupils and families. The Academy aims to build a culture founded on respect, generosity, collaboration and creativity fostering success and achievement. The guiding statement of the Academy, 'Life in all its fullness', will be a right for all those who have the opportunity to work, teach and learn in the establishment, and for the communities it serves.

The objectives of the Academy include building on the clear strengths of its predecessor school, as highlighted in a recent OFSTED report. The Academy will further develop Sport, Science and Health, and will include extensive use of ICT. It is believed success in these specialisms will breed success in other parts of the school curriculum by building confidence and teaching leadership skills. A high quality education, inclusive of all faiths and beliefs will prevail.

4.0 VISION STATEMENT

The Hereford Academy will develop and enrich the mind, body and spirit, and create an environment for learning and growth. It will be a place strengthened by shared values of empowerment, honesty, integrity and respect, where learners of all ages enjoy achieving.

The Academy will be:

- A happy creative place where all can thrive;
- A place where all learning is valued , achievement is exciting and success is celebrated;
- An environment where students are viewed as unique individuals who bring essential gifts to the life of the Academy;
- A place that provides opportunities for students to develop personally and make a beneficial contribution to society;
- A place in which everyone takes pride and contributes to decision-making.

The Academy will be a dynamic learning environment which responds to the needs of the South Wye area and which puts students at the centre of all aspects of achievement, regardless of individual ability. Christian faith and principles including challenge, courage, forgiveness and service, will inform all of the Academy's activities.

5.0 SPECIALISMS

The Sponsor, working with others, will help create an inclusive and aspirational Academy. At its heart will be the Specialisms of Sport, Science, and Health. The disciplines of these specialisms will be interrelated (Sports and psychology, for example) future focussed and will provide an opportunity to engage the learners in the local community, and maximise the support of an ICT-rich environment.

5.1 Sport

Building on the predecessor school's sporting success, the Sponsor envisages significant engagement and outreach work, carried out in partnership with a variety of organisations, to enrich this programme at the Academy. The Academy campus should reflect this specialism through separate sports halls, a Multi-Use Games Area (MUGA), all-weather outside spaces, and a playground. Those with particular sporting gifts will be targeted through specialist support and coaching, to achieve at the highest national and international levels. It is the aspiration that no sporting or athletic gifts will be left unsupported.

5.2 Science

Science will be deep-rooted in the curriculum of the Hereford Academy. Not only will the students get a sense of the significance of science through high quality specialist chemistry, physics and biology facilities, but also through an understanding environmental and sustainability issues, as mentioned later in 9.1. Specialist sciences such as Forensic science and Astronomy will also be available to students at the Academy via the post-16 offer.

5.3 Health

Improving the well-being of children is a priority of the Sponsor, Herefordshire Council Children's Services and the Local Primary Care Trust. The safe-guarding of vulnerable children is a particular objective. The Academy will promote the five outcomes as specified in the Children Act 2004:

- Being healthy;
- Staying safe;
- Enjoying and achieving;
- Making a positive contribution;
- Achieving economic well-being.

The Hereford Academy will further develop the work of Wyebridge Sports College with the local NHS, to further emphasize the significance of health in South Wye. The needs of vulnerable children will continue to be addressed within the sponsors' core priority on the holistic development of the spiritual self, and the emotional and psychological stability this encourages.

6.0 THE CURRICULUM

6.1 Introduction

The proposed outline curriculum and organisation has been developed to reflect the Hereford DBE's Vision for the Academy and is intended to retain maximum flexibility, yet maintain the centrality of the Academy's vision. To ensure this, the Sponsor and other stakeholders will contribute to the further development of proposals and maintain ownership of an on-going process.

The Hereford Academy will be a Christian-ethos foundation in the heart of the South Wye community. Christian ideals will be embedded through everyday life in the Academy, in the attitudes of staff and pupils, in behaviour, and in operation and management. The Christian status is known, understood and assumed by all, rather than being in any way overtly explicit. Pastoral support for children and families will be a key tool in fostering this ethos.

6.2 Curriculum Aims

It is the goal of the Hereford Academy to develop all attributes of the student: intellectual, cultural, physical, social, and spiritual. It will be important to develop the curriculum/educational learning and 'life' skills of students in parallel, and ensure that the correct amount of emphasis is placed on each. The Academy will work with the community to ensure that no child or young person misses out on the opportunities available to them and to their families.

The Academy's teaching environment will be stimulating, exciting, vigorous and effective in its delivery of knowledge, and the competences and skills that underpin it. All staff will be responsive and sensitive to other members of the Academy community in order to promote an open, trusting and happy atmosphere, which encourages self-confidence in students. People learn when they are happy: this is an over riding aspect of the Sponsor's Vision for the Academy.

The Hereford Academy will be an integral part of the South Wye community and will encourage partnership with educational establishments in South Wye and the wider Hereford area. Open and trusting relationships between Academy students and other learners will be a key factor in diversifying the range of experiences the Academy curriculum can offer, especially through collaborative provision at post 16.

6.3 Curriculum Values

Christianity will inform the life of the Academy, and Christian values will influence and contribute to its underlying ethos. To further promote Christian values there will be regular acts of collective worship, assemblies and morning “thoughts for the day”. In their own way, each of these will help and inspire all to share and establish firmly the collective values of the Academy, which are:

Integrity;	Responsibility;	Pride;
Dignity;	Independence;	Hard work;
Co-operation;	Active citizenship;	Obedience;
Trust;	Achievement;	Creativity;
Ambition;	Diversity;	Challenge;
Courage;	Humour;	Confidence;
Honesty;	Respect for the environment;	Humility;
Respect for people;	Punctuality;	and
Self-worth;	Politeness;	Respect for authority;

The exploration of these values will be key to the development of all learners, the direction of the Academy, and can provide a framework outside that provided by the “formal” taught curriculum.

The advancement of a sense of community within the Academy will be accomplished through corporate responsibility of the Academy Trust, but will also be reflected in the recognition by all staff of the extra-curricular needs of students. All people, especially the young, will learn from their experiences, both in and out of the Academy and a consistent message will be conveyed by staff.

6.4 The Core Curriculum

The Curriculum at the Academy will be divided into four core curriculum “clusters”, which will have their own integrity, but will be delivered as a whole to create balanced learning including both traditional and vocational learning. The names of the core curriculum clusters will be consulted upon and finalised at a later stage. Initial suggestions are:

- *Numbers and Symbols*: ‘subjects’ include Maths, Sciences, and Technology;
- *Communications*: ‘subjects’ include English, Taught ICT, and Foreign Languages;
- *Humanities*: ‘subjects’ include History, Religious Education, Geography;
- *Aesthetics and the Senses*: ‘subjects’ include Art, Drama, Music, Dance, Health and Physical Education.

The facilities for each “cluster” will be physically located together and arranged to maximise the efficient learning and movement of students, their sense of identity and ownership and the use of space. This shared use of space and focus will enable better links between individual subject knowledge and competences within a cluster, and enable coherence in students’ learning. Each cluster will be managed by an Assistant Principal who will be the Curriculum Coordinator for that particular cluster and be responsible for developing the curriculum offer. He or she will ensure the effective learning of every pupil in their care and developing a holistic approach to learning.. The Assistant Principal will work closely with the Senior House Tutor, as outlined in section 8.4. It is the Sponsors’ aspiration that the overall vision for the Academy, as outlined above, will not be diluted by this specific cluster system, or indeed the dedicated pastoral care also proposed.

Creative links across the clusters will ensure that subjects are not unnecessarily categorised, and that learners benefit from an understanding of how for example Art and Maths, or Sport and Religion, are related. The development of thematic weeks within the academic year will be explored.

6.5 11-16 Curriculum

Learning at the Hereford Academy will begin in Year 5, with an exemplary transition programme that seeks to extend the experiences of students at primary level, integrating each child and their family harmoniously into the learning, pastoral structure, and ICT-rich environment of the Academy. In this way the new students will be familiar with the ethos and high ambitions of the Academy. In key stage three timetabling will be as flexible as possible to enable long periods of focused learning that may be necessary to overcome individual challenges. The Sponsor is keen that students should be able to progress through stages of learning regardless of their age. This is challenging as an aspiration and will be the main focus of much of the work done in the Implementation stage of the project.

The Academy will promote high quality opportunities through a mix of both traditional and vocational pathways. There will be a genuinely comprehensive curriculum with a focus upon personalising learning by accepting that each student will be able to achieve their personal and academic goals in tandem. Each student will experience early success by developing a flexible curriculum that meets their needs. There will be level one and level two courses on offer and a structured pathway for each learner that is supported by the pastoral and careers guidance within the Academy. Vocational tasters will be on offer from year 9 and each student will be further supported with an individual learning plan that is monitored and reviewed. The foundations that are established at this stage of learning will prepare the student for progression to post-16 opportunities both within the Academy and through partnership with other learning providers.

6.6 Post-16 provision

Post-16 opportunities will be an integral part of the Academy, and will extend the aspirations of students, their families and the wider community. The curriculum offer will be extensively consulted upon during the Implementation phase however there are a number of key principles that need to be

established. The post-16 provision will be a distinct but integral part of the Academy with its own centre and social area. There will be a post 16 manager/Assistant Principal who will be responsible for the wider curriculum offer and will work with the business manager to establish and promote wider community engagement. The 16-19 provision will be timetabled in tandem with the lower school programme and taught within the main school facilities. However, the curriculum offer will be sufficiently flexible to build upon the collaborative arrangements of the 14-19 consortia, as well as offering a range of new and distinct opportunities from the Academy.

The post-16 offer made at the Academy will take very careful note of the needs of the students who have spent five years at the Hereford Academy, and of the Academy's specialisms. Subjects will include Science, Maths, Sports, Psychology, Sociology, Media, Humanities and Modern Foreign Languages. Wider vocational areas will be establishing best practice in Society, Health and Development specialised diplomas, Sports BTEC/specialised diplomas and Science related courses. This will be underpinned by pastoral support and active citizenship. The post 16 provision will provide stepping stones to progression by providing alternative level two, ASDAN, work related learning and 'Entry Employment' type courses. This enables a comprehensive mix of both traditional and future focussed curriculum opportunities. This can be further extended to adult learning by building in a responsive 'Lifelong Learning ' offer that supports the Academy ethos and values as well as addressing local priorities.

The Sponsor is keen to provide as many external influences as possible to students at the Academy, and will seek to establish links with such organisations as local employers in all sectors, the PCT and higher education establishments within Hereford, nationally and internationally. A key challenge currently being addressed is the collaboration between post-16 providers that will be necessary to provide the broadest possible offering for Hereford.

The Sponsor expects an improvement in retention rates post 16, reducing the numbers not in education or training and, with an aspiration of 80-90% retention for 16-19 year olds three years after the construction of the new Academy buildings. Those students who do not choose to continue their education at the Academy will be fully supported through and beyond their next choices by, among other methods, the community liaison input at senior management level. No student or family will be invisible to staff.

6.7 Extended Curriculum

It is the Sponsor's intention that the Academy timetable will be extremely flexible, and will include the option for diverse activities, such as trips and workshops, to be introduced into the school day, with the intention of enriching the learning process. In addition to these enrichment sessions, the extended curriculum will aim to raise aspiration and further learner development through:

- Pastoral care;

- Contact with employment partners;
- Work experience;
- Clubs and sports-related activities;
- Charitable links with overseas partner organisations, also known to the Diocese of Hereford;
- Health and Science workshops with FE and HE partners, and local PCT.

The Hereford Academy will also provide a range of services aimed at gifted and talented students, with the aim of developing these special gifts. Students on the Gifted and Talented register may apply themselves to an extensive and directed programme in the extended curriculum, aimed at providing opportunities to:

- Develop independence as a learner;
- Pursue personal interests and individual enquiries;
- Respond to open-ended questions;
- Engage in interdisciplinary activities;
- Excel in the Specialisms of the Academy;
- Develop plans for engagement in further and higher education.

6.8 Additional Educational Needs (AEN)

The Hereford Academy will operate in line with the Special Educational Needs Code of Practice (2001) and will hence embrace students with AEN so that their gifts may flourish, and they may interact meaningfully with everybody at the Academy.

As a member of the family of Secondary educational establishments within the Local Authority, the Academy will ensure that all children in the South Wye community are properly catered for, and that the best possible provision is deployed. As the Academy will be pursuing a policy of personalised learning¹ all students will receive support and challenge, tailored to their needs, interests and abilities. The Academy will thus operate a 'whole school' approach to AEN.

The policy will be based on the following principles:

- That all students with AEN are fully integrated into the life and culture of the Academy;
- That all students with AEN have access to a broad and balanced curriculum, including the National Curriculum;
- That all teachers are teachers of students with AEN and therefore are responsible for meeting those needs.

All teachers and learning support staff in the Academy will:

- Need to be aware of the Academy responsibility for students with AEN;

¹ Personalised Learning, in practical terms, means the focusing of each student's learning in a structured way, to enhance progress, achievement and participation in Academy life.

- Have regard to the guidance in the Code of Practice;
- Apply that guidance effectively in identifying, assessing and teaching students;
- Work together in the classroom to seek to raise standards for all students.

Communication with partner establishments prior to a student's arrival will ensure that his or her needs are identified and met as soon as possible. Parental/carer concerns will equally make vital contributions to identification.

Assuring the quality of provision for students with behavioural difficulties will be one of the most urgent tasks for any Academy or school. It will be essential that an effective behaviour policy is established; one in which positive teaching and pastoral support lead personal esteem to be rebuilt.

Looked after Children (LAC) will remain an important priority group that will be fully supported.

WORKING WITH OTHER SCHOOLS & THE WIDER COMMUNITY

A very significant part of the Academy's vision is that it will contribute to the local family of schools and have a link with all partner schools in the area. The Hereford Academy will have a strategy in place for working with other organisations and the wider community, including Children's Services, to deliver national agendas (e.g. Every Child Matters, 14-19 reform and extended schools).

6.9 Extended Services

The Hereford Academy will provide opportunities for lifelong learning both in the day and during out-of-school hours. The Academy will communicate, at all levels, with the South Wye community, and cooperate with local regeneration initiatives and resident-focused organisations.

It is one of the primary goals of the Sponsor that the Academy will be a catalyst of regeneration in South Wye. The Sponsor will explore the 'Communiversality of South Wye' vision prepared for the St Francis Initiative, and seek to further the work of the initiative in areas such as personalised learning for all ages, and community leisure, music and dance, crafts and design. Linked provisions with other community facilities are integral features of the Academy. The Sponsor will work with local partners to explore opportunities for providing the following additional services onsite:

- Additional use of learning and ICT services;
- Informal provision of youth activities;
- Lending library/bookshop and learning resource centre;
- Community use of sports facilities;
- Café and shop (linked to enterprise and work related learning initiatives);
- Meeting facilities for local organisations;
- Evening classes for adult learning;
- Flexible space for communal worship/reflection;
- Health Services and Education Welfare assistance (see 8.7.2).

The 'Every Child Matters' Agenda will be integral to The Hereford Academy on all levels. The Academy will:

- Protect children and help them achieve what they want in life;
- Find out what works best for children and young people;
- Protect children from falling through the net;
- Narrow the attainment gap between disadvantaged students and their peers;
- Establish a new relationship with families and carers.

6.10 Generating Enthusiastic Family and Community Participation

The Academy will take a leading role in helping to regenerate the local area and economy. The Project Steering Group (PSG) will consult widely with all stakeholders during the Feasibility Stage to ensure the Academy provides services and facilities which will generate 'bottom up' regeneration and growth. The Hereford DBE will aim to boost the employability of pupils and the local community by increasing skills sets, and stimulating personal enterprise.

During the Feasibility and Implementation stages, the PSG will explore the possibility of basing a range of community and meeting facilities at the Academy, which can be used by local people, including sports and recreation facilities, community library and bookshop and internet cafe. In this way parental interest, involvement, and support will be improved thereby enhancing pupil achievement.

7.0 SCHOOL ORGANISATION STATEMENT

7.1 Organisation and Length of Day

The Academy will be open throughout the year from 8am-10pm, and many of the facilities will be open and available for the Academy community to use during the opening hours: the dining area for breakfast, social areas, quiet rooms, library, additional ICT facilities etc.

7.2 School Year and Terms

Herefordshire Council is reviewing the structure of term time arrangements. It is likely that the Academy year will utilise a 6-session system, and will initially be spread over the standard 3 term arrangement. This will fit appropriately with partner schools, and the expectations of families.

7.3 Proposed schedule of a Day in the Hereford Academy

6:00am to 8:00am	Early cleaning
8:00am to 8:40am	Breakfast and social time
8:40am to 9:00am	Tutorials/Assembly/"Thoughts for the day" in Home Room
9:00am to 10:30am	Learning Session 1
10:30am to 10:45am	Morning break. Refreshments available in Cafés
10:45am to 12:15pm	Learning Session 2
12:15pm to 1:45pm	Learning Session 3, incorporating staggered lunch
1:45pm to 3:15pm	Learning Session 4
3:15pm to 5:00pm	Voluntary activities. (The extended day time: - homework; study time; sports; teams; clubs and societies; etc...)
5:00pm to 7:00pm	Closed for cleaning and maintenance
7:00pm to 10:00pm	Community groups, activities and classes.

The four 90 minute Learning Sessions will enable a multitude of flexible options for the formal curriculum to be divided and used as required for teaching of an individual subject. The age and ability of students may also determine how each session is divided:

- The Sessions could be used as 90mins, 2 x 45mins, 60 + 30 mins, or 3 x 30 mins;
- Session 3 will be divided into two 45 minute periods to create a staggered lunchtime where the lower half of the Academy will eat at 12:15, and will be followed by older students at 1pm.

Each subject cluster will be allotted a certain number of 45 minute periods. The simple relationship between clusters and Learning Sessions will create an easily manageable timetable.

7.4 The Tutor System: Pastoral Support

One of the aims of the Sponsor is a learning environment which is personalised for all students. This is dependant upon a structure that enables each and every student to have a positive and meaningful relationship with a member of staff who is responsible for the monitoring, assessment and target setting for that individual.

Outside of the classroom, appropriate staff members will also be Tutors and run a Tutor Group. The Tutoring System will be the primary means of pastoral support in the Academy. It is the Tutor's role to champion, challenge, and coach the children throughout their educational experience at the Hereford Academy.

Each Tutor Group will consist of no more than 25 students. The group will be mixed age (11-16 years): a vertical group. Each group will receive 5 new students each year of entry, so forming a "family" group. (The Tutor therefore will receive the statistical and other data from the Primary school for the 5 students in contrast to the more commonly used horizontal Year grouping of 25 students.) Every Tutor will remain with their group as students grow older thus ensuring continuity of relationships, and will be assisted by the 16-19 year olds if this is necessary, and acceptable to older students. The initial 900 students likely in the Academy will create 36 tutor groups.

Tutors will monitor student's progress daily, and communicate with parents/carers and families. Plans for the assessment of students will be developed further during implementation.

7.5 The House System

Several tutoring or "family" groups will be combined to form a House. There will be four Houses in the Hereford Academy. The Houses echo the four learning clusters and students will be consulted upon relevant names for each cluster:

The Houses will occupy separate areas in the Academy building; each headed by a Senior House Tutor, and will contain the classrooms for one of the four main curriculum clusters.

Each House will have a staff workspace, a gathering/social space and an associated 'green' space to be designed and cared for by the students.

Whilst this aspect could be used for the traditional inter-House competitions, and we do not discourage this, it should be noted that the prime purpose of this house/cluster system is the provision of a learning environment which is personalised, rather than structure for the sake of structure.

7.6 Family Links

The relationship between family and the Academy will be of crucial importance to the educational and personal development of students.

Parents /carers must themselves become engaged in the process of education in order to support their children in responding to the learning challenges faced at the Academy and in future life. Families who have not themselves experienced a valued growth of knowledge and understanding through school and therefore cannot relate to contemporary learning will be targeted by Academy staff, in partnership with local organisations. Communication will encourage strong and meaningful relationships between families and the Academy, with the aim of providing constant and appropriate support to students.

The 'Transition' programme will establish links beginning in the summer term two years prior to arrival, with visits to the Primary school for induction and meeting the "family" group. Prior visits to Academy facilities by partner schools and families, transition projects and summer schools will mean that the specialisms and culture of the school are familiar to those becoming more formally involved.

Assistant Principals will issue termly reports from each subject cluster, and attend meetings between families, students and Tutors. These formal sessions will also take place termly and will be used to discuss progress and future target setting. The ICT Vision for the Academy (found at Appendix 2) will include proposals for parental monitoring of students through virtual reporting systems and the Family Portal.

7.7 Staffing

The Academy Governing Body will be fully defined during the Implementation stage of the project, but will be representative of all stakeholders to the Academy, including staff, parents, local organisations and the Local Authority. Advisory Governing panels, made up of parents, students and community representatives will also be able to advise the main Governing Body on diverse issues, and may include students at the Academy to ensure representation.

Although a hierarchical structure will be in place at the Academy all staff are empowered and make a full contribution to the corporate life of the Academy, in the spirit of democracy envisaged by the Sponsor.

7.7.1 Senior Management Team

The *Principal* will make decisions through the participation and involvement of all. He/she will be sympathetic to the Christian faith and diversity of the Anglican Church, and will be the figurehead of the school and guardian of the Sponsors' Vision. He/she will provide a unified view of all elements which make up the Academy, and will be accountable to all.

The *Vice-Principal* will support the Principal in all aspects of his or her role as the champion of the Academy, and will also manage key external inputs described below as 'support functions.' The Vice-Principal's role will focus on all aspects of student learning strategies at the Academy.

The *Assistant Principals* are the heads of their particular curriculum 'cluster' and govern the administration and delivery of learning within it. They may also be head of an individual subject within the cluster. They will communicate on a regular basis with the Senior Tutors who lead the pastoral care within the house. The areas of pastoral and academic care will be related and communicated, and thus the complete spectrum of student development is monitored.

The *Senior House Tutors* lead Tutors and hence bridge the link between senior management and individual students.

The *Business Manager* will control services related to the bursary, administration, reception and office staff, site manager, catering, cleaning, reviewing service contracts and developing business at the Academy.

7.7.2 *Support Functions*

A *chaplaincy* role will be developed between the Academy's Governing Body during the implementation stage. The Hereford Diocese Board of Education, whose members make up part of the Academy Trust, will be suitably positioned to provide advice and guidance if this is necessary.

The *ECM* and *Health Officer* will support the Principal and Vice-Principal in adherence to the ECM agenda, and will also play a key role in maintaining the Health specialism with external stakeholders such as the local PCT and designated child protection responsibility.

The *Additional Needs Manager (ANM)* will be responsible for managing the effective delivery of education and learning support to students with AEN. He/she will promote the inclusion of special needs students in all learning environments at the Academy, and ensure that while individual support is available, a minimum amount of separation is experienced by Additional Needs students.

The *Community Liaison Officer* will manage the Academy's links with the community and external organisations, inform the Senior Management group of relevant issues in the South Wye area, and promote the Academy wherever this is deemed to be necessary.

Aside from the tutoring system at the Academy, there will be a number of other Academy student support services, for example, an education welfare officer and a full-time Nurse.

Staff from other agencies will be in communication with The Hereford Academy to provide extra services if necessary.

7.8 A Day in the Life of a Student at the Hereford Academy

The account below attempts to detail some of the experiences that may be possible at the Academy, in the hope that the reader can become more familiar with the ‘feel’ of the organisation. It assumes many facets of the new school, and is thus a ‘Vision’ rather than a proposal, narrated by ‘a student’ at the Academy:

It is 8.15am and I have just arrived at the Academy. Although Assembly doesn’t start for another twenty-five minutes, I walked in slightly early today. I prefer it this way, as the extra time means I don’t have to rush, and can check my e-mails, and look at my timetable for the day or catch some breakfast. When I arrive, I enter the Academy by using my individual electronic swipe card, which automatically updates with information for the day. Because the walk to school is quite long, my Mum likes to check that I arrive safe and on time. Previously, she would have to phone and speak to someone directly to ask if I had arrived; now she can check on the internet. The ICT Learning Gateway also lets parents check up on our progress at school – I know my parents check this every week to make sure I’m doing my work properly or if I need any help. They can also check on my conduct at school, a feature which admittedly makes me behave a little better than I previously did!

Before Assembly starts at 8.40am, I head straight for the lockers in my house. I love my new locker; they are all twice the size of the old ones, and are now large enough to fit all my belongings – the laptop provided by the Academy, my games kit and even the second-hand guitar I recently bought. They are recessed into the wall, and the wide corridors mean there is much more space. If I have some spare time before Assembly starts, I use the instant messaging feature on my personal networked device to organise when and where I will meet people from other houses at break time.

As it’s a Tuesday, I make my way to House Assembly, which takes place in an open area mainly being used for Year 9 drama at the moment. Students also have meetings with their Tutor at this time in the morning. These tutorials comprise of around fifteen students from across the lower Year groups. During these twenty minute tutorials, targets and assessments are assessed, and the Tutor provides encouragement if he feels we are under-achieving. This timeframe presents the best opportunity to discuss work related issues or any other problems. Yesterday, I talked to my tutor about the range of opportunities there are for me at post 16. I am getting quite excited about it..

This morning is different, as Year 7 is reporting on their ongoing project, which has reached an important stage after many weeks of work. The interactive whiteboard feature allows the rest of the school to see both live and pre-recorded images of Year 7’s experiments being conducted in the Science labs. Before leaving Assembly there is a ‘Thought for the week’, where the Assembly focuses on a particular theme: ‘Love in Human Relationships’ being today’s example.

The first Learning Session starts at 9.00am. If we’re not working individually, we are put into small groups, or sometimes even into pairs; it is good to get to know other people who you may not have spoken to before, and people are not as shy as they used to be. Teachers use multi-media, interactive activities and online resources, and everyone gets involved. I feel that these heavily interactive sessions encourage us to participate and ask questions.

During break, which starts at 10.30am, all of the students have the chance to buy healthy snacks from the cafeteria. I'm still impressed by this high-tech process; the cafeteria doesn't take cash – my swipe card can be used like a debit card. In the same way that the card records data when I enter the Academy in the morning, more information is updated to the ICT portal. This allows us and our parents to check on our purchases and diet.

Lunch comes after Session 2, and lasts for 45 minutes. The lunch break is staggered, meaning that half of the Academy eats whilst the rest continue with Session 3. After 45 minutes, the first half then goes to their 45 minute Session 3. Lunch is usually in the house social area, or in the main dining hall, where the cafeteria service offers a wide choice. If the weather is nice, we can even sit outside under the pergola. By accessing the Learning Portal before lunch, we can also pre-order lunch through the catering system.

Learning Session 4 begins at 1.45pm, and the subjects taught vary just like those in the morning. Sometimes the afternoon sessions comprise of double lessons, which is something the teachers greatly encourage for those taking a subject specialism. Although afternoon lessons are not hugely popular, I myself don't mind them. This is especially the case when I have Science, as we always have a great time in the lab, sometimes we do experiments and analyse the results electronically other times it can be hands on, and there is a lot of tidying up later.

Following on from the afternoon sessions are the Voluntary Activities. These activities start at 3.15pm and last for around two hours, with staff, support staff, older students, and local people meeting at the Academy. It can get quite hectic sometimes. Although some students decide to return home, my friends and I are staying back to play football. We don't have to choose sport as our activity as there is the option of study time, music practice, or involvement with clubs and societies.

There is nothing formal organised between 5pm and 7pm as the Academy closes for cleaning. I will make use of this time by getting my homework out of the way. From 7pm, the Academy offers Community Learning events, which presents a wide range of vocational and interest-based courses that are open to both students and members of the surrounding community who seek to make an improvement on their lives. It's certainly not uncommon for a family member of a student to come in the afternoon for a family learning session in IT. I regularly attend the Youth Club, which is very popular, especially since the Academy's facilities have been substantially renovated. The building is usually open until 10pm, and maybe even later if there is a special event like a lecture or concert.

In the evenings, homework will take around 30 minutes for younger pupils, but those on examination courses are likely to do a lot more work. Many assignments can be completed and submitted online by the next morning. As I completed the homework earlier today, I have the evening free to relax at home, or catch up with some friends from town who are coming down to the Academy for a Cinema evening, which is being held in the main hall. Sometimes I access the Learning Portal, where I have added an avatar (an Internet representation of myself). Although my parents did not use the Portal much at first, they are really starting to get involved. Tonight they are talking to other members of the Parents Association about our forthcoming trip to the Eden Project with the environmental group.

They are using a internet free phone called Skype, which is easy because our broadband connection at home is really fast. My granny is even thinking about joining the 'silver surfers' IT group at the Academy.

8.0 GENERAL BUILDING DESIGN CONSIDERATIONS

The Sponsor envisages an Academy that is welcoming to students, families, staff and the local community. The whole Academy should feel clean, light and airy from the inside. In addition, the following design features have been identified as important:

- A range of different sized working areas for students and staff;
- Multi-purpose spaces - each classroom to be as flexible and adaptable as possible to support a range of teaching approaches and to include the necessary hardware for teachers and support staff;
- An open environment, without long corridors, narrow staircases or hiding places;
- Adaptable communal spaces which may be used for informal mentoring, wireless ICT access, break-out and social time;
- Open-plan offices for administration staff, with some small rooms for private activities;
- A natural well-lit and colourful communal environment;
- A quiet library and resource centre, including a separate space for post-16 study;
- Separate gym and sports facilities;
- A sports Hall;
- An larger assembly area for Houses , curriculum clusters , exams and performances;
- A main hall for drama, film etc, possibly joined to one of the dining areas;
- Quiet areas for reflection and study;
- Facilities for an ICT-managed system, including well-ventilated server rooms;
- An obvious reception area that is open and welcoming whilst still secure and preventing access to other areas of the Academy;
- Display areas for art, sculpture and other presentations;
- 4 separate Houses in which each contains:
 - Lockers in an open area for the students in the house;
 - A staff work space /room;

- A flexible ‘gathering space’ – which can be used for assemblies and performances;
 - A seated area where food can be consumed and students ‘chill out’ space;
 - Classrooms that have some specialist facilities aligned to each ‘cluster’ offer;
 - Outdoor ‘green space’ designated for each cluster.
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- A place of communal reflection and worship for students and the community;
 - A main kitchen with a flexible dining area, where food can be consumed throughout the day.

8.1 Sustainability

The Sponsor’s Group and Sub-Groups have prioritised sustainability. It is essential to the Hereford DBE that the Academy’s construction and operation, environmental design and energy use is sustainable. The BRE Group and other consulting organisations may be used to achieve this goal, and will have an input into the Outline Business Case prepared by Herefordshire Council.

Other design features that are seen as important are integration of buildings with nature, a sophisticated Building Management System (BMS), intelligent lighting, and efficient heating and energy practices. Sustainability fits in with our wider environmental theme and supports core curriculum aims.

APPENDIX 1 – ICT VISION