Section 10 Consultation
17th October - 4th December 2017

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Introduction

Great Western Academy was approved by the Department for Education (DfE) in 2015 with an expected opening date of September 2018 to provide secondary and sixth form provision for North Swindon. Since this time the Great Western Academy Trust have been working towards the opening of the school to provide students in North Swindon with new opportunities within their secondary education.

As part of the pre-opening requirements the DfE require the Trust to carry out a consultation under section 10 of the Academies Act 2010. This is to enable local residents, staff and governors from local schools, nurseries and childcare providers, parents, community and faith groups and any other interested party to share their views.

We feel that these views are an important part of developing Great Western Academy and welcome you to contribute.

Graham Davis
Principal
Consultation process

We would like to hear from all the community in the coming weeks to help inform the Secretary of State for Education’s decision on whether to enter into a Funding Agreement with the Great Western Academy Trust.

We want to listen to your comments and act on any feedback to ensure our school is the best it can be and meets the needs of the community we serve. You can give us feedback in a number of ways:

• Visit our website at www.gwacademy.co.uk/section10 and complete the online consultation questionnaire, or return by email to gwaadmissions@newcollege.ac.uk or by post to Great Western Academy, c/o New College, Queens Drive, Swindon, SN3 1AH.

• Attend one of our drop in events we are holding at the Customer Services Hub (MP Offices), Orbital Shopping Centre, Thamesdown Drive, Swindon, SN25 4AN

  Thursday 9th November 2017 from 3.30 - 6pm

  Wednesday 29th November 2017 from 3.30 - 6pm

We will record all views that are shared with us during the formal consultation window which runs between Tuesday 17th November 2017 and Monday 4th December 2017.

The responses will be used to form a report which will be sent to the Department for Education. The report will be published on our website.

If you would like to speak to Great Western Academy about this consultation,

Call  01793 732809
Email  gwaadmissions@newcollege.ac.uk
Vision and Ethos

Great Western Academy will be an outstanding school that radically improves our learners’ career chances. We want every learner to do well enough to go on to university or pursue a fruitful career via an apprenticeship or other training route. Students will enjoy learning and our fantastic staff will enjoy helping them to achieve their dreams. To achieve this, we will embed the following principles across Great Western Academy:

THE LEARNER IS AT THE HEART
Every student can expect to feel important and will be appropriately stretched and challenged. We will have high expectations of students and will encourage them to have high aspirations for their learning and their future. We believe that every child can realise and maximise their potential with the right teaching and support.

POSITIVE ATTITUDES TO LEARNING
The Academy will operate in a caring, friendly but professional environment, with clear rights and responsibilities understood by all and conducted in a business-like manner where teachers can focus on teaching and students on learning. Our disciplinary procedures will be firm but fair.

EXCELLENT TEACHING & LEARNING
Excellent teaching, underpinned by high quality professional development and learning resources is vital. Our staff will be carefully recruited to ensure they meet the aims and ethos of the Academy and will be excellent classroom practitioners. We will personalise learning and make good use of data to improve teaching and ensure that no child is left behind. We will draw on evidence and experience of the best ways to achieve excellent outcomes for all children.

ADDRESSING EDUCATIONAL DISADVANTAGE
No child will be left behind and Additional Learning Support will cover the whole spectrum of needs: medical conditions, physical and sensory impairment, speech and language difficulties, Attention Deficit, Hyper-Activity and specific learning difficulties – Dyslexia, Dyspraxia and Dyscalculia. We will be a truly inclusive school.

INNOVATIVE USE OF TECHNOLOGY
The inventive use of technology will support and enhance our high quality learning. We will offer our students access to extended learning opportunities through online and digital resources. Students’ progress will be tracked electronically and this will be available to students, parents and staff for regular review.
LITERACY AND NUMERACY
A strong command of English and Mathematics is a vital foundation for the whole curriculum. We will prioritise this so that all students can prosper and include a timetabled reading session daily.

MORE TIME TO LEARN
We will have a longer school day to give more time to embed core subjects and to extend the curriculum through enrichment. Our curriculum has been planned to provide pathways from any level at entry to high achievement at exit.

ENRICHMENT
All students will be expected to take part in the Academy’s enrichment programme. The range of activities will include sports, arts, academic pursuits, alternative and additional qualifications, extended projects, social enterprise, community service and outdoor education. Classroom learning will be supplemented by many visits and trips to bring learning alive to our students.

EMPLOYABILITY
It is crucial that all our students are well prepared for life outside school. Working with employers and business partners, we will ensure that academic and applied vocational elements are seamlessly combined in curriculum planning to stimulate students’ interest and motivation and demonstrate how studies are relevant to career prospects and the world of work.

A COMMUNITY SCHOOL
Built for the community and for the benefit of the community, we will work with our community groups and leaders and parents will be encourage to interact with the school and its student body. Adult community learning programmes will be offered in the evenings to engage local parents and community groups.

PASTORAL CARE
Pastoral care will be a hallmark throughout the school. We want a professional, safe and caring environment. We aim to provide safe care for our pupils and vulnerable groups by providing a safe environment for them to learn and work and by helping identify children who are suffering or likely to suffer significant harm so that appropriate support and action can be taken to keep them safe, both at home and in school.

Do you agree with our vision and ethos? Tell us in question 2 of the consultation response!
Trustees

Graham Taylor
Graham is the Principal of New College with over 35 years experience in Further and Higher Education and an extensive knowledge of quality in education, curriculum, government policies and funding. He led the successful bid for the Great Western Academy.

Mary Martin
Mary is an experienced executive with over 30 years’ senior management in the IT industry, for Capgemini. She is currently the Commercial Manager for a local manufacturing Company as well as being an elected Councillor for Swindon Borough Council. She also has over 10 years’ experience as a School Governor, including being Chair.

Andrew Wild
Andrew has many years’ experience of leadership, teaching, advising and strategy development within education. He has also successfully bid and opened new schools with his work for the Diocese of Bristol Academies Trust and previously Local Authorities where he was a Senior Adviser. His current role is as an Education consultant supporting schools in difficulty.

Cilla Paget
Cilla has worked in the educational sector for over 25 years, as both Teacher, Faculty Head and Director of Curriculum. She has, until very recently, been a Governor at the Wellington Academy near Tidworth where she has had special responsibility for academic performance and curriculum issues.

Paul James
Paul has 18 years’ experience in the education sector. He has worked as a practitioner and manager in Primary, Secondary, Special School, FE and HE settings. His current role is Director of Curriculum, Quality and CIS at New College Swindon. Paul’s specialisms include quality improvement, data application and curriculum design.

Michael Dickinson
Michael is a qualified accountant who works at New College in the Finance Department and has significant experience in the education sector. He is a graduate of Exeter University. He also teaches part-time as part of the Business Team and is Prince 2 qualified.

Ian Hole
Ian is currently Head of ICT at New College Swindon, with responsibility for IT operations, support, development and e-learning. He has spent many years providing strategic and operational IT consultancy to companies within the education and charity sectors. He holds a BSc in Computer Information Systems Design along with PRINCE 2 Project Management qualifications.
Admission Arrangements Consultation 2019/20

The Admission Arrangements is the policy which explains how students will be admitted to the school during the normal round of admissions. The Academy Trust is required to consult on this policy and seek the views of local parents, school and other interested parties.

The full Admission Policy can be found at [http://www.gwacademy.co.uk/section10](http://www.gwacademy.co.uk/section10)

Published Admission Numbers

For the 2019/20 academic year, Great Western Academy will admit the following numbers of students:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>Year 7:</td>
<td>150</td>
</tr>
<tr>
<td>Year 12:</td>
<td>80</td>
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Where the school is undersubscribed in Year 7, the school will admit all students, where the school is oversubscribed the school will admit up to the published admission number using the oversubscription criteria below.

For Year 12, students will be required to meet the grade requirements as indicated below.

**Oversubscription criteria (Year 7 & 12)**

When the school is oversubscribed, after the admission of pupils with an Education Health and Care Plan or Statement of Special Educational Needs naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

1. Looked after children and children who were previously looked after but immediately after being looked after became subject to an adoption order, a child arrangements order or a special guardianship order.
2. Any child who has a sibling attending the preferred school at the same time as he or she is due to be admitted.
3. Other children.

Where a tie-break is necessary to determine which child is admitted, the child living closest to the school will be given priority for admission. The distance between the applicant’s home address and the school is taken as a straight line between the Local Land and Property Gazetteer (LLPG) address points for the home address and the school with those living closest to the school receiving priority. Random allocation will be used as a tie-break to decide who has the highest priority for admission if the distance between the home address and the school is equidistant in two or more cases.
Student and community facilities

Situated in Tadpole Garden Village in North Swindon, our state of the art facilities designed by BAM Construction will provide an incredible learning environment that will inspire and support outstanding achievement in all areas of school life.

The school design creates an inspiring Academy that revolves around the heart of the building. The three wings (two teaching wings and a sports wing) are arranged around a central heart space. The building also frames an external courtyard which is well-connected with the internal functions of the school and has access to southern light.

The Academy has a clear philosophy of promoting openness and transparency throughout. The heart space is therefore central to the massing and circulation through all floors, creating visibility between floors and zones, including external areas. The Academy also has a horizontal concept that allows related subjects to be located close by e.g. Science and Mathematics will be co-located on the second floor.

The central heart space is accessible from all wings. On the ground floor this will accommodate the central dining, social and enrichment space. Our open learning/library resource centre and student services will be on the first floor. The heart space will also contain the main staircase and lift.

Science and Technology Wing

Based over three floors there were will be extensive science and technology facilities including ten science laboratories, five of which will be designed for specialist use. The technology facilities will include a general teaching area and specialised classrooms for Electronics, Graphics and Food Technology. The wing will also house classroom teaching areas for Maths and Humanities.

Arts and Media Wing

The Academy will have facilities for the teaching of all arts including 3D Design, Music, Drama and Dance. There are two classrooms dedicated to music with five practice rooms. The wing will also include classrooms for teaching English and Foreign Languages.

The Special Educational Need (SEN) facilities are also located in this wing on the second floor containing group rooms and a SEN therapy room.
Sports Facilities
Inside the building, the Sports Wings will contain a large Sports Hall and Activity Studio with adjacent changing rooms. The wing has a separate external access to allow use outside school hours by local community groups.

Our outdoor facilities contain three sports pitches and a floodlight three court multi-use games area (MUGA).

Information Technology
The Academy will use extensive IT facilities and e-learning materials to support high quality learning. Students will have access to appropriate equipment that will allow them to benefit from the most up-to-date learning resources and to develop independent learning approaches. Where appropriate we will enable students to participate in a BYOD (Bring Your own device) strategy that will allow them to use their own tablets/smart phones etc. to enhance their learning experience. There will also be a supply of equipment for those who do not have their own.

Central space
The central heart links the three wings and contains the dining facilities, library/open resource centre, administrative and student services and provides access to all three wings, including a lift.

The courtyard is a well contained and sheltered south-facing space for outside dining, play and socialising. A circular seating and performance area is provided adjacent to the courtyard against the end wall of the building, for more formal learning, play and performance activities.