

Oasis Academy Coulsdon

Consultation meeting for parents at Coulsdon High School

Wednesday December 5th 2007 7.30.p.m.

Steve Chalke	Chief Executive, Oasis Community Learning
Richard Durston	Education Consultant, Oasis Community Learning
Peter Wylie	Director, Department for Children, Young People & Learners, London Borough of Croydon
Kate Cleary	Chair of Governors, Coulsdon High School

The Chair welcomed all to the meeting and wished to encourage a full participation in the consultation process for the establishment of the Oasis Academy Coulsdon. It was explained that presentations were to be made by Peter Wylie, Steve Chalke and Richard Durston. This would be followed by an opportunity for questions to be asked of the speakers.

1. Peter Wylie provided the background to the proposal to develop the Oasis Academy Coulsdon on the site of Coulsdon High School. Influencing factors were as follows:
 - The school had made good progress in recent times after emerging from being placed in Special Measures as a result of an OFSTED inspection.
 - Pupil performance is low in comparison with similar schools in Croydon and other London Boroughs.
 - Pupil roll had been affected by these results and this, in turn, had impacted upon funding and staffing.
 - There was concern that parental confidence in the school was declining.
 - The local area can support a successful secondary school - 300 pupils currently in Year 6 classes in the area.
 - The new academy would transform the school giving it a new impetus.
2. Steve Chalke explained the background to Oasis Community Learning

Oasis Trust was established in 1985 and has now developed into a group of charities working to deliver education, training, youth work, health care and housing on five of the world's continents.

Oasis now works as a significant voluntary sector provider delivering services for local authorities, UK and foreign governments, as well as self-funded initiatives aimed at providing opportunity to people around the globe.

Aside from its programme of Academy building in the UK, Oasis has also developed both primary and secondary schools in Asia, Africa and South America.

Oasis Community Learning (a multi-academy educational trust), part of the Oasis group of charities, was set up to deliver secondary education through the Academies programme.

Oasis Academies exist to provide a rich and balanced educational environment catering for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally.

A summary of the aims of the Oasis Academy can be found at <http://www.croydon.gov.uk/content/departments/570776/570889/649725/oasis.pdf>

Further information about the Oasis academies can be found at <http://www.oasiscommunitylearning.org/>

3. Richard Durston then outlined the ways in which the academy would encourage children to ~~want to~~ learn as opposed to ~~have to~~ learn.
 - Build on the strengths of the school
 - Focus on learning as opposed to teaching
 - Exploit the many ways in which children learn
 - Use the Royal Society of Arts curriculum, Open Minds
 - Increase the number of vocational courses
 - Provide curriculum ~~options~~ earlier
 - Transform the approach to education so as to re-energise and re-educate
4. Peter Wylie outlined the process for change. The London Borough of Croydon had recommended a ~~fresh start~~ for the school as an academy. Three proposals were received from the Southwark Diocesan Board; Harris Trust; and Oasis Trust. As a result of evaluation, the Oasis Trust was recommended to be nominated as preferred sponsor for the proposed new Academy for Coulsdon. There would be a partnership between London Borough of Croydon, Department for Children, Schools and Families and Oasis Community Learning.

The consultation process runs from 26th November 2007 to 19th March 2008. Further information can be accessed at: <http://www.croydon.gov.uk/education/schools/coulsdonhighconsultation/>

4. The Chair then invited questions from the floor.
 1. I have a daughter in Year 9 and she will soon be required to select her options for GCSE. What will happen if the Academy opens?

Options had been planned by the school and Oasis and the current staff would work together to ensue continuity. The present subject options would still be available in September.
 2. Will the current management team be in place in September. They are doing an amazing job?

Answered later. See point 6.
 3. My son is anxious about his options for September. Will they be honoured?

**Syllabus will be agreed by review between school and Oasis.
Pupils could expect better not less from Oasis.**

4. Pupil performance is improving. But there is concern that the change of status will affect the performance of pupils. It will be disruptive to children's education.

The school's performance is improving and there is evidence that rapid change can occur – as exemplified by BRIT School results. It requires the school and the community to work together to ensure this happens.

5. If evidence is available to show pupil performance before and after the academy is established, it would give confidence to parents. Is all the talk being turned into action?

Oasis Academies have opened this year and so, as yet, there are no results available. However, parents are invited to visit the Oasis website to see how the transformation is occurring in the three schools. At Immingham, there has been a transformation in pupil performance and there have been no pupil exclusions. Visit Enfield to see the difference made. Following the success at Enfield, Oasis have been asked to open a second academy in the borough.

6. Will the current management team remain as they are doing a great job?

The current Head Teacher will be required to apply for the position of Principal and the process will be open and transparent. Other staff who have a contract at Coulsdon will have the right for it to be transferred to the new academy. Staff will begin to plan the new curriculum and many ideas will come from staff. There will be a change in the shape of the curriculum which could mean that some staff may not have a place in the new academy.

7. But Peter Wylie stated that ALL staff would transfer to the academy?

The Head Teacher had to apply for the position of Principal. Other staff have the right of employment if a job can be found – to be TUPED.

8. Does the Head Teacher not have the right of employment to be TUPED?

The DCSF states that the Head Teacher does not have automatic right to retain the job. The process of application must be followed. However, the only current Head Teacher who applied for a job at an Oasis academy was appointed.

9. When will the appointment be made?

It is intended that the Principal Designate would be in position by the beginning of the summer term. He/she would not have responsibility for the current school but would be making preparations for the new academic year. Where the current Head Teacher obtained the position of Principal, one of the Deputy Head Teachers became acting Head Teacher for two terms while the Head Teacher filled the role of Principal Designate. The appointment will be made by representatives of London Borough of Croydon, Department of Children, Schools and Families and Oasis Community Learning. This process has been set up specifically for Academy appointments.

10. The school has currently seen improvements. I am not convinced that a change of Head Teacher and the development of a massive building site is going to help.

New buildings are not the answer but good facilities might help. The ethos, curriculum and staff are very important in achieving improvement. This is an opportunity to be grasped. There has been a desire for a sixth form facility at the school for a long time and now there is the opportunity to achieve this. Replacing the Head Teacher does not turn a school around. A school is the creation of factors working together.

11. I wish to express the hope that you will take the application of the present Head Teacher very seriously. His appointment would give the parents great confidence.

All applications will be taken seriously.

12. I am confident in the proposal but I feel there is a degree of uncertainty amongst some parents. This uncertainty is filtering through to children. How can this be addressed?

Change is always difficult and so it is natural that there will be uncertainty. But change is going to occur as there is a continued decline in parental confidence in the school. The reduction in pupil numbers will have an effect on funding and then on staffing. So there will be a downward spiral. Or there could be a positive spin upwards! The staff have worked well for the school to be removed from special measures but they will need resources and financial investment to develop further. We would like to be able to announce the curriculum structure of the new academy but have only recently been approved to proceed. Pupil anxiety can be addressed by letting them see the benefits of the new school and discover the opportunities that are available in the other Oasis Academies. Then, positive stories can be circulated. The response from one year 7 pupil in one of our academies was "Our school is the best in the universe"!!

13. My daughter loves school. She travels from Waddon and is keen to set off each day. She has nothing but positive comments to make about the school. Yet many people don't know about the school.

We need more pupils like your daughter to publicise the "good news".

14. I don't recognise the picture portrayed by Peter Wylie as the public perception does not match the reality of the school. The current management team gives confidence. The proposal seems very general and is an OASIS approach that can be applied to any school, and not specifically Coulsdon.

We are only seven days into the consultation. If we had come along with a blueprint now, we would be accused of not relating it to Coulsdon and this would not be appreciated so it has to be broad and general. If more detail is required, then please visit the other academies but each one will be different.

15. Is the timescale for appointing the Principal for the summer an indication of steamrolling the process? The publicity flier states that the Academy **WILL** open. Is it a done deal?

No, it is not a done deal. The statements refer to what the academy will present. We must be prepared for a positive outcome to the consultation so the plans must be in place.

16. Last week, we were told that funding would be maintained if the school continued in its present form.

If a school becomes an academy, the Government will support it in its early days to keep it as a viable proposition.

17. The resources and the money from the sponsor will encourage the development of Science and Technology with Business and Enterprise. What about the Arts?

The specialism will be developed throughout the curriculum and not to the exclusion of the Arts.

18. (To Peter Wylie) When the proposals were considered earlier in the year, there was one from the Harris Trust who already run two schools in Croydon. Oasis, however, ran no schools at that time. The Council report says that all potential sponsors made strong representations so why was Oasis chosen particularly against Criteria 3. track record?
(PW) Each bid was a strong one but there was confidence that Oasis could deliver what was required. They had been involved in education for fifteen years and had a large team of staff to support the proposals.

19. Some pupils currently sit GCSE earlier than usual. Will this practice continue?

The senior staff will decide the structure of the curriculum and they will have the scope to develop it as they chose.

20. How does Oasis plan to develop the school without having an impact on pupils, particularly those who will not see any benefit from the changes?

Oasis will be working with the staff to achieve its aims without affecting the pupils' education. Temporary buildings will be brought on site as there is space at Coulsdon for this without impacting on the school. On other sites, this has not been possible. Each temporary building will cost £1.5million and is of quality to such an extent that at another site, the school requested the temporary building remain after works had been completed. The education of current pupils should not suffer as we have huge expertise in this area.

21. Will pupils in the new academy still take SATs and will the results be published?

Yes.

22. Will the school be subjected to OFSTED inspections?

Yes.

23. Will the results of the previous year be published in comparison with the new academy?

As the academy will be a new school, it cannot publish the results of Coulsdon High alongside.

24. How then can we be assured that levels of improvement will continue to be developed?

The academy will be monitored rigorously and the results will be published by the DCSF but not against Coulsdon High School. However they will be available.

25. How will the school be funded?

By becoming an academy, government resources are unlocked. Officials have already visited Coulsdon to assess the funding required. An endowment scheme will be set up that will be available to the Management team in addition to the annual funding.

26. Can you give a firm assurance that SEN pupils will be supported at the same level as at present.

Yes – this is part of Oasis inclusion policy.

27. Schools have experienced problems in recent years when balancing budgets. How does the endowment scheme operate?

Oasis obtains money from local businesses for example, and invests it on behalf of the academy. We have experience of doing this and ensure that checks are carried out in terms of sources and their ethics.

28. Will donors have an impact on the academy?

No. The scheme is a national one.

29. What is in it for the businesses who donate?

Businesses in a town will thrive if they can attract quality staff. People will come to live in an area if there are quality schools there so it is in the interest of the business to develop these schools.

30. Will there be Parent Governors on the Governing Body?

Oasis will be legally responsible for the academy. Certain responsibilities will be delegated to the principal and Management team and some to the newly created Governing Group. There will be fourteen members of this group which will consist of a mixture of staff, students, the community, parents and some members appointed by Oasis (e.g. local primary school or Local Authority representatives). There will be a transition Governing Group which will consist of two members of the existing Governing Body. It will operate for six months.

31. Is this taking parental empowerment away?

All Governing Group members will have job descriptions. The elected parent representative will be responsible for organising a forum to listen to issues from parents.

32. Are OASIS academies independent? Can the failure of one have a financial impact on the others?

No, each academy is independent.

33. Will the report to parents continue?

Yes. We will be looking for creative ways of making information available to parents. We will be using the communications department at Oasis for this purpose.

34. Do businesses only donate once to the endowment scheme?

Donations are to the benefit of the academy. The school has access to the interest earned from the scheme.

35. Who funds the central services of Oasis? Is money taken from the academies for this purpose?

Yes – 2% is used to fund administration in the same way that Local Authorities support schools.

36. To whom is Oasis responsible?

We are responsible to the government and are audited by the government through a rigorous process.

37. What will the staff compliment be in the new academic year? Will there be any new staff?

This will depend on the curricular needs of the academy. There will be roughly the same number of staff initially. But this will depend on the curriculum structure.

38. How will you get your message across to the staff?

Through induction and support from Oasis staff.

39. How many staff transferred to the academy on other sites?

At Immingham, there were no enforced redundancies but there were some early retirements. However, there were no employment appeals against the process.

40. Teacher retention is an issue in Croydon. Have you come across it elsewhere?

People will leave jobs because of bad leaders. However good leadership can result in stability and success and can reduce staff mobility.

6. The Chair of Governors thanked everyone for their attendance and invited further questions through the Local Authority web site at

<http://www.croydon.gov.uk/education/schools/coulsdonhighconsultation/>

Questions would also be received by the Governing Body. All were encouraged to complete the questionnaire that had been issued earlier in the evening.

The meeting ended at 10.00 .pm.

Coulsdon High School Consultation

Minutes of the meeting with Head Teachers and Chairs, of Secondary Schools, as part of the Consultation on whether the School should become an Academy sponsored by Oasis Community Learning, held on Thursday 6th December 2007 at 10.00 a.m.

PRESENT:

Representatives, from Westwood, Coulsdon, Woodcote, Haling Manor, Shirley and Archbishop Tenison Schools
Representatives from the Local Authority
Representatives from Oasis Community Learning

1. Introductions and opening Presentation

Peter Wylie, Director Department for Children Young People and Learners opened the meeting with an initial Power Point presentation on the recent history of the school, the current position and prospects for the immediate future. The school had come out of special measures and had made satisfactory improvement with standards rising, however these were variable. Current statistical data showed that the school performance was 20% below that of comparable schools in London. The school had received a considerable amount of LA and London Challenge support recently in order to help the school to raise standards. Public and parental perception of the school reflected in current and projected admission levels indicated that they did not recognise this improvement. First and second preferences for 2007 were 89 of whom only 30 came from the local area, with 58 first and second preferences for 2008. This had dropped year on year from 2005 when the number stood at 189 for 180 places. Lower numbers resulted in reduced funding and staffing levels which would make it difficult for the school to offer the full range of curriculum options necessary. The school would need to sustain a minimum of 5 forms of entry to remain viable in financial terms. Statistical data indicated that the area could support a 6 f.e. High School as there were approx. 300 pupils per year in the immediate area. For a 6 form entry school this continual reduction in admission numbers was not sustainable. The LA had looked at various options including federation and amalgamation but this was not considered suitable given the effect on other schools and the extended time scale involved.

One way of reversing this trend was to relaunch the school and this was at the root of the academy discussions but the process for selection of preferred partners had been carried out through an open bidding process. Oasis was the preferred organisations which had been considered and the proposed partner.

2. Oasis Community Learning Presentation by Steve Chalke (CEO)

Steve Chalke the CEO gave a Power Point presentation which commenced with a brief history of his organisation. The umbrella organisation was set up in 1985 with Community Learning being set up in 2004. The first 3 Academies came on stream in September. The Oasis Trust already provided housing and social support within the borough.

The trust would use its local national and international links to provide co-operation and educational developments which other organisations did not. An example was in Oldham which had a large Bangladesh population, where the Oldham school would be twinned with Oasis activities in Bangladesh.

The proposal was to develop a community academy with 6 forms of entry and by 2011 a sixth form.

The academy would specialise in Science and Technology underpinned with business and enterprise. The admission policy would reflect that of the local authority and the academy would be run by an Academy Council which would have powers delegated to it by the charity.

The proposed start date for the academy would be the 1st September 2008 and the formal consultation process commenced on the 26th November.

More vocational courses would be offered with an aim of curriculum enrichment as was being planned for the other academies and this would be based on the RSA open mind curriculum. The new academy would build on the existing foundation of good practice expertise and experience in the school and provide a balance of skills between vocational and academic education. The aim was to provide life long learning and it was hoped that the school would become a hub for the community.

3. Conclusion Peter Wylie

The process for selection of the sponsor was explained and the wish of the council that any successful partner would work with the council to ensure a unified approach to education across the borough.

The meeting was then opened to questions.

4. Question and Answer Session

Question

Answer

<p>Oasis has made significant progress in a range of fields, and appears to have developed into a major organisation. What are its main funding sources</p>	<p>The organisation started with one hostel. As a charitable organisation it slowly developed a range of facilities using donations and grants from both central and local government which funded these activities. Currently the approximate split of funding for all Oasis activities is 1/3 from private donations, 1/3 from National and local government some of which is in the form of contracts for service delivery and 1/3 fees from provision of services and consultancies. The total budget for all of the Oasis charities is unknown. Oasis Community Learning budget for next year will be in the region of £45 million.</p>
<p>Given the proposed time scale is it not a</p>	<p>Yes it is a massive challenge but the trust</p>

<p>significant challenge to be able to take over a school in September 2008 and run it effectively and will it make a difference</p>	<p>has good resources it can call upon and trust is built on delivery, what Oasis does at the school, in the community and in Croydon. This is what has happened in Enfield. There are some advantages as well as disadvantages in a short time scale. One good aspect will be the change of ethos at the school and the fact that there will be stability. If it was a longer process there would be a significant element of uncertainty for all involved which would not be good for the staff or the pupils</p>
<p>What about the curriculum</p>	<p>OCL had developed a significant core of specialists designed to meet the needs of its academies. Harold Green oversees this on behalf of the trust. The curriculum is varied and designed to meet the particular needs of the area. There is a degree of compatibility, not competition with other educational providers. Principal of the Oasis academies meet on a regular basis for curriculum development and support</p>
<p>The Oasis ethos expounded in the presentation is the same as those of all schools in Croydon. What militates against this are the league tables. How does Oasis expect to deal with this in relation to Coulsdon High school where there have been improvements in standards but the league tables do not yet reflect this</p>	<p>. It is true that all schools have the same aims of provided the best and most suitable education for its pupils. The United Learning Trust which has 9 academies reported that the average reading age of pupils entering its schools was 2 years behind the national average. This is a matter that will require considerable debate but the performance data will not go away</p>
<p>Some schools have used part of the lunch periods for clubs and other activities rather than running them at the end of the school day whereas the Oasis example give was extending the lunch period</p>	<p>What benefits Enfield would not necessarily meet the need of other Oasis Academies. Each academy will determine what it needs to do and how to achieve this within the frame work set by the Oasis Board</p>
<p>You referred to staff and parents in the new governor structure what will the representation be</p>	<p>There will be staff governors and parent representatives as well as an LA governor, and representation from the business community</p>
<p>Is this the first time that your organisation has worked with Croydon</p>	<p>Yes. Peter Wylie explained that the Council wished to ensure that the process was open and transparent and so sponsors had been invited to prepare bid documents for submission to the Council. In the end there were three proposals which were put to cabinet and the Oasis proposal met all of the key requirements but also extended the focus on community and family involvement as well as working within the family of</p>

	Croydon schools rather than being working exclusively within the sponsoring organisation as has happened with some academy providers.
The proposal is for the Academy to provide a learning environment for the 21 st Century. Is that not what we already have	Coulsdon High School needed a significant injection of cash to improve facilities and the council could not access this. The academy structure allows access to significant levels of capital funds which are not available to the LA in order to develop educational facilities in the borough. This does not mean that it is not already happening in other schools in Croydon, just that it needs to be done at Coulsdon
How will the post 16 provision be managed so that it is not in conflict with other provision	The provision of post 16 education needs to be reviewed and rethought across the whole borough. Coulsdon Academy would be working with Coulsdon College and other providers to ensure compatibility. The DCSF will not allow any discussion on this issue with other post 16 providers until a formal decision has been made. If this is agreed and the final decision is that Oasis will take over Coulsdon High school, there will considerable discussions. As the proposed Academy provision would not be in place until 2011 at the earliest. The aim is to ensure that there is sufficient high quality post 16 provision available within Croydon so that students do not have to go out of the borough
. Is there any information on Oasis Academies Performance	At this stage there is no data on Oasis academies and they only opened in September 2007
There has been some anecdotal information on the league table performance of academies to date which is not particularly encouraging	Nationally there is no detailed analysis of performance and results available. H. M. Treasury are currently commissioning research into Academy performance
Is there a standard model for the trust in relation to education, vocational and academic, and standards i.e. achieving 5 a-c for all pupils	Although there is a standard policy regarding educational provision, how this is achieved is determined within each college. The Coulsdon Academy will need to do both. It will provide a range of experience and activities as well as aiming for academic excellence
. How will any improvements at Coulsdon and a corresponding increase in the school intake impact on other Croydon Schools i.e. Haling Manor	It is anticipated that there will not be any impact and the Trust would not wish any of their work to have a negative impact on other schools in the borough with whom they would wish to work in the future. A very high proportion of pupils from the Coulsdon area travel outside the borough

	<p>for both secondary and post 16 provision to Tandridge, Reigate and Sutton schools and colleges. There is concern that with the increased building development on Croydon's borders there will be a significant increase in the pupil population in the Tandridge area which will put pressure on places in Surrey and thus restrict the access of Croydon student to those places. By raising standards in Croydon schools they will be more attractive to Croydon students who will stay in borough and thus take up the places</p>
<p>What was the staff response</p>	<p>There has been an element of concern since the proposal were first discussed but the initial process took longer than anticipated because of ongoing discussion with the DCSF which created something of a vacuum. However now that the process has started and with the possible start date of September 2008 there is a more positive response. It is understandable that it is a difficult time for staff but the intention would be that all teaching staff would transfer to the new academy</p>
<p>While initially sceptical about this consultation process there is now a more positive feeling</p>	<p>The aim of the process and the change is to make all Croydon schools the first choice for all Croydon families, and to encourage families to live and to educate their children in Croydon. This means that standards must be raised in all schools across the borough. The new Stanley Academy had a longer lead in time but has seen a significantly increased level of interest both in its actual admission and parental interest for 2008 with 2700 families attending on the last parents open evening.</p> <p>The popularity of the school must be increased amongst parents and it will take time to do this. Improved standards must be sustained and maintained in order to do this and there needs to be more trust within the community which the school needs to create and build on.</p> <p>As to whether this model could be used for other schools in the borough would have to be considered when the need arose</p>

The meeting closed at 12.00

Coulsdon High School Consultation

Minutes of the meeting with the Coulsdon High School Student Council as part of the Consultation on whether the School should become an Academy sponsored by Oasis Community Learning, held on Monday 3rd December 2007 at 3.35 a.m.

PRESENT:

All members of the school Student Council and staff facilitators
Representatives from the Local Authority
Representatives from Oasis Community Learning

1. Introductions and opening Presentation

Peter Wylie, Director Department for Children Young People and Learners opened the meeting with an initial Power Point presentation on the recent history of the school, the current position and prospects for the immediate future. The school had come out of special measures and had made satisfactory improvement with standards continuing to rise, however these were variable. Current statistical data showed that the school performance was 20% below that of comparable schools in London. The new Academy needed to be as good as or better than similar schools for the future of all of the pupils. Public and parental perception of the school reflected in current and projected admission levels indicated that they did not recognise this improvement. First and second preferences for 2007 were 89 of whom only 30 came from the local area, with 58 first and second preferences for 2008. The lower numbers affected the funding given to the school which would affect staffing and options offered to students because of the difficulty of delivering a wide curriculum with a limited number of staff. Statistical data indicated that the area could support a 6 f.e. High School as there were approx. 300 pupils per year in the immediate area. For a 6 form entry school this continual reduction in admission numbers was not sustainable. The LA had looked at various options including federation but this was not considered suitable given the effect on other schools and the extended time scale involved. The school needed a fresh start.

One way of reversing this trend was to relaunch the school and this was at the root of the academy discussions. Oasis was the preferred organisations which had been considered and the proposed partner. The question being asked was, is this the best option to create the necessary change.

2. Oasis Community Learning Presentation by Steve Chalke (CEO)

Steve Chalke started his presentation by giving a brief history of his organisation. The umbrella organisation was set up in 1985 with Community Learning being set up in 2004. The first 3 Academies came on stream in September. The Oasis Trust already provided housing and social support within the borough.

Initial discussion on the possibility of an academy at Coulsdon started in July 2007 and from that time plans and a proposal was prepared and submitted to the council and the government. The government had agreed this at the end of November and now the Council and the Oasis trust were meeting with and talking to all of the groups and interested parties to inform them of the proposal and to gain their view. There had been a meeting with parents the previous evening. The proposal was to develop a community academy with 6 forms of entry and by

2011 a sixth form at a cost of £5 million. From September 2008 there would be a change of name and new resources being provided with government money. The academy would specialise in Science and Technology underpinned with business and enterprise. There would be new facilities on site but these needed to be discussed and agreed. Admissions would reflect that of the local authority and the academy would be run by an Academy Council which would have powers delegated to it by the charity.

The proposed start date for the academy would be the 1st September 2008 and the formal consultation process commenced on the 26th November.

More vocational courses would be offered with an aim of curriculum enrichment as was being planned for the other academies and this would be based on the RSA open mind curriculum. The aim was to provide life long learning and it was hoped that the school would become a hub for the community.

3. Conclusion Peter Wylie

The meeting was then opened to questions.

4. Question and Answer Session

Question	Answer
Would there be a set uniform and what would it look like	There would be a uniform which is basically a blazer and tie but the colour scheme would be the decision of the school. The badge would bear the Oasis logo
Would there be better sports facilities and school clubs	The Academy would be place where people wanted to go, both students and their parents in order to get fit, and to learn. There would be clubs. Some Oasis academies had gyms which were exceptionally well equipped. The trust also provided youth facilities and had just taken over an old cinema which was being converted to provide a range of youth and community facilities including a skate park
Will there be building improvements such as new toilets	Yes the facilities will be improved. Government money was being provided to rebuild or refurbish the school
Would all pupils have lockers	Yes these would be provided. There would be lots of new equipment including computer systems. There would be accessible at home as well as school. Pupils could catch up on missed lessons, homework, as well as making links with other Oasis schools and activates around the world. Parents would also be able to access information on lessons, absence and arrival times as well as weekly updates on lessons and performance
Some school now had touch screens for	The new academy would continue to use a

school meals (biometric recognition) would the school have this rather than a card system	card system
Would there be enough space to do everything they wanted to on the site	Yes there was a lot of green space on the school site and it was not planned to remove any of the Plying fields or green areas. The school site would be re planned to ensure that the green areas were well used but all the new facilities could be incorporated. Planners had indicated that if necessary it would be possible to completely rebuild the school on the site but the current plan was for partial rebuild and refurbishment of existing buildings
Would the teachers have to apply for their jobs	No. There were covers by what was known as TUPE regulations which would mean that they would transfer to the new school on its first day
Would there be new teacher. Some classes had temporary teachers for science and there results had not been good	Yes extra teachers would be employed to teach subjects. It was important that there were sufficient teachers and that the school was a safe place. One of the schools that Oasis had taken over had previously had 10 permanent exclusion per week but since September there had been no exclusions at all. Attendance had improved significantly and was in the high 90%
The school had enrichment weeks. Would these continue	What ever was built would have to be properly maintained. The cost of building and maintaining a pool was considerable. A wide range of sports facilities would be provided but there was a limited budget to provided education and facilities so the need of each area had to be carefully considered
The school had enrichment weeks. Would these continue	The new Academy would build on and use all the best features of the school both in the curriculum and the staff and aim to enhance them
Would there be a house system	That would be a decision for the school and not one made by the Trust
How long would it take to build the new facilities	Approximately 5 years
Will there be new uniforms and will they have to be bought	Yes there will but they would be given to pupils (a voucher system)
Would there be new furniture and equipment	Yes but pupils would need to treat it with respect and look after it
Could they visit the Enfield School	Yes and staff and parents had asked the same question. This would need to be co-ordinated with staff and the other school

In closing Peter Wylie explained the rest of the consultation process and the date when final decision were likely to be made. Pupils could look at the web site and were invited to complete questionnaires and comment forms.

The meeting closed at 4.15.