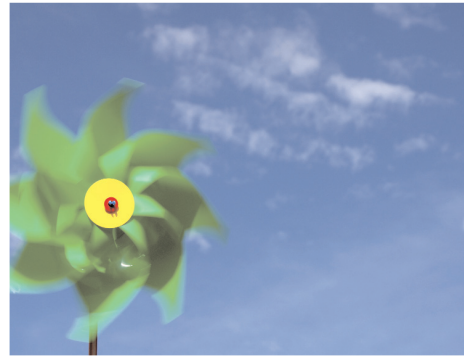


What does it mean to have Sustainability as a Specialism?



“a steward of God’s creation”
“service to the Lord through service to others”

The young people in the current schools expressed their concern for climate change, global poverty and the impact of human lifestyles on our environment.

A tangible response to this is to ensure that the community of the proposed Academy makes a real commitment to demonstrating ways of living that would not compromise the quality of life for future generations. It would build sustainable development into the learning experience of every young person.

Education for Sustainable Development and Sustainability would therefore be at the heart of the proposed Academy and the proposed Academy has a fundamental educational role in helping young people to develop the appropriate skills, conceptual understanding and attitudes to share and develop their knowledge about this subject.

The guiding principles would be:

- Living within environmental limits;
- Ensuring a strong healthy and just society;
- Achieving a sustainable economy;
- Promoting good governance;
- Using sound science responsibly.

To achieve these, the proposed Academy would identify the links between Sustainability and Christian (and other faith) beliefs and faith, and interpret this in the educational provision so as to clarify the real connection between God, mankind and the environment.

The curriculum and teaching programmes and styles would model the behaviour we wish the young people to learn, students would have “hands-on” involvement in local environmental and regeneration projects and engage both with the local community and, through faith links, with the developing world, in projects which would improve the quality of life for others.

Examples would include:

- Use of information about the environmental impact of the school buildings and its population; application of local environmental data;
- Practical positive engagement with the natural environment;
- Creation of links to the developing world;
- Links with more vulnerable people in the community.

How will Standards be maintained through a period of change?

Many concerns are rightly raised when school closure and changes are proposed, that the changes should not harm the education or stability of the students who are currently in the school(s).

One of the advantages of this scheme is that it is being planned over a long time scale with plenty of time to ensure that curriculum and examination courses are harmonised.

A careful transition plan would be drawn up to ensure that changes are made gradually, that the two schools can get to know each other gradually, that students can be brought together to plan the new building, that staff can come together with tutors from Liverpool Hope University to talk about developing exciting new learning strategies, and school leaders and managers can ensure that the examination syllabuses are harmonised before the current pupils begin their examination courses.

There would be an assurance that the students who would enter the proposed Academy in Y11 would have previously worked on the same curriculum as each other in Y10.

How will Standards be raised through a period of change?

Challenging targets have been identified and a commitment to the latest learning processes and teaching styles would ensure that all are enthused to achieve their very best.

Liverpool Hope University is committed to providing tailor-made development opportunities for the staff to develop the kind of teaching styles which would reflect the ethos of the Academy. Styles include personalisation, research-based practice, developing open minds and learning to learn and a wide use of e-learning including a Virtual Learning Environment and continuous access for students to the necessary hardware. This commitment would begin before the proposed Academy so that the transition would be straight forward for all members of the community.

Finally ...

By the end of the proposed Academy’s first year of existence, those living around the Academy would say:

“These are ‘our’ young people”

“They are so well behaved and well presented!”

“They are confident, caring, polite and respectful”

“They show real service to others”

“The Academy is a welcoming place where good things happen”

“Academic standards have risen already”

The Newton Academy Transforming Education for Our Young People



What are the ‘top ten special features’ of the proposed Academy?

“A transformed educational experience for generations to come, built on existing traditions and good practice”.

- Within an ecumenical Christian basis, the proposed Academy would exist **for people of all faiths and for those of no faith** - it is proposed as a joint Catholic and Church of England Academy, truly inclusive of all young people in the area, which would endeavour to develop increased social cohesion.
- The building would symbolise the values and vision for the proposed Academy. Based on the advice of the young people in the existing schools, it would be an inspiring place in which to learn, reflect, worship and grow.
- The proposed Academy would be a specialist school for Sustainability. The curriculum would respond to the concerns of many of today’s young people by focussing on sustainability and care for the environment - taking a fresh and responsible look at the world of today and tomorrow.
- Learning and achievement would be paramount. The proposed Academy would have challenging performance targets which would bring about major improvements in educational standards across the whole area.
- Liverpool Hope University would be closely involved through support for both teacher and student development. It would help to develop the unique teaching and learning experience and share this beyond the immediate establishment.
- This unique teaching and learning experience would emphasise personalisation and individualisation. The proposed Academy’s organisational arrangements would ensure every student is personally known and the climate for learning would ensure that every student’s needs and learning preferences are met.
- In order to respond to this, the proposed Academy would have a new staffing structure fit for its new purpose; and the proposed Academy would be sub-divided into five ‘mini-schools’ to provide unique care for every individual to ensure that they are personally known.

An Introduction from the Sponsors



Archbishop Patrick Kelly

As the Sponsors for the proposed Academy, the Catholic Archdiocese of Liverpool, the Church of England Diocese of Liverpool and Liverpool Hope University, we have a long history of involvement in schools and track records of achieving high standards in education.

Together, in partnership with St Helens Council, we have a vision for the future of secondary education in Newton. Our aim is that the proposed Academy would be a place of learning with spiritual and moral values at its heart. In a community of people from many different backgrounds, a key goal would be to ensure that students of all faiths and none are respected and valued and that they find the proposed Academy a welcoming and happy place in which to learn.



Bishop James Jones

The students would be at the centre of everything the proposed Academy does. It would bring to young people and to the whole community a future in which every individual can really flourish. We want the proposed Academy to be at the heart of the community, encouraging parents as well as pupils to engage in life long learning. Through its Christian ethos and environmental specialism, our vision is that the proposed Academy would be dedicated to the community it serves and would provide:

- A caring community
- A healthy environment
- New and exciting ways of learning that equip people for good jobs, great leisure activities and for a fulfilling life.



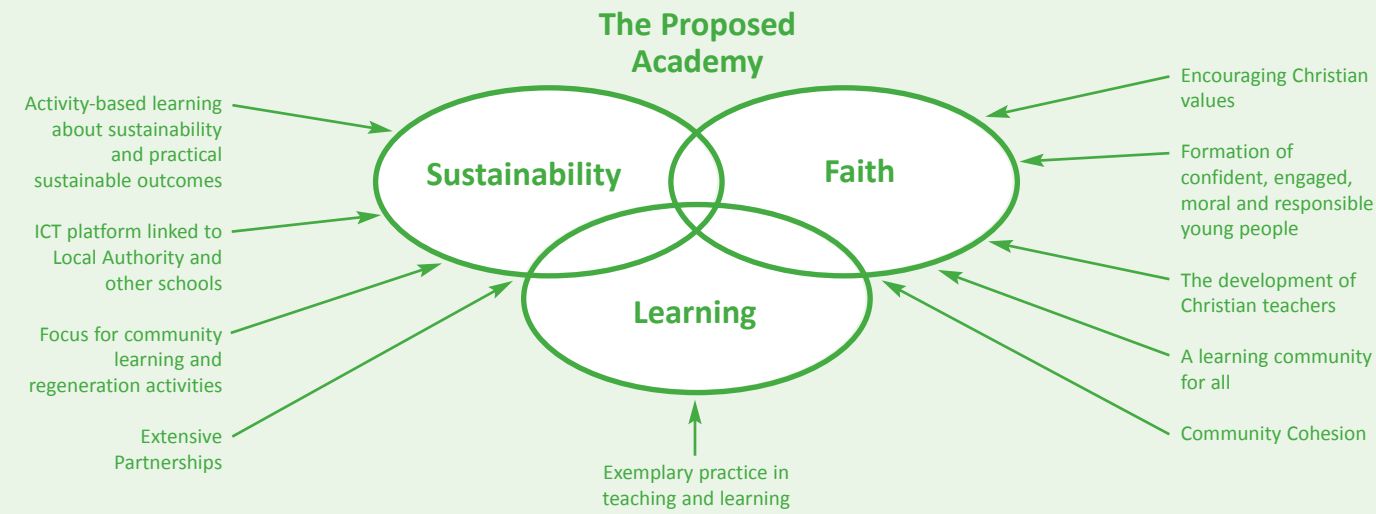
Gerald Pillay
Vice Chancellor of
Liverpool Hope
University

We hope that the information that follows will give you a flavour of the vision for the proposed Academy and our commitment to providing the very best education possible for all those who attend it in the years to come.

Top ten special features ... Continued from front page

- There would be an emphasis on care, concern and welfare through a highly developed chaplaincy service and student counselling facilities and through a vertically organised structure of student "families" rather than traditional age-based tutor groups.
- There would be an emphasis on service to others; teaching the values of caring for other people and for the environment through engagement with local and global communities to encourage a broadening of horizons and a generous perspective on sharing our world.
- The proposed Academy would be both a centre of learning for all ages in the heart of its community and a place where there are tangible examples of the Christian faith.

How do Learning, Faith and Sustainability link together in one Academy?



What will the building be like?



Consultation with the young people in the two existing schools resulted in a description of the new building. They asked for one which would be:

- full of light and colour;
- spacious and open;
- aesthetically pleasing and a home for works of art;
- demonstrably sustainable and efficient;
- comfortable;
- calm and de-stressing;
- a place where God is recognised through its atmosphere, chapel and symbols;
- a place where peace is found.

The building would also reflect the intention that the proposed Academy would have a family feel to it and students would not be

anonymous in a large establishment. The building would be designed so that Family Groups, Houses and Schools would be grouped together within the proposed Academy to give young people a more intimate experience for their pastoral and personal care and welfare, while benefiting from the advantages of a larger school by having a wider curriculum offer and range of learning opportunities.

What will the learning experience be like?

"A community of learners committed to mutual service where each person can flourish, be their best and work for the common good to the glory of God and His creation".

The Sponsors are determined that every student in the proposed Academy would be personally known and that the size of the proposed Academy would not be a de-personalising experience.

Again, having consulted the young people in the two existing schools, the sponsors want the proposed Academy to be a place where adults and young people feel:

- safe and secure as part of the learning community;
- valued and confident;
- that they want to come each day;
- important and valuable things happen;
- there are opportunities and encouragement to work together for their own good and for the good of others;
- other people of all ages help you to learn;
- "smiley and happy";
- that others are concerned about you;
- everyone models good values and behaviour;
- they can have pride;
- there is evidence of gospel values and a tangible recognition of God;
- a sense of belonging;
- it is explicitly Christian;
- there is very little confusion;
- kind and caring adults are the norm;
- adults believe in, foster and nurture young people;
- challenged, supported and excited by learning and development;
- a love of learning and where there are opportunities to learn;
- they can make mistakes, learn from them and take risks;
- they would become life long learners.

These requirements would be achieved in the proposed Academy in two distinct ways:

- Through the ethos;
- Through the organisation.

The Ethos What will it feel like to be a member of this proposed Academy?

The core Christian values and concepts which determine acceptable behaviour, attitudes and organisation are summarised in the biblical quotation ...

'To act justly and to love mercy and to walk humbly with your God.'
(Micah 6:8)

... and are echoed in the characteristics of many faiths.

These are specifically:

- Values intrinsic in the Christian gospel and faith including: love, tolerance, humility, forgiveness, justice, reconciliation, hope, service, spirituality, church;
- Values which are important in the general life of the proposed Academy including: excellence (individual and collective), aspiration, achievement, inclusion, stewardship, sustainability, welcome, openness, community, confidence;
- Achieving a balance between humility and the building of self-confidence and self-esteem;
- Development of the 'whole person' within the 'whole community'.



Staff working in the proposed Academy would uphold all these values and support the development of young people of all faiths and none, to understand the concepts and to achieve these personal characteristics.

The Christian ethos would be demonstrated by things such as:

- worship and prayer and in general conversation;
- Christian emblems and symbols;
- deep environmental awareness;
- presence and activity from the local churches;
- enterprise and creativity.

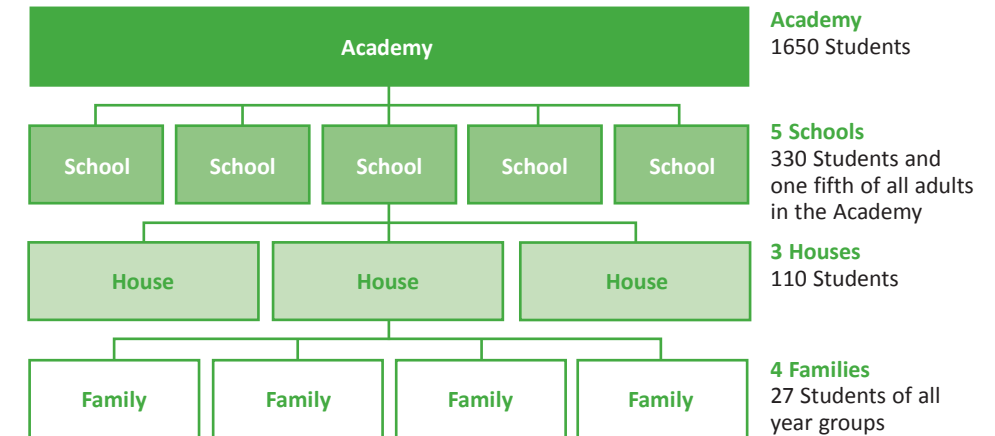
The Organisation How will the proposed Academy be organised?

For purposes of student care and welfare the proposed Academy would be divided into five distinct "Schools" each consisting of 330 students from all year groups and a fifth of the adults working in the proposed Academy.

Each "School" would be further divided into 3 "Houses" (of 110 students and attached adults) and each House into 4 "Family Groups". The Family Group would consist of about 27 young people from all years, so that the basic "tutor group" consists of students

from every year group, providing a family feel and a means to allow every student when they join the school to have an older mentor or friend.

The staffing structure would ensure that each "School" has a very senior member of staff in charge: a "Director of School", who would be responsible for knowing all the students in that "school" and for ensuring they have the right opportunities for their safety, enjoyment of school and their learning.



How will students be looked after?

This "school within a school" structure would exist not only for tutorial and welfare purposes: it would also be the basis for assemblies (in family groups, houses and school) and would provide the place for much of the teaching and learning for year 7 pupils when they first join the proposed Academy.

How will the teaching be organised?

For teaching, students would be regrouped into classes of their own age (or stage if they are capable of learning faster). Y7 would be planned as a "transition year": a half-way stage between the primary and secondary curriculum with fewer teachers teaching more of the subjects and knowing their students better.

For these lessons Y7 would remain based in their own "House Area". In Y8, if some students still need a transition approach, they would be able to continue the arrangement of having fewer teachers, while others would be able to benefit from the advantages of a larger establishment by having the full range of curriculum expertise offered to them.

What are "Individual Learning Plans"?



A distinctive feature of the proposed Academy's academic structure is that every student (not only those with Special Educational Needs) would have an Individual Learning Plan (ILP) and would have a specific adult linked with them (a Teacher, Teaching Assistant, Mentor, or even the Principal)

It would be this adult's personal responsibility to ensure that their ILP is met and that they are making the progress expected of them.