

Free Schools in 2013

Application form

Mainstream and 16-19
Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: **mainstream.fsapplications2013@education.gsi.gov.uk**.

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

It is essential that the hard copies are identical to the version you email.

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED] Darracott Farm Welcombe Devon [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other		
6.	If Other, please provide more details:		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details:		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>Pearson has assisted Route 39 in producing a practical, innovative and deliverable school model from our core vision and ethos. Specifically they have provided advice on the education plan and financial management aspects of the application. Should our application be successful, we anticipate Pearson being one of the organisations we</p>		

	ask to tender for the School Provider role.	
	Pearson Education Limited, (registered number 872828) an English company with its registered office at [REDACTED], [REDACTED], Essex [REDACTED] ('Pearson ').	
Details of company limited by guarantee		
11.	Company name: Route 39 Academy Trust Limited	
12.	Company address: [REDACTED] Devon [REDACTED]	
13.	Company registration number: Awaiting registration number 7945060	
14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:	
Company members		
The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.		
16.	Please confirm the total number of company members: 4	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: [REDACTED]	
	2. Name: [REDACTED]	
	3. Name: [REDACTED]	
	4. Name: [REDACTED]	

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED]

19. Please provide the name of the proposed chair of the governing body, if known:

Related organisations

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes
 No

21. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the Free School.

22. Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).

N/A

Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: Awaiting registration number	

**Please tick to confirm that you have included
all the items in the checklist.**

Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: ~~Chair of company~~ / Member of company (please delete as appropriate).

Print name: XXXXXXXXXX

Date: 22nd February 2012

NB This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.

Section B: Outline of the school

1.	Proposed school name:	Route 39 Free School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2019
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	
10.	Postcode of the preferred site of the proposed school:	██████████ postcode area
11.	Local authority area in which the proposed school would be situated:	Devon
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Cornwall
13.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

'The greatest danger for most of us, is not that our aim is too high and we miss it, but that it is too low and we reach it.' - Michaelangelo

Route 39 is a parent-led group that proposes to open a mainstream secondary school of 500 pupils plus a sixth-form of 150 pupils in the rurally isolated area of the North Devon and Cornwall borders.

Vision & Ethos: What is special about our school

Our school will be a small, close-knit rural school community, which will expand choice, increase standards and raise aspirations. It will be a school where parents, pupils and staff are deeply committed to encouraging each learner as an individual, to maximise their personal strengths, unlock their potential and promote a life-long love of learning. We want to create a school that will use the best innovative practices to make learning inspirational, interesting and relevant to its students and will reflect this area's unique rural and coastal environment.

Underpinning this vision is an ethos of *Engage*, *Respect* and *Aspire*. This ethos will be seen to run through every aspect of the school. We aim to produce students who leave highly qualified and best equipped to excel personally, in the workplace and in the community.

Engage – As parents, we believe that student engagement is fundamental in raising standards in education and student outcomes.

'The key is to put children in an environment where they want to learn and where they can naturally discover their true talents.'

- Ken Robinson, Leader of the Commission on Creativity, Education and the Economy (1998)

Respect – We want our children to respect themselves, to respect one another and respect the world around them.

'Education doesn't just give people the tools to make a good living - it gives them the character to live a good life, to be good citizens.'

- Prime Minister David Cameron

Aspire – The culture of the school will be for teachers and students to aspire to be the best they can. In order to give our children the best opportunities in life we need to broaden their horizons, enhance their learning skills to achieve

in their careers and within their communities.

'Students think there's a more limited range of things they can aspire to. You have to open their minds.'
- Liz Sidwell, England's School Commissioner

Why our Vision and Ethos is relevant

We have been inspired by the highly successful **KIPP schools** in America and have studied the reasons for their success. Education World¹ published a report, which stated:

'Each school has developed an environment that nurtures student achievement and personal development:

- Teachers *engage* students.
- Student settings, either class size or student population, are small.
- Ground rules set the tone for *respectful* behaviour.
- High expectations and clear consequences are articulated to students frequently.
- Staff are dedicated and caring.'

We looked to [REDACTED], who challenges the way we're educating our children. He champions a radical rethink of our school systems, to cultivate creativity and acknowledge multiple types of intelligence.

As a result of listening to his lectures and reading his books, we went on to look at ways this has been implemented, which led us to the **RSA's Opening Minds Project**. 'The aim was to develop an approach which would ensure students were enabled to become responsible adults, active citizens, inquisitive lifelong learners and competent skilled employees.'²

We then looked at Newquay Tretherras School that has introduced its own set of learning competencies known as '**The Tretherras Way**' based on the identity and needs of its local area.

We explored the **Kunskapsskolan**³ methods of personalised learning used in Sweden and thought about what aspects of this model could work in the UK.

We have looked at education in **Wales**, also an area suffering from rural isolation and low aspirations, to find examples of successful schools who have overcome these problems. **The Estyn Report**⁴ on innovation in Key Stage 3, March 2010, led to the IWA research project in Schools 'Making a

¹ www.educationworld.com/a_issues/schools/schools003.shtml

² www.rsaopeningminds.org.uk

³ www.kunskapsskolan.co.uk

⁴ www.estyn.gov.uk/inspection-reportpwwl-ks3-teaching-and-learning...

Difference at Key Stage 3'. Of the 222 Welsh secondary schools, 5 schools stood out for the time and effort their staff put into creating a challenging, yet engaging learning environment.

In the schools:

- Highly ambitious targets are set for the students, progress towards which is monitored by senior managers.
- Each student is mentored by a single teacher.
- The students are actively *engaged* in school decisions.
- Staff are involved in regular self-evaluation which leads to ongoing programmes for improvement.

In addition the schools displayed:

- An ongoing focus on leadership and self-evaluation.
- Development of a strong school ethos.
- Innovation in teaching and learning.
- Maintenance of all-encompassing databases of student information.
- Use of the data to ensure that all students progress, and to inform rapid, targeted responses for those who do not.

We looked closer to home at our own local environment and education currently on offer. We have talked to **local people and businesses** to identify what skills and qualifications young people need to be successful in this area.

We have been inspired by the **local primary schools**, which parents feel have been highly successful, and looked at how education changes at secondary level. We have talked to **local secondary school teachers** and asked them what they would do if given a clean slate to work from. As a result of this, they have taken on a major role working with us to choose the vision and outcomes based on what we have seen works.

The area and communities we serve

By looking in detail at both the difficulties and benefits of living in this unique rural area – as well as local employment needs - we have established the rationale for this school. As a result the *Route 39 Free School* will develop the skills most needed for students to leave highly qualified and best equipped to excel personally, in the workplace and in the community.

Employment and income

Although there is some shift in employment patterns due to improved internet access and opportunities for home working, the main employment in this area is in retail and manufacturing - although tourism is the fastest growing sector. The decline in dairy farming caused by foot and mouth disease and low milk prices, along with increased mechanization, has dramatically reduced employment opportunities on farms (Devon County Council, 2010). The

tourism industry is seasonal, leaving people without work in the winter. Torrington has the highest levels of part-time employment in Devon.

However, employment opportunities in this area are changing rapidly: new opportunities are arising due to the internet and the expansion of broadband; farmers have to diversify to survive; tourism is seasonal and unpredictable but continues to develop; there are an increasing number of small businesses in the area.

'Earnings in Torrington are a long way below the Devon and England averages whether measured on place of residence or by place of work. Lower than average levels of pay combined with generally high house prices contribute to a lack of affordability of housing mainly for first time buyers, particularly in some coastal and rural areas where second home ownership is relatively high.'
(Torrington District Council, 2010)

Torrington has the lowest level of average household income in Devon districts and 17% below the national average (Office for National Statistics, 2012). Individual annual income is also the lowest in the county and at £16,551 it is amongst the lowest 3% in the country, 22% below the national average. (Office for National Statistics, 2011)

Housing

Within the community around the new Free School location, the 2010 Indices of Deprivation showed half of the area is in the highest quartile of deprivation in respect to both barriers to housing and services as well as living environment deprivation, especially the internal environment. Torrington is the most deprived district in Devon, ranking 101 out of the 326 local authorities in England. (Office of National Statistics, 2011)

'The rapidly growing population and a dramatic increase in house prices combined with low average household income and high levels of second home ownership have made Torrington one of the least affordable districts in England. In a 2007 survey by the Halifax, Torrington was ranked the 9th least affordable rural local authority in the country.'
(Torrington District Council, 2008)

Low qualified workforce

The opportunity to overcome these financial hurdles is hampered by the poor level of qualifications in the area. The population with NVQ Level 2 qualifications and above is significantly below the county and national averages. The population with NVQ Level 4 and above is a third below the

national average. Not only does this limit the employment prospect of those living in the area but will deter prospective employers considering the area to site a new or expanding business. (Office for National Statistics, 2012)

Rural isolation

There is a severe lack of public transport, and many rural hamlets are isolated from main towns and basic services. The majority of people are over four miles from a local bank, and pharmacy.

'Hartland has 407 households which are 10km from the nearest Bank or Building Society and there are households in the area up to one hour from a hospital by public transport.'
(Torridge District Council, 2009)

The nearest mainline train station is an hour and a half's drive away. This limits commuting opportunities, and is a barrier to employers coming into the area. Given the present economic situation, this is likely to become worse in the next few years.

Children at age 11 go to school some distance from their local community and a significant proportion of them live more than 40 minutes travel time from their nearest secondary school, a journey that often requires them to take three different buses to get there.

'We live approximately 8 miles from our nearest secondary school and 14 from the next nearest. This means that the choice for us is a long school day whichever one they go to and reasonably the second nearest is not really a practical choice.'
- Local parent.

Cultural isolation

The limited access to the arts, museums and exhibitions lowers aspirations. Students are predominantly from white working class backgrounds and rarely experience other people of different cultures and religions. The nearest university is over 50 miles away, so they do not see higher education as normality or have any experience of a University culture. There are few businesses in the area that students can go to for work experience or to aspire to a range of careers. However, there are a large number of small diverse, entrepreneurial businesses, which we can draw on and integrate into the school. This will build *aspiration* by showing students what opportunities there are locally.

'The Dragon's Den is not, and will never be, around the corner, nor is British Aerospace, nor Dell, nor any other multi-national able to trot down the road to inspire students to think they, too, can aspire to work in those environments.'

- [REDACTED], [REDACTED]

A unique landscape

This area of rural North Devon is a unique landscape, containing habitats of notable biodiversity, both coastal and rural. It has been recognised for its particular blend of special landscapes and wildlife areas and has been designated a UNESCO Biosphere Reserve. In the reserve there are 63 sites of Special Scientific Interest, 671 County Wildlife Sites and 4 Local Nature Reserves. In addition, the local North Devon coastal area contains many 'Areas of Outstanding Natural Beauty'.

Feeder primary schools

We expect our main feeder primary schools will include: Appledore, Bideford, Bradworthy, Hartland, Kilkhampton, Northam, Morwenstow, Parkham, Woolsery and Abbotsham.

[REDACTED]

Map showing potential feeder primary schools (green placemarkers) and area of proposed site (red placemaker).

Why our school is needed

1. To expand choice for children

This area offers a number of small, diverse village primary schools, but when it comes to secondary schools, geography deprives families of choice alienating them from their child's education. We will *engage* parents by giving them the opportunity to choose the best school for their child. Students often have to travel over ten miles to their nearest secondary school, which is over ten times larger than their primary schools. The location of the *Route 39* School sits on the border between 4 current school catchment areas. This will provide more choice in the area especially as many parents do not have a positive view of one of the schools. The large town based schools have a strong urban identity, which can alienate the rural community who can feel marginalised.



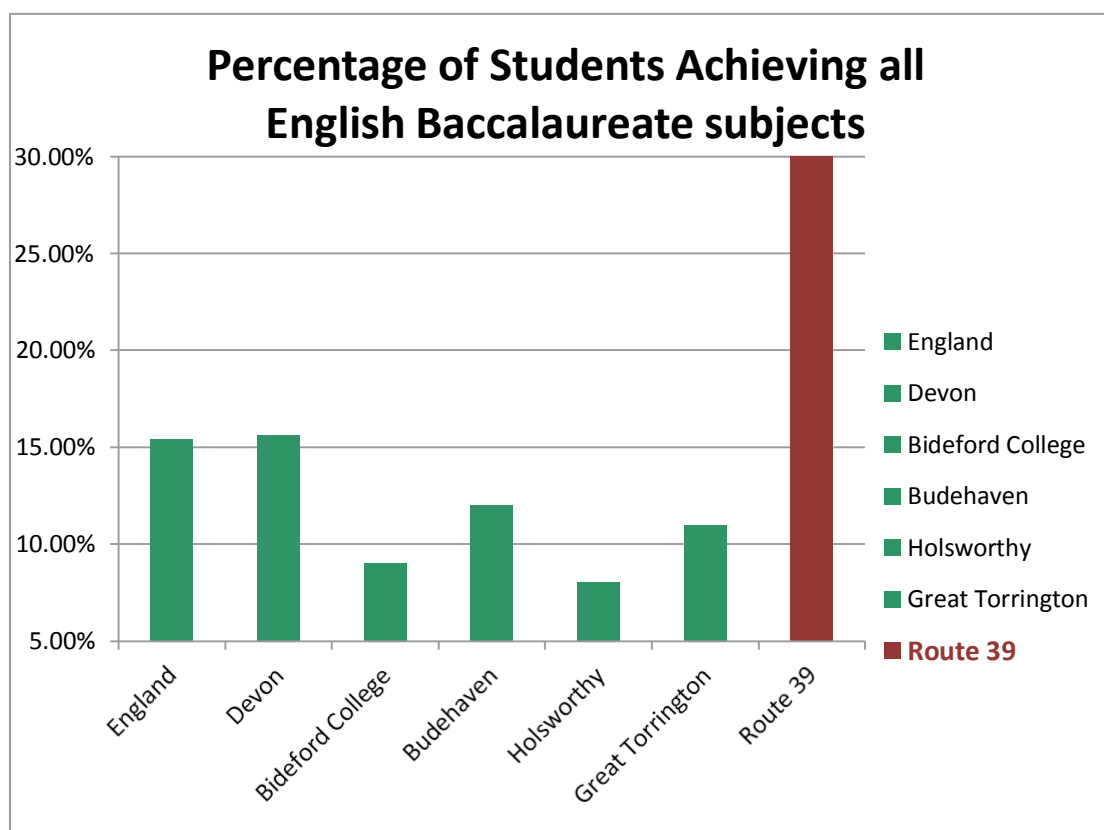
Map of existing secondary schools (blue marker) and proposed location for this new Free School (red marker)

'I think it's a brilliant idea. I come from a farming background and having attended Bideford College myself, I know from experience that you don't get to meet many other 'rural' children. My children are much more likely to find friends with similar hobbies and backgrounds than I ever did.'

- Local parent

2. To raise standards

We aim to raise local educational standards by ensuring all students have a higher than average increase in levels between KS2 and KS4. Our target is for 70% of our students to gain 5+ A*-C GCSEs including English and maths. Bideford College has Satisfactory ratings for the last four Ofsteds, covering nearly a decade of inspections. Students achieving expected progression from KS2 – KS4 score are 18% below the national average in English and 11% below in maths. In 2011 49% gained 5+ GCSE A* – C including maths and English, 10% below the national average. Of the other three local schools, Budehaven School and Great Torrington School have a Good Ofsted rating while Holsworthy Community College has recently been downgraded to Satisfactory. All the local schools are failing to achieve anything close to the national average for English Bacculaureate performance.



Graph showing national, county and local school EBacc results.

'My children had the choice of a 14 mile coach journey to Bideford, (Devon) or Bude (Cornwall), and my daughter suffered from intimidation and bullying on the bus. There was no escape from this and she refused to go to school because of it. My son required special needs help, and as residents of Devon, in a Cornish school, his case was passed back and forth, and no help was consequently available. The choice of 2 average schools is insufficient and a much fresher, more highly motivated approach to education is needed in this region.'

- Local Parent

Creating a new school with a determination to be outstanding from the start will inspire the surrounding schools to improve, where currently there is the potential for them to coast through the lack of competition for students.

3. To raise aspirations

We will improve student outcomes by embedding **aspiration** into every aspect of the school, by opening horizons, providing opportunities and professional careers. We will incorporate local business and expertise to make the students proud of where they come from. From the beginning parents will be informed and encouraged to be involved in setting challenging and **aspirational** expectations for their children. The achievements of the students, the school as a whole and the wider community will be shared and celebrated.

'An additional secondary school is needed in this area for many reasons. The team behind this proposal are from the local community and have a firm grasp on the reality of education and employment in this area. The proposal has big dreams for the short, medium and long term balanced by a solid, realistic foundation. Please continue to 'dream big' after all that's what we want our children to do.'

- Local parent

4. To address an increasing demand for school places

The Devon and Cornwall local authorities have seen a change in the demographics of this area. Where once this was considered a place for people to retire, the area is now seeing new families migrating from the cities, looking for a better or alternative quality of life. Villages are now filling with children, where for up to 20 years there had been very few.

For example, ten years ago, the small village of Welcombe had only 5 or 6 children but now has over 45 children up to the age of 18. This population increase is already beginning to affect the primary schools. In addition, new large-scale housing developments planned in Bideford, Bude, and Holsworthy which will increase the net migration of students to the area. Bideford is facing the largest development plans and the Devon Local Authority has already identified a future need for additional secondary school.

Belief, delivery and outcomes of our Vision

Central to our beliefs is that students excel when treated as individuals. This will ensure that all our students, no matter what their ability, reach their full potential. The following beliefs underpin this confidence we to deliver our vision.

1. Belief: Everyone has the right to achieve

All students have a right to an education that *engages* with them to develop their personal, social and intellectual potential.

Delivery: The needs of all abilities, including SEN and gifted & talented, will be addressed on a personal level. Every student will be challenged. Families will be supported to help make this happen.

'Human resources are like natural resources; they're often buried deep. You have to go looking for them, they're not just lying around on the surface. You have to create the circumstances where they show themselves.'

— 

Outcomes: All students realise both their potential and aspire to continue to excel. We expect 70% of students to achieve 5+ A*-C GCSEs including English and maths. We also expect the percentage of low attaining pupils achieving 5+ A*-C grade GCSEs (or equivalent) incl. English & maths GCSEs to be higher than the national average.

2. Belief: Social background should not determine success

We believe in a comprehensive education, where all children regardless of their background or ability will reach their potential and expand their horizons.

Delivery: Central to this is one-to-one tutoring. This is especially crucial with disadvantaged students, as they are the ones who are least likely to receive

this support elsewhere (page 57). The extended day enables students from deprived backgrounds to continue their studies away from any home distractions (page 55) and access enrichment activities.

'PISA results show that the more self-confident and the more motivated students are, the greater their odds of being resilient.'
(OECD Programme for International Student Assessment (PISA), 2006)

Outcomes: We aim for achievement at GCSE and KS5 for looked after children (LAC) and Free School Meals students (FSM) (page 83) to be significantly above the local, county and national averages. Our target is that 45% of LAC/FSM students to achieve 5+ A*-C GCSEs including English and maths. We will provide these students with the results and skills to break the cycle of deprivation prevalent in this area.

3. Belief: Strong individual pastoral guidance

engenders respect

Our aims are to create a sense of mutual *respect* between the whole school community. All students will feel that they are valued within the school, and that they are listened to and taken seriously.

Delivery: High standards of behaviour are expected and clear boundaries laid down. All staff will lead by example. Regular support from the personal tutor will provide an opportunity for students to discuss issues that affect them. Students will learn more and have fewer disciplinary problems because their teachers listen to their views and support them. There will be zero tolerance of bullying.

The smaller size of the school will support the more personal feel, and enable students to build stronger relationships with staff and other pupils and feel a greater sense of responsibility within the school.

Outcomes: Students coming out of the *Route 39 Free School* will have a strong sense of *respect* for themselves, their peers, their teachers and the wider community. They will be ambassadors for this community and inspire future generations of students. From the annual student survey, we expect a 90% student rating of positive for attitude towards school. As a result absence rates will be lower at 5.5%.

4. Belief: Staff should have regular, continued professional development

All staff should be seen and see themselves as learners. Excellent teaching is essential for this educational model. An enthusiastic staff team focused upon the best pedagogy is vital. We believe the smaller school model and the vision of this school will also attract and support excellent teachers.

'Teamwork is the ability to work together toward a common vision, the ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results.'
- Henry Ford, industrialist

Delivery: Links with the *Challenge Partnership*⁵ will ensure continued staff development, sharing of experiences and best practice with other educational establishments. We will ensure that the skills of staff teachers and governors are shared within the school, ensuring that our school is resilient.

Outcome: All staff working at the school will be highly valued, *respected* and supported through their professional development. We expect 85% of lessons observed to be good or better.

5. Belief: Project Based Learning engages students

Through a wide variety of projects, students will gain a deeper understanding of subjects and how they interconnect. Projects enable students to make sense of the wider world and give context and relevance to their learning.

'A growing body of academic research supports the use of project-based learning in schools as a way to engage students, cut absenteeism, boost cooperative learning skills, and improve test scores. Those benefits are enhanced when technology is used in a meaningful way in the projects.'
- Edutopia.org (2001)

Delivery: Projects will allow students to address community issues, explore careers, interact with adult mentors, use technology, and present their work to audiences beyond the classroom.

⁵ <http://challengepartnership.net>

Outcomes: Students will gain a deeper understanding of the concepts and standards at the heart of a project. Projects will build vital workplace skills and lifelong habits of learning. Students will enjoy learning because they understand its relevance to their lives, the wider world and how different subjects interconnect.

6. Belief: Students should be able to progress by ability not age

We recognise that students learn at different rates. The Route 39 Free School would overcome traditional age-related barriers to advancing learning by providing the means for students to progress by ability

Delivery: Stepped subjects and project work allow students to learn at the level appropriate to their skills. Students from our community come from small primary schools, where mixed-age classes are normality. When they move onto our Free School, there will be no necessity to repeat the learning in any subject where it is already secure. Maths and English are core to accessing the wider curriculum and where necessary extra sessions will be arranged for those students that need them in order to progress.

‘The curriculum overall is very responsive to students’ aspirations, enabling them to follow courses and vocational options that suit their needs, make progress at their own pace and gain qualifications when ready.’
- John Cabot Academy, 2009 Ofsted Report

Outcomes: Students will excel. By using a stepped method to learning we ensure that continued development is built on sound foundations giving students the confidence to progress efficiently.

7. Belief: Teaching of life skills enhances independent learning and employability

To succeed in the modern workplace students need more than knowledge. They need to be independent, to adapt, to extend their learning, work in different environments and be resilient.

Delivery: Through competence based learning, throughout all subjects, using four Cornerstones for Learning: knowing, thinking, doing and becoming (page 32). These will develop a range of skills, which students can use in the rest of their lives. By ensuring students have the skills employers say they need, our students will have more opportunities to succeed in the employment market and to thrive in further education. Young people are supported to take on real practical experience within the community and local businesses.

'CBI research highlighted the eight 'employability skills valued by prospective employers:

Self management

Team working

Problem solving

Communication – application of literacy

Business awareness

Customer care

Application of numeracy

Application of ICT'

(Confederation of British Industry, 2007)

Outcomes: Students will be self-motivated to take responsibility for their learning and will achieve well both personally and academically. They will be better equipped to advance their learning and the economy. This will enhance their employability giving them a vital edge in an increasingly competitive employment market and the skills to become valued entrepreneurs.

8. Belief: Students learn best in different environments

We recognise that not all students learn effectively in traditional classrooms and restricting them to this style does not prepare them for the different environments they will experience in later life. We will give students and teachers access to different learning environments to ensure the most effective, productive learning is achieved.

Delivery: Different learning spaces will be incorporated in the design of the building. A range of lesson types and styles will be the norm. Students will access learning individually, as part of a small group or seminar, in a traditional class, in lectures or outdoor learning spaces.

Outcomes: Through experiencing the opportunity to learn in different environments students will have a greater understanding of themselves and how they learn best. Students will not only excel at school but will go on to achieve more in the rest of their lives. Students will be well equipped to get on with all sorts of different people and working environments, which will give them the ability to progress in their careers beyond school.

9. Belief: The uniqueness of our locality is reflected through the students' learning

The unique location of the *Route 39 Free School* presents an outstanding opportunity to enhance and enrich the learning of our students.

Delivery: Students will be taken out of the classroom to explore the surrounding coast and countryside to give practical examples to their study of the curriculum, and bring a greater understanding and love of their own environment.

We will deliver this through field trips to the surrounding rural and coastal areas enhancing the curriculum and offer a wide range of learning opportunities in science, geography and land-based studies. We will also use the coastal path and the sea in the studying of science, ecology, the marine environment and leisure. In addition we will provide physical learning (cross-country running, walking, surfing, swimming, rock climbing), and student enrichment activities, such as the Duke of Edinburgh Award.

'Science practicals in the classroom and field trips should be the activities that link students' theoretical learning in schools with the practical application of science to the world at large and, later, in the workplace.'
(UK Parliament, Science and Technology Select Committee, 2011)

Outcomes: By incorporating this coast and rural landscape into the core curriculum, learning will have greater meaning and relevance to students. This will lead to them becoming more engaged in their learning. Through a greater understanding of our unique environment students will learn to respect it and have an improvement in their understanding of science, geography etc.

10. Belief: Ecological principals should be incorporated into the whole school's learning and culture

Ecological principles and practices should be embedded throughout the school and its building, and used as an educational tool. The school grounds should be used and enhanced, so that they could provide a rich ecological and land-based learning opportunity for students.

Delivery: The design and construction and operation of the school building would be based on 21st Century sustainability practices. Students will be given the opportunity to observe and practice environmental sustainability within the

school environment giving another layer of meaning and practicality to their learning.

The school grounds would be developed and used to provide different ecological habitats and learning environments (ponds, streams, woods) and to provide an opportunity for horticulture focused land-based learning. We will provide environment and land-based qualifications

Outcomes: A rich outdoor learning environment will enhance learning in sciences for the academically gifted while a vocational pathway combining horticulture and food will provide economically valuable skills for the local community.

The school, by the nature of its design, construction and operation, will be a healthy, pleasant and **engaging** place to learn and work. Principles of ecological sustainability will be a natural part of school life and its operation, and so waste of resources will be minimised, thus helping the school to be more efficient in its running costs. The school would be an inspiring showcase of a 21st Century learning environment, with sustainability at its heart, and good practice will be shared internationally. Students, staff and parents will be inspired to bring ecological principles into their wider life. This approach will inherently bring a culture of **respect** to the whole school's approach to the environment.

11. Belief: Partnership between the school, learners, and parents will enhance learning

(Throughout this document the word 'parent' is understood to include carers and guardians)

Belief: Parents should be encouraged and supported to become part of a supportive and engaging learning triangle.

'Students are never too old to benefit from their parents' interest in them.'
(OECD Programme for International Student Assessment (PISA), 2009)

Delivery: As soon as the student is enrolled at the school, their tutor will meet them together with their parents to discuss their ambitions and goals, and their expectations of the school. Parents will be regularly invited to meet with their child's one-to-one tutor and their child, to discuss progress. Parents will also be able to access their child's personal goals and progress via an online learning portal.

The school will set up opportunities for parents to come into the school. For example, celebration assemblies and themed days that are linked with the

student's courses. All parents will be invited to join a parent council and some will become governors.

'It would be nice to have more choice in the area and to have a greater parental control and input into my children's education.'
- Local parent

Outcomes: Parents will have a good understanding and confidence in the school and the learning process. They will have a role to play in their children's learning process. Parents will know that issues regarding their children will be listened to and dealt with effectively.

12. Belief: The school should be an active part of the community

The school will form a symbiotic relationship with the community to ensure maximum access to the excellent learning and facilities.

Delivery: Members of the community will be invited to come into the school to speak about their careers and experiences. We aim to offer adult learning on site and make our facilities available for the community to use. We would like to offer workshops and offices on site, at a low cost in return for student workshop sessions. All Year 9 students will be *engaged* in a community activity. The school will be expected to establish links with a high number of local business, tourism, craftspeople and the farming community.

Outcomes: With relationships already in place, there will be the opportunity for successful student work placements and apprenticeships with local businesses to develop. Students will become active members of the community who, as adults, will use their skills to enhance the social and economic prosperity of the area.

'There is no reason to suppose that North Devon's children are inherently less intelligent or less talented than children anywhere else in the country, so we are failing them if they are being less well educated. Good education is fundamental not only to each individual child's future but, through them, the economic future of the whole region. To borrow from the Americans: no child should be left behind.'
- [REDACTED], North Devon Journal

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		100	100	100	100	100	100	100
Year 8			100	100	100	100	100	100
Year 9				100	100	100	100	100
Year 10					100	100	100	100
Year 11						100	100	100
Year 12							100	100
Year 13								100
Totals		100	200	300	400	500	600	700

We will aspire as a school to maintain an 80% staying on rate into the sixth form. In addition we can achieve a growth in the sixth form PAN by drawing on the post-16 population from the surrounding area. We have identified a need for high quality post-16 education in the area we will serve. Only two of our four nearest secondary schools have a sixth form. (Further information on the sixth form can be found on page 50).

Section D: Education plan – part 2

Route 39 will be a school where parents, pupils and staff are deeply committed to encouraging each learner as an individual, in order to maximise their personal strengths, unlock their potential, raise *aspiration* and promote a life-long love of learning. The school that make learning inspirational, interesting and relevant to its students through the following approaches. Underpinning this vision is an ethos of *Engage, Respect* and *Aspire*. This ethos will be manifest in and through our curriculum and embraced and valued by our students, staff and their parents.

Route 39 will deliver a broad and balanced curriculum, bringing innovation and creativity to the teaching of traditional subjects.

Students will study a broad balanced curriculum using a range of methods and approaches from single subject, to project-based learning (PBL) and cross-curricular skills and competences. The degree of choice and subjects offered will depend on the key stage. All students will also have the opportunity to develop a range of skills and competences. We recognise that a full curriculum is something much broader and deeper than that which is reflected by the achievement of academic and vocational examination results. It encompasses uncertified elements such as opportunities to develop other skills and competences (which will prepare students more effectively for life, including the world of work), as well as encapsulating school culture, school procedures, and how the roles and responsibilities of teachers and students are defined.

To aid navigation, the sub sections are found on these pages:

Sub Section	Page
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D1: Curriculum plan

True to the spirit of the Government policy, Route 39 is a parent led Free School proposal with a significant amount of skills both in education and business (see Section F1, page 157). Notwithstanding these skills the group felt that in order to realise the innovative and demanding vision it would need the additional support of a skilled provider.

We produced a provider requirements document detailing the 6 key aspects of the vision that needed to be delivered within the curriculum:

Personalised Learning - to ensure the student will be able to study and learn effectively using a variety of learning styles including: Individual study, small group learning, classroom teaching and lectures.

Curriculum Delivery - to provide both cross-curricular and stepped progression courses that integrated competency based skills into the delivery.

Personal Tutor - to effectively monitor and broker delivery of personalised learning, and also to be the key pastoral link within the school.

Staff Excellence – to be delivered through links to sources of outstanding staff, a commitment to high standards of CPD and demonstrating the ability to make the school resilient by handling change effectively.

Performance Targets - to cover not only exceptionally high standards in academic attainment but also how the school enhances the students' behaviour and wellbeing, as well as benefitting the community and local businesses.

Work-Based Learning and Enrichment - to provide a more rounded education and deliver a useful vocational option for students to have the best opportunities within local business.

The three providers submitted proposals clearly showing how they would be able to work with us. Although, we cannot enter into a formal contract with providers at this early stage, we chose Pearson as our preferred partner to realise the vision as they not only met our requirements but added four key aspects:

The first was that their focus on building a solid, outstanding foundation to the school would enable us to realise the full educational vision.

The second was that they had in-house experience of major aspects of the vision we were proposing, in particular the varied learning environments, stepped curriculum and one-to-one tutoring.

The third was the development of ICT solutions, in particular the Always Learning Gateway (ALG). This enables the students to access their learning from anywhere, the tutor to understand the educational progress of the student and teachers to undertake the highest quality CPD.

The fourth was a determination equal to our own to commit to the highest education standards and results.

Route 39 Free School approach to the curriculum

Current trends in education have placed emphasis on focusing energy in learning on certain areas. Knowledge and ‘thinkers’ have been promoted over the development of skills and ‘do-ers’. However evidence from international research such as PISA indicates that if the acquisition of knowledge is prioritised over the development of skills (or vice versa) then overall progression in learning can be hindered. Learning therefore should not be about, a question of developing knowledge or skills, but to develop both which will complement each other.

Competence-based learning is an essential part of our curriculum throughout the school, which will ensure students are *engaged* with their learning by delivering the wide range of skills and competencies that they can use and rely on for the rest of their lives. These skills and competencies will be developed beginning at year 7 and continuing throughout their time at *Route 39*.

There are various types and forms of such competencies available. One such approach is the four *Cornerstones for Learning* developed by Pearson, which is fully integrated into the curriculum and delivered through the Always learning Gateway (ALG), as an integral part of the Pearson School Model (PSM). This is described in full detail in section F1 on page 164. Our intention, subject to due fair process post application, would be to adopt the PSM as an innovative transformative approach to curriculum delivery and school improvement. All subsequent detail in this section of the application is based on this assumption; however it is clear that other such provider models are available and will be given due consideration.

We believe schools should prepare their students to *aspire* in the real world where they will need to thrive and progress. To do this, they need a curriculum that supports students to develop and balance a number of different competencies associated with learning. Pearson has chosen to organise these competencies into four different aspects, the Cornerstones for Learning that cover knowing, thinking, doing and becoming.

In recognising that the curriculum should develop knowledge, skills and abilities in young people we agree with [REDACTED], [REDACTED], that students need to be prepared not simply to know, or only to understand, but to be able to be creative, to solve problems and operate in the real world, to do:

‘Jobs that have not yet been created; using technologies that have not yet been invented to solve problems that we don’t yet know will arise.’

- [REDACTED], OECD

By integrating the core competencies of the cornerstones into every aspect of learning through the ALG our intention is to help students to recognise their particular strengths and identify areas where more focus is needed. By accepting the value of each of these approaches to learning we believe that learning becomes more *aspirational*, rewarding and *engaging*, fulfilling our vision.

Knowing

The core knowledge at the heart of the curriculum is the precise subject-based content that every pupil should learn. This includes an *engagement* with key concepts, principles, fundamental operations and key knowledge.

Thinking

Cognitive or thinking skills are essential tools for learning. Underlying cognitive skills must function well for young people to read, think, prioritise, understand, plan, remember and solve problems. When cognitive skills are strong learning is fast, easy, efficient and even fun. When cognitive skills are weak learning will be at best a struggle.

Doing

The dramatic changes to work and life we have witnessed since the onset of the 21st century, especially in our rural setting, have meant that education needs to prepare students to be able to 'do' more than ever before: It is about: new ways of thinking involving creativity and innovation; new ways of working involving agility and adaptability; new tools for working including the capacity to recognise and exploit the potential of new technologies. It is also about the capacity to live in a multi-faceted world as active and responsible citizens.

Becoming

We recognise social behaviours as a major contributing factor to a young person's success in school and future life. The development of self-awareness and self-worth, the ability to manage feelings, an understanding of what motivates learning and the development of empathy and social skills are all examples of the positive behaviours that can help to promote effective learning. It is also about learning to reflect on purpose, encouraging students to thinking beyond themselves and recognising the importance of giving something back to the wider community.

When behaviours are positive, young people demonstrate the underpinning qualities and skills that are required to *engage* in their learning and *respect* the rights of others to do the same. When behavioural skills and personal dispositions are underdeveloped young people often find that their learning is held back as a result. Behavioural skills are required if young people are to make best-use of their core knowledge and their tool kit of thinking skills and

abilities. Hence they play a fundamental role in improving the outcomes of learning for *Route 39*.

By revisiting some of the core competencies both horizontally across the curriculum and vertically as they progress up the curriculum, students will be *engaged* in the continuous development of both knowledge and strategies to apply them throughout their formal education, work and life. All competencies will be fully integrated into and embedded in the Pearson curriculum studied in each year. A student's progression in and development of these competencies will be a central part of the discussion with the tutor.

How the curriculum will be delivered

A range of learning environments will be created and used, recognising that students learn in different ways in different settings. We will provide a variety of learning settings and environments, including: lectures of around 50 pupils, large group technology-based independent learning, traditional classes of 25 pupils, small groups or seminars and the students' own independent study and outdoor lessons.

The learning environment will be used to support, challenge and stimulate learning by creatively and purposely using space and a range of approaches to maximise the learning potential. We will make the most of the 'outside classroom' in particular capitalizing on our rural setting by extending the learning environment beyond the confines of the building into the school grounds, nearby coastal environment, local community, partner schools, and beyond.

Innovative, dynamic, interactive learning platform

The learning environment will be rich in relevant cutting-edge technology which will be used to deliver effective, personalised learning for every student across a broad and balanced curriculum.

Pearson's Always Learning Gateway (ALG) is one such learning approach that represents fulfilment on this aspect of our vision. It provides a fully resourced, dynamic learning environment to support students in making progress, achieving higher grades and developing their skills for lifelong learning.

The ALG enables pupils to *engage* in their learning because it facilitates and supports the student's access to the curriculum, providing multiple opportunities for personalised learning and teaching. It is the main online place in which learners will access learning materials and teachers and leaders will be provided with development materials.

ALG transforms the way students learn. It facilitates a shift *from* a teacher based monologue (only one to many) *to* a learning student-centred dialogue

(one to one as well as many to many). The ALG is designed to enable a more holistic learning experience in terms of *engagement* between pupils, teachers, parents/ carers and learning resources.

The structure of the ALG is aligned with, and promotes, our ethos of *engage*, *respect*, *aspire* through the Cornerstones for Learning (see page 32), a personalised approach engendering strong relationships and respect and aspiring to the high standards that can be achieved. It is designed to develop students' capability to know, to think, to do and to become better learners in the widest possible sense. This in turn will impact on their attitude and ability to *engage* with their academic studies.

The ALG's anytime anywhere learning extends opportunities for learning outside the boundaries of the classroom and the school gate, helping to fulfil our vision for learning beyond the classroom and engendering a close relationship with our parents and their children's learning. In doing so, it allows students to access learning opportunities on demand and enables parents and carers to get closely involved in their child's learning.

This curriculum is broken down into discrete, sequenced and fully differentiated and assessed learning units, with each learning unit covering approximately six weeks of learning time for each designated subject or project. The ALG will provide academic and vocational subjects, cross-curricular projects and supports learning across the Cornerstones for Learning. It will be fully resourced with proven high quality content in the form of fully differentiated units of work, resources and assessments to support teachers and students needs for years 7 to 11 in the English Baccalaureate subjects, all related GCSEs and a range of vocational qualifications. In addition it can support a wide range of A level subjects for a rich KS5 curriculum offer.

All learning units use the acquisition of knowledge as a vehicle to develop student abilities in the Cornerstones for Learning and integrate a range of individual, small and larger group activities. Each year of learning is divided into six learning units per subject or project. We will support students to build their capability to adopt more personalised approaches to progression. Our long-term vision is that increasingly students will progress by stage of development, rather than by age. The structure of the curriculum will be designed to promote a more coherent and rigorous approach to education where learning is associated with *aspiration*, quality and excellence, and where high expectations are placed on the learner, the teacher and the school. It is based on the belief that in some subjects learning takes place in incremental steps and that mastery of certain forms of knowledge, skill and understanding is required before you can move on to more complex concepts and tasks. Whereas other subjects and themes lend themselves better to a more holistic, big picture approach to learning.

The ALG is supported by innovative learning analytics supporting independent student learning, progression and feedback, maximising progress, targeting learning at individual student learning needs.

The impact of the ALG on the traditional role of the classroom teacher

The ALG has the potential to transform not only the way teachers engage with their students in the classroom but also to shift the balance of teacher time spent on resource preparation and marking. The ALG is fully resourced for every year group with fully up to date examination specifications at KS4 and KS5, the latest National curriculum programme of study, comprehensive learning resources and regular and varied opportunities for assessment, with both formative and summative approaches used across the units. This then releases teachers' time to engage more actively with students, working at a small group or one to one level in high quality guided learning conversations. The ALG also provides the ideal opportunity to engage in large group teaching situations where one expert teacher leads a group of 50 students supported by a number of learning mentors and others. This would be particularly the case during project learning time in years 7 & 8. It is envisaged that approximately 65% of core teaching time will be carried out using the ALG.

The ALG also allows for students to progress at their own pace and access the appropriate level of demand in their learning, supported by their personal tutor. It avoids one size fits all and allows each student to aspire to achieve the highest standard possible for them as individuals. This personal tutor time is to some extent gained time from the ALG approach to teaching, where teachers have a reduced preparation and marking burden and can use this time more effectively as tutors.

The added advantage of the online learning environment is that it reduces the isolation a rural school often experiences. Our aim is to create a vibrant community around learning in the widest possible sense, by promoting the sharing of information and multiple forms of interaction between learners. The Always Learning Gateway is not just a resource for a single school. It has the potential to help to create a living and developing community across hundreds of schools in many different environments and countries. Students and teachers will be able to connect real time with students and teachers in other Pearson schools and benefit from collaborative learning experiences, international projects and a rich staff professional learning community.

Cross-curricular literacy and numeracy

Route 39 recognises the paramount importance of highly developed literacy and numeracy skills not only for a student's access to the wider curriculum offered but also as essential life skills for future success. We will ensure access to and support for literacy and numeracy throughout the school up to

and including KS5 with the aim of enabling every student to reach a minimum of level 2 English and mathematics before they leave the school. This will be achieved in a number of ways:

- English and mathematics will be compulsory subjects for all students from year 7 to year 11
- There will be additional curriculum time in year 7, year 8 and year 9 to secure a good foundation
- English and maths will continue to be compulsory post 16 for those students that do not meet the required standards at the end of KS4 of a minimum of A*-C in English and maths
- There will be additional support through cross-curricular literacy and numeracy, which is fully embedded in all subjects and projects
- Within the ALG, every opportunity is taken to develop and reinforce these skills.

While we believe that support for and development of literacy and numeracy skills are best delivered in class rather than through out of class intervention where ever possible, we recognise that for some students this will not be sufficient. Each student who is not on track to reach at least age related expectation will agree and follow an Individual Learning Plan (ILP) supported by their tutor. In addition all students with an ILP will be appointed a one-to-one mentor to supplement in-class learning at the appropriate time across KS3 to accelerate progress and close the gap in maths and English. It is well documented that a short-term intervention of this nature can lead to significant gains for these students.

*‘one-to-one tuition has had a positive impact on progress, with a single input in one term leading to almost half a sub-level of additional progress over the life of the pilot.’
(Department for Education, 2010)*

Personalised learning for all students

Personalised learning is a highly structured and responsive approach to learning for each individual child and young person. It creates an ethos in which all pupils are able to progress, achieve and participate. It strengthens the link between learning and teaching by *engaging* pupils and their parents as partners.

We *aspire* at Route 39 to deliver personalised learning for all students and we will do this through implementation of a combination of strategies as set out below.

Personal one-to-one tutor

In our school each student will have a personal tutor who will be one of the teaching staff. This relationship will start before the student takes up their place at *Route 39*. Every child with their parents will meet with their

designated tutor prior to entering the school in order to set expectations, answer any questions and allay any fears about starting life in secondary school. In addition to their daily whole class tutor time, every student will have a weekly one-to-one 15- minute tutorial with their personal tutor to ensure their educational and pastoral needs are being met and the student is continually supported and extended throughout their time at the school. Whenever possible it will be arranged so that students will be able to remain with their tutor throughout their time at Route 39. This one to one support will be of particular benefit. The additional time required for this personal tutor role is achieved within normal contact hours and staffing due to the 'bonus' achieved through the use of the ALG and also a variety of teaching environments such as large lecturers etc., all of which reduce the time for individual teachers to be attached to classes of 25 students.

We recognise that there will be instances where it is in the best interests of the student to transfer tutor. We will establish a policy to ensure that this occurs in a fair and efficient manner.

Students will work with their tutor to discuss their achievements and needs with regards to progress through each week, term and year so that their achievements and qualifications reflect the profile and targets they determined for themselves, guided by an expert tutor.

Provision has been made within staff-student ratios and financial priorities to ensure that every teacher will have time for a minimum of 18 periods of tutor time per week each period lasting 15 minutes, this being 4.5hrs contact time per tutor. Details of how this will be timetabled can be found in section D2.

Progressing by ability not age

Students will be supported and guided towards following the most appropriate route of study based upon their ability, interest and motivation regardless of their age. The ALG will be central to our vision for personalised learning fit for the 21st century teaching provided in our school; it will enable students of different abilities to *engage*, collaborate and progress unconstrained by teacher capacity and availability or limits on resources. The PSM will fully meet the requirements through the combination of the ALG, personal tutor role and staff professionalism and enable *Route 39* to deliver on our ethos and aims

Through the weekly personal meetings tutors will ensure each student knows what choices are available in year 7 & 8 projects and the year 9 Baccalaureate, and agree what is most appropriate to study and to what level to maximise their progress. Students will gradually be able to take the responsibility to guide and direct their own learning and choices wherever possible. In stepped subjects tutors will discuss rate of progress in conjunction with any information from subject teachers, and help the student accurately assess their progress and level, so that they always know how well they are doing and what more they need to do to improve. Tutor guidance might also include support to *engage* more fully, *aspire* to greater achievements or

increase effort or rate on current stage. Subject teachers will guide students as to the most appropriate stage and level that they should be working on.

In KS4 and KS5 it is likely that we will begin to see greater numbers of students studying for qualifications when they are ready regardless of whether this is before or after the expected time based upon their age. This system has been successful at John Cabot, Bristol, where students are not restricted by conventional study and exam patterns and this opportunity makes it an exciting place to learn.

‘The Cabot Competency Curriculum is an example of an innovation that has had an excellent impact on students’ attainment and progress. The curriculum overall is very responsive to students’ aspirations, enabling them to follow courses and vocational options that suit their needs, make progress at their own pace and gain qualifications when ready. Students participate in an extensive range of activities outside of the classroom, and lead some after-school clubs themselves.’
- 2009 Ofsted Report for John Cabot Academy

Delivery of Key Stage 3

The school will adopt a two-year KS3 curriculum covering years 7 and 8. In year 9 a ***Route 39 Baccalaureate*** will be the focus for the students’ studies. It will provide students with the opportunity to build on the strong foundation established in year 7 and year 8 but provide a wider range of learning opportunities where the exercise of choice is central to the learning that they then pursue. The five components of the Baccalaureate will provide students with knowledge of employment opportunities in the area, and enable them to establish links with the business, tourism, craftspeople and the farming community. With relationships already in place, there will be the opportunity for successful apprenticeships and employment with local businesses or craftspeople. The curriculum comprises five component parts: academic, enrichment, enterprise, personal development and service. The traditional academic subject based curriculum will still account for 50% of the Baccalaureate award. Students who excel in the five key areas will have developed the skills, dispositions that will equip them for a successful KS4, future employment and lifelong learning. (A fuller account of the Baccalaureate can be found on page 45)

Years 7 and 8

The curriculum that will be studied for the first two years at KS3 is grouped into three delivery types. A full list of the subjects with their delivery types is provided in the next section.

What a student will study each week will be reviewed and discussed at a weekly meeting with their personal tutor. The tutor's role is both pastoral and academic. To guide and support the student in their studies and to maximise their progress, and to ensure that over the two years of KS3 the student covers the entire required curriculum and also secures the skills and knowledge required for success in KS4.

Stepped Faculty – Maths, English language, Science, Foreign

Languages and Computer and ICT studies

Subjects that are essential to secure access to other aspects of the curriculum, or that require a level of understanding of certain concepts and principles before progressing to the next level, are termed 'stepped subjects'. These are delivered as separate subjects. The student will be expected to study all stepped subjects at the appropriate stage and level, throughout years 7-9. This identification of the core academic subjects as a priority to Route 39 underpins our commitment to aspiration and to enable future engagement with the whole curriculum by providing a strong foundation in the traditional knowledge and skills of the core curriculum subjects.

Discussion with their tutor during their weekly tutor time will ensure that students are happy with expectations with regards to their level and rate of progress is and that it is appropriate and will enable them to reach their personal and academic targets. The academic targets for each student will be set by subject teachers and senior leaders, and students will work on stepped subjects via the ALG in conjunction with personalised support from their subject teachers.

The stepped delivery allows for students entering the school to study each subject at the level appropriate to the skills and knowledge achieved in primary school. There will be no necessity to repeat the learning in any subject where it is already secure. Lift-off assessments in mathematics, English, reading and science will be carried out when the student joins the school. In addition all students will participate in Cognitive Ability Tests to elicit their strengths and areas for development; and this will then be taken into account in their Cornerstones discussions and reviews.

All students will be required to complete all stepped subjects while in KS3, and it will be the responsibility of the tutor, in conjunction with their subject teachers, to ensure they are guided and supported to *engage* with their learning and *aspire* to the highest level of achievement in all stepped subjects. The projected entry standards for the Route 39 student cohort is above average to well above average and therefore we have a responsibility to build on this prior attainment, we will do this via our stepped subject curriculum offer. The students' targets and level of ambition will be agreed at the start of each year. Example targets for the whole school are given in section D4 on page 78.

Each student will also have individual targets, and these targets will each contribute to meeting whole school targets both quantitative and qualitative.

Where a student is at risk of not making the required progress, a review will be held where deemed necessary and individual learning plans will be agreed between the tutor, student and their parents, and the SENCO where appropriate. Where a student is more able rapid progress and additional challenge will be delivered and supported through the ALG. This will be discussed at tutor meetings and a tailored path of acceleration will be reviewed. The design of the ALG supports stage rather than age related progression and facilitates opportunity for extension or rapid acceleration where indicated. In the first instance after the school opens it is expected that students will work mainly in mixed ability sets for stepped, projects and active and practical learning. However as the school grows there will be a move towards some vertical sets for the stepped subjects, to take account of the rapid progress that some students will have made.

Project Faculty – Cross-curricular

Projects will cover additional English and literature, the humanities, RE, and personal, social and health, and will be delivered together in a cross-curricular project. In addition the output generated from the projects will utilise and embed skills and knowledge from both design technology and art and design. Projects will be carefully structured and designed to ensure a balance of each curriculum subject. A choice and variety of projects will be made available to students across KS3 via the ALG. All projects delivered via the ALG will be carefully structured and mapped to ensure the correct amount of curriculum time is devoted to each subject or theme as set out in the KS3 curriculum table. The tutor will monitor students' choice, coverage and progress to ensure they cover each individual subject and meet the required standards and breadth of curriculum as set out in our vision.

Each half-term will see a range of projects of differing focus and length offered and the student, with assistance from their tutor, will choose a project or projects that they will study for six hours every week. The tutor conversation will be essential to ensure the learning needs of each student are met. The number of hours per week and per year for each subject is set out in the curriculum table below.

Example Project: Volcano! Can You Report a Disaster?

Aim: To enable pupils to develop their knowledge and understanding in geography, literacy skills and work as a group and use ICT to communicate their knowledge

Working on the ALG as 3 week project, 18 hours curriculum time, the students first watch a news report of a recent natural disaster, which sets the scene for the quality, content and style they should achieve by the end of the project. They are taken through a series of activities to analyse the report and develop an understanding of how editing, language, content, and images are used to make the report informative and ***engaging***.

Introduce enquiry—In groups, produce a professional 2 minute video news report of a volcanic eruption

They may choose the eruption they cover but their report must contain;

- An explanation of why the eruption happened
- A description of the impact of the eruption on the local population
- Suggestions about how such devastation may be avoided in the future.

Each group, in a carousel, use ALG guided resources to extend their knowledge and understanding about;

- Why volcanoes happen
- Three case studies of Volcanic eruptions
- Three case studies of how various communities prepare for disasters
- How news reports are produced and edited
- How to use film editing software

Each group then works together to produce a news report. In each group pupils can adopt different roles e.g. write the script / act as anchor, witness or expert / produce the scenery and special effects / filming / editing / project manager.

Using clearly defined assessment criteria for speaking and listening, geographical knowledge and understanding and ICT skills, the finished films are then peer-assessed by the class and the winner is then uploaded onto YouTube and sent to the BBC / ITN / Sky News, etc. to see if they can get a professional verdict.

Assessment opportunities:

- Scientific and geographical knowledge.
- ICT, literacy, speaking and listening and media skills.
- Competencies relating to collaboration, public speaking, peer assessment and managing information

Creative and Active Faculty – Arts, Music, Drama, Sport, Land-based Learning

Each creative or active subject will be delivered one or more days every week and therefore ensures that the student can participate in a different active subject each day and retain an element of choice. Active subjects relate to more creative and physical elements of the curriculum, where weekly participation is important or crucial in the understanding and/or delivery being effective. As the student progresses through the school there will be an element of choice in which of these options they study and how often. This will be agreed with the personal tutor to ensure that the choices meet the learning needs of each student. To ensure a healthy life for our students we will ensure all those at KS3 participate in PE or games at least 2 hours a week, including the 30 minutes activity each morning and the time for team games during enrichment time.

Aspects of the Creative and Active Faculty will be used to support learning in the Stepped and Project Faculties including field trips to the surrounding rural and coastal areas which offer a myriad of learning opportunities in science, geography and land-based studies.

The school grounds will be developed and used to provide different ecological habitats and learning environments (ponds, streams, woods) and to provide an opportunity for land-based learning (e.g. gardening and growing vegetables). We will develop environment and land-based qualifications as the school grows, and collaboration with Duchy College (Cornwall), Bicton College and Eden Project are being explored. As this land-based learning resource matures it will be offered as a resource to other local schools.

It is acknowledged that in the first year after start-up it may not be possible to deliver the whole range of creative and active subjects, but the school will endeavour to fill the gaps in opportunity in subsequent years as the staff grows. In addition it is expected that the close links in this close-knit rural community will provide a range of expertise from which students can learn.

Curriculum content Year 7 and year 8

Year 7 and Year 8				
KS3 Subjects	Lesson Type	Hrs / wk	% time	Hrs / yr
Maths	Stepped	3.5	11.67%	133
English language	Stepped	2.66	8.87%	101.08
Science	Stepped	3	10.00%	114
Language 1 (Spanish)	Stepped	1.66	5.53%	63.08
Language 2 (French)*	Stepped	0	0.00%	0
Comp Studies /ICT**	Stepped	1.66	5.53%	63.08
English	Project	1.3	4.33%	49.4
History	Project	1.5	5.00%	57
Geography	Project	1.5	5.00%	57
RE	Project	0.7	2.33%	26.6
D&T and A&D	Project	0.5	1.67%	19
PSHE	Project	0.5	1.67%	19
Art & Design	Creative/Active	1.3	4.33%	49.4
Design & Technology	Creative/Active	1.3	4.33%	49.4
Music	Creative/Active	1.3	4.33%	49.4
PE	Creative/Active	1.3	4.33%	49.4
Drama	Creative/Active	1.3	4.33%	49.4
Land / sport / arts / Crafts / dance / choir / chess / astronomy / 2nd language	Enrichment***	5	16.67%	190
		29.98	99.93%	1139.24

* Second language optional, studied in first instance during enrichment time, subject to available expertise. Languages offered initially will be Spanish and French.

** Computer studies will be made available subject to expertise. It will not be revision of Microsoft office skills but true computer science. There will be substantial opportunity to develop wider IT application skills through use of the digital learning platform and the requirement to produce work utilising the full range of multimedia functionality.

*** Enrichment opportunities will vary according to staff skills and availability of community support but ideally will include a mix of land studies, art, games, local craft skills, second language, astronomy and others.

Year 9 - Route 39 Baccalaureate

In year 9 students will study for the Route 39 baccalaureate, which will be developed and delivered building on the strong foundation achieved in year 7 and year 8. It will, however, provide a wider range of learning opportunities where the exercise of choice is central to the learning that they then pursue. The different components will ensure an opportunity for personal growth and achievement for all pupils, not just the gifted or academic. An important aim is to enable students to develop lifelong habits, rather than just be skilful examination passers.

The curriculum layout of the key related learning opportunities is set out in the timetable below. The curriculum will consist of five component parts:

Academic

The traditional academic subject based curriculum will account for over 50% of the timetable, enabling students to maintain progress and skills in this crucial aspect of learning and development. The subjects included in this component will be English, mathematics, Sciences, Language 1, History, Geography and RE.

Baccalaureate Enrichment

This will consist of art and design, D&T, music, drama and statistics. There will be an emphasis on moving beyond the strict requirements of the National Curriculum to allow a more enriched experience. There will be a cross-curricular approach. Activities could involve the use of film and photography, music and drama performances, cookery and D&T projects. Enrichment will account for 11.67% of the total curriculum.

Baccalaureate Enterprise

This will include land studies, business studies, leisure and tourism, hospitality, local craft and ICT. Again the approach will be cross-curricular, but the emphasis will be on a range of enterprise activities, with particular reference to the local community. Students will often work in small groups on particular projects. Enterprise will account for 11.67% of the total curriculum.

Baccalaureate Personal & Physical Development

PPSHE, leadership, critical thinking and personal challenge will be included. This will be the main vehicle for delivering the PPSHE programme in Year 9. Some parts will be taught, but a feature of this component will be the opportunity for students to research aspects of the course to present to other students. Personal & physical development will account for 11.67% of the total curriculum. A proportion of the personal & physical development time will be used to ensure all students engage in sufficient weekly games and PE this will be in addition to the timetables session of PE.

Baccalaureate Service

This component will provide significant opportunities for students to consider how they can provide help and support both within the school as a community and the wider community. Opportunities could involve volunteering for school events, work experience, the student council and voluntary work within the community. Service will account for 11.67% of the total curriculum.

Students who excel in the five key components will have developed skills that will equip them for a successful KS4 and lifelong learning. These include:

- Collaboration
- Problem solving
- Decision making
- Creative thinking
- Communication
- Project management
- Self and peer assessment.

Assessment

The academic component will be assessed in the same way as in years 7 and 8. Assessment of the students' achievements in the remaining components will be ongoing, through a variety of methods:

- Evidence from students' own log books, which will be kept electronically throughout the year and will provide evidence of all personal achievements.
- Assessment of tangible evidence, such as writing, design, film, technology products
- Observation of presentations, and students working in different situations.

All students will be able to achieve the baccalaureate. At the end of the year each student's award will outline their particular achievements in the form of a profile. The award document will also contain a student self-assessment.

The principles of the year 9 baccalaureate are based on similar work which has been done by several organisations and writers, most notably [REDACTED]. This type of curriculum is already being used successfully in a small number of other schools, and we would make contact with them to learn from their experiences. [REDACTED] and [REDACTED] are currently working in partnership with Pearson and are actively involved in the development of such projects. ([REDACTED], 2011)

Year 9 - R 39 Baccalaureate			
	Hrs/wk	% time	Hrs/yr
Maths	3.33	11.1%	126.5
English language	3.33	11.1%	126.5
Science	3.33	11.1%	126.5
Language 1	1.6	5.3%	60.8
History	1.6	5.3%	60.8
Geography	1.6	5.3%	60.8
RE	0.5	1.7%	19
PE	0.7	2.3%	26.6
R39 Baccalaureate Enrichment - Art & Design, Design & Technology, Music, Drama, statistics	3.5	11.7%	133
R39 Baccalaureate Enterprise - Land Studies, Business studies, Leisure and tourism, hospitality, local craft, ICT	3.5	11.7%	133
R39 Baccalaureate Personal & Physical – PPSHE, leadership, critical, thinking, personal challenge	3.5	11.7%	133
R39 Baccalaureate Service public, community development project	3.5	11.7%	133
	29.99	100%	1139.5

* Science will be taught as three separate sciences in year 9 one hour each per subject per week, as preparation for GCSE. A second language opportunity will be offered during the enrichment time. Main language is Spanish, French will also be offered. Additional time for PE and games will be achieved during the baccalaureate personal & physical component.

Key Stage 4

At KS4 all subjects will be taught separately following recognised GCSE and Vocational qualifications as matched to the students learning needs and aspirations. In order to maintain *engagement*, we will *respect* each student's desires and *aspiration* and provide high quality information, advice and guidance (IAG, page 49) to enable them to make the right choices for them and their future. While we will encourage all students to maintain breadth and balance with an emphasis on the range of EBacc subjects, we recognise that for some a more applied option is the right path to take. Mathematics English and science will be compulsory for all, through to GCSE, as we recognise the importance of and entitlement for every student to *aspire* to and gain **at least a C grade** in English language and mathematics and science to enhance their

life chances and future learning and work prospects. (Department for Education, 2011)

The overall length of the school day will remain the same as in key stage 3 but there will be a shift in the use of the time for enrichment to complement and underpin the students' main subject options. The style and type of subjects available will move towards supporting choice of GCSE and vocational courses, for example completing extended D&T projects, Art and music compositions or PE, dance or drama performances. The final hour of the day, which is non-compulsory learning, will provide opportunities for independent learning, community support, competitive sport, youth parliament, debating, etc.

Key Stage 4				
Yr 10 & 11	Options	Hrs/wk	% time	**Hrs/yr
GCSE Core & Compulsor y Curriculum	Mathematics	3	10.00%	114
	Double English	4	13.33%	152
	Chemistry	1.5	5.00%	57
	Physics	1.5	5.00%	57
	Biology	1.5	5.00%	57
	PE / PSHE / RE	2	6.67%	76
GCSE Options	Spanish			627
	French			
	History			
	Geography	* 6 options chosen, each taught for 2.75 hours per Week	9.17% Each for each of the 6 subjects	
	Computer Science			
	Design & Technology			
Business Studies				
Vocational Options	Art & Design	1 or 2 options chosen, nominal 5.5 hours per week (N.B. guided learning hours will vary according to level and type of vocational qualification	18.33% per subject	627
	Land-based studies			
	Travel & Tourism			
	Hospitality			
	Business, Administration & Finance			
	Public Services	30	100.00%	1140

We will take a pathways approach to the curriculum at KS4 in order to ensure that that we continue to deliver on our aims for personalised learning. For the majority of students a strong academic foundation around the English Baccalaureate subjects at GCSE, level 2 qualification with some creative or active options presents the best approach and will support the widest opportunities in the future.

While some aspects of the curriculum are compulsory, i.e. mathematics, English, science and PE, for some students a purely academic curriculum focused mainly on the English baccalaureate will not be appropriate. It will not suit their learning needs or support their continued *engagement, aspiration* or engender *respect* the key feature of our ethos and aims. We will therefore provide vocational alternatives for qualifications that will maximise opportunities for future education, employment or training for those students best suited to this pathway.

Some student may be best suited to a mixed pathway of academic and vocational qualifications. This choice will be facilitated where possible and appropriate. The degree of choice may be limited by availability or the required guided learning hours for a specific level or type of qualification and the curriculum time available. However this limitation will be kept to a minimum in line with our ethos of *engage* and *aspire*.

Such options will be matched to the local employment opportunities and will centre on level 1 or level 2 vocational qualifications in:

- Leisure and tourism
- Hospitality and catering
- Business administration
- Public Service
- Environment & Land-based learning

All vocational qualifications will be carefully selected for their quality, value and recognition by business and industry and will have been designated as 'equivalent' in the governments new list as of January 2012. The level at which each student will study the vocational course will again depend upon ability. For some entry level or level 1 will be most appropriate, for others a full level 2 will provide the best value for future learning and career choice. All such choices will be made in discussion with subject teachers and personal tutors, and again the school will maintain a strong commitment to high quality information advice and guidance throughout KS4 and KS5

Information, Advice and Guidance (IAG)

Quality information, advice and guidance will be an important feature of their education for all students, and for their parents. We see this as vital in the current economic situation, and considering the employment difficulties in our communities. It will also be an important strategy in our aim to raise the *aspirations* of our students. We want to highlight opportunities which the students and their families may never have considered. Our IAG strategy will

provide:

- Personalised and impartial careers information and advice
- Support for parents so they can help their children to make the right choices
- Online IAG resources accessible to students and parents
- Opportunities for students to understand different courses and careers through visits, work experience and visiting speakers
- Mentoring by an appropriate adult for disadvantaged students and those with special educational needs

We see IAG as an ongoing active process, rather than a series of special events. All tutors will receive training in this aspect of their work, and will be the first point of IAG contact for the students. Their guidance will be particularly vital where students need to make choices: moving into Year 9, into Key Stage 4 and considering post 16 opportunities. Career *aspirations* will be integrated into their learning pathway and re-evaluated termly to establish personal goals.

The work of the tutors will be complemented by other strategies. Subject teachers will be expected to consider how they can build information about learning routes and work choices into their subject teaching. We want students to see their learning as relevant to their futures. We will also make use of visitors from the local community and beyond who will introduce students to a range of opportunities through their first hand experiences. If necessary we will extend the tutorial time on an occasional basis for this purpose. In key Stage 4 we will run more substantial careers conventions for students and their parents.

We will explore the support we could use from the careers services provided by the local authority, including Connexions services, voluntary and community service organisations and other private organisations. We will make sure that the students are aware and make use of the Connexions Direct website and helpline service.

Key Stage 5

We will aspire as a school to maintain a 80% staying on rate into the sixth form. This will be achieved by engendering a sense of belonging, respect and engagement for all students throughout their time at Route 39. In addition we will provide a rich variety and breadth of post-16 study options that will appeal to a wide range of our student cohort. Previously the issue with sixth forms in rural secondary schools has been that they are rarely as large as those in urban schools, and find it difficult to offer a sufficiently wide range of subjects. We propose a number of innovative ways to deal with this problem through the use of the Always Learning Gateway (ALG), Skype and video conferencing facilities to support and facilitate a wide range of subjects on multiple sites. The proposed breadth of options will be possible by using a blended approach to delivery, some virtual online learning supported by a

university style tutorial methodology, some traditional delivery and a combination of approaches depending on staff expertise and availability.

In addition we can achieve a growth in the sixth form PAN by drawing on the post-16 population from the surrounding area. We have identified a need for high quality post-16 education in the area we will serve. Only two of our four nearest secondary schools have a sixth form. For a variety of reasons not all parents choose to keep their children at these schools, or to transfer if their nearest school does not have a sixth form. Consequently a lot of students travel to larger towns in other areas of Devon and Cornwall for their post 16 education. Typically they will go to the FE institutions in Exeter or Truro. This travel involves long bus journeys, in many cases several hours each day.

We know that parents and students would rather avoid the time and expense involved if there was suitable alternative provision closer to their homes. We believe a combination of the above circumstances will make Route 39 an attractive proposition for many.

Key Stage 5 Year 12 and 13	
Option 1 A/AS/ OR Option 1 Vocational	Maths, further maths, chemistry, physics, biology, English, psychology, geography, history, French, Spanish / BTEC or OCR Nationals, Environmental & Land, Business Studies, leisure and tourism, and applied ICT
Option 2 A/AS/ Option 1 Vocational (repeated)	Maths, further maths, chemistry, physics, biology, English, psychology, geography, history, French, Spanish / BTEC or OCR Nationals, Environmental & Land, Business Studies, leisure and tourism, and applied ICT
Option 3 A/AS/ Option 2 Vocational	Maths, further maths, chemistry, physics, biology, English, psychology, geography, history, French, Spanish / BTEC or OCR Nationals, Environmental & Land, Business Studies, leisure and tourism, and applied ICT
A/AS option 4 Option 2 Vocational GCSE supplementary maths & English	Maths, further maths, chemistry, physics, biology, English, psychology, geography, history, French, Spanish / BTEC or OCR Nationals, Environmental & Land, Business Studies, leisure and tourism, and applied ICT (Plus GCSE maths & English)

Students will be able to select from a wide selection of qualifications on offer through the ALG, and their choice will not be limited by group size or teacher availability. They will be able to collaborate with students and teachers at other Pearson schools or students in other Sixth forms who have access to the ALG for their studies. Qualifications will be offered at level 3, A level for academic options and at level 2 or level 3 for vocational options to ensure progression and continuity of learning.

Students will be able to select the pathway most appropriate to their knowledge, skills and *aspiration*, with a range of traditional A level options alongside vocational choices. All students will receive the required support for IAG as set out previously. Any students who were unable to reach the required standards at GCSE will be able to continue their studies and retake their qualifications to secure their basic skills in mathematics and English.

Students transferring to the sixth form from *Route 39* will be familiar with the use of the virtual platform for their learning. We anticipate that there will be recruitment from other schools into our sixth form, and those students will have experienced more traditional learning techniques. We will therefore set up an induction programme in order that these students are not disadvantaged. The programme would be offered in the Summer Term when the GCSE examinations have finished, with some further sessions at the beginning of the Autumn Term.

Our post-16 offer will provide choices which have previously been lacking in much of the community we will serve. Students who were unable to reach the required standards at GCSE will be able to continue their studies and retake their qualifications to secure their basic skills in mathematics and English. Students will also be encouraged to contribute to the Route 39 vision of *respect* and *engage* by supporting younger students across the full range of subjects as well as to participate in sporting activities and fixtures and play a key role in the Student Council at the school. Youth leadership accreditation will be encouraged for all students.

Wherever possible we will collaborate with existing secondary schools and college for sixth form provision in the area to extend choice area-wide. We have already had discussions with Duchy College and the Royal Horticultural Society who are providers of horticultural courses.

Improved outcomes for students

The curriculum will provide for improve outcomes in a number of ways. This will be demonstrated through a wide range of quantitative and qualitative indicators as shown.

Numerical targets for those measures that lend themselves to numerical analysis are set out in section D4 on page 78. For some indicators measurable outcomes will be set once we have a more accurate and refined picture of the school intake both in terms of ability but also behaviour and attendance.

Parental involvement

The ALG will be available anytime and anywhere that there is an internet connection. In this way it extends learning beyond the school into the home

and community. It supports and encourages parent and carer involvement with their child's learning avoiding the exclusion parents often experience when their child moves to secondary school. It also provides instant access via a secure login to information on their own child's learning and progress through the student individual data dashboard. We will ensure that access to the ALG is made available for all parents. If they do not have internet access at home they will be provided with free access at the school for them and their children. *Route 39* will identify exactly what a parent can see and when to ensure all data is secure.

In addition to anytime access to student results, the school will report regularly and provide frequent information so that parents know whether or not their sons or daughters are *engaging* in their work, behaving and attending well and making good progress towards their targets. Parents will be encouraged to attend one of the personal tutorials each term.

The school will hold regular 'Meet the Principal', parent council and governor events for parents to find out about the School, ask questions and give ideas about how we might improve the school and the learning of the students. There will be a parent online forum hosted through the learning platform to allow parents to communicate with each other and the school on important issues. There will also be the opportunity for parents to become school governors.

Staff Professional Development

Staff well-being will be a high priority for our school, where all staff are valued and *respected*, working within a context that supports, career development and work-life sustainability.

High quality, informed performance management will be the key driver for staff development. All staff will have performance targets directly related to priorities set out in the strategic plan and related to student outcomes. They will be supported to achieve these targets through well-matched opportunities for professional development.

Support for development of the whole school staff, whether teaching or not will be a priority. We will offer a blended approach to professional development through a mix of individual online learning packages, whole staff and small group training, peer coaching and teacher-led action research projects.

The learning platform will provide the online package of support and access to peer-to-peer support programmes to enable the staff to improve their own knowledge, skills and performance and ensure they optimise the benefits of the PSM.

This includes:

- An audit tool for staff to assess their needs and areas for development
- Guidance for teachers about how to optimise use of the ALG;
- Professional and leadership development for leaders to define roles and responsibilities and organisational structures aligned to key drivers of success at *Route 39*;
- Coaching support programmes;
- Access to a network of Advanced Skills Teacher trainers to support improvements in teaching across the curriculum;
- Programmes to enhance and develop student *engagement* in learning designed to facilitate their progression towards work, further or higher education;
- Programmes targeted to train staff in supporting underachieving students;

Staff will be able reflect upon their practice within a genuinely supportive ethos where ownership of professional development is encouraged and embraced. A peer coaching programme will be established where staff can provide mutual advice and guidance on improving the quality of teaching and learning.

Staff will also benefit from close working relationships with their partner provider, external agencies, as well as national and international collaboration online. All staff will be given the opportunity to gain further qualifications such as credits towards a Masters, or for learning mentors support to progress to HLTA.

D2: Timetables for each year group

Structure for school year and day

The school year will be 39 weeks, 190 days long with term dates set to closely align with those of the Local Authority to support local families by ensuring children from the same family in different school phases follow similar holiday patterns wherever possible. An example calendar for the year 2013/14 is shown overleaf.

The proposed broad curriculum involves the delivery of the subjects set out below for each year or key stage. The hours for all types of learning per day, week and year are the same for each year group and are set out in section D1 on pages 43-48. These are 6 hours per day, 30 hours per week for 39 weeks a year, which includes the additional 45 minutes in the extended lunch break. In order to support the breadth and depth of subjects, projects and activities the school will support an extended day timetable, which will run from 8:30 until 5:00 each day. There will be a further non-compulsory hour of supervised independent learning from 5:00 – 6:00 each day. Lesson lengths vary through the day from 50 – 70 minutes in order to provide for different styles and types of learning opportunities.

The final compulsory session of the day 4:00-5:00 will be used flexibly, and the nature of the activities will change according to key stage. In KS3 it will primarily be used for enrichment activities. These will continue in KS4, but here the time will mainly be used to accommodate additional work for KS4 options as specified in section D1. In KS5 the time will primarily be used for independent study, although there would also be scope for some enrichment or teaching opportunities.

Start	End	Days 1, 3, 5
08:30	09:00	Tutor + Activity
09:00	09:50	Period 1
09:50	10:40	Period 2
10:40	11:00	Break
11:00	12:00	Period 3
12:00	13:00	Period 4
13:00	14:30	Lunch + tutorial + etc.
14:30	15:40	Period 5
15:40	16:00	Break
16:00	17:00	Enrichment
17:00	18:00	Non-compulsory study

Route 39 proposed term dates and closures 2013/2014															
	Sep-2013					Oct-2013					Nov-2013				
Monday	2	9	16	23	30		7	14	21	28		4	11	18	25
Tuesday	3	10	17	24		1	8	15	22	29		5	12	19	26
Wednesday	4	11	18	25		2	9	16	23	30		6	13	20	27
Thursday	5	12	19	26		3	10	17	24	31		7	14	21	28
Friday	6	13	20	27		4	11	18	25		1	8	15	22	29
Saturday	7	14	21	28		5	12	19	26		2	9	16	23	30
Sunday	8	15	22	29		6	13	20	27		3	10	17	24	
	Dec-2013					Jan-2014					Feb-2014				
Monday	2	9	16	23	30		6	13	20	27		3	10	17	24
Tuesday	3	10	17	24	31		7	14	21	28		4	11	18	25
Wednesday	4	11	18	25		1	8	15	22	29		5	12	19	26
Thursday	5	12	19	26		2	9	16	23	30		6	13	20	27
Friday	6	13	20	27		3	10	17	24	31		7	14	21	28
Saturday	7	14	21	28		4	11	18	25		1	8	15	22	
Sunday	8	15	22	29		5	12	19	26		2	9	16	23	
	Mar-2014					Apr-2014					May-2014				
Monday	3	10	17	24	31		7	14	21	28		5	12	19	26
Tuesday	4	11	18	25		1	8	15	22	29		6	13	20	27
Wednesday	5	12	19	26		2	9	16	23	30		7	14	21	28
Thursday	6	13	20	27		3	10	17	24		1	8	15	22	29
Friday	7	14	21	28		4	11	18	25		2	9	16	23	30
Saturday	8	15	22	29		5	12	19	26		3	10	17	24	31
Sunday	9	16	23	30		6	13	20	27		4	11	18	25	
	Jun-2014					Jul-2014					Non-Pupil Days (Training)				
Monday	2	9	16	23	30		7	14	21	28	Total of five non-pupil days within the term dates, determined by the governing body, a combination of 6 early closures and 2 full days.				
Tuesday	3	10	17	24		1	8	15	22	29					
Wednesday	4	11	18	25		2	9	16	23	30					
Thursday	5	12	19	26		3	10	17	24	31					
Friday	6	13	20	27		4	11	18	25						
Saturday	7	14	21	28		5	12	19	26		School Holidays				
Sunday	8	15	22	29		6	13	20	27		Bank Holidays				

Students who need to use school transport, who have long journeys, or have another activity in their own community will leave at 5.00pm. There will be a further non-compulsory hour of supervised independent learning from 5:00 – 6:00 each day. It is expected that students who stay for this will need to live within walking distance of the school, or will need to have their own transport provided. There will be a charge for this session, but we know from our initial research that some parents with particular working patterns would find this facility very useful. Students would be able to continue their studies independently, and the full range of school resources would be available to them. We would look into options for this to include an evening meal, which parents could book and pay for in advance.

Class and tutor group arrangements

Personal one-to-one tutor

In our school each student will have a personal tutor who will be one of the teaching staff. In addition to their daily whole class tutor time, every student will have a weekly one-to-one 15- minute tutorial with their personal tutor.

Provision has been made within staff-student ratios and financial priorities to ensure that every teacher will have time for a minimum of 18 periods of tutor time per week each period lasting 15minutes, this being 4.5 hours contact time per tutor. Teachers will deliver at up to 3 tutorial meetings each day during the 45 minutes in the 'extended' lunch break, in addition time before school during the 30 minutes active/news session may be used but any additional tutorials will be completed with students during large class teaching sessions such as projects, where few teaching staff are required at certain times of the week and learning mentors support learning in class.

Vertical Tutor Groups

In addition the student will be part of a vertical tutor group. (We recognise that the impact of this strategy will be limited in the early years after school opening due to the reduced number of year groups). Students will be organised into tutor groups of 20, in mixed ages in Years 7 to 13, for their tutor periods. The aim of this is to further inspire younger students to *aspire* and *engage* with their learning and for older students to develop a greater sense of responsibility and community as they grow through the school. Our expectation is that older students will take on a growing role with regards to pastoral support and mentoring for the young students and in so doing develop their own skills and competencies in the Cornerstones with regards to community and leadership beyond the curriculum.

Structured student groups

Students will initially study with others of their own age group in class groups of approximately 25 as a standard. This will need to be reduced to 20 for D&T

practical activities to take account of health and safety requirements. However, this number is likely to become more flexible as the school grows and a wider range of student age and abilities need to be provided for. In addition as student progress through the school it will be appropriate and beneficial for some student to study in smaller groups with close supervision, for others a more open and independent structure will be suitable so group size and structure will vary. It is recognised that this can represent some complexity for timetabling but the more flexible approach to room size and learning environments and groups should make timetabling less rigid and more adaptable.

The ALG will be central to our vision for personalised learning fit for the 21st century teaching provided in our school; it will enable students of different abilities to *engage*, collaborate and progress unconstrained by teacher capacity and availability or limits on resources. The PSM will fully meet the requirements through the combination of the ALG, personal tutor role and staff professionalism and enable *Route 39* to deliver on our ethos and aims.

Key Stage 3 years 7 and 8 timetable

An example timetable for KS3 is shown below.

Year 7 and 8			
Start	End	Days 1, 3, 5	Days 2,4
08:30	09:00	Tutor + Activity	Tutor + Activity
09:00	09:50	Step 1	Step 1
09:50	10:40	Step 2	Step 2
10:40	11:00	Break	Break
11:00	13:00	Projects	Step 3 Core
		Projects	Step 4 Core
13:00	14:30	Lunch + tutorial + intervention	Lunch + tutorial + intervention
14:30	15:40	Creative and active subjects	Creative and active subjects
15:40	16:00	Break	Break
16:00	17:00	Enrichment	Enrichment
17:00	18:00	Independent study/ DoE	Independent study DoE

Each day begins with half an hour of physical activity to energise the students. This may be a sport or the school may provide some specialised activity like Tai Chi, Yoga, or choir dependent on budget. This initial half an hour will also be used for registration and tutor meetings.

From 9am to 10:40 daily and again from 11:00 – 13:00 on a further two days a week a range of stepped subjects will be offered. The subjects offered will cover the academic core of the curriculum. Students will be offered a greater time for studies in mathematics and English to ensure they have the essential skills to access all other subjects in the curriculum. In addition numeracy and

literacy will be delivered and supported across the curriculum through all other subjects. Opportunities will be written into the content and delivery for every subject and there will be a school-wide expectation and understanding that these skills are everybody's responsibility.

From 11:00-13:00 three days a week project will be studied in years 7 and 8. Each student will study cross-curricular projects for 6 hours per week. The number of weeks each project lasts will vary depending on the theme and subject matter and possibly time of year. Students will be able to select from a range of projects and will make this choice informed by their learning needs in discussion with their tutor during weekly personal tutor time.

From 13:00 to 14:30 there is a flexible 1 hour 30 minute session within which the student is expected to take 40 minutes for lunch. The other 50 minutes will be used for one of a range of activities:

- The student could have their weekly 15-minute tutor meeting on one day.
- The student may have been asked to extend their knowledge from the stepped or project lesson earlier in the day.
- The student may have an extended creative or active lesson that starts earlier than 14:30.
- The student has time for their own extended study.

From 14:30 to 15:40 student will undertake one of the Creative and Active Faculty lessons, which will vary from day-to-day as shown in the timetable.

From 16:00 to 17:00 the session will be compulsory for all and a range of enrichment courses. Study time will be provided to allow the student to further enhance their understanding and abilities according to their own choice. There will be opportunities for all to understand and participate in the community in which they live and the world in which they will work.

Enrichment time is not part of core teaching contact for staff but it is recognised that some will contribute to enrichment from their own personal interests, for example astronomy and chess clubs, choir and orchestra. This time will also allow for a variety of options ranging from intervention for mathematics and English or studying a second foreign language or conversation classes, dance, drama, additional art, D&T construction projects, Land based studies, art workshops run by local artists, peripatetic music lessons, photography and film clubs and web and App design sessions. Speakers will be invited from the community and further afield to take part in these sessions.

There will be an emphasis on local business and expertise, for example we are building a formal connection with North Devon Plus, they provide a primary focus for regeneration, tourism and business development across Northern Devon. For instance students could

We will look at the possibilities of video-conferencing opportunities with

students from other schools and countries. There will be use of film material which is relevant to particular studies, or generally of interest.

Enrichment groups will vary in size due to the variety and nature of opportunities on offer at any one time, for example a choir groups might be 50 students whereas chess is more likely to be a small group of 10-15.

17:00-18:00 is an optional hour, where students can take part in supervised independent study, and use some school facilities such as computers and musical instruments.

Example timetable matched to staff hours and financial viability for year 7 and year 8

Year 7 and Year 8 Timetable							
Class	Day	P1	P2	P3	P4	P5	P6
7/1 and 8/1	Mon	Maths	English	Project	Project	Creative / active rotation	Enrichment
	Tues	IT	Maths	Science	Science		
	Wed	MFL	Maths	Project	Project		
	Thu	Science	English	Maths	English		
	Fri	MFL	IT	Project	Project		
7/2 and 8/2	Mon	MFL	IT	Maths	English	Creative / active rotation	Enrichment
	Tues	English	Maths	Project	Project		
	Wed	Maths	English	Science	Science		
	Thu	MFL	IT	Project	Project		
	Fri	Science	Maths	Project	Project		
7/3 and 8/3	Mon	Science	Maths	Project	Project	Creative / active rotation	Enrichment
	Tues	IT	MFL	Project	Project		
	Wed	Science	Science	Maths	English		
	Thu	Maths	English	Project	Project		
	Fri	MFL	IT	English	Maths		
7/4 and 8/4	Mon	Science	Maths	Project	Project	Creative / active rotation	Enrichment
	Tues	MFL	IT	English	Maths		
	Wed	IT	MFL	Project	Project		
	Thu	English	Maths	Project	Project		
	Fri	Maths	English	Science	Science		

Year 9 timetable

An example timetable for year 9 is shown below.

Start	End	Year 9
08:30	09:00	Tutor + Activity
09:00	09:50	EBacc Hum/MFL 1
09:50	10:40	R 39 year 9 Bacculaureate options
10:40	11:00	Break
11:00	12:00	EBacc core (Maths, English, science)
12:00	13:00	EBacc core (Maths, English, science)
13:00	14:30	Lunch + tutorial + intervention
14:30	15:40	R 39 year 9 Bacculaureate component
15:40	16:00	Break
16:00	17:00	R39 year 9 Bacculaureate
17:00	18:00	Independent study/ DoE/10 Tors

50% of the timetable will be dedicated to academic learning as above and the remaining 50% to development and learning in the other 4 key components of the R39 Bacculaureate.

From 9am to 10:40 daily and again from 11:00 – 12:00 a range of stepped subjects will be offered, they will cover the academic core of the curriculum. Students will be offered a greater time for studies in mathematics, English and science to ensure they have the essential skills to access all other subjects in the curriculum. Science will be delivered as separate sciences in year 9 as preparation for GCSE.

There will be three further sessions of study each day dedicated to development of each component of the **Route 39** Bacculaureate. The curriculum comprises of five component parts: academic, enrichment, enterprise, personal & physical development and service. Part of the personal & physical development will include PHSE and also PE and games at least once a week. The enrichment will allow for study in music, an additional language, art etc. Enterprise component will facilitate continuation of land based learning in addition to a wide range of other enterprise and business learning opportunities. The service component will help and support students to develop a greater sense of community responsibility and offer a service to the community where students have to act with commitment and maturity to deliver on a community project. Equally it will expose

them to collaboration with a wide age and experience from which they can benefit.

From 13:00 to 14:30 there is a flexible 1 hour 30 minute session within which the student is expected to take 40 minutes for lunch. The other 50 minutes will be used for one of a range of activities:

- The student could have their weekly 15-minute tutor meeting on one day.
- The student may have been asked to extend their knowledge from the stepped lessons or Baccalaureate.
- The student may have an extended Baccalaureate lesson that starts earlier than 14:30.
- The student has time for their own extended study.

Key Stage 4 timetable

Key stage 4			
Start	End	Yr 10 & 11	Options
08:30	09:00	Tutor + news today, thought for the day	
09:00	09:50	EBacc Option 1 & 2 or Vocational option 1	MFL, Comp Science, History, Geography, Leisure & Tourism, Land studies, IT, Hospitality, Business Studies, Sports studies, Design & Technology, Drama, Music, Art & Design
09:50	10:40	EBacc Option 3 & 4 or Vocational option 1	MFL, Comp Science, History, Geography, Leisure & Tourism, Land studies, IT, Hospitality, Business Studies, Sports studies, Design & Technology, Drama, Music, Art & Design
10:40	11:00	Break	
11:00	12:00	Core 1. 2. 3	Maths, English, Chemistry, Physics, Biology
12:00	13:00	EBacc Option 3 & 4 / Vocational option 2 / practical option	MFL, Comp Science, History, Geography, Leisure & Tourism, Land studies, IT, Hospitality, Business Studies, Sports studies, Design & Technology, Drama, Music, Art & Design
13:00	14:30	Lunch + tutor	Tutorial, Careers, IAG
14:30	15:40	Core 1. 2. 3	Maths, English, Chemistry, Physics, Biology
15:40	16:00	Break	
16:00	17:00	Practical extended projects or Vocational option	Comp Science, Leisure & Tourism, Land studies, IT, Hospitality, Business Studies, Sports studies, Design & Technology, Drama, Music Art & Design
17:00	18:00	Independent study / Duke of Edinburgh Award / 10 Tors	community support, young leadership, youth parliament, debating

In KS4 the first 30 minutes of the day will include information about, and discussion of, current news items, as well as any general or individual issues need to be covered with or by KS4 students.

The overall length of the school day will remain the same as in KS3 but there will be a shift in the use of the time for enrichment to complement and underpin the students main subject options. The style and type of subjects available will move towards supporting choice of, GCSE and vocational courses, for example completing extended D&T projects, Art and music compositions or PE, dance or drama performances. The final hour of the day, which is non-compulsory learning, will provide opportunities for independent learning, community support, competitive sport, youth parliament, debating etc.

Compulsory RE, PE and PSHE will be formally timetables two hours each week.

All students will study English, mathematics and science, and there will be an emphasis on the EBacc subjects. However, our emphasis on personalised learning will mean a pathway approach to curriculum choices. The timetable statement above is an exemplar, and the composition of the option blocks will vary as a response to the choices made by the students. The fundamental principle is to allow students as much choice over combinations of subjects as is possible in a school with relatively small year group numbers. The ability to study vocational subjects linked to the employment opportunities in the local community will be an essential element in the timetable - more details of the options and rationale are given in section D1. Some of this study could also take place in the community on work placements.

The weekly individual meeting with the tutor will continue in KS4, and as with the earlier key stage some of these meetings could take place during the extended lunch time. This time will also provide opportunities for careers advice and other guidance on future pathways.

The optional enrichment hour from 17.00-1800 will include the opportunity to study for the Duke of Edinburgh's Award, which will provide further links with the local community. There will also be the opportunity to listen to visiting speakers, and for activities such as debating, which could include forming a team to take part in local and national competitions.

Key Stage 5 timetable

Key Stage 5			
Start	End	Year 12 and 13	Options
08:30	09:00	Tutor and student mentoring	
09:00	09:50	A/AS/Vocational option	Maths, further maths, chemistry, physics, biology, English, psychology, geography, history, French, Spanish / BTEC or OCR Nationals, Environment & Land, Bus Studies, Applied ICT
09:50	10:40		
10:40	11:00	Break	
11:00	12:00	A/AS/Vocational option	Maths, further maths, chemistry, physics, biology, English, psychology, geography, history, French, Spanish / BTEC or OCR Nationals, Environment & Land, Bus Studies, Applied ICT
12:00	13:00		
13:00	14:30	Lunch/tutorial/peer/community support/private study	UCAS application/IAG/Careers/ Peer mentoring
14:30	15:40	A/AS/Vocational option	Maths, further maths, chemistry, physics, biology, English, psychology, geography, history, French, Spanish / BTEC or OCR Nationals, Environment & Land, Bus Studies, Applied ICT
15:40	16:00	Break	
16:00	17:00	Additional / Extension	Additional Maths & English / Extension option
17:00	18:00	Independent study /student mentoring / leadership / volunteering	Youth leadership, games, community volunteering

The guiding principles for the KS4 curriculum also inform our post-16 curriculum. There is the same strong emphasis on personalised learning pathways, and the opportunity for academic and vocational study, and for some students a combination of the two. The greater lesson length will assist this flexible approach. As with the KS4 curriculum the outline above is an exemplar. We will need to respond to take-up in allocating the learning blocks. We will also seek links with other school sixth forms, and such co-operation will also affect the structure of the timetable.

The use of the ALG approach to the delivery of subjects will also provide the opportunity for students to retake a GCSE subject if necessary, or to take one for the first time if they were not ready to do so in KS4.

The timetable will provide multiple opportunities for support for students, and for them to further develop independent learning skills. The half hour tutor session at the beginning of the morning will provide mentoring opportunities. Further time will be available during the extended lunch hour. Post-16 students will be able to pursue extension studies during the enrichment time, and both this and the optional hour from 17.00-1800 will be available for independent study.

D3: Strategy for ensuring that the needs of pupils with differing abilities are met

Effective curricular and pastoral strategies to support the differing abilities of students are an important aspect of our educational vision. We describe a school where:

- The needs of different abilities, including special educational needs and gifted and talented students, will be addressed on an individual basis
- Removing barriers to learning will be a priority
- We will maximise the personal strengths of students and unlock their potential
- Parents will be involved in setting challenging and *aspirational* expectations for their children
- There will be high quality mentoring programmes

The following description of our approach to Special Educational Needs is written with the understanding that this is an area of major review for the Coalition government, and that at national level some details may have changed by the time the school opens. In the meantime the draft plan references the current requirement of the SEN Code of Practice.

Current data shows that the percentage of pupils in our partnership primary schools with special educational needs is:

- Statements of SEN: 1%
- School Action 14%
- School Action Plus 9%

These figures are close to the Devon and national averages. However, we expect the figures to be higher, being a smaller school focused on personalised education, our school will be attractive to families with children with SEN. Our first action will be to liaise with the partner primary schools and look at the students' records, but we will also make our own assessments. As a secondary school we will be in a position to provide a broader range of support than may have been possible in a smaller primary school.

Draft policy for Special Educational Needs

Aims

- To accurately identify the educational needs of our students and provide the support they will need in order to make progress
- Where necessary to work with relevant outside agencies
- To ensure the student is actively involved in the process in identifying their needs and what support they will be given
- To involve parents closely at all stages of the process and take their views into consideration and work in partnership
- To make parents/carers aware of outside support groups such as Face2Face, Community Arts Network, disabled youth club in Bideford, North Devon Forum for Autism and Related Behaviours and Carewise
- To ensure that there is close working with partner primary schools in order that there should be a continuity of support for students with SEN
- To review the progress of students with special educational needs on a regular basis
- To work collaboratively with all staff so that information is shared, there is full participation in the recording and assessment of progress, and that barriers to learning are removed
- To ensure that all staff have professional development in the area of special educational needs, and are aware of the relevant legislation
- To ensure that the effectiveness of the strategies to support students with SEN are rigorously reviewed within the school's processes

Management

The overall management of special needs will be done by the SENCO, who will be directly accountable to the senior management team. There will be governor accountability for the quality of support for students with special education needs, and an SEN link governor who will liaise frequently with the SENCO and other relevant staff, and report back to the whole governing body.

The SENCO will be responsible for:

- The day to day operation of the school's SEN policy
- Co-ordinating the provision for children with special education needs
- Liaising with staff and providing professional development for them
- Liaising with the parents/carers of students with special educational needs
- Maintaining the school's SEN register and overseeing the records of all students with special educational needs
- Ensuring that all staff have confidential access to the SEN register
- Providing information for statements of special educational need and compiling the paperwork for the annual review

- Discussing with the student the process and decisions made. Empowering them to understand their difficulties and overcome them in order to succeed.

The **SENCO** will also be responsible for liaison with a full range of outside agencies and partners, and will compile a directory of relevant organisations. These will include:

- Student and family support workers
- Child Protection Officers
- Medical and social services
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and language therapists
- Local and national voluntary support organisations

Practice

We will adopt the stepped approach currently adopted by most schools, although we understand that the categorisations now used may be changed following the current consultations:

Stage 1 – Classroom Level

The tutors and class teachers will be responsible for classroom strategies and interventions which will meet the needs of the majority of students

Stage 2 – School Action

If students still make insufficient progress there will be investigation by the SENCO, and the formulation of a Individual Education Plan, which will be a time-limited strategy. Parents/carers will be informed, and encouraged to be involved in the support.

Stage 3 – School Action Plus

If the IEP fails to produce significant or sustained improvement there will be additional support, and, with the consent of parents/carers, the involvement of external support. An Individual Education Plan will be drawn up, and the parents/carers will be invited to contribute to this. With School Action Plus there will be regular contact between the home and the school to discuss progress, and a formal annual review if the student remains on the register.

Stage 4 - Referral

The final stage for a very small number of students would be a statement of SEN detailing the long-term support required. Part of this process would be a formal referral to the LA. We will ensure that we have access to relevant LA services such as Educational Psychology to support our students.

The Code of Practice and the school's policy will provide a clear direction for

support for students with special educational needs. The initial assessment of students will take place on transition from primary school. The SENCO will be responsible for acting on SEN information in the transition documents, and where necessary there will be a meeting with the parents/carers and student before the student transfers. Where possible they would also meet the student and staff in their primary school before school transfers. Essential information will be communicated to the tutors and subject teachers. In certain cases there will be 'buddying' arrangements to enable students with particular needs to settle in to the new school. The SENCO will also be responsible for assessing students who enter the school mid-term.

In order that students with special educational needs can access a full, challenging curriculum they will be able to study in a variety of settings. These will include:

- Individual support within a whole-class context
- Individual support in a withdrawal context
- Small group sessions with the SENCO or a learning mentor
- Peer mentoring and support from an older student
- Specialist peripatetic support

The tutor will have a pivotal role in the support of students with special educational needs. Issues arising will be discussed and dealt with at the weekly individual meeting. When necessary, information from these meetings will be sent to the SENCO, who will follow up any issues.

The delivery of the curriculum will support the progress of students with special educational needs. In KS3 students will be able to access much of the curriculum from computer-based steps. These will contain planned learning steps, which will enable students to progress at an appropriate pace, guided by their tutor and subject teachers. They also contain built-in assessment opportunities which will provide frequent and on-going information for the teachers. This information will identify their learning needs, and through the weekly tutor sessions inform future work. Where required students will have their own individual learning plan, ILP, this may specify different forms of learning and support from one to one teaching to self-supported study as appropriate.

The use of ICT will support the learning of all students, but will provide particular opportunities for students with special educational needs. All students will have a netbook or tablet which will enable them to access the curriculum, and which will provide opportunities for collaborative and interactive learning. Where necessary the school will use a range of programs to support any students with physical or sensory impairments, or those with particular difficulties with literacy and numeracy.

Flexible group arrangements will enable more individual contact between the students and teachers, allowing problems to be dealt with more quickly. Support for literacy and numeracy will be a thread through the whole curriculum.

Teaching assistants will work in concert with the subject teachers, and will be trained to support students with particular needs. The enrichment sessions and the extended day will give the possibility of small group sessions for specific purposes, targeted at those students with special education needs. There will be appropriately equipped areas for small group/withdrawal work. This time also offers opportunities to learn in different environments, where they can build on their strengths.

Identification and assessment

All staff will be responsible for assisting in the identification and assessment of students with special educational needs. These assessments will be important in informing school intervention at what is currently School Action and School Action +. The SENCO will be responsible for central record keeping. In addition to primary school teacher assessments, parent/carer concerns, SAT's results and school assessments, the SENCO will use other assessment systems where appropriate. These could include:

- NFER tests
- The Neale Analysis of Reading Ability
- Macmillan reading
- Handwriting assessment
- Phonic ability tests
- PHAB WRAT dyslexia screening

Students with identified needs will have an Individual Learning Plan (ILP). This will contain targets for the student, and agreed strategies to reach the target. ILPs will:

- Outline the student's strengths and difficulties, preferred learning styles and targets to aid learning
- Highlight how teachers can support the student in lessons
- Be reviewed at the end of each term, updated and new targets agreed with the students and parents/carers
- Continue into post-16 education
- Form the basis of transition review for students when they are considering option choices, or transferring to a further phase of education
- Involve students and parents/carers at every stage

Involvement of students

Our aim is for students of all backgrounds, boys, girls and those who have special educational needs and/or disabilities to all do equally well. Challenge and support for children with SEN will be as rigorous as that for children without special needs. All students have a right to an education that *engages* with them to develop their personal, social and intellectual potential. Students with SEN where practicable will be empowered to be involved in the decisions in the support of any special provision made for them.

We will also take steps to ensure that the students are fully integrated into the school community. Our students with special educational needs must not be seen as a separate and detached group. We will use a peer mentoring system to encourage integration. Our behaviour and anti-bullying policies (Section D6) will have an important role here. In order to ensure that there is no discrimination or victimisation, issues of special needs and disability will be included in our PSHE programme. We would make effective use of outside speakers, both those who represent special needs interest groups, and visitors who can talk about their own experiences.

Involvement of parents

In Section D7 on page 112 we explain how we will use the particular nature of the community we will serve to encourage full parental involvement with the school. This will be a particular issue for parents of students with special educational needs. The SEN policy document will be available on request to all parents. They will be encouraged to discuss any concerns with their child's tutor in the first instance outside the formal review arrangements. They will be part of the decision making process and be made fully aware of the support being provided for their children, and any arrangements for the involvement of outside agencies. Initial communication with parents will be through direct telephone contact, and home visits will be arranged if necessary.

Support for students from disadvantaged backgrounds

Our focus on personalised education enables disadvantaged students to build self-esteem in a supportive environment, thus enabling them to fulfil their full potential. Our extended opening hours will support more disadvantaged families by providing a safe, adult- and technology-supported environment. This will remove the inequality which inhibits study. We will also provide additional support where necessary, working with appropriate agencies.

Prior to entering the school, we would arrange a home visit with the student's

family to build a relationship with the parents and identify the level of disadvantage. We would also explore the support we could give to the parents to equip them to support their children more effectively. Learning mentors, who may be recruited from the community and may be more familiar figures to families, will have an important role here.

An important strand of our policy in this section is the involvement of parents in the support available to students from disadvantaged backgrounds. We recognize that there are parents who will not be able to take a role in this partnership, or will not do so very effectively. We also know that many parents would like to support their children's progress, but do not feel sufficiently confident to do so.

Support for looked after students

We are aware of the national figures for the depressed performance of looked after children. Our aim will be to enable these students to achieve equally with their peers. Looked after children will have the highest priority in our admission arrangements. We will ensure that there is close contact with the carers, particularly over absence issues. All looked after students will have a dedicated attached adult in addition to their tutor, who will oversee progress and provide mentoring and one-to-one tutoring when necessary and liaise with all appropriate agencies. We will ensure that the enrichment programme provides looked after students with opportunities which may not be available in their care context. The SEN representative on the governing body will have a responsibility in ensuring that arrangements for looked after students are in place and effective.

Students with behavioural, social and emotional difficulties

The characteristics of students with behavioural, social and emotional difficulties include:

- Difficulties in forming friendships
- Difficulty keeping on task and taking part in group activities and discussions
- Low self-esteem and the victim of bullying
- Tearfulness, or sudden tantrums
- Aggression and disruption
- Difficulty in conforming to classroom rules and routines
- Excessive attention seeking
- Underachievement in areas of the curriculum

We will ensure that we work closely with parents to provide the best possible outcomes for our students. We will support these students through a range of positive management behaviour strategies. We will develop positive classroom environments, and promote class discussions which allow students opportunities to express their views. If necessary we will use small social skills groups to support these students. Other strategies will involve mentoring, both adult and peer, enrichment activities which encourage the building of self-esteem, and for some students support from external agencies such as the educational psychology or behavioural support services.

Access for the disabled

Accessibility for all will be incorporated into the design of the school. All of the school grounds and facilities will be accessible to students who have a physical disability. We will also ensure that no disability will act as a barrier to learning. These arrangements will be in line with the requirements of the Special Educational Needs Disability Act. We are also aware, and would make sure that all staff are aware through training and the Staff Handbook, of the legal requirements of The Equality Act (2010)

Students with English as an Additional Language

There are very few students with English as an additional language in the area we will serve, and data shows that currently the figure is 1.5% in our partnership primary schools. We may appoint a SENCO with expertise in that area. If that is not the case we would seek the sources of advice and support which are available. These include extensive links on the DfE website, information provided by other largely urban Local Authorities, and organizations such as the National Agency for Language Development in the Curriculum. If necessary we would arrange a visit to a school with expertise in this area.

Gifted and Talented students

We aim to provide a challenging environment to maximise the potential of all our students. However, we recognise that we will have some students of high ability whose requirements need to be addressed by the school. In partnership with the SENCO a senior staff member will have responsibility for the oversight of support for gifted and talented students. We would also involve a link governor in this area

Our aim will be to:

- Liaise closely with our partner primary schools to facilitate the

- identification of gifted and talented students on transfer
- Carry out ongoing assessments to identify gifted and talented students
 - Ensure that all faculties and teachers make provision for gifted and talented students in their planning
 - Raise staff awareness of the issue and provide professional development
 - Offer support to the parents of gifted and talented students
 - Provide enrichment activities for the students

We will follow the current DFE definitions of 'gifted' and 'talented':

Gifted: the top 5-10% of pupils as measured by actual or potential achievement in English, mathematics, science, history, geography, MFL, RE or ICT

Talented: the top 5-10% of pupils measured by actual or potential achievement in art, music, PE or the performing arts.

The foremost issue will be identification. The staff overseeing this issue will run an in-service session for staff on the subject of gifted and talented students. There have to be clear definitions to prevent staff just nominating students who simply work hard and diligently. The senior staff member and SENCO will make the final judgements on which students to designate as gifted and talented.

We will use a wide range of sources of information, including:

- Information from the primary schools, including Key Stage 2 SATS results
- Cognitive Ability tests (verbal reasoning, mathematics and English)
- Criteria devised by the different faculties
- Information provided by parents

Our curriculum provision for gifted and talented will do more than simply provide the identified students with more work. Teacher expertise will ensure that provision is made within the classrooms. In addition we will use the following strategies:

Differentiation: Ensuring that the work is closely geared to the abilities of the student

Acceleration: Providing opportunities for gifted and talented students to move rapidly through the more elementary stages of learning

Extension: Giving the most able the opportunity to investigate an area further and develop higher order skills of investigation, research and prediction

Collaboration: Working with other students of similar ability and interests, and have contact with older students who are gifted or talented in a similar way. The

patterns of learning proposed for the school will facilitate these opportunities.

Enrichment: Providing extra-curricular activities which challenge the abilities of the students. These would include critical thinking, investigations and enquiries, debating skills and workshops with visiting speakers.

Admissions

We are aware of our responsibilities to participate in local Fair Access Protocol arrangements, and we welcome the opportunity to create an inclusive school. We will also comply with the requirement to accept parental rights to name us as the preferred school for children with statements.

D4: Measures of success

Our definition of success

In line with our ethos of engage, aspire and respect we will define our success against a wide range of quantitative and qualitative measures that apply to whole school and also individual students. Details of all targets are given in the following section but some key examples are as follows:

- All pupils make at least expected progress in English and maths but we aim for 35% to make greater than expected progress.
- 70% of students achieve 5+A*-C including English and maths at end of KS4
- 100% of student will achieve at least a “C” grade in maths and English before they leave the school
- 30% will achieve the English Baccalaureate.
- Every year 9 will achieve the year 9 Baccalaureate and complete their community project.
- Every pupil will improve against personal targets in every measure of the four Cornerstones for learning.
- There are no permanent exclusions
- All student will engage and achieve well in at least two enrichment activities per year
- 80% of teaching is good or better
- 80% student will chose to stay on to the sixth form
- No Route 39 student will be deemed NEET when leaving the school

Our target setting process is based on analysis of the performance data for the ten most likely feeder schools for the primary prior attainment data. We have then analysed the data from the four main secondary schools in the area. along with the Local authority and National data. With these data we have a prior attainment baseline for KS2, measures for attainment and progress currently achieved in the four main secondary schools and the LA and national average for each of these measures

We have set targets that are *aspirational*, aiming to be 15% above local school and LA results and in the top 25% nationally. This aspiration sits alongside our aims and ethos to *engage* and retain our students through to age 18 by providing a broad balanced and suitable curriculum that offers our whole population the best chance of achieving 100% going into employment, training or higher and further education.

Rationale for target setting

Based on the national and local data and in line with our vision of *respect*, *aspire* and *engage*, we have set targets on the basis of *Route 39* achieving well above the national average in all measures, and above the performance achieved by the four close secondary schools by at least 15% in every measure. The percentage of students achieving the EBacc will be an exception to this, as we will aim to achieve at least 30%, twice that achieved by the schools, the county and national, rising to over 50% in subsequent years. This is in line with our vision to support and promote a broad balanced curriculum, with a focus on improving opportunities for MFL.

The targets as set out below would put *Route 39* well above average in all measures and place it well within in the top 25% for all schools based on prior attainment. The prior attainment value is based on best estimates of which feeder school *Route 39* students will come from. For this reason we have taken a range of prior attainment APS from 28.1-28.5 on which to base our targets. This sets ambitious, yet in our estimation, achievable targets for our first KS3, KS4 and KS5 cohorts. Targets will be revised at each subsequent key stage to reflect an acceleration in progress, or additional gains made beyond initial targets as the school matures.

In addition we will set targets for student absence to be less than national and that of the local secondary schools. We have also looked at data for disadvantaged students. We do not as yet have full data for this cohort, but where available we have set ambitious targets for this group of students in order to narrow the gap. In particular, we will look to accelerate progress in English and mathematics to narrow the attainment gap for all disadvantaged students. We believe that our approach to personalised learning and focus on cross-curricular literacy will enable *Route 39* students to make this accelerated progress.

Data shows that the number of students for whom English is an additional language is extremely low in this area. We have not therefore set targets but will apply the same ambition for any minority groups within the school.

We will set quantitative targets for behaviour, and these will be refined once the cohort profile is defined. Our clear *aspiration* is that there will zero permanent exclusions and temporary exclusions will be less than 2%. Our behaviour policy will enable us to set more specific targets for internal exclusion, class withdrawals, detentions and the number and frequency of a wide range of rewards.

The data below is based largely on 2011 data, with some from the 2010 where 2011 data is not yet available. In setting targets for KS4 and KS5 we have also taken account of trajectories of improvement for existing secondary schools, to ensure any projected improvements over the next 5 years are accounted for in

our ambition and aspiration.

We will use high quality data analysis and tracking as set out below to monitor and track towards targets. We will use RAISE online and FFT for KS4 analysis and evaluation. In addition we will use ALPS or ALIS and FFT KS5 for sixth form data analysis. Internal tracking systems will be used to track individual student progress towards targets year on year. Targets will be set as shown for attainment and progress in the key measures at KS3, KS4 and KS5.

Target setting, assessment and tracking

All students will be assessed, reported on and tracked against personal attainment and progress targets through a regular six weekly cycle of summative assessments delivered via the ALG. All assessments are levelled or graded according to National curriculum levels or GCSE, A level grades or equivalent. There will also be end of year summative assessment across all subjects. In addition opportunities for a range of assessment for learning strategies are built into the ALG learning units. In this way students learn how to self-assess and take control of their own learning. The ALG also delivers real-time assessments of in class activities so that students and teachers have immediate feedback on learning, and can intervene to address any misconceptions or difficulties at the earliest opportunity.

Students will all have a range of personal targets these will be tracked and monitored through their weekly tutor meeting and the six weekly reporting systems. *Aspirational* attainment and progress targets will initially be based on a combination of KS2 Average Point Scores, results from Route 39 benchmarking tests and CAT scores. Targets for participation and *engagement* in wider school curriculum and activities will also be negotiated and agreed between students and tutors.

Our school's approach to setting a level of challenge will depend on the school's **confidence** and its **capacity to deliver** these targets.

This capacity will depend on:

- The drive from the **leadership team** to target certain key measures
- The **quality of teaching and learning** provided
- The effectiveness of the school's **tracking system** in identifying underachieving learners.
- The amount of **support** and **intervention** that will be provided to deliver these targets with lower ability pupils or with pupils who are falling behind or disadvantaged.

Our strategic planning will set in place aims and objectives to ensure capacity and strength in all these key areas.

Projected data on entry to the Route 39 Free School

	Feeder Schools		LA		National	
	All	FSM	All	FSM	All	FSM
KS2 Average Point Score on entry to secondary school 2010	28.3	25.1	26.3	24.6	26.1	24.6
English and maths %L4+	81.0	19.0	76	12.0	74.0	19.0
English and maths %L5	25.0		22		21.0	
English %L4+	87.0		78		81.0	
Maths %L4+	83.0		78.0		80.0	
English %L5	37.0		34.0		33.0	
Maths %L5	33.8		35.0		34.0	
% At least expected progress English	82.0		85.4		84.0	
% At least expected progress maths	82.0		84.8		82.6	

Key Stage 3 targets for the Route 39 Free School

All students will be set attainment and progress targets for the end of year 9, their personal targets will be based on their attainment on entry, results from benchmark tests and CAT scores. We will also set whole school targets for KS3 in English and maths based on available national and local data. Although these are not published in the performance tables we feel it will support our ambition to engage and aspire throughout the school by having clear interim targets.

All students will have personal targets for engagement in wider school activities and attendance and behaviour and also academic targets for maths and English.

We will aspire from the start for overall progress targets for the school to be set that all students make at least 2 levels in KS3, but interim targets of a minimum of 2 sub levels per year will be set and tracked.

Overall targets for KS3, will be based on the projected entry profile of well above average KS2 scores and an APS 28.1. Each student will have interim yearly targets so that progress can be close tracked and early intervention can take place. The progress of children in care and those on FSM will be given a priority to ensure that these students make accelerated progress in order to achieve their full potential:

- English %level 5+ - 90%
- Maths % level 5+ - 90%
- English %level 6+ - 50%
- Maths % level 6+ - 50%

- Target 35% will make two levels progress in English.
- Target 65% make two levels progress in maths.

The disparity between these two progress measures is represented of the difference seen nationally at 29% and 60% for English and maths respectively for the most recently available data, 2010.

Key Stage 4 - results and performance targets

Free school meals***				11.0		9.9		14.7	
EAL ****				1.0		1.4		9.8	
Absence		5.5**		6.7		6.6		6.5	
%5 A*-C inc. English & maths		70.0	45	57.6	32.5	58.4*	29.7	58.2*	34.4
%A*-C inc. English & maths		70.0	45	57.7	32.5	59.5	29.7	58.7*	34.4
% A*-C English		80.0		69.0		70.3		68.7	
% A*-C maths		75.0		66.5		66.4		65.2	
% EBacc		30.0	15	10.3	1.6	15.6	9.1	15.4	7.8
Percentage achieving Greater than expected progress between KS2-4	Ma & Eng	25.0		15.8		18.9		19.3	
	English	35.0		30.8		31.3		32.2	
	Maths	35.0		30.9		30.0		29.8	
	Science	35.0		21.9		27.5		25.5	
Percentage achieving At least expected progress between KS2-4	Ma & Eng	65.0		51.2		55.9		56.1	
	English	80.0	70	72.8	57.3	71.8	51.5	71.8	54.3
	Maths	75.0	65	63.3	48.0	65.8	40.1	64.8	44.2
	Science	71.0		62.1		59.2		52.9	

Note: * State schools only

** Absence target to be considerably below national and local values due to initial start-up status of school and implementation of *engage, respect* and *aspire*

*** FSM figures put R39 in FSM low eligibility band.

****EAL figures extremely low in the area and should not impact on results or finances.

Key Stage 5 targets

Targets for staying on rates and recruitment for additional post-16 students are set out in section D1. Once students are studying in Route 39 sixth form they will all be set aspirational personal targets based on their KS4 achievement and national data. Their progress towards these will be closely monitored and supported with intervention and support where indicated. As will all other times in the school all students will have additional personal targets for engagement in school life and personal development. A key target for all post-16 students will centre on their leadership skills development; every student will take a lead and contribute to the vertical tutor system supporting younger students and other aspects of leadership in the school and local community.

	KS 5 Targets			
	Route 39 target	National average	LA	Local
% 3+ A Levels or equivalent	90	80.9	83.2	72.0
% 2+ A Levels or equivalent	95	93.6	94.3	88.0
% 1+ A Levels or equivalent	100	99.9	99	97.0
L3 Average point score per student	1000	728	707	628.0
L3 Average point score per examination entry	210	213	212	187
AS Fail rate %	8	12.9		
A level Fail rate %	1	3.2		

Additional indicators of success

Student performance area	Indicators
<i>Engagement</i> in education	Attendance Use of, and <i>engagement</i> with, the ALG Student, parent and teachers surveys on ALG
Achievement in literacy and numeracy and science?	International age-related test results e.g.PISA
Mastery of the PSM Cornerstones for Learning, page 32	Degree of exposure - <i>tracked by the ALG data dashboard</i> . Improvement and development in the cornerstones assessed through a progression grid
Behaviour	Internal tracking, monitoring and evaluation through MIS within the ALG of exclusions, detentions, internal isolation and also Merits and rewards
Subject performance	National performance tables (and international PISA tests for core subjects only) UK measures %EBacc, 5+ A*-C including maths &English, expected progress in maths and English.
Independent learning	Completion rate of learning units on ALG within set time scales and performance levels – <i>tracked by the ALG learning analytics</i> Demonstration of the ability to use a range of appropriate approaches to learning – <i>engagement with learning units by the ALG</i> Self-review and appropriate action planning – <i>tracked through self-evaluation on ALG</i>
Collaborative learning	Assessing collaborative problem solving (PISA, 2015 onwards) ALG Cornerstones assessment as above
Student destination, access to higher and further Ed	Tracked by schools' MIS

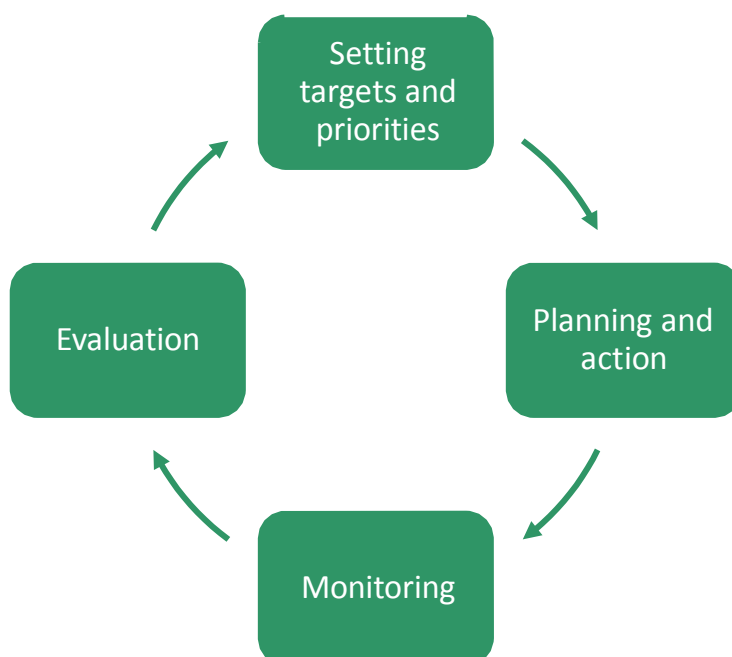
Self-Evaluation

We have taken as our starting point for self-evaluation in the school the leading questions put by Ofsted in the report Improving performance through school self-evaluation and improvement planning (Department for Education, 2005):

- a. Does the self-evaluation identify how well our school serves its learners?
- b. How does our school compare with the best schools and the best comparable schools?
- c. Is the self-evaluation integral to our key management systems?
- d. Is our school's self-evaluation based on a good range of telling evidence?
- e. Does our self-evaluation and planning involve key people in the school and seek the views of parents, learners and external advisers and agencies?
- f. Does our self-evaluation lead to action to achieve the school's longer-term goals for development?

We will put in place a continuous cycle of improvement planning, with identified priorities, a range of targets, plans to achieve the identified goals and procedures for monitoring the processes.

We see the cyclical process as:



Our approach to improvement planning will be twofold. We will need middle and long term plans to develop the school, particularly as we will be a new institution. We will need to state where we expect the school to be at the end of the first five years, and at the intervals in between. We will need to plan for the year on year development of the curriculum, the development of teaching and learning, narrowing the gaps in student achievement, the growth and development of the staff body, and the expansion of facilities. There will be a high degree of financial planning. The plan will cover the major areas in our vision: *engagement* of students and parents, a community with mutual *respect*, and students who *aspire* to the highest standards. The long term plan will have clear success indicators, and will be reviewed at appropriate intervals.

In addition to the long term plan we will use short term plans to achieve our aims. These will be highly focused plans with clear goals which will be reviewed at intervals during the year. They will be raising attainment plans, closely linked to the school's identified priorities. There will be clear timescales, with the use of milestones to make the monitoring more effective. All plans will state the resource implications, and the success criteria will be in the form of planned outcomes, which will, together with the milestones, will form the basis for monitoring and evaluation. The plan will be headed by an evaluative statement of the school's current situation and priorities on the lines of the former SEF, but considerably shorter.

In the continuous cycle we will want to evaluate the following:

Attainment and Progress

After the first six weeks, when we will set lift-off tests, we will have accurate data on the students, and this will be used to set challenging targets within the plan for the performance of the cohort, including the performance of groups, such as students with special educational needs or in receipt of free school meals. As the school builds we will be able to make more use of the DfE annual performance data and other comparative data, including RAISEonline. Assessment and tracking is a key feature of the ALG. Students are assessed both formatively and by end of unit summative tests and all results are recorded and displayed for staff and securely for students and parents through their personal login.

Teaching and Learning

A key part of the Pearson school model is the commitment to the improvement of the quality of teaching. We will use some objective criteria, such as that used by Ofsted. Our criteria will also relate strongly to the *aspirations* for teaching and learning which we have expressed in our educational vision. We want the teaching to *engage* and inspire the students, and promote the learning skills of independence, research, co-operation, risk-taking and presentation. We will set targets for the quality of teaching to be a minimum of **80% good or better** but as a school *Route 39* will *aspire* to improve on this over the first three years to reach 100% good or better, with

much of this outstanding and aspiring to the Pearson school Model definition of excellent teaching. This will be achieved through our commitment to effective performance management, high quality staff recruitment and development. A key part of the Pearson school model is the commitment to the improvement of the quality of teaching, this will be achieved through a range of strategies set out in section F to include coaching, training days, visits to see experts in action and support from advanced skills teachers from partner schools. Last but not least we will fulfil our vision to *aspire* for staff as well as students and also never settling for anything less than outstanding being good enough for all our students.

Behaviour and Attendance

We will have data targets for attendance, exclusions and removal from lessons. Qualitative indicators will be used for the relevant areas of our vision – we want students to enjoy attending the school, to take responsibility for their own behaviour and *respect* the rights of others in the school community.

Parents and the Wider Community

In our vision we describe a school which will grow out of its community, and will have a close and positive relationship with the parents in particular and the community in general. We will keep quantitative data on parent involvement where possible – attendance at parents evenings for example. Quantitative data will be used for many of the other areas.

Rather than wait until the end of the year to evaluate progress with our plan, by which time it could have veered off course, we will use a cycle of review of key indicators every six weeks, and adjust or add details if necessary. The evaluation of financial planning and management will reside in the separate medium term plans, but the business manager will ensure that information is provided where there are financial implications in the short-term plan.

Strategies for self-evaluation

We will use:

- Analysis of national and local data
- Information from the weekly student-tutor meetings
- A planned programme of teaching and learning observation
- Informal observation by senior staff
- A programme of work sampling
- Reports from visits by governors, and from meetings of the governing body
- External adviser visits if there is a particular need
- The views of the Student and Parent Councils
- Student questionnaires
- Direct evidence from parents, for example when they visit for teacher consultations, and the use of questionnaires – we will explore the possibilities of electronic versions

- The view of our partnership primary schools, including, for example, asking a local head or deputy to spend a day in the school observing the experience of Year 7 students and reporting to us
- Partnerships with other secondary schools – we would seek reciprocal evaluation visits

Responsibility for self-evaluation

The principal will have overall responsibility for the quality of the school's self-evaluation. In turn they will be held accountable by the governing body, who will receive regular reports on monitoring and evaluation activities.

The regular monitoring of the school improvement plan will initially be the overall responsibility of the senior leadership group. However, we would want to set up an extended group, consisting of the senior leaders supplemented by a small number of other staff, who would each take responsibility for collecting evidence to monitor a section of the plan. (The supplementary membership of this group would change at intervals.) The minutes of the improvement plan monitoring group will be made available to all staff. This will also be the case for the minutes of SLT meetings, except where there is discussion of confidential issues.

The governing body will be expected to play an important role in monitoring and evaluation. Governors will be linked to curriculum areas in the school, and will be expected, through visits and discussion, to use these links to report back to the governors meetings. The school will provide governor training from an external provider for this aspect of the governing body's work.

Our staff training will emphasise that self-evaluation should operate at all levels throughout the school, and the whole workforce should contribute to the process. This will include support and ancillary staff. This principle will be made clear in staff job descriptions, which will contain generic statements about responsibility for continual monitoring and evaluation, but will also include a specific outline of each individual's role within the overall picture. These specific responsibilities will be addressed as part of the line and performance management systems.

The following assessment and tracking sections contain an account of the proposed line management system. There will be a code of practice for line management, which will include the frequency and nature of meetings. It will be made clear that while the system is intended to challenge staff and ensure their accountability, it will also be supportive and developmental. There will be clear procedures, agreed with the governors and staff, for addressing unsatisfactory performance by teachers. While the needs of the teacher will be taken into account, the needs of the students will also be a factor in deciding a course of action.

Assessment

Initial assessment of students will take place when they transfer from key Stage 2. Their KS2 test and teacher assessments, including SEN information,

will provide a starting point, and this will be supplemented by assessments in English and mathematics by the *Route 39* staff. There will be specific testing in reading ability. (The students will also take the CAT tests, although these will not be administered until the students have been in the school for a few weeks and settled in).

The initial information will be used to set learning targets for each student. The targets will include stepped movement through the National Curriculum levels, and the students will be actively involved in the setting process, in order that they understand what they need to do to make progress. The target information will be shared with parents, who will be invited to a meeting at a halfway point in the first term.

The planned curriculum is intended to develop a range of learning skills, the cornerstones, , including independent working, research skill, collaborative and partnership working and presentation skills. To support this, in addition to level targets, students will also have learning skill targets. At KS4 and post-16 this process will continue, but the levels will be replaced with external examination grades.

Tracking

All students will meet with their tutor for at least fifteen minutes each week. A major purpose of this meeting will be to track progress and consider actions for the following week. The ALG units will provide the tutor with assessment data which will form the basis of this discussion. A more formal assessment tracking level/grade progress will take place every six weeks. At this stage the specialist teachers will also be involved in the process, and will be responsible for informing the tutors of any issues which have arisen from the data. Tutors will be responsible for effective record keeping of student progress

These milestones will be used to consider whether a student needs specific intervention to improve progress. Students will be encouraged to be involved in and responsible for their own learning. Tutors will ask students to explain what they are learning, and to show that they understand what successful outcomes will look like. This will also provide tutors with the opportunity to monitor progress with learning skills, as the ALG units will not provide data in this respect.

The tracking information will be provided for the assistant principals, who have key stage responsibilities. Their role will be to track progress of the cohorts against national data, including that for free school meals, SEN, gender and LAC. They will also use their monitoring role to ensure that the tracking of progress is not an end in itself, but is being actively used to make a difference of student's learning and achievement.

Student intervention

The system of weekly tutor meetings will enable indications that intervention may be necessary to be picked up quickly. The personalised curriculum will allow students to use the guidance from their teachers on an individual basis.

The level of intervention will vary according to individual student need:

For some students there will just be a light touch intervention from the tutor. This will be in the form of guidance for the following week, and progress will be checked at the next tutor meeting. A second level would involve other staff. This could mean liaison between the tutor and subject staff. It could involve the SENCO, and may need the support of one of the learning mentors.

For students who are not responding, or continuing to experience difficulties, further action will be taken. This could include, for example, individual or extra small group work during the extended lunchtime or during the enrichment time. At this stage parents would be involved, particularly to inform them on how they could also provide specific support.

At KS4 particularly there will be a need for collaborative sharing of the progress of students as the external examinations approach in order to consider necessary interventions. This will be particularly important in English and mathematics. We will set up a small student progress group, chaired by the vice principal, which will discuss the situation of individual students on a rolling basis and agree on specific interventions.

Line management

The principal will be ultimately responsible for the quality and success of the assessment and tracking systems. This task will be exercised through a clear accountability chain. The tutors will have the first responsibility for operating the system through their weekly meetings and recording systems. The assistant principals will be responsible for monitoring the work of the tutors as part of their key stage responsibilities. They will do this through regular line management meetings, scrutiny of record keeping and occasionally sitting in on one of the tutorial sessions.

The vice principal will support the SENCO in the tracking and intervention process, and ensure that SEN intervention is being used effectively. The faculty leaders will be responsible for ensuring that the subject teachers are tracking the progress of the students, using the data for clear improvement purposes, and liaising effectively with the tutors when necessary.

The quality of the assessment and tracking systems will be a major factor in the success of the school, and the senior leadership team as a group will have a clear accountability role. They will exercise this by frequent reporting back from the monitoring activities, discussion and development, and where necessary including relevant staff at their meetings on an occasional basis. They will also ensure that this aspect of the work of the school is fully represented in the school development plan, and is reviewed on an ongoing basis.

Performance management

The performance management of staff will take place within the line management system. All staff will have at least one target which refers to the

progress of students. The process will be regarded as developmental, and support will be given by line managers during the cycle. The student progress targets will be challenging but achievable. Performance management sessions will take the form of a professional dialogue, and feedback on performance will be open and honest. The system will also be used to identify the professional development needs of staff.

Route 39 aspires to have outstanding management that will set clear expectations and provide appropriate and targeted support for all staff addressing areas for development in performance. There will be regular and monitored line management and performance management meetings. Performance reviews will be underpinned by frequent high quality lesson observation, work study and tracking of pupil progress for each teacher. This data will provide early identification of problems and early action will be taken to address any weakness and avoid the need for formal capability procedures. In some cases an improvement will be achieved by putting in place a tailored programme of support and coaching from a more expert member of staff. In rare cases a more formal approach will be necessary.

Capability procedures

Governing bodies must by law have procedures for dealing with lack of capability in members of staff. Route 39 will adopt the DfE guidance, which provides a model capability procedure for teachers. Where capability procedures are to be considered the following is an example of the initial steps that will be taken:

Informal stage

Where a teacher may be under-performing, the principal or other senior manager will investigate and collect evidence, as indicated above, to triangulate and validate previous competency assessments. The chair of governors will make arrangements for this to be done if the performance of the principal is in question. Once the information has been gathered one of the following three actions will be followed:

- Withdraw all allegations, no case to answer
- Arrange support and coaching without using the formal procedure
- Arrange a formal interview (formal approach for more serious cases)

Coaching and advice

Advice and coaching will be used to encourage and help the teacher to improve. The teacher must be told what is required, how performance will be reviewed, the review period, and that the formal procedure will commence if there is no improvement. Notes of any support will be kept for reference. After a period of coaching a review will be held and either the case dropped or a formal stage will commence.

Formal stage

Formal interview

The formal interview marks the formal stage of the capability procedure. It provides an opportunity to deal with more serious problems in a structured way. It allows the teacher to prepare a response to allegations about performance and make a case in the company of a union representative or colleague. At least 5 working days (or 7 consecutive days out of term time) notice must be given for the interview.

Outcomes from this stage will be a formal verbal or written warning and all DfE guidance will be followed through to resolution.

Professional Development

A full account of the proposed whole-school programme for continuing professional development is in Section D1 on page 53.

An essential element of an effective assessment and tracking system is a shared understanding between staff on what constitutes progress. The professional development in this area will focus on the development of staff skills in accurately identifying progress and having strategies for supporting students to make progress. Faculties will be expected to have moderation sessions, where examples of student work are used to agree on assessed levels and strategies for improvement. The advanced skills teachers will have an important role here. In some cases, and especially where there may be only one or two teachers of a subject, the professional development could take the form of a visit to another school to look at their practice.

The emphasis on learning skills will create the need for another strand of professional development. In this case there are no national standards or levels, and an important focus will be an understanding of the range of learning skills promoted within the ALG, and how to assess the extent to which students are acquiring these competencies.

D5: Admissions policy, commitment to fair and transparent admissions practices

Introduction

This policy has been drawn up with reference to the School Admissions Code 2012 which will come into force on 1 February 2012 and which we are committed to follow for the admission of our first cohort in 2013. We will also comply with the Appeals Code.

We believe in a fair, open transparent admissions policy ensuring a real comprehensive education for all. It is essential that siblings are a high priority if the school is oversubscribed in this rurally isolated area, where schools are at least 12 miles apart and can be on different sides of the Devon/Cornwall border, which can result in different term dates. These difficulties could result in parents finding it difficult to work, having to spend more income on transport, and an unnecessary disruption to family life.

Route 39 Free School is keen to be part of the Local Authority co-ordination scheme as soon as possible, so that parents can apply directly through the LA as they would for any other school in the area. We would look to work with the Local Authority regarding appeal arrangements. This may not be possible in the first year of operation, but we would still follow the LA timelines of an application deadline of October 31, confirmation of places by March 31 and results of appeals by July 31. If we cannot be part of the LA scheme at first we will provide admission information through our website, primary schools and other networks which we have engaged with during our consultations. We have described our admissions policy in our parental consultation meetings and local parents are satisfied with our arrangements.

Number of students in the first admission year

The PAN for the first year of operation will be 100 students. This will also be the number for each subsequent year of entry. Our post-16 PAN will also be 100, with an estimated 80% retention and the recruitment of 20% externally.

Admission criteria

We are aware that as a free school we must take the majority of our students (at least 50%) from the local area

- We will admit all students who apply up to our admission number
- We will admit all students with statements whose parents/carers have expressed a preference for this school

- We will give priority to looked-after students, and to previously looked-after students who have been adopted.
- We will agree to the Fair Access Protocol in the case of the following groups of students:
 - a) children from the criminal justice system or Pupil Referral Units who need to be reintegrated into mainstream education;
 - b) children who have been out of education for two months or more;
 - c) children of Gypsies, Roma, Travellers, refugees and asylum seekers;
 - d) children who are homeless;
 - e) children with unsupportive family backgrounds for whom a place has not been sought;
 - f) children who are carers; and
 - g) children with special educational needs, disabilities or medical conditions (but without a statement).
- For post-16 education our admission policies will specify two groups of students:
 - a) Students wishing to embark on an academic pathway should have gained at least 5 GCSE passes at grades A*-C, including English and mathematics.
 - b) Students wishing to follow level 2 courses, or a combination of level 2 and level 3 courses, will be assessed for their suitability by the sixth form staff.

Oversubscription policy

Oversubscription criteria in order of priority:

1) Looked After Children

2) Siblings

Siblings including step siblings, foster siblings and adopted siblings.

3) Children of staff at the school

The staff must have worked at the school for at least two years, or have been recruited for an identified staff shortage.

4) Distance from school

This will be measured from the main entrance of the school, following the shortest route by road to the pupils address.

5) Medical or social needs

In this case evidence from a doctor and/or a social worker would be needed.

Tie-Breaking

In the event of final applicants having equal priority under the criteria above random allocation would be used, in the form of random selection by a person unconnected to the school.

Appeal procedure

Parents whose applications for places are unsuccessful will be given an opportunity to appeal against the decision to an Independent Appeal Panel set up in accordance with the statutory provisions in force at the time. The determination of the appeal panel is binding on all parties. Full details of the procedure will be sent to parents with the decision letter on 1st March.

Reserve list

In addition to the right to appeal, unsuccessful applicants will be offered an opportunity to be placed on the reserve list. The order of the reserve list will be determined in accordance with the order determined by the over-subscription criteria. The reserve list will be maintained until 31st August in any year. Vacancies arising between 1st March and 31st August will in the first instance be offered to applicants on the reserve list.

Waiting list

On 1st September in any year applicants on the reserve list and applications received after 15th December will be placed on the waiting list. All applications on the waiting list will be considered for any vacancies occurring during the period 1st September and 31st December in accordance with the school's admission criteria. The waiting list will not be maintained after 31st December.

In-year and casual admissions

Applications for vacancies that arise outside the normal annual admission round for will be considered at any time during the year. Information and application forms may be obtained from the school. Where there is more than one application for a vacant place, the offer of a place will be determined in accordance with the following criteria, in order of priority:

- 1) Looked after children
- 2) Children with statements of special educational needs in which the Route 39 school is named on the statement
- 3) Children who will have siblings in the school at the time when they are admitted to the school.
- 4) Children who live nearest to the school, measured by the straight-line

distance from the school to the child's home.

The School may refuse admission to applicants who have been permanently excluded from two or more other schools. The ability to refuse admissions runs for a period of two years since the last exclusion. Exclusions which took place before the child concerned reached compulsory school age do not count for this purpose. The school will consult and co-ordinate its arrangements, including over the rapid re-integration of children who have been excluded from other schools and who arrive in an area after the normal admissions round, in accordance with local in-year fair access protocols for securing schools for unplaced children.

D6: Behaviour management, pupil wellbeing and attendance

In Section C we describe how the vision for our school will promote good behaviour, pupil wellbeing and high attendance. Our systems will result in a deep commitment to each learner as an individual on the part of students, staff and parents. The ethos of our school is fundamental to the promotion of good behaviour. We want to *engage* students in their work and with school life, and their parents as partners in the learning process. We aim to create a community where all members have mutual *respect* for each other, their community and the world around them. We want our students to *aspire* to the highest standards, and be inspired by their experiences during their time in the school.

Our education plan contains a range of strategies to promote good behaviour and wellbeing. All students will have a weekly individual discussion time with their tutor where their progress and personal goals will be discussed. These will last for at least fifteen minutes, sufficient time for behaviour issues to be addressed where necessary. The continuity of relationship between student and tutor will promote trust and understanding, which should enable students to express any anxieties they might have about relationships with peers or other teachers. Research indicates that schools experience fewer disciplinary problems when students have frequent access to a supportive adult who will take their concerns seriously. (PISA 2009 Results: Overcoming Social Background: Equity in Learning Opportunities and Outcomes Volume ii)

We will serve a close-knit rural community where parents are aware of the opportunities offered by education, and are keen to be involved. We will use this to ensure that parents have a full role to play in the learning partnership. We will ensure that they are aware of the school's commitment to high standards, but also of their own responsibilities for their children's progress, behaviour and attendance. Parents will meet termly with their child's tutor, but there will be opportunity for more frequent contact where appropriate and necessary.

Parents and children will be given the opportunity to read the school's code of conduct on entry to the school. They will both be asked to sign a contract, which signifies that they will adhere to the rules.

The Student Council will be involved in the development of the school's code of conduct (together with the principal, staff and governors) so it is an evolving document that is updated with input and consent from the whole school community.

Our pastoral system will emphasise mutual *respect*, high standards of behaviour and clear boundaries. Staff will be expected to lead by example. They will have a clear understanding of the links between high quality teaching and learning and the *engagement* and good behaviour of students.

They will promote pride in the achievements of students, and there will be celebrations of success through a transparent and fairly applied rewards system including: walls of fame and special assemblies.

We are aware that we cannot simply rely on the vision and proposed ethos of our school to ensure good behaviour, well-being and attendance, and that we need clear policies which are communicated to, approved and owned by, all members of the school community. The following draft policies will eventually form the basis for consultations with students, staff, parents and governors.

We see the management of behaviour as the responsibility of all members of the school community, including voluntary workers. All staff working in the school will be made aware of and expected to implement the agreed policies on behaviour management, bullying and safeguarding. These issues will feature strongly in the induction and subsequent CPD programme for staff, in order to ensure a consistent approach, without which we will not succeed. Senior managers will be responsible for the monitoring and evaluation of all the relevant policies. This will be an ongoing process, not merely the focus of yearly or reviews.

Draft behaviour management policy

The principles supporting our behaviour and attendance policies

- All members of the school community should demonstrate tolerance and *respect* for each other
- It is the duty of the staff and governors to provide a safe and secure environment for students
- All students are entitled to learn without distraction, in an environment which is orderly and supportive
- Students are expected to listen to their teachers and treat them with *respect*
- Staff are expected to listen and respond to the views of students, and treat them with *respect*
- Students are responsible for their own behaviour
- Good behaviour will be celebrated and rewarded
- As part of their partnership with the school parents have a responsibility for the behaviour of their children, and for their regular attendance at school
- There will be no tolerance of any form of bullying, harassment or violence towards other members of the school community
- Students who demonstrate unacceptable behaviour will initially be given the opportunity to consider the effects of their actions, and apologise in the appropriate manner
- Sanctions will be applied consistently and fairly in cases of persistent unacceptable behaviour
- Adults and students will be expected to act as appropriate ambassadors for the school when on school trips, work placements,

sports events and travel to and from school

Roles and responsibilities

The Governing Body will establish a policy for the promotion of good behaviour, in consultation with staff, students and parents. The principal will have overall responsibility for the day-to-day implementation of the policy.

All staff, including volunteers, have a responsibility to ensure that the policies and procedures are followed. Information and training will be provided for all adults who work in the school. They must ensure that both rewards and sanctions are applied consistently and fairly. Staff are responsible for creating high quality learning environments which promote positive behaviour for learning; they must ensure that the concerns of students are listened to and appropriately addressed.

It is the responsibility of governors and staff to ensure that equality of opportunity is practised in the school. They have a duty to make sure that there is no discrimination on the grounds of ethnic or national origin, culture, religion, gender, sexuality or disability.

Students are expected to take responsibility for their own behaviour, and they also share a responsibility with other students for the safety of their social and learning environments.

Parents are expected to take responsibility for the behaviours of their children both inside and outside the school. They should feel able to work in partnership with the school to maintain high behaviour standards, and should feel encouraged to raise with the school any issues arising from the operation of the policy

Promoting positive behaviour through teaching

We believe that the most effective strategy for promoting high standards of behaviour is the provision of high quality teaching and learning to *engage* and enthuse students. In order to achieve this staff should ensure that:

- Lessons start promptly and end on time
- Classrooms are tidy and well-organised
- Explanations and instructions are clear and accessible to all
- Students are aware of procedures and timescales for completing work
- There are high expectations of all students
- There is a positive and stimulating learning environment
- Rewards and sanctions are used fairly and consistently applied
- Work is challenging but appropriate to the differing abilities of the students
- There is a clear classroom code of conduct, which is consistently applied and aligned with school policies
- Students are encouraged and supported to develop skills of independent learning

Rewards and sanctions

Rewards

When applied consistently and fairly rewards are motivational. An essential part of our ethos is that positive contributions to learning and school life should be recognised and rewarded. Students should realise that learning achievements, positive behaviour, self-awareness and responsibility towards the school community are valued and publicly acknowledged.

It is essential that staff are both consistent and fair in the use of rewards. A familiar complaint from students in many schools is that rewards are often given disproportionately to students with a record of poor behaviour who then do something positive, but ignore students who work diligently and quietly over a period of time. Senior managers have a responsibility to review frequently the use of the rewards system, including seeking the views of students and parents on its effectiveness.

Informal praise

Examples of effective learning and positive behaviour should be recognised publicly. In lessons, for example, teachers should acknowledge a good piece of work by praising the students. In some cases this might be privately, on other occasions the teacher could provide a more public acknowledgement by reading or showing the work to other students.

The use of 'postcards home' can also be an effective strategy, where teachers arrange for a card to be posted to parents informing them of excellent work. This strategy is particularly effective for older students, who are sometimes uncomfortable if praise is too public.

The merit system

- This can be used generously by staff, but they must also ensure that it is appropriate. It is important that staff do not overuse the system and devalue it
- Merits should be given for a good unit of work, several minor pieces, good oral contributions or a sustained increase in effort
- Students should not be given more than one merit at a time
- Merits should be entered in the appropriate place in the students' planners/learning area
- At the weekly individual meetings tutors should acknowledge and discuss the merits
- A student who achieves 25 merits will receive a Merit Sticker which will be kept in their progress file.
- Where a student has received two Merit Stickers they will be publicly presented with a Bronze merit badge
- Three Merit Stickers will qualify for a Silver Award, and four for a Gold

- Award, the latter to be presented by the Principal
- At the end of the school year governors will present special awards to the three students in each year who have received the most merits
 - In addition to merits awarded in lessons, students can also receive them for contributions which benefit the schools and wider community. These could include:
 - Assistance with productions and concerts
 - Helping at Open Evenings
 - Contributions to sports team
 - Peer work with other students
 - Charity and other work in the wider community
 - The use of tangible rewards – i-tunes and book tokens, outings etc. - will be explored. This would involve sponsoring from the community and the PTA. It will be important to ensure that the rewards are appropriate for the age of the students.

Sanctions

Sanctions will be applied with fairness and consistency for poor behaviour. The most important function of any sanction is to rectify the situation and encourage better behaviour in the future. It is therefore inappropriate to punish whole groups for the misdemeanours of a few students, or to impose sanctions which are designed to humiliate students. It is also important that the level of sanction clearly distinguishes between serious and minor infringements.

We will have a clear policy on the carrying of mobile phones. Students will be able to bring phones to school, but the only time they may be used in lessons will be for specific purposes under the direction of the teacher. Any misuse, including cyber bullying, will result in the confiscation of the phone until the end of the day. Any student persistently abusing this code will, in consultation with the parents/carers, not be allowed to bring a phone to school.

A key principle of strategies for dealing with bad behaviour is that when appropriate students should initially be given the chance to consider their actions, its impact on others and how they might make amends.

The nature of our school day, particularly the length, the use of the lunch breaks, and the distance that many students have to travel, make the use of the detention system more difficult. Many of our parents will not find it easy to pick up their children from an after-school detention. Therefore detentions will take place at lunchtime, or will take the form of loss of privileges

Sanctions in lessons

We will operate a clear three-stage policy for dealing with bad behaviour in lessons:

Stage 1

This will take the form of a clear verbal warning. Students will be aware that this is the first of three steps. The warning should be as short as possible, particularly if the teacher is engaged in a whole group session, in order to minimise the disruption to the session.

Stage 2

If the behaviour persists the student will be moved to another part of the room so that they are as far as possible in an isolated situation. This should also be achieved with the minimum disruption to the session

Stage 3

If the student refuses to move or carries on with the bad behaviour, they will be moved from the room to a whole school isolation area. The teacher should enter the reason for this action on the appropriate system register. The student will continue with their current work through access to the whole school learning platform. The removal from the classroom might need the assistance of a senior member of staff.

A student who is sent to the isolation area should be supervised, and as soon as possible interviewed by a suitable member of staff. In certain circumstances it might be possible to return the student to the lesson, but only if the interviewing teacher is confident that the issue has been resolved. It would be expected that in most circumstances the student would go to their next lesson, but that teacher should be made aware of what has happened.

A student who is sent to the isolation area will have the details noted on the system, which will send an alert to the personal tutor, and subsequently to the parents. All students in this circumstance will be put on a report, which will be signed by each of their teachers, who will comment on ongoing behaviour. The parents /carers will be informed and will be asked to sign the report each day. The length of time that a student remains on report will depend on the severity of the offence, and the judgement of the personal tutor.

If a student is persistently removed from lessons further action will be taken. This could include detentions at lunch and play time. The parents/carers will be contacted and a meeting arranged. If the circumstances become serious the student will be required to stay at home until brought in by the parents/carers.

Sanctions out of lessons

Students will be clear that the behaviour code of conduct applies equally around the school building and on the site. Sanctions for unacceptable behaviour will follow the pattern above, but with two stages. The first will be a verbal warning. If that has no effect, and the misbehaviour escalates, the

student will be removed to an isolation area in the school. The procedures above will then be followed. Removal to the isolation area may require the assistance of a senior member of staff.

The behaviour code will apply to students whenever they are wearing the school uniform. Misbehaviour on school trips, and on journeys to and from school, should be dealt with appropriately, using some of the sanctions mentioned above.

Exclusion

Our target is to have no permanent exclusions.

Fixed term exclusions will be used sparingly, and in the following situations:

- When a there is a breakdown in the student's behaviour in lessons, resulting in multiple removals from lessons (See stage 3 above)
- If there is physical or verbal violence towards a member of staff, or serious violence towards another student
- Racist harassment and bullying
- Any other bullying which is persistent, including cyber-bullying, and which the student is not prepared to cease
- Drug or alcohol related offences
- Malicious and serious damage to school property, or the property of another person
- Serious cases of theft

The pastoral system

The tutors will be at the heart of the pastoral system in our school. They will meet weekly with each of their tutees, primarily to discuss academic progress and the next steps in learning. However, the use of this time will be broader, and will enable students to discuss other issues which may be affecting their work. Any serious issues which arise would be dealt with outside this meeting. This may be done by the tutor, or it could involve another appropriate adult. If the latter is the case there would be procedures to inform the tutor of developments.

The tutors' role therefore includes:

- Reviewing the previous week's progress data at the weekly meetings
- Planning the steps curriculum work for the following week
- Keeping a record of students progress
- Dealing with any behaviour or attendance issues
- Acknowledging any merits awards and giving merits of an appropriate nature.
- Looking for signs of distress or upset, or for students behaving out of character
- Communicating with parents/carers if necessary

- Meeting parents/carers termly to discuss student progress

All tutors would be supported by a senior member of staff who would assist in dealing with serious behaviour or social issues. Senior staff would also liaise with outside agencies when necessary, including:

- Social services
- Police liaison
- Educational psychologist
- Youth services
- Childline
- Visual and auditory impairment support services
- Employment advisers

Students will play an important part in the pastoral system. There will be a Student Council who will be consulted on pastoral matters when appropriate. There will also be a peer mentoring scheme to support students with both academic and social issues. This will be supported by the composition of the tutor groups. As the school builds we will have a vertical structure to the tutor groups, which will provide both formal and informal mentoring possibilities. The vertical grouping will make an important contribution to standards of behaviour in the school. Schools who use this system find that the greater affinity between the older and younger students which builds over time reduces incidents of bullying, and promotes closer and more positive relation between students of different ages. The smaller number of students from each year group also enables them to be given more attention at key times, such as year 7 transition, options or impending GCE examinations.

Pupil well-being

Draft anti-bullying policy

This policy outlines our policy on bullying. It will be shared by the governors with students, staff, and parents/carers

Our school will:

- Discusses, monitor and review our anti-bullying policy on a regular basis.
- Work with the students in developing the anti-bullying policy
- Support staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Report back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.

Definition of bullying

- Bullying is 'Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally '.
- This policy also covers bullying which takes place off the school site, including cyber bullying
- Bullying can include: name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Forms of bullying covered by this Policy include:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.
- Bullying due to academic and non-academic ability

Preventing, identifying and responding to bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- Train all staff including lunchtime staff and volunteers, to identify bullying and follow school policy and procedures on bullying.

Involvement of pupils / students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions, which may be applied against those participating in bullying.
- Involve students in anti-bullying campaigns in schools.
- Publicise the details of helplines and websites.

- Offer support to students who have been bullied.
- Work with students who have been bullying in order to address the problems they have.

Liaison with parents

We will:

- Ensure that parents know whom to contact if they are worried about bullying.
- Ensure parents are informed if their child has been involved in bullying and work with them to resolve the issue.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

Monitoring & review

- We will review this Policy at least once every two years as well as if incidents occur that suggest the need for review.
- School Governors will take a lead role in monitoring and reviewing this policy.
- Student Council will take a role in monitoring and reviewing this policy

Draft attendance policy

Aim

To raise levels of achievement by ensuring the highest possible levels of attendance, punctuality and involvement in the school.

Objectives

- To keep an accurate and up to date record of attendance.
- To inform parents of attendance and punctuality issues.
- To identify causes of non-attendance and take action.
- To improve attendance of individuals, groups and the School.

Procedures

Senior Leaders will:

- Implement Attendance Policy and inform parents.
- Monitor and review Attendance Policy annually.
- Set and monitor attendance targets.
- Give attendance a high profile at assemblies, school events and in the school newsletter.
- Support staff on issues of non-attendance and internal truancy,

- remedying causes and applying sanctions.
- Report on attendance to governors.
- Parents sign a parent / school agreement which contains details of attendance requirements – valid and not valid reasons for non-attendance.

Key Stage Leaders will:

- Give attendance a high profile at assemblies and school events.
- Monitor group attendance targets and record keeping.
- Implement system of rewards and sanctions.
- Support tutors on issues of non-attendance and with internal truancy, remedying causes and applying sanctions.
- Meet with parents to discuss attendance problems as soon as they are identified.
- Liaise with social services and other relevant agencies when appropriate.
- Ensure work is provided for excluded students and long-term absentees.
- Look for patterns of absences and consider impact of curriculum upon attendance alongside other possible causes.
- Work with relevant staff to create individual packages and re-integration plans, where appropriate.

Personal Tutors will:

- Be a good role model for students.
- Give attendance a high profile including during personal tutor time, if required.
- Praise students for arriving on time.
- Take prompt action where students are late or absent without explanation.
- Keep an accurate register.
- Complete absence reports as soon as possible
- Inform relevant staff when absence is causing concern.

Parents will:

- Ensure that children leave for school on time every day.
- Provide written explanation for children's absences from school.
- Endeavour not to take children out of school in term time.
- Notify the school as soon as problems arise with child's attendance.
- If no letter has been sent in advance telephone the school on the first morning the child is absent.

Students will:

- Arrive in time for registration every day
- Be on time for lessons.
- Make sure a note is sent from parents to explain absences.

- If late sign in at the school office
- If need to leave early sign out at the school office.
- Tell the tutor if there are any problems attending school.

Rewards

Termly and annual certificates and letters home for individuals and form prizes for groups.

Good attendance references to potential employers/colleges.

Sanctions

The school reserves the right to use any of the following sanctions to fulfil its obligations with respect to school attendance:-

- Detention.
- Parenting Contracts
- The use of the law

The Law

- Under Section 7 of the Education Act 1996, parents are responsible for making sure that their children of compulsory school age receive full-time education.
- Parents have a legal responsibility to ensure their child's regular attendance at the school where they are registered.
- If a child of compulsory school age who is registered at a school fails to attend regularly at the school then the parent is guilty of an offence
- Section 444(1) of the Education Act 1996 provides that a parent commits an offence if his or her compulsory school age child who is a registered pupil fails to attend school regularly.
- This can result in the school offering the parent the opportunity to enter into a parenting contract following a pupil's truancy under section 19 of the Anti-social Behaviour Act 2003 (with The Governing Body
- Since March 2001 there has been a further offence where a parent, knowing that their child is failing to attend regularly at school, fails without reasonable justification to cause him/her to attend (Education Act 1996, section 444(1A) as amended by the Criminal Justice and Court Service Act 2000).

Safeguarding statement

- Our Governing body will take seriously its responsibility under section 1751 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

- All staff must provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

The aims of the policy will be to:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and *respected*, and feel confident, and know how to, approach adults if they are in difficulties, believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory List 99 or Enhanced CRB check (according to guidance)², and a single central record is kept for audit.

The governors will adopt a full safeguarding policy before the opening of the school.

Other strategies to promote well-being

In addition to actions mentioned above we will;

- Offer a wide range of extra-curricular activities, including arts, creative, sports and recreational activities
- Create an environment which promotes good physical health through the promotion of a range of physical activities,
- Encourage healthy eating by ensuring the high quality of food provided by the school, and having an agreed policy with parents on healthy packed lunches
- Deliver effective health education through a well-planned PSHE programme
- Be vigilant in looking for signs of abuse or neglect, and referring any grounds for concern to the relevant services at an early stage

- Maintain good order and discipline so that students feel safe, and are informed on keeping themselves safe
- Ensure that students have good quality advice and guidance about their futures, and are financially capable in order to prepare for the challenges of adult life

D7: Links with the local and wider community

There has been extensive engagement with the local community in preparing this document. This has included face to face meetings with local schools and parents, family consultations in village halls, meetings with the local council and politicians, discussions with local businesses, a family day with over 1200 attendees, and extensive web, radio and print coverage. Full details are provided in Section E of this document.

Our community

Our community is based within the northern boundaries of Torrridge District Council, the north western most area of Devon. It is predominantly a rural area consisting of 12 rural parishes and Bideford, a small port market town on the eastern border. Just outside the community to the south is the Devon market town of Holsworthy and the Cornish coastal resort town of Bude.



*Map showing the school community area. Related LSOAs shown, darker green indicates a higher proportion of students resident in area will attend the **Route 39 Free School**. Potential location of school defined by red box.*

The majority of the community covered by the proposed Route 39 Free School is within the Devon County Council Area of Bideford and Northam with a smaller area in the northern portion of Holsworthy in Devon and also Stratton in Cornwall.

The community has seen a change in population growth in recent years. This is demonstrating a move away from the area being considered as a retirement location, instead there is an increase in families and those able to utilise new technologies to work from home. The local authority core strategy is planning for this new expansion and Devon County Council LEA has identified the need for a future secondary school to the Bideford area.

Despite the desire to bring new employment to the area a significant barrier both to employees and employers is the relatively unqualified population. This issue is not helped by the largest secondary school, Bideford College, which is judged satisfactory by Ofsted and consistently produces below average results both at KS4 and 5.

The high level of achievement, ethos and vision of the *Route 39 Free School* would enable its students to raise the level of qualifications within the area. We would expect our students to be outstanding employees bringing real business benefits to employers. The skills we would provide our students would also enable them to progress to further education as well as become entrepreneurs or valued employees bringing additional wealth to the region.

We believe this outstanding level of achievement will also provide two important outcomes. Firstly it will inspire existing local school to raise their *aspirations* and improve results for their students. Secondly an increasingly skilled workforce will draw in business confident in the knowledge that they can employ a competent and productive workforce.

Having conducted extensive research and spoken with a wide variety of people and groups, we view a new Free School that drives up skills and standards as key in ensuring future sustainability and prosperity for the area as well as underpinning the ambitious and needed plans laid out in the North Devon and Torridge Core Strategy.

Knowing and benefitting our students

We have spoken to young people locally to understand their aspirations and hopes for their education and future. We will continue this open dialogue and aim to formalise it by working more closely with local primary schools. Our engagement with young people showed a wide variety of *aspirations*, from following in a father's footsteps to mend coffee machines through to being King!

Raising standards, raising aspiration

The research into the education standards locally show that the primary students are leaving with KS2 results in line with the national averages. However the results from the two closest secondary schools indicate they are achieving significantly below expectations at KS4 and KS5. The *Route 39 Free School's* commitments to significantly exceed the local and national averages across a range of results criteria demonstrates how we will best support our local students and stimulate a rise in standards in local schools (Section D4, page 78).

Broadening horizons

We recognise that to ignite the *aspiration* of our students there is a need to broaden horizons in this traditionally isolated region. Unlike their predecessors, this generation of students will have comprehensive access to the wider world through the internet and electronic communication. We intend to exploit these opportunities for our students. The web provides a powerful research tool, but it also provides a unique window on a world unfamiliar to many of the students. It also gives students the opportunity to showcase their own area to students who live in other areas in the country and around the world. Electronic communication will enable them to establish relationships with, for example, pupils in a multicultural inner city school. Strong links with a small selection of other schools – both independent and state sector – will enable school-exchange programmes. The experience of such arrangements is that they are mutually beneficial. The facility can be used to communicate with our primary partner schools. Students and their parents will have access in their homes to learning support from the school website.

Although the region we serve has little large industry, there are a lot of small ventures, often, though not exclusively, working in an arts or crafts area. We have a commitment to bring the real world into the classroom by inviting local businesses into the school, to give talks, to run workshops and projects. We would like low-cost workshops and office-space to be situated around the school site, which local craftspeople and businesses can rent, based on the agreement that they run workshops in the school and manage apprenticeship schemes. We will also ensure that our vocational courses are enriched by contact with people currently working in northern Devon.

We intend to invite members of the community into the school on a regular basis to talk about their careers. These might range from professionals such as doctors, lawyers, accountants and academics, to writers, artists, craftspeople as well as family businesses such as farming and tourism. Also business organisations such as North Devon Plus and Federation of Small Business.

Educational visits will be an important factor in broadening horizons. We will ensure that during their time with us, students have experience of museums, exhibitions and theatre etc. There are cost implications here, so we will also arrange for some of these experiences to be gained from organisations visiting the school. This is an area where we would sometimes look to

combine with one of our local schools.

We also intend to make effective use of our local region for ecological, scientific, geographical and historical trips. For instance, the location of the school, sitting on the edge of the North Devon Biosphere, presents many opportunities for field studies. The physical nature of the surrounding landscape, with the coastal path on one side, and Dartmoor and Exmoor on the other two sides, also lends itself to organised physical activities such as climbing, surfing, walking and for participating in programmes such as Duke of Edinburgh awards. It is notable that many children from this area have little knowledge of it. Some of them might never have walked the coast path, know how to swim adequately, or explored the general landscape. We are ideally situated to set up links with the environmental organisations such as AONB, Devon Wildlife Trust, National Trust and Yarner Trust.

While no school can guarantee that the aspirations of the students can be realised, a school will fail a child if it does not realise their full potential. On top of *engage, aspire* and high achievement our vision we will also give our students the skills to develop their learning both within the school and outside. We believe this outstanding combination will provide all our students with the ability to aspire to and reach their highest potential.

Working with and benefitting our community

We will be a school which has grown out of the community, so our links will be in-built from the beginning. In preparing this application we have consulted extensively with a diverse range of people and organisations within our community. These consultations have been used as the basis for formulating both our ethos and vision. They have also provided a foundation for the community profile on page 133. Here we describe sections of our community, how we will continue to work with them and how a new Free School will benefit them.

Local parents

Working With: We have consulted widely with parents both face to face and in public meetings. Our education plan in D1 on page 31 and marketing strategy in E2 on page 143 explain in greater detail how we will continue to work with them.

Benefitting: Parents concerns with the current schools relate primarily to outcomes and safety, which is particularly evident within the catchment area of the nearest school, Bideford College. Many parents seek a smaller, rural school more appropriate to the environment in which they live.

Both of these concerns run through the ethos and vision of the school. Our commitment to standards higher than the local, regional and national average will provide the desired outcomes for these children (Section D4, page 78). This is underpinned by our ethos of *engaging* in learning and *aspiring* to

succeed and excel. We will address safety head on with our ethos of *respect*. There will be a zero tolerance of bullying, local parents greatest concern (Section D6, page 98). We will also educate our children to be disciplined because that is the right thing to do, not because they are afraid of the consequences of not being. We believe this is the right approach to producing individuals that will contribute positively to the community.

In this economically demanding area, our vision of the extended school day has proved very popular with parents who have to balance a family with living in an area of the country that has one of the lowest average hourly wages.

Local schools

Working With: We have had an open and honest approach to local primary and secondary schools. We have been in contact with all the local secondary head teachers and have met with all but one. We have presented to a local primary school cluster and to area governors. At all the meetings we have expressed a desire to work in collaboration.

At this point the schools are open to further discussion once the application has been approved. We would hope to work closely with local secondary schools and ultimately become part of the local learning cluster.

Benefitting: Our aspirations for mutually beneficial links with local schools are.

Sharing best practice

We believe our vision and education plan can have a positive impact on both primary and secondary schools locally. We will seek to share this, enabling local schools to benefit from our skills and experience. We will also look to gain best practice that is shared by our local schools.

Supporting Primary Schools

Effective working with our partner primary schools will provide curriculum continuity which is vital at the transition between phases. The geographical distances do not make partnership working as easy as it can be for city schools with near neighbours. However, the obstacles are not insurmountable, and there are models of working from other rural areas which we can learn from.

Expanding Subjects Offered

We will seek to use the latest technology combined with subject specialists to ensure that subjects that may not be viable for schools acting individually become sustainable when we work together.

Sharing and Reducing Costs

By working with local schools we believe we can reduce costs. This could include sharing specialist teachers, buying as a group and working together with the LA to innovate and address areas the

Authority struggles with such as transport.

Local businesses

Working With: We have established links with local business groups, North Devon Plus and Federation of Small Business with a view to establishing the most effective links with business. This will provide an important link ensuring that business feeds into the school both in educating our students and also ensuring we focus on the right skills for the local business community.

Benefitting: One of the most important aims of our school is to provide a curriculum which will promote high expectations of achievement and success, and will broaden the horizons of our students – and through them their families. We want to equip students to live productively in their own communities, but also to feel able to operate in the wider world.

We will provide vocational pathways linked to the current needs of the communities. Despite areas of decline this is still an agricultural region, so land-based studies will be important. We would look to set up a school farm. We would create links with local farmers for the teaching of land based skills, and for work experience.

Leisure and tourism and hospitality studies will be offered, and business studies to support those who want to develop a managerial role in this area, or to establish their own enterprise. Students could be provided with real business experience, through the management of the school farm for example. We also recognise that there are changing patterns in employment opportunities in the area. Broadband facilities and the use of the internet have enabled more people to work from home. It has also provided a method for developing local businesses enabling them to access wider markets. For this reason we will develop courses in computer science and design to promote skills which are vital for this isolated area. Computer science and design will be part of our core curriculum, and much of the curriculum will be delivered through a learning platform. Tourism marketing has changed, with the development of niche opportunities for specific interest groups. We will be in a good position to align our curriculum to these new developments.

Our response to the needs of the students in the area will be more than simply providing vocational courses. We emphatically do not want students to feel that they cannot be ambitious. We will provide familiar academic pathways, ensuring the primacy of literacy and numeracy. The EBacc pathway will feature prominently in our options.

The wider community

Working With: Our aspiration is to work with local clubs, groups and organisations to ensure that we are able to provide support and facilities to make them more sustainable. In addition we will discuss local needs with relevant community organisations to ensure we continue to act in the best interests of our students and the local area.

Benefitting: We see the school as being an integral part of our local, rural community. Fundamentally we see the greatest benefit we can provide is that our students act positively within the community and are educated and skilled to be valued local employees and entrepreneurs. To enable this our education plan is underpinned by a focus on skills to build a sense of respect, responsibility, care and duty. This is reinforced with the provision of the Route 39 Baccalaureate service component (page 46) as well as offering community focused opportunities such as the Duke of Edinburgh award.

In rural areas, where typically in recent years many traditional venues for activities have disappeared, schools occupy a focal position. We intend the school to be a resource for the whole community, not just for our students. In the countryside people generally do not live as near to their local school as those in an urban situation. However, there is a way in which, given the right encouragement, they can feel closer than those living in towns and cities, who have many more possibilities. Rural communities often have only the school as a resource, and we intend to exploit this to the benefit of our students and to forge good relations. We will include the following strategies:

Route 39 aspires to offer adult learning opportunities to the community at large. These will include basic skills and more technical qualifications including land-based qualifications and aim to have a farm on site. One of our key focuses is to ensure that the school is a hub for learning in the local community.

Our commitment to the community extends beyond our teaching, we will make our facilities available to local organisations, clubs and groups. Our aim is also to open the school in the evenings to provide adult education to address the skills weaknesses in the local area. We will also seek to provide cheap workshops on the school grounds to support rural economic regeneration. Being located in the UNESCO Biosphere and AONB, we have also spoken to local tourist and environmental groups with an aim to make the facility a valued tourist education attraction in the school holidays.

We do not believe our links with the wider community should be one way, and we seek to bring in the best practices within our area in business, community, sports, etc. These will link in directly with our ethos to provide our students with the **aspiration** to achieve and see from real-life examples that it can be done.

Promoting good community relations

The preceding section gives an overview of how we seek to work with the local community which will help support good community relations. We will appoint a site Operations Manager for the school who will be responsible for managing all aspects of our extended school and promoting its facilities within the community. To further promote the school widely amongst the community we will use members of the governing body to actively seek out further

opportunities for the school in and around the area.

We will align our holidays with those of the local authority to support parents. In addition our training days will be aligned with local schools and also run as shortened days to reduce the impact on work. Being open and sharing best practice with local schools will, we believe, overcome their initial fears over the introduction of a new Free School in the area and benefit all local students.

By being receptive to the needs of local groups, clubs and organisations we will ensure that the school becomes a valued, critical part of the rural community.

We will have a full and open relationship with both the Devon Local Authority and Torridge District Council. Our School Development Plan will ensure we align and enhance the development plans for the local area. We have already been in dialogue with the local authorities and believe that within our vision we have already prepared the support that is necessary in realising their current plans, outlined below.

Our view is that the community is also of value to the school and we will seek to draw on the experience and expertise that this can offer us. Ultimately we view the greatest community relations come from a community that *engages* with the school as much as the school *engages* the community.

Authority identified local needs

We have consulted with the local district and county councils to ensure that our vision and plan address local needs and align with development plans.

Torridge District Council

We have spoken to local councillors who have been supportive and we are also aware that in September 2011 Torridge local council conducted a series of Town Study Workshops, where local people contributed their views on current challenges and possibilities for the future. The collated report will be published in Spring/Summer 2012

The following issues are relevant to our plans:

Young people are increasingly leaving the area to gain skills

We will provide an outstanding sixth form enabling students to access Level 2 and 3 qualifications without having to leave the area.

There is a need to diversify employment opportunities

Our education provides for a wide range of skills which will enable our students to be productive employees and entrepreneurs in a wide range of business sectors.

Working from home will be increasingly important and there is a need for people to acquire the skills needed for this, especially ICT

Our commitment to the highest quality teaching of computer science and ICT will provide our students with the skills to work in the computer sector. Beyond this our focus on valuable life and business skills will enable our students to be exceptionally economically productive.

There is a need for green development – more use of the local environment for economic benefit

We provide a range of land-based and environmental courses situated in the heart of our Area of Outstanding Natural Beauty. This will give our students the skills to choose to work within our outstanding environment.

All areas reported increased population growth and the need for more school spaces in both the primary and secondary phases

Our new school will ease the pressure on secondary school places.

There is a need for residents to be able to access sports and leisure facilities, and schools have a role here

We will open our school to local groups and organisations so that they will have access to high quality sports and leisure facilities.

The area needs more community links, and pro-action to encourage higher aspirations

Being an area favoured by retirees, we have an exceptional resource of expertise locally which we can use to provide high quality enrichment and extended learning on a wide range of business and community subjects.

Learning opportunities should be more closely linked to employment opportunities

Our education plan focuses on providing the highest standards of academic and relevant vocational teaching aligned with exceptional life and business skills to ensure our students have the best opportunity to choose a career within the local community.

There is a need to sustain a community focus, especially with regard to young people

We have a strong focus on our students being a productive, valued part of the community. Our aspiration is for our students to be active, positive assets in the community.

There is a lack of small scale employment opportunities, especially along the A39 corridor

We are looking to address this directly by incorporating work units into the school design. We also believe the local authority plans for local villages, aligned with the highly skilled students leaving our school, will

provide the maximum potential for economic regeneration in the rural areas.

Devon Local Authority

We have had a number of meetings with Devon Local Authority and have also been in communication by email. Our relationship with the Authority is positive and productive and they are supportive of the application. They have identified a future need for educational provision within the Bideford area to cater for future population expansion and have provided a statement of support which can be found on page 154.

Education Statutory Authorities

We have examined the Ofsted reports of the local secondary schools and are determined to address the issues locally.

The most critical is addressing the trend for standards to be average or below average in KS4 and consistently below average in KS5. Our ethos, vision and commitment leads us to exceed all local and national averages and for the school and put it in the top 25% of schools in the country.

Within all schools Ofsted identified a lack of consistency in either teaching and/or in the management procedures. We are determined to address this from the start, focussing on the highest standards of leadership and teaching, preeminent systems of monitoring and management and a constant focus on continuing professional development.

Community profile

The community that the school will serve has many strengths. The rural communities provide a good quality of life, with low crime rates. The people in these communities have shown great resilience, having suffered in recent years from a decline in the traditional local industries. A relatively new trend is migration into the area from cities by families looking for a more benign lifestyle. Villages that have, in the past, lost young families to the larger towns that offer more affordable housing, are now beginning to set up their own affordable housing schemes. This has resulted in a greater number of children in these communities. There are new developments planned for the local towns, which will also add to the number of children, a trend noted by the Local Authority which has identified the future need for a new school in the area.

This is also an area with many challenges. Public transport is limited, which isolates many communities from the services provided in towns, such as banks and pharmacies. Access to national transport networks is equally problematic. The transport issues are a barrier to people travelling for work, but equally discourage employers from coming to the area. Much of the

existing employment is either in decline, or in the case of tourism, largely seasonal. As a consequence many families have little work during the winter. The depressed employment situation affects the aspirations of students, and their families, with regard to their future. There is also an element of cultural deprivation. The relative isolation of the communities means there is limited access to the arts, museums and exhibitions. Many of the students have limited experience of the world outside their immediate environment.

Population

In Torrridge 11.96% of the population is aged between 10 and 19 years old. Within the area we are seeking to draw students from 11.39% of the population is aged 10-19, within this population we estimate over 1,000 are between the ages 11 and 17. (Torrridge District Council, 2010)

The population in the community grew by 10.5% between 2001 and 2009, in line with Torrridge and above the average growth in Devon (9.6%) and nationally (4.4%) (Office for National Statistics). The population of Torrridge is predominantly White (96.4%) although there is an increase in other ethnic groups, particularly Asian and Chinese. Latest performance results from schools reveal that over 99% of children have English as their first language. (Torrridge District Council, November 2011)

In recent years there has been a marked shift in demographic projections. Previously projections showed a bias towards the older population this has now seen a shift towards the national average demographic profile. This is attributed in part due to a desire for a rural living environment but more through the Internet providing more opportunities for employment in rural area. The indications are that this is drawing families into the area and this is likely to increase with the implementation of the Internet superhighway strategy over the next few years. To illustrate this shift based on 2006 figures Devon County Council forecast a drop in population in Torrridge aged 0 to 19 of 7% between 2006 and 2021. Just two years later Devon County Council forecast the population of the same aged group would grow by 7.5% between 2008 and 2023 (Devon County Council, 2008).

Indices of deprivation

The Indices of Deprivation 2010 for England show over 70% of the LSOAs in Torrridge are in the most deprived half of results by Index of Multiple Deprivation. Torrridge as a local authority is ranked 101 out of 326 in terms of deprivation, the lowest of all authorities in Devon. 12.6% of the Torrridge population are income deprived and 8.6% are employment deprived the highest in Devon. Within the school community crime shows the least deprivation with nearly three quarters of LSOA's in the lowest deprivation quartile. The highest deprivation is found in barriers to housing and services as well as the living environment with nearly half of the LSOA's being in the highest deprivation quartile. In addition three quarters of LSOA's are in the highest two quartiles for employment deprivation (Devon County Council, 2011), (Office of National Statistics, 2011).

Mosaic profile and place survey

The community attributes in respect to Experian's Mosaic data shows that two thirds of the area is represented by four groups (In Devon, February 2011):

- B – Residents of small and mid-sized towns with strong local roots, predominantly B06 and B08, self-employed trades people living in smaller communities and mixed communities with many single people in the centres of small towns (Area: 21.2%, Devon: 17.5%, National: 9%)
- A - Residents of isolated rural communities, predominantly A03, remote communities with poor access to public and commercial services (Area: 18.2%, Devon: 18%%, National: 5%)
- L - Active elderly people living in pleasant retirement locations, predominantly L53, residents in retirement, second home and tourist communities (Area: 14.7%, Devon: 13%, National: 6%)
- K - Residents with sufficient incomes in right-to-buy social houses, predominantly K46 and K50, low income older couples long established in former council estates and Oolder families in low value housing in traditional industrial areas (Area: 10.1%, Devon: 8%, National: 10%)

One group is over-represented compared to Devon; I - Lower income workers in urban terraces in often diverse areas (Area: 6.1%, Devon: 3.5%). There is also no representation of group C - wealthy people living in the most sought after neighbourhoods (Area: 0%, National: 4.5%).

In 2008 a Place Survey in Bideford and Northam showed that the five areas the population felt needed the most improvement were (Devon County Council, 2008):

1. Roads and pavements
2. Activities for teenagers
3. Wage levels & local cost of living
4. Job Prospects
5. Affordable decent housing

Employment

There is the potential for large employment growth should the Atlantic Array offshore wind farm be granted permission and the area sits in the centre of the UK's first marine energy park. Local Council Core Strategy aims to increase the provision of jobs by 13,000. 20 hectares of land in Bideford and up to 15 hectares in outlying towns will be made available for employment. The focus will be on the following economic sectors (Torridge District Council, 2010):

- Knowledge-based sectors

- Food and drink
- Retail
- Tourism
- Environmental and low-carbon technologies
- Marine technologies
- Creative industries
- Agriculture and land based industries
- Health and social care

To cater for increases in population and also to address a lack of affordable housing the local Core Strategy envisages an annual increase in dwellings of 535 per annum in Torrridge. Between 2006 and 2026 an additional 6,100 dwellings are forecast for Bideford and 4,000 in and around key villages in the district.

From the period 2001 through to 2007 the numbers of people in working in different business sectors within the Bideford and Northam town area has changed dramatically. The largest rises were in the following sectors (percentage rise and numbers employed in 2007 in brackets):

1. Hotels & restaurants (92% increase, 6,502 employed)
2. Education (53% increase, 4,262 employed)
3. Real estate & business activities (31% increase, 4,978 employed)
4. Public admin & defence (22% increase, 2,489 employed)

The largest falls were seen in the following sectors (percentage drop and numbers employed in 2007 in brackets):

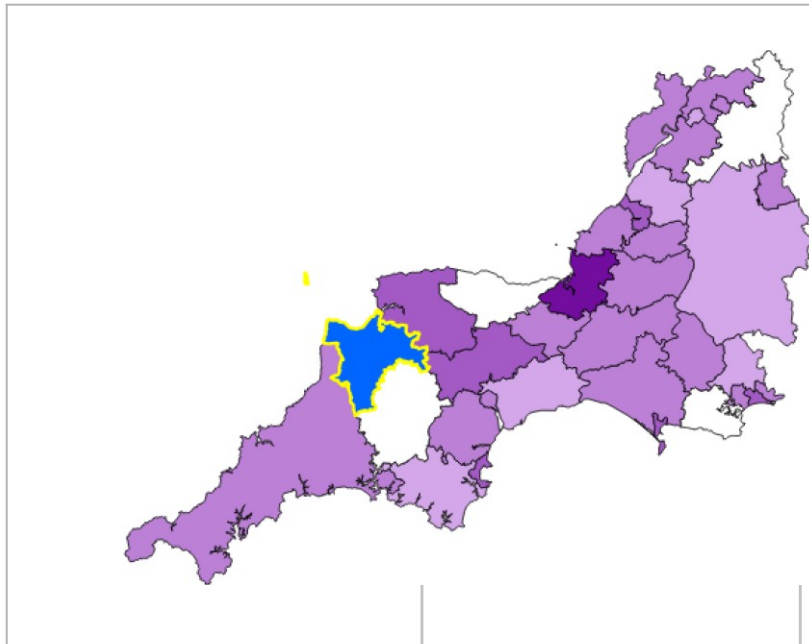
1. Agriculture, hunting & forestry (94% decrease, 67 employed)
2. Gas & water (48% decrease, 23 employed)
3. Construction (39% decrease, 1502 employed)
4. Financial services (38% decrease, 221 employed)

The three largest sectors by numbers employed are (percentage change and numbers employed in 2007 in brackets):

1. Wholesale and retail (8% decrease, 3,445 employed)
2. Manufacturing (21% decrease, 3,202 employed)
3. Health and social work (5% increase, 2,893 employed)

The percentage of 16 to 59 year olds in the community on Income Support or Job Seekers Allowance is 5.2% and 3.2% respectively. While this is below the national average, it is above both the Torrridge and Devon averages. The employment rates in Torrridge are amongst the highest in the South West.

**&Unemployment Rate; Aged 16-64 (Males); 16-59 (Females)
(Percentage, Persons, Jui09-Jun10)**



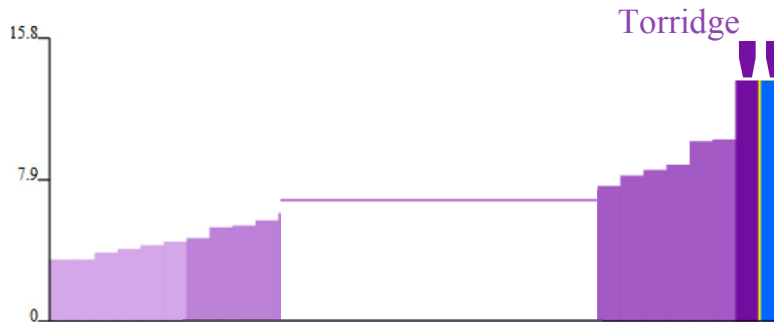
Show background map

Torridge (Non-Metropolitan District)

13.5

South West (Region)

6.4



Data showing the employment rate in Torridge up to June 2010 was the highest in the South West.

Income

The difference in income in Devon and nationally has increased over the past fifteen years. Between 1995 and 2008 income rose by 65% in England and 57% in Devon. In the last comparative study in 2008, within Devon the lowest average household incomes were in Torrridge at £29,500, compared to England and Wales being £34,800. In Torrridge 35.7% of households had an income below £20,000. Within the community of Bideford and Northam, the mean household income was the second lowest in Devon at £28,900, nearly £6,000 or 17% below the national average. The ONS annual survey of hours and earnings found pay in Torrridge to be significantly lower than the South West and Great Britain averages (Office for National Statistics, 2012).

	Torrridge (pounds)	South West (pounds)	Great Britain (pounds)
Gross weekly pay			
Full-time workers	333.3	464.5	502.6
Male full-time workers	339.1	509.8	540.9
Female full-time workers	291.3	405.8	445.7
Hourly pay			
Full-time workers	7.94	11.63	12.75
Male full-time workers	8.25	12.29	13.3
Female full-time workers	7.41	10.73	11.94

Education

Education levels within the community are seen both as a barrier to employment but also one for employers considering the area for investment. The ONS Annual Population Survey up to December 2012 showed the qualification levels at NVQ2 and above to be significantly below both the South West and Great Britain averages (Office for National Statistics, 2012).

	Torrridge (numbers)	Torrridge (%)	South West (%)	Great Britain (%)
NVQ4 and above	8,400	21.5	31.5	31.3
NVQ3 and above	16,000	40.8	53.3	51
NVQ2 and above	24,200	61.8	71	67.3
NVQ1 and above	33,800	86.4	84.5	80.2
Other qualifications	#	#	7.2	8.5
No qualifications	3,500	8.9	8.4	11.3

The community struggles to achieve the grades expected of its students and

none of the Ofsted ratings show the schools to be Outstanding. There are four schools surrounding the location for the *Route 39* Free School.

Map showing Torridge as amongst the worst performing are in the South West in respect to students achieving 5+ A-C GCSEs including English and maths.*

General Background

Currently at age 11 children go to school some distance from their local village often requiring more than one bus journey to a large town. 13.5% of the population live more than 40 minutes travel time from a secondary school by walking or public transport. (Torridge District Council, 2009). Our area has a small but significant minority of children who receive free school meals.

Secondary Schools

The closest secondary school to the new Free School is Bideford College, which performs least well both in results and Ofsted ratings. In our research we have found parents within the college's catchment area who are concerned about prospects for their children. A significant number of parents within the catchment either elect to go to an alternative school or pay transport costs of £900 a year to bus them to an alternative state school.

The other three schools perform around the national average but have weaknesses in provision. Holsworthy College's Ofsted rating recently dropped from good to satisfactory and struggles with inconsistency and some subjects, particularly maths. Budehaven performs better but underachieves at KS5 and GCSE science. Great Torrington School is the best performing locally but there is an indication that where the school performed above average historically, it is struggling to retain this distinction. In respect to English

Baccalaureate all schools perform significantly below average.



Map showing potential location of the Route 39 Free School and existing secondary schools.

Bideford College (11-18) has a catchment that covers the majority of the community that the Route 39 Free School would. For over ten years their Ofsted Rating has been satisfactory. The last inspection in 2010 found a need to improve teaching, especially Gifted and Talented. It was also felt that CPD was inconsistent limiting student outcomes. There were also issues with bullying and a third of parents expressed these concerns in their questionnaire.

The 2011 performance tables indicates that the college still has some way to go to improve outcomes. The college's performance ranks it as one of the worst schools in Devon. Expected progress in English and maths between KS2 and 4 is 18% and 11% below the national average respectively. The number of students achieving 5+ A*-C GCSEs (or equivalent) including English and maths is 16% below the national average. Performance in KS5 is also weak with the students average point score being over 20% below the national average.

Budehaven Community School (11-18) which covers less than 10% of the new Free School area is generally a better school and Ofsted rates the school as Good. Its strengths lie in its links with the community and its sports specialism. There were issues with some subjects such as science. More recently there have been issues with history. The general feeling in the area

that the community feels it is a good school but lacks an drive or aspiration to achieve outstanding status, and there is an impression that it is coasting.

This impression is supported by results which show over the past four years the percentage of students achieving 5+ A*-C GCSEs (or equivalent) including English and maths is around the national average. There is the possibility that the school is focusing on vocational qualification to achieve its overall results. The average best 8 point score per pupil for just GCSE is below average, especially amongst middle low prior attainment pupils where it is 21% below the national average. Performance in KS5 show students average point score being over 13% below the national average.

Holsworthy Community College (11-16) covers approximately 9% of the new Free School area and has suffered a decline in standards over the past few years. The most recent Ofsted in January 2012 downgraded the school from good to satisfactory. Ofsted cited staffing issues as well as inconsistency in teaching and learning particularly in more-able students as being principle issues.

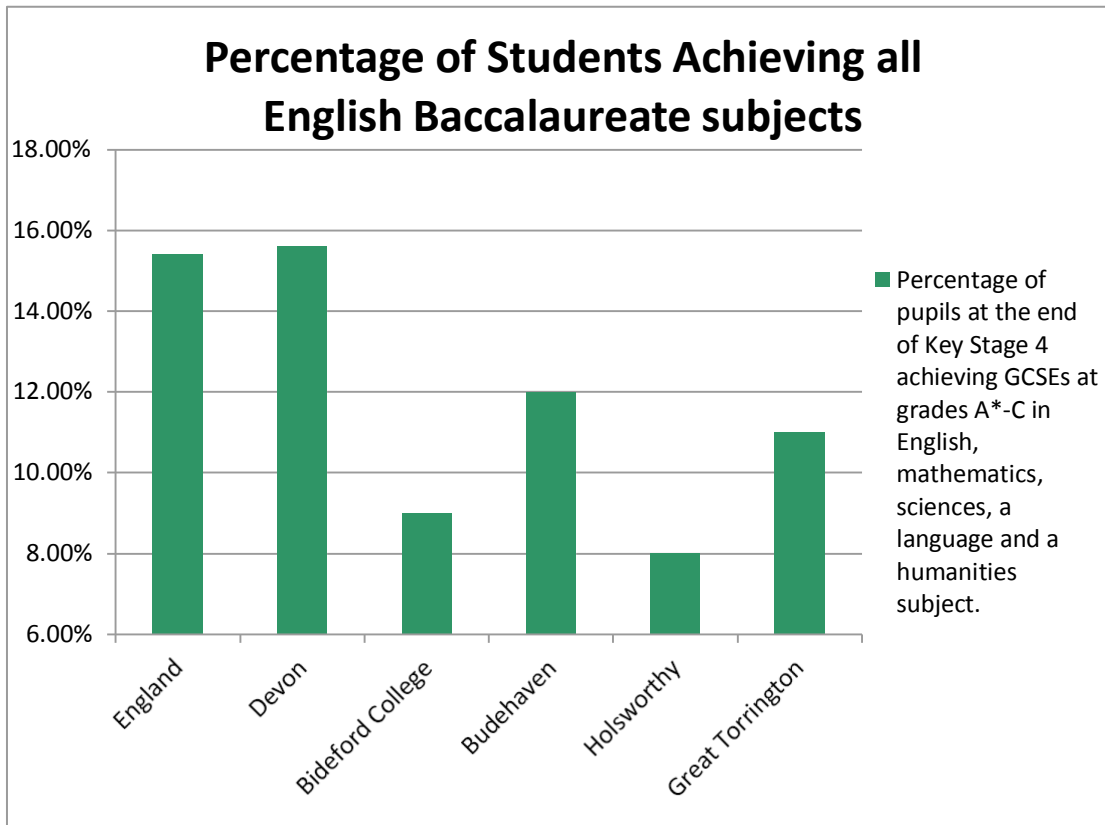
The college achieves average results in terms of students achieving 5+ A*-C GCSEs (or equivalent) including English and maths. However the college struggles in some subject, the number of students making the expected progress in maths between KS2 and 4 is 21% below the national average. The schools appears to be failing the lower achieving or disadvantaged students. The percentage of low attaining pupils making expected progress in maths is 59% below the national average. Disadvantaged students achieving 5+ A*-C GCSEs (or equivalent) including English and maths is 35% below the national average.

Great Torrington School (11-16) covers less than 2% of the new Free School area and has recently converted to Academy status. In its last Ofsted which was before conversion, the school was rated good and is generally the highest performing school in the area. The inspectors did question the level of work given to those with learning difficulties or disabilities. They felt achievement was good although pupils' progress slowed at KS4.

Over the past four years improvement in results for students achieving 5+ A*-C GCSEs (or equivalent) including English and maths. In 2008 the results were 8% above average, in 2011 this has declined to just 3% above average. In most other areas the school demonstrates expected or above average progress.

English Baccalaureate

All local schools fall significantly short of national standards for the English Baccalaureate. The highest achieving school, Great Torrington, is 22% below the national average for the EBacc and the lowest achieving schools, Holsworthy, is 48% below the national average. The graph below shows the comparative results.



Primary schools

There are ten primary schools in the community surrounding the **Route 39** Free School (percentage of children expected to come to school in brackets):

- Appledore Community Primary School and Nursery (33%)
- Bradworthy Primary Academy (50%)
- Hartland Primary School (90%)
- Kilkhampston Junior and Infant School (20%)
- Parkham Primary School (33%)
- St Helen's Church of England Primary School (33%)
- St Margaret's Church of England (Aided) Junior School (33%)
- St Mark's CofE Primary School, Morwenstow (50%)
- St Mary's Church of England Primary School (33%)
- Woolsery Primary School (90%)



Map showing potential feeder primary schools (green placemarkers) and area of proposed site (red placemaker).

These primary schools performed above the national average in the 2011 results:

Average Point Score	28.1	27.8	27.5
Percentage Level 4+ in English	85%	83%	82%
Percentage Level 5+ in maths	83%	82%	80%

Health

The NHS health profile for Torridge states that:

- The health of people in Torridge is generally better than the England average. Deprivation is lower than average, however 2,015 children live in poverty.
- Life expectancy for men is higher than the England average.
- Over the last 10 years, all mortality rates have fallen. Early death rates from cancer are better than the England average. Early death rates from heart disease and stroke have fallen and are better than the England average.

- About 16.7% of Year 6 children are classified as obese. A higher percentage than average of pupils spend at least three hours each week on school sport.
- Estimated levels of adult obesity are worse than the England average.
- There were 1,519 hospital stays for alcohol related harm in 2009/10 and there are 104 deaths from smoking each year.

Priorities in Torrridge include working in partnership to address alcohol, healthy weight, sexual health, mental health and smoking.

Crime

The South West has fewer crime problems than most areas of the country, and overall the figures for all crime are the fourth lowest nationally. However, there is a high incidence of alcohol related incidents, and Torrridge is amongst the highest in Devon. The Devon Youth Crime Prevention Strategy is called Children First, and we would work closely with this organisation when appropriate.

Community area

The community area we believe the new Free School will cover is shown in the map below and defined by LSOA, Parish, District and Council are in the table following.

LSOA	Parish	Torrige Area	Devon CC Area
E01020292	Hartland	Hartland & Bradworthy	Bideford and Northam
E01020291	Hartland, Welcombe, Bradworthy	Hartland & Bradworthy	Bideford and Northam, Holsworthy
E01020288	Clovelly, Woolfardisworthy	Clovelly Bay	Bideford and Northam
E01020295	Abbotsham, Alwington, Parkham	Kenwith	Bideford and Northam
E01020296 (part)	Littleham	Monkleigh and Littleham	Bideford and Northam, Torrington
E01020310	Northam (part)	Westward Ho!	Bideford and Northam
E01020299	Northam (part)	Northam	Bideford and Northam
E01020276	Northam (part)	Appledore	Bideford and Northam
E01020275	Northam (part)	Appledore	Bideford and Northam
E01020297	Northam (part)	Northam	Bideford and Northam

LSOA	Parish	Torrige Area	Devon CC Area
E01020298	Northam (part)	Northam	Bideford and Northam
E01020300	Northam (part)	Orchard Hill	Bideford and Northam
E01020281	Bideford	Bideford North	Bideford and Northam
E01020283	Bideford	Bideford South	Bideford and Northam
E01018943	Morwenstow, Kilkhampton	Stratton	Stratton

Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.
If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	100	58		58%	100	69		69%
Year 8					100	58		58%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	100	58		58%	200	127		63.5%

In addition to the above parents have proposed the school as first choice for 450 children who would enter between 2015 and 2020, equivalent to 64 or 64% of each yearly intake.

Age in Sep 2013	11	10	9	8	7	6	5	4	3
Year of Entry	2013	2014	2015	2016	2017	2018	2019	2020	2021
Definite 1st Choice	58	69	54	65	76	79	66	52	44
Percentage of available places	58%	69%	54%	65%	76%	79%	66%	52%	44%

Section E: Evidence of demand and marketing – part 2

E1: Engagement with the Community


Parent surveys

Route 39 produced parent surveys in four different formats. (Please see Annex B):

1. Parent survey for village hall presentations
 2. Parent survey for The Milky Way event
 3. Information leaflet with tear-off survey
 4. Website survey form.
-
1. The village hall surveys, produced during the earlier phase of marketing (before DfE guidelines were altered), asked parents whether their answer to the following questions was ‘definitely’, ‘highly likely’ or ‘not sure’:
‘Would you consider sending your child to this secondary school?’
*‘Would you consider putting this school as your children’s **first option**?’*
 2. The Milky Way survey asked parents to tick a box headed:
*‘I would select the Route 39 school as my children’s **first choice**.’*
 3. The information leaflet states:
*‘We would select this school as a **first option** for our children’.*
 4. The website form reads:
*‘I would select the Route 39 school as my children’s **first choice**.’*

Please note: only the parents who indicated they would **definitely** choose the school as a first option have been included in the tables.

The distribution across the area is as follows:



Map showing location of families expressing the **Route 39** Free School as first choice for their children. Potential location of Free School marked as a blue box

Parent Comments

The survey forms also allowed parents to leave comments about the project. Recurring themes were as follows:

Welcoming choice in local education

“This is an exciting opportunity that merits support. Parents in the area deserve a choice that is both reachable and innovative. It can only benefit the provision in this area.”

“This is a much needed alternative to schools in this area where there is no choice for parents and children.”

Welcoming a smaller school environment

“Many children thrive in a smaller set-up. The effects of parental involvement from the start is good news”

“I attended a school of nearly 1500 pupils and would absolutely not want the same for my children. They are all

very different and would benefit greatly from this school."

Welcoming a school closer to the rural communities

"We live approximately 8 miles from our nearest secondary school and 14 miles from the next nearest. This means that choice for us is a long school day whichever one they go to."

Support for the Route 39 educational philosophy

"I really appreciate the educational philosophy which lies behind the proposal."

"This is a very exciting project. Hold on to the vision!!"

"This proposal has big dreams for the short, long and medium term, balanced by a solid, realistic foundation. Please continue to dream big, after all, that's what we want our children to do."

Confidence in Route 39 as the proposing group

"I believe in the team putting this proposal together. I am confident that they will do great things for the next generation of children in our district. "

"The team behind this proposal are from the local community and have a firm grasp of education and employment in this area."

Engaging with the community

Route 39 has based their community engagement strategy on the following aims:

- To access the dispersed and isolated rural communities
- To access parents from all social backgrounds, including deprived families.
- To enable direct and face to face contact wherever possible
- To give opportunity for feedback and open discussion

Engaging with parents

Public Meeting: June 11th 2011

Following considerable local press about free schools, Route 39 held a public meeting in Bude to dispel the myths and explain the processes. Parents were organised into groups to discuss the strengths and weaknesses of current provision and the perceived opportunities and threats of a new school.

Parent Consultations: 7th November 2011 onwards

Route 39 ran a series of public presentations in village halls around the area. There were 13 meetings in total, to make them accessible to all rural communities. These were held at Marhamchurch, Bude, St. Petroc's School (independent primary school), Kilkhampton, Morwenstow, Northam, Parkham, Woolsery, Bradworthy, Abbotsham, Bucks Mill and Hartland.

A 15 minute presentation was followed by questions and answers. To ensure all were able to contribute, parents were invited to stay on for refreshments and informal discussion or to write down their comments. Events were well attended and 90% of those attending signed-up to the school.

The Milky Way Event: 14th January 2012

Route 39 hired The Milky Way Adventure Theme Park in North Devon to *engage* with the community and to share the story of this rural school. Entry to the event was free and, since a family of four would usually expect to pay at least £40 for a ticket, the event was intended to attract parents from more disadvantaged backgrounds to attend. Over 1200 parents and children attended the event and nine out of every ten children were signed up to the school. Two large presentations were held in the arena, which were packed with parents, all actively engaged, and asking lots of questions.

Publicising Events

To inform the public and publicise our events, we created a range of targeted print marketing which included a strong call to action for parents and the local community.

The events were marketed to the widest possible audience by:

- Posters in shop and post-office windows
- Leaflet drops outside primary schools, local clubs and children's groups.
- Leaflet drops outside Morrisons and Asda supermarkets.
- Articles in parish magazines which are delivered free to all households within the parish.
- Notices in the newsletters of two supportive schools.
- Adverts and articles in local press
- A dedicated website, Facebook page and Twitter.

Local Christmas Fairs

Route 39 booked a stall at Welcombe Christmas fair to chat informally with parents and members of the community and to hand out leaflets.

Local Community Groups

Route 39 attended the committee meeting of a local pre-school to share ideas, receive feedback and answer questions. Contact has also been made with the leaders of the local Cubs, Brownies and sports groups to introduce the school proposal and ask for help in publicising meetings and events.


Harnessing the Help of Supporters

In order to establish links in all local communities, Route 39 have asked all those who have signed up to support the school if they are able to contribute to the campaign. We now have a number of supporters in the local communities. They have so far been activated as follows:

- A supporters meeting to develop their knowledge and discuss taking the marketing strategy forward.
- Regular supporters email newsletters
- Supporters have been given leaflets and advertising material to disseminate around their communities and contacts.
- Supporters assisted with the organisation and communication with parents at the Milky Way event.
- Supporters are organising coffee mornings in their houses or local halls, attended by some of the core Route 39 group, and to which they invite interested contacts.

Social Networking

We have built an online marketing presence:

Website: 



Twitter: 

Facebook: 

Engaging with local schools

Route 39 has sought to make face to face contact with all local primary and secondary schools. Although we have encountered some obstacles to this process, we hope we have laid foundations which will facilitate future collaboration between the schools.

Bradworthy Primary School: 3rd October 2011

Route 39 visited Bradworthy Primary School which has recently become an Academy. , , was both encouraging and supportive and offered to inform parents by placing information in book bags and newsletters. Bradworthy Primary School has been listed as one of the top 100 performing in the country based on 2011 results.

Budehaven Community School, Bude – 10th October 2011

This meeting at the secondary school was a friendly one and we explained our proposal for a new free school in the area. The head teacher, [REDACTED], was resistant to the idea on the basis that it would compete for Budehaven's students.

North Cornwall Primary Heads Cluster Group and Area Governors – 10th October 2011

The aim was both to make local primaries aware, obtain their feedback and also to ask that they allow Route 39 to pass information to parents. The cluster group, which includes the head of Budehaven secondary school, made the decision that Route 39 could not communicate to parents through their schools.

Bideford College: 14th November 2011

The Route 39 steering committee met with the head teacher, [REDACTED], and two deputy heads at Bideford College. The meeting was friendly but [REDACTED] was concerned about competition for students.

The Small School, Hartland: 14th November 2011

The Small School is a small, privately funded, alternative provision in Hartland ([REDACTED]). The proposed Route 39 application was discussed with the head teacher, [REDACTED]. [REDACTED] was invited to a presentation in Hartland, which she attended. Route 39 is meeting Small School Trustees in early March to discuss possible future collaboration.

Holsworthy College: 21st November 2011

The head teacher, [REDACTED], was interested in the proposal and gave the impression he expected it to go ahead. He was keen to retain communication with the group, particularly if it was successful, to help him plan future years. He was also interested in how we were going to provide a sixth form.

Great Torrington Community School: 28th November 2011

The head teacher, [REDACTED], cancelled at short notice and would not entertain rescheduling.

Bideford Local Learning Community

Route 39 contacted [REDACTED], chair of the Bideford Learning Community which includes the head of Bideford College and the heads of its feeder primaries. [REDACTED] attended one of our presentations where he was concerned about the impact of a new school on Bideford College. For this reason, he said that Route 39 could not contact parents through the primaries.

Kingsley School, Bideford (independent): 29th November 2011

The head teacher, [REDACTED], attended a presentation at Bucks Cross, and engaged with the group afterwards. He responded very positively to the vision.

Engaging with the media

Route 39 have spent some time managing our own press and PR to raise the profile of Route 39 and communicate information about the school. This has resulted in a number of successes:

Web coverage

BBC Devon News website:
[REDACTED]

Radio coverage

BBC Radio Devon Breakfast Show – 18th November 2010

BBC Radio Devon devoted the whole breakfast show to our Free School Proposal. They used pre-recorded interviews from the Route 39 steering committee and had also recorded an interview from [REDACTED], Head teacher at Holsworthy College to provide balance. [REDACTED] was also interviewed for the show.

Heart FM Devon – 28th November 2010

Interview on the Free School proposal which was broadcast as an item in the news.

Print coverage

We have had articles printed in a range of parish magazines and local newspapers:.

Western Morning News - circulation 31,058 (Devon and Cornwall)

North Devon Journal - circulation 26,774 (Bude, Bideford, Barnstaple, Torrington, Holsworthy)

Bude and Stratton - circulation 3585 (Bude area)

North Devon Gazette - circulation 1200 (Bideford, Barnstaple)

Bideford Post - circulation 10000 (Bideford, Westward Ho!, Appledore, Northam)

Some examples are included in Annex C.

Barriers to engagement

Engaging with the community has presented many challenges to Route 39. We feel the sign-ups at this stage do not reflect the real demand for a number of reasons:

Earlier Free School bid

In May 2011, the Bude area was subject to an aggressive, poorly-conceived and ultimately unsuccessful Free School bid by an outside sponsor organisation called Yorkshire Nationwide Schools. This generated significant scepticism towards the Free School movement from all sections of the community. Route 39 have had to work very hard simply to repair this damage, and then establish that their approach comes from the community and is very different.

Local primary schools

Primary education in the area is provided by a number of small village primaries. These schools meet regularly with the head teacher of the local secondary school as a 'Cluster Group' or 'Learning Community'. Route 39 has made every effort to liaise with both primary and secondary schools from the outset. We know that individual head teachers and governors are quietly supportive of the project. However, an executive decision was made by these clusters very early on not to allow us to communicate with parents through the schools. The historic relationship with the existing secondary school and the legacy of the earlier Free School bid were, to a large extent, responsible for this.

Geographical challenges

Our marketing area stretches along a 30 mile section of the A39. This area consists of many small, rural communities which are geographically dispersed and sometimes rather isolated. The communities are conservative and traditional. All have their own distinctive identities and institutions. We are a purely parent-led group and it has required much ingenuity, time and hard work to communicate our proposal across such a widespread area.

E2: Demonstrate how you intend to reach out to the wider community

Route 39's vision is to create a smaller, close-knit rural secondary school to expand choice, raise *aspirations*, and support the rural community in North Devon and Cornwall.

Our marketing strategy currently and in the future aims to make Route 39 appealing to the widest possible audience in our area. This audience has the following characteristics which we have considered carefully in formulating our plans for the school, and our marketing strategy to communicate them.

- Families live in isolated farms, scattered villages and small towns across a wide area -essentially a typical rural community.
- Public transport is limited and travel may be very restricted for disadvantaged families with limited access to a private vehicle.
- Families live a significant distance from the cultural influences and employment opportunities of a major urban centre.
- Not all households have access to the internet, either because they do not own a PC or because connection can be unreliable in some rural areas. Homes do not as yet have access to super-fast broadband.
- In many cases both parents work. Those working on farms tend to work long hours and others have to rely on seasonal work and take several part-time jobs to derive a sufficient income.
- Children are educated at primary level in small village schools which play a pivotal role for supporting families in the communities.
- At age 11, children go to a large urban school some distance from their local village, often requiring more than one bus journey.

Our approach: To appeal to the widest possible community

The *Route 39 Free School* will be attractive to pupils in our area, of all backgrounds and abilities, because it will engage with the realities of our communities and the personal needs of each and every family and student:

Route 39 will be a *small rural school* (500 students plus, in time, a sixth form of 150 students). This will make the transition to secondary school for children who have been at small village primary schools easier and will reduce travelling time for many students. The size and location will reflect the way our community is structured in North Devon and Cornwall.

Our *extended opening hours* will support more deprived families by providing a safe, adult- and technology-supported environment for children to complete their personal study which removes the inequalities of work completed at home. All students will have the same access to a broad range

of extra-curricular activities. The longer school day will also support working parents by reflecting the average working day and also prepare students for the world of work.

The approach we have taken to *mentoring* and support for all pupils via one-to-one sessions with a specific teacher once a week means that all abilities, backgrounds and situations can be managed. Providing a regular meeting with a tutor once a week will support every student and also manage any external issues that are impacting on pupil's lives.

Providing a *personal learning strategy* for every student, which allows them to progress at a pace and learn in ways which suit them, will mean that students of all abilities and backgrounds can fulfil their potential. Students will develop an understanding of their strengths and preferred working environments, allowing them to make the right career decisions in the future.

Our fundamental focus on *developing key competencies* will equip all students to thrive in the challenging economic climate of North Devon, providing them with the skills necessary to succeed in the workplace or higher education.

By offering a *broad and balanced curriculum* which is taught at the highest standards, students will be able to follow academic pathways or have access to vocational qualifications which will provide them with skills which reflect the opportunities and challenges of the local area.

Reaching out to parents with *regular parent contact and support* will enable parents from the widest possible range of backgrounds to remain fully engaged with their children's education – a fact we know is vital to their child's success at secondary school. Initial home visits will enable the school to establish strong relationships with the families and identify those needing additional support.

The school ethos of *Engage, Respect, Aspire*, which will permeate the culture of the school, will ensure that ALL pupils at Route 39 have a coherent understanding of the expectations of them as a member of the school and wider community. This will remove uncertainty and the subsequent failure which can impact on the less able and unmotivated. Students will be ambassadors for the school and be regarded as positive contributors to their communities.

The Route 39 Free School will bring a *diverse range of experiences and opportunities* to its students, incorporating the environment local business and expertise into the curriculum, bringing in outside speakers and building partnerships with other schools and organisations. This will improve student outcomes by broadening horizons, providing opportunities and professional careers, particularly for those from deprived backgrounds and more isolated communities. It will also make students proud of where they come from.

By *celebrating achievement* of students from all backgrounds, Route 39 will demonstrate to its students and the wider community that we can all achieve, not just a privileged few and not just those from other areas. Our aim is to raise *aspirations* of the students, who will in turn invest their energy and motivation into their local communities.

Our marketing plan: To reach the widest possible community

Route 39 are committed to being fully inclusive which means communicating the above characteristics to the widest possible community with explicit focus on deprived families in the area who are perhaps without transport or access to the internet.

In the first six months of Route 39, we have tried a number of marketing approaches to engage with parents and overcome the barriers. Some have been successful, others less so. We are now focusing on building on the successes and will use our experience to carry out a rolling programme of marketing from March onwards to ensure we continue to increase demand for Route 39 within the community.

Pre-approval strategy

Pre-schools, Surestart centres, local clubs and activity groups

To compensate for our lack of access to the primary schools, we have discovered that these groups provide an excellent point of contact with parents and cater for children from a broad range of backgrounds. Football, rugby, swimming and dance groups are well attended locally. We will continue to attend their AGMs, committee meetings and coffee mornings.

Local Events

Particularly during the summer, a wide variety of village fetes and annual events take place in this locality. We will ensure we have a strong presence at as many of these as possible.

Family Fun Days

On the back of the great success of the Milky Way we would like to organise a spring/summer orientated event eg a 'sausage sizzle' and family games at a local beach or park.

Activating supporters

This is a key strategy in overcoming geographical barriers. Much more can and will be done to activate supporters. Our aim is to have active supporters in each community who can be a local point of contact for parents, arrange

events and distribute information. We are currently organising a supporters drinks evening.

Engaging with local business

Meeting with local employers and businesses is already a priority for Route 39. We will continue to pursue these relationships and already have a number of meetings in the diary. The local workforce are all potential parents who we hope to reach via their place of work and involve in the school's development.

Student discussion groups

Route 39 have been approached by some sixteen year olds who have heard about the school and are keen to offer their feedback and ideas. These discussion groups with older children will serve to raise the profile of the school within their families. The Young Farmers organisation is an excellent point of contact for this.

Reaching all our community

We will continue to improve our website and develop our use of Facebook and Twitter. However, we recognise that not all our target audience has regular access to this, so will use it in combination with printed media.

From our experience to date we have found the most useful channels are as follows:

- North Devon Journal - This is read widely, covers our target area and is prominent in local newsagents. They have been keen to publish our articles which have then generated useful comment and debate from their own journalists and the general public. We hope to run a children's competition feature next month.
- Village magazines – These are also happy to publish our information, are delivered free monthly to every household and are typically read.
- We intend to publish information in the Primary Times Magazine. This is placed, free of charge, in the book bag of every child and is widely read as a source of information about local events and support for families.

We will continue to seek out PR opportunities e.g. via local radio.

We are also exploring the possibility of direct mail to every house in our proposed catchment area. We would look at securing local business sponsorship for this.

Updating everyone

We will continue to post regular updates on the website and in the local press and to send out email newsletters to the parents who have signed-up.

Pre-opening strategy

We envisage that there will be new opportunities for marketing during the pre-opening period, with the allocation of a marketing budget and the opening of more doors for community engagement.

Local primary schools

Local primary schools are providing a very good standard of care and education for local families, playing a central role within their communities. For this reason, we will invest significant effort into building strong relationships.

We are extremely confident that, once the Route 39 school is given approval and its commitment to the community and to raising educational standards starts to become actual, the primaries will be open to engagement.

- We will join the cluster groups as soon as possible and initiate collaboration with primary school heads, governors and teachers from the pre-opening stage onwards.
- We will communicate to parents through information in bookbags.
- We will hold information events for prospective parents and students within the schools.
- Once up and running, we would open up the school to local primary children for educational days and extra-curricular activities (based around our land-based learning, community workshops and outside speaker events.)
- We will offer familiarisation days for year 6 students.
- We will ask our year 7 students to liaise back with their former schools: writing letters, making visits, playing mentor roles.

The Milky Way event

The free day event at the Milky Way was very successful because it attracted a large number of parents from a wide variety of social backgrounds and these parents took the opportunity to actively engage with the school plans. We will use this venue as an annual celebration of the school for local families, to create an opportunity to meet the school team, share information and ideas and have fun together.

Direct mail

In the two terms before school applications are to be completed we will write individually to each parent in our target area, presenting the ethos of Route 39 and encouraging them to find out more about the school. This will be distributed via the schools or Royal Mail, rather than via the internet which might limit our reach to parents of deprived backgrounds.

'Meet the Principal'

As soon as the Principal is appointed we will ensure that prospective parents have as much contact as possible. We would anticipate these meetings to take place in each village, preferably at the primary schools, so that they are as accessible as possible to parents from all backgrounds.

'Design your school' workshops

We would like to involve local children from the outset in the school and anticipate holding accessible events and competitions within the villages and primary schools where local children can feed in their ideas for their ideal school, design a uniform, create sculptures and art. We would like to involve local business at this stage and organisations which reflect our environmental ethos such as the Eden Project and Yarnier Trust. We will continue this approach once the school is up and running so local families feel part of the very fabric of the school.

The media

We will continue to present our message in the media every month using:

- Village magazines (delivered free to every household)
- Primary Times Magazine (free in the book bag of every child)
- Local newspapers
- Local radio

Ongoing development of marketing material

We will continue to develop the Route 39 marketing material which will include:

- An improved and engaging website
- A range of YouTube videos of students and parents talking about their aspirations for themselves and the school.
- Printed material to be distributed via the primary schools and Royal Mail.
- A Prospectus which can be mailed to all parents, primary heads, key local employers and media outlets.

The school as a resource for the wider community

From the outset, we have regarded our proposed school as a 'community learning hub' and have communicated it to the public as such. In an area with very limited resources, it is vital that the spaces and facilities are maximised to benefit all sections of the local population.

With a geographical location on the A39, situated between the existing secondary schools and surrounded by a number of village primaries, we would also like to be a link which facilitates collaboration between the schools.

- From its opening, Route 39 will offer *adult learning opportunities* to the community at large. These will include basic skills and more

technical qualifications including land-based qualifications. We have already established links to Duchy College and their Rural Business School.

- Route 39 will *share its facilities* with the wider community allowing other schools and the general public to take advantage of spaces and equipment. This will be very important for rural communities who currently have limited access to facilities such as a library, theatre, meeting rooms, ICT and sports facilities.
- Route 39 will offer an *extended school day*. This is primarily aimed to support parents who work and therefore to support the local economy, but also to support students who struggle to cope with homework due to lack of technology and/or a space to work in their own home.
- We will regularly *invite members of our community to speak* at the school about their areas of expertise. We see this as a vital way to market the school and also to create a sense of cohesion amongst the various sections of our community.
- Students will be supported to take on real work based roles within the community and *participate in voluntary work*. Examples being working with the National Trust, libraries, activities in primary schools and horticulture. This will give them an understanding of the communities and their abilities to make meaningful contributions to others.
- Route 39 aspires to be a hub to showcase and *facilitate enterprise* within the community. We will seek to use the business needs of our school as springboard for local rural businesses, e.g. catering and ICT support.
- Route 39 aim to work with Torridge District Council and Devon County Council to realise their aims to provide a *sustainable transport solution* in this rural community.
- Route 39 will include *office and workshop space* that will be rented to local businesses and we hope that this will result in students taking their *work experience* in a local business. It will also contribute to regenerating the rural community. We will also engage directly with local business organisations to encourage them both to provide talks and to assist in defining the business skills the school will focus on.
- Route 39 will explore all ideas of making the school a *year-round concern*. For example, the idea of linking the school to the North Devon Biosphere Reserve as an educational and tourism resource is being discussed.

Managing our extended school

- We will appoint a site Operations Manager who will be responsible for managing all aspects of our extended school.
- To promote the school widely amongst the community we will nominate a member of the Governing Body to actively seek out further opportunities for the school in and around the area.

Meeting local politicians

We have met with local politicians to generate support at local and national level.

- [REDACTED], [REDACTED] ([REDACTED])
- [REDACTED], [REDACTED] ([REDACTED])
- [REDACTED], [REDACTED] ([REDACTED])
- [REDACTED], [REDACTED] ([REDACTED])
- Geoffrey Cox, MP for Torridge and West Devon

“As [REDACTED], and previously for [REDACTED], I can see immense value in the creation of a new secondary school on the A39 corridor between Bideford and Bude. Parents are crying out for closer alternatives for their children, and I believe that the ideas and values behind ‘Route 39’ will meet the needs of the local communities.”

[REDACTED], [REDACTED], Clovelly

“I write within my role as [REDACTED] for [REDACTED]. Firstly, I feel it prudent to thank the many people involved in this project, for their passion, drive and commitment so far. This proposed new school will directly impact on the wards I cover and general feedback has been positive. It will always be difficult to commit people to sign their children up for something that does not exist yet, however, despite this, there is support in this area.

It is my opinion that this school can only be a positive asset to our local community and perhaps further afield, as it will offer an extra choice which can only be beneficial.

It is with this in mind that I give my whole hearted support to this community asset and urge you to do the same.”

[REDACTED], [REDACTED], Hartland

Meeting local businesses

Engagement with local business is an ongoing priority for Route 39. We have personally invited influential local figures and local employers to our consultation meetings. We have also had individual meetings with the following:

██████████

██████████

“The “Route 39” project is an exciting opportunity which is already raising the hopes and aspirations of local families. Its inception would also bring much needed investment into an area that is currently classified as one of the most deprived in the England”

██████████ MBE.

North Devon Plus

On 6th February, Route 39 met ██████████ and ██████████ of North Devon Plus (www.northdevonplus.com), an organisation coordinating regeneration, tourism, and business development in this area. The meeting was extremely positive. The potential for local businesses to be involved in shaping the school, making education relevant to the students and in collaborating to create a skilled and entrepreneurial workforce for North Devon was discussed in depth. North Devon Plus has offered to help bring together representatives from important local business for further discussions with the group.

Duchy College

Route 39 met with ██████████, ██████████, and his leadership team. Duchy College is a high quality provider of rural development with an international reputation. They have a deep understanding of the issues we face building a centre of learning excellence in and for the rural community. They have experience of converting a farm site into an outstanding teaching college.

They are already teaching students from the North Devon area: they transport 70 students from schools in Barnstaple, Bideford, Torrington, Holsworthy and Bude, to their sites in Cornwall. This involves bus journeys of 1-2 hours. Duchy was supportive of the Route 39 vision, and of the idea of working in collaboration to deliver land-based qualifications, both on their site, as well as the Route 39 site. They felt confident they could support and integrate Route

39 staff development into their existing programme, and look at transport solutions.

RHS Rosemoor

Route 39 has spoken to [REDACTED] ([REDACTED]) and [REDACTED] ([REDACTED]) of RHS Rosemoor (www.rhs.org.uk/gardens/rosemoor) about how the organisation could become involved with the school and perhaps link up to deliver qualifications in Horticulture. RHS Rosemoor are very interested in how we could pursue the potential links between us and work together. They would be very supportive of ways to marry the teaching of food and horticulture.

Eden Project

On 9th February, Route 39 met with [REDACTED], [REDACTED] at the Eden Project (www.edenproject.com), to discuss sustainability of a school building and incorporating ecological principles into an education plan. It was felt that the principles of Route 39 married very closely with those of the Eden Project and that there could be many opportunities for the organisations to work together. Another meeting will be arranged to explore this further.

Yarner Trust

The Yarner Trust (www.yarnertrust.org) is a charity running adult courses in sustainable living, family activities, environmental arts camps, and school visits.

'I would like to offer my support for this well researched and much needed education project. Both as [REDACTED], and [REDACTED], and as a parent, I admire the principles and positive approach the project embodies.'

As [REDACTED] I have seen the weaknesses from within the system and see that this fresh approach could vastly improve teacher's motivation and students aspirations for excellence.'

As manager of the Trust, we welcome educational day and residential visits, offering practical skills, team building and improvements in self esteem as the foundation for the learning that takes place consequently. As an area of social, cultural and educational deprivation, children's needs have been overlooked for too long, limiting their expectations and employment opportunities. It's time to change the opportunities we offer young people in this area.'

[REDACTED], [REDACTED]

[REDACTED]

[REDACTED]. We met with [REDACTED] in August and have arranged another meeting for mid-March.

'Route 39 is an inspiring new vision for education. Britain needs education which complements the three 'R's with three 'H's – Head, Heart and Hands. This new school sets out to create a true partnership between parents, children, teachers, local community and the government. We need such innovative examples in order to have continual renewal in education.'

- [REDACTED]

Meeting Devon Local Authority

We have had a number of meetings with Devon Local Authority and have also been in communication by email. Our relationship with the Authority is positive and productive and they are supportive of the application. They have identified a future need for educational provision within the Bideford area to cater for future population expansion and have provided a statement of support which can be found below.

Meeting with Devon County Council: 7th November 2011

[REDACTED] ([REDACTED]), [REDACTED] ([REDACTED]), and [REDACTED] ([REDACTED]).

Both LAs noted there had been a change in demographics with an increasing number of young families moving into the area from the cities. Devon had prepared for the meeting with information on the area and said they were actively looking for future secondary school provision for the Bideford area because of the large-scale development planned.

Cornwall did not have any up-to-date figures available regarding the pupil numbers, the proposed developments in the area or change in Demographics.

Second meeting with Devon County Council : 27th January 2011

[REDACTED] ([REDACTED])
[REDACTED] ([REDACTED])
[REDACTED] ([REDACTED])

Devon remain supportive of the proposal despite having had representations made to them by local schools and teaching unions. They offered to review

the application and offer supporting text. They also felt the founders and those running this Free School could help support new applicants in the future.

██████████, ██████████ commented in an email:

"We were very impressed with your vision and your enthusiasm. You also made it very clear that you are keen to work in collaboration. These are all strong points in your favour and are key messages to put out."

They have also provided us with a statement of support:

"In a large rural Local Authority, there will inevitably be reduced choice and diversity for parents and students when compared to more urban and city areas. Devon County Council welcomes free schools and sees the potential for increased choice and to bring new educational emphasis and opportunities to address needs currently not on offer. Devon would expect new providers to work in collaboration with existing provision to ensure a diverse and sustainable pattern of provision.

Whilst at primary level, Devon's work with its schools has developed a diverse landscape, at secondary level this has been more difficult due to the physical constraints of the County, in particular transport. Only in Devon's city and largest town do parents have a choice in secondary school and elsewhere, only those parents who are able to overcome transport issues or can assess the independent sector are able to consider anything other than their local school. Rurality is particularly pertinent in North Devon.

To put this into context, Secondary aged children living in the Hartland Primary Designated Area (of which there were 76 in Spring 2011) can expect to travel distances of approximately 10 and 15 miles to get to Bideford Community College, similarly children living in the Woolsey Primary Designated Area (of which there were 77 in Spring 2011) can expect to travel distances of approximately 6 and 12 miles to get to the secondary school. The majority of children will travel by bus and whilst the A39 itself is a good transport link, it can be challenging reaching more rural areas and inevitably impacts on children's ability to engage in extra curricular and social activities.

The two main towns in North Devon, Bideford and Barnstaple, are currently experiencing an increase in

primary numbers due to inward migration and increased birth rates, however more rural villages are generally seeing a reduction in numbers. Both towns have been identified by their respective Local Planning Authorities as areas of high housing growth and Devon County Council has identified the need for additional and potentially new secondary provision, early indications suggest this will be towards Bideford rather than Barnstaple.

Based on the above, Devon can confirm the proposal would increase choice and diversity for parents at secondary and would direct provision towards Bideford rather than Cornwall to ensure sustainability. Whilst long term planning of pupil places is subject to many variables (migration, birth rates, housing etc.), Devon is projecting the need to commission additional secondary places in and around Bideford towards the end of the decade.”

Additional research into proposed new homes

In recent years there has been a marked shift in demographic projections. Previously projections showed a bias towards the older population this has now seen a shift towards the national average demographic profile. This is attributed in part due to a desire for a rural living environment but more through the Internet providing more opportunities for employment in rural areas. The indications are that this is drawing families into the area and this is likely to increase with the implementation of the Internet superhighway strategy over the next few years. Devon County Council forecast the population of the same aged group would grow by 7.5% between 2008 and 2023 (Devon County Council, 2008).

To cater for increases in population and also to address a lack of affordable housing, the local Core Strategy envisages an annual increase in dwellings of 535 per annum in Torridge. Between 2006 and 2026 an additional 6,100 dwellings are forecast for Bideford and 4,000 in and around key villages in the district.

Section F: Capacity and capability

In this section we demonstrate our capacity to deliver our vision over a range of different expertise. To avoid repetition we begin by listing the key people who are involved in the application both now, through pre-opening to post-opening.

We then address each requirement to demonstrate expertise. For ease of navigation in this section:

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Key people and resources

We have identified the following key people to ensure the delivery of the vision in a timely and cost effective manner. Legal expertise is the one key area of weakness and we are working to address this.

Route 39 steering group and Governing Body

Below are the initial members of the steering group who we would envisage becoming the founding members of the governing body.

Route 39 steering group skills analysis

	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Time commitment	•••	•••	•••	•••	•••	•••
Curriculum planning	✓✓				✓✓✓	✓✓✓
School leadership					✓✓✓	✓✓
School finance	✓✓✓				✓✓✓	✓✓
School governance	✓✓✓				✓✓✓	✓
Recruitment/HR	✓✓		✓	✓	✓✓✓	✓✓
Project management	✓✓✓	✓✓	✓	✓✓✓	✓✓	✓✓
Procurement	✓✓				✓✓✓	✓
Media / communications	✓	✓✓	✓✓✓	✓	✓✓	✓✓
Marketing	✓	✓✓	✓	✓✓✓	✓✓	✓✓
Legal	✓				✓✓	✓

Key:

Time commitment:

Extensive, > 4 hrs a week	•••
Moderate, < 4 hrs a week	••
Limited/oversight capacity	•

Skills:

Direct relevant experience	✓✓✓
Strong relevant experience	✓✓
General background/experience	✓

[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]

REDACTED

REDACTED

Additional application and pre-opening assistance

REDACTED, Gale & Snowden Architects

REDACTED

REDACTED, Gale & Snowden Architects

REDACTED

Provider – Pearson School Improvement

Route 39 is a parent led Free School proposer that has been supported in realising its vision through the support of educationalists along with the provider Pearson who we have chosen to work with on a pro bono basis to produce this application. Full details of how we chose Pearson can be found in D1 on page 31.

Route 39 has therefore formed a voluntary partnership with Pearson Education and in particular with the Pearson School Improvement team. This partnership is based on the Route 39 educational vision and ethos. The partnership is expressed in a Memorandum of Understanding and subject to a

procurement process. Pearson is working with Route 39 at this stage on a pro-bono basis with the further understanding that there will be no retrospective payments and is fully aware they have no guarantee of a contract. If this application is successful, they understand there will be a full, open procurement process in line with EU regulations where they will be invited to apply for the contract.

In addition, the Route 39 Free School intends to become - and has provisionally been accepted as a member of the Challenge Partnership. The Challenge Partnership is a collaborative group of schools focused on school improvement. A preliminary agreement has been made with the partnership which means that our school will form a close relationship with Kingsbridge Community College in Devon and [REDACTED]. Kingsbridge has been judged as 'outstanding' by Ofsted and is a designated national teaching school. The partnership provides a vehicle for schools that wish to retain their individuality yet learn from the best of their peers.

Key members of the Pearson School Improvement team are listed below along with a skills analysis to illustrate how they may support pre-opening.

	[REDACTED]	[REDACTED]	[REDACTED]
Time commitment	••	••	•••
Curriculum planning			✓✓✓
School leadership		✓✓✓	
School governance	✓✓✓	✓✓✓	
Project management	✓✓✓		

Key:

Time commitment:

Extensive, > 4 hrs a week •••

Moderate, < 4 hrs a week ••

Limited/oversight capacity •

Skills:

Direct relevant experience ✓✓✓

Strong relevant experience ✓✓

General background/experience ✓

[REDACTED] : [REDACTED]

[REDACTED]

[REDACTED] [REDACTED]
[REDACTED]

[REDACTED] - [REDACTED]
[REDACTED]



Summary

The partnership with Pearson is subject to a procurement process although we have now defined the key components of such a partnership. Of key importance is that any provider can provide all three of the following components in order to provide a high level of consistency and also to be held accountable for outcomes to the governors.

1) School Management

Through this partnership we are looking for a third party to provide the leadership team for the school including principal, vice principal, teachers and finance manager/bursar .

2) Educational resources

In order to ensure consistency in terms of delivery and also full and clear accountability for the provider, we want the third party to provide or to commission an educational resource solution that will enable the school to deliver the vision. This should include content, curriculum resources, assessment, performance tracking, portfolio and any systems or platforms that are required.

3) Continuous Improvement model

We want the third party to provide or commission any implementation and operational support that is required for the delivery of the vision. This might include training and development programs for staff, school performance tracking models, school organisational support etc.

F1: Access to appropriate and sufficient educational expertise to deliver the vision

Educational expertise – key people

Within our steering group we have three people with strong or direct educational expertise to deliver the vision.

Time commitment
Curriculum planning	✓✓	✓✓✓	✓✓✓	✓✓✓
School leadership		✓✓✓	✓✓	
School finance	✓✓✓	✓✓✓	✓✓	
School governance	✓✓	✓✓✓	✓	
Recruitment/HR	✓✓	✓✓✓	✓✓	
Project management	✓✓✓	✓✓	✓✓	
Procurement	✓✓	✓✓✓	✓	
Media / communications	✓	✓✓	✓✓	
Marketing	✓	✓✓	✓✓	
Legal	✓	✓✓	✓	

██████████ ██████████.

██████████ ██████████.

██████████ ██████████.

██████████ ██████████.

Links we are establishing with the *Challenge Partnership* will also provide access to the expertise of local National Teaching Schools and will also act as a source of good and outstanding teachers and leaders to realise the vision.

We believe we have put in place a wide ranging expert team who are fully capable of delivering our vision.

Educational excellence using the Pearson School

Model

Route 39 chose to work with Pearson in the belief that they above other providers could deliver the educational excellence and expertise our vision demands.

Outstanding teaching and leadership

Central to achieving Route 39's vision is establishing outstanding teaching and leadership. These are critical foundations that need to be in place to realise our vision.

This focus forms one of three important aspects of what Pearson have developed in the Pearson School Model (PSM), developed based on the latest research from OECD, McKinsey, school leaders, teachers and students.

The PSM provides Route 39 with a School Transformation programme influenced by McKinsey's 2010 report *How the World's Most Improved School Systems Keep Getting Better*. ██████████, the lead author of this report, is now ██████████. This provides us with a set of assessments and interventions that allow us to continually monitor the standards of the school and provide a pathway for improvement. An illustration of this matrix is given overleaf.

The PSM will help us to refine and systematise the processes we use to improve, building the capacity of our school so that improvement is embedded and sustainable.

In particular, the PSM adopts a distinctive approach to transforming pedagogy that draws on the National Teaching School model. This has its origins in the ground breaking work led by ██████████, in one of their pilot schools: Ravens Wood School in Bromley (one of the schools participating in Pearson's pilot phase). This approach ensures that knowledge and skills are constantly enriched, developed and shared among teachers and leaders. To support this Route 39 will be linked with other schools using the Pearson

approach to provide opportunities to improve teaching through assisted teaching practice and engage in structured opportunities to reflect on teaching approaches.

One of the key reasons we are interested in adopting the PSM is because it will support our school across a range of different dimensions of improvement, with clusters of interventions designed to raise our level of performance in particular strategic areas such as this. This will enable us to move from one performance stage and state of effectiveness to the next.



The PSM also supports our focus on outstanding teaching and leadership by providing:

- Coaching to support data analysis and data sharing, to enable schools to manage their performance across key areas more effectively.
- Intervention strategies targeted to support particular dimensions of improvement and move schools from one performance stage to the next. Examples include:
 - Professional and leadership development for leaders to define roles and responsibilities and organisational structures aligned to key drivers of success in the PSM.
 - Strategies to spot talent and grow leadership potential across these areas within schools.
 - Professional development, coaching support programmes and access to Advanced Skills Teacher trainers to support the development of tutoring and improvements in teaching using the ALG.

Learning excellence

Pearson share the same *aspirations* as Route 39 for students in seeking to not only improve outcomes but also transform how students learn and making the learning process more engaging, exciting and relevant. They share our vision that we want our students to gain the skills they need if they are to become active citizens and contribute towards both work and life.

Route 39 propose to deliver their vision utilising two key components of the PSM:

1. Cornerstones for Learning

While the Route 39 Free School will focus on excellence in results, our vision recognises that the modern curriculum needs to provide broader skills than those reflected by traditional academic achievement. This is a vision shared by Pearson and fundamental to the PSM in what they term Cornerstones for Learning.

These encompass the uncertified elements such as opportunities to develop other skills and abilities which will prepare students more effectively for life and work. They also encapsulate our aims for the school culture, procedures and who the roles and responsibilities of teachers and students are defined.

Our vision is supported by Pearson's own research which indicates that if young people are to excel they need to learn and to develop and balance a range of different personal attributes. They maintain that by accepting the value of each of these Cornerstones for Learning, learning becomes

more rewarding. The four cornerstones are knowing, thinking, doing and becoming, they are described in detail on page 32.

2. The Always Learning Gateway

Delivering such an ambitious vision requires a system which not only supports the learner but the teacher too. We believe we have found the foremost system to achieve this in Pearson's Always Learning Gateway (ALG) which integrates content, pedagogy, progression, assessment and resources into a student facing online learning resource. This intuitive, easy to use system includes guidance, resources and assessments integrated into a coherent sequence of study that also assists the teacher in delivering outstanding teaching and keeping track of student progress.

The content in the ALG has been developed by nationally recognised authors and outstanding teachers from a group of pilot schools. It merges video from the Heinemann video gallery, custom made content and print resources. Some of the subject experts contributing are: [REDACTED] and [REDACTED] in modern languages; [REDACTED], [REDACTED] and [REDACTED] in English; [REDACTED] and [REDACTED] in history; Senior Advisors from the former National Strategies mathematics and science teams.

The content has been developed to interweave the Cornerstones for Learning into each unit of work. Each unit lasts for six weeks or half a term. Each unit focusses on learning skills and knowledge for a subject or theme that leads to them being able to answer a 'big question'. The system encourages students to become more effective learners and integrate a range of individual, small and larger group activities.

Should Pearson become our provider they have already stated a commitment to support us in extending the ALG to build the capability of our teachers to adopt more personalised approaches to student progression. This will help us to achieve our long term aim: for students, increasingly, to progress with respect to stage of development, rather than by age.

We are also attracted to the ALG as a system that Pearson is committed to continually extend, evolve and improve. Initially the ALG has been focused on English Baccalaureate subjects and feedback from this first stage of implementation is being fed back to improve the product further. This dynamic feedback loop where users of the system have a say in its future progress and development is particularly exciting.

Utilising a web based system as the ALG provides us with four additional benefits. The first is the ability for both students and teachers to access it from anywhere they have an internet connection, removing boundaries for learning. This will enable our students to take control of their learning supported by the weekly tutorials. We believe this will greatly assist children across the widest spectrum of abilities to achieve or exceed their

targets.

Children are increasingly comfortable with technology and often use it more naturally and effectively than those of older generations. They appreciate its capacity for non-judgemental learning, experimentation and assessment. This makes it an immensely powerful tool in realising a child's full potential.

A second additional benefit and one of our key visions is providing parents and guardians with the ability to become more closely involved in their child's learning. The system goes beyond being able to see how a child is progressing. Instead it gives parents the ability to learn with their children. Having access to the curriculum resources ensures that parents feel confident supporting their children and eliminates the fear that they may be teaching a method different to that within the school.

The third additional benefit is in the potential cost savings. Having a cloud based system enables us to consider significant reductions in IT infrastructure purchase and maintenance costs. This gives us the potential to invest in more valuable front-facing technologies that directly benefit the student and teacher.

The fourth additional benefit is collaboration. Being part of a network of schools using the ALG we will be able to learn from and contribute to the best practice in all associated schools. This also provides us with links to schools in other communities increasing our ability to overcome our rural isolation and provide a window outside both nationally and internationally.

Pearson School Model pilot schools

The PSM is currently being piloted across six schools chosen for their variety of cohort and Ofsted ratings. By the time it is implemented in the Route 39 Free School we expect this product to be robust and comprehensive. Within the six pilot schools 50 teachers are using the ALG with approximately 1500 students. Each school, no matter the Ofsted rating, has identified distinctive improvement goals and challenges within the PSM. This is helping Pearson develop the system further and enabling greater transferability across school contexts. The schools in the pilot are:

Ravens Wood School is an Academy for boys in Bromley, Kent with a mixed sixth form. Under the leadership of [REDACTED] the school has been classified as Outstanding for 14 years and has been described by Ofsted as 'exceptional and innovative in all aspects of its work'. The school has recently converted to Academy status and was the lead school involved in the development of the Teaching School Model. (Ravens Wood is also the lead school with which Pearson is developing the Pearson School Model.)

Addington High School is a mixed comprehensive school in Croydon, catering for students aged 11 – 18. It was awarded specialist Visual and Media Arts Status in September 2007, and in its 2009 Ofsted report the

school was classified as Good with good capacity for further improvement. Provision for post 16 education was introduced in 2010.

Westwood Girls' College is a comprehensive school in Croydon. The school has much higher proportions than average of refugees, students from minority ethnic backgrounds, those for whom English is not their first language and looked after children. The school was judged as 'satisfactory' by Ofsted in 2010 and was described as having 'established an ethos in which students from a wide variety of backgrounds learn to appreciate and value their own and each other's cultures'. The school has been a specialist language college for nine years and was awarded Arts specialism in 2008.

Norlington School is a boys comprehensive school in Leyton. Over 90% of the pupils are from ethnic minority communities and around one third are from Pakistani heritage. Two thirds of the students speak English as an additional language. The school was judged as 'satisfactory' by Ofsted in 2009. The proportion of students with special educational needs, particularly those with moderate learning difficulties or behavioural, social and emotional difficulties is high. The school has specialist status in Mathematics and Computing.

King John School is a mixed comprehensive school in Essex with a specialism in mathematics and computing. The school holds the Artsmark and Sportsmark Gold Awards. The school caters for 11 – 18 year olds and has over 1800 pupils- much larger than most secondary schools. The majority of students are White British with very few from minority ethnic backgrounds. Student attainment on entry is above average with far fewer students than average having learning difficulties or disabilities. In 2008 the school was judged as Good with many outstanding features.

Lampton School is an 11-19 comprehensive school in Hounslow. It has over 40 feeder schools and approximately four fifths of the students are from minority ethnic groups. The proportion whose first language is not English is well above that found nationally. In 2008 the school was graded as outstanding by Ofsted whose inspectors said 'at the heart of its success is an unrelenting drive and determination by everyone in the school community to do the best for all the students regardless of ethnicity, ability, or talent'. Lampton is a National Support School with a main specialism in Humanities. The school also holds Training School and Leading Edge status and is part of the London Challenge programme.

Outcomes

We will continually measure the progress of the school as described in section D4 on page 78. We expect that for all the performance indicators identified the average performance of students being educated through the PSM would: -

- Year on Year increase faster or significantly faster than the National average
- Be higher or significantly higher than national average when student characteristics were accounted for

Over time all students' performances, regardless of their characteristics would be above or significantly above the national average.

F2: Access to appropriate and sufficient financial expertise to manage the school budget

In order to ensure the school will have access to sufficient financial expertise we have identified key people throughout the pre and post opening phases.

Position	Governor	Governor	Governor
Time commitment
Curriculum planning	✓✓	✓✓✓	✓✓✓
School leadership		✓✓✓	✓✓
School finance	✓✓	✓✓✓	✓✓
School governance	✓✓	✓✓✓	✓
Recruitment/HR	✓✓	✓✓✓	✓✓
Project management	✓✓✓	✓✓	✓✓
Procurement	✓✓	✓✓✓	✓
Media / communications	✓	✓✓	✓✓
Marketing	✓	✓✓	✓✓
Legal	✓	✓✓	✓

██████████, ██████████ and ██████████ each have financial experience within schools are both part of the steering group and have been identified as governors. ██████████ works for the provider Pearson as ██████████. Full backgrounds on each of these people can be found in Section F1.

These individuals would provide financial oversight both pre and post opening. A business manager would be employed to cover day-to-day financial management once the school has opened. They will report to the governors through the provider. The business manager will work with both the governors and the provider to set school budgets and provide financial planning.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Pearson have also provided us with expertise in preparing our financial plan and will continue to provide assistance pre-opening up until we appoint a provider. Part of the procurement requirements for a provider will be the inclusion of a finance manager to oversee budget planning and day to day financial requirements.

Pearson and the Challenge Partnership will provide an on-going relationship with Kingsbridge School in Devon and their Bursar and Finance department. This will provide additional support for budgeting, reporting, planning and procedures. We would expect this as a minimum from any provider selected.

It is our view that we have put in place the necessary people and links to carry out the following financial obligations of the Free School effectively:

- Financial planning and forecasting
- Producing the annual budget
- Securing the financial IT systems
- Producing strong financial management policies
- Producing robust financial systems and procedure

F3: Access to other relevant expertise to manage the opening and operation of the school

We have identified specific people within the steering group, wider community and the provider who have the expertise to cover the skills needed to open and operate the school. A full list of these people with a summary of their backgrounds is provided on page 157. A summary of relevant skills is given in each of the following expertise sections.

Project start up and management

Within the team we have defined we have first-hand experience of building a new school, managing government projects, business start-up and managing projects within budget and defined timescales.

██████████ ██████████.

██████████ ██████████.

██████████ ██████████.

██████████ ██████████.

School governance

Three members of our steering group have experience of school governance.

██████████ ██████████.

██████████ ██████████.

██████████ ██████████.

Legal and accounting

We have already identified skills within the group that cover the financial requirements of the school. The day-to-day accounting requirements will be covered by the school business manager. Beyond this we may choose to purchase payroll services either through the Challenge Partnership or through Devon LA. We would submit our accounts to an annual independent audit through a local, respected auditor.

Individual members of the group have some legal expertise; however we have identified this as a skills gap. We believe we are in a good position to address this deficit having five possible solutions:

Personal contacts

We will seek to use personal contacts within the legal sector to access the expertise we need. Although possibly not ideal for the long term due to them unlikely being local this would provide us with legal support during the opening phase.

Local provision

We will enter into discussions with local solicitors to ascertain which have direct, relevant experience and determine whether they will provide any assistance.

Challenge partnership

Through the links with the Challenge Partnership we would seek to draw on their access to legal expertise.

Provider

We would look to the provider for assistance in helping with legal support. However we are mindful that it would be inappropriate to request such assistance where there may be a conflict of interest.

Local authority

The local authority has established a commercial arm to sell services into Academies and Free Schools. We would seek to negotiate legal support.

Marketing

We have a significant amount of experience in the group to address the wide variety of marketing needs to ensure the widest community is made aware of the school.

■■■■■■■■■■ ■■■■■■■■■■.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Buildings and site

We have some experience within the steering group on buildings and we have sourced additional support within the local area.

[REDACTED]

[REDACTED]

Information and Communications Technology (ICT)

Within the group and the Provider we have identified the expertise to implement an effective and efficient ICT strategy.

[REDACTED]

[REDACTED]

Human resources

The group has a number of individuals with human resource experience.

[REDACTED]

[REDACTED]

[REDACTED]

Clerk to the governors

We are establishing links to seek a clerk to the governors. We will advertise the vacancy locally and also at the School Governors' One-Stop Shop (<http://www.sgoss.org.uk>).

We will also contact Devon LA and Devon Learning and Development Partnership for support in obtaining a clerk.

Pre-Opening

The following table summarises the needs that will be met by the organisations specified in the pre-opening phase of the school.

	Within School	Provider	Provider Commissions	Third Party
School governance - support and training				NGA First Certificate for at least one or two governors Buy in from LA
Marketing	Governors, then staff when appointed	Provide strategies & materials		
Admission	First year through staff and Governors		First year support from Challenge Partner School	
Communication	Governors, then staff when appointed	Provide strategies, channels, content		Buy in from LA

	Within School	Provider	Provider Commissions	Third Party
Recruitment	Governors, and principal when appointed	Will provide exchange and collaboration across other PSM schools	We will be working with agency like Randstad Education to recruit key members of staff	We will be using local networks and channels to recruit staff
Professional development		Will provide appropriate CPD programs for all teaching staff	Support from Challenge partner school	Third party will provide any additional CPD for staff
Learning resources / equipment	Basic resources and equipment	Will provide access to the Always Learning Gateway	Additional resources might be provided by third party	Third party supplier
Accounting, budgeting, pensions etc.	Governors, then staff when appointed	Support and access to systems	Support Partner School	Outsourcing third party, Buy in from LA
Legal / statutory	Governors, then staff when appointed	Support, guidelines	Support partner school	Buy in from LA
HR system	Local staff capacity	Support	Support	Outsourcing third party
IT infrastructure	Governors, then staff when appointed	Support and guidelines	Support and delivery	Third party supplier
Architecture	Additional pre-opening support	Support and guidelines		Will be provided through PfS
Construction	Governors and pre-opening support	Support and guidelines		Will be provided through PfS
Building maintenance	Governors and staff			Buy in from LA or third party

Post-Opening

The following needs will be met by the organisations specified in the post-opening phase of the school.

	Within School	Provider	Provider Commissions	Third Party
School governance - support and training				NGA First Certificate for at least one or two governors Buy in from LA
Marketing	Staff	Provide strategies & materials		
Admission				Buy in from LA
Communication	Governors, then staff when appointed	Provide strategies, channels, content		Buy in from LA
Recruitment	Governors and principal	Will provide exchange and collaboration across other PSM schools	We will be working with agency like Randstad Education to recruit key members of staff	We will be using local networks and channels to recruit staff
Professional development		Will provide appropriate CPD programs for all teaching staff	Support from Challenge partner school	Third party will provide any additional CPD for staff
Learning resources/equipment	Basic resources and equipment	Will provide access to the Always Learning Gateway	Additional resources might be provided by third party	Third party supplier
Accounting, budgeting, pensions etc.	Staff	Support and access to systems	Support Partner School	Outsourcing third party, Buy in from LA
Legal / statutory	Staff	Support, guidelines	Support partner school	Buy in from LA

	Within School	Provider	Provider Commissions	Third Party
Food	Staff			We will consider a catering arrangement
Transport				We will be looking to LA to fulfil statutory obligations and also working with neighbour schools and looking for support from third party
HR system	Staff	Support	Support	Outsourcing third party, Buy in from LA
IT infrastructure	Staff and infrastructure	Support and guidelines	Support and delivery	Third party supplier
Building maintenance	Governors & Staff			We will consider support from a third party

F4: Staffing Structure

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Pupil numbers							
Secondary	100	200	300	400	500	500	500
Sixth form	-	-	-	-	-	100	200
Total	100	200	300	400	500	600	700
Total teaching staff*							
Total teaching staff*	5.5	11.5	16.8	23.6	29.5	35.0	42.0
Pupils per teach staff	18.2	17.4	17.9	16.9	16.9	17.1	16.7
Total teaching staff + learning mentors*							
Total teaching staff + learning mentors*	8.5	17.5	25.8	35.6	45.5	54.0	63.0
Pupils per teacher + learning mentor	11.8	11.4	11.7	11.2	11.0	11.1	11.1
Total support staff							
Total support staff	3.7	4.9	7.3	8.9	9.5	10	10
Total Staff							
Total Staff	12.2	22.4	33.0	44.5	55.0	64.0	73.0

* Includes 50% principal in first two years.

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Principal	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Vice principal	0	0	1.0	1.0	1.0	1.0	1.0
Lead teacher	1.0	2.0	2.0	3.0	4.0	5.0	6.0
Teacher (e.g. M3)	3.0	7.0	10.0	14.0	17.0	20.0	24.0
Teachers + TLR	1.0	2.0	4.0	6.0	8.0	10.0	12.0
Learning mentors	3.0	6.0	9.0	12.0	16.0	19.0	21.0
Business manager	0.5	1.0	1.0	1.0	1.0	1.0	1.0
Caretaker / site manager	1.0	1.0	1.0	2.0	2.0	2.0	2.0
Admin / reception	1.0	1.0	2.0	2.0	2.0	2.0	2.0
Nurse	0.2	0.4	1.0	1.0	1.0	1.0	1.0
Services (outsourced) **	0.5	1.0	1.0	1.5	2.0	2.0	2.0
Total Staff	12.2	22.4	33.0	44.5	55.0	64.0	73.0

** HR, finance, payroll. Outsourced and equivalent to 1 FTE

The previous table sets out the staffing needs related to students numbers year on year. Each teacher will be timetabled to teach 22.5 hours per week. This allocation will be reduced for those identified as 'Lead' teachers, who will carry additional management responsibilities and will need additional time to carry out those duties. Each Learning Mentor will have a student contact of 28 hours per week.

The total teaching hours per year group per week is 30 hours x 4 teaching groups =120 hours, this will increase year on year as indicated.

Route 39 teaching staff structure

Staffing Requirements in First Two Years after Opening

Each teacher will be allocated to teach 22.5 hours per week, with 2.5 (10%) hours for planning and preparation; each learning mentor contact 30 hours/week. Additional time for staff CPD will be allowed for and planned,. Total teaching hours per year group per week will be 30x4=120. Any additional hours per week will be delivered by support from learning mentors attached to large group teaching for projects using the ALG or by additional peripatetic staff, such as music and games coaches. It is acknowledged that in the first and possibly second year there maybe limits on capacity to deliver some non-core subjects, but every effort will be made to recruit peripatetic and community support at this stage of development for the school.

Exemplar requirements Year 1	
Primary Specialist	2
Scientist/ IT	1
MFL	0.5
maths/English or Humanities (recruit to maximise coverage of core and dependent on skills of primary specialists)	2
Learning Mentors	3

Exemplar requirements Year 2	
Primary Specialist	2
Scientist/ IT	1
MFL	1.5
Humanities	2
maths/IT	2
English/Drama	2
Art/Design/DT	1
Learning mentors	6

We propose that we will employ two primary specialists in the first year of opening to continue and build on the excellent achievements of some of the local primary feeder schools, and to support delivery on a wider range of subjects than can be offered by secondary subject specialist alone. It will also aid a smooth transition for all year 7 students. Using such a transition model has proved highly successful in a number of schools nationally. In subsequent years the primary specialists will continue to work with and support year 7. They will hold the responsibility for liaison with all primary feeder schools and carry out the majority of year 6 interviews with potential students and their parents.

Year 8 teachers will move to more subject specialist delivery as the depth and demand of stepped subject increases. Priority will be given to recruitment of highly skilled maths, English and science specialists. The focus and specialism of each of the teachers above is provided as an example, and the exact profile for each teacher will be finalised during recruitment. We will aim to maximise high quality support for core subjects in the first instance, followed by the remaining EBacc subjects and then all others.

Qualified teaching staff will lead on all EBacc classes and they will be supported with trained learning mentors. Deployment of learning mentors will be based on the needs of the students, e.g. those with identified SEN, and also to maintain sufficiently high staff student ratios during project lessons and active and practical session. Learning mentors will be recruited as far as possible with complementary skills that can support a greater breadth of learning, e.g. P.E. coach, or support for drama, dance or art.

We will aim to eventually have in place a staffing structure of one principal, one vice principal, two Assistant principals/ faculty and leaders, 3 lead/advanced skilled teachers and remaining teaching staff, some of who will carry TLR style responsibility. Learning mentors will carry out all non-teaching pastoral functions.

Start-up phase

We propose that in the first year of opening the staff will include two primary specialists. (See above) Coverage of all the subjects in the first year of the school will be challenging, but the nature of our curriculum and its delivery through the learning platform, will allow us some flexibility and give us an advantage. The exact deployment of staff will depend on the experience of those we recruit, and, with the exception of the principal's specialism, this will not be known until nearer the opening. The following is an exemplar of how we will approach this issue, but will vary according to appointments.

We have planned for 5.5 teachers, which includes a 0.5 teaching commitment from the principal. The remaining five teachers could include part-time posts in the first instance, which would increase the flexibility. We will need an English and a mathematics specialist, and these could be covered by the two primary specialists. We would seek to recruit primary teachers who have been teaching in Year 6, and are able to teach the core subjects in the first year of KS3. The advantage of that would be that they would be able to offer other subjects, which might be typically art or PE.

We would recruit a secondary science specialist, who could also offer ICT. A humanities specialist would cover the project subjects, with the assistance of the learning mentors. MFL and music could be subjects where we would use part-time staff in the first year. We would ensure that one of the teachers was able to take on the role of SENCO for the first year. In addition to the above we would have the 0.5 teaching contribution from the principal.

In subsequent years the primary specialists will continue to work with and support year 7, hold the responsibility for liaison with all primary feeder schools and, in partnership with the SENCO, carry out the majority of year 6 interviews with potential students and their parents.

Year 8 teacher recruitment will move towards more subject specialist profile as the depth and demand of stepped subject increases. Priority will be given to recruitment of highly skilled maths, English and science specialist in the first instance, moving towards a breadth of specialisms as the school grows.

Senior management

In the first two years the principal will be the only senior manager. The principal will have overall responsibility for the development of the school, including the implementation of the new curriculum and the development of the pastoral system. They will be supported by the lead teachers for the curriculum and the learning mentors for the pastoral side. The principal will also teach a half timetable for at least the first two years.

An example of subsequent growth would be, in the third year a vice principal will be appointed, and one of the assistant principals, who will take over the leadership of English or mathematics from one of the lead teachers, and be

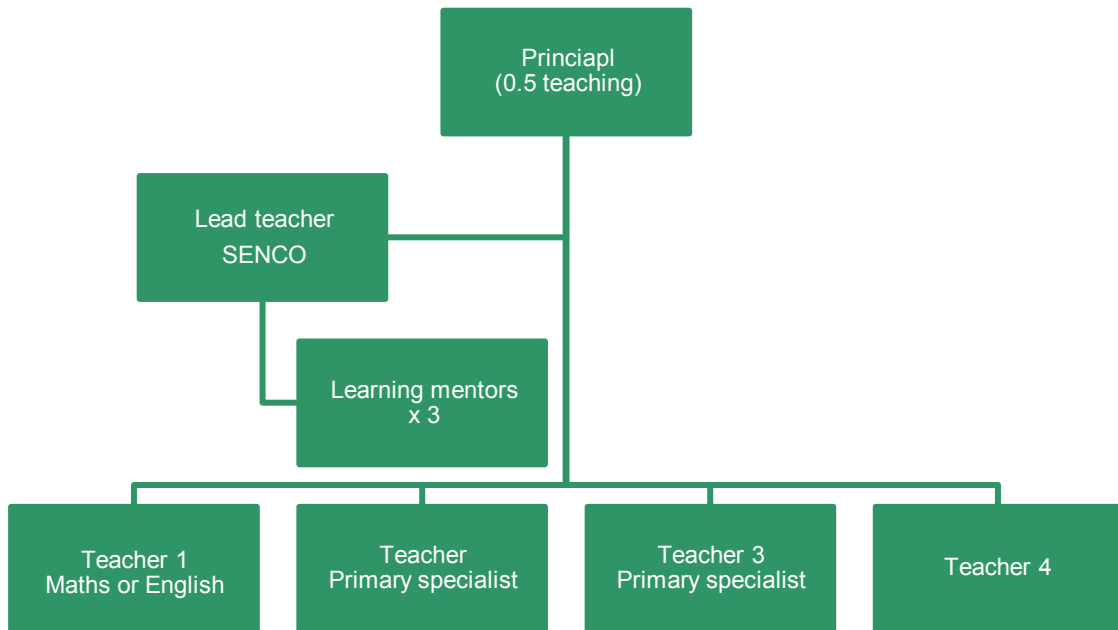
responsible for the academic development of KS3. In the fourth year the second assistant principal will be appointed, and will take over the leadership of either English or mathematics, and will have responsibility for KS4. The vice principal will have responsibility for the eventual development of the sixth form. The vice principal will teach 0.5, and the assistant principals will teach 0.6. Again much of this will depend on specialism of staff and stage of recruitment

The eventual senior management team will consist of the principal, the vice principal, the assistant principals, the SENCO and the bursar. Other staff will attend as appropriate. The diagrams below provide an overview of the type of structure we plan to implement.

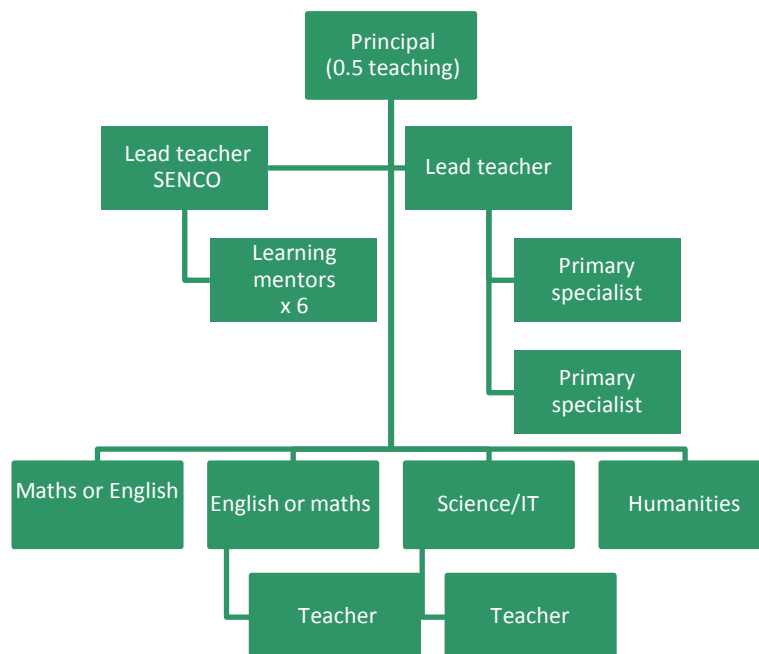
Enrichment staffing provision

Enrichment time will be staffed through a combination of teaching staff providing non-timetabled extra-curricular support, learning mentors, additional peripatetic specialists, local business speakers and community groups such as North Devon Plus.

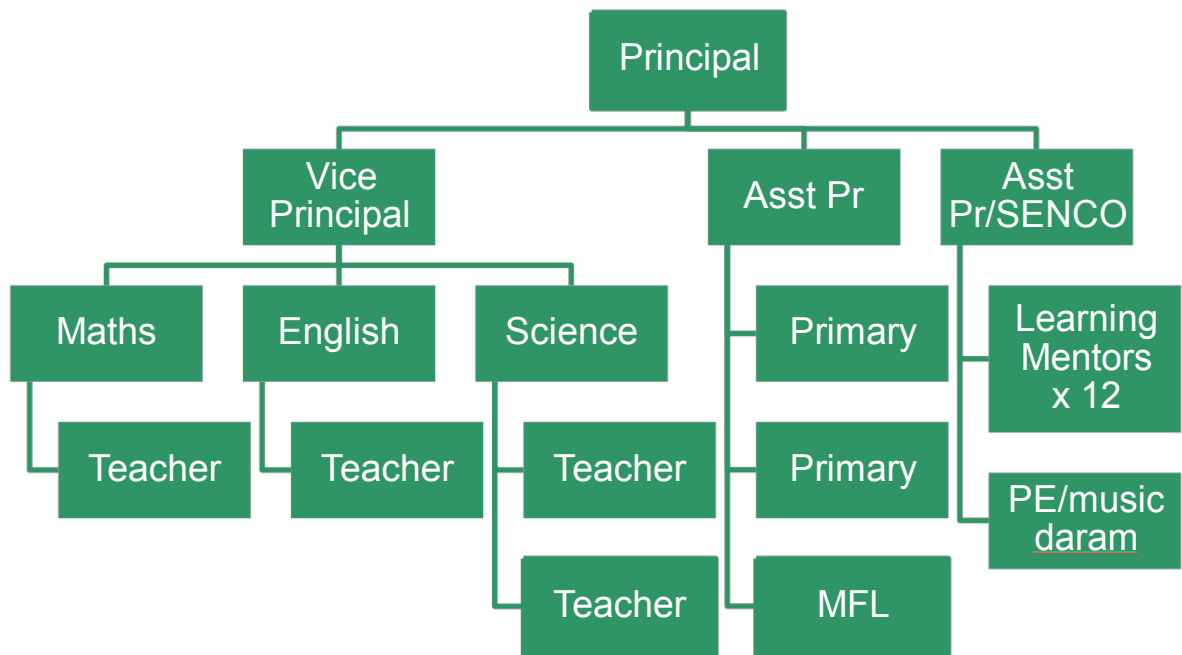
Year 1 staff structure



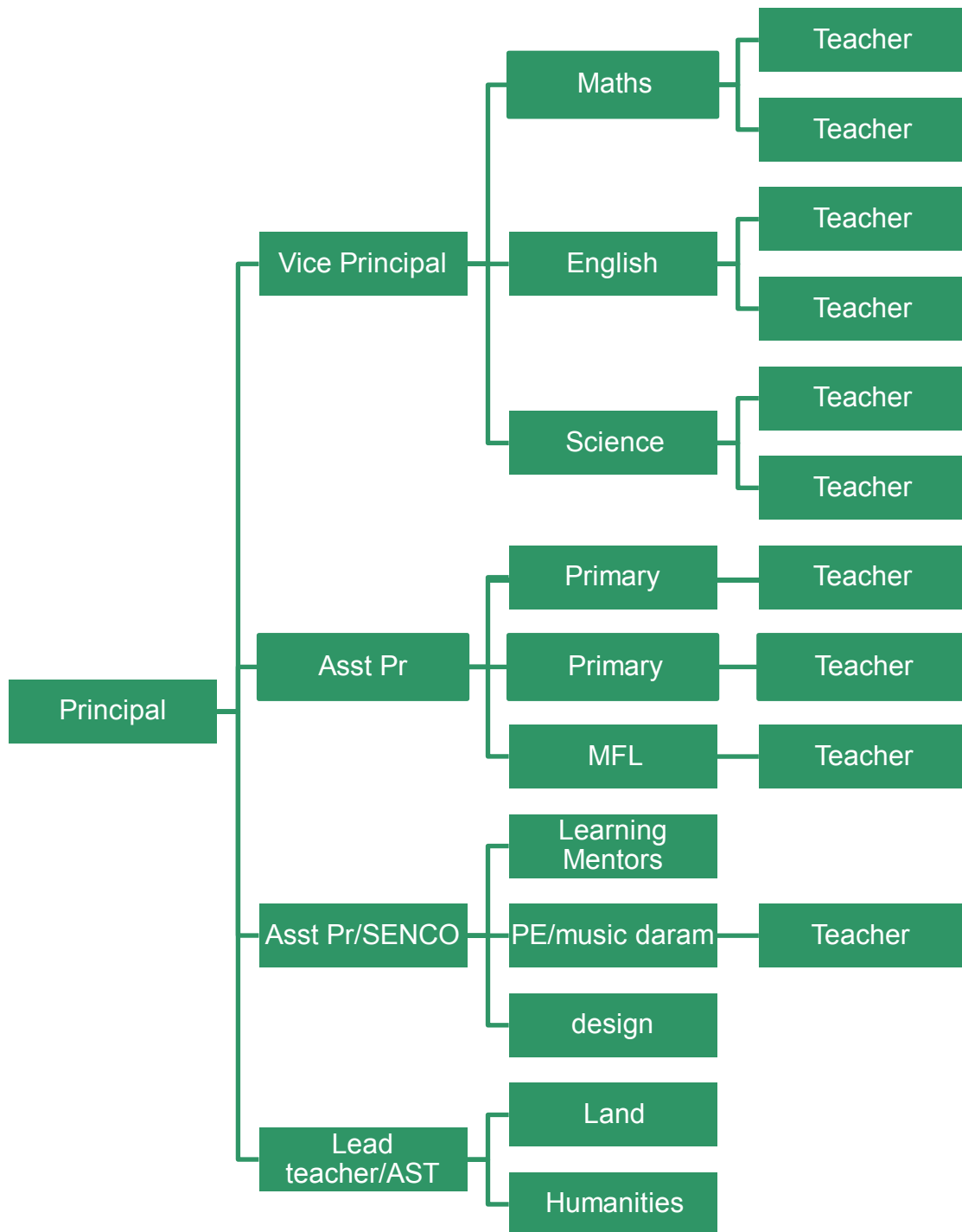
Year 2 staff structure



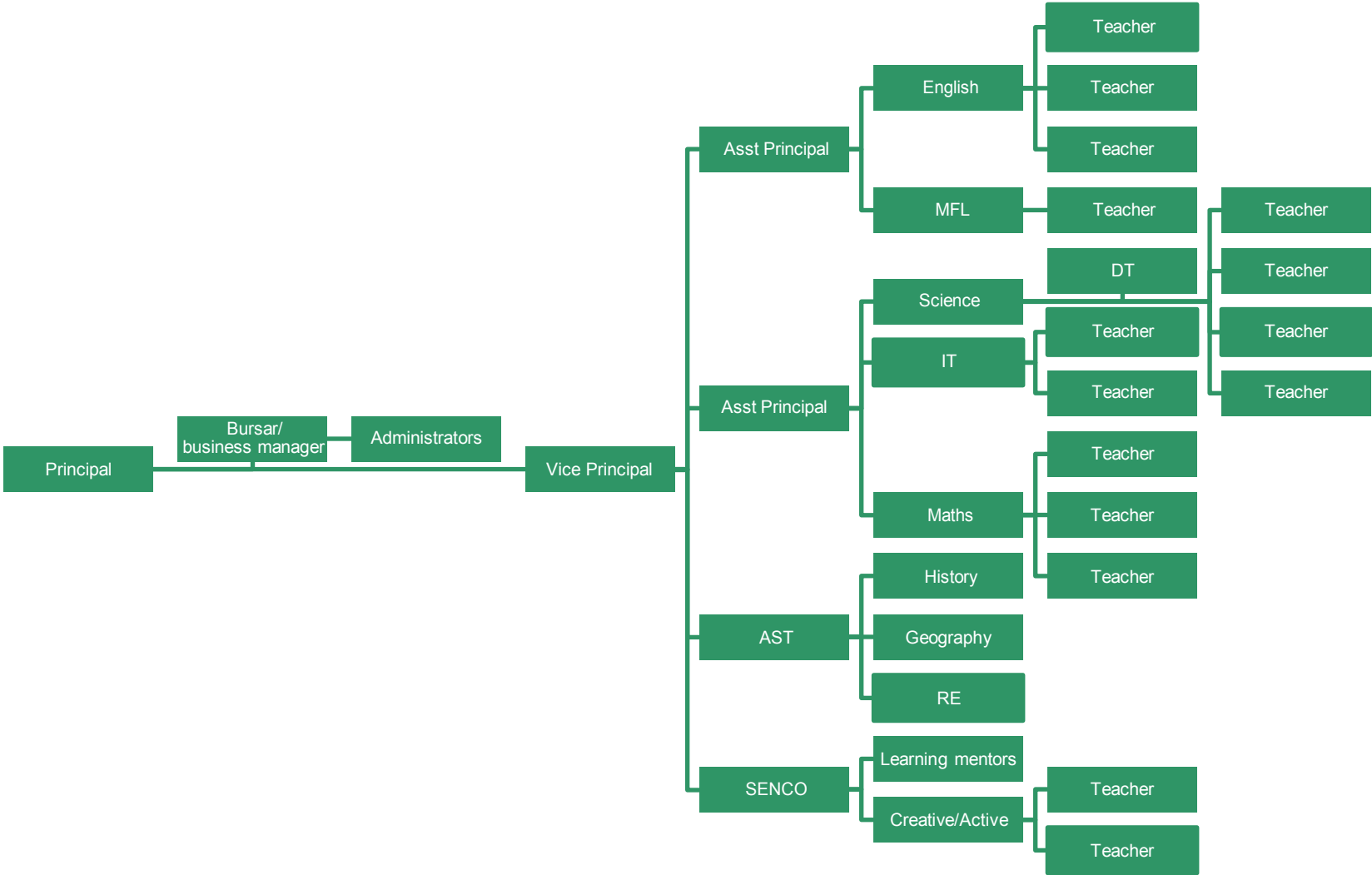
Year 3 staff structure



Year 4 staff structure



Year 5 staff structure



Faculties

The management and development of subjects will take place within a faculty system There will be five faculties:

English and Language

English
MFL

Mathematics

Mathematics
ICT

Science and technology

Science
Design and technology

Humanities

History Geography
Religious Education

Creative and Active

Art
Music
Drama
Sport
Land based subjects

The major management responsibilities of the senior and middle management staff will be (these are not intended as detailed job descriptions):

Principal

- Provide educational vision and direction for the whole school
- Line manage the vice principal and the assistant principals
- First point of contact with the governing body and the company members, and keep them informed of developments in the school
- Establish the annual School Improvement Plan and ensure that the priorities are met
- Assist in the recruitment and retention of high quality staff.
- Ensure that teachers are appropriately trained, monitored,.
- Maintain effective systems for the management of staff performance.

- Manage and organising the accommodation efficiently and effectively
- Establish a budget for the school, agree priorities for expenditure and ensure effective and efficient administration and control.
- Establish systems for monitoring and evaluating the quality of teaching and standards of learning and achievement of all students.
- Make effective use of student and teacher performance data in order to set and meet challenging and realistic targets for improvement.
- Maintain an effective partnership with parents and the wider community to support and enhance the achievement and personal development of all students.
- Foster positive relationships between the school and the wider community
- Ensure that there are effective systems of pastoral care and guidance to support the personal development of all students
- Promote an ethos of good behaviour, courtesy and *respect* for each other

Vice Principal

- Line manage the SENCO and oversee the development of SEN support and the pastoral system
- Line manage the head of the Science and Technology faculty
- Take overall responsibility for the system for monitoring and evaluating the quality of teaching and learning in the school
- Prepare for the introduction of post-16 education, and manage the sixth form when it is established
- Disseminate the best practice in teaching and learning and co-ordinate the staff professional development programme
- Develop a flexible school timetable which allows for personalised learning
- Oversee the enrichment programme, in partnership with the assistant principals
- Keep the SLT informed of national development in teaching and learning
- Assist in maintaining effective links with parents and the wider community
- Be the named person in charge of the school in the absence of the principal

Assistant Principals (Two posts)

- Line manage the advanced skills teachers
- Line management the heads of the Humanities/Creative and Active Faculties
- Oversee the curricular development of KS3/KS4
- Head the Faculty of English and Language/Faculty of Mathematics and oversee the development of those subjects

- Contribute to the professional development of teachers in the Faculty
- Take responsibility for monitoring and evaluating teaching in English/mathematics
- Analyse and provide the school with attainment data for the pupils in the Faculty
- Assist the vice principal with the enrichment programme
- Participate in the appraisal of teachers in the faculty
- Assist in maintaining effective links with parents and the wider community

SENCO

- Co-ordinate the provision for children with special education needs
- Liaise with staff and providing professional development for them
- Liaise with the parents/carers of students with special educational needs
- Maintain the school's SEN register and overseeing the records of all students with special educational needs
- Ensure that all staff have confidential access to the SEN register
- Provide information for statements of special educational need and compiling the paperwork for the annual review
- Liaise with all outside agencies, voluntary support organizations, and medical and social services, including Student and Family Support Workers, Inclusion Leaders and Child Protection Officers
- Line manage the learning mentors

Heads of the Science, Humanities and Creative and Active Faculties

- Develop the subjects within the Faculty, with the assistance of ASTs where necessary
- Line and performance manage the staff in the Faculty
- Assist in the monitoring and evaluation of teaching
- Contribute to the professional development of teachers in the Faculty
- Analyse performance data and report to the senior leadership team
- Liaise with the SENCO

Advanced Skills teachers/Lead teachers

In the early years of the school the lead teachers will oversee the development of the subjects taught the school. As the school grows a faculty structure will be put in place (see above), and, depending on performance, the lead teachers could take on the Head of Faculty roles.

We intend to eventually have three Advanced Skills Teachers to assist in

developing the quality of teaching and learning. They will also advise Faculty Leaders who are responsible for the development of subjects outside their own discipline.

Learning Mentors

The learning mentors, who will not be required to have QTS, will have a variety of roles. With the guidance of the deputy principal and the SENCO they will be responsible for administering the pastoral system. This will include individual mentoring, providing information for tutors and teaching staff, and liaison with parents and outside agencies. They will also provide in-class support to the teaching staff. Deployment of learning mentors will be based on the needs of the students, for example. those with identified special needs, and also to maintain sufficiently high staff student ratios during project lessons and active and practical session. Learning mentors will be recruited as far as possible with complementary skills that can support a greater breadth of learning, e.g. PE coach, or support for drama, dance or Art.

Ancillary staff

- The proposed number and roles for ancillary staff is set out in the table above:
- caretaker / cleaner: 1 FTE from Year 1, growing to 3 FTE at capacity
- Admin / reception: 1 FTE from Year 1, growing to 2 FTE at capacity
- site manager: no explicit role for this. Function to be covered by the above to.
- ground staff: no headcount cost for this, but we do allow up to £50k per year (at capacity) for 'building maintenance & improvement'. The assumption is that this will be outsourced and this cost covers both service charge and materials.
- meals / cover supervisors: 2.5 'learning mentors' in Year 1, growing to 19.5 at capacity (based on 1 LM for every teacher, plus additional 2 for cover supervisors at capacity)
- Technicians: we've not made any specific assumption about this, which must imply that it's built into our 'learning mentors' assumption

We've also assumed one FTE in YR 1 for other support services (HR, finance, payroll), growing to two at capacity. This is a proxy for the cost we would pay to a number of third parties.

F5: Plans for recruiting a high quality principal designate, other staff and governors

Principal

The principal will be recruited by the school provider and the governors. There will be an agreement that the principal will only be recruited if both the provider and the governors are in agreement.

The partnership with Kingsbridge will ensure that the principal will have an ongoing support and mentoring program with their head teacher.

It would be desirable that they had already held a senior management role within a school but these are the key criteria for the prospective principal:

- That they are or have the potential of being an outstanding leader.
- They share a belief in the vision and the desire to see it realised.
- They show a commitment to the ethos of the school.
- They demonstrate the ability to question the provider and not be subservient to them.
- They demonstrate the capacity to work well with children.
- They demonstrate new ideas and are not afraid of change.
- They are strong in their beliefs but listen to and respond positively other ideas.
- They learn from challenges and mistakes positively.
- They demonstrate a high management skill.
- They demonstrate a desire to continually advance and improve their own skills.
- They demonstrate a desire to engage positively with parents and the community.
- They demonstrate an ability to work well with other schools and share best practice.
- They are committed to the safeguarding and discipline policies of the school.

We would seek a principal through advertising the job in the press and also through channels such as employment agencies (e.g. Randstad Education) and partner schools.

We believe we will attract the highest standard of principal as our vision and the challenge of starting a new school will be appealing. On top of this our commitment to continued career development and partnerships with existing outstanding schools and excellent providers will make our school a very attractive proposition.

General teaching staff requirement

We would expect the principal to handle the general recruitment of teaching staff and learning mentors within the school but would require that as a minimum staff would demonstrate these minimum criteria:

- That they are or have the potential to be outstanding in the job they have applied for.
- That teaching staff have QTS.
- They share a belief in the vision and the desire to see it realised.
- They show a commitment to the ethos of the school.
- They demonstrate the capacity to work well with children.
- They provide new ideas and are not afraid of change.
- They are strong in their beliefs but listen to and respond positively other ideas.
- They learn from challenges and mistakes positively.
- They demonstrate a desire to continually advance and improve their own skills.
- They demonstrate a desire to engage positively with parents and the community.
- They demonstrate an ability to work well with other schools and freely share best practice.
- They are committed to the safeguarding and discipline policies of the school.

General non-teaching staff requirement

We would expect the principal to handle the general recruitment of non-teaching staff within the school but would require that as a minimum staff would demonstrate these minimum criteria:

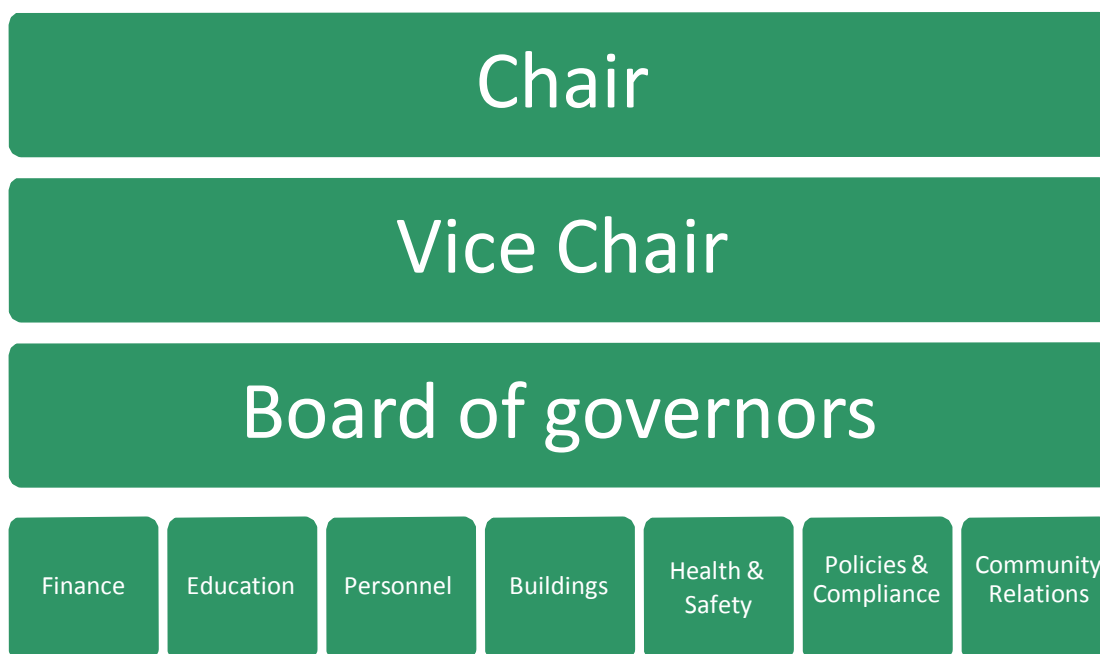
- That they are or have the potential to be outstanding in the job they have applied for.
- They share a belief in the vision and the desire to see it realised.
- They show a commitment to the ethos of the school.
- They provide new ideas and are not afraid of change.
- They are strong in their beliefs but listen to and respond positively other ideas.
- They learn from challenges and mistakes positively.
- They demonstrate a desire to continually advance and improve their own skills.
- They are committed to the safeguarding and discipline policies of the school.

Governors

We have identified a number of people who are prepared to be school

governors, and they are described in more detail on page 157.

We seek a governing body that reflects the school, parents, community and relevant local organisations. The structure of the board of governors is shown below. Beneath the board of governors are the sub-committees we will establish to ensure all the needs of the school are met.



We believe these governors can fulfil the following skills needed on the governing body:

- Leadership – [REDACTED]
- Education (curriculum, organisation of learning, staffing, etc.) – [REDACTED] and [REDACTED]
- Finance, business & accountancy – [REDACTED] and [REDACTED]
- Strategic planning – All Governors
- Safeguarding – [REDACTED]
- HR – [REDACTED]
- Health and Safety – [REDACTED] and [REDACTED]
- Marketing – [REDACTED]
- PR – [REDACTED], [REDACTED]
- School improvement experience – [REDACTED] and [REDACTED]

We have identified gaps in the skills that we would seek to address:

- Legal (including employment law)
- SEN / Gifted and Talented
- Estates / buildings
- Local Authority

High quality members of staff

To date we have expressed interest from 10 teacher candidates. We intend to advertise locally (papers) and nationally (papers, sites) once we have got approval and a decision is made about the exact location of the school.

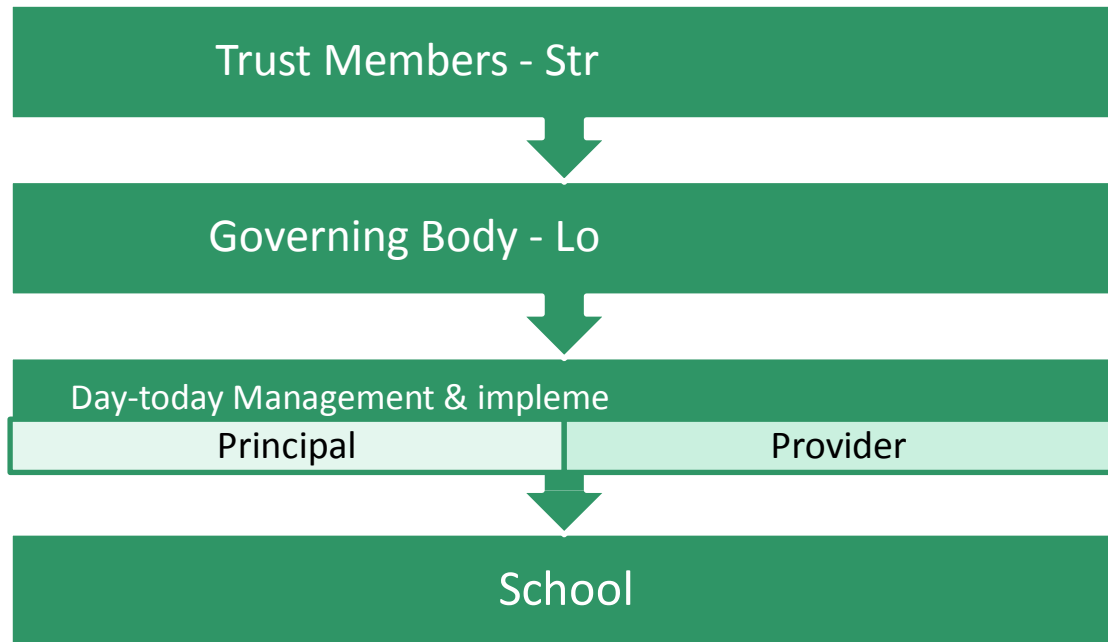
Recruitment timescales

While any timescale is dependent on when the application approval is announced and the funding agreement is signed, these are our target recruitment timescales:

Date	Recruitment Objective
July 2012	Advertise for the Principal Designate Advertise for or identify additional governors
August 2012	Interview and appoint the Principal Designate Determine the additional governors to make up the full governing body
January 2013	Principal Designate joins the school
February 2013	Advertise for teaching staff
March 2013	Interview and appoint teaching staff
March to July 2013	Advertise for non-teaching staff Interview and appoint non-teaching staff

F6: Roles of the company members, governing body and principal designate in running your school

To realise the vision of the school we are seeking to use the provider model which will require us implementing the following school structure hierarchy:



The structure allows us to provide a robust, resilient, efficient and effective school model with clear guidelines and systems to avoid conflicts of interest. These are explained below.

Trust Members

Four founding members of the Route 39 Free School are the trust members; [REDACTED], [REDACTED], [REDACTED] and [REDACTED].

Being founding members they are in the best position to fulfil the roles of the Trust Members in providing a strategic role in running the school. They will also be best placed to appoint non-parent directors or governors who share the school's vision and fill gaps in skills.

The Articles of Association for the Trust describe how new or replacement Trust Members are appointed. The Trust acts as the employing body for all staff.

The members can appoint up to 10 governors as well as additional staff governors. Members of the Trust may be governors but to avoid conflicts of interest, once the full governing body is formed the number of governors who are also members must represent a minority.

Governing Body

The governing body is formed from the following:

- Up to 10 governors appointed by Members of the Trust
- Additional staff governors appointed by Members of the Trust according to section 59 of the Trust Articles of Association
- One LA governor appointed by the LA.
- Up to 3 parent governors appointed according to sections 53-58 of the Trust Articles of Association.
- The Principal
- Up to 3 co-opted governors, appointed by the governing body according to section 59 of the Trust Articles of Association.

The responsibility of the Governing Body is to ensure the vision and long term strategy of the school is realised. They are accountable to the Members of the Trust. The Governing Body will elect a Chair and Vice-chair. They will also employ a Clerk to the Governors who will be responsible for recording and distributing minutes as well as discharging the administrative requirements of the Governing Body.

The Governing Body will be responsible for appointing the School Provider (e.g. Pearson) in line with UK Government and EU fair tendering processes.

The Governing Body will agree a service agreement with the Provider setting out detailed policies and guidelines which the Provider must follow and clear remedies to resolve situations where this does not happen.

The service agreement will establish key performance indicators that the provider is required to meet. These will cover all aspects of the running of the school as well as achieving academic targets. There will be clear financial penalties to the Provider for underachieving as well as financial benefits for exceeding the targets. It will be written into the agreement that any financial benefits are provided through cost savings provided by the Provider making it cost neutral to the school.

It is the intention of the Governing Body that the service agreement will be a long term contract (7+ years) but with pre-defined break clauses for both parties and will include KPI's against which the School Provider's performance will be reported and monitored. The service agreement will be reviewed annually and form the basis of the strategic framework of the school. Adjustments to the agreement will be made only if there is agreement both of the Governing Body and the School Provider.

To avoid conflicts of interest, the School Provider may send up to 3 representatives to full Governing Body meetings and up to 1 representative to Governing Body sub-committee meetings but they will not have the right to vote unless they have been co-opted by the Governing Body according to section 59 of the Trust Articles of Association. Should a School Provider employee be co-opted they will be required to declare conflicts of interest and will be required to absent themselves from any discussions where a conflict may arise in accordance to section 98 of the Trust Articles of Association.

The Governing Body and the School Provider will only appoint a Principal that they both agree on to run the school on a day to day basis. The day-to-day running of the school will be devolved to the Provider and the Principal. Clear policies will be established in the service agreement to enable the Governing Body to act on issues relating to the Principal if the Provider is not seen to resolve matters in an efficient and effective manner.

To ensure that both the Principal and the staff have due recourse to resolve issues with the Provider at least three members of the Governing Body will be appointed as contacts in accordance with the school Whistleblowing Policy.

The Governing Body will form a number of sub-committees to provide oversight on the running of the school; Finance, Education, Personnel, Buildings, Health & Safety and Policies & Compliance. The Governing Body will determine the membership of the sub-committees but each will include the Principal and up to 1 representative of the School Provider.

The School Provider

The School Provider will be appointed according a fair tendering process and will be responsible for implementing the vision within the school.

The Provider will be accountable to the Governing Body through a service agreement which states clear penalties for performing below target as well as benefits for exceeding targets. They will provide the Governing Body with termly reports on performance within the school.

The Provider will be responsible for strategic planning and within the school. In partnership with the Governors they will appoint the Principal. Other members of staff will be appointed by the Governors, the Principal and the Provider.

Within the service agreement there will be clear policies to provide for the Governing Body to act in addressing staff issues if the Provider does not act efficiently or effectively.

Conflicts of interest between the Provider and Governing Body have been addressed in the previous section on the Governing Body. Conflicts between the Provider and the Principal will be addressed directly by the Governing Body. If the issue relates to the Principal or another member of staff this will be dealt with under the school's policies.

The Principal

The Principal will be responsible for the day-to-day organisation, management and control of the school. They will report directly to the Governors and work with the School Provider.

They will provide the Governing Body with termly reports on performance within the school and provide advice on the annual review of the service agreement.

Issues that the Principal has with the School Provider can be brought directly to the Governing Body.

The Principal will be employed on a three year contract and will be subject to performance targets that will be reviewed annually by the Governing Body.

Section G: Initial costs and financial viability

In producing the detailed financial assumptions we have used statistical and researched values for student numbers, FSM and SEN data. We have also used our target salaries for staff posts. To assist us in estimating additional costs we have researched our figures using the CFR Benchmark example schools: Small Rural VA Secondary without a sixth form (SRVA) and Large Urban secondary with Sixth Form (LUSF). Predominantly we have used figures from the Small Rural VA with the exception of dealing with areas that include a sixth form where we have included these costs (scaled to a school of 700) from the Large Urban secondary.

Where appropriate we have used CFR income and expenditure reference codes.

Detailed explanations of the figures used in preparing these financial plans are provided in sub section G5 on page 230.

G1: Show how the school will be financially viable and offer good value for money up to the point where there are pupils in each year.

The attached financial plan demonstrates that the school will be financially viable in the seven years of its build up phase to full occupancy.

The plan shows the school growing at a rate of 100 students per annum until it is fully occupied in 2019/20. In line with local schools 11% of students are estimated to be eligible for FSM and 15% are on School Action or School Action Plus.

We have estimated an income for 3 business workshops aligned to our aspiration to provide business opportunities on site that can then feed into the learning of the students.

Our payroll shows broad categories of staff. We have aligned the pension rates to the Local Government Pension Scheme in our area and have adjusted the NI rate to take account of the first £5,000 of salary being exempt of tax. Payroll is high in the first year of operation at 81% but decreases annually to 73% by the end of the start-up phase.

In the first two years of operation it is assumed that the Principal will teach for 50% of their time. **It should be noted that the limitations of the spread sheet mean that this is not shown in the financial plan Payroll Summary**

It is our intention to use learning mentors to fulfil the roles of associated, learning related staff including librarians and technicians.

The figures demonstrate that the school is financially viable in the start-up phase. In all start up years the school operates with a surplus equivalent to approximately 5% excluding reliance on other income.

The school only needs to rely on diseconomy funding for the first year of operations and from year three onwards anticipates a reduction in the start-up grant equivalent to £135,000 over the five years until it is at full capacity.

G2: Show how the school will be financially sustainable once there are pupils in each year.

As the attached financial plan shows, once the school reaches a steady state without any additional start up grant in 2020/21 the figures demonstrate that it continues to be financially sustainable.

██████████

This steady state includes significant costs for depreciation of ██████████

G3: Show how the school will be financially resilient to reductions in income.

The school is in an excellent position to address a reduction in income caused by fewer student numbers. In the 90% occupancy scenario the income to the school will drop by 10%.

We would address this situation by adjusting our form entry from 4 form entry of 25 students per form to a more traditional 3 form entry of 30 students per form.

This will reduce the expenditure in the school through payroll while still allowing us to realise the vision. A full staffing structure to demonstrate this capacity is provided in sub section G5 on page 230.

The 90% financial plan has also been fully adjusted to take account of the reduction in costs brought about by fewer students and staff. We have been cautious not to reduce costs we believe are not related to students or staff including rates and depreciation. We have reduced certain cost centres such as cleaning as the reduction in forms used will reduce the cleaning need.

During the start-up phase the school is reliant on the start up grant including diseconomy funding for both the Principal and the Business Manager.



During the start-up phase we anticipate a surplus in the range 3-5% excluding other income. Once the school has reached a steady state we estimate the school will have an annual surplus of 3% to cover unexpected financial needs.

G4: Provide realistic financial plans that are consistent with other aspects of your application.

These financial plans that follow are formatted for A4 reproduction in line with the Department for Education guidance for this application. They can also be found in the spread sheets that accompany this application.

The standard 100% occupancy financial plan can be found in the file:

Route 39 financial plan - mainstream 100%.xls

The 90% occupancy financial plan demonstrating the resilience of the school can be found in the file:

Route 39 financial plan - mainstream 90%.xls

Name of Proposed School	Route 39 Free School
--------------------------------	-----------------------------

Local Authority Area	Devon
-----------------------------	--------------

Proposed Opening Date	September 2013
------------------------------	-----------------------

Age Range	Secondary (11-18)
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If the selected age range is
'Other' please give the range
here:

--

Please use this sheet to state all the assumptions which you have made in building up this financial plan.

Income Reference Assumption

1	General	A detailed breakdown of the income assumptions used in this financial plan can be found in Annex C of the application.
2	Pupil Number	All new places in the school are filled each year and pupil recruitment is at a steady state until full occupancy reached.
3	Pupil Number	6th Form intake begins in sixth year of school. 6th Form is same size as previous years due to 80% of year 11 students staying on along with 20% intake from the two local secondary schools that do not have a sixth form.
4	Pupil Number	FSM and School Action / School Action Plus figures assumed to be in line with existing local schools.
5	EFA Grant Income	Insurance and Rates are assumed to be repaid through the EFA Grant Income
6	Other Income	Aspiration to provide business units shown as 3 units let to businesses at a rate of £3,333 per annum
7	Other Income	Facilities and Services, catering and supply teacher claims are in line with the CFR Benchmarking data for Small Rural VA Secondary without a sixth form and Large Urban secondary with Sixth Form.
8	Other Income	In line with other local schools, the PTA is estimated to raise £20 per student per annum
9	Start-up Grant	Numbers of new students entered in line with guidance. 2 senior and 2 middle management staff trained in first year. The number of staff recruited during the expansion phase are also entered.
10	Start-up Grant	Costs of Principal and Business Manager recovered in first year through diseconomy funding
11	Start-up Grant	From third year onwards a deduction to the start-up grant is anticipated providing a saving of £135,000 during the start up phase. The deduction is calculated based on a 5% surplus discounting reliance on other income figures.
12		
13		
14		
15		

Expenditure

1	General	A detailed breakdown of the expenditure assumptions used in this financial plan can be found in Annex C of the application.
2	Payroll	Teaching staff are averaged at a mid point on the pay scale reflecting that some teachers will be above and some below the average. The National Insurance is taken as 13.8% but acknowledging that the first £5,000 of salary is excluded. The Pension rate is 14.1% reflecting the Local Government Pension Scheme.
3	Payroll	The Principal will spend 50% of their time teaching in the first two years, reducing to 25% in year 3 and none from year 4 onwards. The deputy Principal will spend half their time teaching for the first three years they are employed (2015-2018) then none from the fourth year onwards.
4	Payroll	Admin and support staff salaries are estimated based on local rates. All admin staff are assumed to utilise the Local Government Pension Scheme at a rate of 14.1%
5	Payroll	Term time only staff are assumed to be 0.85 FTE to reflect holiday pay, etc.
6	Other Payroll	The additional costs for enrichment are estimated to be £162.50 per student per annum. This reflects the need for an additional instructor per 30 students at £20 per hour along with material costs of £5 per hour.
7	Non Payroll Costs	All costs are in line with the the CFR Benchmarking data for Small Rural VA Secondary without a sixth form and Large Urban secondary with Sixth Form (see Annex C for further details) with the following exceptions:
8	Non Payroll Costs	Staff recruitment costs curing expansion are assumed to be 10% of salary.
9	Non Payroll Costs	The first three years costs for Administrative supplies assumed to be high at £15,000 reflecting the need to ensure the school is marketed effectively to the community.
10	Non Payroll Costs	Depreciation is a steady state figure of £50,000 per annum multiplied by percentage occupancy.
11	Non Payroll Costs	Challenge Partners membership is £7 per student per year. Covers cost of Challenge Partnership inspection and access to partner skills
12	Non Payroll Costs	£350 per teacher per annum and £250 per learning mentor per annum. Higher than CFR schools to reflect focus on developing outstanding teachers (and inclusion of school governor training)
13		
14		
15		



G5: Provide sound financial plans that are based on realistic and evidenced assumptions about income and expenditure.

Assumptions for 100% scenario

The following table details all the assumptions used in producing the 100% scenario financial plan To assist us in estimating additional costs we have researched our figures using the CFR Benchmark example schools: Small Rural VA Secondary without a sixth form (SRVA) and Large Urban secondary with Sixth Form (LUSF). Predominantly we have used figures from the Small Rural VA with the exception of dealing with areas that include a sixth form where we have included these costs (scaled to a school of 700) from the Large Urban secondary.

Where appropriate we have used CFR income and expenditure reference codes.

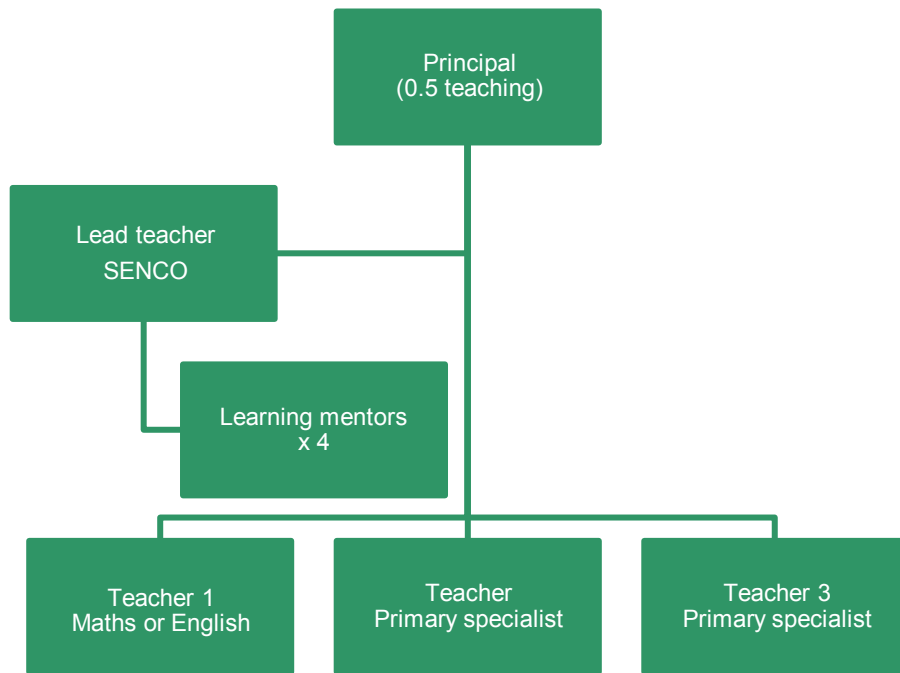
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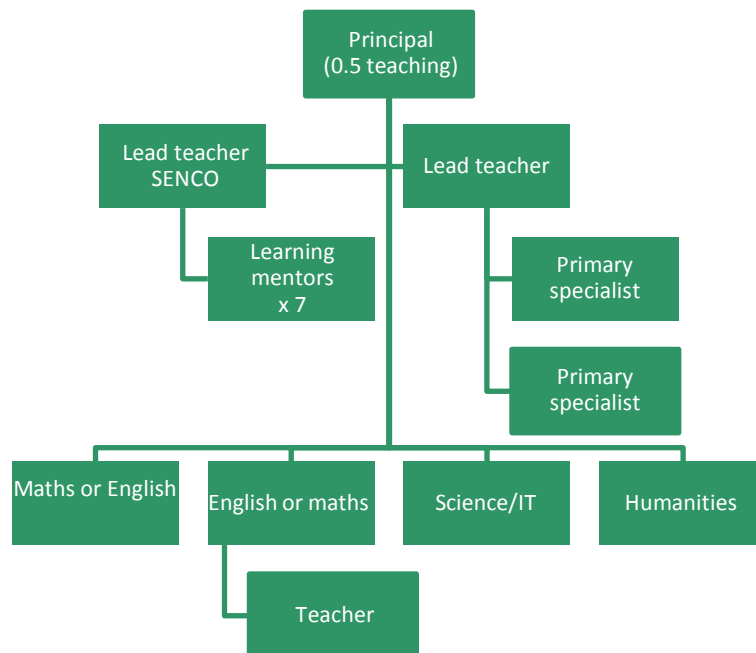
Assumptions for 90% scenarios

To make the school resilient to a 10% reduction in pupil numbers it will be necessary to restructure from a 4 form entry of 25 students per form to a 3 form entry of 30 students per form. This will result in the following staff structure being implemented.

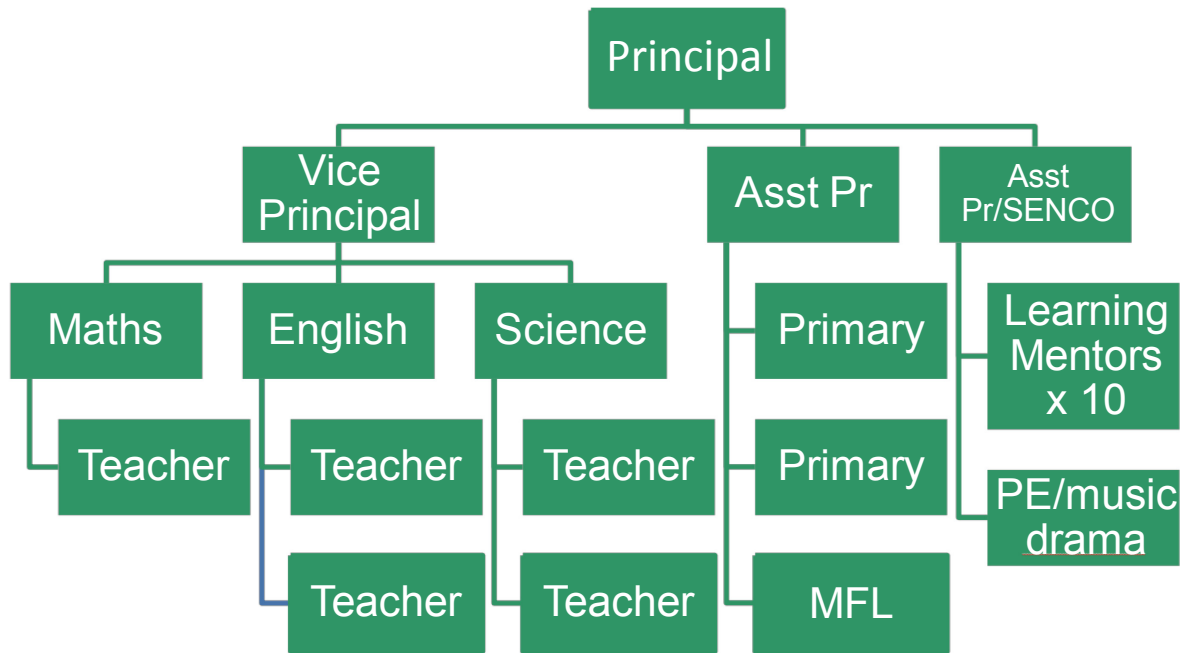
Year 1 Staff Structure



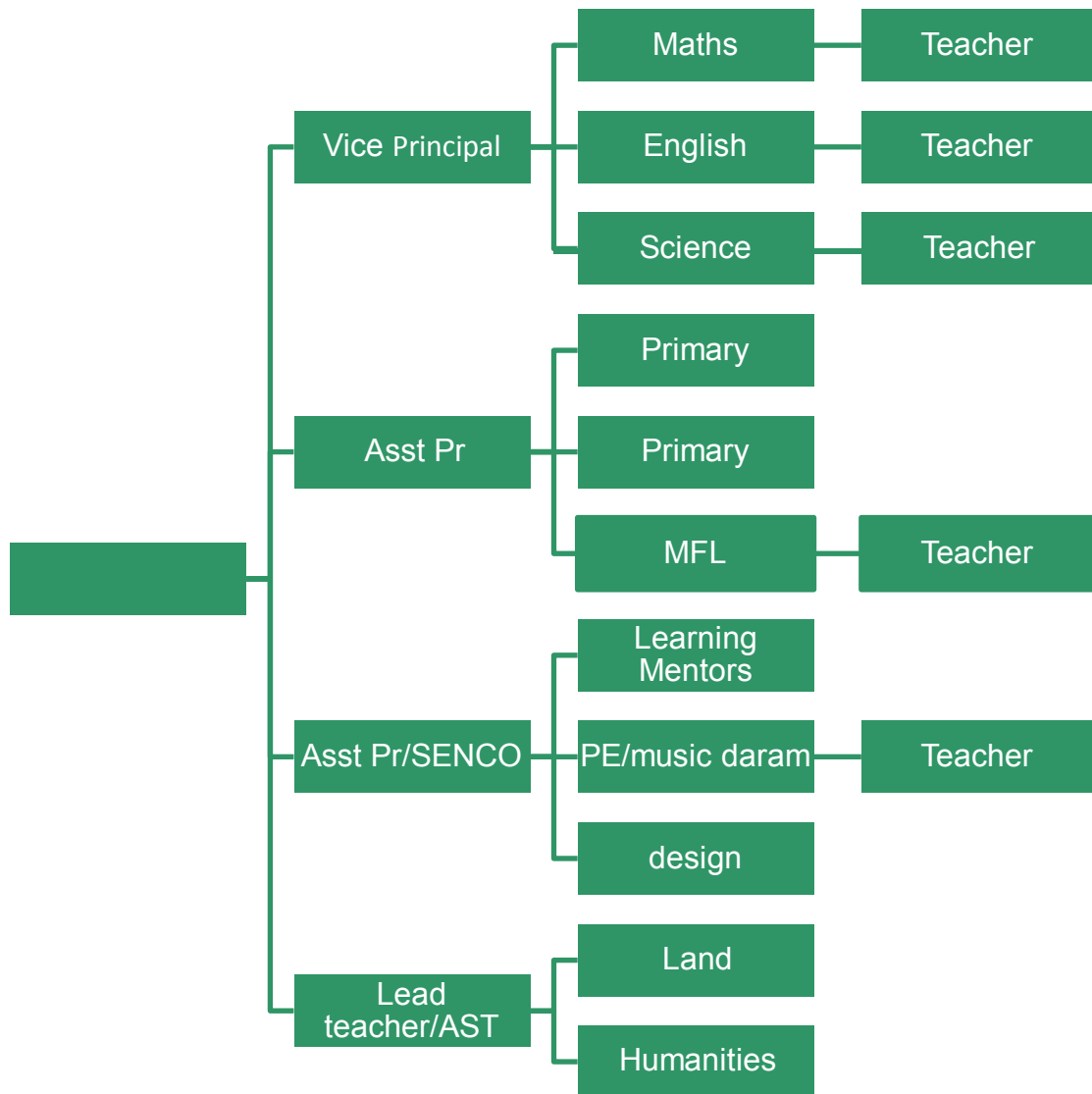
Year 2 Staff Structure



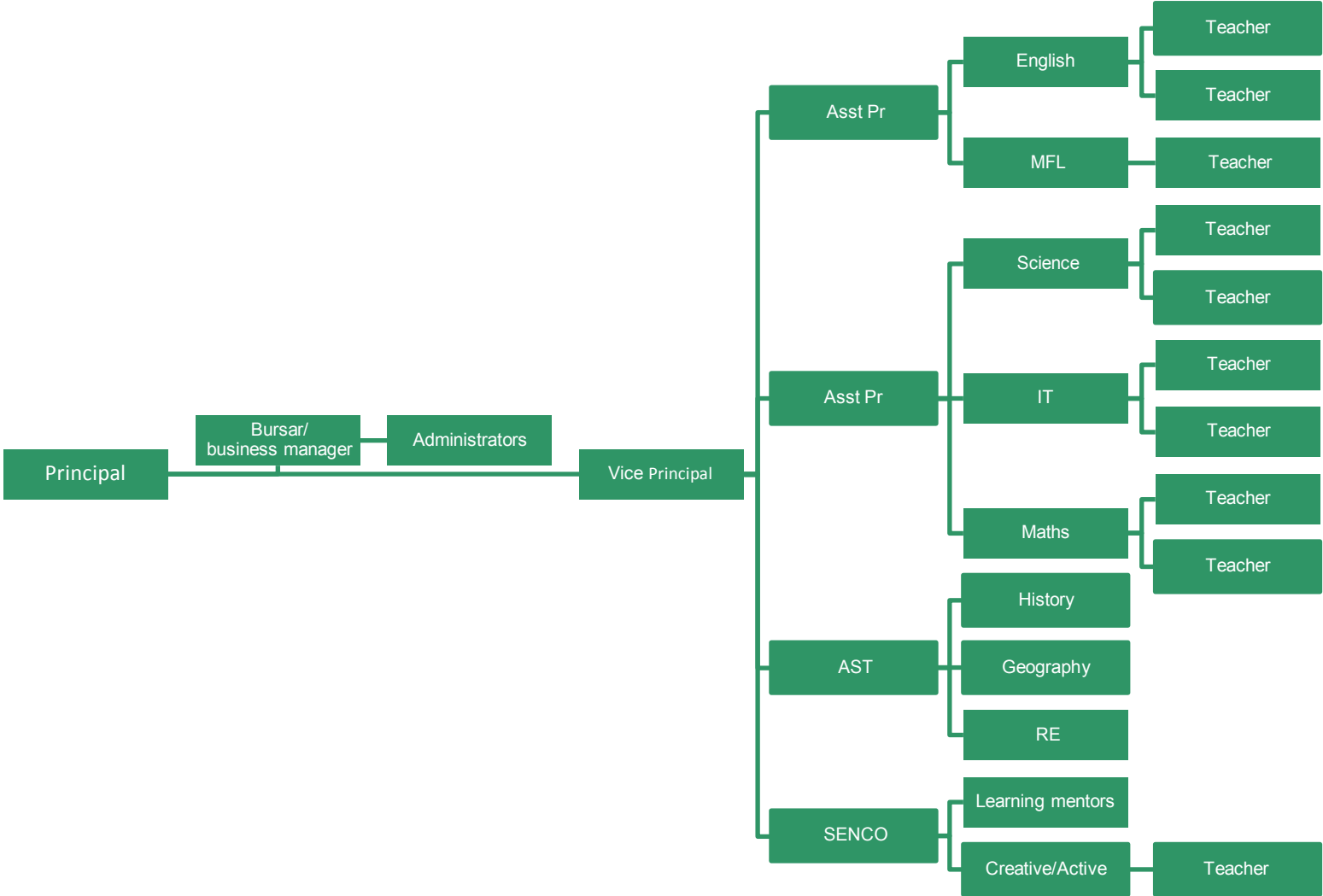
Year 3 Staff Structure



Year 4 Staff Structure



Year 5 Staff Structure



The following table details the changes which have been made in the financial plan to demonstrate the resilience of the school with 90% occupancy.

[REDACTED]

[REDACTED]

Section H: Premises

The school team along with local professionals have been investigating a number of opportunities for the premises of our proposed new free school. This work is ongoing.

Our criteria for premises selection for our proposed free school are as follows:

- [REDACTED].
- **Large enough for the school needs** - with existing buildings that can be readily and economically converted for school use and large enough for future expansion needs.
- **A rural setting** – to reflect the rural nature of our locality.
- **Incorporating sufficient land around the school** - to enable outside land based learning to enhance the core curriculum activities and provide the skills needed in our locality.
- **Diversity of external habitat / ecology** – to provide a rich and robust natural environment for school users and visitors eg: woodlands, fields, stream, small hills, ponds, boggy areas.
- **Orientation and microclimate** – enable good south facing orientation of building/s and key external spaces that are also protected from the regular harsh local sea weather, including winds. We wish to avoid land that has large areas of frost pockets or other undesirable factors. Good solar orientation will also allow the use of solar PV and solar thermal collection.
- **Water** – we are looking for a site that has its own natural water source for landscape and horticultural use.
- **Existing building** – ideally we would like to convert an existing good quality farm with a range of outhouses for use by craftspeople that can also teach practical skills to students.

There are a number of good opportunities for premises for our new Free School that suit the above criteria. It is fundamental to our proposal that we obtain the best site possible for our school that is in a rural setting, and offers value for money in the long-term.

Possible site options:

The following steps have been taken to search for suitable sites:

- **Estate Agents:** Route 39 have spoken to local Estate Agents:
 - Kivells Estate Agents ([REDACTED])
 - Philips, Smith and Dunn ([REDACTED])
 - Stags ([REDACTED])
- **Devon Local Authority:** Route 39 have consulted Devon Local

Authority Estates division, through their contractor NPS South West Ltd.

- ***Partnership for Schools*** – Free School website (<http://fsk.partnershipsforschools.org.uk>).

Details of our preferred sites:

We are currently pursuing the following two possible sites (and we have researched additional sites which might be appropriate).

Neither site is currently on the open market, but there is reason to believe that the owners would consider selling. However this presumption in both cases is of a delicate nature, so we would wish to use our existing team - together with our local professionals - to pursue the above sites sensitively with the owners, together with the assistance of Partnerships for Schools.

Capital investment:

We could potentially access this government funding for Coastal Communities, for an aspect of our school building project which would benefit the local community.

<http://www.communities.gov.uk/documents/regeneration/pdf/2085591.pdf>

Preferred Site 1: [REDACTED]

[REDACTED], Bideford, [REDACTED]

Reasons for choosing it

- [REDACTED], close to our proposed feeder primaries
- The [REDACTED] at this point is wide, with good accessibility.
- A farm site in a rural location
- The buildings and farm are set back from the road, behind a screen of vegetation, therefore they are not visible from the road and village
- 17 acres
- 5 different building types, and a number of outbuildings, so there is plenty of scope for a creative building project
- Areas designed for caravan pitches, which would be suitable to build on
- Situated within the Heritage Coastline of Outstanding Natural Beauty
- Boarded by Woodland Trust land
- Within walking distance of the coast
- Footpath that links with South West Coastal Path

Current use

[REDACTED]

Current freeholder

[REDACTED]

A brief description of the site, including size (in m2)

L-shaped farmhouse with various outbuildings surrounded by 10 acres of levelled-off fields designed for caravan pitches (with electric hook-ups). There are two modern utility and shower blocks (with disability access) close to the pitches. There is a building with a laundry block and washing up area. There are another 4 acres of recreational fields. Many mature trees in hedge boundaries around the property, providing shelter for the site, and significant planting of new trees. Total area of site 68,797 m²

Availability of site, and the nature of the tenure

The site is not on the market, but the owners are aware of the Free School proposal. Freehold.

Why the site is suitable for our school and how it would support delivery of our educational vision.

- It is accessible to our feeder primary schools
- It has a rural location

- There is enough land to suit the school and land-based learning
- It has a sheltered location (protected by ecologically-important woodland), which will offer good protection from the weather considering the proximity to the coast.
- It has good access and low visibility, which would overcome certain planning considerations – especially in this Area of Outstanding Natural Beauty.
- It has a range of existing buildings, with good potential for creating different learning spaces
- It has very good solar orientation
- It is surrounded by exceptional, rich ecological habitats – woodland and coastal. These would be an extraordinary learning resource, as well as outdoor learning space.
- There are a lot of trees on the site, both mature and recently planted saplings, which gives the site both protection, and increased biodiversity.
- There are footpaths, and a connection to the South West Coastal Path, which brings many opportunities for physical activities and training (cross-country running, training for Duke of Edinburgh etc)
- The sea could be used as a location for enrichment activities (surfing, canoeing etc)

Preferred Site 2: [REDACTED]

[REDACTED], [REDACTED], *Bideford, Devon* [REDACTED]

Reasons for choosing it

- Within a mile of [REDACTED], close to our proposed feeder primaries (in particular, Woolser Primary School)
- A farm site in a rural location
- A large farmhouse with a number of stone and slate barns, plus other outbuildings, so there is plenty of scope for a creative building project
- Some of the barns are two-storeyed and have already got planning permission
- It is sheltered, with mature trees

Current use

Residence

Current freeholder

[REDACTED]

A brief description of the site, including size (in m2)

A large farmhouse with various stone and slate barns, and other outbuildings. It hasn't been a working farm for some years. Buildings in reasonably good condition, and some of the barns have planning permission. Part of one barn has been used for an office. Total area of site: 31,160 m2 (There is an option to buy more land surrounding the property from local landowner, [REDACTED].)

Availability of site, and the nature of the tenure

The site has been on the market recently, but didn't sell. Freehold.

Why the site is suitable for our school and how it would support delivery of our educational vision.

- It is accessible to our feeder primary schools
- It has a rural location
- The farmhouse and barns offer good potential for creating learning spaces
- There is potentially enough land to suit the school and land-based learning
- It has a sheltered location with mature trees
- It is within 3 miles of the coast

Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

Annex A:

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Annex B: Questionnaires used in determining demand

Example village hall presentation survey

Note that this survey was used up to the revision of DfE guidance.

In order to put in an application for a free school we need to show we have the support from local parents.

If you complete your details here we can add your name to our application.

We will not use your details for any other purpose.

Do you support Route39 Free School proposal for a secondary school?

Yes No Don't know

Parents

Would you consider sending your child to this secondary school?

Yes definitely Highly likely Not sure

No. I am completely satisfied with the local provision

Age of your children

Postcode

Example questionnaire used for The Milky Way event

Route 39 School Support Survey

We are currently collecting surveys to measure support for a new school in our area. We may share this information with the Department of Education as part of our application for a new school. We are proposing a secondary school focused on a more flexible and personalised approach to learning, which encourages children to become independent thinkers. Importantly this will be a state school open to all, which will be:

- Non-selective • State funded - not fee paying • Ofsted inspected • Secondary school for 11-18 year olds • GCSE, A Level and Vocational Qualifications • A Community/Adult learning centre • Run by qualified teachers and leaders • Based along the A39 between Welcombe & Buck's Cross • Aiming to open in September 2013

Name	Postcode	Child(ren's) date of birth	I would select Route 39 school as my child(ren)'s first choice, <i>please tick</i>	Email address	Please Sign

Example of information leaflet survey

Show your support!

Route 39 is a community group proposing a new state secondary school.

We need parents to show their support in order to get to the next stage.

Please sign up!

Name:

Postcode:

We would consider this school as a first option for our child/children

Ages of children:

Example of website survey

To reduce the opportunity of duplicate submissions, please enter your postcode:

First name:

Surname:

Please can you let us know the dates of birth of your children:

1st Child

2nd Child

3rd Child

4th Child

5th Child

Email Address:

To help ensure we are successful in providing a new free school we need parents to state they would select the Route 39 school as the first choice for their child(ren). This is not a formal agreement, you will still be free to choose which school your child(ren) attends. It is simply to show the strength of your support for the school we have described:

I would select the Route 39 school as my child(ren)'s first choice.

Annex C:

Article from North Devon Journal, 26th January 2012

We need to be top of the class in education

IF you read all the recent stories about local schools in the North Devon Journal, you get an interesting and somewhat complex picture of the state of education in the area.

There seem to be plenty of success stories.

There were positive headlines last week with impressive Ofsted reports for both Horwood and Berryarbor primary schools.

But there also seems to be an undercurrent of dissatisfaction with local state schools, which suggests that all is not entirely rosy.

In its coverage of St Michael's unfortunate closure, I noticed the Journal report the telling detail that, well before the closure was confirmed, over 80 pupils had already found places in other local independent schools – and that the leader of the school's management committee was going to take his own daughter out of the area.

I don't know how many pupils from St Michael's are now in local state schools, but it is clear that a number of their parents did not consider this to be an acceptable option for their children.

Similarly, consider the plans by the Route 39 project team for a new "free school" near Bideford.

In her essay in last week's Journal, the Route 39 project's Sophie Poklewski Koziell tactfully avoided any overt criticism of North Devon's state school provision, noting simply that "a lot of parents felt that there wasn't much choice".

I suspect that many of the parents involved in the project – along with those of the 530 children reportedly indicating that Route 39 would be their first choice of school – are not merely seeking an alternative option. They are expressing their unhappiness not only at the lack of choice, but also the quality of the choices available to them.

I find it depressing to consider the possibility that, in 2012, here in our corner of what remains one of the world's richest and most advanced nations, a good education might still be the preserve of those who can afford it.

That is, of course, not entirely a fair picture of the condition of schools in this

area.

There are high points which should be celebrated and applauded. South

Molton Community College is rated as "outstanding" by Ofsted.

Chulmleigh Community College saw 68 per cent of its pupils taking GCSE English and Maths achieve a grade C or above in both – a figure fractionally higher than the independent Kingsley School or Shebbear College (those figures are for 2010; data for 2011 will be published in the next few days).

But Ilfracombe Arts College and Bideford College are both rated by Ofsted as merely "satisfactory" – a grade that the watchdog is planning to re-phrase as "requires improvement."

Just 36 per cent of Bideford College's GCSE students taking English and Maths achieved a C grade or better. (The average for English state schools is 55.7 per cent; it is 55.3 per cent for all schools in the Devon County Council area).

There is no reason to suppose that North Devon's children are inherently less intelligent or less talented than children anywhere else in the country, so we are failing them if they are being less well educated.

Good education is fundamental not only to each individual child's future but, through them, the economic future of the whole region. To borrow from the Americans: no child should be left behind.

You can't blame the parents of children at independent schools for sending their kids there even as others can't afford to.

No parent should have to take into account political considerations when it comes to decisions about their own child's education.

Similarly, while I have my reservations about free schools as a national policy, you cannot but admire the dedication and effort put in by the parents and teachers behind the Route 39 project.

I hope it succeeds and that as many local children as possible benefit from it.

My problem with free schools – and the broader "Big Society" agenda of which they are a part – is that they represent an abandonment by government of one of their basic responsibilities: providing free, high quality education.

They want parents to throw themselves into projects like Route 39 because it takes the pressure off the government to make sure that struggling schools nearby get the help they need to improve.

You sort out education locally, the government is thinking, so we don't have to.

The result is neglect of the existing state schools, and it is the children left in them who bear the consequences of that outcome.

This is an important issue that I'd like to learn more about and come back to again and again.

I'd like to hear your experiences – and your ideas for making things better.

If you're a head, a teacher, a parent or a pupil and you have strong views about your school, I'd like to hear them.

Article from Bude & Stratton Post, 25th January 2012

Route 39 school would be 'first choice' for over 500 children

PARENTS of over 530 children have said they would choose the Route 39 school ahead of any others, if it was to be given the go-ahead.

Route 39 is a community group proposing an additional state secondary school in the area between Kilkhampton and Clovelly.

Route 39's latest event, held at the Milky Way on January 14, was another turning point for the group, revealed [REDACTED], one of the members behind the scheme.

See the full report in this week's 'Post'.

Article from North Devon Gazette, 22nd January 2012

Parents' support for North Devon school bid

Route 39 proposal to build new comprehensive in Torridge proves popular at free open day.

PARENTS bidding to create a new secondary school in North Devon were delighted by a resounding endorsement as more than 1,200 people attended a free open day event at the Milky Way.

Community group Route 39 hosted the "Free Day at the Milky Way" event as an opportunity for local parents and children to find out more about its plans for a new school somewhere [REDACTED].

The group is aiming to win funding through the Government Free School initiative to build a state comprehensive funded directly from Westminster and free to set its own curriculum, teachers' pay and most aspects of how the school is run.

The Milky Way event on Saturday was open to parents who had downloaded

a free entry voucher from the Route 39 website.

“The event showed that there was massive local endorsement for the proposal,” said [REDACTED], one of the Route 39 parents.

“By the end of the day parents had put down the proposed new school as the first choice for more 530 children - that is equal to nine out of every 10 children attending.”

Route 39 is encouraging parents to sign an on-line petition of support before it goes to the Department for Education.

Currently more than 300 local families and 600 children have stated they would choose the proposed school.

A series of coffee mornings are planned for January and February for those who haven't yet had a chance to find out about the project. Visit [REDACTED] for more information.

Article from North Devon Journal, 19th January 2012

Parents give their support to plan for Route 39 school

HUNDREDS of people have lent their support to plans for a new free school in North Devon.

The Route 39 project, which was established by a group of parents, aims to build a new secondary school somewhere [REDACTED].

[REDACTED]

The team hosted an open day at the Milky Way Adventure Park which they said was a huge success.

Mum-of-three, [REDACTED], from Kilkhampton, helped launch Route 39. She said: "Route 39's event at the Milky Way was another turning point for the group.

"More than 1,200 parents and children came to the event to find out more information about the parent-led proposal for a new secondary school in North Devon.

"Members and supporters of Route 39 were there all day to give out information and discuss their plans with parents.

"The event showed that there was massive local endorsement for the proposal and by the end of the day parents had put down the proposed new school as the first choice for over 530 children which is equal to nine out of every 10 children attending."

Free schools are all-ability state-funded schools set up in response to what local people say they want and need in order to improve education for children in their community.

Route 39 could establish the first free school in Devon.

The project was selected to be part of the New Schools Development Programme in November and must submit an application to the Department for Education before the end of February.

The Route 39 team is encouraging parents to sign their on-line support petition at [REDACTED] if they haven't already done so before the application is submitted.

Weekly Essay in North Devon Journal, 19th January 2012

Our aim: Engage, Respect, Aspire

IT WAS about this time last year when I was chatting to another mum at the school gate about where to send our kids to secondary school – now a year later we're part of a steering committee putting together an application for an additional secondary school for the North Devon area. How did we get here?

It really was a case of one thing leading to another, doors opening and possibilities becoming realities. First of all we started by researching what schools already existed in the local area – state and private – and then had a discussion with some local parents about their hopes and fears about secondary education.

A lot of parents felt that there wasn't much choice – certainly compared to other parts of the country. If you can't afford private education, there's usually a choice of one – limited by travel distance.

There were teachers and educationalists among the parents' group and we asked them what they felt were the strengths and weaknesses of the current educational approach – and more specifically and what they'd do if they could design a school from scratch. At that moment, it was a purely philosophical conversation. None of us had an intention of attempting such a thing.

Then the YNS (Yorkshire Nationwide Schools) came to Bude and caused a massive stir. Calling themselves an 'Independent Grammar School', they had already put in a bid for a secondary school for 700 students, just outside Bude in the Tripos building, and were coming to consult the community about it.

The reaction was hostile to say the least. The location and size of the school was a direct threat to Budehaven, and the YNS bid seemed to imply that they were going to do better than Budehaven, on the same budget, but without changing much in terms of approach or curriculum.

The YNS bid was a turning point for our group. It was clear that our area had been targeted by an outside agency as ripe for a new school, and we also experienced the community's reaction.

The YNS proposal failed to get through – like many others last year – but it galvanised our parents' group into action. We decided to form a community proposal for a new secondary school: we called ourselves Route 39 Education Project.

Most of the summer and early autumn was spent speaking to anyone we knew within education, researching and visiting state schools who were trying different approaches to learning and leadership.

It was a fascinating but trying time – both in terms of trying to juggle childcare for 13 children between partners and friends – and also because not only was this unpaid work, but we were borrowing heavily on family finances to fund trips.

Some people couldn't continue for various reasons, so left the group, and others joined – including a recently retired headteacher and his wife, both of whom had spent their working life in education and opened up more ideas to us.

We gave ourselves until the middle of October to finalise our vision and ethos for the school, and then to spend most of November communicating it to the community.

Our steering group is diverse – we've had very different experiences of childhood, education and work. First and foremost we are parents, but between us we've got degrees, have set up businesses, written books and started community projects.

We've got backgrounds in educational software, PR, marketing, product management, journalism, teaching, headship and financial management.

Some of us are governors of local primary schools, some sit on parish councils, others are on the PTA.

Some of us come from the area, others have moved into the community. But all of us are passionate about education and committed to this project.

Our role is to bring this project to life, by communicating our vision to experienced professionals who would shape and form our final proposal – and school. Our steering group would eventually form part of the governing body of the school.

So what is our vision? It is for a school of around 500 students, between 11-16, plus a sixth form. We feel a smaller – decent-sized school – will offer the benefits of a close-knit community school.

We're applying to open the school in 2013, with a year seven, and probably a partial year eight and ten.

Once established the school would be like any other maintained state school or Academy – it would be Ofsted-regulated, not academically selective and state-funded. However, the school would be free from local authority control, free to control its own budgets, and free to set the curriculum as well as term length and school days.

The school will be located in a rural area, between Bideford and Bude, along the A39. We've spoken to the Devon local authority which has recognised the need for another school in the area due to the extensive development planned for Torridge district, as well as migration of young families into the area.

Even without these factors, secondary school population is expected to rise in five years' time due to the increase in primary school children in the area.

A rural school could serve the rural community, offering land-based qualifications which might suit many children from the farming community. By placing it in this area, it would also minimise the short-term impact on the existing secondary schools in the area – Bude, Holsworthy, Torrington and Bideford.

We would like to establish a school with an extended day, which would allow all children to access extra enrichment activities such as sport, music, art and land-based learning. This would also suit the working day of many working parents. We know this is possible within existing budgets, as other state schools have done it in this country.

The school will have a strong mentoring system for pupils, where they will have one-to-one tutorials on a weekly basis. Mentoring can be a powerful, positive influence in a child's life, not only for dealing with behaviour issues, but also for setting goals and aspirations.

The mentoring is part of a personalised approach to education, where every effort is made to engage students in the curriculum and the school itself.

At the heart of each child's school life will be the development of key learning and communication skills – so that they can become creative, resilient and responsible learners – and young people.

The ethos of the school will be 'Engage, Respect, Aspire'. We want children to be able to access and engage with learning at all levels, in school and beyond.

We want a culture of respect to be promoted throughout the school by staff, students and governors. And above all, we want to encourage children to find a passion for something and aspire to do their best in everything.

Is this vision really possible? The answer is 'yes', but only with community backing. We have done our research and know that it is possible within existing budgets.

Moreover, our group has been selected to be part of The New Schools Network Development Programme to be given extra advice and support to write our application. There was stiff competition for places on this programme, and we are one of only 20 groups in the country to have got through.

Our next step is to write the application in consultation with educational experts, and submit it to government at the end of February.

However the application will only be successful if we have signatures from local parents – through our website – proving they support the project.

One of our main challenges has been to communicate the project to parents who have children aged ten and under. We are not a large organisation, with deep pockets, we are a small core of people who are juggling children, work, the school proposal and, recently, Christmas!

The ideal would be to let parents know through the primary schools, but sadly this is not possible due to historical learning communities and relationships with existing secondary schools. So our communication has mostly been through word of mouth, social networking, the media and community presentations.

The fact is that another school is needed in this community in the long term and local authorities can no longer commission schools in the way they used to – they need to go through groups such as ours who are proposing new schools.

There are now 24 free schools up and running throughout the country, and 70 approved for 2012. We met some of the people behind these schools at a

conference, and it was immensely inspiring and encouraging to see the diversity of people involved.

There were the young teachers setting up a bilingual primary school in Brighton, a community group which had set up a secondary school in Suffolk as its school was being closed, a group of parents in Wandsworth who campaigned long and hard for a local non-selective state school in their area.

It was a first for everyone, and a huge learning curve, and it gave us hope that the same could happen in North Devon. Through this process we have the opportunity to bring millions of pounds of investment to this area in a time of recession – investment that is not currently available for existing schools.

Money is going to other parts of the country, with schools being established in Norwich, Birmingham and London, among other places . . . there are notably few schools in the West country. Let's bring innovation, investment and opportunity here!

For more information on the plans, visit [\[REDACTED\]](#)

North Devon Gazette, 21st December 2011

Plans for secondary school gaining support

North Devon parents bidding to create a new comprehensive school in Torridge have been impressed at level of support so far.

Comments Email Print Got a story?

A group of local parents bidding for Government cash to create a new secondary school say the response so far to the scheme has been “overwhelmingly positive.”

Route 39 is a community group aiming to win funding through the Government Free School initiative to build the state comprehensive school [\[REDACTED\]](#).

Free schools are similar to academies, funded directly from Westminster and free to set their own curriculum, teachers' pay and most aspects of how the school is run.

During the past few weeks the parents of Route 39 have been visiting parishes around North Devon and say so far the response from fellow parents has been good, with some 90 per cent in favour of the scheme.

There will be further project presentations at Abbotsham Village Hall on Thursday, January 5, at 8pm. On Saturday, January 14 there will also be a Free Family Day at the Milky Way, for a fun day out plus the opportunity to find out more, free with a voucher available from the Route 39 website.

A bid has to be submitted to the Department of Education in February and the vision is for a school of around 500 students, plus a sixth form. If successful it would be hoped to open in 2013 - with mainly a year 7 - growing the school up from that point.

Mother of three [REDACTED], one of the founding parents for the project, said the bid had to include three possible sites and the aim was to find a four to five hectare site somewhere on the A39 on the Devon side of the border.

“It will offer GCSEs and A-levels, as well as a range of vocational qualifications, and encourage children to become independent and life-long learners,” she said.

“It seems new, but many other groups have done this now, with 94 new free schools set to open by September next year.

“This would be a non competitive, non-selective school for the area, just like any other – it’s just a state school that would manage its own budget, just like Torrington and it would operate with the same admissions policy as any other local school.

“Route 39 has shaped a proposal, but without community engagement and support, it cannot go to the next stage. The free school presents a massive opportunity for investment in the area, and a potential for the community to shape a school that fits their needs.”

The parents of Route 39 would not be running the school or teaching there, although some might become parent governors. Also on the steering group are [REDACTED] [REDACTED] – [REDACTED] - and [REDACTED], who have added experience and knowledge to the groups’ bid.

If the initial application is accepted, it will go on to an interview stage in the spring and the result should be known in the summer.

Anyone who wants to find out more about Route 39 or have their say can go to [REDACTED].

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