



*Enabling  
young people  
to be all that  
they can be.*

rural

community



thriving



inspirational



**Proposals to the Department for Education by United Learning Trust  
to open Wye Free School in September 2013**

Department *for*  
**Education**



**United Learning Trust**  
The best in everyone™

# 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: 

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



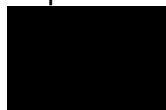
London



**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



London



### **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:	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section A:</b> Applicant details-including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> 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. <b>Independent schools only:</b> you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only:</b> 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 [REDACTED] 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, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <b>Section A</b> 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, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], 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] [REDACTED] Oundle Peterborough [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 type="checkbox"/> Parent/community group  <input type="checkbox"/> Teacher-led group  <input checked="" 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 type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" 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 type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" 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 style="text-align: right;"> <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 style="text-align: right;"> <input type="checkbox"/> Yes  <input checked="" 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 type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" 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>N/A</p>		
Details of company limited by guarantee			
11.	Company name: United Learning Trust (ULT)		

12.	Company address: [REDACTED] [REDACTED] Oundle Peterborough [REDACTED]		
13.	Company registration number: 4439859		
14.	<table border="1"> <tr> <td data-bbox="284 468 1118 580">Does the company run any existing schools, including any Free Schools?</td> <td data-bbox="1118 468 1326 580"> <input type="checkbox"/> Yes  <input type="checkbox"/> No           </td> </tr> </table>	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
15.	<p>If Yes, please provide details:</p> <ul style="list-style-type: none"> <li>• Accrington Academy, [REDACTED], Accrington, Lancashire [REDACTED]</li> <li>• Barnsley Academy, [REDACTED], Kendray, Barnsley [REDACTED]</li> <li>• Kettering Buccleuch Academy, [REDACTED], Kettering, Northants [REDACTED]</li> <li>• Lambeth Academy, [REDACTED], Clapham, London [REDACTED]</li> <li>• Manchester Academy, [REDACTED], Manchester [REDACTED]</li> <li>• Midhurst Rother College, [REDACTED], Midhurst, West Sussex [REDACTED]</li> <li>• Northampton Academy, [REDACTED], Northampton [REDACTED]</li> <li>• North Oxfordshire Academy, [REDACTED], Banbury [REDACTED]</li> <li>• Paddington Academy, [REDACTED], London [REDACTED]</li> <li>• The Regis School, [REDACTED], Bognor Regis, West Sussex [REDACTED]</li> <li>• Salford City Academy, [REDACTED], [REDACTED] Eccles [REDACTED]</li> <li>• Sheffield Park Academy, [REDACTED], Sheffield [REDACTED]</li> <li>• Sheffield Springs Academy, [REDACTED], Sheffield [REDACTED]</li> <li>• Shoreham Academy, [REDACTED], Shoreham by Sea, West Sussex [REDACTED]</li> <li>• Stockport Academy, [REDACTED], [REDACTED], Stockport [REDACTED]</li> <li>• Swindon Academy, [REDACTED], Swindon [REDACTED]</li> <li>• Walthamstow Academy, [REDACTED], Walthamstow, London [REDACTED]</li> <li>• William Hulme's Grammar School, [REDACTED], Manchester [REDACTED]</li> </ul>		
<p><b>Company members</b></p> <p>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.</p>			

16.	Please confirm the total number of company members: 18
17.	Please provide the name of each member below (add more rows if necessary):
	<b>Name:</b> [REDACTED]
	<b>Name:</b> [REDACTED]
	<b>Name:</b> [REDACTED]
	<b>Name:</b> [REDACTED]
	<b>Name:</b> [REDACTED]
	<b>Name:</b> [REDACTED]
	<b>Name:</b> [REDACTED]
	<b>Name:</b> [REDACTED]
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	<b>Name:</b> [REDACTED]
	<b>Name:</b> [REDACTED]
	<b>Name:</b> [REDACTED]
	<b>Name:</b> [REDACTED]
	<b>Name:</b> [REDACTED]
	<b>Name:</b> [REDACTED]
	<b>Name:</b> [REDACTED]
	<b>Name:</b> [REDACTED]
	<b>Name:</b> [REDACTED]
	<b>Name:</b> [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):  
ULT Company Directors

If the Wye Free School proposal is approved the ULT Directors will assume ultimate governance responsibilities as they currently do for all ULT academies. None of them will have a portfolio responsibility but will, as a collective, exercise legal accountability and liability for the school. [REDACTED], will assume the position of ultimate chair of governance. Governance responsibilities are delegated by the ULT Board to a Local Governing Body (LGB). The precise relationship between the ULT Board and the LGB is outlined in detail in section F6 of this submission.

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED]

5. Name: [REDACTED]

6. Name: [REDACTED]

7. Name: [REDACTED]

8. Name: [REDACTED]

9. Name: [REDACTED]

10. Name: [REDACTED]

11. Name: [REDACTED]

12. Name: [REDACTED]

13. Name: [REDACTED]

14. Name: [REDACTED]

	<b>15. Name:</b> ██████████	
	<b>16. Name:</b> ██████████	
	<b>17. Name:</b> ██████████	
	<b>18. Name:</b> ██████████	
19.	Please provide the name of the proposed chair of the governing body, if known: ██████████	
<b>Related organisations</b>		
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.	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.	If Yes, please provide the following information about each organisation:  United Learning Trust has as its parent charity the United Church Schools Trust which manages a group of 11 private fee paying schools in England.  The link will enable that group to support education in WFS as it does current for ULT academies. This would be in terms of aspiration setting, curriculum support and teaching support.  United Church Schools Trust Charity Number: 1016538	
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).  None	
<b>Existing providers</b>		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input 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 type="checkbox"/> No

25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	Yes <input type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
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:	N/A
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:  N/A	
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:  N/A	
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:  The United Learning Trust is an Academy Sponsor registration number 4439859.	

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: [REDACTED]

Position: [REDACTED] (please delete as appropriate).

Print name: [REDACTED]

Date:

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:	Wye 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 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:	September 2019
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character?  <input type="checkbox"/> Yes <input type="checkbox"/> No <b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b>	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
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 type="checkbox"/> No	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	Christian , non-denominational
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	Kent County Council
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Not applicable
13.	<p>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.</p> <p>Not applicable</p>	

## Section C: Education vision

### C1: EDUCATION VISION

**Our vision is to create a school that can transform children's lives and help them achieve things they may never have imagined.**

***'Education is not the filling of the pail but the lighting of a fire'***  
(WB Yeats)

We aim to create a distinctive, small, comprehensive 11-19 school that provides an excellent education for all its pupils. We will nurture, inspire and guide our pupils to high achievement to enable their optimum choice of career path.

The school's motto will therefore be ***"Education for Life"***.

#### **1. 1 Rationale**

Wye Free School will be an all ability, co-educational school, established and run to maximise the opportunities for all pupils to reach their full potential. Our school will be a centre of excellence for 11-19 year olds. Current provision close to Ashford involves selection at 11+ and provides very limited choice for parents. For those children who pass the 'Kent Test' there are single sex grammar schools. Those who do not pass the Kent Test are allocated to one of three very large 'High Schools'. Two of these high schools are oversubscribed and their academic results, 39% and 42% 5+A\*-C GCSE (or equivalent) including English and Maths, are significantly below the national average. The third school, on the far side of Ashford from Wye, is an academy, given 'Notice to Improve' by Ofsted at its last inspection and only 31% of its pupils gained 5+A\*-C including English and maths in 2011, compared with the national average of 58%. It is the only school that is not oversubscribed and it is geographically difficult for the rural community around Wye. The intention of Wye Free School is to bring about educational transformation and improved outcomes for pupils at a significantly faster rate than has been achieved in this area before.

Between the large towns in Kent there are centres of rural poverty and children from villages travel long distances to low achieving secondary schools. Many parents send their children outside of the Ashford area to find better schools, but this is only an option for those with the resources to do so. The five secondary schools in the borough (including the two grammar schools) have places in Year 7 for a total of 991 pupils). There are 30 primary schools located closer to the Ashford Secondary Schools than to any others. Between them, these primary schools have 1212 pupils in Year 6, thus indicating that more than 200 children have to go outside the borough each year for their secondary education. The increase in housing planned by Ashford Borough Council has led them to propose that three new secondary schools will have to be built to cater for further demand as is detailed in Section E2.



Areas of deprivation, both rural and urban, are indicated by the percentage of children having free school meals in some of our feeder primary schools as shown below.

Table1 Data on feeder primary schools indicative of deprivation

Area and School	Miles from Wye	Pupils	Percentage Free School Meals
<i>Village</i>			
Brook	1.9	85	22.4
Charing	6.6	95	29.5
Chartham	5.8	260	16.5
Chilham	4.4	95	16.8
<i>Towards Ashford centre</i>			
Bvbrook Phoenix	2.8	200	33.5
Kennington Junior	2.3	350	16.0
Victoria Rd	3.8	205	24.9
Willesborough	3.3	465	9.7

Table 1 indicates the significance of the number of pupils receiving free school meals when compared to national averages. However these figures are particularly significant when compared to the Kent average of 8%. This indicates that the catchment has significant pockets of deprivation when compared to the rest of the Local Authority.

The following Table 2 seeks to illustrate that disadvantaged children, i.e. those who qualify for free school meals (FSM), do not have equal access to the better secondary schools when considered with those who are not disadvantaged. Compared are the five secondary schools that are closest to Wye, all of them in Ashford, two grammar and three high schools. Also included is a high school in Canterbury, which parents from Wye and its surrounding area try to access for their children.

Table 2 Data for secondary schools

School	Distance from Wye (miles)	Admissions policy <sup>a</sup>	Oversubscription	Pupils eligible for FSM	5+ GCSE A*-C (or equivalent) inc En & Ma
Highworth Girls' Grammar, Ashford	4.8	Ability, then distance	Yes, 2.1 applicants for each place	1.4%	99%
Norton Knatchbull Boys' Grammar, Ashford	5.5	Ability, then distance	Yes, 2 applicants for each place	2.6%	99%
The Towers	3.6	Nearest	Yes, 2.6	14.6%	42%

School, Ashford		school plus distance, then not nearest school plus distance	applicants for each place		
The North School, Ashford	5.3	Nearest school plus distance, then not nearest school plus distance	Yes, 3.4 applicants for each place	13.3%	39%
The John Wallis Academy, Ashford	7.6	Anglican faith then distance	No, Year 7 PAN is 210, 169 places filled	22.2%	31%
The Archbishop's School, Canterbury	12.8	Anglican faith then distance	Yes, 4 applicants for each place	5.5%	59%

<sup>a</sup> all fulfil statutory requirements

The development of Wye Free School will therefore address both the *quantitative need* for places and the *qualitative desire* for improved standards. We will provide a better quality of education in the area, increase diversity, allow parents a positive choice and reduce the disruption to children having to travel long distances to gain a place at a 'good' school. We will reach out to areas of deprivation. The Free School represents a new opportunity and provides new hope for parents who are unable to afford private education.

*'I would like a decent secondary school near Ashford.'* (Parent)

We plan to establish the new school in the historic buildings of the former Wye College. The village of Wye has a special character; it is a diverse, multinational, inclusive and welcoming community. It has been a centre for education for nearly 600 years, providing inspirational teaching and an excellent learning environment. The new school will offer an educational experience that will provide an outstanding education for future generations. We will have an integrated approach to environmental issues that recognises the importance of respect for our planet and its finite resources. We will take full advantage of the unique range of opportunities presented by our location. The surrounding environment provides our school with rich educational resources ranging from ancient history, to geology and agriculture.

*'I am looking for a good quality education with a strong emphasis on the care of the rural environment.'* (Parent)

Wye Free School will be a small school of around 600 pupils. Published research from The Educational Resources Information Centre (ERIC)

<http://www.education.com/reference/article/Ref Affective Social/> cites the benefits of smaller schools and in 2008 Ofsted reported, small schools have a positive ethos that fosters "a family atmosphere", "good standards of behaviour" and "close links with parents and the community".

*A parent commented....."I think this is an excellent idea, and I wholeheartedly support the principle of a school that provides good quality education for all abilities and moves the emphasis away from the grammar or poor alternatives that are available locally"*

## 1.2 Vision statement

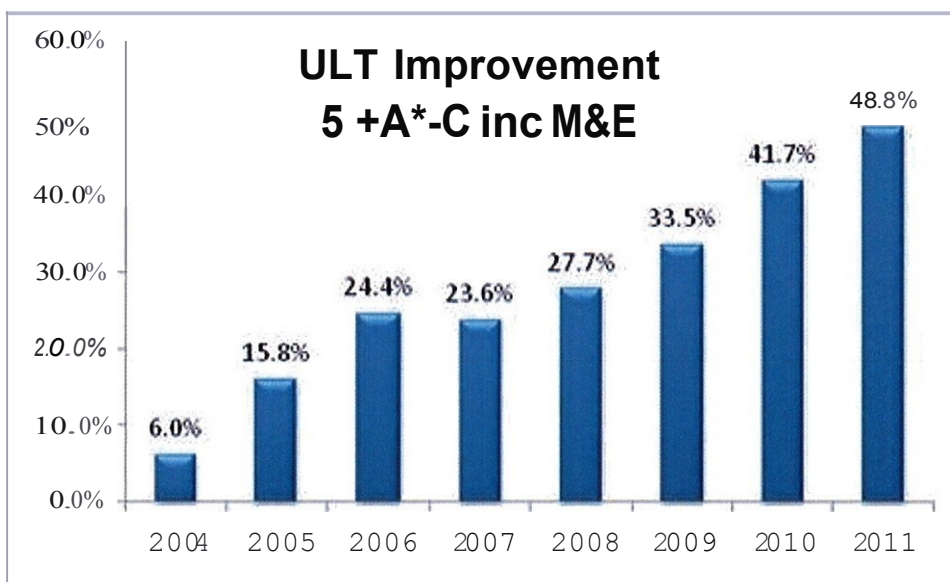
Our vision will be achieved through the following commitments

- A goal of academic excellence, but with the school going further to develop the whole child, preparing them for life and employment and to become a good, contributing citizen
- Strong and holistic pastoral care, individual tutors and an extensive activity programme to inspire and develop pupils, to promote self-esteem and to enable the full potential of everyone to be realised
- An ethos of positive, enduring and nurturing relationships between the three key groups - teaching staff, the pupils and their parents
- Accepting those of all faiths and none, but embracing the Christian values of honesty, integrity, respect, service and compassion
- An inspirational village campus setting that embraces its rich heritage - academic, environmental, agricultural -and its very strong relationships with the local and wider communities
- Adopting responsibility for, and engagement with, our surroundings through involvement with rural and agricultural projects and promoting care for the environment through a low carbon footprint programme that is clothed within an entrepreneurial approach
- A strong partnership with The United Learning Trust (ULT) to create a school that grows in strength and adapts to the needs of future generations. The core objective of ULT is to bring out the "Best in Everyone".

*'I believe in this programme - this is an excellent idea for a well structured school.'* (Parent response to questionnaire)

## 1.3. Linking the Vision with our Educational Plan

The local Wye Free School Group chose to work with the United Learning Trust (ULT) because they shared a common vision for the development of pupils through a carefully designed education plan that has proven success in academies. The United Learning Trust aspires to the same levels of achievement for its academies as the fee paying schools run by its partner organisation the United Church Schools Trust. Data published in January 2012 indicate that ULT academies improved GCSE results by 7.1%; this is more than twice the rate of other schools nationally (3.1%) and at a higher rate than academies in general, providing clear evidence for the quality of educational support and challenge provided by the group.



In the last two years particularly strong performances have been seen at the following ULT academies with respect to 5+A\*-C inc English and maths:

Academy	2009	2011	%Points increase	Figure for final year of predecessor school
Barnsley	19%	54%	35	6%
Paddington	34%	69%	35	18%
Lambeth	35%	58%	23	N/A
Walthamstow	31%	53%	22	15%
North Oxfordshire	25%	49%	24	12%

In addition to the educational support available and the opportunities for sharing good practice across the group's academies and fee-paying schools, the Wye Free School will benefit from the back-office support on offer from ULT. This includes all the financial, HR, legal and marketing support which maintained schools would generally receive from their local authorities. Similarly, ULT welcomed the opportunity to work with a highly motivated group who had identified a clear need and demand for a new secondary school in an area of the country where it already had a presence; Ashford School which was recognised as the outstanding Independent school of the year in 2011. The Trust was keen to help to realise the original vision for the school that has developed from the local community.

*Together we will address the following core areas in order to deliver our aim of 'Education for Life'.*

**Excellent teaching** will be provided by outstanding staff members who will be supported by the exceptional people development programmes provided by ULT. Our staff will be involved in Coaching, Mentoring, Go-construction and 'Sharing Outstanding Practice' with nearby Ashford School, a leading

Independent School. In the initial phase this would include staff recruitment and selection, and strategic planning and ethos development. When open, this would include supporting quality assurance in teaching and learning, and joint provision for the highly able comprising joint learning and enrichment activities. There will be shared teacher development, shared leadership conferences, shared student conferences, a joint CCF and shared support services.

**Pastoral care** will be exemplary with time allocated to allow personal tutors to really know and support their pupils. A strong sense of belonging will be generated through a vibrant House System, a feature of which will be a team of tutors who will each care for small groups of pupils. On joining the school, a clear partnership will be established between pupils, their parents and the school to work together to provide happy, fulfilling and successful school careers. All in the partnership will contribute fully and embrace the opportunities on offer. Wye Free School will involve pupils in an innovative Developmental Assets Framework, designed to enable young people to reach their full potential. This is a powerful tool in enabling young people to thrive in school and in their communities. Within this framework, pupils are assessed on a termly basis to track their social development (which correlates directly with their academic achievements). The tracking will provide guidance on the appropriate actions that would need to be put in place to enable children to be 'all that they can be'. This scheme is not just for 'those at risk', but for all young people in the school and focuses on two key areas;

1. Constructive use of time (which enables positive behaviour to be nurtured)
2. Positive, enduring and nurturing relationships between pupils, staff and parents (which roots these positive behaviour traits to be in place for longer)

**An enhanced school day** will be timetabled, starting at 8.30am and finishing at 4.15pm, with the school remaining open for formal enrichment and intervention activities until 5.30pm, before a comprehensive community offer begins, open to all. This pattern has worked well in other ULT academies.

**Our curriculum** will emphasise the importance of numeracy and literacy in accessing the full range of learning opportunities. We will have a flexible curriculum that will be responsive enough to support smaller groups and allow increased curriculum time to support pupils with additional needs. There will also be individual learning programmes, bespoke to the needs and abilities of all pupils. Accelerated reading programmes will be in place and an accelerated learning programme will stretch the most able.

Within a small school we need to focus our efforts in a wide reaching area of specialisation. Our plan is to use *sustainability within the rural and built environments* as a core thread running through the curriculum. We will use the environment to create a network of links between subject areas, building on community interactions (notably our links with Wye Community Farm) to widen the educational experience for pupils of all academic abilities. For example, less able children will be encouraged to gain confidence in their

ability by working with and nurturing livestock, whereas those at the more academic end of the spectrum will carry out detailed research projects on animal nutrition and physiology. The farm links also provide a valuable resource for art and design work and a platform for enterprise.

Wye Free School will offer much more than its strong academic curriculum-extension, enhancement and enrichment are key facets of our plan. We believe strongly in developing character through building opportunities in sport, music and drama; we also believe in healthy competition. Some pupils will have had opportunities to experience a wide range of enriching and cultural activities before joining the school, others will not and the school will structure the curriculum to ensure all pupils gain a breadth of experience.

**Extremely high expectations** of commitment to learning and excellent behaviour will be instilled in our pupils. All members of the Wye Free School community will be inspired and privileged to work in a beautiful environment which has been a seat of learning for centuries.

**Service to the Community** will be encouraged, locally, nationally and globally. The Christian value of service will be reflected in the enrichment programme enabled by the longer school day. Links with other ULT schools and academies throughout the UK will enhance the lives of all pupils. We will build on contacts already developed within Wye where there are charitable projects operating in many countries; we have already established links with a large secondary school in India.

**Our school ethos** welcomes diversity, but accepts no excuses for mediocrity. Wye Free School will not expect its pupils to fit into stereotypical moulds! Each child is an individual and he or she will be given the chance to express individuality and to develop his or her talents. However, none will be allowed to coast and to give less than their best.

*'I heartily endorse your' education for life' vision if it removes the current obsession for merely passing exams.'* (Parent)

#### **1.4. Aspirations for Achievement**

**Extremely high expectations** Education for Life means that our pupils will develop a life-long love of learning because they will appreciate the value of learning and they will have the aspiration, supported by high expectations, to strive to go way beyond average in everything they do. All pupils will achieve academically, and show significant value added progress. Pupils will be expected to make 20 points of progress or up to 5 NC levels of progress over their career at Wye Free School to enhance life opportunities and close the attainment gap. We will track and monitor individual pupils' progress and sub-group progress in detail, ensuring that everyone achieves to their best.

**Achievement through the curriculum** Wye Free School pupils will achieve a broad range of qualifications, focused around the core subjects and through options tailored to individual and local needs. All of our pupils will achieve 5 GCSE grades (at C or above) and we aim that 80%+ of our pupils will achieve



5 Good GCSE's including English and maths. Most (60%) of our pupils will achieve the EBacc qualification. A Level subjects will have a 100% pass rate, A\* and A grades at both GCSE and A Level will be significantly above the National Average. Pupils will be inspired and supported to apply to Oxbridge and Russell Group Universities, through link programmes.

**School ethos** Wye Free School will, through its ethos and structure, seek the highest levels of attendance from pupils, the initial target of 95% in year one will rise to 96% and continue. Similarly, Wye Free School has a target of zero exclusions facilitated by the individual care and support which each student will receive.

Every student will do well enough by the age of 18 to go on to university, to further education, to a training programme for a skilled profession or into a worthwhile career. Our pupils will have acquired the skills of compassion, resilience and flexibility needed to support themselves and those with whom they live in a challenging and competitive world. Above all we will ensure that they will be happy and successful at Wye Free School and will be proud of their school because they know that they are cared for, supported and challenged to bring out the **'Best in Everyone'**.

*'Ashford is lacking in a good choice of Secondary Schools that provide a good academic and stimulating environment for children of all abilities to thrive and develop and we feel that the proposed Wye Free School could achieve this.'* (Parent)

## 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		90	90	90	90	90	90	90
Year 8			90	90	90	90	90	90
Year 9				90	90	90	90	90
Year 10					90	90	90	90
Year 11						90	90	90
Year 12							75	75
Year 13								75
Totals		90	180	270	360	450	525	600

## Section D: Education plan – part 2

Please refer to pages 16-20 of the 'How to Apply' guidance for what should be included in this section.

This section of the application is completed in partnership between the Wye Free School group and the United Learning Trust.

This is the heart of our application and should provide the framework for implementation by the Principal Designate. This plan is intended to provide a strategic framework for the Principal Designate and not to restrict their input and professional advice. It explains how Wye Free School will achieve its education vision through its strategic plan and operational details.

This education plan-based on the educational vision outlined in section C-describes the structure of Wye Free School and the experience that pupils will have. It sets out our aspirations for student achievement, how we intend to meet these and how we will evaluate performance, both of individual pupils and the school as a whole.

### **Introduction**

Wye Free School in partnership with ULT seek to develop a high quality, 11-19 provision to meet the particular needs of pupils and families of local communities. The School would be a small rural school for pupils aged 11-19, with three forms of entry 11-16 provision (450) with a 150 place sixth form, providing a total of 600 places.

### **Strategic planning**

A common approach and a common ethos across Wye Free School will provide stability for pupils and offer them clear and consistent frameworks, purpose and direction as they move through the school. This will also be true for the staff who will share a set of core values and a mission statement focused on working together to raise standards. Wye Free School will initiate long-term strategies for raising standards that are effective and sustainable. This will involve early intervention in order to address underperformance and the causes of underperformance. Strategies to address poor literacy and other core skills will be rigorously deployed at an early stage. These will then be built upon and progressed throughout all year groups as coherent programmes that provide pupils with the continuity and progression that will enable them to develop at an accelerated pace.

## **D1: A viable curriculum plan with an appropriate focus on core areas of learning.**

Wye Free School will be a mainstream Free School, a small local 11-19 rural community comprehensive school, specialising in Sustainability within the Rural and Built Environment serving the diverse needs of approximately 600 pupils.

The curriculum of Wye Free School will be broad and balanced and meet the different need, and interests of all pupils offering a wide range of qualifications.

## **1. Wye Free School Curriculum Plan**

### **Curriculum aims**

Wye Free School seeks to bring about educational transformation and improved outcomes for pupils at a significantly faster rate than has been achieved in this area before. We will seek to address levels of underachievement and low educational standards through the development of integrated and innovative approaches across the age range. Our school will offer high aspirations, broad experiences, a relevant specialism and high standards of Teaching and Learning for all pupils.

### **Linking the Education Vision to the Education Plan**

The delivery of our vision for an 'Education for Life' will provide:

- Excellent teaching from outstanding staff members who will be supported by the 'Exceptional People Development' Programmes provided by ULT.
- Coaching, Mentoring, eco-construction and 'Sharing Outstanding Practice' with Ashford School.
- The very best pastoral care for its pupils with time allocated for Personal Tutors to really know and support pupils.
- A strong sense of belonging through a vibrant House System a feature of this within each house will be a team of tutors who will each care for small groups of pupils.
- Emphasis on the important core academic subjects, numeracy and literacy being the key to success.
- A flexible curriculum that will be responsive enough to support smaller groups and for increased curriculum time to support pupils with additional needs.
- Accelerated reading programmes.
- Accelerated Learning Programmes that will stretch the most able.
- An enhanced school day formally starting at 8.30am and finishing at 4.15pm, with the school remaining open for formal enrichment and intervention activities until 5.30pm.
- A comprehensive community offer that operates from 5.30pm to 10.00pm and at weekends and holidays and is open to all.
- Extremely high expectations in terms of commitment to learning and excellent behaviour.
- Partnership between pupils, their parents and the school to work together to provide happy, fulfilling and successful school careers.
- High academic achievement and significant value added progress. Pupils will be expected to make 20 points of progress and some will make up to 5 NC levels of progress over their career at Wye Free School to enhance life opportunities and close the attainment gap.
- A broad range of qualifications, focused around the core subjects and options tailored to individual and local needs.

- Inspiration and support for pupils to apply to Oxbridge and Russell Group Universities, through link programmes.
- Extension, enhancement and enrichment activities which are key facets of our education vision.
- Opportunities in sport, music and drama and to engage in healthy competition.
- Opportunities to express individuality and to develop pupils' talents
- A longer school day that creates time for all pupils to participate fully in the opportunities on offer.
- Opportunities to give service to the community locally, nationally and globally.
- Links with other ULT schools and academies throughout the UK to enhance the lives of all pupils.
- No excuses for mediocrity

## **2. Curriculum Detail**

A guiding principle is the importance of offering equality of opportunity for all pupils. Some pupils who enter the school at age 11 will have already had a rich young life and they may have had much exposure to music, sport, art, culture, travel, etc. Others will have had a more limited experience. At Wye Free School all children will be given as broad a range of opportunities as is possible within the constraints of school location, budget and availability of resources. We will use curriculum time and time outside the main curriculum for this. For example, all children in Year 7 will be given the opportunity and encouragement to play music, all will be exposed to a wide range of sports, all will be taken on visits to galleries and museums.

We believe that all our pupils will benefit from a broader perspective and so we will develop a Learning Outside the Classroom strategy and policy in which we will set out our aims and objectives, which include broadening horizons, providing different challenges, encouraging pupils to become more independent and increasing motivation.

Successive governments have expressed concern that children from working class backgrounds tend to have less ambitious aspirations than those from middle class homes. It will be our intention to ensure that all our pupils believe that, with our help and their own determination and hard work, the sky is the limit!

### **Core features of the curriculum**

Wye Free School will,

- be built on the small school model- with a nurturing, strong pastoral and relational approach and close links to families.
- start new pupils at the school and induct new pupils mid-summer term in Year 6, thereby avoiding the regression in levels of attainment which is characteristic of this transition.

- emphasise the needs of the whole child; the promotion of character and personal attributes with a vibrant Enrichment and extracurricular offer.
- track and monitor individual student progress and sub group progress in detail – ensuring everyone achieves to their best-through a bespoke curriculum and personalised learning.
- hold a strong commitment to the use of IT and digital technologies to expand and extend the learning of pupils.
- have a unique specialism concentrating on rural issues, land management and environmental awareness - thus bringing relevance in a small rural school setting.
- Will have strong 'green' credentials - with sustainability as a cornerstone of our educational offer
- Will follow statutory assessment arrangements as they apply to academies
- Will collect performance data, publish results and be subject to Ofsted inspection
- will use detailed programmes to address the needs of all pupils especially those with Special Educational Needs and looked after children.
- will provide a broad and balanced curriculum including the core subjects of English, Maths, Science (taught in line with National Curriculum guidelines) and RE.
- employ staff under the contractual terms of ULT's own conditions of employment to allow for our distinctive approaches and unique specialism.

## **Our Specialism**

Wye Free School will specialise in Sustainability within the Rural and Built Environments. This theme embraces many topics, so it will be woven into the whole curriculum, with the intention of extending pupils experiences out of the classroom, into the local community and landscape and beyond. Our specialism has been chosen because of its application to all ability groups, to local employment opportunities and expertise and also to more global issues, so that our pupils become successful global citizens for the future. We envisage our theme contributing to the curriculum in the form of the practical application of maths, science and literacy skills as well as more physical, vocational and soft skill development, the building of confidence and knowledge of the world & identification of potential employment opportunities. This topic has been chosen because of its strong relevance to the local context, the importance of sustainability to the development of global citizens of the future and to be symbolic of high aspirations and expectations of the school. The theme of Enterprise would also underpin all aspects of the school's work.

Our school will be located in an area of Outstanding Natural Beauty with rich historical context. The local area has close links to Europe and the busy and

growing urban centres of Ashford and London. Many local people have knowledge and expertise in the area of agriculture, sustainability and biosciences and as a community we have a strong desire to continue the heritage of excellent education locally. Our specialism has been chosen to build bridges across our community and to get buy in and emotional support, so that everyone has high expectations and aspirations for our school. The specialism will be one of the main mechanisms by which local supporters, businesses, charities and entrepreneurs will contribute towards the schools overall success.

Given the breadth of this theme, the full detail of our specialism will be developed alongside detailed lesson plans with the support of the local steering group, ULT and teachers. Our proposed specialism-based projects will run alongside actual projects in the community and will demonstrate the diverse range of employment opportunities available to our pupils. We have already outlined our interactions with the farming community. The following examples illustrate other ways in which we propose to apply this theme to the curriculum.

Wye Free School will have a Young Engineers Club, which will be run by the Science faculty. Both within class and as an extra curricular group the Young Engineers will examine local civil engineering projects – like the sea wall built in Romney Marsh and the new bridge, which will be built across our local railway line. The group will learn about and build small scale renewable energy projects and visit local housing developments to understand how carbon neutral housing is designed and built. The group will be involved in model making, the practical application of physics, design and learning about manufacturing processes. Ultimately the group will seek sponsors for small design competition/project, such as revamping the local children's playground.

The Conservation charity, Plantlife propose to build a large modern/avant-garde garden made of wild plants and lichens for the Chelsea Flower show 2014. This project will inspire a cross curricular project including art work centred on plants and landscapes, the use of geometry, calculation, drafting skills and design software in proposing some potential designs for the garden. Pupils will create some news stories, articles and PR material and reportage on the garden and critically examine if the garden achieves its objective to raise the profile of the charity and membership numbers.

We will establish a Young Entrepreneur's club, which will hold house competitions around business and entrepreneurship. Wye has an annual food festival and farmers market and these venues provide an excellent opportunity for entrepreneurial competition between the school's house groups. Entrepreneurial competitions will be repeated so that pupils grow in confidence in product development, marketing, sales, production and accounting. The entrepreneurial culture will be such that our pupils will learn that failure is an essential part of success, especially in the challenging realm of starting new business, but also in many worthwhile endeavours in life. The club's motto will be "If you haven't ever failed, you haven't really tried" and the intention is to counter an overprotective culture, which can dampen the



healthy risk taking necessary for entrepreneurship, for expanding pupil's possibilities and for stepping into the unknown in life.

In class and as part of the Entrepreneurs club pupils will examine sustainability in the context of Global Trade looking at how the local ports of Dover and Ramsgate operate and also how Trade is financed and insured within the City of London, where a number of local people work. Using our links with a School in Ranchi in India our entrepreneurial projects could extend out beyond local markets to other countries, with a project for pupils to trade a selection of goods between the schools.

## **ICT provision**

Detailed ICT design requirements will be confirmed as the building design develops but ULT already have policies that provide an overview of intent. ICT vision statements, e-learning policies and policies related to the use of ICT will be based on ULT's ICT Policy Manual.

Wye Free School will provide a broad curriculum as well as a specialism, supported by information communication technology (ICT). The Information and Communications Technology (ICT) installed in the school will reflect this, as well as providing technological tools to enhance high-quality teaching and learning throughout the curriculum. Every classroom will have an interactive whiteboard connected to a computer and a data projector allowing the preparation and delivery of dynamic, interactive lessons across all curriculum areas. The facilities will be supported by sets of learner response systems allowing pupils to interact with whiteboard content to provide teachers with powerful tools for assessing student progress.

Internet facilities will be available in all learning spaces and every teacher and student will have an e-mail address and access to an intranet that will allow collaboration and home access to teaching and learning materials. Access to a powerful learning platform and learning objects server will be provided to all pupils and teachers. Pupils and teachers will also have access to computer resources throughout the campus, including dedicated ICT suites, learning resource areas and a wireless network that will allow connectivity to the network using laptop computers. ICT will be driven by a sophisticated Local Area Network (LAN) that will ensure safe, secure and timely access to e-mail, e-learning resources, printing, the internet and educational software.

Other facilities within the school will include plasma screens for displaying daily news, a computerised library and administration system as well as specialised equipment used for science and music, language teaching and design. The school's specialism will be supported by the learning and teaching resources provided, which will include state-of-the-art laboratories.

High quality professional development will ensure that teachers are amongst the best trained ICT practitioners in the country. A full programme of interactive whiteboard training will be given to staff along with the opportunity to gain the European Computer Driving Licence (ECDL) qualification.

This training, along with high levels of ICT resourcing will combine with exciting and innovative teaching practices to help ensure that pupils at Wye Free School enjoy the best learning experience possible, giving them the skills and the knowledge necessary for success in the 21st century.

Overall, high quality ICT provision will be a means not an end, and effective electronic data collection, reporting, assessment and communications will aid teaching, learning and pastoral care.

Through its specialism the school will:

- Share its specialist expertise and resources with the other schools in the local Learning Partnership and will in turn seek to learn from the specialist expertise of other schools for the benefit of its pupils and staff.
- Establish strong links with relevant local businesses and community organisations in and around, building on and enhancing the existing links with other schools, HE establishments, local Farms, Agricultural Colleges and U3A to develop innovative curriculum materials, work-related learning opportunities, key skills for employability within these sectors, and clear progression pathways, both vocational and academic, for 14-19 pupils.
- Develop leading-edge, innovative, work within the school based on the skills and expertise available to the Sponsor including those of its high performing schools in the private sector as well as its 'Lead Teacher' expertise within its own academies. Wye Free School will play a lead role in the development and implementation of courses in the specialism. This will offer a range of courses to match the abilities, interests and needs of each student throughout all key stages. Tailored programmes of activity will feature as specific elements in pupils' Individual Learning Plans and all learners will benefit from additional resources and facilities to support the raising of standards in Sustainability in the Rural and Built Environments.
- Provide exciting opportunities for young people to engage in practical learning situations.
- Help to promote confidence and self-esteem in pupils, particularly those from more disadvantaged backgrounds.

Wye Free School will play a lead role in developing and in achieving a local enterprise-based environment, developing 'enterprising' individuals and developing an enterprising approach to teaching and learning.

Building on our strong community links as outlined in 07, work-related and work-based courses will be included to provide pupils with additional routes to success by offering relevant experiences that will address:

- *Learning through Work*. All pupils would experience a work experience programme tailored to their specific ambitions
- *Learning for Work*. All pupils would experience programmes in the formal curriculum and in enrichment time which would encourage the

development of enterprise skills, broader personal competences, and financial literacy which would better prepare them for employment.

- *Learning about work.* As part of the specialism, all pupils would follow programmes which would include an understanding of sustainable enterprise.

### **3. Curriculum Phases at Wye Free School**

At Key Stages 3 & 4 the curriculum will be broad and balanced, the aim being that as many pupils as possible will achieve the English Baccalaureate by the end of Year 11, thereby preparing them for a post-16 education which is as well suited as possible to their abilities and aspirations. The longer than average school day will allow time to be allocated for tutorials and extracurricular activities, as well as a conventional programme of learning.

The high quality curriculum will be delivered in a way that ensures all pupils receive both balance and breadth. To facilitate this, the management of the curriculum will be organised across eight faculty areas. These will be based on our learning goals and they will be responsible for the development and quality delivery of the curriculum throughout the school. In this way the school will guarantee the continuity and progression expected. The faculties are:

- Communications, Language and Literacy-inc. English, MFL
- Mathematical Development
- Humanities-inc. PSHE, History, Geography, PTE (RE)
- Scientific Development
- Physical Development-inc., PE, Sport, Dance
- Creative Development-inc. Art, Drama, Music
- Technological Development-inc. Design Technology, ICT
- Inclusion and Support (a support faculty for the school providing for SEN and Gifted and Talented)

High levels of attainment are more readily achieved by pupils who are certain of routines and can focus on their learning. This belief will characterise whole-school systems which are established and particularly for those which relate to classroom organisation, home-learning, pedagogical approach and behaviour. Schemes of work will be planned in collaboration with other teachers in the school in order to ensure continuity, progression and pace. Lesson planning will be a shared activity across the year group to ensure consistency between classes.

A broad, well-balanced and personalised provision will aim to improve student achievement and engagement and be:

- Consistent in approach
- Learner-centred: focussing on the needs, interests and aspirations of individual pupils with an increasing expectation that they develop and display the skills of independent study

- Planned collaboratively: so that knowledge and skills are shared both longitudinally, to ensure progression, and within year teams to guarantee consistency
- Inclusive: so that it is equally accessible to all pupils
- Informed by 'Assessments for Learning': where targets, progress and achievements are recorded, used to inform future priorities and make clear to pupils what they have to do to progress to the next level of attainment
- Community-orientated: so that parents/carers and community representatives are involved in productive relationships with the school.

The review system to be established will be developed through a personal tutorial and review process to which all pupils will be entitled. This will be a key element in the school's personalised learning agenda and be a major mechanism for ensuring that the school brings out the 'best in everyone'. Each student will be allocated a personal tutor and will meet them on a regular basis to review progress, address issues and concerns, establish challenging goals and recognise the actions that will lead to them being achieved. The tutorials will focus on life-skills and competences as well as academic matters and be driven by the needs of the individual.

Encouraging the 'student voice' will be an important aspect of the development of the whole child and will increase as pupils are given, and expected to display, increasing degrees of responsibility. For example, as a key feature of the specialism will be evidence and the growth of the theme, all pupils will be expected to work within teams to investigate real-life sustainability issues (which may be local, regional, national or international in nature), identify appropriate solutions and deliver presentations on their findings to their peers, staff and community representatives. Interaction with local organisations will enhance the learning experience, for example through our links with Wye Community Farm and Wye Heritage Centre. Student Voice will further be promoted by the establishment of a school council, through students elections, at which students from each tutor group meet regularly to discuss issues and learn about responsibility to the community.

### **Initial Phase Year 7- 8**

Each child's progress will be closely monitored on a 6 weekly basis and a RAG rated report sent home to parents, together with an annual review involving parent, child, teacher, and a senior head of learning in the school. This rigorous and individualised approach will then be replicated as the child progresses through the school. Any child not on track to achieve their individual targets will receive individual or group support from a Teaching Assistant or teacher. This will be targeted intervention based on gap and needs analysis, a bespoke programme will be constructed to close the gap rapidly. Pupils on the SEN Code of Practice will have an IEP or IBP as appropriate, there will be reviewed informally on a monthly basis and reviewed in detail with pupils and parents at least termly.

Individual records, relating to targets, progress, obstacles to learning and strategies to overcome these issues, will be maintained and shared with all parents and pupils as they progress through the School.

The curriculum will be delivered using a balance of whole class teaching, group learning and individual work. It is expected that the surrounding countryside, as well as outside areas and indoor spaces, will be utilised for structured learning but also for developing social skills. Assessment will be a daily part of teaching in all classrooms and will be a critical tool for the planning of future activities for groups and individuals.

The curriculum will be underpinned by a whole school approach to behaviour and social and emotional development. Literacy, and literacy-related, policies will be practiced daily and all activities will be planned in such a way as to improve the student's learning skills. This whole-school approach will ensure that all pupils experience a wide range of opportunities. All staff will be aware of the important role they have as exemplars in modelling literacy and numeracy. All planning will include vocabulary lists for different subjects for each year group. Similarly all pupils will have daily access to appropriate ICT and be taught using the latest technologies including interactive whiteboards.

Pupils will be encouraged to be independent. The expectation will be that pupils accept an increasing level of responsibility which will begin with accepting responsibility for their behaviour and learning.

Parents/carers will play a crucial part in promoting high levels of achievement and expectation. In certain circumstances this will involve daily contact, for others less so although we believe that informal conversations are vital in building positive relationships with home that lead to improved success for the pupils. All staff will be expected to have close links to the parents/carers whose pupils they teach. Discussions about progress, homework, medical conditions, development and learning will be the norm.

The approximate percentage balance of time allocation will be as follows:

	Foundation	Development	Extension
English	20	16.6	13.3
Maths	20	16.6	13.3
Science	16.6	13.3	13.3
Languages	3.3	6.6	13.3
Humanities	10	16.6	16.6
Technology	6.6	6.6	6.6
Creative and Performing Arts	10	10	10
Physical Education	6.6	6.6	6.6
PSE/Tutorial	3.3	3.3	3.3
Specialism	3.3	3.3	3.3

ICT will feature heavily across the whole curriculum and in support of all aspects of the curriculum. Electronic whiteboards will be in all teaching rooms and to have computing facilities available for all pupils, although we

understand that this needs to be subject to a value for money approach.

A typical timetable for years 7 and 8 will be structured around three ability sets

- Foundation: Intervention and core focus
- Development
- Extension: Gifted and talented

Hours spent on each subject for each band will be as follows -

<b>Subjects</b>	<b>Foundation</b>	<b>Development</b>	<b>Extension</b>	<b>Notes</b>
<b>English</b>	6	5	4	4 Groups
<b>Mathematics</b>	6	5	4	01 and 02
<b>Science</b>	5	4	4	(22/3 pupils)
<b>MFL</b>	1	2	4* (2 langs)	3 Groups
<b>History</b>	1	2	2	(32 Exten)
<b>Geography</b>	1	2	2	(30 Devel)
				(28 Found)
<b>Technology</b>	2	2	2	
<b>Art</b>	2	2	2	
<b>Music</b>	1	1	1	
<b>PE</b>	2	2	2	
<b>IT/PSHE/KS</b>	1	1	1	
<b>PTE (RE)</b>	1	1	1	
<b>Specialism</b>	1	1	1	
	<b>30</b>	<b>30</b>	<b>30</b>	<b>Hours</b>

IT/ PSHE/ KS – is a core learning lesson – based on learning skills and comprising IT, PSHE and Key Skills. In order to develop thinking skills, PTE - Philosophy, Theology and Ethics, echoes the school's Christian values outlined in the vision.

The Period 7 activities, timetabled for enrichment might be considered the "Wye Challenge" and will be arranged as follows

<b>Day</b>	<b>Activity</b>	<b>Notes</b>
<b>Monday</b>	Specialism	Self selected Groups
<b>Tuesday</b>	Sport	Interest led
<b>Wednesday</b>	Arts	Electives
<b>Thursday</b>	Enrichment/ Service	Cross age groups
<b>Friday</b>	Intervention/Extension	

*Striving for high levels of achievement*

High levels of achievement will be facilitated by providing pupils with a happy, caring and safe environment in which to learn. Ensuring that pupils feel secure and enjoy learning is a pre-requisite for promoting the intellectual, as well as the social and emotional, development of young pupils.

### *Inclusion*

An effective and supportive Inclusion Policy is of major importance and all pupils will have access to the school and the learning opportunities on offer. This policy will begin with a focus on establishing close links with neighbouring primary schools in order to gain transfer knowledge, and begin the profiling, of potential pupils as soon as possible. This will enable appropriate resources to be prepared and relevant training programmes for staff to be organised in advance of student admissions and facilitate a smooth transition into the school.

### *Intervention programmes*

It is vital that pupils who are identified as requiring additional support, through the processes described above, are placed on an appropriate intervention programme as soon as possible. There will be a wide range of such programmes available within the school focusing on the following categories:

- Language, literacy and communication
- Numeracy
- Learning needs
- Behaviour

A significant number of pupils will display a mismatch between aspects of their skills. While ensuring that they maximise their strengths, pupils must be supported to overcome their weaknesses in order that the school brings out the 'best in everyone'. Weaknesses will frequently be related to early activities which pupils have missed out on the school will spend a great deal of time and focused resources giving pupils additional learning opportunities to fill the gaps in earlier experiences. These programmes will be tailored to suit the needs of individuals following significant diagnostic testing and gap analysis.

### *Teaching assistants*

The intervention programmes outlined above rely, increasingly, on the skills of highly trained Teaching Assistants as well as teachers. There will be, therefore be a strong emphasis on the provision of high quality training so that the TA's work enhances the learning of all pupils and the support which pupils receive is closely matched to their individual needs.

Increasingly, Teaching Assistants will be expected to play an important part in assessment and the identification of future learning priorities for individual pupils. The Teaching Assistants will be crucial to the delivery of the curriculum allowing the teachers to focus on the strategic management of the learning environment and their own high quality teaching through a focus of reviewing the matching of provision to needs

### *Continuity and progression*

Progress through the initial phase will increasingly give emphasis to more

formalised academic and vocational programmes as well as beginning the preparation for the demands of public examinations. The phase will be crucial in providing pupils with an educational progression that is one of the cornerstones of the school's vision.

#### *Personalised learning and curriculum delivery*

'Learning to learn' techniques and thinking skills will permeate the work that is done in this stage and promote lifelong learning. They will thread through all schemes of work in order to effectively support the development of the whole learner, expand learning capacity and foster the ability to engage in self-directed learning.

Pedagogical practice will recognise, and take account of, multiple intelligences and preferred learning styles as an important part of the personalised learning programme. There will also be the expectation that pupils will progressively be engaged in independent study. Where appropriate, Lead Lessons will also feature on the school's pedagogical map with teachers and teaching assistants working together in a partnership arrangement with multiple groups of pupils in a lecture style.

### **Senior Phase Years 9-13**

This phase represents the final stage of educational experience in Wye Free School and outcomes will be the objective evidence of the benefits of the school's integrated and innovative approach.

#### *Personalised learning*

The Curriculum will continue the process of tailoring educational experiences to the needs, interests and aspirations of each student. The fundamental principle of personalised learning is to support the education of each individual student in such a way as to bring out the 'Best in Everyone'. To ensure that this is demonstrated in the most effective way, the school's educational approach to Years 9-13 will display the following key characteristics of personalised learning:

- 1) A flexible curriculum; which offers a strong core educational experience and a broad entitlement curriculum with which all pupils can engage and identify a personal relevance. At 13+ the element of curriculum choice is developed so as to provide appropriate programmes, learning pathways and forms of accreditation that match the needs of all individual pupils.
- 2) Individual learning plans; which identify the strengths and weaknesses of individuals and which set out, through target setting and action planning, their route to success and the support strategies to be deployed.
- 3) A personal tutorial/student support programme; which guarantees each student's access to one to one/small group tutoring on a regular basis. The programme offers comprehensive support, advice and guidance to



pupils, acts as a vehicle for monitoring progress and will be used to construct and review Individual Learning Plans.

- 4) Assessment for learning strategies; which commit teachers, teaching assistants and tutors to providing individual pupils with clear feedback on their achievements and what, precisely, must be done to progress to the next level.
- 5) The constructive use of data; which allows for current information on individuals to be used to inform future teaching and learning priorities.
- 6) The use of a wide range of pedagogical approaches; which recognise the existence of multiple intelligences and preferred learning styles. Understanding how different pupils learn best is key to maximising the effectiveness and pace of learning.
- 7) Differentiation; where the content, process and product of learning are modified to match the individual differences of pupils within a class or grouping. Through differentiation the school teaches and progresses pupils according to the stage they are at in their learning rather than simply by their chronological age.
- 8) An emphasis on 'learning to learn' strategies and thinking skills; so as to develop each student's ability to become effective autonomous learners.
- 9) Student involvement; Individuals will take increasing responsibility for their own learning and educational progress. This will be reflected in the dialogue which individuals have with teachers, tutors and other staff; the opportunities which exist to participate in student voice and democratic structures within the school and the increasing emphasis on independent study and self-directed learning.
- 10) An ICT-rich environment; which will support the learning needs of individuals and provide 24 hour access to resources, creating 'anywhere anytime' learning opportunities.
- 11) The development of personal attributes and competences; where opportunities within the formal curriculum, and through extra-curricular or enrichment activities, are identified to ensure the progression of individuals in respect to these crucial life-skills
- 12) Constructive relationships with the home and community; in order to build partnerships beyond the school. These partnerships are a key factor in supporting the individual's learning in the classroom as well as their general well-being. There will be intensive liaison with the home and with a range of community agencies in order to enhance the provision of:
  - Pastoral care

- Behaviour support
- Career planning
- Intervention programmes
- Extra-curricular/enrichment programmes

In making provision for the education of pupils in Key Stages 4 and 5, we are aware of the recommendations of The Wolf Report and we fully endorse the sentiments expressed in that report with regard to the overwhelming importance of English and Mathematics, plus the need to ensure that any vocational qualifications offered will be of long term benefit to the pupils.

The emphasis at Key Stage 4 will be firmly on the goal of achieving the English Baccalaureate by the end of Year 11 so all pupils will work towards GCSE in the core, which is:

- English
- Mathematics
- Science and Additional Science
- Modern Foreign Language
- History or Geography.

Additionally, all pupils will be expected to study a practical subject and it is anticipated that this and further choices will be made from the following list (which is not intended to be prescriptive or exhaustive):

- Triple Science - Biology, Chemistry and Physics (taken as an alternative to Science and Additional Science)
- Art & Design
- Drama
- Design Technology
- English Literature
- Information & Communications Technology
- Music
- Religious Education

Pupils will study for a maximum of 10 subjects at GCSE, but the normal programme of study will be 8 or 9 subjects. Additionally, pupils will continue to participate in Physical Education and Games and will have a weekly PSHE lesson and a weekly session with their tutor.

Most subjects will be allocated three 60 minute teaching periods each week.

At this stage in their education, our pupils will be expected to make a significant contribution to the community that is their school and to the wider community of Wye and its surroundings.

Typical Year 9, 10 & 11 timetabled hours would be-

<b>Subject</b>	<b>Foundation</b>	<b>Development</b>	<b>Extension</b>	<b>Notes</b>
<b>English</b>	6*(Lang)	5* (Lang + Lit)	4* (Lang + Lit)	4 Groups
<b>Maths</b>	6	5	4*(some Slats)	01 and 02
<b>Science</b>	4* (single)	6* (2 Science)	6* (Ph,Ch, Bio)	(22/3 pupils)
<b>Specialism</b>	1	1	1	3 Groups
<b>PE</b>	2	2	2	(32 Exten)
<b>IT/PSHE/KS</b>	1	1	1	130 Devel)
<b>PTE (RE)</b>	1	1	1	128 Found)
<b>Opt 1</b>	3	3	3	5 groups
<b>Opt2</b>	3	3	3	(average18)
<b>Opt 3</b>	3	3	3	
<b>Pers Study</b>			2	
<b>Total</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>Total</b>

IT/ PSHE/ KS – is a core learning lesson – based on learning skills and comprising IT, PSHE and Key Skills.

In order to develop thinking skills, PTE - Philosophy, Theology and Ethics, echo's the schools Christian values outlined in the vision.

Typical option group pools will be -

Option Subjects	Option Block A	Option Block B	Option Block C
5 Groups (average 18)	Drama	Food	PE
	Art	D+T	Food
	Geographv	Music	Art
	History	Geographv	RM
	French	Spanish	Music
	Land Based Sci	Land Based Sci	Textiles
			History
			D+T

### **and Period 7 Timetabled Enrichment**

<b>Day</b>	<b>Activity</b>	<b>Notes</b>
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<b>Monday</b>	Specialism	Self selected groups
<b>Tuesday</b>	Sport	Interest led
<b>Wednesday</b>	Arts	Electives
<b>Thursday</b>	Enrichment/ Service	Cross age groups
<b>Friday</b>	Intervention/Extension	

### *Curriculum delivery and the organisation of learning*

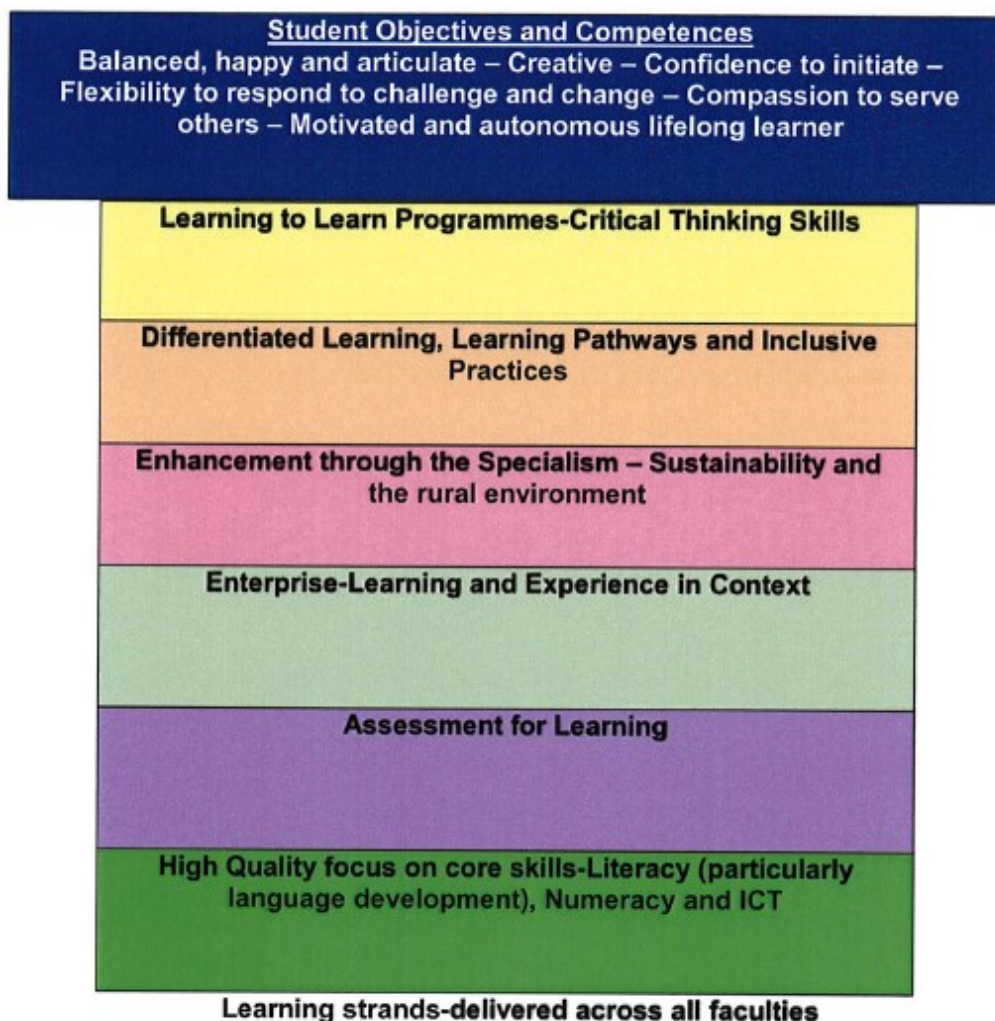
The identification of appropriate learning experiences will be controlled by the school's desire to support all pupils in achieving the competences necessary to be well-rounded, active and positive contributors to society. As with the previous phase, skills and attributes will be central to the organisation of learning while decisions on content will be secondary and selected on the basis of what is both relevant and engaging to individuals. As pupils move through the school there will also be an increasing degree of negotiation of content with pupils as more responsibility and focus is placed on the individual learner.

Student experiences and achievements will be progressed at a rate commensurate with achieving or surpassing individual targets. Schemes of work in each faculty will be continuous and seamless throughout both phases of education. In this way there will be no dips, consolidation plateaus or work repetitions that stunt the progress of pupils and the school will, therefore, expect to display value-added scores that are significantly above the average.

Additionally, the promotion of competences will be supported by a strong programme of enrichment activities which will be made available through the extended day. These programmes will also provide extension, intervention and catch-up opportunities as appropriate for individual learners.

In addition to the learning delivered discretely within faculties, important strands and characteristics of learning will also be delivered throughout. These will include:

- Learning to Learn programmes focussing on the skills required for pupils to be effective autonomous learners.
- Differentiated learning approaches which permit pupils to progress on relevant learning pathways at an appropriate pace.
- Learning enhancements provided by development of the science specialism
- Specialism projects that offer the opportunity for pupils to work cooperatively in real-life contexts that relate to issues both locally and globally on aspects of sustainability and the rural environment.
- Assessment for Learning approaches that help pupils identify their attainment levels, their strengths and weaknesses and make clear what is necessary to progress to the next level of attainment
- Robust, coordinated strategies for developing the core skills and, particularly, the development of language and literacy in general.



### *Core curriculum and options*

A strong *core* curriculum will be constructed from across the faculties but there will be an increasing opportunity for pupils to specialise in certain areas within the faculty offer. From year 9 the core curriculum will be condensed to: English, Mathematics, Science, PE, PTE (RE) and Specialism. The remaining time will be given over to optional studies that will relate to each individual's learning plan.

Typically, this will involve the student studying:

- Three chosen GCSE's or other level 2 programmes or
- BTEC vocational programme and GCSE's
- As the school develops, this time could be used for the delivery of a range of courses either on-site or off-site in collaboration with other education and training providers.

## Key Stage 5

The expectation is that the sixth form will grow substantially as pupils grow through the school and provide an opportunity for offering pupils a wide choice of level 3 courses at post-16. In particular, the school will develop, at post-16, those courses which pertain to the specialism and which will offer progression from courses begun at Key Stage 4. Our sixth form curriculum will be adapted as our partnerships grow stronger with those close by also offering sixth form provision. We can ensure the local area receives a balanced offer.

During their Sixth Form Studies, our pupils will be offered a range of A level subjects (see below), as well as a comprehensive programme of lessons to give them skills for working life such as teamwork, leadership, debating, listening and questioning skills, higher level writing, research and project management skills and problem solving techniques. Pupils will be prepared to acquit themselves well in interviews and to move on to fulfilling careers. Any pupils who have not achieved a GCSE at grade C or above in English, Mathematics and a Science will be required to continue to study these subjects in the Sixth Form until they have achieved C grade.

Most pupils will study for 4 subjects at AS level and will take 3 of these subjects to A2 level. AS subjects will be allocated six 60 minute periods each week, A2 subjects will have eight 60 minute periods.

The following is a proposed list of subjects to be offered at AS and A2 levels, but the list is not prescriptive or exhaustive:

- Art & Design
- Biology
- Business Studies
- Chemistry
- Economics
- English Literature
- French
- Geography
- ICT
- Spanish
- History
- Mathematics
- Music
- Physics
- Psychology

Our Sixth Form pupils will be expected to make an even greater contribution to the community by doing many things similar to Years 10 & 11, but also by showing leadership and by setting a good example to younger pupils. If appropriate, it is hoped that they will assist in the local primary school and the

Wye Under Fives nursery and pre-school. Sixth Form pupils will also play Sport for at least one afternoon each week.

There will be two pathways for the sixth form:

*Route A. Vocational and Specialism Route*

Subject	Periods		Notes
English	3		L2 GCSE resit
Maths	3		L2 GCSE resit
Science	3		L2 GCSE resit
Option 1	12*		OCR or BTEC level 3
Option 2	12		Vocational or Specialism
PE	2		
PTE (RE)	2		
Specialism	1		
Leadership	1		Supporting others
<b>Totals</b>	<b>30</b>		

- Ed Excel World Development

**Typical Sixth Form Curriculum**

*Route B. Academic Route*

Subject	Periods		Notes
	AS	A2	
Option 1	6	8	4 Groups
Option 2	6	8	(18/19 pupils)
Option 3	6	8	
Option 4	6		
PE	2	2	
PTE (RE)	2	2	
Specialism	1	1	
Leadership	1	1	
<b>Totals</b>	<b>30</b>	<b>30</b>	

**Typical Sixth Form Option Pools**

Option 1	Option 2	Option 3	Option 4	Notes
Physics	Chemistry	Biology	Maths	4 Groups
Art	Music	P Arts	Media	(18/19 ave)
Design	ICT	Business St	History	
Geography	PE	MFL	English	

## 02: A coherent and feasible school timetable and calendar

### School size and flexibility

Wye Free School plans to have an admission number of 90 for each year group. Therefore, capacity for pupils in Years 7 to 11 is 450. This will build progressively from the schools opening in 2013 to 2017 as follows:

2013	90 pupils
2014	180 pupils
2015	270 pupils
2016	360 pupils
2017	450 pupils

It is envisaged that the school will be a 3 form entry school (3FE). The numbers of the school may need to be upwardly adjusted in response to demand based on the success of the school in its early years. However, it is envisaged that this growth (if required) should be limited to reflect the educational vision which centres around the benefits of a small school. In terms of curriculum organisation, it is anticipated that pupils will be taught in three groups for approximately 50% of curriculum time and 4 groups for core learning subjects to allow for greater personalisation and to close the attainment gap.

We will obtain our first set of GCSE results in the summer of 2018.

Sixth Form pupils will be admitted in 2018 and the school will engage with approximately 75 pupils per year group in post 16 Education. This will build progressively over 2018 through 2019.

2018	450 Y7-11 pupils	75 Y12 pupils	525 Total pupils
2019	450 Y7-11 pupils	150 Y12-13 pupils	600 Total pupils

Wye Free School will obtain its first AS level results in the summer of 2019 and A2 results in the summer of 2020.

Given the vision of the locality and its desire for a small rural school, staffing numbers will be relatively low and staff employed at all levels within the school will need to adopt a flexible approach to roles and requirements. This will result in diseconomies of scale in the initial years but will build commitment to the school's small approach and local intent.



## 1. Organising Learning

Wye Free School will be a three form entry school. This is a conscious decision by the group to build the educational benefits from a 'small school'

We are anticipating teaching in classes of 30 in most subjects, splitting to four for some core subjects, this will allow issues of basic numeracy and literacy to be addressed and therefore increase access to the wider curriculum.

- We will teach for 190 days per year as outlined in regulations
- We will teach for a minimum of 380 sessions.
- Curriculum time within the school's extended day will mean that the school will teach pupils for 33hrs 30mins per week (24hrs national average) with additional voluntary breakfast clubs and extracurricular activities and community activities. We intend an extended teaching week in order to close the attainment gap of our pupils as quickly as possible

### *Academic Groupings*

Subjects will be taught in ability sets, We believe that within our context this best allows us to address the needs of our pupils. Each set generally comprising pupils from two Houses. The aim of this structure is twofold - to avoid any sense of elitism from the more able pupils or the reverse from the less able, and to promote further the cohesiveness of the House structure. The sets will have differentiated curriculum and will place emphasis on the particular learning needs of pupils.

To the extent that the school budget will permit, teaching sets will be small, particularly for less able pupils in core subjects. Movement between teaching sets will be possible at several points during the school year and will be a result of regular assessment, including ongoing assessment of a student's class work and homework. In tune with the thread that runs throughout this document, the aim will be to provide the best possible learning environment for each student according to his or her individual needs.

The proposed organisation of pupils during the school day will be as follows:

- All pupils will be expected to arrive at 8.20am, this fits with local transport arrangements. They will register in their first lesson to facilitate a quick and ordered start to the day and to begin learning as soon as pupils arrive thereby setting a culture of learning
- There will be two lessons, then a break based around concentration spans and the need to change activity to re energise the brain. Two further lessons before lunch and then pupils will gather, either for a whole school assembly, or for a meeting of their year group, or for a meeting of their House group. We believe that the daily gathering of tutor groups and houses develops the schools climate for learning.
- After lunch there will be three lessons, but all pupils will take part in the Wye Challenge period 7 every day, this period of time will be used for other activities such as debates, visiting speakers and Inter-House competitions. It will be during this weekly afternoon session that the

particular aim of Wye Free School, to promote an awareness of environmental and sustainability issues in local, national and global perspectives will be highlighted and promoted (see also "Curriculum and Organisation" and "Community Engagement").

### *Personalised Learning*

Wye Free School's organisation will permit it to break out from traditional year group structures. The school will provide pupils with the opportunity to work within vertically organised systems in Houses where the needs of the individual learner can be more readily met and be personalised.

In addition to acting as a vehicle for supporting the academic progress of younger pupils, peer programmes will also promote important core values, linked to good citizenship, such as respect, compassion and service to others. The school will provide appropriate opportunities for Gifted and Talented and SEN pupils across the complete age spectrum.

In class differentiation will be a strong feature of personalisation in the school.

### *School day, term and year*

- Classes will be scheduled between 8.30am and 4:15pm this is in response to parental wishes for extended school facilities, local transport arrangements and the unique nature of the Wye Challenge (enrichment)
- Many classes and activities will take place outside these times, extracurricular activities will continue to 5.30.
- Community activities will continue to 10.00pm clearly displaying the schools commitment to our community.
- Arrangements will be made to accommodate those pupils who need to arrive early at school and for whom it will be an advantage to stay after the end of the school day to use school resources for homework. This may be the case because their parents are at work, or because facilities available at home are limited.
- There will also be breakfast clubs and homework support through prep.

Each day will have 7 lessons. Six lessons will each be 60 minutes long, although some lessons will be taught as double periods providing a simple timetable as follows.

<i>7.30</i>	<i>Breakfast clubs and prep</i>
<i>8.30</i>	<i>Period 1</i>
<i>9.30</i>	<i>Period 2</i>
<i>10.30</i>	<i>Break</i>
<i>10.50</i>	<i>Period 3</i>
<i>11.50</i>	<i>Period 4</i>
<i>12.50</i>	<i>Lunch</i>
<i>1.20</i>	<i>Assembly- Tutorial time</i>
<i>1.40</i>	<i>Period 5</i>

2.40	<i>Period 6</i>
3.40	<i>Period 7 (35 minutes enrichment) - compulsory</i>
4.15	<i>Extra curricular activities - voluntary</i>
5.30	<i>Community Activities</i>
10.00	<i>Close</i>

The seventh lesson each day will be 35 minutes long and is an enrichment lesson. Pupils will be expected to take part in Period 7 activities in the following areas during the week. The following activities in these periods will be accredited in-house:

- o *Specialism* – sustainability, land-based activities, environmental science
- o *Sport* - teams and activities
- o *Arts* - Music, Drama, Art, Dance
- o *Enrichment*- other interest activities and community service
- o *Intervention/Extension activities*- 'catch up', literacy, numeracy
- o gifted and talented

Pupils will be registered at the beginning of the morning and again during the afternoon session. Attendance will also be recorded at the beginning of each lesson.

It is anticipated that many extra-curricular sessions will run beyond the end of the school day.

The decision has been made to match local term dates in response to feedback from the consultation with the local community. This indicated that there was a desire that we should do this to help families with children in both primary and secondary schools, so that their children have holidays at the same time. Given that we are providing more compulsory schooling by having a longer school day, we are content to give our pupils the same length and timing of holidays that are applicable to other local state schools.

## **2.Organisational Distinctives**

Wye Free School will benefit from the challenge and support of The United Learning Trust, with its national reach, scope and the educational and organisational benefits of being a member of one of the country's most successful groups. The success and experience of ULT will mean that the leadership and staff team of Wye Free School 'hit the ground running' when the school opens . Wye Free School actively sought a partner with a proven track record of achieving transformation in a variety of areas of educational challenge, with a collaborative approach, and a spirit of real partnership has been actively fostered. The resources available in and around Wye will give

the scope for adventurous learning, thus supporting Wye Free School's unique pedagogy.

Wye Free School has established a Learning Partnership and will work collaboratively with Ashford School, a leading Independent School in the area to provide improved outcomes for our pupils and staff. In the initial phase this would include; staff recruitment and selection and strategic planning and ethos development. When open, this would include; supporting quality assurance in teaching and learning and joint highly able provision. Joint lessons may be offered in some subjects and enrichment activities. We will develop shared student conferences, a joint CCF and shared support services. Ashford School has outstanding provision to support Maths, Science, Literacy and Leadership. Over time this collaboration could lead to a joint group leadership structure. We also hope to work in partnership with Imperial College London (the owners of our proposed site) to raise aspirations and participation in Higher Education. This developing partnership will focus on the importance of Science in the specialism and developing the sustainability and environmental aspects of the curriculum.

We will be a small school of around 600 pupils. Published research cites the benefits of smaller schools- The Educational Resources Information Centre (ERIC) [http://www.education.co/reference/article/Ref\\_Affective\\_Social/](http://www.education.co/reference/article/Ref_Affective_Social/) and in 2008 Ofsted reported, small schools have a positive ethos that fosters "a family atmosphere", "good standards of behaviour" and "close links with parents and the community". With its strong focus on the individual, our school will be ideally suited to allow late developers or those poorly served in their primary education (and therefore who failed the Kent Test) to thrive and to succeed, both socially and academically.

Wye Free School will be an inclusive school that educates the whole person, where pupils of all abilities and needs thrive and where they achieve. The focus on the whole person leads to the developing importance of engaging with the pupils themselves so they shape their own learning by involvement, ownership, dialogue and responsibility. We will utilise an innovative Developmental Assets Framework, designed to enable young people to reach their full potential.

This is a powerful tool both in terms of early prevention, but also in enabling young people to thrive in school and in their communities. [REDACTED] from the local Free School committee has championed the use of the assets framework described in Appendix 1.

Wye Free School will be data-rich and assess the progress of pupils on a six-weekly basis - to track their academic and social development. This data will be used to inform future learning strategies for individuals as well as at competency development.

## **Use of Resources**

Wye Free School's partnerships with United Learning Trust and Ashford School will allow it to benefit from operational efficiencies and economies of scale through the sharing of resources in a variety of ways:

- Appointing teachers and support staff.
- Shared-activity arrangements with respect to sport, the arts, extracurricular and curricular activities and facilities.
- Access to sophisticated and technologically advanced facilities than would normally be possible. In addition, this will be hugely beneficial in terms of developing the abilities of learner and improving rates of progress.
- Increasing the range and capacity for community and out-of-hours learning, including the ability to increase community engagement through the creation of extended school provision.

### **3. Organisation of non timetabled learning**

The organisation of non timetabled time is important to us at Wye Free School.

*Enrichment* The importance attached to enriching the educational experiences of pupils in the school's educational vision is exemplified in the Period 7 activities outlined earlier. Enrichment activities are:

- o Self selecting
- o Electives
- o Cross age provision

This approach is then continued in the extracurricular programme which is voluntary in nature.

#### *Extension*

Pupils in the schools Extension Pathways and those identified on the gifted and talented register will be involved in a wide variety of regular and episodic activities. These will be timetabled in the curriculum in Period 7 and through extracurricular activities, focus days and special events.

#### *Intervention*

Pupils in the school's Foundation Pathways and those identified on the Special Needs register will have targeted intervention activities based on specialised testing and analysis of need. There will also be timetabled activities in the curriculum in Period 7 and through extracurricular activities, focus days and special events.

#### *Weekend and holiday activities*

These events will be organised by staff to suit the needs and aptitudes of pupils on a regular basis and will include bi monthly weekend activities including:

- Intervention and Extension
- Interest Groups ( eg specialism)

Holiday activities will include

- Sports trips- ski - rugby tours etc
- Adventure trips- outward bound
- Curriculum Trips
- Intervention and Extension 'boot camp'

#### *Breakfast club*

Will be available for all pupils on a voluntary basis where pupils can be supported in social and emotional development or in prep work for curriculum activities.

## **4. Organisation of Pupils**

### *Welfare and Support*

Wye Free School will recognise that strong relationships with parents and with supportive community agencies are vital to overcome the various barriers to learning which pupils frequently face.

The LA and ULT will discuss the school campus becoming a hub for the co-location of other pupils and family services such as:

Parent support, Counselling, Health, Mental Health, Adult learning, Social Services and Police.

Within the school, welfare and support will also be approached through three other main strands of activity:

- a) A robust and consistently applied behaviour code
- b) Implementation of the Developmental Assets Framework (Appendix 1)
- c) A clear, uncomplicated and motivating rewards and sanctions policy
- d) A clear strategy for the development of student competences and personal attributes, including:
  - a house system that provides opportunities for competition and collaboration and the generation of ULTs student objectives
  - Community Projects and Placements
  - A wide variety of enrichment/extra-curricular activities
  - Residential experiences

We recognise that the drive to raise standards is enhanced when strong, positive relationships are built up between pupils and staff and between the home and the school. Wye Free School's structure will make it possible to build and sustain effective relationships and will allow parents and pupils the opportunity of getting to know the school and its staff particularly well.

Teachers, Teaching Assistants, Learning Mentors and other key staff will

have longer, more sustained spans of time working with pupils. As well as promoting higher standards, this will also help the inclusion agenda and be popular with parents who recognise the benefits attached to continuity of care and personnel especially with respect to more vulnerable pupils.

### *Pastoral Structure*

We will be a relatively small school, taking a maximum of 90 pupils into each academic year. However, even with this size of year group it is very easy for less confident pupils to feel overwhelmed, particularly coming, as most do when entering Year 7, from much smaller primary schools. It is our aim to treat every child as an individual and this will be just as evident within the school's pastoral structure as in the teaching environment. The happiness and pastoral welfare of our pupils is of paramount importance; we believe that a child who feels happy and secure in school will achieve much more academically than one who is distracted by anxieties. Therefore we will establish a House system within the school, so that each student will have a clear identity within a smaller body. We intend that there will be three Houses, with names that reflect the local area and the rich history of the site.

When a student enters the school they will be allocated to a House and each House will be led by an experienced, senior member of staff. The Head of House will lead a team of staff who will act as tutors for the pupils in his or her House. It will be the role of each student's tutor, who will be responsible for a relatively small number of pupils drawn from all year groups in the school, to be personal mentor and director of studies for each of his or her tutees. The tutors will be answerable in the first instance to the Head of House. Pupils will meet their tutors for an extended period of time each week so that a student's progress can be carefully monitored, advice and help can be given and misdemeanours can be followed up. No student will be able to escape careful, regular scrutiny and equally, the tutor will provide the eyes and ears that will pick up less obvious problems or any unhappiness. Implementation of the developmental assets approach will provide additional support for the improvement of our pupils' wellbeing and emotional development.

The Houses will compete with one another in various competitions throughout the year, thereby encouraging healthy competitiveness and also ensuring that everyone takes part to support their House. Some possible events may be sporting activities, music, drama, technology and debating. Older pupils will have a role within each House, both as leaders and also as mentors, "big brothers and sisters", to younger pupils. All pupils will be encouraged and indeed required, to take on more responsibility as they move up through the school. In this way leadership, empathy, understanding and independence are developed.

The House structure of the school will be overseen by a member of the Senior Leadership Team, who will be the school's Child Protection Officer and who will also be responsible for ensuring that all the principles of "Every Child Matters" and "Safeguarding" are clearly understood by all members of staff (who will receive regular child protection training) and that these principles are embedded into the culture of the school.

### *Vertical Tutor Groups*

Pupils will be placed into mixed age vertical groups which allow for positive activities such as peer counselling and paired reading. This is an important aspect of a 'small' school.

The grouping of pupils in vertical tutor groups, within houses and within ability streamed learning pathways are specifically designed to improve the learning outcomes for pupils. Pupils will be allocated to tutor groups to facilitate 'family' units. Tutor groups will be formed to facilitate siblings, family and friendship groups.

Allocation to curriculum pathways is based on induction tests for new Year seven pupils. However, at any of the six times per year assessment point's pupils can transfer between pathways if it is appropriate for their needs and development.

### *Change over time*

The curriculum models outlined above may change as the school develops and as the Principal and Local Governing Body review the priorities and strategy for the school. Important considerations in this would be availability and staffing, and finance and budgets.

## **5. Scope and Range of Qualifications**

The vision of the Wye Free School is delivered through the school's curriculum. The impact of this can be seen clearly on student outcomes in the following areas:

- Improved attainment
- Improved attendance
- Improved behaviour

Wye Free School will offer accredited qualifications which will have currency and will be useful for pupils in their future careers in education or employment. At the end of Key Stage 4 pupils will mainly complete GCSE examinations and most pupils will complete a suite of GCSE's which will contribute to the English Baccalaureate.

Vocational qualifications of a high standard will be part of the curriculum offer for some pupils at both Key Stage 4 and at Key Stage 5, often these will be related to the specialism.

A level examination's will prepare Wye Free School pupils for Higher Education and the world of work:

- GCSE
- BTEC L2
- BTEC L3
- AS/A2.



In line with our specialism we will be offering GCSE Land Based Science as an option to Key Stage 4 pupils and the Edexcel course in World Development to Sixth Form pupils since these fit well within the main focus of the school. There are considerable human resources available to the school from within the village of Wye as a result of its history as a centre of excellence in this diverse field of study. Wye Community Farm and Ripple Farm Organics are examples of organisations keen to link with the school to support our environmental focus.

The College of Estate Management in Reading will be a link for the specialism particularly in relation to the sustainability model. Heriot Watt University, Edinburgh, offers land management to degree level, similarly it has a Built Environment Faculty.

Whilst sustainability is a very broad topic, it is a theme which allows scope to design a breadth of courses across the whole school's activity and really become part of the DNA of the new school, especially given the historic links with Wye College. These courses could include anything from waste management to global development.

## **6. Implications of organising the curriculum**

The delivery of the educational vision therefore has an impact on:

### *Class and group sizes*

The benefits of a small school-which allows direct personalisation and a bespoke and individualised approach- has a consequent impact on class sizes outlined earlier in this document. These effects are mitigated and benefits outweigh these issues.

### *Staffing*

The nature of the small school model, gives rise to diseconomies in the initial set up period as the school grows, this will be factored into the budget. Staff appointments will be crucial to appoint flexible colleagues who can cover the full range of the curriculum offer.

### *Premises*

The preferred site offers excellent scope and flexibility to deliver the educational vision outlined in the curriculum.

### *Budget*

The budget will be a driver for the curriculum once the school has grown to capacity in 2019, when the sixth form will be full. Prior to this diseconomies will reduce as numbers build.

## **D3: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met**

### **1. Meeting the Needs of All Pupils**

The central tenet of the philosophy of Wye Free School is that all pupils will be treated as individuals and so their particular needs will be catered for to as great an extent as is possible within time and budgetary constraints. This means that an in depth assessment will be made of all pupils on entry to the school and at regular intervals during their school career (see later for further information about assessment).

Within any classroom, there will be pupils with a range of abilities, pupils with different strengths and weaknesses and pupils who respond best to different teaching styles. All teachers at Wye Free School will be provided with detailed information about all pupils and they will be expected to make provision within their lessons for pupils who work more quickly or more slowly than others, or who have a specific difficulty. Hence all lessons will provide for differentiated learning, in some cases by expecting different outcomes, in others by providing differentiated worksheets so that the more able are given more demanding work and the slower or less able are given work that is challenging, but accessible. There are many other ways of tailoring teaching to individuals within a classroom and all teachers at Wye Free School will be supported and given suitable training so that they become experts in this very important aspect of teaching.

Wye Free School is aware that the Secretary of State must have due regard to the need to promote equality of opportunity as outlined in Section 149 in the Equality Act 2010. Specifically to eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations (and tackle prejudice and promote understanding). Wye Free School confirms that our School will not conflict with those aims. We will have arrangements to safeguard and promote the welfare of children who are pupils at our school.

#### *Disabled Pupils*

The Disability Discrimination Act 2005 defines a disabled person as one who has "a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities" and provides clarifications and exclusions to this definition. Informed by the voice of disabled people, the Centre for Studies on Inclusive Education views disability as an experience arising from the interaction between a) people's impairments and b) inflexible structures around them. For example, a wheelchair user in front of a ramp would not be disabled from reaching the door; in front of a flight of steps s/he would.

Wye Free School intends to be as inclusive as possible and will therefore make provision to accept pupils with disabilities and will welcome all pupils for whom it can cater. The large teaching block that contains classrooms, the library and the ICT suite is wheelchair accessible. However, many of the buildings are listed Grade 1 or Grade 2 and some parts of them are not accessible to pupils using wheelchairs. When parents make applications for admission for disabled pupils, we will do all that is possible to accommodate those pupils, if necessary offering an amended curriculum that can be delivered in accessible buildings.

### *Victimisation and Harassment*

We recognise that students who are on the SEN register or who have disabilities, either mild or hidden are at risk from harassment and bullying. We acknowledge that marginalisation and isolation can lead to victimisation and bullying and we are aware that pupils on the SEN register can be both bullies and victims.

At Wye Free School we will encourage the development of social skills for all students but especially those on the SEN register. Those students will have one to one coaching and mentoring to develop linguistic skills and social skills so that they become more aware of their surroundings and of the effect that they may have on others. We will train our teachers to teach what is appropriate and inappropriate behaviour in the way students respond and interact with each other. The classroom environment is very important and we will take practical steps to ensure that our classrooms are welcoming, open places where students feel safe to learn. We will ensure that those students who are finding mainstream education a challenge have support and encouragement from skilled learning support assistants to learn how to function effectively in a larger social setting. We will not use the language of "problem children" rather we will talk about our students as each having individual gifts and talents which need to be nurtured at a different pace.

We will include social skills within our tutor lessons as a way of preventing issues of harassment and bullying rather than being solely reactive. We will encourage students to talk about bullying and we will develop peer education through students acting as mentors within the house system. Every student new to Wye Free School will have a personal mentor, an older student, who will act as a "buddy". Our targeted interventions will focus on the particular need of students on the SEN register, encouraging students to reflect on their experiences and behaviour.

All students will be taught the importance of using language effectively. We will encourage public speaking using competitions and presentations. We will ensure that every aspect of the curriculum has an oral component and we will use the guidelines of the English Speaking Union to promote debating.

All our teachers will be trained specifically to be aware of the effects and the impact of teasing, bullying and victimisation of children with disabilities. Within our teaching handbook we will publish guidelines "What do I do when ....?" for teachers as a guide to strategies for intervention. We will refer to all our staff as "teachers" rather than "teachers and support staff". Rather we will divide our staff into teams which will work in particular ways in particular contexts. Each team will have a team leader ( a programme leader or a higher level teaching assistant or a lead support worker) and these leaders will work together regularly to review the operation of our teaching and learning policies.

Our SEN students and students with disabilities will take a full part in our student council. We will encourage student voice throughout the school with

students acting as advocate for an anti bullying and anti harassment policy. We will encourage our parents to be involved with the review of the operation of these policies. We will offer our parents parenting classes and we will make special arrangements to target those parents who are "hard to reach" so they have access to programmes which improve their social skills and help them interact with their children more effectively.

At Wye Free School we will be sensitive that we have specific responsibilities for our students outside taught time and outside the school day. We will attend to how our social spaces are organised and we will ensure that adults are on hand and visible across the campus during all break times and lunch times. After school we will work closely with local shops, local residents and parents to ensure that our expectations for good behaviour and our zero tolerance of bullying is carried beyond the school gates.

Throughout the school day we will be sensitive to the needs of students on class and where necessary we will look at changing groups and sets so that students have the best possible opportunity of flourishing and so that opportunities for harassment and bullying are reduced.

The treatment of bullies and the bullied is ongoing and at Wye Free School we will keep up to date with research and our teachers will be trained to be open to new strategies which may be suggested through professional guidance or through a considered debate within the school council or in tutor groups.

*Special Educational Needs* The term 'special educational needs' (SEN) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

Many children will have SEN of some kind at some time during their education. Help will be provided for such children, sometimes with the assistance of outside specialists.

ULT understands that under the recent DDA legislation a Disability Impact Assessment will need to be undertaken so that we are proactively investigating the nature of any SEN needs. This not only complies with legislation but fits our Christian ethos of inclusion.

A child with special educational needs may need extra help in a range of areas, for example:

- general schoolwork, including reading, writing, number work or understanding information. This may be a result of a specific learning difficulty such as dyslexia
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school

- organising themselves
- some kind of sensory or physical needs which may affect them in school

Wye Free School will appoint a Special Educational Needs Coordinator (SENCO) who will be responsible for collating and disseminating information about pupils, for managing and instructing learning support assistants and for advising and supporting teachers so that they can make suitable provision for pupils.

The school will aim to make the whole curriculum and all extracurricular activities accessible to those with SEN. It will do this by recruiting and training learning support assistants who will help pupils within the classroom, by providing extra teaching "clinics" before and after school and at lunchtime, and by withdrawing pupils who are struggling from some non-core subjects in order to give extra time to the core.

#### *Identifying the varying needs of individual pupils*

Both the assessment for learning processes and the personal tutorial system will highlight the precise strengths and weaknesses of individuals. Pupils who continue to fail to meet the targets established for them and which are recorded on their Individual Learning Plan, will be provided with additional support. Where necessary this will take the form of an intervention programme that will be geared to the student's specific needs. Programmes will be categorised and be co-ordinated by the SENCO and Inclusion team. Where the assessment processes identify pupils with higher-order abilities, the SENCO- or Gifted and Talented Co-ordinator- will oversee the implementation of relevant extension programmes so that these abilities may be fully exploited in line with the school's Gifted and Talented policy.

#### *Gifted Able and Talented*

We understand that to promote high levels of attainment we must all have high expectations. This will be reflected in the challenging targets set for both staff and pupils. All teachers will be responsible for maintaining a gifted, able and talented register for the pupils in their classes and subject coordinators will also maintain one for their subject area. The SENCO- or Gifted and talented Co-ordinator- will have a management overview of the register and the activities which are developed and delivered as part of the Gifted and Talented policy. The work carried out with individual pupils in this area will feature as part of the discussions with parents at the tri-annual review meetings.

All pupils will be encouraged to aspire to ambitions beyond their normal experiences.

#### *SEN and disabilities*

Pupils with Special Educational Needs and disabilities will be identified on entry and through regular review in line with best practice will lead to the appropriate provision to ensure educational progress.

### *Deprived backgrounds*

The School will use proxy indicators as a guide to the identification of pupils from deprived backgrounds. Free School Meal's percentages will be the driver for pupil premium payments and the school will target this appropriately. The IDACI (Income deprivation affecting Children Index) will be a *more* precise measure used by the school to target supporting the attainment of pupils from challenging backgrounds

### *ESL*

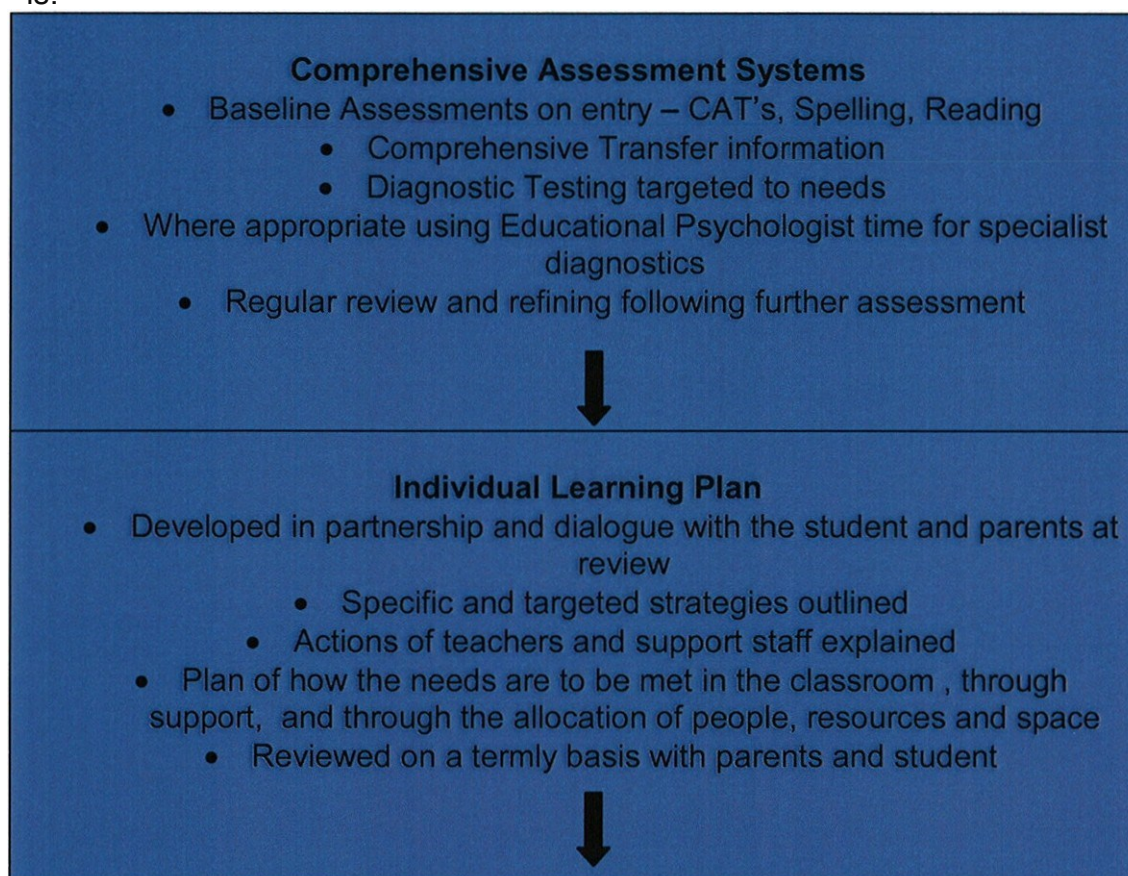
Pupils with ESL needs will be identified prior to *entry* and school staff and supporting agencies will work in partnership to rapidly raise literacy levels to access the curriculum and return pupils to curriculum pathway classes.

### *Social emotional and behavioural difficulties*

The School's extensive pastoral structures together with liaison activities prior to admission will allow the school to target appropriate support. Often issues in this area are transient or related to an episode in life out of school. The school's first priority is the safeguarding of our pupils.

## **2. A Graduated Strategy**

Wye Free School has developed a flow diagram of processes which outlines an effective strategy for meeting the needs for individual pupils. This process is:





### **Assessment to inform intelligence**

- Transfer information and baseline data
  - Anomalies and issues from 6 Week assessment data
- Detailed information contributing to the ILP from teachers and tutors including direct observation in the classroom
  - Information from parents and the student
- Specialist information from external and professional sources
  - Details from Statements of SEN



### **Assessment to inform lesson**

#### **Schemes of Work, seating plans and Teaching and Learning**

- Teachers and tutors will then amend classroom delivery, Schemes of Work and lesson plans (including the use of TA and LSA support to meet the needs of the student through the ILP)
- Further specific assessments will be taken guided by the SECNCO



**Sub Group Variability**

**Micro populations**

### **Staff and Governance Accountability**

- Teachers and TA/LSA's are responsible and accountable for their actions and successes in the classroom in meeting the needs for these pupils
- The SENCO has overall responsibility for the progress and support of pupils with additional needs throughout the school
- The Senior Leadership Team will have a designated person who will take the responsibility for the progress of these pupils into the executive leadership of the school
- The Principal will hold accountability in this area for the whole school
- At least one KPI for all these staff, included in their Performance Management targets will reflect outcomes and accountability in this area
- The Local Governing Body will have a designated Link Governor who will liaise and discuss the progress of these pupils
- The Governing Body and its Chair accepts ultimate responsibility for meeting the needs of pupils in this area





### **Accountability for Achievement of Groups**

- The strategy is broadly the same as the one above but groups and micropopulations will be monitored carefully and assessed against targets and expectations by the SENCO, Link SLT, Principal, LGB and the Chair



### **Strategies to overcome barriers.**

#### **From learning to achievement in specific groups**

- A key feature of the Wye 'Small School' model is that individualised attention can be given to the needs of each student
- Although the school accepts there may be a number of pupils who share common issues or barriers to learning that each student should have a 'bespoke' programme of intervention and support tailored to meet their specific needs
- The school will however, monitor closely for trends and issues the progress of specific groups



### **Participatory software –**

#### **MIS/data (assessment, achievement, attendance, behaviour)**

- The approach of Wye Free School to the appropriate use of ICT would feature strongly in the ILP's for pupils
- The school will use significantly propriety software in structured and supports self study situations with pupils with additional needs



### **Use of ICT – Online assessment – Online learning – Interactive learning – Electronic whiteboards – Handheld sources**

- On line assessment will be a common feature for pupils with specific learning difficulties in order to utilise the best diagnostic tools available
- Other ICT devices will be used as appropriate to the individual needs of pupils (see ICT detail following this outline)

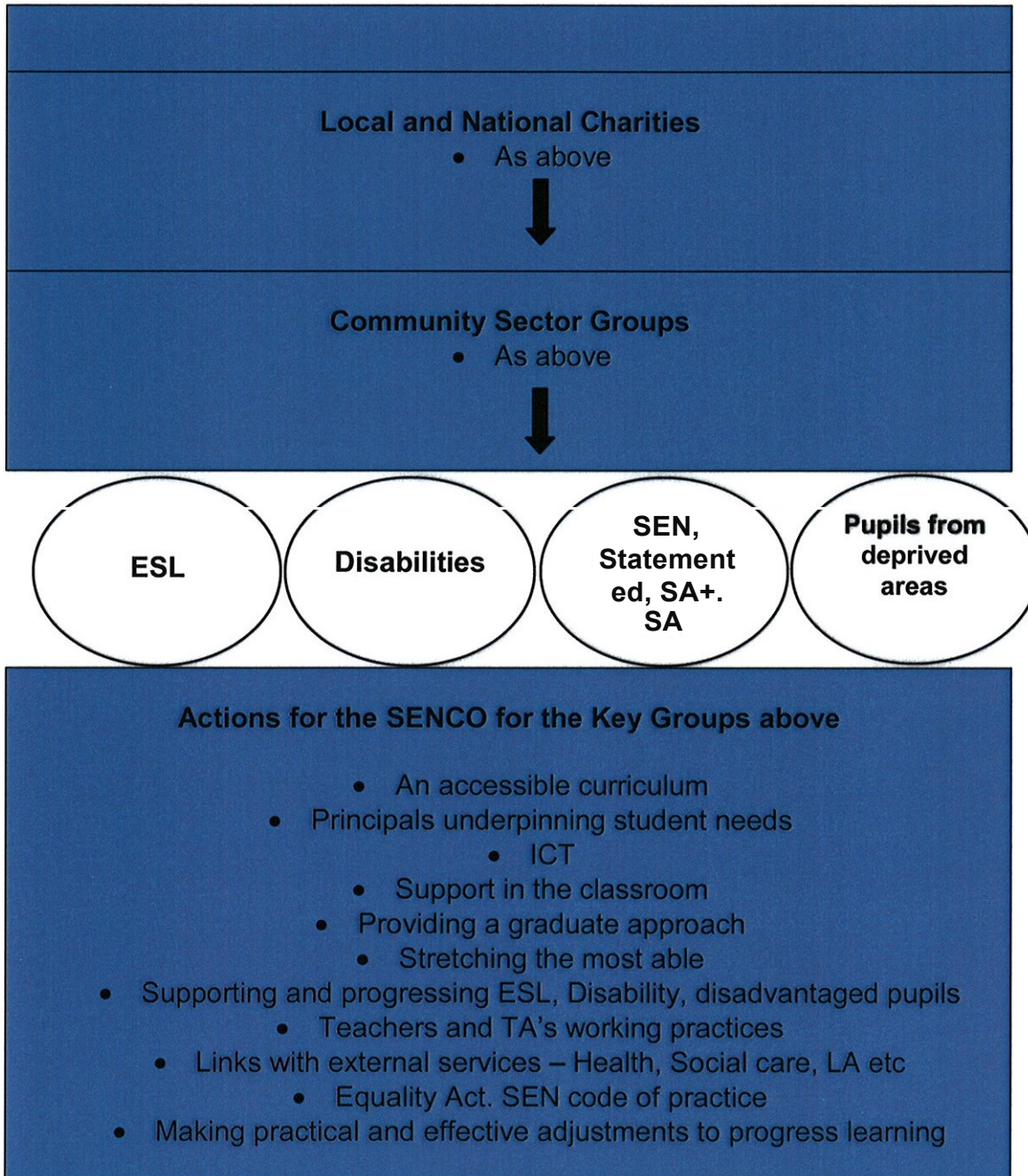


### **External Agencies**

- The partnership, support and in depth knowledge that other agencies (often needs specific) can bring to the ILP's for pupils will be invaluable and will be fully exploited by the school







### ICT and Special Needs

In keeping with the schools use of the latest technologies to support learning - which is a key feature of ULT's approach – ICT will be deployed to support those pupils who have a particular special need.

ICT can be a motivating learning medium. Many learners are attracted to computers and want to learn through them. Software applications incorporating colour, pictures, animations, sound and humour can build on that interest, creating attractive learning opportunities to engage pupils.

ICT presents information in different ways. Students learn through different channels so information presented in multimedia form gives them more

opportunities to connect. Information can be accessed through text, graphics or sound to suit the students' individual learning styles and strengths.

ICT offers an opportunity for social interaction. Students can work together around the computer, focusing on the learning task. Through this medium they can develop their language and social skills as well as learn from one another.

ICT provides a range of assistive technology tools. Hardware and software enable many learners with access difficulties to overcome barriers. Physical, sensory and learning difficulties can be supported by the use of ICT.

What can ICT offer teachers of learners who have special needs?

ICT offers a tool for differentiation.

<b>Why Should I do this?</b>	<b>What exists to help me do this?</b>
Many software applications offer different levels of difficulty to suit different needs. Tasks created by teachers themselves can be saved, and then adapted to provide the level of support required by an individual learner.	The UCST/ULT suite of e-learning training tools, which will be available to Wye Free School, can help with this.

ICT offers a means of creating relevant teaching materials of a high standard.

<b>Why Should I do this?</b>	<b>What exists to help me do this?</b>
Images taken with a digital camera, recorded voices and appropriate text can all be incorporated into software packages to create resources that learners can relate to through their personal experiences.	The UCST/ULT Learning Objects repository, which Wye Free School will be able to access via the Wide Area Network (WAN), offers resources to help with this.

ICT offers access to freely available information and materials.

<b>Why Should I do this?</b>	<b>What exists to help me do this?</b>
The Internet is a source not only of free materials to enhance the curriculum but also of information about a wide range of special educational needs. E-mail and web-based forums offer channels through which teachers can connect to a wider society and find professional support.	The UCST/ULT BiECloud is the group intranet providing resources to Wye Free School to help with this.

ICT offers an efficient way of keeping records.

<b>Why Should I do this?</b>	<b>What exists to help me do this?</b>
Record keeping of individual pupil	The school MIS linked to the group

progress and contacts with outside agencies is an important part of the work of teachers of learners with special educational needs, but it is also time consuming. Using a word processor or specially designed software can save valuable teacher time.

BiENet WAN will help to achieve this.

### **Fair admissions Protocol**

Wye Free School is committed to the active participation of the Local Authorities Fair Admissions Protocol and in particular the school stands ready to play its part in providing opportunities for pupils who are 'hard to place' within the local family of schools. Wye Free School understands that through the Funding Agreement with ULT we need to adopt practices and arrangements that are consistent or in accordance with the School Admissions Code the School Admissions Appeals Code and admissions law as it applies to maintained schools.

### **The role of the SENCO**

The role of the Special Needs Coordinator at Wye Free School is a crucial one and its scope and lines of accountability are clearly defined in the role descriptor and job description. Responsibilities fall into the key areas of:

Managing schools based provision - the principle role of the SENCO is to manage school based provision and to coordinate the deployment of all staff, school based and external. The role includes leading a team of specialist teachers and teaching assistants to liaise, admit, assess (both informally and statutorily), plan, deliver and review provision.

Professional guidance to staff- advising leadership -the SENCO is the responsible officer for providing information, advice and guidance both practical and statutory, to Governors, the Principal and staff in the school. This will be an important aspect of the role given the support structures in place at Wye Free School.

- 
- Liaison - communication is central to the success of this role. This is particularly important across staff to provide consistency of provision, with external agencies and especially with parents.
- Key aspects of the role -The SENCO has responsibility for the assessment completion and review of ILP's and responsibility for planning and delivering support for pupils with Statements, at school action and at school action plus. The SENCO is also responsible for referral and statutory assessment, SEN Plan- having regard to SEN Code of Practice, use of other agencies and Use of partners.

## **D4: Wye Free School measures of success to deliver high**

## **aspirations for achievement**

### ***Aspirations for achievement***

- 'Education for Life' means that our pupils will develop a life-long love of learning because they will appreciate the value of learning and they will have the aspiration, supported by high expectations, to strive to go way beyond average in everything they do
- In our first examination cohort in five year's time, at least 80% of our pupils will gain 5+A\*-C, EM. This figure is much higher than the national average but it is achievable. The United Learning Trust aspires for its maintained schools' academic achievement to reach the same level of its fee paying schools; currently pupils at ULT schools, many of them formerly failing schools, achieve. Data published in January 2012 indicates that ULT Academies improved GCSE results by 6.8%, this over twice the rate of other schools nationally (3.1%) and at a higher rate than academies in general, evidencing the quality of educational support and challenge from the group.
- Wye Free School will through its ethos and structure seek the highest levels of Attendance from pupils, the initial target of 94% in year one will rise to 96% and continue. Similarly, Wye Free School has a target of 0 exclusions facilitated by the individual care and support which each student will receive.
- Every student will be given the opportunity and the support needed to reach the standard of the English Baccalaureate by the end of Year 11.
- Every student will do well enough by the age of 18 to go on to university, to further education, to a training programme for a skilled profession or into a worthwhile career.
- Every student will have acquired the skills of compassion, resilience and flexibility needed to support him or herself and those with whom they live in a challenging and competitive world
- Every student will be happy and successful at Wye Free School and will be proud of their school because they know that they are cared for, supported and challenged bringing out the 'Best in Everyone'.

### ***Student development and achievement.***

#### *Defining Success for individual pupils*

The school will consider that individual pupils are successful if, when they leave the school, they have developed self-confidence and self belief, if they have ambitious plans for the future and if the school has given them the tools needed for a happy and successful adult life, including an excellent set of examination results.

#### *Defining Success for the School as a whole*

The School will be deemed to be successful if its pupils are successful (as defined above) and if it is community that exudes enthusiasm and happiness, its pupils and staff have a sense of pride in belonging and the wider community welcomes the contribution that the school makes.

### *Measuring Success for individual pupils*

In order to reach the goal defined *above*, pupils will be monitored carefully throughout their school careers. This will begin with baseline assessment when they enter the school, using cognitive ability tests as well as short tests in English and Mathematics, which will, along with information from the student's previous school, allow us to begin to meet the needs of each individual. Target setting will play a significant part, as will regular ongoing monitoring. All teaching staff will report to a student's tutor on a regular basis. The expectation is that this will be done formally approximately every six weeks at fixed, diarised points and informally as the need arises. The tutor will collate information received and will discuss it with the student, reporting in short form to parents every half term, a longer, written report being sent at the end of each term.

A three way partnership will be developed involving the school, the student and the parents (or guardians). All should play their part and whilst the emphasis of the partnership will change as pupils grow, so that they take more responsibility for their own lives, the cooperation of parents will be crucial to success. The school will expect cooperation and support and will make it clear to parents and pupils that this is a non-negotiable expectation.

### *Assessment for learning and regular assessments*

Teaching staff will be required to see assessment as a vitally important part of what they do. However, assessment on its own will not improve standards, so after every assessment teachers and pupils will ask the questions:

- What have we learnt from this assessment?
- What action needs to be taken?
- What will be the next target and what is the timescale for that target to be met?

Teaching plans and schemes of work will ensure that sufficient time is allocated to testing and feedback and it will be the responsibility of Heads of Faculty/Subject to set tests or assignments which most effectively assess their subjects. A formal appraisal of a student's work will be required every half term in every subject because pupils benefit from having small tests more frequently. For pupils in Key Stages 4 and 5, assessment will usually involve practising examination questions and will include taking a full length "mock examinations" in preparation for each of their external examinations.

### *Measuring success for the school as a whole*

The success of the school as a whole cannot be measured simply in terms of the percentage of pupils who achieve the English Baccalaureate or high grades at A level, but the so called "value added" score will be one important benchmark. So, too, will be a measure of student and parent satisfaction with the school and we will invite regular feedback from families. It is likely that our school will be inspected by OFSTED using a similar framework to that used for academies and we will aspire to be judged "outstanding" in inspections. Ultimately, our school will be successful if it full of happy, high achieving, well behaved pupils being taught by highly skilled, motivated teachers.

### *Accountability for the success of individual pupils*

Accountability for the success, both academic and non-academic, of individual pupils lies with their tutors and their Head of House. However, some pupils will, inevitably, be more challenging than others and individual tutors will be well supported and will always have a senior member of staff to whom they can turn. Part of the appraisal process for teaching staff will be an assessment of how well they carry out their role as a tutor. Ultimately, of course, accountability for the success of an individual student who has been provided with every possible means of support at school must lie with the student him or herself. This is an important lesson for life.

### *Accountability for the success of the whole school*

The ultimate responsibility for the success of the school lies with the Principal and the Governing Body. However, Wye Free School will ensure that every member of its community plays their full part and is held accountable. To this end, very clearly defined job descriptions will be drawn up for all staff. However, we aim to develop a culture where there is a sense of ownership of the School so that all members of the community believe it to be their responsibility to work towards the school's success.

## **1. Proposed Targets and Success Measures**

Wye Free School wishes to avoid the 'over targeting' by micromanaging performance and therefore spending too much time on accountability rather than development. The School will fulfil all statutory requirements for targets required by the DfE and others and will select smart targets which evidence progress or otherwise towards the School's educational vision.

Appropriate areas for measuring success:

- Progress of pupils  
This is a measure of progress made by each individual student and the school as a whole. This is a fair measure.
- Attainment of pupils  
Through a variety of appropriate examination outcomes to be both inclusive and to stretch micropopulations eg G+T and SEN
- Attendance
- Exclusions
- Progression  
To university, training or employment and includes the reduction of NEETs
- Personal Development
  - Through the ASSETs programme and through completion rates for the Wye Challenge (Enrichment package)
- Community Impact  
In terms of oversubscription, 151 choice preferences and community actions

- External Validation
  - Through Ofsted inspection

#### Ambitious KPI's

	2014	2015	2016	2017	2018	2019	2020
3Levels	85%	90%	95%	100%	100%	100%	100%
20 points	20%	25%	30%	35%	40%	40%	40%
5A*C EM					65%	70%	80%
EBacc					60%	65%	70%
5A*C					100%	100%	100%
A*/A					25%	30%	35%
ASAE						100%	100%
ASAB						60%	65%
A2AE							100%
A2AB							65%
Attendance	93%	94%	95%	96%	96%	96%	96%
Unauth	2%	1%	0%	0%	0%	0%	0%
Exclusions	0	0	0	0	0	0	0
NEET's					0%	0%	0%

Wye Free School will set itself targets that reflect the high expectations of the local group, the ULT sponsors and the Wye community as a whole. It will fulfil all statutory requirements for targets required by the DfE and will select relevant targets which evidence progress towards the school's educational vision.

The targets summarised in the table above focus on expectations around academic achievement and on pupil attitudes towards learning. The targets which have been set for achievement are inspirational targets in that they have been constructed without knowledge of the students themselves and the level of prior attainment they will bring with them to Wye Free School. Nevertheless, in relation to both the educational vision of the school and national averages of pupil attainment in public examinations, we believe the targets to be appropriate. The School will be expecting to provide outstanding teaching as well as excellence in terms of curriculum. These things, together with the close monitoring of pupil progress throughout the year make targets which reflect expectations significantly beyond the average perfectly appropriate. These are demonstrated in the table by reference to pupil progress measures and to summative attainment scores as reflected in GCSE, AS and A2 levels.

Our educational vision also focuses on the student's social development and well-being with the goal of providing an exemplary system for promoting student welfare and engendering good attitudes to learning. Similarly, our vision includes the development of the whole child through a substantial enrichment programme facilitated by an enhanced school day. These elements of the vision make the stated, ambitious targets around attendance and exclusions perfectly appropriate and our target with respect to NEETS will not be achieved unless we have high levels of both attendance and standards of behaviour.

The success of the school will be judged on the basis of the stated targets along with other key performance indicators/success measures which are relevant to the declared vision for the school.

**Admissions:** The school aims to provide a high-quality education for all and the work of the local group and the engagement they have had with the local community-including the establishing of community focus groups-has helped us to understand clearly the hopes and aspirations of the local community. Where the school becomes oversubscribed this will be a clear indication that we are fulfilling that community need.

Specific targets:

- Student Numbers
  - oversubscribed for each year group from 2013
  - Percentage of oversubscription increasing by 5% year on year
- 1st Choice preferences
  - Increasing by 5% year on year
  - 100% of intake 1st choice preferences by 2018

**Assessment:** The goal of providing the local community with an outstanding centre for learning will be tested through scrutiny from Ofsted inspections. These will provide clear evidence as to whether the school is achieving the levels of provision to which it is aspiring. In a similar way, data that is reflected in the national performance tables will highlight, objectively, how our performance rates when benchmarked against others.

Specific Targets:

- OFSTED Performance
  - A 'Good with outstanding features' judgement in 2014/5
  - An 'Outstanding' judgement in 2018 (first GCSE results)
  - NSS and Teaching School designation in 2019

**Destinations:** The attention which we will give to academic excellence and to the development of the whole student should result in them being able to successfully move on to the next stage of their lives. In this sense an understanding of student destinations will help the school to see the degree of success we have had in the development of students as well-motivated, autonomous life-long learners who are able to realise their ambitions.

Specific Targets:



- Student Destinations
  - 100% progression into training education or employment in 2018 (first transitional year)
  - 85% of sixth form pupils continuing to L3 University education in 2020 (our first cohort)

**Wye Challenge/Enrichment:** The degree of engagement and success which students have with the School's wider enrichment offer will be an important measure of the success we are having in promoting the social, cultural and spiritual dimensions of the school experience. The level of participation in and the quality of outcomes from these programmes will be a key performance indicator of the work we are doing on Education for Life.

### 3. Self-Evaluation

Within our vision for Wye Free School, we set ourselves targets that we intend to achieve. Some, particularly those relating to academic goals, will be extremely challenging; others, such as aspirations about pupil wellbeing and self esteem will be as important as academic targets because achieving them will truly result in pupils receiving our vision of 'Education for Life' and they will leave school as well prepared for their adult lives as is possible.

Much has been written in Section D4, 1 and 2 above about the types of assessments that will be made. Contributing to those will be regular, frequent self-evaluation and this will be a key part of life at Wye Free School.

We want pupils to become lifelong learners and to help them achieve that, it is vital that they learn the skill of critical self-evaluation. They will complete self-evaluation forms and they will learn how to assess what they know and do not know, what they need to know, and what resources they need to help them. Students will rapidly begin to recognize their own strengths and weaknesses.

Teachers will encourage self-evaluation during lessons because this will make pupils active participants in their education and this is crucial for the development of learning. Teachers will set robust and realistic targets for individual pupils.

During weekly tutorial sessions, a pupil's personal tutor will discuss the outcomes of assessments, academic and non academic, including evaluations made by teachers and those by the pupils themselves. Social and emotional wellbeing will be assessed regularly using the Developmental Assets Framework and where needed, intervention will assist in increasing pupils' wellbeing.

Self-evaluation by adults working at the school will also be key to success, and building on self-evaluation of aspects of the lives of individuals will be evaluation for groups of people and for the school as a whole.

Teachers will be trained in self-evaluation techniques for themselves and feedback from lesson observations will be done in pairs or threes so that

teachers become aware of how their own self-evaluation matches the reality of learning in the classroom. Heads of subjects and Heads of faculty will monitor the effectiveness of their programmes using a self-evaluation template and the Principal will be responsible for the construction of a Wye Free School Self-Evaluation form, using the Ofsted guidelines as a way of continually updating his or her perception of the quality of teaching and learning and therefore generating strategies for improvement. This will form the basis of formal internal inspections commissioned by the school. The role of self evaluation is critical to the development of an outstanding centre of learning which is the ambition of Wye Free School. It is recognised therefore that there will be a role for continuing professional development in this area in order to ensure that staff have the necessary training to be both accurate and consistent in their judgements.

Accurate self evaluation will enable whole subject and faculty teams to be able to carry out meaningful evaluations of their performance which will be used by the appropriate Assistant Principal and Vice Principal as part of the regular monitoring and quality assurance systems being carried out throughout the year.

The Local Governing Body will also engage in self-evaluation using time in meetings to discuss their findings and share feed back with one another and with the Principal. Based on whole school self-evaluation, the Principal will meet the Chair of the Local Governing Body and the Regional Executive of the United Learning Trust on a regular basis to establish and monitor targets for the school.

Every member of the Wye Free School community will be involved in self-assessment practices.

A recent innovation by the Department for Education is to require publication of data about individual groups of pupils so that their levels of attainment can be compared across groups. For example, evaluation of the relative performance of pupils receiving Free School Meals is now compared with those who are not deprived in this way under the 'narrowing the gap' strategy. Wye Free School will measure and track much more than this, evaluating attainment of the genders separately, of different ethnic groups and of other minority groups. Our strategies for self-evaluation will largely be determined by the specific needs of our school rather than by the requirements of external bodies, though we will, of course, publish the required data.

Some indicators of success in the school are noted in the section above. These and others are noted below because they will all be subject to self-evaluation, either regularly or occasionally. This is not an exhaustive list because that will change according to the needs of the school. We do not believe in assessment and evaluation for its own sake, but rather as information that will allow the school to improve. We, the school and its individual members will evaluate:

- Attainment and progress; we will track this according to our own targets and against the attainment of other schools. We will strive constantly to be the best!
- The quality of teaching and learning. Teachers will evaluate themselves and each other and pupils will be asked to evaluate their teachers. Pupils will be taught the skills to do this in an analytical way so that they recognise that sometimes what they perceive to be a teacher's shortcoming is actually their own.
- Behaviour will be evaluated, both by analysing records of sanctions imposed, but also by discussions in House groups and in tutorials. Pupils will be encouraged to suggest targets for improvement and strategies for achieving those targets.
- Pupils' enjoyment of school will form part of their own self-evaluation and it will feed into evaluation of the whole school. Pupils will be asked to complete questionnaires, as will their parents. As pupils become more skilled in self-evaluation, they will be encouraged to design their own questionnaires.

At Wye Free School continuous improvement based on continual robust self-evaluation will contribute to high performance and meeting the targets set out in our vision.

### **3. Accountability**

Accountability within the Wye Free School will be strong. ULT will support and advise the Principal and the Local Governing Body. The Principal and senior members of staff will report regularly to the Local Governing Body and will be held accountable for the progress of pupils. Wye Free School will have strong and clear lines of accountability through line management structures.

### **4. Assessment and Student tracking**

As indicated earlier, student tracking will begin early in the school and then be carried out consistently and coherently throughout Wye Free School.

- A baseline Assessment will be completed in Year 6
  - This will include KS2 teacher assessments
  - Information from Primary school on attainment, progress and attitude
  - A battery of tests will be administered before admission – including CAT's, reading, spelling
- These will provide two types of data for tracking;
  - Predictive  
Showing the potential of pupils for the future
  - Diagnostic  
Indicating needs and gaps in learning for intervention
- Assessment data will be collected on a 6 weekly cycle.

- This will be inputted by teaching staff
- Moderated by the subject lead or Head of Faculty
- This data will show Progress
- This will trigger intervention if progress is behind the expected levels in any of the key indicators
- This will be discussed between the student and his/her tutor
- This data will be RAG rated on predicted levels of progress
- The data will be shared with parents
- The data will inform Individual Learning Plans
- The data will be monitored by subject teachers as part of the formative assessment process

Tracking individuals and cohorts in this way will enable the School to identify problems quickly, leading to early diagnosis and intervention. Pupils, parents and staff will be introduced to 'Assessment for Learning' strategies very early on which will raise the pace of progress for learners through having a clearer understanding of their strengths and weaknesses and the steps necessary to address the latter and so move closer to achieving their next target.

ULT has a data cube 'Cognos' which manipulates and interprets data against group and national benchmarks and school targets. This is based on 6 data collection points per year and involves teacher assessment, external and internal examination results and tests results. Tracking student progress to ensure each individual in each subject is 'on track' or the appropriate intervention is triggered through 'at risk' plans.

The introduction of such a comprehensive system will require considerable professional development supported by ULT. The more academic focus of "Cognos" will be supplemented by Developmental Assets tracking that lays emphasis on pupil wellbeing and emotional development. The two approaches will combine synergistically to enhance progress. The background and operation of the developmental assets programme is detailed in Appendix 1.

## **D5: Admissions**

Wye Free School will abide by the School Admissions Code and the School Admissions Appeals Code. In order to do this we will ensure that arrangements for admission to the school are clear and fair and that they are as simple as possible. We understand that changes to the admissions code are imminent; our admissions policy stated below complies with the current code and with proposed changes.

Wye Free School will be socially, academically and culturally inclusive and will welcome applications from all. We will not select pupils by ability or by faith. The school will provide high quality education for boys and girls from the age of 11 to 19 years. Our aim is to ensure that boys and girls who join the school will be happy and successful in the unique academic, pastoral and cultural environment that we will offer. Prospective pupils and their parents will be offered the opportunity to visit the school before making an application for a place.

Kent County Council has co-ordinated admissions arrangements for all schools in the Ashford area (the area closest to Wye) for entry into Year 7. Wye Free School will participate in this scheme. For the first year, this will only be possible if a Funding Agreement has been signed in time for the school to be included. If the Funding Agreement has not been signed, Wye Free School will conduct its own admissions process for the first year of opening.

Wye Free School will communicate as widely as possible with parents of all children who are eligible to join the school. We will produce a written prospectus that will also be available online. We will also produce a newsletter to be sent to all eligible families (those with children in Year 5) through their children's primary schools. We anticipate that this approach will reach almost all families, but we will also endeavour to reach those whose children are being home schooled through press advertising.

The Published Admissions Number (PAN) for entry into Year 7 will be 90. If fewer than 90 pupils apply for a place, then all will be admitted. Similarly, if pupils apply to join the school into Years 7, 8, 9 or 10, they will be admitted if the total number in that year group does not then exceed 90. Pupils will not generally be admitted into Year 11, but exceptions may be made where there is a demonstrable need, for example if a pupil's family relocates to the area.

For admission into Year 12, pupils will be required to have reached a minimum standard of C grade GCSE (or its equivalent) in at least five subjects, including grade C in the subjects they wish to study at A level, where relevant. Additionally, prospective pupils will be invited to attend for interview so that it can be established that Wye Free School can meet the needs and aspirations of the pupil and, indeed, so that plans can be made to meet those needs. However, if a prospective pupil meets the above criteria, an offer of a place will not be conditional on attending for interview. Pupils will not generally

be admitted into Year 13, but exceptions may be made where there is a demonstrable need, for example if a pupil's family relocates to the area.

One aspect of the vision for Wye Free School is that it will address the need for choice for parents of pupils who live in the rural areas around Wye. At present, these families are often not offered choice because they rank low on the admissions criteria of other secondary schools whose over-subscription ranking is based on proximity to their schools. Hence the equivalent policy for Wye Free School will be based on whether or not the prospective pupil lives closer to Wye Free School than to any other secondary school for which they qualify for admission.

### **Oversubscription Criteria**

The oversubscription policy for entry into Wye Free School in Year 7 will rank prospective pupils as follows, those ranked highest being offered places first. A total of 90 places are available each year.

Pupils with statements of Special Educational Need will not be subject to the application of the oversubscription criteria indicated below. They will be allocated a place at Wye Free School if their statement nominates the school as being the most suitable.

#### *1. Children in Local Authority Care*

A child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (section 22 of the Children Act 1989) or who is subject to a care order under Part IV of the Act or children who are now adopted having been looked after.

#### *2. Current Family Association*

A brother or sister attending the school when the child starts. In this context, brother or sister means children who live as brother or sister in the same house including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters. If siblings from multiple births (twins, triplets etc) apply for a school place and the school would reach its Published Admissions Number (PAN) after admitting one or more, but before admitting all of those siblings the school will offer a place to each of the siblings even if doing so takes the school over its PAN.

#### *3. Health and Special Access Reasons*

Medical/Health and Special Access Reasons will be applied in accordance with the school's legal obligations, in particular those under the Disability Discrimination Act 1995. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need for their child to attend a Wye Free School. Such claims will need to be supported by written evidence from a suitably qualified medical or other

practitioner who can demonstrate a special connection between these needs and the school.

*4. Children who live nearer to Wye Free School than any other secondary school for which they have qualified for admission\*.*

Children will be ranked according to the distance from their home to the Wye Free School with those living closest being ranked highest. The distance is measured between the front door of the child's permanent address and the front gate of the school in a straight line using Ordnance Survey address point data. In the case of children residing in flats, the front door of the block of flats will be the reference point.

*5. Children for whom the Wye Free School is not their nearest secondary school will be ranked according to the distance from their home to the Wye Free School with those living closest being ranked highest.* The distance is measured between the front door of the child's permanent address and the front gate of the school in a straight line using Ordnance Survey address point data. In the case of children residing in flats, the front door of the block of flats will be the reference point.

\* This is to allow for the fact that the closest secondary school may be a grammar school, but children who have not passed the Kent test will not be eligible to apply.

**Tie breaking.** If two or more children are ranked equally on any of the above criteria, random allocation will determine which child or children are *offered* places. In this case, a child or children's names will be randomly selected from a total list of tied applicants by someone unconnected with the school.

### **Operation of waiting lists**

Wye Free School will operate a waiting list for each year group. Where in any year the school receives more applications for places than there are places available, a waiting list will operate until the final day of the first term. This will be maintained by the School and it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application

Children's position on the waiting list will be determined solely in accordance with the declared oversubscription criteria set out above. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

### **Year 7 Entry**

Entry to Year 7 will be made by completion of a 'Secondary Common Application Form' (SCAF). The process will be as follows:

- August 2012- school prospectus complete
- September 2012 - prospectus published, dates for Open Days and other opportunities for pupils and parents to visit Wye Free School published, Local Authority supplied with information for composite schools' prospectus.
- 31<sup>st</sup> October- SCAFs returned to Local Authority. Parents are asked to specify up to four secondary school choices and to rank them in order of preference.
- January 2013 - Applicants' details received by Wye Free School for the applicants to be ranked according to the school's over subscription criteria.
- February 2013 - Ranked lists returned to Local Authority
- 1<sup>st</sup> March 2013- Offers of places made to parents
- 19<sup>th</sup> March 2013 (date to be confirmed) -Appeals to be lodged by parents if necessary
- 22<sup>nd</sup> March 2013 (date to be confirmed)- Places must be accepted or declined.
- April 2013 onwards - Local Authority reallocates places that have become available using the schools' ranked waiting lists.
- 31<sup>st</sup> July 2013: Deadline for Schools' Adjudicator on contested decisions.

All parents have the statutory right to appeal against any decision refusing them a school place, regardless of where they ranked the school on a SCAF. Where parents have lodged an appeal against the refusal of a place and a place becomes available at the school, the school will inform the LA. The place can then be offered without an appeal being heard, provided there are no other applicants at that time who are ranked higher on the school's waiting list.

### **Sixth Form Entry**

For entry into the Sixth Form, pupils can apply directly to the school or they can apply through the centralised system, 'kentchoices4u'. Application forms must be completed and returned to the school by the date specified on the school website and widely publicised.

We expect that about 60% of our Year 11 pupils will progress into the Sixth Form at Wye Free School, so the Published Admissions Number (PAN) for external entrants is likely to be 21. The PAN for external candidates of 21 may be exceeded in the event that this and the number of internal pupils transferring into Year 12 is less than the overall total figure for the year group, which is 75. If more than 21 eligible external candidates apply before the deadline, then the same over-subscription criteria will be applied as for Year 7 entry (see above).

Applications received after the published deadline will be placed on a waiting list. Once 21 conditional offers to external candidates are made, places for external candidates who meet the entry requirements above will be placed on



a waiting list and will be allocated a place following our over-subscription criteria.

## **Appeals**

According to The School Admissions Appeals Code, Wye Free School will be required to arrange its own admission appeals panel. This will be constituted according to the guidance in the Code, with all members of the panel receiving proper training. All arrangements for appeals will be in accordance with the Code, which gives detailed instructions about conducting appeals.

## **Arrangements for Admitting Pupils to Other Year Groups i.e. other than Year 7 including to replace any pupils who have left the school**

Kent County Council co-ordinate admissions for in-year applications and for applications for year groups other than the normal point(s) of entry. This does not affect the school's right to determine which applicants have priority for admission.

Subject to any provisions in the LA's co-ordinated admission arrangements relating to applications submitted for years other than the normal year of entry, Wye Free School will consider all such applications and if the year group applied for has a place available, admit the child. If more applications are received than there are places available, the school's declared oversubscription criteria shall apply. Parents whose application is turned down shall be entitled to appeal to an independent appeal panel.

## **D6: Behaviour Management, pupil wellbeing and attendance improving student outcomes**

### **1. Detailed Strategy**

#### **Behaviour and Attendance**

Wye Free School will create an environment in which good behaviour and punctuality are the norm. It will do this by setting out clear and unequivocal expectations which are:

- all pupils will show respect and courtesy towards teachers and other staff, towards each other and towards the general public they meet on their way to and from school
- parents will encourage their children to show respect and will support the school's authority to discipline its pupils
- the Head will help to create a culture of respect by supporting the authority of the staff to discipline pupils and by ensuring that this happens consistently across the school
- every teacher will be expert at managing and improving children's behaviour
- all members of staff will set an excellent example to the pupils at all times

The school will have a behaviour policy which sets out the detail of

expectations and which lists the rewards for good behaviour and the sanctions for behaviour that falls below expectations. However, we intend to create a culture within the school where the norm is a very high standard of behaviour. We will do this by promoting student self awareness and self esteem and by giving pupils ownership of the school's rules and expectations through the Student Council and by keeping rules to a minimum.

Behaviour management will be the responsibility of a student's Head of House and this may, at times, be delegated to the personal tutor. The main points from the behaviour policy that set out expectations of attendance, punctuality and behaviour will form the Home School Agreement which Parents and pupils will sign each year.

### **Punctuality**

Pupils are expected to arrive on time for school in the morning and to arrive punctually for every lesson. There will be fixed penalties for lateness, which will include losing free time and these penalties will be applied rigidly because arriving late to a lesson disrupts both teaching and learning. Pupils will be registered electronically at the beginning of every lesson, so a record will be kept of punctuality as well of attendance.

### **Attendance**

Our expectation is that pupils should be in school on time every day and in every lesson. This will maximise the opportunities for them to reach their full potential; it is critical for pupils to be fully engaged in all that goes on at school if they are to make good progress in their learning. Our vision is to transform children's lives and help them achieve things they may never have imagined and to do that they have to play their full part. Initially we will set all pupils a minimum attendance target of 95% with zero unauthorised absence and zero persistent absences. This target will rise to 96% and we expect pupils to strive for 100% attendance.

As stated above in the section on behaviour, when teaching is of an outstanding quality and lessons are exciting and stimulating, pupils will want to attend and be fully involved. Ofsted have noted that "The better the quality of education, the better the pupils' attendance". Research also shows that less than 40% of pupils in secondary schools with an average of 17 days or more absence get 5 good GCSEs (grades A\* to C) compared to more than 90% in schools with an average of less than 8 days absence. (<https://www.education.gov.uk/publications/OrderingDownload/DFES-00527-2007.pdf>). Our aim is that all pupils will want to be in school all of the time because they find school life exciting and fulfilling and because they are happy at school and they feel safe and well supported.

Attendance will be monitored by registering Years 7 – 11 pupils at the beginning of each morning and each afternoon session, in accordance with the law. Years 12 and 13 pupils will be registered in the same way even though this is not a statutory requirement, and all pupils will be registered at the beginning of each lesson. Attendance will be recorded in the school's central data management system, a bespoke version of SIMS customised by

ULT; staff will be trained in its use. We are aware that we have a legal obligation to keep attendance data and detailed records will be kept to comply; we will use the statutory national attendance codes, published by the DfE in

<http://www.education.gov.uk/schools/pupil/support/behaviour/attendance/b0010008/pupil-registration-regulations-and-guidance>

The Draft Attendance Policy, Appendix 5, gives more information about codes and procedures.

There will be some occasions when children are unwell and therefore unable to attend school. Parents will be asked to telephone school at the beginning of the first morning of absence to notify the school and on each subsequent morning. If a pupil is not present at a morning or afternoon registration and no notification has been received from parents, this will trigger an immediate response from the school and parents will be telephoned within 2 hours by a member of the administration staff who will inform the pupil's tutor of the outcome.

Parents have a legal responsibility to ensure that their children attend school regularly and not to take them out of school except for unavoidable reasons such as illness. Parents will be asked to arrange routine medical and dental appointments during school holidays and to seek permission in advance on those occasions when appointments have to be arranged during school time. Similarly, for other unavoidable absences, such as family bereavements or to attend religious ceremonies, parents must request permission for absence in advance and on these occasions, at the discretion of the school, absence will be recorded as authorised. We will not authorise absence for family holidays during school time. In addition to their legal responsibility and in accordance with our vision and pastoral care system, we will establish a strong, nurturing partnership with parents to fully support their children.

If there is repeated or a pattern of unauthorised absence, a designated member of the school's inclusion team will visit the home. From this a contract will be drawn up and the student will have a designated member of staff to report to, usually his or her tutor, at the beginning and end of every day. If unauthorised absence continues, the school will engage with the Local Authority and social services and formal statutory intervention will take place which can lead to prosecution.

Pupils who have a 100% attendance record for a term will be rewarded with certificates and there will be inter-house competitions to find the best attending tutor group and the best attending house. These winners will be celebrated and parents will be invited to attendance awards events.

The Principal will report to the LGB and to ULT on a termly basis on levels of attendance at Wye Free School with data being provided regarding specific micro populations and groups who are at risk of non attendance.

## **Behaviour**

In our vision, our stated aims are to maximise the opportunities for all pupils to reach their full potential and to embrace the Christian values of honesty, integrity, respect, service and compassion.

We believe that the key to establishing a school where good behaviour is the norm, so that pupils can reach their full potential is to ensure that they are happy and well supported in all aspects of their school lives and that they are excited and stimulated by attending excellent lessons from well trained, highly motivated teachers. We also believe that there should be clear expectations of good behaviour and zero tolerance of even minor infringements.

Wye Free School will have the following principles and systems

- Teaching and learning will be of a very high standard and it will be personalised. Poor behaviour is often a result of pupils not being able to access lessons because of their own learning difficulties, which may include poor literacy. Our strategies for assessment and monitoring as explained in 03 and 04, followed by intervention and support should reduce and ultimately remove instances of pupils being unable to cope with material presented in lessons. This approach will not only reduce poor behaviour, but it will also improve pupil wellbeing.
- The rules about behaviour and the consequences for breaking them will be made extremely clear to all members of the school and to all parents. This code of conduct will be written in simple, easily understood language; it will be displayed in the school, written in pupils' homework diaries and discussed regularly, for example in weekly sessions with personal tutors and in assemblies. It will be emphasised and applied in all subjects and in all aspects of school life.
- There will be a formal rewards system and a range of sanctions, as explained below and in the draft behaviour policy in Appendix 5. The emphasis in the school will be on praise and in developing an environment where good behaviour is expected from everyone and where staff members are powerful role models for all pupils and older pupils are good role models for younger ones.

Good behaviour and strong discipline will be created by:

- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect. This will be reinforced by the opportunities offered in the extra curricular programme and in the school's House structure, where there will be many opportunities for involvement and ultimately for leadership
- Ensuring fairness of treatment for all regardless of ethnicity, faith, gender, disability or sexuality
- Ensuring consistency of response to both positive and negative behaviour and promoting early, effective intervention so that inadequate behaviour is never allowed to escalate
- Providing a safe environment free from disruption, violence, bullying and any form of harassment. Bullying is considered in more detail later in this section

- Believing that pupils thrive upon success in achieving their goals and, in support of this, learning opportunities will meet the needs and aspirations of all pupils and will be accessible to all.
- Recognising that good behaviour becomes the norm and poor behaviour is very unlikely to occur when pupils are engaged, inspired and challenged through the curriculum and a wealth of extra curricular activities. Constructive use of time is one of the tenets of the Developmental Assets Framework which will influence and pervade school life.
- Ensuring that pupils are happy, confident and have positive relationships with those around them. This will be the central focus of the pastoral care arrangements. Each pupil will meet his or her personal tutor daily and will have an extended period of time with them each week so that the tutor will know the pupil's strengths, weaknesses and needs extremely well, thereby enabling early intervention when there are problems.
- Encouraging a positive partnership with parents, as is stated in our vision and repeated in many parts of this application. This will develop a shared approach, to involve parents in the implementation of the school's policy and associated procedures. We will involve parents or carers fully in matters affecting the welfare, behaviour and discipline of their children and will also involve external agencies, such as Social Services, as appropriate.

### **Code of Conduct**

Wye Free School will publish a Code of Conduct for pupils, parents and members of staff. The language will be clear and appropriate so that everyone in the school community is in no doubt as to the expectations placed on them.

The meanings of the Code will be reinforced regularly in discussion with pupils and emphasised in every subject. There will be an expectation that all staff members will model good behaviour in their dealings with pupils and in the values they espouse and the way they present themselves.

The Code will be made available to parents as part of the admissions' process. Parents and pupils will be asked to sign up to the Code before taking up a place at Wye Free School.

The Principal and staff will ensure there is no differential application of the code and procedures on any grounds, particularly ethnic, cultural, religious, gender, disability or sexuality. Staff will be trained appropriately to ensure that the concerns of pupils are listened to and appropriately addressed.

### **Responsibilities of the Principal and the Local Governing Body**

At Wye Free School the Principal and the LGB will ensure that

appropriate training is provided for staff in order to support their work in implementing the code.

The LGB has statutory responsibilities, and training in these will be required before anyone is appointed a member of the LGB. In essence, the governing body must provide clear advice and guidance to the Principal on which he/she can base the school behaviour policy. In that policy there must be advice and guidance on

- a. Screening and searching pupils;
- b. The power to use reasonable force or make other physical contact;
- c. The power to discipline beyond the school gate;
- d. Pastoral care for school staff accused of misconduct; and
- e. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

### **Responsibilities of Staff Members**

All staff will be required to share the responsibility for establishing and sustaining good behaviour and for ensuring that the policy and procedures are followed, and consistently and fairly applied.

### **Responsibilities of Parents and Carers**

Parents will be expected to take responsibility for the behaviour of their child both inside and outside Wye Free School. They will be encouraged to work in partnership with the school to assist in the maintenance of high standards of behaviour and they will have the opportunity to raise any issues arising from the operation of the policy. As stated in our vision, we believe that positive, enduring and nurturing relationships between teaching staff, pupils and parents are key to developing a culture in which good behaviour is the norm.

### **Responsibilities of Pupils**

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of policy, procedures and expectations. Pupils will also understand their responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to the appropriate person in the school. Bullying is considered in more detail below.

### **Systems and Recording**

All significant events will be recorded at the school. Records will be brief, precise, accurate and relevant. Any contemporaneous witness evidence will be in writing, signed and dated. As records can be called as evidence in law, they should have the integrity to bear rigorous external scrutiny.

The Principal will not only ensure that efficient systems are in place for record keeping, but will ensure that effective actions are taken to support and encourage positive behaviour; for example, from analyses

of logs of incidents.

There will be systematic tracking of pupils by, for example, gender and ethnic origin; by cultural or religious allegiance; by sexuality; and of pupils with special educational needs or disability, and 'looked after children' and pupils 'at risk'.

Records will be archived normally for 5 years but for 10 years in exceptional circumstances.

### **Rewards and Celebrating Success**

Wye Free School will celebrate "The Best in Everyone" by implementing a comprehensive and robust rewards process. Through celebrating individual success, achievement and effort, and team success a culture of praise will be established. Rewards will be based around a system of commendations. Instances of good behaviour, excellent work, good effort and good citizenship will be recorded by awarding a commendation which will be recorded in the pupil's homework diary. These will be counted on a termly basis and certificates at bronze, silver and gold level will be presented to those pupils who accumulate commendations above threshold levels. The process will be competitive within Houses, so that pupils will encourage one another in order to gain rewards for their House.

Every possible opportunity will be taken to praise achievement, acknowledge considerate conduct, commend caring actions, and celebrate successes.

### **Sanctions**

Sanctions will be applied for inappropriate behaviour. Details of these will be worked out by the Principal, the Senior Leadership Team and the LGB when appointed, but a suggested strategy is as follows:

- Small infringements of the code of practice, such as forgetting to take a book to a lesson will incur a reprimand from the class teacher, who will record the infringement in his or her personal records.
- Repeatedly forgetting books or equipment or arriving late for a lesson will incur a further reprimand which will be reported to the pupil's personal tutor, who will record a 'black mark'.
- The accumulation of three black marks will result in the pupil being required to serve a short period in detention.
- Producing work of an unacceptable standard will require a short detention to be served immediately and the inadequate work to be done again.
- Repeatedly producing work of an unacceptable standard will result in a longer detention, so too will instances of minor disruption in class, such as talking when asked to be silent. When a longer detention is to be served, parents will be

informed by letter or email and they will be given 24 hours' notice.

- More serious instances of disruptive behaviour will result in parents being asked to meet the pupil's personal tutor and Head of House to discuss remedial action. Again, this reflects our vision, in which we are determined that the three-way partnership between teaching staff, pupils and parents will develop positive, nurturing relationships, but that there will be zero tolerance of poor behaviour.
- If deemed necessary by the Principal, after discussion with the tutor and the Head of House, a pupil may be required to spend a period of time in an inclusion unit where the pupil will be under supervision, but isolated from his or her peers for short periods of time. In the first instance of the necessity for such isolation from peers, a pupil will generally be expected to spend one day in the unit, but at the Principal's discretion after considering the circumstances carefully and after full consultation with the personal tutor and the Head of House, longer periods may be spent in the unit. This sanction will always be discussed with parents in advance, ideally in a face-to-face meeting.
- Care will be taken at the school to use appropriate sanctions for "the naughty" while having in place appropriate support for "the needy" child.
- The range of sanctions used at Wye Free School will be defined clearly in the procedures and their use will be characterised by clarity about why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.
- Wye Free School will work positively with external agencies. The school will seek appropriate collaboration with them to ensure that the needs of all pupils are met by capitalising on the range of external support available.

### **Exclusion**

Our aim is that we will never need to exclude a pupil, but we recognise that policy and procedures must be in place if this should become necessary. If a pupil commits a very serious offence or if there is persistent refusal to modify poor behaviour, the pupil may, at the Principal's discretion be offered a Behavioural Contract, specifying targets they are to meet in order to remain at the school. If they refuse to accept such a contract, or do not abide by its terms, then, in consultation with the Governing Body, the Principal reserves the right permanently to exclude that pupil. This will be a 'last resort' situation. In cases of permanent exclusion, Wye Free School will work closely with the Heads of other secondary schools in the Ashford area to find an alternative place for that pupil.

### **Bullying**

Bullying is the wilful, conscious desire to hurt or threaten someone. It happens when an individual (or group of individuals) goes out of his or her way **deliberately** to threaten, frighten, abuse or hurt someone else.



The action is **repeated over time** and victims find it difficult to defend themselves.

Bullying can take many different forms, which include:

- **Physical bullying** (including damage to the victim's property),
- **Verbal bullying** (including persistent teasing),
- **Emotional bullying** (including tormenting - sometimes the perpetrator refers to this as a "joke", but it is not a joke if the victim does not find it funny),
- **Indirect bullying** (such as spreading unpleasant stories about someone),
- **Racist or Religious bullying** (which is also likely to hurt others in the same group)
- **Sexual bullying** (characterized by unwelcome remarks, inappropriate [and uninvited] touching and sexual innuendos. It can also be related to sexual orientation) and
- **Cyber bullying** (using a mobile phone or the internet or other technology)

Bullying is a serious offence and Wye Free School will work extremely hard to ensure that instances of bullying happen as infrequently as possible. We will do this in three ways:

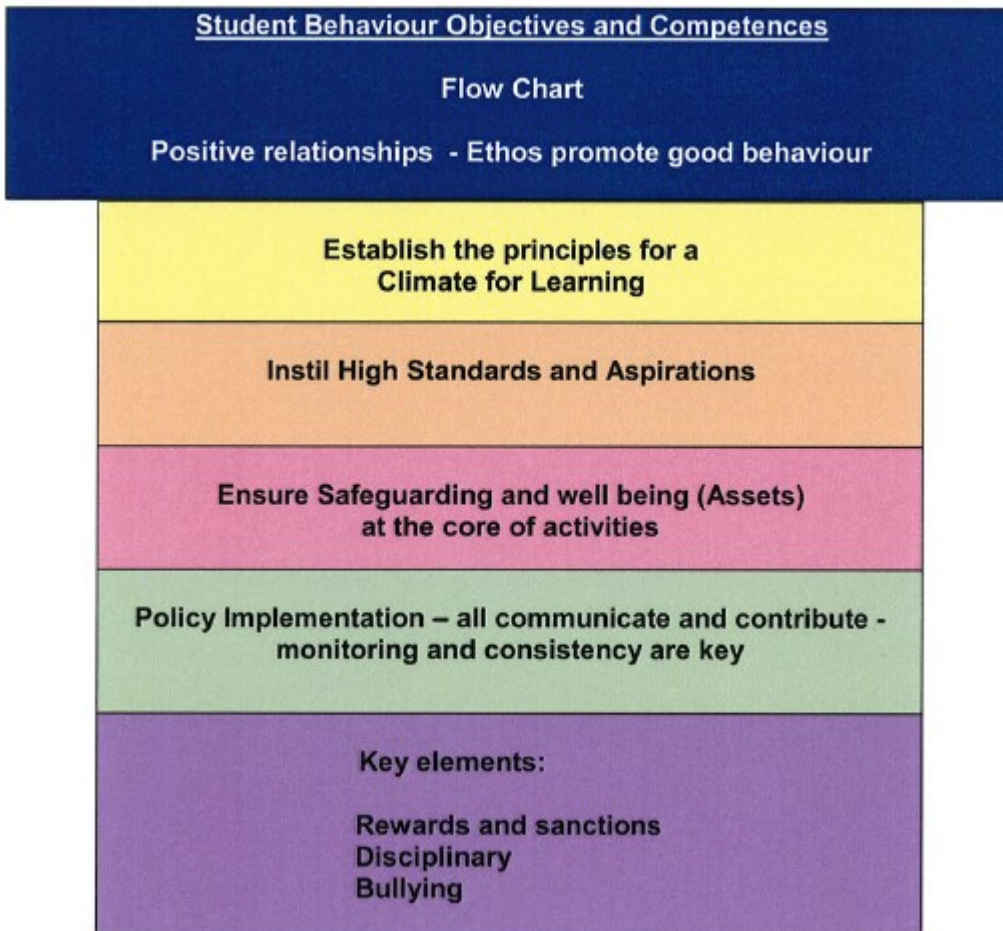
- By ensuring that pupils have a safe, well supervised environment, at all times, but particularly during extra-curricular activities and during periods of leisure. Members of staff and senior pupils will patrol areas where pupils are potentially unsupervised, like cloakrooms, toilet areas and out of the way parts of the school site
- By talking about bullying and its consequences and encouraging pupils to speak out when they find themselves victims of bullying or when they see others being bullied. Our strongly supportive pastoral structure and House system in which older pupils support and act as role models for younger pupils will encourage awareness
- By supporting and encouraging all pupils to become self confident through the many opportunities available in school to become proficient and successful. Those with high self esteem are much less likely to become victims of bullying because bullies tend to pick on those they consider to be weak.

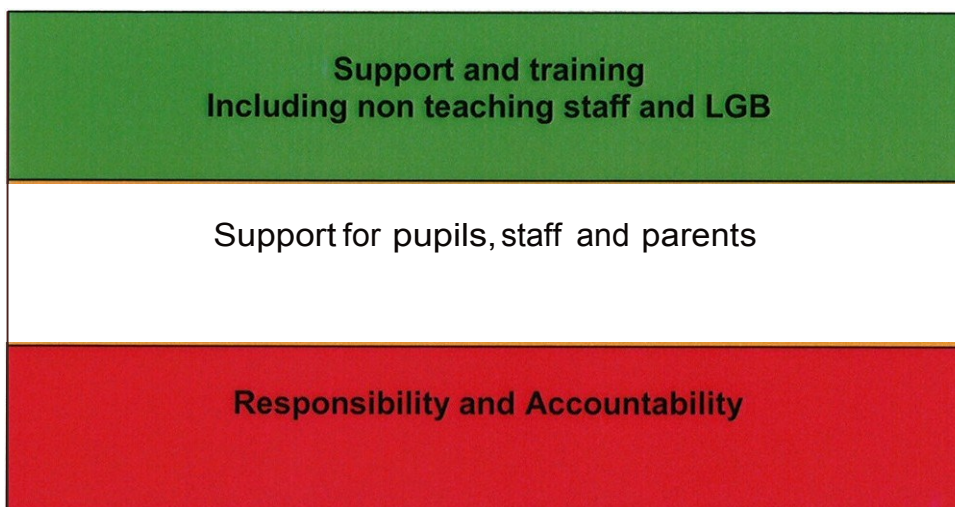
We will write an anti-bullying policy setting out the specifics of how we will address bullying, but more important will be to ensure that the school's values of honesty, integrity, respect, and compassion are promoted and applauded. Within the supportive atmosphere that such an ethos provides, bullying will be considered to be extraordinary behaviour, behaviour moreover, which is out of place in Wye Free School.

When sanctions are necessary to deal with bullying, they will hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and to learn from it. The sanctions will provide an opportunity for the pupil to right the harm they have caused.

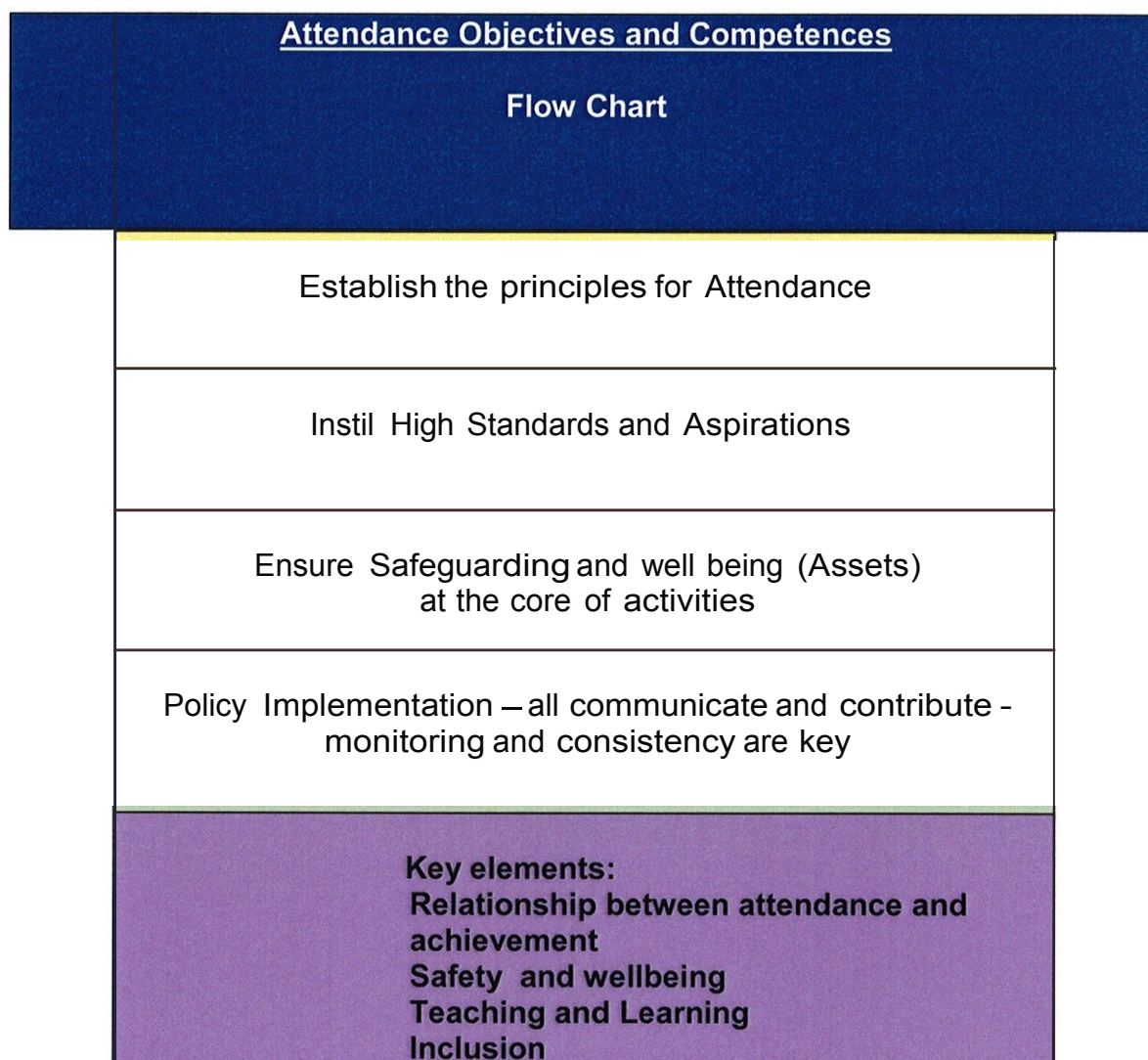
As in all aspects of school life, we will inform and work closely with parents in all incidents of bullying, advising them on the strategies to adopt, whether their child is being bullied or the one doing the bullying.

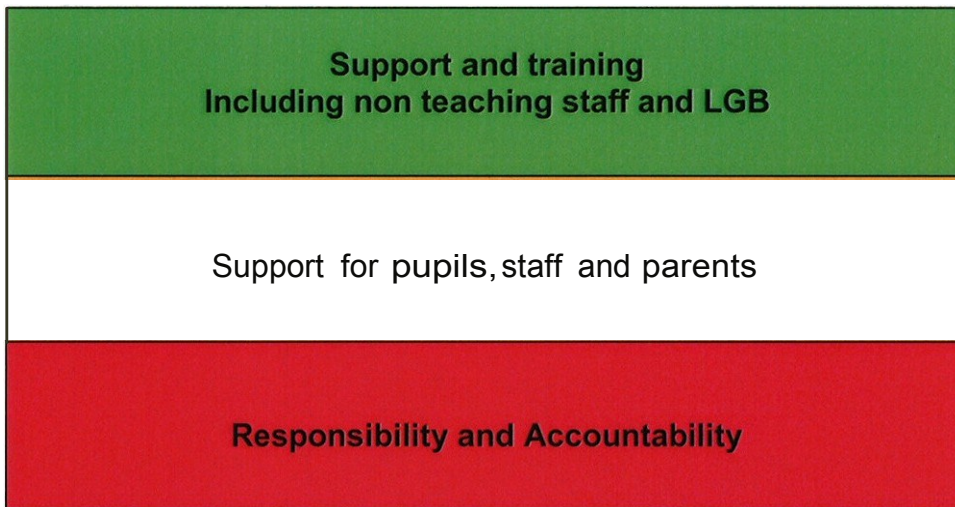
Much has, necessarily, been written in this section about poor behaviour and how it will be addressed. However, our intention is that by having robust strategies in place and by having clear expectations, poor behaviour will be the exception and that Wye Free School will provide its pupils with a happy, supportive environment in which to work, play and grow.



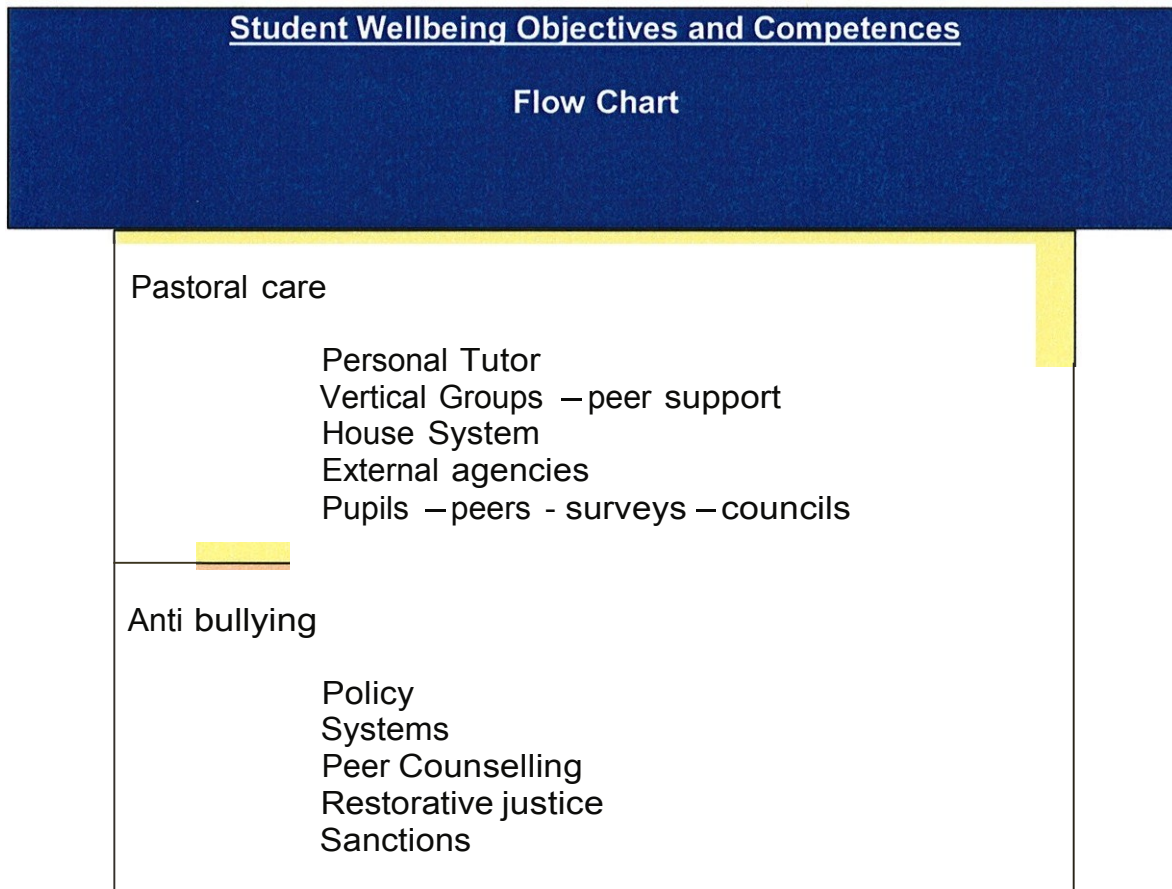


Attendance





2. Student wellbeing



**Health**

Wye Free School will promote healthy life-styles to pupils including sensible eating and exercise. It is expected that the school will work towards a Healthy Schools Award as part of this commitment. As part of the close relationship with parents and carers, the school will encourage healthy lunch boxes



containing fruit.

All staff will be aware of the importance of diet and exercise and brain gyms will be a regular occurrence in classrooms

## **Safeguarding**

Wye Free School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Staff will be recruited according to procedures laid down by the United Learning Trust which highlight the need for safeguarding and safer recruitment practices. Training will be given to all involved in recruitment.

The operation of safeguarding policies will be monitored regularly by the local governing body.

Staff and pupils will be trained in safe practices relating to the internet and electronic communications.

Safeguarding issues will be dealt with by a qualified member of staff who will have advanced training in safeguarding and who will undertake to train staff in up-to-date practices.

Policies for safeguarding will be the generic ones used by the United Learning Trust adapted where necessary for local needs.

Wye Free School will establish strong relationships with the local Social Services Team and referral and record keeping will be done following established procedures and protocols.

Children will be encouraged to report bullying and in keeping with the vision of the school we will establish a culture where bullying is not tolerated. We will seek to promote an atmosphere or climate which enables those who feel threatened or bullied to have a safe place and a safe person to talk to. Those who bully or who abuse children will be punished with the emphasis at Wye Free School being on restoring broken relationships and establishing trust.

Parents will be encouraged to talk about what they learn from their children about the school and there will be regular student forum and parent feedback meetings devoted to safeguarding.

**D7: Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.**

**Catchment and community.** Our pupils will come from a diverse range of communities including the small villages surrounding Wye such as Brook and Chilham, as well as urban centres such as Kennington and Ashford Town itself. The demand for our school has come from all parts, indicating the

widespread support for a new component to the existing secondary school system. To quote a parent

*'Ashford is lacking in a good choice of Secondary Schools that provide a good academic and stimulating environment for children of all abilities to thrive and develop and we feel that the proposed Wye Free School could achieve this.'*

Wye Free School will be able to enhance all aspects of community development, both within and beyond its boundaries, in line with the 'Every Child Matters' agenda. The community will benefit from increased opportunities for lifelong learning programmes, a promotion of community pride and raised aspirations as a result of the Wye Free School's support and its integrated approach. The belief is that the provision of Wye Free School is a once-in-a-life-time opportunity to break the cycle of underachievement that has characterised sections of this area for generations. Here, we have to restate data on the poor performance of the secondary schools in the Ashford area. They recorded 31, 39 and 42% of pupils gaining 5+ good GCSE grades including English and mathematics, worryingly below the national average of 58%. We believe that this poor performance and an acceptance of the value of our vision for Wye Free School has led to the excellent response we have had to date from 541 parents wishing to send their 997 children to our school. The need for our school is identified in supportive letters from local politicians (Appendix 6).

**Partnerships and Collaboration.** Wye Free School will benefit from the challenge and support that comes from joining the United Learning Trust with its 19 sponsored academies and which has provided significant improvement in outcomes for communities across the country. ULT will provide the school with strong educational and organisational benefits. Additionally, Wye Free School has now established a Learning Partnership and will work collaboratively with Ashford School, a leading Independent School in the area and part of ULT's sister charity the United Church Schools Trust, to provide improved outcomes for our pupils and staff. The success of ULT's Academies has already been tabulated in Section C.

Access to ULT's Learning Platform, will provide a wealth of learning and management resources. This would include, for each teacher, having the opportunity to download whiteboard flipcharts, video clips and written resources that have been produced by staff across the organisation. Within this would be resources made available by ULT's growing partnerships with other successful schools outside of its own group. Access to the Learning Platform would be extended to all feeder primary schools enabling staff and pupils from the whole catchment area to gain access to the wealth of resources available.

Co-operation and collaboration with partner primary schools will be fostered in order to enrich the learning experience for all and develop effective continuity and progression plans for pupils transferring to the school at age 11. One aspect of this would involve making the facilities of the school available to primary school staff and for pupils to have an increased access to the school

in Year 6 prior to transition. Lead teachers in the school would engage in relevant outreach work in primary schools to provide master classes, particularly in aspects of our specialism dealing with local environmental issues, and to support work in literacy and numeracy. Wye Free School would admit it's a 7 cohort after KS2 assessments in June. We have been invited to Phoenix School in Kennington (that has a high percentage of children receiving FSM), to explain how our school will benefit the local primaries. We will continue to spread the word about potential benefits to other schools in the area through meetings with parents.

Co-operation and collaboration with all other local secondary providers will ensure that Wye Free School is fully involved in, and not isolated from, local collaborative arrangements and developments. The Principal will work within the existing collaborative arrangements for secondary schools and will develop further ways in which partnership working could enhance the delivery of education locally.

Partnerships with local industry, commerce and voluntary agencies will help develop the school's specialism and work-related learning, and the entrepreneurial skills which the school would aspire to develop in all its pupils. We have already established close links with Wye Community Farm and Ripple Farm Organics who are members of Wye Business Association, and in Appendix 6 also include letters of support from Wye Heritage Group, Wye Arts, Wye Historical Society, the Wye Educational Trust component of U3A and Agricola Club members (the association of Wye College alumni).

As it develops, Wye Free School hopes to work in partnership with Imperial College London, to raise aspirations and participation in Higher Education. This developing partnership builds on links established by [REDACTED] from the local group who is [REDACTED]; it will focus on the importance of Science and Maths within the sustainability and environmental aspects of the curriculum. A strong feature of the ICL programme is to run summer schools for gifted children that bring the excitement back into science and these would be based at our school, as they used to be on the Wye Campus. It is important to bring the "awe and wonder" back into science - to make it special for young people so that they return to their studies with renewed vigour. A week's residential course where young people sleep and breathe science and are taught by inspirational scientists is certainly a key element in achieving this aim. Imperial and Exscitec have experience in successfully delivering such programmes for gifted and talented pupils during school holidays. This would be extended to children of all abilities during the school week. The second element is an extension of the successful courses where young people are intensively prepared for GCSE and A level examinations by leading scientists, hence bringing the subjects to life. The third element is that teachers of science are encouraged through a residential programme to improve their practice and to bring awe and wonder back to the science laboratory. This will be achieved by giving them the opportunity to recharge and extend their knowledge and skills by working alongside leading scientists in their field. The accommodation available in our first site option would make these ideas very achievable.

**Interaction with the wider local community** We have established excellent synergistic links with various organisations in and around Wye. In particular we now have close ties with the Wye Community Farm and the commercial enterprise Ripple Farm Organics, who grow organic produce close to our proposed site. The school has organised a collaborative programme with the farms allowing the use of established facilities for a variety of land-based and agricultural projects reflecting the school's focus on sustainable and entrepreneurial initiatives. These links, developed with the enthusiastic support of our collaborators in the local community, will provide a unique range of resources for our science and business curricula, without requiring major investment in land rental and machinery. Once established the school expects to obtain sponsorship from the Agricola Club, the alumni organisation of Wye College.

The wider curriculum and extra-curricular activities will also be supported by contributions from other local organisations. The area is rich in history and we have talented individuals from Wye Heritage Group, the Wye Historical Society, Wye Arts and the Kent Archaeological Society who are willing to take an active role as learning mentors. The proximity of the Wye Downs provides an inspirational outdoor laboratory with one of the most biologically diverse habitats in the country. We plan to work closely with local Kent Wildlife Trust and English Nature groups to take full academic advantage of our surroundings. We also have close links with the organisation Plantlife that works to promote an awareness of the need for conservation. [REDACTED] has a major role in this charity.

Sporting links are being encouraged by the local Cricket, Football and Tennis Clubs that have excellent facilities and coaching schemes. We will be able to help these clubs by making our sports hall available for certain events e.g. indoor cricket and five-a-side football. We have strong links with the Wye Business Association and these will lead to rewarding placements and work experience opportunities within the diverse local commercial sector.

There will be a strong emphasis within the community on career development and this also forms an essential component of the proposal for the establishment of Wye Educational Trust. This idea has been promoted by the local University of the Third Age. The Trust would work closely with the Free School and above all aim to target any pupils potentially falling into the NEETs trap. In working together we would engage with the wider social remit of our school. The main aims of the Trust are as follows.

1. To identify employers
2. Provide a volunteer team helping preparation of CVs.
3. Offer bursaries
4. Provide tuition in English, maths , Languages and other specialisations

Partnerships with the County Council will demonstrate the school's full commitment to playing a role in Kent Children's Trust, supporting the priorities of the Kent Children and Young People's Plan and co-operating with other



partners to maximise the life chances of young people in the wider community. We will engage fully in the Council's strategy for extended schools and would play our full part in Kent's inclusion, SEN and Access policies.

Finally we have the strong support of local churches. The non-denominational ethos of our school is applauded by the Anglican, Methodist and Catholic churches in Wye all of which welcome the strong focus on Christian values in a secondary school in our locality. A letter of support from the [REDACTED], [REDACTED] is included in Appendix 6

**The International community.** We believe it is very important for young people to have a wide knowledge and experience of the lives of those in other countries. Culture is a core component of our language and history teaching, and through this we will expose the pupils to international literature and music. We will also set up links with schools in other countries, by email and video links. Our older pupils will be encouraged to contribute and learn by travelling abroad, not only to nearby mainland Europe but also making use of already established links, such as that between Wye Parish Church and the Wye and Brook India Trust. House activities would include supporting children in developing countries and we have already established partnership with a large public secondary school, the Surendranath Centenary School, located in Ranchi in North East India. This school shares common values with Wye Free School and our links will enable pupils in both schools to learn about our respective cultures and our common values. Indian pupils at Surendranath Centenary School are very interested in learning about IT and many aspire to careers in this booming sector in India. Contact with this secondary school will allow Wye Free School pupils to pace themselves against peers in a different country, who also have high aspirations for their future careers and lives.

## **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.  $D = (B/A) \times 100$ .

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B +column C) as a percentage of the places available (column A). *i.e*  $D = ((B+C)/A) \times 100$ .

**Section E – Evidence of Demand and Marketing**

**E1: Provide evidence of demand from parents with children the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as their first choice for their child.**

We have obtained support for Wye Free School from **541** local parents who have **997** children. Most of this support has been gathered in less than three months since the revised guidance was issued, which required our surveys to show a strong commitment for our school as a 1<sup>st</sup> *choice preference*.

We are applying to establish an all ability 11 – 19 secondary school in Kent, the largest area of Grammar School provision in the country, where countless parents hope and pray, and many pay to ensure their children pass the 11+ test. The Grammar Schools educate the top 25% of the ability range, and those who either are deemed to have failed at the age of 10, or those parents who are unwilling to subject their children to such a judgement are left with limited alternative choices. Almost 99% of parents we have surveyed support our vision to establish a small, outstanding, rural, comprehensive school investing in children’s future and offering ‘Education for Life’.

The table below provides the key data from our survey results.

***Please note that these numbers are discounted from the actual total positive responses from parents*** because we are located in a grammar school area and we asked two questions - first choice outright or first choice if your child does not pass the Kent Test. For parents responding to the latter, ie with first choice if their child did not pass the Kent Test, we discounted the response rates by 25% because . the average pass rate for the Kent test is 25%. This approach was agreed and supported by the New Schools Network. Figures in red are expected to increase as we continue to assess demand.

2013				2014			
A	B	C	D	A	B	C	D

<b>Reception</b>								
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>	<b>90</b>	<b>124</b>		<b>138%</b>	<b>90</b>	<b>103</b>		<b>114%</b>
<b>Year 8</b>					<b>90</b>	<b>124</b>		<b>138%</b>
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>	<b>90</b>				<b>180</b>			

The above table shows the strong support we have from parents with children currently in Years 4 and 5, who will form the first two years' intake for the school. Even with the second choice reduction, we have over-subscription in Years 7 and 8. Our survey results also demonstrate a depth of support for future years. Again these data are discounted by 25% for parents who stated that they would chose Wye Free school as first choice for their children should they not pass the Kent Test.

<b>Current Year group</b>	<b>Pre-school</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
No. of children	<b>152</b>	<b>74</b>	<b>91</b>	<b>86</b>	<b>85</b>
% of places filled		<b>83%</b>	<b>101%</b>	<b>95%</b>	<b>94%</b>

Families with 168 older children have also expressed support, wishing that the school had been available for these children. All families who have said they will choose the school, live within a reasonable travelling distance of Wye and so are considered as being within our catchment area.

Included in Appendix 9 is a copy of our template survey form. This questionnaire summarises our vision and obtains answers to the key questions:

1. Would you like to send your child(ren) to our proposed Free School?  
*offering as possible responses*

**A Yes**, I would select this new school as the first choice for my child(ren)

**B Yes**, I would select this school as the first choice for my children *if they do not pass the Kent Test (11 plus)*

**C No, I am satisfied with our local education provision.**

2. How old are your children?
3. What are their year groups?

We also obtained contact details, including postcodes, and invited respondents to write comments if they wished.

The requirements for surveying changed very recently, so following the guidance we have also included 59 responses from our original survey in the presented figures, but only for the parents who did not complete an updated version of the questionnaire. Twelve of these responses had a child in year 4/5 and for these parents we allocated the response to the less favourable measure. Significantly, for parents who did complete the new questionnaire nearly 60% made the school first choice unconditionally.

Showing the breakdown of demand within the figures above of **144** children currently in Year 5 who wish to come to the school, 66 would be unconditional and **78** first choice after grammar. We discounted the first choice if not grammar group by 25%. So if 25% of these **78** children qualify for grammar school, there would remain **66+(0.75x78) = 124** children applying for the 90 available places in September 2013.

The corresponding figures for current Year 4 are **54** unconditional and **65** first choice after grammar. After discounting the latter **54+(0.75x65) = 103** children have already committed (via their parents) to apply to join the school in September 2014.

Almost all the positive responses for children in current Years 4 and 5 live within 6 miles of the proposed site for Wye Free School. We aim to serve both the immediate Ashford urban area (which is much closer than 6 miles) as well as the many out-lying rural villages where our school would be the closest secondary school and would reduce travel times and distances for children living there. The map (Appendix 8) shows the location of respondents with children currently in Years 4 and 5. Our data illustrate the clusters of supporting families in rural sites around Wye and also in Ashford itself.

Appendix 7 gives the postcodes and Year groups of children who would form the first two years' intake for the school.

### **Marketing**

Our marketing campaign has had the two principal objectives of creating awareness and engagement with parents and the local and wider communities. Members of the local group including the Free School Committee and other helpers, have worked tirelessly to promote their vision for a new secondary school. As the word has spread, evidence for demand has snowballed so that we now have **997** children wanting to join our school.

Our campaign began with an open meeting in Wye Methodist Church Hall at which we received overwhelming support for the proposal to open a Free School in the inspirational but unused buildings of the former Wye College.

We were encouraged by the clear need expressed for a new choice in secondary schooling in the area. The first public meeting coincided with the launch of a website that included a demand questionnaire based on the criteria for 2012 opening. We subsequently revised our website [www.wyefreeschool.co.uk](http://www.wyefreeschool.co.uk) and had a very successful press release that resulted in local radio and TV exposure, and encouraging articles in the local press. We also leafleted Wye and the local villages and distributed questionnaires at centres in Ashford. Our initial survey generated responses stating that for **347** children our school would be one of their secondary school choices.

Having gauged local support, we produced a newsletter and held a second meeting in Wye Parish Church on 3<sup>rd</sup> November 2012 that allowed for the participation of a much larger audience. We presented details about our developing vision for the school and we addressed concerns about emerging issues. The pdf of our presentation is provided in Appendix 10 There was considerable excitement for the project and during discussions we developed three themes for follow up focus groups dealing with: educational vision (10<sup>th</sup> December), traffic issues (14<sup>th</sup> January) and community engagement (28<sup>th</sup> January). We have incorporated elements of these discussions into our plans.

Following the publication of the 2013 openers' application form requiring us to report the numbers of children choosing our school as their first choice, we revised our questionnaire and contacted earlier supporters to request answers to the new set of questions. We also produced a second newsletter and press release to publicise the exciting development that we had received backing for our project from the United Learning Trust. Our interaction with the trust has lent considerable weight to our perceived ability to deliver a really well organised and inspirational school.

Armed with the newsletter and revised questionnaire we contacted schools and again distributed leaflets in Ashford's main shopping centre. We have targeted local village schools and also others in central Ashford that have a higher than average percentage of children eligible for free school meals (see the table in Section C). The ease of transport by train from Ashford and the Stour valley villages allows our school to have a very diverse catchment and this is reflected by the geographic spread of our supporting families. In addition to approaching schools we have talked to local clubs to inform the wider community about the vision for the new school. Data collected from within Ashford highlights the need for a new choice in secondary schooling. Some primary schools have not allowed us to distribute our questionnaires, thereby preventing parents having the opportunity to make their own informed choice about our proposals. Where needed, we have therefore reached out to the more deprived sectors of our area through direct contact, for example using the Kennington Forum newsletter, through Sure Start centres, and by letter drops.

We have also had a series of discussions with officers of Wye Parish Council, Ashford Borough Council, Kent County Council and our local MP, Damian Green (letters of support are included within Appendix 6). Despite

wholehearted support being forthcoming from County, Borough and Parish Councillors, the Local Education Adviser has been unwilling to help in our requests for demographic data and access to schools.

A full report of our activities related to marketing and engagement with the community is as follows:

- **Website-** [www.wyefreeschool.co.uk](http://www.wyefreeschool.co.uk) was set up as a cost-effective and accessible method to raise awareness, answer questions and collect demand data. All our marketing material includes a reference to our web address
- **Survey Questionnaire** Produced in a format to communicate our vision, compile key data and track returns. We have made this available via our website and it has also been distributed in a leaflet format.
- **Newsletter & Leaflet Distribution** We have distributed approximately 10,000 newsletters/questionnaires. These have been circulated door to door in the local area and nearby villages, in local village newsagents and shops, garden centres, at churches & community events e.g. fetes, festivals and farmers' markets.

We have also approached some children's activity clubs, e.g. Ashford French Club, Football and Hockey clubs, Brownies and Cubs groups in Smeeth and Brabourne, where organisers have allowed us to distribute to parents. We have distributed leaflets via the Wye under 5s group, the Evington Toddler Group and the OWLS after school club.

- **Canvassing** We have also targeted local family attractions in our efforts to raise awareness and enlist support from parents, including canvassing at the Stour Leisure Centre, Cineworld and County Square shopping centre in Ashford.
- **Public Relations** We have created a contact list for all major forms of media with East Kent, including press, radio and television contacts and we have kept them informed of our progress. As a result we have received good exposure via a range of local media including the Kentish Express, BBC Radio Kent, Meridian TV, Kent Life, Kent Online and several parish magazines.
- **Community Meetings** We have held a series of open local meetings to inform and engage with the local community, including Wye Methodist Church, 9th May 2011 where approximately 60 local people attended, Wye Parish Church, 3rd November 2011 where approximately 150 people attended. We have also conducted three main focus group sessions as workshops to help us properly understand and develop a consensus within the community for the key

topics and themes that impact and concern people. These have included

- Vision and Educational Plan - 11<sup>th</sup> December 2011
- Travel Plan - 14<sup>th</sup> January 2012
- Community Engagement - 28<sup>th</sup> January 2012

As a result of these workshops we have obtained valuable feedback and suggestions from interested parties and these have shaped our plans and where appropriate have been incorporated into our proposals.

We have engaged with Kennington Community Forum, a local group that promotes the views and needs of its community. We gave a presentation at their meeting on the 31st January. This group has helped us raise awareness of our project via their newspaper and assisted us to reach local households by distributing 5000 leaflets. As a result of this meeting we received an invitation to visit Phoenix Primary School, which has 45% of its new intake pupils eligible for Free School Meals (unpublished data).

- **Disadvantaged Groups** We have also made direct approaches to local agencies or groups who provide direct services for disadvantaged and hard to reach children. These have included:

*Kent Adoption Service.* We have made them aware of our proposals and provided details of our newsletter, questionnaire and web address

*Kent Virtual School* [REDACTED]

This is a portal which provides an integrated service for Looked After Children in Kent; the local office is based in Whitstable. They have been given details of our proposals

*Sure Start Children Centres* We have made contact and provided information to the 2 local Sure Start centres, based at the Phoenix Primary School in Bybrook and Cherry Blossom Centre at Lady Joanna Thornhill Primary in Wye

- **Kent County Council – Local Education Authority (LA)**

We have endeavoured to engage and gain support of the LA however this has proven more of a challenge than we might have expected. We have written and spoken to [REDACTED] the [REDACTED] who acts as the [REDACTED] for groups such as us, as well as the link co-ordinator for the secondary and primary school head-teachers in the area. At this stage we have not yet obtained his full support for our proposals, despite the strategic need for more places in the area. The 2007-17 Strategic Plan for Secondary Schools is a plan produced by Kent County Council which identifies a need for three new secondary schools in the Ashford area. At the mid-point of this plan i.e. 2012 no new secondary schools have been built. A full copy of this report is

available via the Kent County Council website, .  
<http://www.kent.gov.uk/default.aspx> or via the following link [REDACTED]

However, much has changed since this report was written. The economic climate is very different and the viability of delivering ambitious house building targets and major expensive new public facilities is challenged. By contrast, smaller scale housing building has continued since 2007 and new sites have been allocated in North Ashford which do not fit the strategic plan. Ashford Borough Council Officers have confirmed that new house building will now take place on the north side of Ashford, much closer to Wye at sites that will further feed our Free School.



- **Secondary School Head teachers** We were able to present our early stage proposals to the main local secondary school Head Teachers at a Consortium Meeting of primary and secondary Heads in May 2011. The secondary Heads were not supportive of our proposal, probably because they anticipate that our school would be in competition for pupils with their schools, three of which fail to achieve the national averages for academic performance.
- **Primary School Head teachers** This is clearly a key group to engage and help provide access to parents in order to raise awareness. These local schools are potentially important feeder schools for Wye Free School. We identified 30 key primary schools which we believe serve the immediate Ashford area and directly feed into the Ashford secondary school provision. We have written to the Heads of all these schools and followed up with telephone calls and one-to-one meetings in order to explain our proposals. As a result we have been able to obtain permission to distribute our newsletter and questionnaire via the school bags at Bodsham, Brook, Chilham, Kennington and Spring Grove schools and other Heads have given us permission to canvass support from parents outside their school gates.
- **Ashford Borough Council** In contrast to the LA, We have had very helpful and supportive meetings at Ashford Borough Council. In particular a meeting on 30th January 2012 with [REDACTED] - [REDACTED], [REDACTED] - [REDACTED], [REDACTED] - [REDACTED]. They are very supportive of the principle of a small secondary Free School in Wye and are particularly interested in the prospect of the school being located within the historic buildings of the former Wye College. They believe a secondary school in Wye would complement their plans for new housing developments on the north side of Ashford, most significantly at Conningbrook and Willesborough, where another 500 family houses are expected in the next 5 to 7 years. These developments would also provide additional cycle routes and footpaths from north Ashford to Wye, in line with our sustainable travel plan strategy. They also suggested we investigate a voluntary aided community mini-bus service named Wealden Wheels, to assist our travel planning. It is also important to note that our local Ashford Borough Councillor, Steve Wright, is a supporter and champion for the Free School project.

- County Councillor, Parish Council and Member of Parliament**  
 Several meetings have been held with Kent County Councillor for the local area, Andrew Wickham, including a lengthy meeting on 28th November 2011. He is very supportive and he has kept [REDACTED], [REDACTED], fully informed. Wye Parish Council have been kept fully informed about the project and are supportive as is Damian Green, Member for Parliament for Ashford. We held a meeting with Damian Green on the 13th January to explain our proposals. He was able to offer us support to help to deliver better choice for schooling in the area. In particular he expressed a strong support and advocated the use of [REDACTED] as our preferred site option. Copies of supportive letters are provided in Appendix 6.
- Planning Officers** We have ongoing correspondence with Ashford Borough Council [REDACTED] [REDACTED] and [REDACTED] [REDACTED] to answer community queries on the impact of a secondary school on planning status of the village. Their responses have at all times been very favourable towards the establishment of the Free School on the [REDACTED].

## **Section E: Evidence of demand and marketing-part 2**

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

**E2: Demonstrate how you intend to reach out to a wider community, including where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.**

We have used this section to show how we have already reached out to our community and how this process will continue once our bid receives support. The early outreach was driven by the local Wye Free School Group and we are now able to look ahead with the backing of our sponsor the United Learning Trust.

**Suitability for a wide range of pupils:** Our school is designed for all ability intake. Working with the tremendous environmental resources in our area we will cater for the full range of academic attainment. We have deliberately chosen to focus on sustainability within the rural and built environments and to establish strong links with Wye Community Farm. For example, less able children will be encouraged to gain confidence in their ability by working with and nurturing livestock, whereas those at the more academic end of the spectrum will carry out detailed research projects on animal nutrition and physiology. We have sought to emphasise the comprehensive nature of the education provided by Wye Free School in all our presentations and publicity material. We strongly believe in communities learning together as a whole. In our marketing exercise we have targeted areas of deprivation not only in urban centres, but also in the more isolated villages.

As is described more fully in both our vision statement and educational plan, a key part of our ethos is the provision of strong and holistic pastoral care. We will generate a framework in which all children are nurtured and will reach their full potential. Of particular importance is our adoption of a strong activity programme to inspire and develop children, to promote self-esteem and to bring out the best in everyone. Our approach is ideally suited to operate within a small school providing specialised learning.

Our school welcomes pupils of all faiths and of none. We will embrace the Christian values of honesty, integrity, respect, service and compassion that are followed by all schools operating within the United Learning Trust.

**Community resource:** Our interactions with the community are very much part of a two-way interaction providing mutual benefits as summarised in D7. We intend the facilities of the school to be fully available to the public when not being utilised for teaching. Should we be able to develop using the buildings of the former Wye College we will have an inspirational centre very suitable for workshops, summer schools and the continuing professional development of teachers. There will even be some accommodation available. We would expect to run such activities at a modest profit, minimised when dealing with the village community. Any income would be used to enhance the school's facilities. We have excellent relations with village organisations and will be able to work together with the Village Hall committee and Methodist Hall group to provide a full range of suitable venues for activities. The school's sports centre will provide a unique scale of asset for the local community. The community activities will be organised through our bursar's office. Operational leadership of Wye Free School's community relations will sit with one of the appointed Assistant Principals who will oversee:

- The work of the bursar's office in facilitating community use of the school's accommodation and facilities
- The community education elements within the curriculum and, in particular, the use of the community and community agencies to support the school's specialism
- The work of the Heads of House and SENCO in utilising community agencies and services to support the pastoral and welfare systems within the school
- The coordination of community volunteers and groups to support the Wye Challenge and extra-curricular offer at the school

At governor level, a member of the LGB will have a specific responsibility for community relationships and have the option of creating a sub-committee to support this area of work. This governor will work closely with the Assistant Principal responsible for Community relations and develop a clear plan for growing and sustaining a vibrant liaison between the Wye Free School and its local community.

**Local Authority discussions:** We have described our interactions with the LA and local councils in E1 and included letters of support that we have

received. Our interaction with the Borough Council has been particularly positive. The Wye Free School committee have sought contact with the local education authority on a number of different occasions. Unfortunately they did not deem it possible to supply data for our research and as a result we have commissioned paid-for analysis ourselves through some minor funding.

Based on Kent County Council's own studies there is a need for three new Secondary Schools in the Ashford area by 2017. However to date, no new secondary schools have been built, despite being at the half way stage of their planning period. Ashford's status as a major growth area, designated some 11,000 new homes to be built by 2016. In Ashford the two major house building schemes are situated to the South, namely Chilmington Green, which is set to create 3,350 new dwellings by 2020 and Cheeseman's Green, where 4,300 new dwellings are envisaged by 2021. Neither of these schemes has made a substantive start to date, but they are likely to do so in the next 5 years. Other smaller new house building schemes have, however, delivered in the region of 600-700 new homes per year.

A soon to be adopted Urban Sites and Infrastructure Development Plan, has also allocated several key new small housing development opportunities in the immediate Ashford area to be delivered by 2017. This plan has identified two significant sites within close proximity to our preferred location i.e. North Willesborough and Conningbrook, which at a master plan stage indicate that at around 600 new dwellings will be built. This new provision will further add to the need for more Secondary school places i.e. 1 place per 5 dwellings equals 120 (a modest estimate given likelihood of a high proportion of young family homes). Assuming these developments come on line by 2017 this would coincide with our new school being fully established and at an operational capacity. There is also pressure building from the growth in youth population in the area, in particular the 0-14 group which is forecast to expand by 8.9% by 2016, and evidence for this is already manifesting itself in pressure for places amongst primary schools.

Irrespective of the generation of new homes we assess that the existing provision is oversubscribed. There is a lack of any surplus capacity or an effective choice for parents within the currently available options. Anecdotally, this already results in a reasonable number of children travelling to schools out of the area to towns such as Tenterden, some 12 miles away or out of Borough e.g. Canterbury City, Shepway District or Swale Borough. The aggregate number of Year 7 entry places available via the existing Secondary schools in 2012 is 991. We have reviewed all the Primary schools which serve the Ashford area and estimate 29 out of 38 act primarily as feeders for these Secondary schools. Using the average Year group intake we calculate that there are 1212 pupils seeking places creating a shortfall of 221. The distribution of places is summarized in the Table of PAN data for the Borough given below. The need for a new secondary school in Wye is overwhelming.

Highworth Grammar School for Girls	174
The North School	215
The Norton Knatchbull School	149
Towers School	243
The John Wallis Academy	210
<b>Total PAN</b>	<b>991</b>

<b>Ashford Primary</b>	<b>2012 PAN</b>	<b>Ashford Primary (Rural)</b>	<b>2012 PAN</b>
Aldington Primary School	20	<del>Bethersden Primary School</del>	<del>20</del>
Ashford Oaks Primary School	60	Charing CEP School	15
Beaver Green Community Primary School	60	Egerton CEP School	30
Brabourne CEP School	15	Furley Park Primary School	60
Brook Community Primary School	12	Godinton Primary School	60
Challock Primary School	20	Great Chart Primary School	60
Chilham, St Mary's CEP School	15	Hamstreet Primary School	45
Downs View Infant School *	90	<del>High Halden CEP School</del>	<del>45</del>
East Stour Primary School	60	<del>John Mayne CEP School</del>	<del>20</del>
Kennington CEJ School	90	Kingsnorth Primary School	60
Lady J Thornhill (Endowed) Primary School	60	Pluckley CEP School	17
Linden Grove Primary School	60	<del>Rolvenden Primary School</del>	<del>14</del>
Mersham Primary School	28	<del>Smarden Primary School</del>	<del>45</del>
Phoenix Community Primary School	30	<del>St Michael's CEP School, Tenterden</del>	<del>30</del>
Smeeth Community Primary School	20	<del>Tenterden Infants School</del>	<del>60</del>
Victoria Road Primary School	30	<del>Tenterden Junior School</del>	<del>75</del>
Willesborough Infant School	120	<del>Woodchurch CEP School</del>	<del>20</del>
Ashford St Mary's CEP School	60		
St Teresa's RC Primary School	30	Bodsham CEP School	5
St Simon CEP School	30		
John Wesley School	30	<b>Total PAN</b>	<b>1212</b>

Schools with ~~strike through~~ are in Ashford area, but feed into other, closer secondary schools (mainly to Homewood, Tenterden)

\*Downsview Infants not counted- feeds into Kennington CEJ School

**Consultation: moving forward:** We have already described how we have developed our vision for Wye Free School, have informed parents and the community about our ideas and have assessed the need and demand for our school from parents (C1, D7 and E1). The early marketing was carried out by the local Free School group. We now need to explain how our link with ULT will greatly facilitate the next phase of development of our school once our business case has been approved. Marketing post bid will follow the successful breadth of approach adopted by the local group but we will move into a more formal phase as is required by legislation.

Once we have gained approval for our Business Case, ULT will progress the formal consultation to the stakeholders in line with the requirements of the Academies and Free School Act 2010. We understand that a separate but equally critical process will be necessary around any building works, both in terms of interaction about construction/refurbishment with local residents and other stakeholders. The contractor will have a central role in this communication process. We hope that this may produce a positive response and involvement in the school by the local community. ULT officers will extend the ongoing consultation established by the local team working closely with LA officers and Councillors in Ashford and also Canterbury, Primary and Secondary head teachers; post-16 providers, SACRE; community groups, and local businesses.

Our consultation process will have the following key features.

**Public Meetings:** We will plan a series of public meetings and consultations for the pre-opening phase. These will be aimed in particular at three groups

- *Parents* - Having had over 541 parents confirm that they would send their children to the Wye Free School and gathered the addresses of many more who wish to be kept in touch with the development of the project, we will arrange a series of meetings for these parents and others drawn to the project by news of the success of our bid.
- *Local Employers* - Having met with many local employers in the last months, we have a number of business leaders who wish to support and contribute to the new school.
- *Local Community*- The call for a new school initially came from significant numbers of community members who recognise the impact that a thriving school can have in the regeneration of a community. Wye Free School aspires to be a learning hub for the whole community.

**'Hard to reach' parts of the community:** Recognising that some families, particularly from more deprived parts of the community, do not readily engage in school events and meetings we will use our local resources to continue to engage directly wherever possible. This often means one-to-one

conversations and use of the outreach network already established by WFSG.

Our consultations and public meetings will follow a particular format to ensure that the overriding message and opportunities for input and dialogue remain consistent and effective. We are confident that our team have the relevant experience and track record to deliver a successful and fruitful consultation. WFS public meetings involving ULT will expand on the meetings already held by the local group and include specific details on the following key elements:

- Presentation of the vision and ethos of the school and how it impacts the educational offer
- Outline of the curriculum proposals
- Site, premises & related travel issues
- Community representation and involvement- including churches, businesses and other groups
- How the school will be funded and governed
- Specific question about whether they would support the proposals for the United Learning Trust to enter into a Funding Agreement with the Department for Education to run Wye Free School.
- Questions and Answers to ULT and local steering group team
- The LA will be invited to send a representative.

We will provide consultation documentation for those that attend and gather names and addresses compliant with Data Protection needs for a database of interested people.

Consultation processes are an extremely important part of confirming demand and to gain local community ownership, collaboration and excitement about the possibility of a new Free School opportunity, and indeed are essential to achieve Funding Agreement. Our communication through this and other methods is therefore critical. We will define methodology and will ensure that the reporting of the results is clear and compelling.

Within ULT, we have a strong Marketing department and staff who will have responsibility for this school and will be ably supported by our local steering group members. These personnel will work together with the project management team to ensure that we carry out our strategies effectively, based on local knowledge and let all local parents know about our exciting new choice in Secondary education.

Although we are proposing that the school adhere to certain Christian values, WFS is open to families of all faiths and none. To this end, all discussion, consultation and planning has included individuals and groups of all faiths and no faith. It is central to the ethos of ULT and the vision of the local promoting group that we exist to draw together all members of the community to work towards the common good. At every stage of the project, in every decision-making group and through every level of consultation the steering group has been representative of the community.

We are also mindful of the need to make sure we do not discriminate against anybody in line with the Equalities legislation -and we believe we have (and will continue to) made every proactive attempt to engage with all the community, irrespective of sexual orientation, faith, gender, age or any other defining factor, treating all feedback and input fairly and equally. We will also make sure that should language (for those with English as a second language) be a constraining factor, we will find ways to overcome this.

***Timeline for formal consultation:*** We would want to begin this process immediately the business case has been approved-hopefully in July 2012. Best practice would allow at least 6 weeks (clear of holidays) for this consultation to take place. Our initial report will be formulated by the end of September 2012. We would like to conclude our consultation within this timeframe so we are best placed to attract as many admissions as possible at a time when people are choosing places for September 2013, but this will depend on how late into July the announcements are made by the DfE.

#### **Additional consultation:**

In order to ensure that the whole community gains a full understanding about the ethos of the new school we will pursue:

- Further consultation with LA officers in Ashford
- Continued consultation with local Headteachers – primary and secondary
- Consultation with post-16 providers
- Discussions with local councillors including Peter Wood (Leader of the Borough Council) and the Cabinet Chair for Education
- Discussions with local MPs
- Engagement with SACRE to discuss RE curriculum, etc.
- Local community groups, including charities, churches and faith groups.
- Local businesses
- Emergency services
- More formal development of our educational partnerships.

#### **On-going Marketing and Communication**

ULT's Marketing department will support the Wye Free School in developing a marketing strategy that creates demand for the school and then stimulates loyalty. In the first instance the strategy will need to maximise footfall to the school. The quality of the school aligned with this strategy will ensure financial sustainability.

We will achieve this by developing a distinctive and competitive positioning in the market place that is meaningful and relevant to our target market. Our objective is to create a distinctive brand with a strong reputation, thus ensuring the school becomes a top choice in the catchment area. This brand will be built around strong strategic (value, ethos, positioning) and executional



equities (logo, name, colour palette, fonts).

We will build our marketing plan around the following proven effective channels and execute holistically (i.e. as one brand to maximise synergy):

1. Digital: This starts with the website but also encompasses areas such as Social media and You Tube
2. Events: this is not just about open days but about creating regular events that people in the area want to attend
3. Public Relations and Community liaison: This is not simply reactive PR and crisis management but about finding and creating stories that papers want to print. It is also about turning the school into a beacon for the community as a hub for facility use as well as social change.
4. Advertising: We will use advertising but it will be initiative led advertising (advertising with a purpose - e.g. creating footfall at an upcoming event). Advertising for advertising sake does not work with the sort of budgets that we will have.
5. Direct Marketing: this is not just about door drops rather it is about creating a one-to-one dialogue with potential customers via e.g. feeder schools engagement programmes and roadshows and also with the community through community events
6. In House Collateral: whilst the website is the no.1 window into our school it is important to develop collateral to present to current and visiting customers. They must be of the highest quality and build and bring the brand to life. Typically these will include prospectus, regular newsletter; stationery and signage.

**Target market:**

- Influencers
- Parents
- Wider community
- Media

The aim of Wye Free School is to develop independent, life-long learners by building an environment that cultivates challenge, respect with responsibility, resilience, aspiration and enterprise in our children. The branding process that we will undertake will ensure that this vision permeates every aspect of school life and is thoroughly embedded in the culture of the school community.

Our key messages will be around our vision and ethos; our strong local presence and relationships with parents, local potential staff, LA and local politicians, which reflects our passionate commitment to local community regeneration; our educational expertise and credible offer, including exciting local partnerships with the Ashford School; our strong project management support; our credibility through the work of ULT as a committed organisation to public sector delivery; experienced leadership and governors; an intimate and family-orientated experience being a new school, as well as a totally inclusive community set within a broad Christian ethos.

We will also base our messages on the experience of our team in the

implementation of academy projects – from new starts - that have increased house prices, been oversubscribed from year 1 and have enticed high-quality staff who embrace the ethos of the school – all of which enhances the experience of the local community.

A key focus will be the building of a good image, reputation and local ownership for the good of Wye Free School both locally and as a member of the national ULT group.

## **Section F: Capacity and Capability**

### **F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision.**

The United Learning Trust is one of the major educational charities in the United Kingdom and Wye Free School will benefit from the educational support and resource currently being enjoyed by 17 academies and 10 private schools across England. The group is also continuing to expand having adopted a growth strategy that relates to the principle of geographical clustering. In particular Wye Free School will benefit from a close partnership with The nearby Ashford School, one of the charity's outstanding private schools, which has been detailed elsewhere.

ULT's parent company was established in 1883 and has gained an enormous amount of expertise in the field of private and, more recently, state education. A great deal of that expertise lies across the group and our training programmes, working group schedules and group conferences are constructed to allow the effective sharing of best practice. However, ULT and UCST also have a substantial central support infrastructure for School Improvement, HR, Finance, ICT, CPD, Project Management, Marketing, PR and Communications.

The Education section of this infrastructure is responsible for ensuring that each school/academy is operating to the highest standards and is being supported to achieve 'outstanding' status. The national and Regional Education Executives are all senior educationalists with a history of successful headships as well as broader strategic educational posts. These are supported by National Education Advisors who also have successful headship and senior leadership credentials. Additionally, there is also a ULT Field Force of senior educationalists [mostly former HMI] who carry out two critical functions;

- a. they carry out Ofsted-style reviews in order to provide Principals and ULT with a clear picture of strengths and weaknesses within schools and academies in order to inform strategic planning, and
- b. They are sent into academies and schools to carry out support work with the staff on targetted priorities which have been identified either internally or as a result of Field Force review.

The Educational Executives and Advisors are full time employees of the charity and will be assigned to support the Wye Free School as part of their normal work responsibilities. However, for the first three years of operation, there will be an additional loading in order to ensure that the Free School is launched successfully and rapidly becomes identified by the local community as a centre of outstanding practice.

In addition to support from individuals, the Free School will benefit from the wealth of policy and advisory documentation which ULT provides to its schools and academies. This will ensure that no time is wasted 're-inventing the wheel' but rather that there is an unrelenting focus on outstanding education practice within the school and its classrooms set within a secure framework of proven policies and protocols that have been provided centrally.

Pupil assessment data will be uploaded to ULT's central office every 6 weeks so that the Regional Executive have a clear picture of the progress being made by each individual in the Free school and this will form the basis of a half-termly monitoring meeting with the Principal that will also entail a learning walk and lesson observations.

There are occasions-although relatively few- when, following a needs analysis or educational review, a particular area of expertise is required which does not exist within the group. On these occasions, ULT brings in consultants with a proven track record in the relevant area to work with the school/academy in question. These would normally be from within the UK but ULT also have educational links in other countries-particularly the USA-and would utilise these to support the Free School if that was deemed relevant at any stage of its development.

#### Key ULT Educational Expertise-Roles and allocations of time

As the WFS project progresses, a range of ULT educational staff will be deployed to carry out specific and specialised work but the key personnel who will lead the education programme of activities are:

Key Personnel	Role so far	Role in pre-opening	Role during school growth period
██████████	N/A	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████

██████████	██████████	██████████	██████████
██████████	██████████	██████████	
██████████	██████████	██████████	██████████
██████████		██████████	██████████

In addition, the expertise and experience of the Wye Free School group will be harnessed in order to support the educational offer. Key personnel are:

LGB Core Member	Profile
██████████	██████████

██████████	██████████
██████████	██████████
██████████	██████████
██████████	██████████

██████████	██████████

During the pre-opening phase of the project, ██████████ and ██████████ would be involved on a voluntary basis, as the community representatives leading the development of the specialism in Wye Free School and in developing extra- curricular and enrichment activities within the school in partnership with other organisations. ██████████

**F2: Show how you will access appropriate and sufficient financial expertise to manage your school budget**

The United Learning Trust is one of the major educational charities in the United Kingdom and Wye Free School will benefit from the educational support and resource currently being enjoyed by 19 academies, and 11 private schools across England. ULT and UCST have a substantial central support infrastructure for Finance including centralised payroll, budgeting, management and statutory accounting. In addition the department offers advice on procurement, Health and safety, data protection and the Freedom of Information Act.

The finance department is responsible for ensuring that each school is operating sustainably within its cash reserves and in line with ULT's financial policies and handbook. The management accountant responsible for each school is their first point of contact on a day-to-day basis. This person liaises with the school's Senior Leadership Team to ensure that the budget that is set

by the school staff is sustainable.

The Finance team is staffed by a mixture of full and part-time employees of the charity and they will be assigned to support the Wye Free School as part of their normal work responsibilities in line with the operation of all of ULT's academies. In total 29 full-time equivalent people work in the finance department.

As the WFS project progresses, a range of ULT finance staff will be deployed to carry out specific and specialised work but the key personnel who will lead the educational programmes of activities are:

Key Personnel (Group)	Role so far	Role in pre-opening	Role during school growth period
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Local Governing Body	N/A	Review of budget and its link to the school's strategic aims	Review of budget and its link to the school's strategic aims. Monitoring of management accounts against budget
Audit	N/A	Review of	Review of budget and

Committee		budget and recommendation of its approval by ULT Board	recommendation of its approval by ULT Board. Detailed monitoring of management accounts with [REDACTED]. Detailed review of statutory accounts and recommendation of their approval by ULT
ULT Board	Approval of project	Approval of budget	Approval of budget statutory accounts as recommended by audit committee

[REDACTED] will support the school in various ways but as you will see from her biography in section F1 she has an outstanding financial background and skills from which we will be able to draw upon.



### **F3: Show how you will access other relevant expertise to manage the opening and operation of your school.**

The United Learning Trust/United Church School's Trust has a strong HR team of 13 individuals, led by the [REDACTED]. In the team there are 8 professionally qualified (CIPO) regional HR Managers responsible for a geographic area of the country, covering both ULT and UCST. These particular roles give HR guidance and support to the schools and academies across a breadth of HR issues, including organisational restructure, performance management and capability, discipline and grievance cases, recruitment and retention and absence management. Staff in these roles are mainly home-based and travel regularly to the schools to provide on-site support as required. [REDACTED]

Schools are also supported by an on-line ASKHR email address, monitored by a member of the HR team at Central Office during working hours.

At Central Office there is a core team of staff involved in setting HR policy and guidance in line with good practice and employment legislation. This team are also responsible for managing employee relations at a national level with our recognised teaching and support staff unions. We have a national Joint Negotiating Committee (JNC) meeting at least 3 times per year and negotiate at this forum on terms and conditions and the annual pay award. The team also manage our Occupational Health provision and the Employee Assistance Programme.

We have a HR System which includes capturing data for the Single Central Record and has an electronic interface to our payroll system. Each school has access to this system with appropriate password protection. Linked to the system is Cognos which provides employment data around sickness turnover etc. This again can be accessed at school level.

The Group has a services contract with a local employment solicitor who handles any Employment Tribunal cases in conjunction with the school and the HR Manager.

The HR team works closely with the Growth and Leadership department, who are responsible for CPD, training and development, succession planning and talent management.

#### **Value for Money**

ULT is a not-for-profit charity and all its cost proposals, apart from legal fees, relate to work carried out by its staff with no element of profit factored in. ULT will seek to utilise existing resources to fulfil the obligations of the project and maximise the use of its existing networks of specialists and advisors to support and guide the project to ensure that we achieve the stated outcomes and importantly conform to DfE guidelines. ULT is already supporting the project through proficient education and project management expertise that understands the ethos, vision and values and local context and processes required to open schools successfully.

The business case outcomes and deliverables will include the following:

- Any partnering arrangements
- Best practice and expertise so that all tasks are undertaken diligently
- Once viable site and school budget solutions are agreed ULT wishes to ensure that the project can progress through Funding Agreement and then to implementation prior to opening in September 2013.
- In developing the outline of the proposed Free School ULT will work closely with all key stakeholders, including the LA, the DfE, PfS and community-based representatives to ensure we have a robust plan to achieve the best environment to deliver a school with a curriculum that transforms education and learning in the most appropriate facilities that demonstrate value for money.
- ULT will adopt rigorous project management controls and protocols and intend to initiate Steering Group meetings, standard DfE management reporting, regular and timely risk assessment and budgetary controls. ULT have assembled an experienced team to do this and will pay particular attention to ensuring that the project is supported by key stakeholders.
- ULT will set up necessary communication/media protocols and ensure that progress is reported appropriately- to build on the foundational work already achieved by the WFSG. The strength of the local partnership is critical to this success.
- We will confirm at the earliest possible stage any issues associated with land transfer, including any legacy/contract issues. Once site options have been fully determined, a new more detailed plan will emerge where all tasks associated with acquiring and commissioning the chosen site will be covered. We look forward to working with PfS on this important aspect - including progressing required procurement if needed.
- As we prepare to open we will pay particular attention to ensuring that pupil numbers on roll, curriculum model, accommodation schedule and financial planning is robust and that key issues and decisions are subject to scrutiny of the principal stakeholders.
- Time critical elements will be around recruitment of the PO and FD; development of prospectus and other marketing tools in time for the admissions cycle; shaping School Development Plan; development of new policies and procedures - although ULT has a suite of these some work will be required to make sure they are made bespoke for WFS.
- Although this is not a traditional Academy project per se, we will ensure that we adopt many of the project control deliverables that were previously evident in the old style Product Breakdown Structure (PBS) and now in the Project Development Plan, as these are relevant tools to support the overall effective project management requirements:
  - Project Brief and list of deliverables
  - Project Plans and workstream reporting
  - Risks and Issue logs
  - Notes and records of meetings with minuted action logs
  - Budget spend profiles
  - Monthly reporting to DfE criteria

- KITs as required by DfE

### **Draft Programme**

We have produced a simple project plan in Appendix 18. This demonstrates the process at top level from submitting the bid to being ready to open Wye Free School in September 2013.

We are aware, having gone through this process before, that the key milestone is to achieve Funding Agreement which we hope will be possible by February 2013. Of course, this is really dependent on a number of factors relating to announcement of the successful bids which will begin the project initiation; the consultation process and site selection which will be able to deliver the educational offer at a value for money cost, as well as other key deliverables which will enable the Funding Agreement to be entered into.

There are other key tasks mentioned in our Appendix around recruitment, admissions, readiness for opening etc.

Land Transfer activities are also critical and once the business case is approved due diligence work must be undertaken to ensure that the site and facilities are health and safety compliant and fit for purpose. Where applicable, we will work with PfS to make sure that we have the necessary indemnifications from the owners.

Because of the long lead-times around recruitment for a Principal Designate, we will initiate this process as one of the first activities required in the programme. All our timelines are completely dependent on the DfE approval being July 2012 and deviation or delay will have a serious impact on a number of requirements within our plan.

As soon as we enter into the pre-opening phase, we expect to break many of these tasks into greater detail (sub-plans) so that we have tight management over each important issue.

Other supportive documentation:

1. Risk Register - Appendix 16
2. Issues Log- Appendix 17
3. Project Plan -Appendix 18
4. Organisational charts and information- Appendix 13-15

Summary of other relevant expertise to be deployed by ULT:

Key Personnel	Input to date	Pre-opening	Growth period

██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████

We also have the expertise of ██████████, also from the local group, who will support the school with regards to the premises. His full biography can be found in section F1.

In addition, the project will benefit from the expertise of the local Wye Free School group that will be available:

The local committee comprises six members, two of whom are retired and four who hold full-time jobs. Beyond the core group there are a number of volunteer helpers who have pitched in. Committee members have given thousands of voluntary hours to the project over the past 12 months. They have driven the vision for the Free School and integrated community input as the project has progressed. The skills of committee members, [REDACTED], [REDACTED], [REDACTED], [REDACTED] and [REDACTED] and their contributions are summarised in the table shown at F1.

#### **F4: How the staffing structure will deliver the planned curriculum.**

##### **Staffing Structures**

The staffing structure of Wye Free School shows an appropriate and phased build up of staff to facilitate the increasing size of the school over time, in line with planned student numbers and therefore reflecting financial resources. The final staffing structure in this small school is sufficient to deliver the planned curriculum, affordable and appropriate to deliver the education vision and plan. The structure sets out the structure of the senior leadership team, heads of faculty, teaching, educational support staff and support staff.

Work during feasibility has identified the need for clear and unambiguous structures with the school. The first draft staffing structure recognises the need to have structures which reflect the aim of securing effective learning and identify leadership roles.

##### **Leadership, Management and Organisation**

Effective leadership and management structures will be essential to exploiting the benefits of Wye Free School. The structure in Wye Free School will allow the Principal and the Senior Leadership Team to be truly strategic with responsibility focused on tackling the key barriers to attainment in the local area. At senior and middle leadership levels there will be posts with a clear accountability that runs throughout the school.

These leaders will be appointed to specific areas of responsibility related to teaching and learning throughout Wye Free School and will be expected to guarantee the seamless developments across the Key Stages. Individual roles will relate to curriculum and student tracking, core skills and competences, welfare, behaviour management and student support services, inclusion, community and parental engagement, pedagogical support and coaching.

Wye Free School will offer enhanced opportunities for the recruitment, retention and deployment of all staff. There will be unique development opportunities for staff who, due to the small size of the school, will experience the full age range and gain invaluable insights into other approaches and practices used with pupils of different ages.

Wye Free School will provide a local school which is not 'average' - we will provide an outstanding offer – and will limit the daily movement of significant numbers of students across the area by growing an 'outstanding' local school

#### **Wye Free School Staffing**

Steady State 2019-2020 (Year 7) A

Student Numbers

600 Students  
 450 Students Years 7- 11  
 150 Students Years 12-13

**B Staff Numbers**

Contact Ratio average 23/30

893 Teaching Periods

37.5FTE Teaching Staff

**C Pastoral Groups**

3 Vertical Houses

24 Vertical Tutor Groups

Average Tutor Group Size 25

**D Teaching Groups**

Periods	KS3 (9 Groups)	9 Groups x 30 Periods	270
Periods		+additional groups E, M, S	42
		Total Teaching Periods	<u>312</u>
Periods	KS4 (6 Groups )	6 Groups x 30 Periods	180
Periods		+additional groups E, M, S	32
Periods		+additional option groups	36
		Total Teaching Periods	242
	KS5 (5 Groups)	4x6 Option Periods + core	339

E School Total Teaching Periods 893  
 Periods

**Staffing and Contact Ratios**

Steady State 2019- 2020 (Year 7)

Number	Designation	Teaching Periods	Running
1	Principal	2/30	2
1	Vice Principal	15/30	15
2	Assistant Principal	17/30	34
11	HoFaculty HoHouse	22/30	
	242		
13	Posts of other responsibility	25/30	
	325		
9.5	Subject Teachers	26/30	
	280		
Total			
	893		

**Wye Free School Staffing  
Needs Matrix**

Subject	2013/4	2014/5	2015/6	2016/7	2017/8	2018/19	2019/20	Totals
Eng	20	20	20	20	20	9	8	117
Maths	20	20	20	20	20	9	8	117
Scie	17	17	17	22	22	21	24	140
MFL	7	7	7	6	6	6	8	47
Hist	5	5	5	6	6	6	8	41
Geog	5	5	5	6	6	6	8	41
Tech	6	6	6	12	12	6	8	56
Art	6	6	6	6	6	6	8	44
Mus	3	3	3	3	3	9	12	36
PE	6	6	6	9	9	14	14	64
IT/PSHE/KS	3	3	3	1	1			11
PTE	3	3	3	4	4	11	13	41
Spec	3	3	3	3	3	5	5	25
Ora				3	3	3	4	13
Wdevel						12	12	24
Btec						12	12	24
Media						6	8	14
Leadership						5	5	10
Bus						6	8	14
IT						6	8	14
	104	104	104	121	121	158	181	893



### Staffing Needs 2013-2014 (Year 1)

Year?	3 Groups x 30 Periods	90 Periods
	+ additional group E, M, S	14 Periods
	Total Teaching Periods	104

#### Curriculum Needs

Eng	Mat	Sci	MFL	His	Geo	D+T	Art	Mus	PE	IT/	PTE	Spe
20	20	17	7	5	5	6	6	3	6	3	3	3

Average Contact Ratio 23/30

Total Staffing Requirement 8 Staff 7FTE

1 Principal	2
2 Vice Principal	15
3 HoF (Senco)	22
4 HoF Comm (Eng)	22
5 HoF Maths	22
6 HoF Science	22
7 Teacher of Humanities	15 (FTE 0.5)
7 Teacher of the Arts	15 (FTE 0.5)

Overall Total Periods 135

Enrichment staffing 31 Periods

Staffing set at 90% student numbers -as above

### Staffing Needs 2014-2015 (Year 2)

Year 7	3 Groups x 30 Periods	90 Periods
	+additional group E, M, S	14 Periods
Year 8	3 Groups x 30 Periods	90 Periods
	+ additional group E, M, S	14 Periods
	Total Teaching Periods	208

#### Curriculum Needs

Eng	Mat	Sci	MFL	His	Geo	D+T	Art	Mus	PE	IT/	PTE	Spe
40	40	34	14	10	10	12	12	6	12	6	6	6

Average Contact Ratio 23/30

Total Staffing Requirement 14 Staff 12.5FTE

1 Principal	2
2 Vice Principal	15

3 HoF (Senco)	22
4 HoF Comm (Eng)	22
5 HoF Maths	22
6 HoF Science	22
7 HoF Hums	22
8 HoF PE/Sport	22
9 HoF Tech	22
10 Teacher of English	26
11 Teacher of Maths	26
12 Teacher of Science	15 (FTE 0.5)
12 Teacher of MFL	15 (FTE 0.5)
13 Teacher of Arts	15 (FTE 0.5)
Total Periods	97

Overall Total Periods 268

Enrichment staffing 60 Periods

Staffing set at 90% student numbers – as above

### Staffing Needs 2015-2016 (Year 3)

Year 7	3 Groups x 30 Periods	90 Periods
	+ additional group E, M, S	14 Periods
Year 8	3 Groups x 30 Periods	90 Periods
	+ additional group E, M, S	14 Periods
Year 9	3 Groups x 30 Periods	90 Periods
	+ additional group E, M, S	14 Periods
	Total Teaching Periods	312

### Curriculum Needs

Eng	Mat	Sci	MFL	His	Geo	D+T	Art	Mus	PE	IT/ PTE	Spe	
60	60	57	21	15	15	18	18	9	18	9	9	9

Average Contact Ratio 23/30

Total Staffing Requirement 20 Staff 18 FTE

1 Principal	2
2 Vice Principal	15
3 HoF (Senco)	22
4 HoF Comm (Eng)	22
5 Teacher of English	26
6 Ho MFL	25
7 HoF Maths	22
8 Teacher of Maths	26
9 HoF Science	22
10 Teacher of Science	26
11 HoF Hums	22
12 HoF PE/Sport	22
13 HoF Tech	22

14 HoF Creative	22
15 Teacher of History	26
16 Teacher of Music	26
17 Teacher of PTE	26
18 Teacher of IT	26

Overall Total Periods 331

Enrichment staffing 63 Periods

Staffing set at 90% student numbers- staff 15 - 19 at 0.5FTE not 1.0FTE

### Staffing Needs 2016-2017 (Year 4)

Year7	3 Groups x 30 Periods	90 Periods
	+ additional group E, M, S	14 Periods
Year8	3 Groups x 30 Periods	90 Periods
	+additional group E, M, S	14 Periods
Year9	3 Groups x 30 Periods	90 Periods
	+ additional group E, M, S	14 Periods
Year10	3 Groups x Periods	90 Periods
	+additional groups E, M, S	14 Periods
	+additional option groups	20 Periods
	Total Teaching Periods	433

### Curriculum Needs

Eng	Mat	Sci	MFL	His	Geo	D+T	Art	Mus	PE	IT/ PTE	Spe	Dra	
80	80	73	27	21	21	30	24	12	27	10	13	12	3

Average Contact Ratio 23/30

Total Staffing Requirement 20 Staff 18FTE

1 Principal	2
2 Vice Principal	15
3 Assistant Principal	17
4 HoF (Senco)	22
5 HoF Comm (Eng)	22
6 2ic Eng	25
7 Teacher of English	26
8 Ho MFL	25
9 HoF Maths	22
10 2ic Maths	25
11 Teacher of Maths	26
12 HoF Science (Phy)	22
13 Ho Biology	25
14 Ho Chemistry	25
15 HoF Hums (Geo)	22

16 Ho History	25
17 HoF PE/Sport	22
18 HoF Tech	22
19 HoF Creative (Art)	22
20 Teacher of Music	15 (FTE 0.5)
20 Teacher of PTE	15 (FTE 0.5)
21HoiT	25
22 Teacher of Food	15 (FTE 0.5)
22 Teacher of Specialism	15 (FTE 0.5)
Overall Total Periods	497

Enrichment staffing 61 Periods

Staffing set at 90% student numbers- remove staff 20 and 22, 21 to 0.5FTE

### Staffing Needs 2017-2018 (Year 5)

Year7	3 Groups x 30 Periods	90 Periods
	+ additional group E, M, S	14 Periods
Year8	3 Groups x 30 Periods	90 Periods
	+ additional group E, M, S	14 Periods
Year9	3 Groups x 30 Periods	90 Periods
	+ additional group E, M, S	14 Periods
Year10	3 Groups x Periods	90 Periods
	+additional groups E, M, S	14 Periods
	+additional option groups	20 Periods3
Year11	3 Groups x Periods	90 Periods
	+additional groups E, M, S	14 Periods
	+additional option groups	20 Periods
	Total Teaching Periods	554

### Curriculum Needs

Eng	Mat	Sci	MFL	His	Geo	D+T	Art	Mus	PE	IT/ PTE	Spe	Dra	
100	100	95	33	27	27	42	30	15	36	11	17	15	6

Average Contact Ratio 23/30

Total Staffing Requirement 31 Staff 29.5 FTE

1 Principal	2
2 Vice Principal	15
3 Assistant Principal	17
4 HoF (Senco)	22
5 HoF Comm (Eng)	22
6 2ic Eng	25
7,8 2x Teacher of English	52
9 Ho MFL	25
10 HoF Maths	22
11 2ic Maths	25

12,13 2xTeacher of Maths	52
14 HoF Science (Phy)	22
15 Ho Biology	25
16 Teacher of Science	26
17 Ho Chemistry	25
18 HoF Hums (Geo)	22
19 Ho History	25
20 HoF PE/Sport	22
21 HoF Tech	22
22 HoF Creative (Art)	22
23 Teacher of Music	26
23 Teacher of PTE	26
24 Ho IT	25
25 Ho Food	25
26 Teacher of Specialism	26

Overall Total Periods 608

Enrichment staffing 68 Periods

Staffing set at 90% student numbers-Staff 23, 24, 25, 26 to 0.5FTE

### Staffing Needs 2018-2019 (Year 6)

Year?	3 Groups x 30 Periods	90 Periods
	+ additional group E, M, S	14 Periods
Year8	3 Groups x 30 Periods	90 Periods
	+ additional group E, M, S	14 Periods
Year9	3 Groups x 30 Periods	90 Periods
	+ additional group E, M, S	14 Periods
Year10	3 Groups x Periods	90 Periods
	+additional groups E, M, S	14 Periods
	+additional option groups	20 Periods
Year 11	3 Groups x Periods	90 Periods
	+additional groups E, M, S	14 Periods
	+additional option groups	20 Periods
Year12	Options and Core	120 Periods
	Total Teaching Periods	712

### Curriculum Needs

Eng	Mat	Sci	MFL	His	Geo	D+T	Art	Mus	PE	IT/	PTE	Spe	Dra	Wde	Btc	Med	Lead
109	109	116	39	33	33	48	36	24	50	23	28	20	9	12	12	6	5

Average Contact Ratio 23/30

Total Staffing Requirement 34 Staff 32.5FTE

1 Principal	2
2 Vice Principal	15
3 Assistant Principal	17
4 Assistant Principal	17
5 HoF (Senco)	22
6 HoF Comm (Eng)	22
7 2ic Eng	25
8,9 2x Teacher of English	52
10 Ho MFL	25
11 Teacher of MFL	15 (FTE 0.5)
12 HoF Maths	22
13 2ic Maths	25
13.14 2xTeacher of Maths	52
15 HoF Science (Phy)	22
16 Ho Biology	25
17 Teacher of Science	26
18 Ho Chemistry	25
19 HoF Hums (Geo)	22
20 Ho History	25
21 Teacher of Humanities	26
22 HoF PE/Sport	22
23 Teacher of PE	26
24 HoF Tech	22
25 Ho Food	25
26 HoF Creative (Art)	22
27TeacherofArt	15(FTE0.5)
28 Ho Music	25
28 Teacher of Drama	15 (FTE 0.5)
29 Ho PTE	25
30 Ho IT	25
31 Teacher iT/Bus	26
32 Teacher of Specialism	26
33 Teacher WDevel/Btec	26
34 Teacher of Media	26

Overall Total Periods 808

Enrichment staffing 104 Periods

Staffing set at 90% student numbers-Staff 32 and 34 to 0.5FTE

### Staffing Needs 2019-2020 (Year 7) Steady State

Year?	3 Groups x 30 Periods	90 Periods
	+ additional group E, M, S	14 Periods
Year8	3 Groups x 30 Periods	90 Periods
	+ additional group E, M, S	14 Periods
Year9	3 Groups x 30 Periods	90 Periods

	+additional group E, M, S	14 Periods
Year10	3 Groups x Periods	90 Periods
	+additional groups E, M, S	14 Periods
	+additional option groups	20 Periods
Year11	3 Groups x Periods	90 Periods
	+additional groups E, M, S	14 Periods
	+additional option groups	20 Periods
Year12	Options and Core	120Periods
Year13	Options and Core	120 Periods
	Total Teaching Periods	893

#### Curriculum Needs

Eng	Mat	Sci	MFL	His	Geo	D+T	Art	Mus	PE	IT/	PTE	Spe	Dra	Wde	Btc	Med	Lead
117	117	140	47	41	41	56	44	36	66	39	41	25	13	24	24	14	10

Average Contact Ratio 23/30

Total Staffing Requirement 40 Staff 37.5FTE

1 Principal	2
2 Vice Principal	15
3 Assistant Principal	17
4 Assistant Principal	17
5 HoF (Senco)	22
6 HoF Comm (Eng)	22
7 2ic Eng	25
8,9 2x Teacher of English	52
10 Teacher of Eng/Media	26
11 Ho MFL	25
12 Teacher of MFL	26
13 HoF Maths	22
14 2ic Maths	25
15,16 2xTeacher of Maths	52
17 Teacher of Ma/lead	26
18 HoF Science (Phy)	22
19 Ho Biology	25
20 Ho Chemistry	25
21,22,23 3xT of Science	78
24 HoF Hums (Geo)	22
25 Ho History	25
26 Teacher of History	26
27 Teacher of Geography	26
28 HoF PE/Sport	22
29 Teacher of PE	26
30 Teacher of PE	15 (FTE 0.5)
31 HoF Tech	22
32 Ho Food	25
32 Teacher of D+T	15 (FTE 0.5)
33 HoF Creative (Art)	22

34 Teacher of Art	26
35 Ho Music	25
36 Teacher of Music	15 (FTE0.5)
36 Teacher of Drama	15 (FTE 0.5)
37 Ho PTE	25
38 Teacher of PTE	15 (FTE 0.5)
39 Ho IT	25
40 Teacher IT/Bus	26
41 Teacher of Specialism	26
42 Teacher WDevel/Btec	26

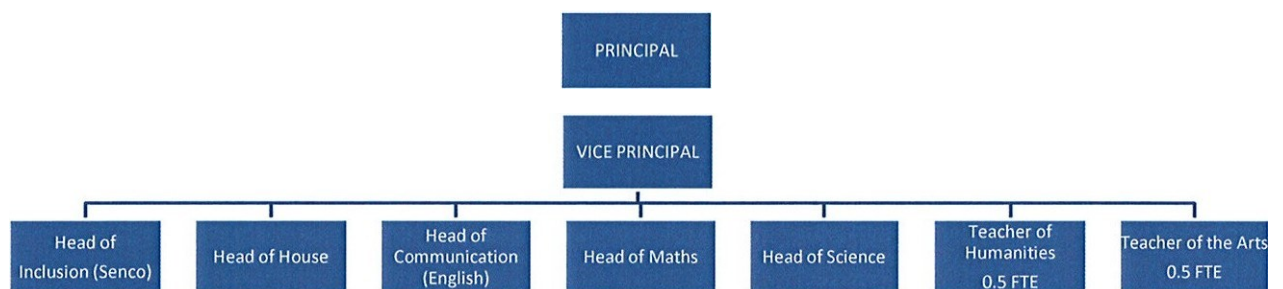
Total Teacher Periods 1011

Staffing Requirements 37.5 FTE

Enrichment staffing 119 Periods

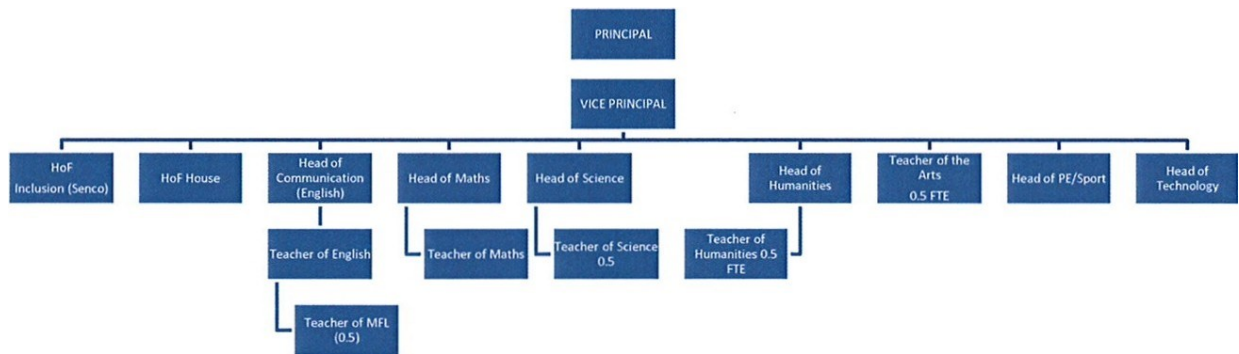
Staffing set at 90% student numbers-Staff 34 and 40 0.5FTE, staff 32 out

## Wye Free School Staffing Structure 2013 /2014 (Year 1)



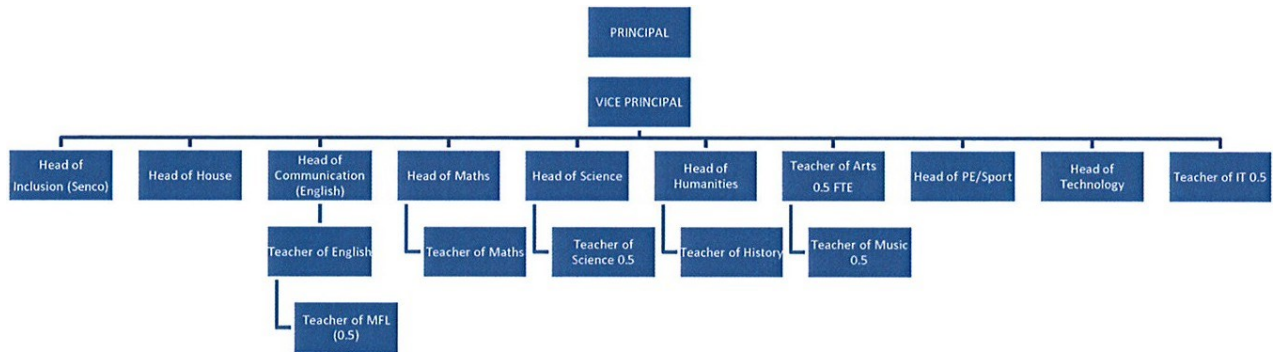


# Wye Free School Staffing Structure 2014/2015 (Year 2)

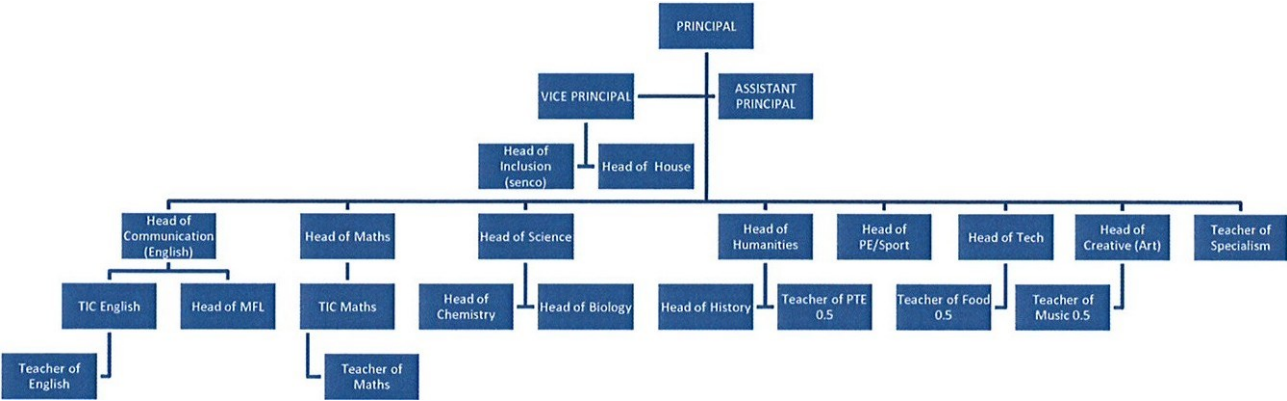


# Wye Free School

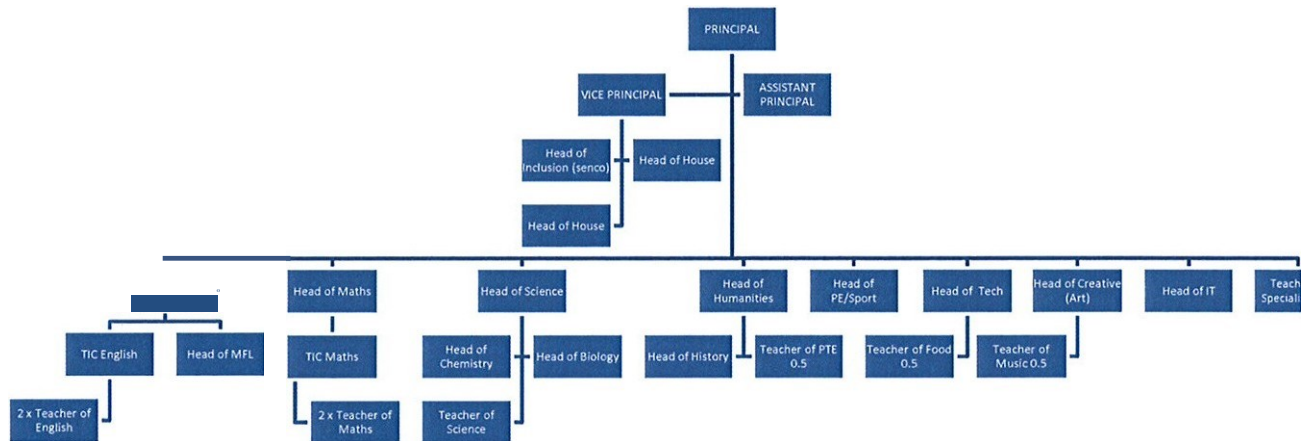
## Staffing Structure 2015 /2016 (Year 3)



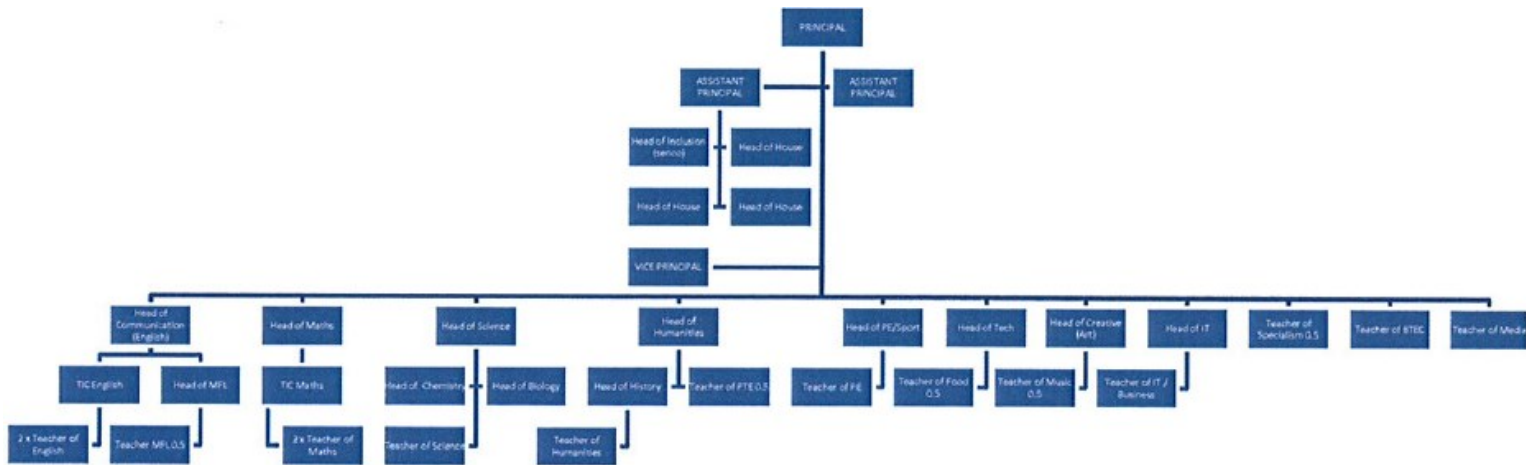
Wye Free School  
 Staffing Structure 2016/2017 {Year 4}



# Wye Free School Staffing Structure 2017/2018 (Year 5)

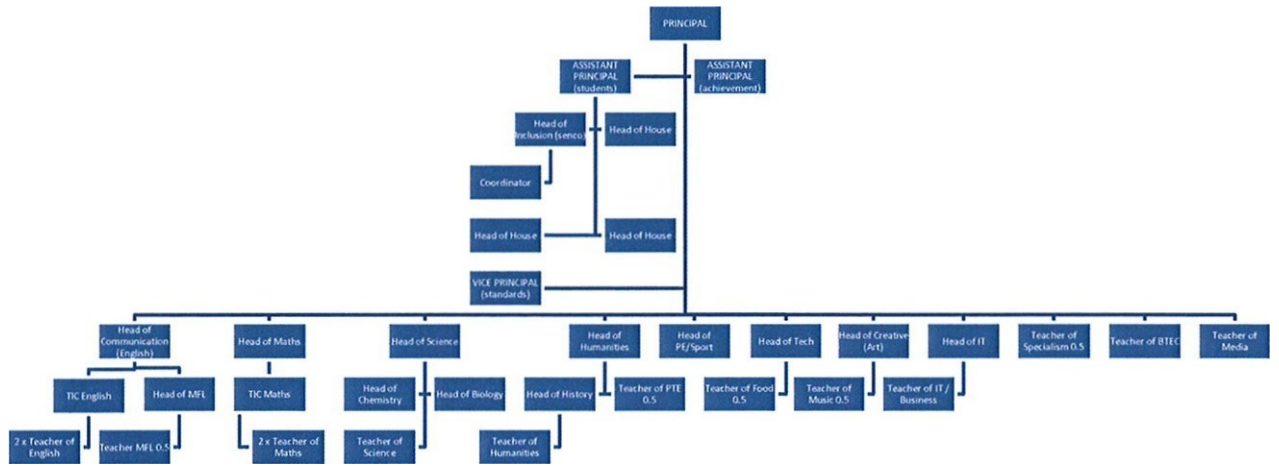


# Wye Free School Staffing Structure 2018/2019 (Year 6)



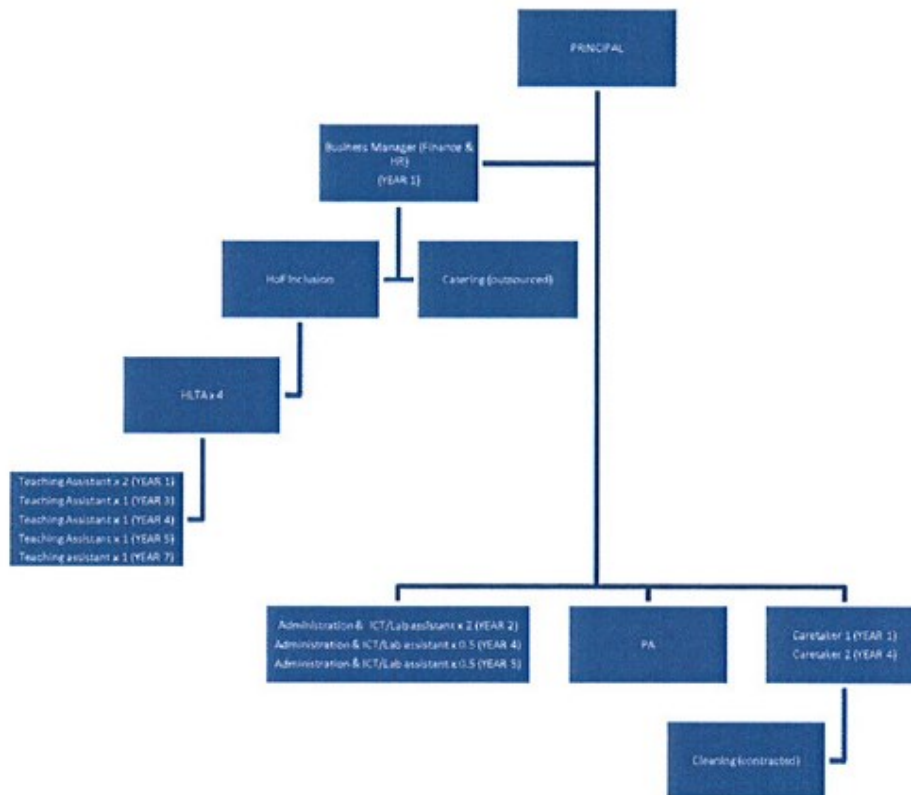
# Wye Free School

## Staffing Structure 2019/2020 (Year 7) at steady state



## Wye Free School

### Staffing Structure (non teaching) 2019/2020 (Year 7) at steady state



The curriculum delivery within the school and the responsibility for academic standards will be the particular responsibility of the Vice Principal and when appointed one of the Assistant Principals. At middle leadership level this key area of responsibility will be vested in the Heads of Faculty and on to the Heads of Subject and to the classroom teachers.

Heads of Faculty and once appointed Heads of Subject will develop appropriate syllabi and be responsible for the quality of resources used to implement these and for quality assuring its delivery. This work will be monitored by the appropriate Assistant Principal and the Vice Principal, who will carry out regular reviews of faculty and subject performance as part of the school's overall quality assurance systems.

The pastoral welfare of students will be overseen by the Vice Principal and once appointed one of the Assistant Principals. At middle leadership level this responsibility will be vested in the Heads of House and the form tutors. Heads of House and once appointed Deputy Heads of House will be responsible for supporting their tutors by managing the systems related to behaviour, referral, rewards and sanctions and those which promote high levels of attendance. This work will be monitored by the appropriate Assistant

Principal and the Vice Principal who will carry out regular reviews of all welfare related systems as part of the school's overall quality assurance systems.

The support staff structure will complement the teaching staff structure and grow from year 1 through to the steady state year. The numbers of additional support staff are indicated on the staffing structure chart provided in this section. Initially, the priority for support staff will be around finance, some general admin work, caretaking and the provision of teaching assistants. All these areas will be covered in year 1 and the numbers will grow year on year commensurate with increase in the pupil population. Line management of the support staff will follow the line of accountability through to the Business Manager who will have direct responsibility for finance as of year 1. Teaching assistants will be directed in their work by Heads of Faculty and the SENCo where they have responsibilities for pupils with Special Educational Needs, including the statutory provision for children with a statement of special educational needs.

**FS: Provide realistic plans for recruiting a high quality principal designate, other staff and governors in accordance with your proposed staffing structure and education plans.**

The Group would recruit a Principal Designate for a January 2013 appointment. This process needs to start asap following the July 2012 announcement in order to meet any resignation deadlines.

The job description and person specification for the Principal Designate provide detail of the experience and competences required for this role, which include excellence in pedagogy across the spectrum and the ability to create a rich learning environment. (See Appendix 19 and 20 for the detailed job description and job spec).

The successful candidate would need to demonstrate motivational leadership with a strong vision and ability to inspire and empower others, along with the practical management skills required to run a school (such as financial management and the ability to analyse and effectively use educational data). The person specification for this role (attached) includes how this will be measured and evaluated in the selection process.

The recruitment process would begin with an open advertisement in the Times Educational Supplement and our own careers website. The unique selling points to attract candidates of the calibre required include the fact that this will be a small school in which the Principal Designate will play a crucial part in setting it up from scratch and therefore have the ability to help shape and influence the school from the outset. The school will also benefit from being part of the ULT Group and therefore be offered the support and central expertise that come with a large organisation whilst developing its own unique character. The ethos of inclusion and the Christian values of ULT will be a draw for candidates along with the geography of the area and ease of access



which will mean that we have the ability to attract a large pool of candidates. In some instances ULT use the services of executive search organisations to run alongside the open advertisement. The process of short-listing and selection would be a three-part process: short-list, first interview and final panel interview, including a presentation. The panels would be established by the ULT Board and CEO, and members of the panel would include the Chief Executive, Regional Executive and potentially members of the Local Authority and community members. For the second stage we would be taking up references and candidates would need to complete a psychometric test. A summary sheet of each candidate, including details of their current school, OFSTED reports and academic attainments are provided to both panels. The offer stage obviously includes a satisfactory medical examination and safeguarding checks. The interview process will be overseen by the Group HR Director to ensure robustness and fairness, through interview matrices against a person specification and will be ratified by the Group Salaries and Nominations Committee. During the process, candidates will be invited to meet the sponsor through visits to other academies in the Group. The Principal Designate would then be responsible from January 2013 onwards, together with key executives in the Group to recruit to the proposed staffing plan for 2013/14. ULT will manage the recruitment process for Vice Principal through the autumn term 2012 in order that the Principal Designate can lead on the selection process during January 2013 for a summer term start date after Easter. The Principal Designate will then also be responsible for the recruitment of Business Manager and other teaching staff to start at Easter in order to develop systems and the curriculum ready for the start of term in 2013/14. ULT recognise that as the announcement of the bid will not be released until July 2012, the recruitment process for Principal Designate for a January 2012 will be "tight", especially as it straddles the summer break. In ULT's experience this is achievable and recognises that the successful candidate may not need to give a full term notice or indeed may be an internal candidate in the Group. It is also our experience that where notice is required to the current employer, that this can be negotiated to release the individual for partial working days during their notice period, to which we would reimburse the current employer.

It is proposed that 7 FTE teaching staff will be required in the first year (including the Principal and Vice Principal). The proposed support staff structure will need to be phased in over the 7 years, but it will be critical to have the Business Manager, teaching assistants and administrative support in place and recruited. Cleaning and catering staff will be outsourced. ULT already have a contract with Brookwood for catering provision in the south. It is therefore envisaged that the Principal will be heavily involved in setting curriculum and the recruitment of staff to meet the curriculum plan in the two terms prior to the school opening.

Recruitment media would be a mix of TES, careers website, local media and professional publications where appropriate. The ULT/UCST Group currently uses the CJA Recruitment Agency in London to assist with such recruitment drives. We would also consider the use of external agencies including HAYS. Our careers website has a link to the Teach On website which is the alumni

recruitment website for Teach First candidates.

Together with the above external initiatives, the Group also has a strong and well used internal talent process at differing career stages. We work in partnership with Future Leaders to identify potential Principal level and Teaching Leaders to identify talent at middle leader level. We would therefore be looking at these internal candidates in our recruitment processes.

### **Recruitment of governors**

Within ULT the Chair of the LGB is appointed by the ULT Board with the expectation that this would be a key community representative who can offer expertise, experience and skills to complement the goals and ambitions of the individual academy/school. Other members of the LGB would be local stakeholders who can also demonstrate an ability and drive to deliver the educational challenge that is required. In the context of this school we would utilise the strengths of the existing Wye Free School Group of volunteers to establish a core group of governors who would then be responsible for identifying other local stakeholders who would be willing and able to make a major contribution to the school. These individuals would be interviewed for this position and any nominations would need to be ratified by the Chair of the ULT Board.

As outlined in the Governance policy document in section F6, the membership of the LGB will include, in addition to the community nominations, representation from the teaching staff, support staff, parent body and Local Authority. To identify candidates for the first three of these, those bodies of individuals will nominate candidates and an election-presided over by the core group of LGB members-will determine who will be appointed. In the case of the Local Authority representative, Kent County Council will be asked to identify the person they would like to represent them on the LGB and that person will be appointed.

### **F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school.**

Wye Free School will benefit from being part of the family of ULT academies in a variety of ways. One of these relates to the strong governance model which the school will adhere to in common with all other ULT schools and academies. It is recognised that any new school, in its infancy, will thrive where clear, strong structures for leadership and governance exist and create a secure framework within which the school can operate and achieve its goals. The Wye Free School will be able to accelerate its strategic development within the same robust governance framework that has permitted the ULT academies to progress at a rate significantly above the national average. A detailed policy document is included below and demonstrates clearly the various roles and responsibilities of key groups within the ULT governance structure.

It is planned that the key members of the local promoter group (the Wye Free School Group) will make up the core of the local governing body. They have made a substantial investment of time and money in this project so far and will work in partnership with ULT to continue to support and shape the delivery and development of the School in the future. This will be most readily enabled through their membership of the local governing body.

They will be supported in clerking duties by the [REDACTED] one of the schools nearby that is part of ULT's parent charity, United Church Schools Trust.

The structure of the local governing body is outlined in the policy below but the core will include the same team as listed in F1.

As the School grows, the core group will oversee the election of staff and parental representatives onto the LGB and the nomination of a Local Authority representative.

#### ULT Governance Policy

- 1 The relationships between the Board ("the Board") of United Learning Trust ("ULT"), the Local Governing Bodies ("LGBs"), the Principals and Chief Executive, which are developing as the Academies and Free Schools come into being, are central to their future success. The needs of the organisation will change as ULT and each school moves from a fledgling structure to one that is more mature. Those involved in thinking through these relationships should, therefore, keep in mind the requirement that the structures will evolve over time. In agreeing this paper, the Board is creating a blue print which it believes will be flexible enough to meet the varying needs of its schools today, will promote consistency between the Academies and Free Schools and will provide a sound structure for the future. This policy document addresses governance as a whole and gives guidance to LGBs and Principals in carrying out their local responsibilities.
- 2 Whilst respecting professional areas of work and without undue interference, the governance of ULT will enable:
  - (a) The objects of the charity and the ethos of the group to be upheld;
  - (b) The growth and development of strong Academies/Free Schools with the provision of high quality education;
  - (c) The proper management of risk;
  - (d) The effective use and nurturing of assets belonging to ULT and its Academies/Free Schools;

- (e) The LGBs to act as 'critical friend' to the Principal and the Academy/Free School;
  - (f) Quality to be measured by probing the work of the group through the Chief Executive or the Principal of the Academy or Free School (and other executive officers as delegated);
  - (g) The fostering and encouragement of people and their talents within the group;
  - (h) Formal compliance with all relevant contractual, statutory and regulatory requirements to be met.
- 3 The responsibilities of governance outlined above ultimately fall within the remit of the Board which determines policy. The Board will delegate some duties and powers to LGBs which are often better placed to monitor the implementation of policy in relation to their Academy or Free School and its community.
- 4 The governance of ULT by both the Board and LGBs (under delegated powers and duties) is of a non executive nature. Decisions taken by the Board and by LGBs are acted on and developed by the Chief Executive and Principals who report back on this action at regular and frequent intervals.
- 5 Members of the Board are Directors of ULT. Members of the LGBs are not Directors of ULT. Nevertheless, they act as the 'eyes and ears' of the Board on the ground. In relation to the discharging of delegated duties and powers, members of the LGBs have the same responsibilities including fiduciary duties as the Directors of ULT.
- 6 ULT aims to minimise the risk to Members of the Board and members of LGBs; members may, however, put themselves at risk of personal liability if they act unlawfully, negligently outside the powers set out in ULT's Memorandum and Articles of Association or any authority delegated to them. (A copy of the Memorandum and Articles of ULT is available on request).

- 7 ULT maintains liability insurance<sup>1</sup> which provides an indemnity to cover Directors and members of the LGBs, Academy, Free School and Head Office Staff and Voluntary Helpers to the fullest extent permitted by law.
- 8 All members of the Board and all members of the LGBs are required to comply with safeguarding regulations as they are amended from time to time.
- 9 Paragraphs 37 – 39 of the Articles set out the circumstances in which a person would be disqualified from holding a position as a Director or LGB member.

### **ULT Board**

- 10 The Board is the legal governing body of ULT. It meets at least three times per year (one meeting each school term). The Board has appointed an Executive Committee (known as the Executive Board) which meets more frequently. The Board has delegated to the Executive Committee powers so as to ensure that the affairs of ULT are conducted effectively between Board meetings. Copies of the minutes of Executive Committee Meetings are made available to Board members.
- 11 The Board has between 3 and 18 members, of whom up to 6 must be Chairmen of LGBs. The Directors are appointed by United Church Schools Trust ("UCST") and are called Sponsor Directors.
  - (a) Chairmen of LGBs who are members of the ULT Board have a special part to play in both speaking for the specific interests of 'their' Academy and in recognising that in some decisions the interests of ULT as a whole take priority. They also have the responsibility of reporting back to their LGB the non-confidential deliberations of the Board from first hand knowledge.
  - (b) The criteria used to identify potential Sponsor Directors will vary in response to the needs of ULT at the time but, in general, there will be a desire to ensure that
    - (i) The skills, contacts and experience of Sponsor Directors contribute to the work of the Board in a balanced way;
    - (ii) Sponsor Directors are leaders in their field at national level;

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<sup>1</sup> Public Liability, Professional Indemnity and Governors' Liability to cover Proprietors, Principals, Trustees, Governors, Academy and Head Office Staff and Voluntary Helpers.

- (iii) Sponsor Directors have a genuine commitment to the development of excellence in education;
  - (iv) Sponsor Directors are committed to the ethos and values of ULT.
  
- 12 Although Directors may be appointed by a particular interest group, they are required to act at all times exclusively in the best interests of ULT and not to allow a conflict to arise between their duties to ULT and their other interests.
  
- 13 The term of office of Directors is three years. Directors may serve for three more terms of three years.
  
- 14 The Chairman (and Vice-Chairman, if appointed) of the Board is appointed by the Directors.
  
- 15 The Secretary to the Board is appointed by the Board.
  
- 16 The Board is ultimately responsible for the affairs of ULT and will fulfil a largely strategic role in running the Academies and Free Schools. It will take advice from the Chief Executive and consult with Principals, either directly or via the Chief Executive, in fulfilling its responsibilities. These responsibilities include:
  - (a) The future and direction of ULT and its resourcing particularly decisions relating to opening of Academies and Free Schools;
  - (b) The appointment of the Principals of each Academy;
  - (c) Relationships and accountabilities with government;
  - (d) Major facilities and resources development planning including the building programme;
  - (e) Relationships and accountabilities with the Charity Commission and Companies House;
  - (f) Legal compliance e.g. Data protection, health and safety, VAT, etc.;
  - (g) The review of key ULT group policies.
  
- 17 The Board issues ULT group policy statements in key areas. These are designed to promote consistency with the ULT ethos and across all Academies and Free Schools.

- 18 The Board creates sub-committees as required. There are currently three standing sub-committees whose terms of reference are as follows:
- (a) Executive Committee (a joint committee with UCST)
    - (i) With the Chief Executive to give detailed consideration to strategic matters in preparation for later deliberation by the Board as a whole;
    - (ii) To provide a mechanism for making decisions on and for responding to urgent matters which arise between meetings of the Board;
    - (iii) To support the Chief Executive in the development of strategic planning for the group.
  - (b) Audit Committee (a sub-committee of the Executive Committee)
    - (i) To take a proactive and strategic stance in support of the financial affairs of the group;
    - (ii) To receive and review financial data relating to the group;
    - (iii) To take decisions relating to financial matters and to report these to the Board.
  - (c) Senior Salaries Committee (a sub-committee of the Executive Committee)
    - (i) To receive recommendations in relation to and to determine the remuneration of designated senior staff
    - (ii) To monitor and review the pay structure for senior staff.

### **Chief Executive**

- 19 The Chief Executive is responsible to the Board for the operation of ULT and for its executive leadership. The role requires him to guide the Board in the development of group policy as well as to ensure its implementation. The Chief Executive, and through him other key personnel in the Central Office team, is also responsible for each Academy's and Free School's performance, overall strategic development and the overall management of ULT and the Academies/Free Schools.
- 20 Principals report directly to the Chief Executive (or as delegated) for the management of Academies and Free schools and are held accountable by him for the progress and quality of the organisation.
- 21 The Chief Executive pays particular attention to:
- (a) The future direction of the Academy/Free School;

- (b) Relationships and accountabilities with government;
- (c) The financial resourcing of the Academy/Free School;
- (d) The financial management of the Academy/Free School;
- (e) Major facilities and resources development planning;
- (f) Legal compliance e.g. Data protection, health and safety, etc.
- (g) Academic performance;
- (h) Communicating the progress of the organisation to Board members
- (i) The interaction between Academies/Free Schools and the overall well being of the organisation.

### **Chairman of Local Governing Body**

- 22 The Directors shall be entitled to appoint and remove the Chairman of each LGB by notice in writing. Any notice appointing a Chairman may, if the Directors so determine, specify a maximum period during which the Chairman may serve as Chairman of the LGB. The teacher member and the non-teaching staff member shall not be eligible to serve as chairman of a LGB.
- 23 The Chairman of the LGB is a key component in the successful governance of ULT. Chairmen act in support of Principals and have direct access to the Chief Executive and to the Chairman of the Board
- 24 The Chairmen of the LGBs report relevant matters and non-confidential decisions from the Board to LGBs and, conversely, from the LGB to the Board. When the Chairman of the LGB is also a member of the Board, he/she both speaks for the specific interests of the Academy/Free School and is involved in the decisions taken in the interests of ULT as a whole.
- 25 Chairmen will chair their LGBs and will ensure that the membership and deliberations of that body meets the needs of the Academy/Free School.
- 26 The Chairman is a member of the appraisal panel for the Principal.

### **Principal**

- 27 The Principal is responsible for the leadership of the Academy/Free School. The Principal is chief operating officer of the organisation and is responsible for the internal organisation, management and control of his or her Academy/Free School, the implementation of all policies approved



by the Board and for the direction of teaching and the curriculum. As defined below, the role requires him/her to guide the LGB in the formulation of Academy/Free School policy within the guidelines set out by ULT as well as to ensure its implementation. The Principal, and through him/her other key personnel in the Academy/Free school team, is also responsible for the overall day to day management of the Academy/Free School.

- 28 Principals report directly to the Chief Executive (or as delegated) and are held accountable by him for the progress and quality of the Academy/Free School. Principals will work closely with the Chairman of the LGB and in particular should confer with him/her on matters which affect the reputation and well being of the Academy/Free School including matters of pupil or staff discipline when those occur.
- 29 The specific areas in which the Principal (and through him/her other members of the senior leadership team of the Academy/Free School) will take direct action are:
- (a) The management and monitoring of quality in all facets of the organisation;
  - (b) The financial management of the organisation within the agreed budget.
  - (c) The curriculum and educational programme of the organisation;
  - (d) Academic achievement and behaviour of students;
  - (e) The recruitment, appointment, deployment, management and training of staff;
  - (f) The marketing of the organisation;
  - (g) The delivery and underpinning of the ethos of the organisation within guidelines set out by the Board.

### **Local Governing Body**

- 30 The LGB discharges responsibilities as delegated by the Board. The LGB is technically a committee of the Board. A number of the legal compliance requirements can only properly be managed at local level as the ULT Risk Assessment Register makes clear<sup>2</sup>. Vibrant LGBs are

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<sup>2</sup> The ULT Risk Assessment Register is the formal document required by the Charity Commission. A full copy of this document is available from the Company Secretary.

essential in providing support and advice for Principals in the demanding environment of today.

- 31 The Local Governing Body of the Academy/Free School has a maximum of 15 members including the following:
  - (a) 1 Elected Parent member
  - (b) 1 Elected Teacher member
  - (c) 1 Elected Non-Teaching member
  - (d) 1 person appointed by the Local Authority
  
- 32 The above elected and appointed members are likely to when appropriate represent the views of their particular group within the Academy/Free School. Their primary role, however, is to contribute to the governance of the organisation as a whole and to reach decisions in the best interests of the school.
  
- 33 The ULT Board appoints the remaining members of the LGB, normally on the recommendation of the Chairman, up to a maximum of 15 members. As with the membership of the Board itself, the criteria used to identify potential LGB members will vary in response to the needs of Academy/Free School at the time but, in general, there will be a desire to ensure that the skills, contacts and experience of LGB members contribute to the work of the Academy/Free School in a balanced way, and that
  - (a) For the most part, members are directly involved in the local community and/or in the community of the Academy;
  - (b) Members have a genuine commitment to the development of excellence in education;
  - (c) Members are committed to the ethos and values of ULT.
  
- 34 The term of office of members of the LGB is three years. Members of the LGB may serve for three more terms of three years.
  
- 35 The LGB's main responsibilities are to support the Principal and the Chief Executive by paying particular attention to:
  - (a) Providing advice on the future direction of the Academy/Free School including both physical buildings and site and academic development.
  - (b) Monitoring the recruitment, deployment and performance management of staff, and providing assistance when invited by the

Principal to do so particularly with respect to the appointment and appraisal of senior staff such as the Vice Principal.

- (c) Monitoring the curriculum and educational programme of the Academy/Free School.
- (d) Monitoring the academic achievement, behaviour and well-being of students including welfare, health and safety.
- (e) Monitoring the financial management of the Academy/Free School.
- (f) Marketing the Academy/Free School and achieving pupil numbers.
- (g) Implementing the ULT Risk Assessment Register
- (h) Providing a body of appeal as set out in the relevant policies including, for example, Exclusions, Admissions, Behaviour.

36 The LGB together with the Principal sets out specific policies in key areas. These are established within the framework policies and guidelines determined by ULT in the group policy statements but reflect the specific needs and circumstances of the Academy/Free school within its own locality and community.

37 In developing and monitoring these facets of Academy/Free School activities, some LGBs may well benefit from the formation of sub-committees such as Welfare, Behaviour, Education and Marketing although there is no obligation to do so. Sub-committees will have no power to make commitments on behalf of ULT. They may merely advise their LGBs. Suggested terms of reference for such committees are attached. It is recommended that LGBs should meet not less than once per term and agendas should include reports on

- (a) Educational performance;
- (b) Welfare with particular attention to safeguarding and Health and Safety matters;
- (c) Budgetary performance for the current year and preparation for next year's budget;
- (d) Marketing; *and*
- (e) Reports from the Principal.

Chairmen will wish also to advise on broader ULT matters as appropriate.

38 In some aspects of their work, LGBs may wish to appoint "Special Interest Members" as an alternative structure to that suggested in the above paragraph. Special Interest Members might cover Finance, Health and Safety, Property and Estates, Boarding, etc.

- 39 It is noted that a senior member of Central Office or ULT Board will attend LGB meetings from time to time.

### **Training and Induction of Board Members**

- 40 At the point at which members take up office with the Board and/or LGB, they will receive a joining pack and will be invited to an induction session, very often alongside new members of staff within an Academy/Free School. The purpose of these is to ensure that members understand the ethos and purpose of ULT have information about relationships within the various parts of the organisation and are clear about the part they have been invited to play.
- 41 All Board members and LGB members have an open invitation to join, as appropriate, training sessions organised within the group, just as they have an open invitation to visit any Academy/Free school (at a time to be agreed with the Principal). When it is thought to be helpful, specific training opportunities for Board and LGB members will be arranged.

## **Model Terms of Reference for LGB Sub-Committees**

### **Marketing Sub-Committee**

- 1 To take a proactive and strategic stance in supporting the marketing function of the Academy/Free School;
- 2 To receive and review key marketing data relating to the organisation and to use this data to assist in the setting of appropriate agreed targets;
- 3 To make recommendations to the LGB and the Principal on any matters related to the marketing of the organisation;
- 4 To ensure that the Academy's/Free School's prospectus, web site and other marketing material is kept up to date and properly reflects the ethos of the organisation and ULT guidelines.
- 5 To be a source of advice to the Principal who is responsible for the day to day marketing of the Academy/Free School.

### **Education Sub-Committee**

- 1 With the Principal, regularly to review the Academy's/Free School's educational aims and with the Principal to recommend changes in direction or in emphasis to the LGB;
- 2 To receive and review key educational data relating to pupil achievement, teaching and learning and related pupil statistics and to use this data to assist the Principal in the setting of appropriate agreed targets;
- 3 To make recommendations to the LGB and the Principal on matters related to the provision of education within the Academy/Free School;
- 4 To make recommendations to the LGB and the Principal on matters related to the provision of professional development within the organisation;
- 5 To be a source of advice to the Principal who is responsible for all matters affecting the provision of education within the Academy/Free School.

### **Welfare Sub-Committee**

- 1 To make recommendations to the LGB and the Principal on any matters related to safety, health and welfare in the Academy/Free School;
- 2 To be a source of advice to the Principal who is responsible for all matters affecting safety, health and welfare within the Academy/Free school;
- 3 To take a special interest in:

- (a) Catering, health and diet
- (b) Co-education (if applicable)
- (c) Health and safety compliance
- (d) Educational visits
- (e) Medical services
- (f) Uniform
- (g) Boarding, welfare and homeliness (if applicable)
- (h) Child protection matters
- (i) Staff student relationships
- (j) Behaviour and anti-bullying policies and their implementation.

### **Behaviour Committee**

- 1 To provide support and advice to the Principal in the making of decisions about fixed term and permanent exclusions;
- 2 With the Principal to review and monitor behaviour, discipline, attendance and exclusions.

### **Section G: Initial costs and financial viability**

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found here. Please use this section for the narrative.

Please note that we are aware that our projections around sixth form in our financial spreadsheets need to be aligned with the decision that we will open the sixth form as the school naturally grows rather than in year 3 as we have assumed within the financial model.

#### **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.**

This financial model has been developed in parallel with the educational plans and has been designed to facilitate the achievement of the overall vision of the school as an outstanding centre of learning for the Wye community.

The '100%' model shows that the school is making a modest surplus in every year as it works to bring transformational education to the Wye area and progresses to the point of being full in 2019/20. Start-up funding has been included up to 2017/18 but not after that even though the school won't be full until 2019/20 demonstrating the value for money that this school can offer as part of a large group of schools. In the period up to August 2018 the start-up

grant is critical to the financial viability of the school in allowing it to operate to the standards expected and outlined in this document.

School income has been based on the model embedded in the spreadsheets. The actual level of income that the school will receive is a major unknown item. The forecasts set out in this document allow sufficient flexibility to deal with this uncertainty without detrimentally affecting the educational viability of the school. The EFA grant income receivable is based largely on the number of pupils in the school. We are confident that the school will be popular, based on the demand that has been articulated in section E.

Other income relates to the letting of the school premises during evenings and school holidays. With good road and rail links we believe that the school will attract significant interest from conference and summer school course providers. ULT's schools and academies in its group, including one in Ashford, suggests that income assumptions are realistic.

Every member of the teaching staff, including the Principal, is expected to teach pupils with increased teaching contact time in the first few years as a critical mass of pupils is built up. This allows the school to run with a minimum number of teaching staff keeping the staff costs to total income ratio at a reasonable level from 2015/16 onwards and allowing the school to operate with significantly reduced start-up grants. The fact that this school does not inherit TUPE staff will mean that extra flexibility can be built into their contracts and there are no inefficient staffing structures to overcome. Staff salaries have been projected at levels that the Group currently experiences locally. To guarantee value for money every post would be advertised nationwide as well as internally throughout the Trust. Volunteers would be used wherever possible, such as in pupil reading schemes and enrichment activities, to minimise costs. The model reflects the cost of implementing the staffing structure set out in section F4 to deliver the education vision that is at the heart of this application.

With low support staff numbers these members of staff will have to multi-task, particularly in the first two years. Support will be given by the central office teams and the support team at ULT's local Ashford school, to help to alleviate the strain on staff especially if the school experiences any significant levels of staff absence as the projections only allow for a minimal number of supply teachers and absence cover for support functions.

The main assumptions in the financial model are;

1. All year groups are filled to capacity in the year the year group opens
2. Sixth form provision will start in the sixth year after opening with a full year group
3. All School Action, School Action plus and FSM percentages are based on a ULT academy in a similar location (25%)
4. FSM percentage is based upon ULT averages in a similar school in a similar geographical location at 15%
5. Any extended day experience is assumed to be self-funding at a breakeven position and have therefore been excluded from the model

6. All pupil variable costs such as catering, books and materials are initially based on ULT academy averages with an initial for the first year and then increased in relation to pupil numbers going forward
7. All other costs are based on a ULT academy of similar size and location to ensure costs are reasonable
8. Staff costs (including Principal and support staff) are based on ULT averages for a number of academies in the same geographical location and this average encompasses all staffing levels within a ULT academy
9. We would anticipate an Inclusion Manager; SENCo would be covered by teaching or admin staff, a Community Liaison covered by the Principal's PA; reprographics covered by admin personnel and a Learning Resource Manager (librarian) covered by admin and teaching staff.
10. In the first year some subjects will be taught by teachers who have that subject as their second specialism. Total teaching costs have been assessed year on year by comparison with GAG income and also through a review of Pupil Teacher Ratios to ensure that these are consistent with the ULT averages
11. Rates charge is based on a similar size school in the same geographical region
12. As inflationary increase have been excluded from income these have also been excluded in the calculation of the costs
13. We have assumed in the calculation of costs that the benefits of being a part of the ULT group in relation to procurement reflect the economies of scale that are best value for money
14. Insurance premium will be lower than a similar stand alone school due to the benefit of group purchasing through ULT
15. All teaching requirements are in line with the staffing needs documentation
16. The ICT replacement programme is included in non-payroll costs and the amount is based upon ULT experience.
17. Ongoing professional fees consist of costs such as inspections and professional education consultants
18. All costs are quoted net of VAT as the school will be VAT registered and able to claim back the VAT on most purchases
19. Website and prospectus costs are included within the marketing budget.
20. Auditors fees and ICT managed services are included within central admin costs
21. Staff training, vocational courses and staff travel etc are all included within other educational costs
22. Central admin charge covers all finance structure included in F2, the HR structure included in F3 and ICT function Included in F3 and any other centralised group functions. Educational expertise also included within this charge is discussed in F1
23. Operating surpluses have been calculated in line with the ULT funding agreements where a maximum of 2% of GAG in total income can be retained as operating reserves. We have prepared this model on the



assumption that funding will be utilised to provide the best offering to the pupils in the school at the time.

24. Employer's national insurance and pension costs have been assumed to be at the national rates for teachers and for support staff as members of the Teachers' Pension Scheme and the Local Government Pension Scheme.

**G2: Show how the school will be financially sustainable once there are pupils in each year.**

By 2018/19 the school predicts that it will not need start-up grant income to be financially sustainable even though it would be eligible for this grant in that year. In the following year, when the school is full of pupils the prediction is to generate a modest surplus of [REDACTED] and from then on a surplus of approximately [REDACTED] would be achievable (see 2020/21 figures).

By 2020/21 the ICT replacement fund will have grown to a point where the school will be able to replace ICT equipment as required and will not need to source funds from elsewhere to obtain new equipment or software. If however the school were to face unexpected extra costs or a drop in income this fund could be reduced on a temporary basis to cushion the effect of the blip without detriment to its educational effectiveness.

In addition a contingency of [REDACTED] has been included in every year to take account of unexpected costs.

**G3: Show how the school will be financially resilient to reductions in income.**

The second model sets out the school's plan should only 90% of the pupil places be filled. The consequences of the resultant drop in income would have to be a reduction in staff numbers and a move to more multi-tasking for support staff. The ICT replacement cycle would have to be extended (this would be achievable due to the lower usage of the equipment). If the dip was for a short time the cash reserves built up would be available to cushion the school's finances.

Critically the level of pupil facing staff numbers would be maintained as much as possible. The differences in staffing levels (full time equivalents) would be;

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Teaching	None	None	-1	-2	-3	-1	-2	-2
Finance	None	None	None	-1	-2	-2	-2	-2
Admin.		None	-1	None	-0.5	-1	-1	-1
Reception	None	-0.5	None	-0.5	None	None	None	None
Teaching	None	-0.5	None	-1	None	None	None	None

None

Assistants

ICT/Lab

Assistants	None	-0.5	None	-1	None	None	-1
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-1

Higher Level

TA	None	-0.5	None	None	-1	-1	-2
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-2

There would be no other differences in staffing.

Other income has not been reduced as the level of lettings would not be detrimentally affected by a lower number of pupils attending the school. In summary we believe that this financial plan set out sound financial plans based on realistic income and expenditure assumptions and I flexible enough to deal with the uncertainties surrounding future funding levels.

**G4: Provide realistic financial plans that are consistent with other aspects of your application and G5: Provide sound financial plans that are based on realistic and evidenced assumptions about income and expenditure**

The assumptions made which underpin the financial plan have been based on costs and cost ratios experienced in ULT's academies across its charity. As such they are rooted in actual practice and provide confidence in terms of accuracy.

The plans identify key personnel who will be employed ready for a September 2013 opening and who will permit the school's educational vision to be realised from day one. These include the Principal, Vice Principal and Business Manager as well as the requisite number of high quality classroom teachers.

Working with the support of ULT's central support team, this staff will be able to set up and establish:

- A Strategic Development Plan, schemes of work and timetable
- Pastoral systems
- Admissions and Marketing processes
- General Policies and procedures
- HR systems
- Financial controls
- Site services

**G5: Providing sound financial plans based on realistic and evidenced**

### **assumptions about income and expenditure**

Although the school's budget is not dependent on third-party income, it is anticipated that lettings will provide a significant revenue stream.

Costs related to project management. HR, Finance Management and accounting, PR, Marketing , ICT advice and e-learning guidance will be taken in-house and be significantly lower than for an average local authority maintained school. In comparison to an LA average LACSEG of 10% of total budget, the cost to the Wye Free School's GAG of all central services provided by ULT will be set at 3%.