



Department  
for Education

**SECTION A: APPLICANT DETAILS**

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

**Basic information**

Pre-registration reference number	83121
Name of proposed school:	Great Western Academy
Is this a route one application or a route two application?	Route 2
Name of lead applicant:  Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	New College, New College Drive, Swindon, SN3 1AH
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A single free school
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

**About the company**

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Great Western Academy Ltd
Company address:	c/o New College, New College Drive, Swindon, SN3 1AH
Company registration number:	8873553
Date when company was incorporated:	28 January 2014
Please confirm the total number of company members (must be a minimum of 3):	3
	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	
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**Further details about the group**

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	0
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Please select
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	
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How many free schools are you seeking to open in this application round?	1
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**Links to other organisations**

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:  • their full name;  • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and  • the role that it is envisaged they will play in relation to the free school.</p>	<p>New College Swindon.  As a Further Education College, the Corporation was established under the Further and Higher Education Act 1992. The College is an exempt charity for the purposes of the Charities Act 2011 and thus does not have a charity number. With over 10,000 learners - 140 14-16, 3000+ 16-18 (the de facto Sixth Form college in Swindon) and c7000 adult community and business learners we can provide a wealth of educational support and advice to the Great Western Academy. We would aim to cooperate in 14-19 provision and share back-office services.</p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. 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 (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>No religious affiliation. Inclusive - all faiths and none</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>NSN Development Programme</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>Yes</p>
<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>The Learning Crowd, helping develop the secondary curriculum components in section D. DPDS providing location, land and planning advice in section H. We will go to competitive tender for support in the setting up stage.</p>



SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. 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. <b>If this applies to your application please briefly outline the main differences.</b> You will also need to address these differences in more detail in the relevant sections of the application.	
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In which local authority is your preferred location?	Swindon
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Proposed opening year:	2016
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Age Range:	11-18
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If 'other' please specify	
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Will the school have a sixth form?	Yes
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	
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Maximum capacity of proposed free school:	1710
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	1,250 11-16 secondary places; 160 sixth form places until 2020, 310 in 2021 and full in 2022 with 460 (growth through internal progression)
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Please say which year groups the school will have in first year and the PAN for each	See Section D
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Date proposed school will reach expected capacity in all year groups:	2022
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	
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Please say how many people will sit on your governing body:	11-15
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**Use of freedoms**

Will you operate a non-standard school day?	Yes
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	Not sure
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Do you plan to make employ teachers without QTS?	Not sure
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Please list any other freedoms you intend to use	Long day will enable extra work in English & Maths and, inter alia, computing/ IT and business & enterprise studies
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# Great Western Academy Free School

## Section C: Educational Vision

### Overview

New College Swindon is acting as a sponsor for the creation of a new Secondary School in North Swindon. The Great Western Academy Free School will be an 11 – 18-Secondary School. There will be 250 students on roll in years 7 to 11 and 80 students in years 12 and 13 up to 2021. In that year, the sixth form will grow through internal progression and by 2022, will be full with 460 6<sup>th</sup> formers (see below for calculations and rationale) and school total of 1,710.

The School will be located in the north of Swindon ideally near the Abbey Meads, St Andrews Ridge, Groundwell East and Taw Hill area where the shortfall in school places will be. Possible land site options are currently being reviewed with Swindon Borough Council.

This is a real opportunity for a new and innovative partnership between a respected Further Education institution and a free school sharing ideas and experiences (and where appropriate resources) to help improve the learning experience and results for youngsters in Swindon.

We believe we can develop an outstanding school through:

- focussed leadership and management with an unrelenting commitment to continuous improvement
- innovative ways to engage and motivate learners to aspire – ‘stretch and challenge’ using business enterprise and IT as vehicles to promote and motivate learning
- excellent business and community links to add ‘street cred’ and real world problem solving to the learning mix
- Personal Learning Programmes – with additional learning support to help the disadvantaged
- spending more time on the basics – English, Maths (and IT)
- A passion for learning.

**Rationale: Who is the Great Western Academy for? What needs are we meeting?**

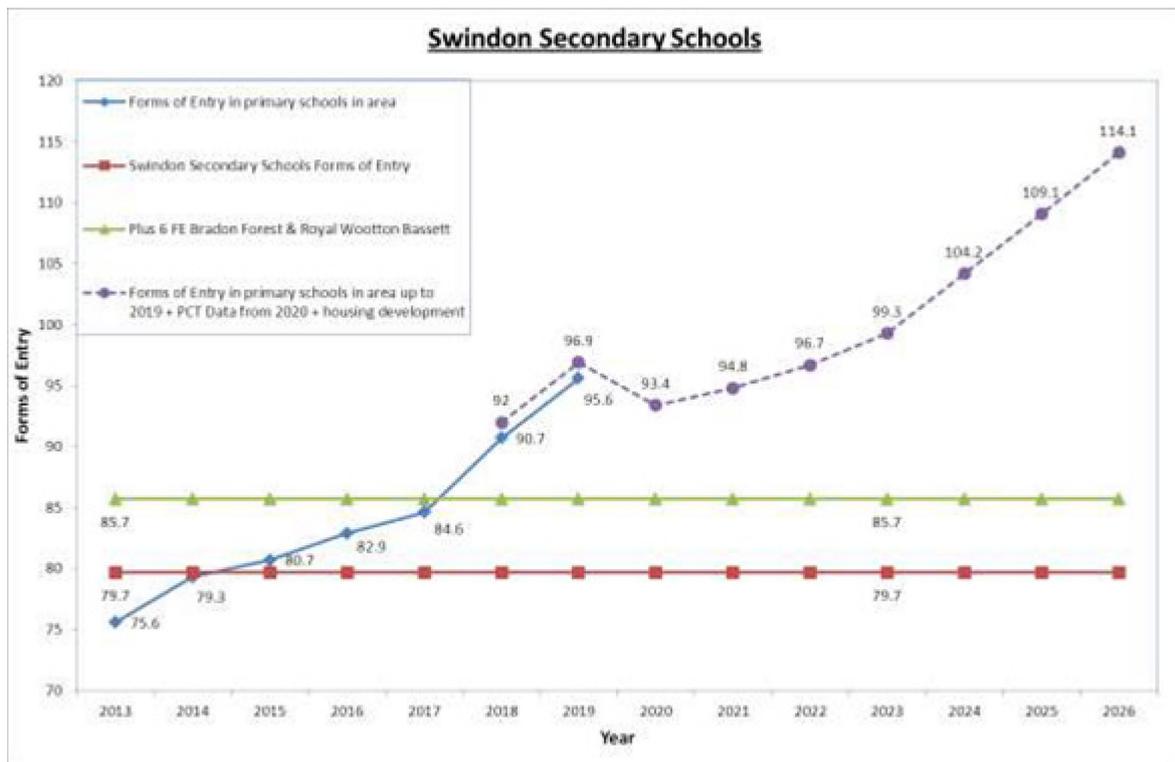
**Meeting Basic Need: the increasing school population in Swindon**

The local authority has produced Primary Care Trust (PCT) and school census data showing the need for three new secondary schools (or equivalent) in the Borough. The most urgent need is in the north of the town – ‘the northern sector’.

**There is a demonstrable need for new secondary school places in Swindon**

The chart below shows the deficit in the number of forms of entry into year 7 in both Swindon and the two secondary schools in Wiltshire that accommodate a significant number of Swindon pupils who travel daily.

The chart builds in the forecast secondary school numbers from the housing trajectory in the draft Local Plan (the estimate numbers shown below are rolled on from the draft Local Plan dates after the pupils have a full seven years in primary school) and the Child Health birth numbers from 2020.

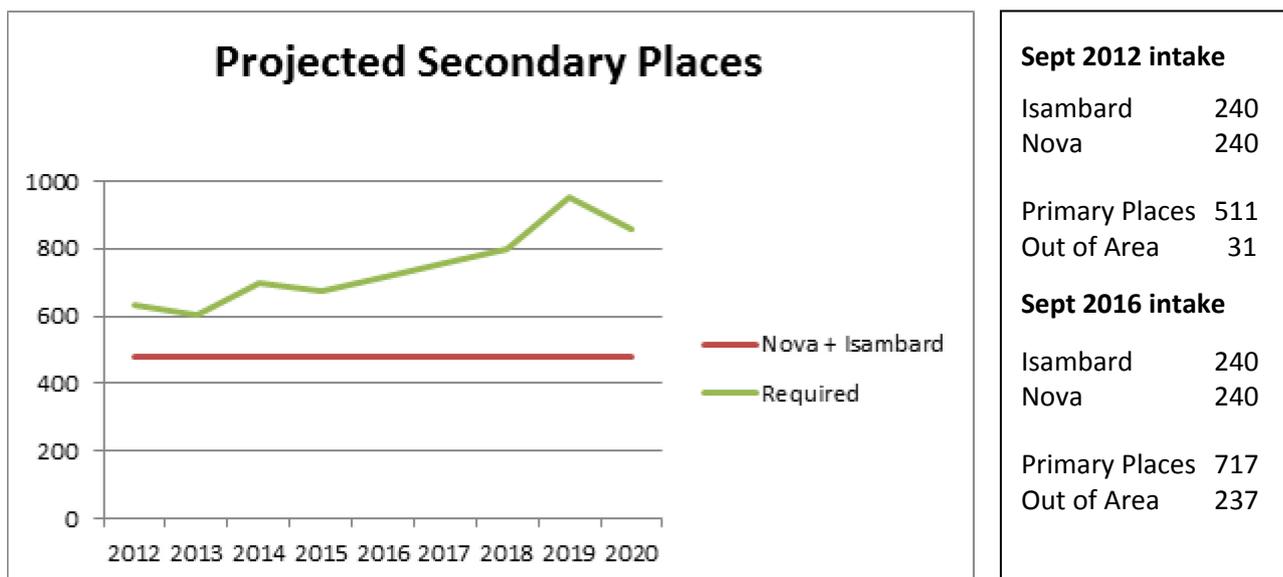


Source: Swindon Borough Council Secondary School Places Consultation

### Secondary school place shortages in north Swindon

By 2016, there will be 700+ North Swindon families with children leaving primary education. This will increase to nearly 900 families by 2018. The two local secondary schools offer 480 places between them for Year 7 students giving a projected shortfall of 220 places in Year 7 in north Swindon from 2016, increasing to c420 by 2019. Although some parents may choose out-of-area schools, nearly 1 in 3 will be unable to get a local school place unless a new school is built.

**This chart shows the projected need for secondary school places in north Swindon against the capacity of the two local schools.**



### Lack of high quality secondary provision

Swindon secondary schools perform significantly below national average. In 2013, only 56.4% of pupils achieved five GCSEs A\*-C including English and Maths, well below the national average of 60.6%. Swindon's current ranking is 144<sup>th</sup> out of 151 local authorities on this measure. In 2013, expected progress in English was only 67.7% compared with a national average of 70.4%. In Maths, expected progress was even more disappointing at 65.1% compared with a national average of 70.8%.

Our curriculum will reflect the needs of our community which will admit students from all faiths or none. The Great Western Academy will offer an outstanding education to students. The expected intake of students will be below national average for Free School Meals (FSM); approximately 11% compared with 16% nationally; approximately 6% students supported by school action plus and students with statements compared with 7% nationally. The average number of students with English as a second language is estimated at 3.8%. We have set ambitious targets that will exceed national standards and will be well above the average for local schools. Whilst recognising the current metrics for measuring performance will not be in place when the school opens, we use them here as a useful comparison to illustrate our ambition for our students.

There are three schools which are local to our proposed academy. Swindon Academy is an all-through school with no KS4 results yet available for comparison. The primary results show significant cause for concern with only 56% of pupils gaining Level 4 or above in English and Maths compared with 75% across the LA and nationally. Post-16 delivery requires improvement (source: OFSTED and 16-18 performance tables).

The other two local secondary schools, Isambard Community and Nova Hreod, are both 11- 16 schools. Current achievement in these two secondary schools is below national average for similar schools. Isambard Community School with 57% 5+A\*-C including English and Maths, is just below the national average of 58% but, significantly, is in the bottom 20% for similar schools and the bottom 40% of all schools with only 56% of disadvantaged students making the expected progress compared with 77% of all students in English. This places the school in the middle

20% of similar schools and the top 40% of all schools. Only 41% of disadvantaged students made the expected progress on Maths compared with 57% of all students, placing the school in the bottom 20% of similar schools and the bottom 40% of all schools. Nova Hreed, with 46% students achieving 5+ A\*-C, is also in the bottom 20% for similar schools and the bottom 40% for all schools. With only 39% of disadvantaged students making the expected progress in English compared with 66% overall and 31% disadvantaged students in Maths and 61% overall, Nova Hreed is in the bottom 20% of similar schools and the bottom 40% of all schools for both subjects.

Our target for our first cohort is to be in the top 20% of students from similar schools for all measurements by focussing on personalised learning, building individual learning plans for all students, including the disadvantaged, so that all progress. We will be focussed on additional learning support and ensuring we have a stimulating learning environment. No-one will be left behind.

### **Parental choice**

We have consulted with the local community and parents have expressed their views that they should have the ability to choose a school that is:

- local
- Good or Outstanding
- a safe environment in which to learn.

Comments we have received include:

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

### **Business, Enterprise and IT/Computing Specialism**

Swindon is now a high-tech centre of excellence with a thriving business community and commercial centre with an international reputation as a centre of innovation, science and technology. It is home to many well-known companies such as Intel, Zurich, Honda, BMW, Thames Water, The First Group, DHL Exel, npower and Nationwide.

Swindon is one of the most productive towns outside of London with a successful local economy which thrives on IT, business start-ups and the M4 hi-tech corridor.

When measured against most economic indicators, Swindon performs well above average with relatively low unemployment, high business start-up rates and a high level of the population being economically active (81%).

The Chamber of Commerce and the Swindon and Wiltshire Local Enterprise Partnership's vision for Swindon is that it will:

- continue to be an innovative and growing economy where businesses are well connected, surviving and thriving
- benefit from town centre regeneration and have effective and affordable connectivity and transport – all of value for a successful commercial environment
- be a great place for business start-up and growth and have an international reputation as a centre of innovation
- have the potential to create 10,000 new jobs
- increase house building to cope with the forecast rise in population of up to 15% (currently 212,000).

Our focus on Business, Enterprise and ICT/Computing in an innovative ICT-rich learning environment aims to meet the needs of 21<sup>st</sup> century business and work. In selecting the specialisms for the Great Western Academy, we hope that our students will gain the right knowledge, skills and attitude to equip them for the career opportunities in one of the most vibrant communities in the UK and home to some of the world's most successful global brands and innovative small businesses.

New College Swindon already has a strong relationship with over 200 local employers and business partners and is working together with The Chamber of Commerce and the Swindon and Wiltshire Local Enterprise Partnership to create a dynamic curriculum, that is as 'real' as possible, to ensure we build in the appropriate employability skills so our students can maximise their opportunities to live and work in the region and contribute to its future economic success. We would help the school to forge links in business and IT. [REDACTED].

### **Why a new 6<sup>th</sup> form in North Swindon?**

There is no local 6<sup>th</sup> form provision in North Swindon.

All children now have to have some form of education/training until they are 18 (Raising the Participation Age).

In addition, the increase in school population and house building plans, make a compelling case to provide more post-16 places in North Swindon.

Based on demographic data and available places we calculate that there will be demand for an 80 learner intake from local schools to the new 6<sup>th</sup> form in 2016.

As the Great Western Academy 6<sup>th</sup> form becomes established and its reputation grows, it is likely to attract more learners but we have made no growth assumptions until 2021.

By 2021 when the first *internal* cohort of learners have successfully journeyed through the school and become of 6<sup>th</sup> form age, we anticipate that 60% will stay on.

We expect a further 20% to move onto workplace learning (mainly Apprenticeships, which New College could support in partnership with the school). The remainder would progress to specialist vocational institutions.

So in 2021, along with 80 learners attracted from other schools, year 12 will become 80+150 = 230. From 2022 onwards, there will be 460 learners in the 6<sup>th</sup> form and the school will then be full.

The post-16 providers within a 15 mile radius of North Swindon are:

- New College Swindon
- Swindon College
- New 6<sup>th</sup> forms (from 2014) - Lydiard Park Academy, The Commonweal School
- University Technical College (14-18 Engineering specialism) from 2014
- Swindon Academy, Royal Wootton Bassett Academy, St Joseph's Catholic College, The Ridgeway Sixth Forms
- Cirencester College.

All require significant journeys some involving multiple buses.

**Choices Today for 16+ Education**

**College Options**

Location	Students	Buses	Distance	Travel Cost
New College	3000+	2	5.5 miles	£320
Cirencester	1800	1	15 miles	£500
Swindon College	2000	1	4.1	£320
UTC (new)	100	1	5 miles	Unknown

**6<sup>th</sup> Form Options**

Location	Students	Buses	Distance
Ridgeway	225	2	7.5 miles
St Josephs	150	2	5.1 miles
Farmors	250	1	15 miles
Lydiard Park Academy	150	2	4.7 miles
The Commonweal	150	2	6 miles
Swindon Academy	350	1	2 miles
Royal Wootton Bassett Academy	150	2	8 miles

\* Note: Distance is from preferred location of Great Western Academy.

### Helping Great Western Academy to deliver a high quality 16-18 provision

**Post-16 performance** in Swindon shows that the average A-level (A/L) point score for students from the five local providers is 699.3, with New College having the highest point score in the Local Authority of 717.0. New College also out-performs the other schools and college in the LA for % of full time equivalent students achieving at least three A/Ls at 77%, compared with the LA average of 69.8%, at least two A/Ls 90% compared with 87.9% LA average, 100% of New College students achieve at least 1 A/L compared to 99.8% in the LA and 99.6% nationally.

New College, as the sponsor for Great Western Academy, has a proven track record of success and their advice, guidance and support will be an important factor in the success of the new school, enabling us to fulfil our ambitions to exceed this current performance, setting a target for 85% of students achieving three A-E grades at A/L, above the current national average of 79%.

Our aim is for all level 2 students to gain an A\* to C grade in English and Maths at the end of year 12, moving through a 'climbing frame' of functional skills literacy and numeracy qualifications as appropriate. Level 3 students will be encouraged to continue with English and Maths in the 6<sup>th</sup> form along with their specialist business and IT study programme.

The 6<sup>th</sup> form will be relatively small to start with, but will work in partnership with New College to develop a broad and rich curriculum offer. New College has over 3,200 16-18 learners and runs more than 175 courses, including 65 A-levels. 'Core' subjects – Business & Enterprise, Computing/IT, English, Maths and employability skills - would run at the school. For effectiveness and efficiency, a limited range of options would run, but 'minority' subjects can be studied via blended learning or at New College. We would run a joint 6<sup>th</sup> form timetable in the start-up years to enable this and operate a minibus between the College and the school if needed (we have three minibuses, one of which has wheelchair access).

## **Vision and Ethos**

Our vision is to create an outstanding school that radically improves our learners' career chances. We want every learner to do well enough to go on to university, or pursue a fruitful career via an apprenticeship or other training route.

To achieve this, we will embed the following principles across the Great Western Academy:

**The learner will be at the heart of everything we do:** We have set very high expectations, which are detailed fully in D2, that stretch and challenge all our students. Standards will be reinforced through the school years. We believe every child can realise and maximise their potential with the right teaching and support. To achieve this, we will include:

- personalised 'stage not age' curriculum pathways that are flexible and well matched to varying student needs, interests and abilities
- Individual Learning Plans which support the ambitious individual goals which contribute to our whole school targets
- Additional Learning Support for the disadvantaged and specialist help, where required
- success coaches – external mentors from the world of work
- weekly one to one tutoring which will trigger appropriate support to ensure students are on track to achieve their individual goals. This will include strategies such as one to one intervention, tutorials and online support
- Teaching groups size - maximum 25 in key stage 4 and 20 in key stage 5.

**Attitude and interpersonal skills:** Our school will operate in a caring, friendly, but professional environment, with clear rights and responsibilities understood by all and

conducted in a business-like manner where teachers can focus on teaching and students on learning. Our disciplinary procedures will be fair but firm.

**Excellent teaching and learning and assessment:** Excellent teaching, underpinned by high quality professional development and learning resources is vital. We will make good use of data to improve teaching and the curriculum and ensure that no child is left behind. We will draw on evidence and experience of the best ways to achieve excellent outcomes for all children.

**Addressing educational disadvantage:** No child will be left behind and Additional Learning Support will cover the whole spectrum of needs: medical conditions, physical and sensory impairment, speech and language difficulties, Attention Deficit Hyper-Activity, specific learning differences -dyslexia, dyspraxia and dyscalculia. We will be a truly inclusive school.

**Innovative use of Educational Technology:** The core of individualisation at the Great Western Academy will be provided through the inventive use of technology. We will offer our students access to extended learning opportunities through on-line and digital resources. Students' progress will be tracked electronically, and this will be available to students, parents and staff for regular review.

**Extended day with more time for learning:** We will plan a longer school day (0800 to 1800 Mondays to Thursdays with a 1700 finish on Fridays) to give more time to embed core subjects and to extend the curriculum through enrichment. Our curriculum will be planned to provide pathways from any level at entry to high achievement at exit.

**Enrichment Programme:** All students will be expected to take part in the enrichment programme. The range of activities will include sports, arts, academic pursuits, alternative and additional qualifications, extended projects, social enterprise, community service and outdoor education.

**Life skills – Literacy and Numeracy:** A strong command of English and Mathematics is a vital foundation for the whole curriculum. We will prioritise this so that all students can prosper.

**Employability:** Too many young people in our area leave school without the skills they need to be successful in the workplace. It is crucial that all of our students are well prepared for life outside school. Working with employers and business partners, we will ensure that academic and applied vocational elements are seamlessly combined in curriculum planning to stimulate students' interest and motivation and demonstrate how studies are relevant to career prospects and the world of work.

Post-16 students will be helped to find part-time paid work or a worthwhile work placement in partnership with local employers, to prepare for the world of work and gain skills and experiences that are valued in our community. Our innovative plans for providing these work placements, will include an expansion of our sponsor New College Swindon's Employability Team, Job Club and use of their Careers Coach software. Traineeship programmes (with work placements) and Apprenticeship programmes will be offered to 16-18 learners as appropriate.

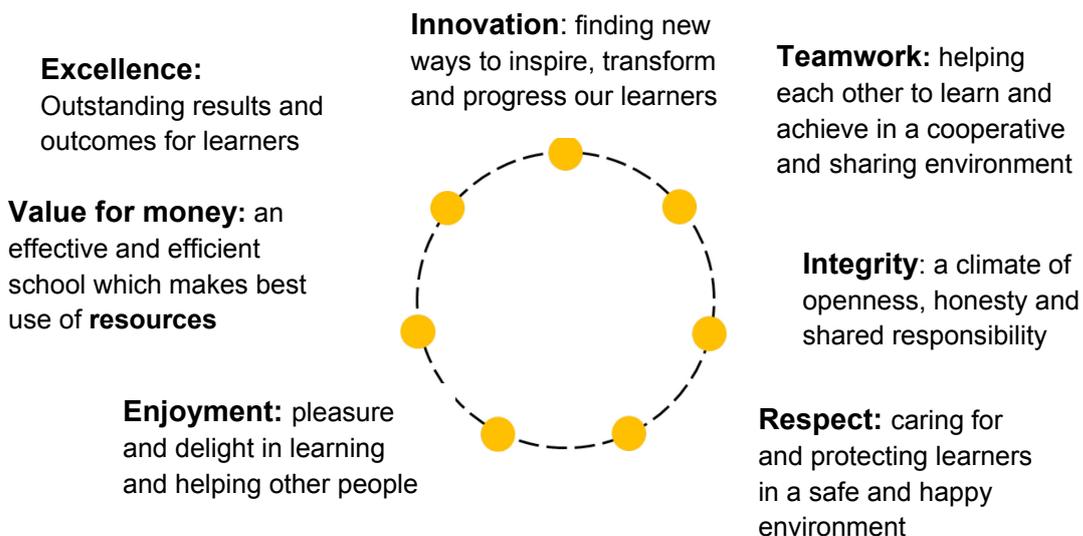
**A community school** for the community, designed by the community, built for the community, for the benefit of the community. We will work with our community groups and leaders and parents will be encouraged to interact with the school and its student body. Adult community learning programmes will be offered in the evenings to engage local parents and community groups.

The ethos of the new school will be about embedding life skills and citizenship. We want to develop self-motivated, creative and enterprising youngsters who think critically and use their imagination. Students will develop interpersonal skills, work in teams and be proud of their community and the benefits of supporting it.

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

Our values:

The values which will underpin our school, its staff and learners and are:



## Our Curriculum

Section D provides an in-depth analysis of our curriculum offer and how we intend to measure progress. To complement outstanding teaching, a leading-edge virtual learning environment will host course learning materials, interactive tests, multimedia activities and links to useful websites to provide the flexibility to study anywhere and anytime, an environment designed to foster learning and the ability to work at their own pace, backed by the support and professional guidance of success coaches and teachers. The Great Western Academy will develop students with a real understanding of how to learn.

Our curriculum, based on the National Curriculum, will have a clear focus on entrepreneurial learning. Students will leave the school as independent and

enterprising learners who display a love of learning, a desire to succeed, and pride in their and their colleagues' achievements. They will have developed the linguistic, social and emotional skills to work together to achieve goals, be ambitious, take risks and be reflective. They will have high self-esteem and a confidence in their own identity. They will have a clear vision for their future, detailed progression plans and will be technologically skilled to meet the needs of the future. They will combine focus with adaptability.

Our curriculum will enable students to:

- secure core numeracy and literacy skills and use them effectively. Great Western Academy will use the New College 'climbing frame' of functional skills qualifications in literacy and numeracy to help learners achieve and work towards GCSEs in English and Maths
- develop lively, creative, enquiring minds – 'learner be curious'
- develop confidence, purpose, ambition and direction
- acquire knowledge and skills and develop behaviours advantageous to a successful, rounded adult life and a world of rapid and continuous change
- develop personal and moral values, respect for other cultures, religions and ways of life and a strong sense of the value of the community in which they live
- develop an understanding of, and excitement about, the world
- experience personal and collaborative success.

**Our Entrepreneurial Approach:** Our approach is based on the belief that pupils should become enterprising people ready to embark on new ventures full of boldness and initiative. Adults of tomorrow need to be independent thinkers, adaptable and lifelong learners since their careers may include many different jobs – some of which have not yet been invented.

Students will be competent in IT skills and applications and be offered enrichment lessons and short courses in aspects of IT e.g. web design, social media, computer animation.

Enterprise learning will run through their career at the Great Western Academy leading to BTEC qualifications at Level 2 and level 3 at Key Stages 4 and 5. Enterprise qualifications give learners the opportunity to plan, set up and run their own business through a structured programme of learning. They learn about business finance, how to set up a supply chain, how to communicate with customers, monitor the performance of the business and plan for future expansion. During the courses, learners have the opportunity to work closely with a business, charity or voluntary group, interact with employers, solve problems and gain experience dealing with real business issues.

Currently New College has over 650 apprenticeships and a large workplace learning programme from which to draw expertise to develop our curriculum offer. New College works with over 200 businesses at any one time through their Business Services Division, Fast Forward, and partner training providers so is ideally placed to facilitate the development of our Enterprise curriculum in partnership with local business leaders. We will focus on the skills of communication, team work, problem

solving, taking initiative and decision making which will be taught by all teachers and support staff with inputs from local business partners.

Entrepreneurship Days, (some in Dragon's Den format), will augment the embedded entrepreneurship approach delivering 'real' challenges and projects working with science, technology and business coaches recruited from the local community. The curriculum will also involve work shadowing, work experience opportunities, traineeships and apprentices (for 16-18s) in the businesses surrounding our school.

Students will be organised into Enterprise Teams, vertical tutor groups of 25, to facilitate cross-phase working. All teaching and support staff will be allocated to an enterprise team.

## **Aspirations and Outcomes**

New College can evidence the motivational impact of a curriculum rich in enterprise and IT and how, with outstanding teaching and learning, it can help to raise standards and improve performance, particularly at levels 1 and 2. With this knowledge, we are confident that our curriculum will motivate students who attend the Great Western Academy to achieve their targets.

We have set ambitious strategic targets for the Great Western Academy (see full details in section D2). It is our expectation that ALL students will achieve exceptional results. We are confident that our innovative curriculum design and ICT learning environment, with access to virtual learning, quality assurance framework, close attention to data monitoring, coaching programme, entrepreneurial ethos and culture of high expectations, will transform the lives of all our students and deliver our vision. With the support of our sponsor New College Swindon, we will seek to achieve year on year improvement and be outstanding.

<b>Success Criteria</b>	<b>Progress Targets</b>
<b>Attainment</b>	<p>85% students achieve, at least, 3 A-E grades at A-Level (A/L)</p> <p>Average A/L Grade B</p> <p>All KS5 students achieve a level 3 Enterprise qualification</p> <p>All KS4 students achieve 5+ A*-C grades at GCSE and a level Enterprise level 2 qualification</p> <p>All students achieve 5+ A*-C GCSE grades with English and Maths by year 12</p> <p><b>85%</b> students complete Key Stage 3 with a level 5 in English, Maths and Science.</p> <p><b>All</b> students make at least the nationally expected progress KS2 to KS4 in English and Mathematics and a significant proportion of these (not less than the national expectation to secure a 'good' rating for achievement from Ofsted) achieve beyond this expectation.</p>
<b>Education , Training and Employment</b>	<p>All students go onto meaningful education, training or employment</p>
<b>Equipped to succeed</b>	<p>All students leave equipped with the entrepreneurial and leadership skills, knowledge and adaptability to meet the changing requirements of the 21st Century</p> <p>All pupils leave with a clear vision of their future and a plan to achieve that vision</p>

## **Our Sponsor:**

New College Swindon is acting as the sponsor for the Great Western Academy. This is a real opportunity for a well-established Further Education College to work in collaboration with an 11-18 free school and share best educational practice to improve the learning experience and results for youngsters in Swindon.

New College is the right institution to set up our Free School bringing benefits and experience including:

**Outstanding teaching, learning & assessment** – the College has highly trained, experienced and qualified staff (many with second degrees) who can help, advise, and (in some cases), teach in the new school ensuring a diversity and depth of the curriculum provision.

**Learner success rates at New College were 6 percentage points above the national average** in 2013 (last OFSTED 2009 ‘good with outstanding features’).

**Progression to Higher Education** - In 2014, 509 New College learners won places at University and a further 70 continued their studies at College, taking HNDs and Foundation Degrees.

## **Expertise and excellence in educational leadership and management**

New College is the **largest provider of 16-18 education in the sub region with 3,200 young learners** (and around 7,000 19+ adult learners). New College has the experience and knowledge to deliver an outstanding student experience. We can help the Great Western Academy to achieve the same.

**14-16 experience** – New College offers support to schools and runs pre-16 GCSEs, courses for the disaffected, home schooled and gifted and talented. There were 140 14-16 learners at the College in 13/14.

**Curriculum choice and progression** – New College runs over 500 different courses (175 for 16-18s) spanning 14 OFSTED sector skills areas for all levels of ability, from entry level to Higher Education. There is also an extensive enrichment programme of over 80 courses (e.g. young enterprise, orchestra, radio presenter, digital video production, volunteering, sports teams, social media, web page design) which is one of the biggest programmes in the country. At level 3, there are 65 A-levels and a wide range of vocational courses in Business, IT, STEM, Creative & Media, Hair & Beauty, Health & Social Care, Early Years, Sport and Public Services.

We will be able to advise on a broad and balanced curriculum to meet the needs of young learners, parents, universities and business and the Great Western Academy specialisms of business & enterprise and Computing/IT.

## **Helping the disadvantaged**

New College has an excellent record of supporting learners of all abilities and is successful in helping underachieving school leavers and the disadvantaged. Almost [REDACTED] is spent on Additional Learning Support each year and level 1 and level 2 learners achieve well. In 2013/14, there were [REDACTED]

Outstanding specialist staff, working with specialist agencies, achieve remarkable results. Their advice and guidance will help the Great Western Academy achieve great results for the disadvantaged pupils.

### **English and maths**

The College has vast experience and knowledge of helping learners of all ages and abilities through functional skills literacy and numeracy, GCSE and A-levels (and Further Maths). Over 600 school leavers are currently retaking GCSE Maths and English, having failed to achieve a grade C at local schools.

### **Science, Technology, Engineering and Maths (STEM)**

We have the best and largest STEM provision in the area covering Maths, Further Maths, Physics, Astronomy, Electronics, Core Science, Applied Science, Science in Society, Principles of Science, Chemistry, Biology, Human Biology, Medical & Health Study programme, Software Development, Design & Technology (product design), Computer Science, IT and Computer Games Development.

**Efficiency gains** – shared services and economies of scale in ‘back office’ support services e.g. Student Services, Information, Advice and Guidance, HR, Finance, IT support, learner data management, marketing, procurement (cleaning, catering and IT contracts). Joint procurement of services will be open and transparent. All services will be subject to competitive tender to ensure the best value for money and quality for the Great Western Academy and New College, but we believe there are cost savings to be won through sharing them.

**Excellent links with business.** Fast Forward, New College’s business services division worked with over 200 businesses in 2013. The Employability team work with over 100 employers who provide business mentoring to individual students and work experience placements. These contacts will be invaluable to the Great Western Academy.

### **Support for the bid**

The bid is fully supported by:

- Swindon Chamber of Commerce (part of the Thames Valley Group of Chambers)
- major local companies including Intel and Nationwide
- New College Governors
- The local MP, Justin Tomlinson
- The Local Authority which has provided the school place and population data to highlight the shortage of secondary school places in Swindon.

# Great Western Academy

## Section D: Education plan – part 1

	Current number of students (if applicable)	2016	2017	2018	2019	2020	2021	2022
Year 7		250	250	250	250	250	250	250
Year 8			250	250	250	250	250	250
Year 9				250	250	250	250	250
Year 10					250	250	250	250
Year 11						250	250	250
Year 12		80	80	80	80	80	230	230
Year 13			80	80	80	80	80	230
Total		330	660	910	1160	1410	1560	1710

Note: increase in 6<sup>th</sup> form size in 2021 due to internal progression.

The above chart details the build up of numbers proposed for our school. Growing our numbers in this way will give our first cohort of year 7 students, older students to look up to and to act as mentors. We recognise that our sixth form students will join us from a number of schools with differing backgrounds and many may have underachieved at GCSE, so we will design an induction and diagnostic programme to ensure the smooth transition of all students, building on the experience and expertise of New College inheriting learners at 16 from over 25 schools.

We will welcome learners at any time between the ages of 16 and 18 (New College does already). These are typically in-year start NEETs, transfers from other institutions or 17 year olds whose jobs haven't worked out and realise they need to get some good qualifications. These learners (around 20 per year) are not modelled in the table above.

We estimate an intake of 80 learners from local schools in 2016 who will select our school 6<sup>th</sup> form offer and specialisms in Business & Finance and IT. Based on current local secondary school performance, a significant number will have to retake English and Maths to gain their grade Cs as well. In 2013 only 66% of Swindon school pupils passed English A\*-C (national average 71%) and 68% Maths (73% NA). The first *internal* progression will be in 2021; we expect 60% of our year 11s to stay on (20% will get jobs and apprenticeships, the rest will go on to other vocational education. This will mean a year 12 intake of 230 in 2021 (150 internal + 80 external).

Therefore from 2022 and beyond, the 6<sup>th</sup> form will be 460 strong; 230 in each of years 12 and 13.

### Expected Student Intake

There are approximately 10,891 students in secondary education in Swindon. Many leave the town at year 7 (195 from North Swindon in 2013) to go to schools in Wiltshire and Oxfordshire because of poor performing secondary schools in the Borough. Swindon Borough Council’s population statistics forecast a shortfall of three secondary schools (or equivalent school places) by 2016.

Key performance indicators. The proportion of students entitled to Free School meals from the January 2013 Census in Swindon secondary schools is 9.4%. This rises to 11% in the north Swindon area, where our school will be located, compared with a national average of 15%.

Children and young people from ethnic minority groups account for only 2.6% rising to 3.9% in north Swindon compared with 21% nationally.

The proportion of students with English as a Second Language in north Swindon is 3.8% compared with a national Average in Secondary school of 14%.

The proportion of students with SEN is also lower than the national average, averaging 6% for each secondary cohort compared with 7.7% nationally.

Prior attainment on entry to year 7 shows that students will be in line with the national average of 75% of students with level 4 and above in reading, writing and Maths. Local Authority (LA) students also make the expected progress of 86% in reading, 92% in writing; at 87% Maths is 1pp below the national average.

Prior attainment for sixth form entrants will be significantly below national average with only 56.4% of LA students gaining 5+ A\*-C GCSEs or equivalent, including English and Maths compared to 60.6% nationally.

The following education plan is aimed at ensuring our curriculum is designed to help our students perform as well as the top 20% of students in similar schools and will equip our students for the excellent career opportunities offered by living and working in Swindon.

## Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week KS3	Hours per week KS4	Hours per week KS 5	Mandatory/ Voluntary	Comments
English	4h 10 min	4h 10min		Mandatory	
Maths	4h 10 min	4 h 10 min		Mandatory	
Reading	2 h 30 min	2 h 30 min	2 h 30 min	Mandatory	
Physics	2h 30 min			Mandatory	
Chemistry	2 h 30 min			Mandatory	
Biology	2 h 30 min			Mandatory	

Science		5 h		Mandatory	
Computer Science	1 h 40 min	2h 30 min		Mandatory	
History	1h 40 min			Mandatory	
Geography	1 h 40 min			Mandatory	
RE	50 min			Mandatory	
Technology	1 h 40 min			Mandatory	
French	1 h 40 min			Mandatory	
Drama	50 min			Mandatory	
Music	50 min			Mandatory	
Art	1 h 40 min			Mandatory	
Option1	N/A	2h 30 min	4 h 10 min		In year 12 level 3 students will opt for 5 subjects which can reduce to 3 in year 13
Option2	N/A	2h 30 min	4 h 10 min		
Option3	N/A	2 h 30 min	4 h 10 min		
Option4	N/A	N/A	4 h 10 min		
Option 5	N/A	N/A	4 h 10 min		
BTEC Enterprise and Entrepreneurship	N/A	1 h 40 min	3 hr 20 min	Mandatory	
PE	1 hr 40 min	1 hr 40 min	1 hr 40 min	Mandatory	
PSHCE	50 min	50 min	50 min	Mandatory	
Enterprise Challenge	50 min	50 min	50 min	Mandatory	
Next Steps	N/A	N/A	50 min	Mandatory	
Critical thinking	N/A	50 min	50 min	Mandatory	
Study			8 h 20 min	Mandatory	Maximum for yr 13 students following 3 options
Breakfast Club	2 h 30 min	2 h 30 min	2 h 30 min	Voluntary	
Curriculum Support	3 h	3 h	3 h		Up to 3 hrs maximum per week – mandatory for students whose

					PLP state additional support is required
Enrichment Activities	3h	3h	3h	Voluntary	Students are expected to volunteer for 2 hrs per week

## Section D1 - Curriculum

### Curriculum principles

Our core aim is to develop a high degree of independence in our students, including their approach to learning. A key focus of the Great Western Academy will therefore be on enquiry based learning, encompassing a wide range of entrepreneurial skills and competences. The skills will be enhanced by the development of positive attitudes and attributes, which will underpin each student's personal growth. The curriculum in its broadest sense, will serve to develop autonomous, confident learners, well prepared for future employment and/or continuing learning. IT will be embedded as a tool for learning and life.

Great Western Academy will exploit the advantages of being a 11-19 establishment, ensuring a smooth transition between Key Stage 4 and 5 and facilitating flexible curriculum delivery that allows students to progress by stage, not just age, by maximising online learning and cross phase Enterprise team groupings.

Students will be taught how to apply their basic skills across the curriculum and develop skills that will support them in further and higher education and/or in their future employment.

It is a clear intention from the targets detailed in D2, that the school will exceed national minimum achievement benchmarks by a wide margin. The strengths of the school's curriculum which will contribute to achieving this goal will include:

- opportunities for cross-phase learning groups through the Enterprise team groupings
- rigorous monitoring of student progress and timely intervention
- creativity at the heart of the curriculum
- the breadth of learning
- the availability of specialist teaching across the phases
- comprehensive, robust cross-curricula extension and enrichment
- an emphasis on oral communication skills
- critical and divergent thinking, encouraging thinking that is "outside the box"
- choice related to individual progression – student-led
- New College as a resource for specialist expertise, access to specialist provision including teachers
- Community and local business partners as a resource.

Innovation will be a hallmark of our school, with regular reviews exploring current best, and next practice, and a willingness to “change or tweak to transform”. Our mantra will be ‘how can we improve things around here?’ The school’s positive approach to change and continuous improvement underlines its commitment to implement major national, and international, developments and changes to the curriculum which the Government expects schools to address.

Personalised Learning will be the cornerstone of the Great Western Academy. Put simply, we believe personalising learning and teaching means taking a highly structured and responsive approach to each child and young person’s learning, in order that all are able to participate, progress and achieve. It means strengthening the link between learning and teaching by engaging students, and their parents and local employers, as partners in learning.

The personalised learning programme (PLP), is designed to adapt the learning and study regime of each student to their particular talents and challenges as they become apparent during the teaching of the curriculum and their interaction with their peers, personal tutors and teachers. A PLP will be developed for each student over time on the basis of ongoing dialogue with tutors, parents and the learner.

This continuous assessment of students, appropriate to their age, aptitudes and abilities from their arrival in the school, will underpin our determination to ensure real progression of learning throughout their time with us. We want our school to be outstanding. Like any other aspect of life, this goal requires more than the “satisfactory is good enough” approach. This factor will be emphasised robustly at teacher interviews and in staff CPD – ‘we don’t do ordinary’.

We shall strive to recruit highly qualified teachers. Our teachers will be counted on to have exceptional knowledge in their specific subject areas, as well as having appropriate teaching qualifications. This does not rule out our aspiration to involve adults from a variety of different backgrounds in the teaching, and as success coaches for mentoring of our students. We are looking for staff with positive ‘can-do’ attitudes and drive, determination and passion for their subjects and for their learners to succeed.

All academic subjects will have extra lesson support in the form of “Surgeries”. Surgeries are support lessons which students are invited or instructed to attend for extra instruction and will be part of the Enrichment Programme. Support teachers may also be brought into lessons. We shall strive to create a calm working environment where the precepts of discipline and respect are foremost and upheld.

We believe our curriculum, with its emphasis on functional skills (literacy and numeracy) and underpinned by our specialisms, reflects the needs of employers in our community and will serve the needs of our learners. Our approach to learning will give students a hands-on, real work context which aims to motivate students of all abilities and drive up performance. We will rigorously monitor our students’

individual targets through their Personal Learning Plans to counteract underachievement and ensure no student is left behind.

## Curriculum Mapping

### Length of the school day

The school day will run from 0800 until 1800 with 35 lessons weekly, which includes the option of pre-school and after-school enrichment activities and curriculum support/catch up for those who need it. All teaching staff will commit to two programmes each week which may take place on the school site or elsewhere. All students will choose to participate in at least two of the enrichment programmes each week. Our longer school day means we will teach on average ten extra sessions a week compared with other local schools. By year 10, our students will have had one extra year of teaching above their peers in other LA schools, and by the end of year 13 for a year 7 entrant, a total of two years, which we are confident from research, will lead to improved performance and achievement, compared with our local schools. We also believe that having more time to learn, and the opportunity to participate in a rich and varied enrichment curriculum, means they will be better prepared for success in their future careers. The longer day will also fit in with the busy working lives of many of our parents.

**Length of the school year.** The formal school year will be 39 weeks, 190 compulsory days. We will mirror our school holiday dates with those of the Local Authority. We will consider Easter revision classes and summer schools.

**The school day.** Our approach to timetabling, and the allocation of learning, emphasises the importance we place on the core skills of English, Mathematics and Science to secure improved performance.

Students will be expected to arrive at 0820, and for those students (and parents) who wish, school will be open from 0800 for breakfast. We will run some early morning physical activities such as a wake up club. Enrichment activities will take place after school.

From Tuesday through to Thursday, all students are expected to take a minimum of two activities. There will be a curriculum support slot aimed to help students catch up with work missed through illness, or as part of their individual learning plan, where their personal tutor believes extra help is needed to keep them on track to achieve their personal targets.

### Exemplar Timetable

Time	Tuesday to Thursday
08.00 – 08.30	Breakfast / early morning wake up clubs
08.30 – 08.45	Assembly / Form time / registration
08.45 – 09.35	Lesson 1 ( English)
09.35 – 10.25	Lesson 2 (Maths)

10.25 – 11.15	Lesson 3 (Computer Science)
11.15 – 11.30	Break
11.30 – 12.20	Lesson 4 ( French)
12.20 – 13.10	Lesson 5 (RE)
13.10 – 14.00	Lunch
14.00 – 14.30	Reading
14.30 – 15.20	Lesson 6 (PE)
15.20 – 16.10	Lesson 7 (PE)
16.10 – 16.45	Form time/personal tutoring for goal setting
16.45 – 17.00	Tea
17.00 – 18.00	Enrichment /Curriculum support / catch up

On Mondays and Fridays, school will finish at 1700, with Monday 1600 to 1715 allocated to meetings and professional development.

Students will have 30 minutes compulsory reading as part of the school day, and each student will have a 1:2:1 weekly session with their personal tutor to discuss their Personal learning Plan, review their weekly goals and set goals for the forthcoming week.

Years 7, 8 and 9 are the platform to GCSE and A-level (or vocational level 3s), so we will ensure that all pupils acquire the skills and patterns of behaviour they need to be successful learners. In this phase, all lessons will be taught by subject specialists together with explicit teaching of PSHE.

In Key Stage 4, all students will take English Language and Literature, Maths, Science and Computer Science (or a level 2 equivalent in applied computing), together with BTEC in Enterprise and Entrepreneurship. All students will have the opportunity to achieve the English Baccalaureate. Students will have the opportunity to take a further three option subjects. All option subjects will be DfE approved and will count towards the Progress 8 value added measure.

The day will be organised with the addition in the Enrichment programme of subject specific GCSE extension activities.

We intend all students to take five subjects in year 12 and at least three in year 13. This will be driven by learner need/ability, UCAS and employer expectations and pending reforms to A-levels, and Vocational qualifications, (e.g. Technical Baccalaureate). The curriculum offer of Advanced Level and BTEC subjects means students can opt for a wholly academic or vocational programme, or a blend of both. Level 3 students will be encouraged to continue with English and Maths. All students will leave our school with a qualification in Enterprise and Entrepreneurship (developed by employers and the National Enterprise Academy - now the Peter Jones Academy) - as part of our commitment to ensuring they have the necessary employability skills and competencies to give them a head start in their chosen careers.

In year 13, study time will replace lessons 1 or 2 as options, giving the opportunity for autonomous study, and the opportunity to pursue further professional qualifications such as those detailed in the table below, either at the school or New College.

The enrichment programme will include subject specific extension activities to support students in their AS and A level studies.

Where a student is admitted without GCSE Grade C minimum in Maths and/or English, it will be obligatory for the student to take relevant literacy and/or numeracy qualification(s), including GCSE resits to improve skills and grades. We anticipate that in the early years when Key Stage 5 students will be coming from other local schools, that this will be a significant number based on current Swindon secondary school performance. As our own cohorts progress through to key stage 5 (2021 onwards), this will reduce and more will be on full Level 3 study programmes.

The weekly timetable will also include one PSHCE/IAG lesson, one Critical Thinking lesson and two PE lessons in both key stages.

In addition, all students will have one Enterprise challenge lesson a week where they will have the opportunity to set up and run their own business, either in teams or as individuals. This will be timetabled at the end of the day to allow the flexibility of using enrichment time. We will harness the support of the local businesses whose employees will act as business mentors for this programme. New College already uses their extensive employer links to regularly run Dragon Den days, provide business mentors and in-company traineeships, which will be harnessed to support our programme.

Enterprise Challenge lessons will be timetabled at the same time across all three key stages giving the opportunity to work in Enterprise Teams.

### Number of 50 minute lessons weekly

Key Stage 3 Lessons	Lessons	Key Stage 4 subjects	Lessons	Key Stage 5 Year 12 AS/BTEC	Lessons	Key Stage 5 Year 13 A/L/BTEC	Lessons
English	5	*English Lang and Lit	5	Option1	5	Option 1	5
Maths	5	*Maths	5	Option 2	5	Option2	5
Physics	2	**Science	6	Option3	5	Option 3	5
Chemistry	2	*Computer Science	3	Option 4	5		
Biology	2	*BTEC Enterprise and Entrepreneurship	2	Option 5	5		
Computer Science	2	Option 1	3	*BTEC Enterprise & Entrepreneurship	4	*BTEC Enterprise and Entrepreneurship	4
History	2	Option 2	3	Next Steps	1	Next Steps	1
Geography	2	Option 3	3	Critical Thinking	1	Critical Thinking	1
RE	1	Critical Thinking	1			Study	10

Technology	2						
French	2						
Drama	1						
Music	1						
Art	2						
PE	2	PE	2	PE	2	PE	2
PSHCE	1	PSHCE/IAG	1	PSHCE/IAG	1	PSHCE/IAG	1
Enterprise Challenge	1						
<b>Total</b>	<b>35</b>	<b>Total</b>	<b>35</b>	<b>Total</b>	<b>35</b>	<b>Total</b>	<b>35</b>

\* GCSE core Subjects

\*\*For those students studying three separate Sciences one would be taken as one of the three optional subjects.

The Principal will be charged with the development and delivery of this model in a way that provides for students on different “pathways”, so that, for example:

- very able (Gifted & Talented) students will be able to complete some or all of their GCSE programme by the end of Year 9 or 10 (their continued studies including further GCSEs and/or Level 3 study) as part of our flexible pathways offer.
- most students will complete their GCSE programme at the end of year 11 (though with possibilities for individual subjects of a Year 10 finish where appropriate) and
- those who are not yet ready in Year 9 to begin Level 2 study follow a bespoke programme in Year 9, strengthening core skills (literacy and numeracy qualifications to help build confidence and skills to handle GCSE level English and Maths) and preparing them for Level 2 study from Year 10.

The curriculum model overall is marked by its facilitating "stage not age" learning wherever possible and a strong skills-base. Our expectation is that students will make 1 level of progress in each year so students who enter our school with level 5 or above in reading writing and Maths will be level 7 students at the end of year 8 in some subjects and will be ready in year 9 to start a GCSE programme in those subjects. We also intend to maximise our online learning offer to support students in their studies. All subjects will have on-line learning materials, tests and interactive quizzes.

## Qualifications

Key Stage 4	Key Stage 5
<p><b>CORE:</b>            GCSE English Language *            GCSE English Literature            GCSE Mathematics *            GCSE Biology, Chemistry, Physics /BTEC Applied Science            GCSE Computer Science or IT            BTEC Enterprise and Entrepreneurship Level 2  <b>Internally Accredited Core:</b></p>	<p><b>CORE:</b>            BTEC Enterprise &amp; Entrepreneurship Level 3  <b>Internally Accredited Core:</b>            PE            Critical Thinking            Enterprise Challenge            PSHE  <b>Optional Subjects :</b>            English Language/ Literature</p>

Physical Education (PE) Critical Thinking Enterprise Challenge Personal, Social, Health and Economic Education (PSHE) <b>Optional Subjects :</b> GCSE Spanish or French GCSE History GCSE Geography GCSE Religious Education GCSE Philosophy and Ethics GCSE Art GCSE Drama GCSE Music GCSE PE GCSE Additional Maths GCSE Product Design GCSE Food and Nutrition <b>Further Opportunities:</b> Accreditation in first Language Microsoft Academy Cisco Academy Short courses in e.g. personal finance, e-safety *English and Maths A range of literacy and numeracy qualifications will be available to help learners build their skills up to GCSE level	Mathematics, Further Mathematics Computer Science or IT Business Studies Economics Government & Politics Biology Chemistry Physics Forensic science Electronics Product design(Graphics) History Geography Religious Studies French, Spanish Art Drama Music <b>Further Opportunities:</b> Accreditation in other languages Microsoft Academy, Cisco Academy Extended project Traineeships, Apprenticeships Short courses in: eg app design, website design, social media
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We intend to be as flexible as possible with our curriculum offer and with our sponsor New College Swindon, students will have the opportunity to study additional subjects particularly in Key stage 5 either by part-time attendance at the College or college staff teaching their specialism in the Great Western Academy. In addition, our comprehensive VLE will allow access to study subjects online such as short course qualifications in personal finance, e-safety and personal effectiveness.

## Curriculum Delivery

### Literacy and Numeracy

The school will have a strong focus on setting high standards through the use of:

- clear non-negotiables around basic skills
- rigorous collection of assessment data and its effective use to inform planning and provision of interventions.

We believe that the importance of reading cannot be overestimated. We will build in daily compulsory reading period of 30 minutes within the timetable. In Key stage 3, to embed the reading 'habit', parents will be asked to support a daily homework requirement signing the student's reading passport that they have done so. Reading challenges will also be a part of our enrichment curriculum, including book clubs

where students will get together to review a book they have all read. Kindle/tablet reading accepted.

## **Critical Thinking**

We will develop our own 'Critical Thinking' curriculum, the aim being to develop all our students as independent and curious thinkers and enquirers - important in their studies and as a life skill. We want them all to be lifelong learners.

Critical thinking is often defined as 'thinking about thinking' and is used whenever we judge, decide, or solve a problem. We need it when we need to figure out what to believe, what to do and to do so in a reasonable and reflective way. Reading, writing speaking and listening can be done in a critical and uncritical way. Critical thinking is crucial to becoming a close reader and a substantive writer. In short, it is a way of taking up and working out life's problems. The course design will be based on the successful Philosophy for Children (P4C) resources with elements and concepts adapted from the A-level Critical Thinking syllabus.

## **Curricula ICT**

With the IT industry in all its forms, playing such an important role in the current and future economy, qualifications in computer science will be offered at KS4 and KS5. The School will pursue opportunities for industry-standard qualifications to become part of the enrichment programme. This approach will be a component of the core curriculum in KS3.

## **An entrepreneurial approach and ethos**

Our chosen specialism reflects our belief that our students should become enterprising people, ready to embark on new ventures full of boldness and initiative. Adults of tomorrow need to be independent thinkers, adaptable and lifelong learners since their careers may include many different jobs – many of which have not yet been invented.

All students will have lessons devoted to Enterprise learning and Entrepreneurship through their career at the Great Western Academy, leading to a BTEC qualification at Level 2 at Key Stage 4 and at Level 3 at Key Stage 5, ensuring all students leave us with accreditation which reflects our specialism recognised by employers.

We intend to make our curriculum as 'real' as possible by engaging students with the local business community. We will also engage in a variety of enterprise challenges and projects working with science, technology and business mentors as part of their Enterprise lessons in Key Stage 3 and 4, and their Enterprise and Entrepreneurship programme in the sixth form. We will recruit a team of business mentors from across the local community committed to support our students' learning. We intend that each group of students will have a business mentor who will also act as success

coach, motivating our students to aspire to achieve their challenging goals and supporting them in exploring their future career pathways.

The curriculum will include visits, work shadowing and work experience opportunities in Key stage 4 and 5 and internships for year 13 students in local businesses. New College Swindon already works with over 200 local businesses so the school will benefit from this existing network. We will seek a Business Champion who would be seconded from local business to help us. The motivational impact of a curriculum with IT and Enterprise at its core will help to raise standards and improve performance as demonstrated by the performance of New College's Level 2 and Level 3 students

Entrepreneurship days will allow the opportunity for extended learning and for students to work in their teams across the year groups.

#### **A case study with Working Knowledge – a summary**



#### **Business Mentors:**

30 students have met regularly with a business mentor during 2013/14, and there are 62 mentors from companies such as Zurich, Nationwide, Intel, Swindon Borough Council, as well as local SMEs and entrepreneurs.

Our Employer Engagement Officer meets with students and mentors to 'match' them based on career aspirations and subject specialisms. Mentors offer advice and guidance related to career direction, employability skills, and general confidence and communication.

All students will have the experience of running a business in their time at the Great Western Academy. We will provide the business with modest start up funding and any profit made will be given to a charity of their choice.

We will run Entrepreneur awards in each year group and on the annual awards evening our Business champion will award the Entrepreneur of the year award sponsored by one of our local business partners.

We want our students to become positive and imaginative thinkers, innovators and risk takers able to understand where they fit into the local and global community and with the knowledge, skills and attitude to serve those communities well.

#### **Entrepreneurship Days**

In addition to subject lessons the formal curriculum at The Great Western Academy will also have a range of planned experiences, Entrepreneurship days designed to provide learning opportunities where staff and students work closely together for extended periods of time to develop the students Individual Learning and Thinking Skills to become:

- creative thinkers
- reflective learners

- independent enquirers
- team workers
- self managers
- effective participators with a positive attitude
- problem solvers.
- communication and literacy, application of numeracy and IT underpin these employability skills (source: CBI definition of employability skills).

These days will be planned and delivered collaboratively by cross curricula teams of teaching and support staff in keeping with our belief that all adults who work at the Great Western Academy take an active part in the curriculum and student learning. These days will provide learning opportunities to develop knowledge and understanding within a range of cross-curriculum dimensions including:

- technology and the media
- global dimension and sustainable development
- identity and cultural diversity
- moral purpose
- community participation
- enterprise
- creativity and critical thinking
- research and analytical thinking
- healthy lifestyles.

Literacy, numeracy and ICT skills and critical thinking are taught as part of the formal curriculum and applied across all subjects. These Entrepreneurship days will bring coherence by linking skills development and learning from all aspects of the curriculum. Offsite experiences including visits, international trips and the use of external 'experts' from the local community, will be a key feature of Entrepreneurship days to enhance and enrich these learning experiences for students

### **Information, Advice and Guidance (IAG)**

Great Western Academy is committed to ensuring all students leave school with the employability skills and confidence to take their next step to forge a successful career. Our underpinning entrepreneurial skills development will provide students with the key knowledge, skills and attitudes to succeed in any work environment. The entrepreneurial approach incorporates a robust programme of IAG and this will be an important feature of the school for all students. We see this as vital in any economic climate as labour market demand and supply is constantly changing. It will also be an important component in our aim to raise the aspirations of our students. We want to highlight opportunities which students and their families may not have considered. We will therefore provide:

- personalised and impartial careers information and advice
- support for parents so that they can help their children to make the right choices

- online IAG resources accessible to students and parents e.g. Careers coach software
- opportunities for students to understand different courses and careers through visits, genuine work experience and visiting speakers
- coaching by appropriate adults for disadvantaged students and those with special educational needs
- our Entrepreneurship curriculum to prepare Great Western students for adult life.

We see IAG as an ongoing and active process, rather than a series of special events. All tutors will receive training in IAG, labour market intelligence and careers guidance and will be the first point of IAG contact for students. Their guidance will be particularly vital where students need to make choices: moving into key stage 4 and 5 and considering post 16 opportunities. Career aspirations will be integrated into their PLP and re-evaluated termly to establish personal goals.

The work of the tutors will be complemented by other strategies. Subject teachers will be expected to consider how they can build information about learning routes and work choices into their subject teaching. We want students to see their learning as continuously relevant to their future. We will also make use of visitors from the local community who will introduce students to a range of opportunities through their first hand experiences. If necessary, we will extend the tutorial time on an occasional basis for this purpose. In key stage 4 and 5, we will run more substantial careers conventions/employer fairs for students and their parents.

### **Next Steps**

All Key Stage 5 students will have one lesson a week focused on their 'next Steps' which will cover everything from UCAS applications, apprenticeship and workplace learning pathways, managing finances (an on-line Personal Finance qualification will be taken), living away from home to eating well on a budget. We want all our students to be ready for successful futures.

### **The vision for Information and Communication Technology (ICT)**

Great Western Academy will use extensive ICT facilities and e-learning materials to support high quality learning. We will embrace IT to promote communication (email, student/ parent portal, VLE, dropbox, social media), literacy and numeracy. ICT will support the application of skills and the commitment to life-long learning that are key drivers of work at the School. Every job involves ICT in some way and these skills must be mastered.

Students will have access to appropriate up to date equipment that will allow them to develop independent learning approaches. Currently, we envisage this including laptops with wireless internet facility, tablets, smart phones, digital cameras, video and sound recording equipment. We will embrace a BYOD (Bring Your Own Device) strategy to enable students to use their own tablets, smartphones etc. to enhance the learning experience. There will be a supply of laptops/tablets for those who don't

have their own. The school will be a rich IT environment just like the modern business.

The school will have a learning platform. Both students and parents will be able to access homework and learning information and student accounts and licences will be in the cloud so that learning materials can be accessed anytime, anywhere. Reporting on the progress of students will be available from the learning platform. Links will be available from the School website. The new School website will act as an information centre for parents and children.

This approach does mean that we can help home schooled learners in the area.

### **The use of ICT to support teaching**

To develop ICT literacy, children will be taught to become increasingly proficient in ICT skills. Teachers will be supported in delivering these skills through CPD. This will mean that the range of ICT equipment on offer will be reliable and regularly updated. Teachers will have access to shared areas to support planning, policies and curriculum resources, both learning and assessment tools.

Electronic assessment systems will be available to all staff at home and school so that they can be used to inform teaching on a regular basis.

Good quality interactive whiteboards will be used effectively and appropriately to enhance teaching and learning.

### **The use of ICT to support independent learning**

The taught element of the ICT curriculum will provide children with a sufficient skills base to become independent in their use of ICT. Children will learn when it is appropriate and best to use ICT and when it may be more appropriate to use other tools or forms of communication. Children will be expected to access learning and homework via the VLE learning platform. To support children who struggle to access ICT equipment at home, after-hours access to equipment will be offered.

### **VLE Virtual Learning Environment**

Many modern organisations have developed Virtual Learning Environments. Learners and staff can share resources, assessment opportunities, mentoring support, teaching support, additional lessons all in one place.

The VLE will complement to good work that goes on in the classroom. We firmly believe that e-learning complements teaching and blended learning works well.

VLEs 'free up' learning so that it is on demand. No longer do learners have to access materials at the same time, in the same place. VLEs allow distance learning, self-supported study, assessment on demand and 'conversations' between student and teacher at times suitable to both parties. We intend that our VLE will include all the Key Stage 4 and 5 subject learning materials, tests and interactive quizzes, together with additional subjects to ensure we are able to meet the needs and interests of all our students. Our students will already be used to using social networking sites, email

and text, virtual friendship groups etc and so access to a VLE will enhance the curriculum offer as well as facilitating the acquisition of transferable ICT skills. We will monitor the usage of the VLE and ensure all the VLE rooms are safe and secure for learners and meet Safeguarding requirements.

The VLE at Great Western Academy will be accessed through a link from the school website which means that learning can continue for students beyond the classroom and school day. Teachers will use it to promote collaborative learning and peer support, providing a secure platform for storing and sharing information between staff and parents, e.g. timetables, attendance data, assessment data, newsletters, reports to parents, homework, extended work.

New College has good links with IT companies, including Intel, to advise on IT infrastructure and a strong in-house IT technical and e-learning team to support the school. [REDACTED]

### **.E Safety**

The School will ensure it has suitable systems for the control of content available to students. This will contain a variety of access and security rights including those for email and data control. On-going training will be provided for all adults and students on e-safety. A clear policy will be established and practice monitored. Expert advice will be sought where possible. All ICT users within the School will be expected to sign agreements on appropriate ICT use and anti-cyber bullying policies will be in place. Parents will be kept informed via workshops on what happens in cyber bullying and how to work with their children against it. A short-course qualification in e-safety will be available to all staff and year 10 learners.

## **Student Organisation**

### **Teaching Groups**

**We are committed to teaching groups of no more than 25 students, creating ten forms in Key Stage 3 and 4 and a maximum of five (may change) in Key Stage 5 although we recognise some groups may be smaller. Setting will be exploited where appropriate, for example in Maths and Sciences, to ensure that students are able to progress by the expected one level of progress each year.**

New styles of learning and arrangements for “stage not age” approaches will frequently determine groupings and the level of staff involvement, e.g. some learning may be online with students attending a weekly tutorial rather than whole class teaching. Special Educational Needs will also determine different (and smaller) groupings at times and this provision will be catered for in terms of appropriate accommodation and specialist professional input. Similarly, master classes will be delivered related to achievement in group sizes tailored to needs e.g. students who are aiming for Oxbridge entrance.

### **Enterprise Teams**

In addition, the students will be part of vertical tutor groups known as their Enterprise Team. We recognise that the impact of this strategy will be limited in the early years after school opening due to the reduced number of year groups. Students will be organised into tutor groups of 25, in mixed ages of Years 7 to 13, for their tutor periods entrepreneurship activity and PSHE. We recognise some PSHE issues will be age sensitive so timetabling will be flexible to accommodate this. The aim for older students is to develop a greater sense of responsibility and community as they grow through the school and inspire younger students to engage positively with their learning and raise their aspirations. Our expectation is that older students will take on a growing role as 'buddies' with regards to pastoral support and coaching for the young students, and in so doing, develop their own skills and competencies with regards to community and leadership beyond the curriculum.

### **Companies**

The Enterprise teams will be grouped into companies as our school's alternative to the traditional house structure. The companies will be named after Entrepreneurs the students will recognise. Our aim is to provide the students with aspirational and highly successful role models from the world of business and enterprise. Whilst the company activities will resemble traditional house activities such as Sports days, they will also be in competition for the most profitable business run as part of their Enterprise programme each choosing a local charity/community programme to support.

### **Personal one-to-one success coach**

In our school we will (ideally) aim for each student group to have a personal success coach who will be a business mentor and who will work alongside their tutor. In addition to their weekly one to one session with their tutor about their ILP, every student will have regular, at least monthly, one-to-one coaching sessions with their personal success coach who will help students work towards their goals and work closely with teachers, students, and parents to communicate action plan items, track progress and assist with assignments. They will facilitate a holistic educational approach that makes teaching more successful and, most importantly, make students feel supported, more in control of their learning and more rewarded for their hard work. Coaches will also meet with them one-to-one to talk about their goals and progress and any challenges in their personal learning plans.

### **Structured student groups**

Students will initially study with others of their own age group in class groups of approximately 25 as a standard. However, this number is likely to become more flexible as the school grows and a wider range of student ages and abilities need to be provided for. In addition, as students progress through the school, it will be appropriate and beneficial for some to study in smaller groups with close supervision, while for others a more open and independent structure will be suitable so group size and structure will vary. It is recognised that this can represent some complexity for timetabling but a more flexible approach to room size and learning environments and groups should make timetabling more flexible and more adaptable to learner needs.

### **Social and welfare arrangements**

Social and welfare arrangements for the school will meet the following criteria:

- a) they will underpin the School's key purpose – learning
- b) students will feel supported
- c) they will reflect the School's stated ethos and support positive attitudes to learning
- d) students will feel appropriately guided.

Social and welfare arrangements for the School will have the following characteristics:

- a) the School will be made up of parallel all-age Companies of 350 students.
- b) the Company will embody the holistic approach of the School towards the development and education of students
- c) each class or tutor group will have a maximum of 25 students.
- d) the students' relationship with their Class Teacher/Tutor will be fundamental to their development of a sense of belonging and to their growing understanding of their potential and how to achieve it. Personal learning plans incorporating target setting and reporting on progress, for example, will be managed by Class Teachers/Tutors supported by their external success coach
- e) Safeguarding will be paramount, policies and procedures clear
- f) the school ethos will be to promote and deliver a safe, happy and professional environment so that learning can thrive and learners succeed.

### **Parent and family Involvement**

Parent partnership sessions will run six times a year at times to suit, normally in the early evening. Parents can request meetings at any time.

The class teacher/tutor will provide a clear channel of communication with students' families. The key purposes of this communication will centre on engaging parents as partners in their children's schooling. The School will work to ensure that the predominant parental emphasis embraces learning and the educational experiences enjoyed by their children and aspirations for successful future careers.

There will be greater use of new technologies, including a wide range of resources, information and interactivity on the School's website so that families feel part of the School and School life.

The quality of the learning environment of our new school will impact positively on parents and families, contributing further to the aspiration to rank highly in the estimation of the local community. Consideration will be given to the provision of courses for adult and community learning in the evenings and weekends, targeting parents and families.

### **Eating arrangements**

Midday meal time is an important opportunity to develop social skills and create a sense of a community sharing together. Good 'knife and fork' eating habits and table manners will be consciously developed. 'Grazing' will not be allowed. All students up to and including Year 11 will be required to stay on site throughout the day and provision will therefore be made before, during and after the school day. The School will provide a variety of eating choices appropriate to age.

Staff will be expected to eat with students and this component of their work will be appropriately recognised.

The food options available will be in line with the School achieving National Healthy Schools Status. A non-cash alternative will be used for purchasing food and there will be regular nutritional reports.

### **Curriculum Enrichment**

We believe in lifelong learning and intend to share with students a love of the learning process. The Enrichment curriculum will provide opportunities for all students to experience a wide range of exciting and engaging activities which stimulate and extend the individual's current thinking and interests. Whilst we would never underestimate the importance of teaching and subject lessons, there is a lot more to education and what goes on beyond the classroom. We believe it is also vital to contribute positively to our students' enjoyment at school and to help them develop into well-rounded mature young adults with strong moral beliefs and a sense of purpose when they leave school. Enrichment activities will be an effective way not only to extend educational experiences and opportunities, but also of engaging students in the values of the school. Further, they will allow the emergence of different relationships between staff and students, underpinning the partnership at the heart of effective education

To that end, we are committed to providing at The Great Western Academy a wide range of learning opportunities in Enrichment Time which is scheduled to take place in the last hour each Tuesday, Wednesday and Thursday afternoons. All students will be expected to participate in at least two activities from the Enrichment programme.

The programme will be designed to reflect the 11-19 age range of our students from playtime activities such as puppet theatre and film club to the professional accredited courses such as Microsoft and Cisco academy for the senior students.

Included in the programme, will be a wide range of courses such as qualifications in sports coaching, refereeing, food nutrition and Duke of Edinburgh awards, as well as curriculum related elements such as personal effectiveness and employability skills.

Community activities will be linked to the Enterprise Company activities and all students will be expected to participate in a programme to support the local community.

Each subject will offer regular clubs, extension activities and educational visits which students will be actively encouraged to attend and participation will be part of our rewards system.

In addition, there will be breakfast club activities for those students who arrive at school before the formal start of the day.

Visits will include theatre, art galleries, museums and other places of interest linked to subjects. We will encourage local businesses and organisation to commission

work for our learners e.g. short films, art work, primary and secondary market research.

During their time at school and as part of their wider personal development, every student will take part in at least one overseas trip and at least one residential visit.

We intend to provide foreign travel opportunities to France and Spain and other European countries as part of the subject curriculum, but also to the third world. We aim to partner with at least one third world school and through visits and fund raising, support the education of students in that school. (New College has links in Kenya and China).

We will have an annual year 8 outward bound activity under canvas which students will plan, help to write menus and buy food to develop their literacy and numeracy skills. They will cook their own food amongst other daily tasks, thereby developing key life skills.

*Great Western Academy has talent* competitions: we expect every student at some point in their career to take part in a performance of some kind whether it is sporting, musical or drama. We will hold annual drama productions, performing and visual arts events, concerts and sporting competitions to give a wide range of opportunities for students to participate in.

Many of our Entrepreneurship development days will be geared to raising awareness of big issues such as human rights, climate change and world poverty and we expect them to stimulate further out of hours learning activities.

## **Assessing and meeting the needs of all students**

### **Assessing Students**

Our proposed digital platform materially assists assessment as it will allow for real time data collection and immediate analysis of student progress. Specifically, The Great Western Academy will use the following assessments to measure student progress:

- **Baseline achievement data:** Prior attainment KS2 data and GCSE results for incoming students will be integrated into each student's basic information. Results for standardised tests taken while enrolled at The Great Western Academy will be included. This data will be used for target setting and to track progress within year and from year to year.
- **Pre-and post-testing:** We will use commercially-available assessment tools. From New College's experience successful tools include bksb, Functional Skills Diagnostic Assessment (English and Maths), which tracks standards from Entry level 1 to Level 2, together with assessments at Level 3, along with prior attainment data, to set individual targets to support the development of each student's PLP. This data will also be used to set subject specific targets.

For 16-18 year olds, we will use the ALPS system for value added which measures outcomes against GCSE points on entry.

- **Ongoing formative assessments:** Students will engage in assessments that tap into all levels of their thinking. Assessment activities include scored regular assignments, daily “checks for understanding” requiring students to apply and integrate new skills in a thoughtful manner, and regular online quizzes or use of classroom voting pads to measure understanding of newly presented material. Progress will also be tracked against outcomes in relation to entrepreneurial and employability skills. From Year 7 onwards, the ongoing formative assessments will be used to: modify planning, reshape teaching approaches and to design interventions, to ensure that all students are making the required progress and to ensure that there aren’t any achievement gaps between different groups of students.
- **Curriculum-Based Assessments:** Our teachers will use curriculum-based assessments as a quick and effective way to gather additional information on students’ understanding of concepts (including through personal conversation with students).
- **Summative assessments:** For each course, summative assessments include quizzes, unit tests, midpoint and final exams. While the quizzes are brief and frequent, tests and exams are more comprehensive and less frequent.
- **Portfolios and performance assessments:** Portfolio and performance assessments will be embedded in every course. These assessments include written compositions, science lab reports, short answers and essays, book responses and a variety of work samples which will make up a student’s portfolio.

Details of how are assessments will be used to set student targets and monitor progress are outlined in section D2.

### **Ensuring academic integrity and authenticity of student work**

Since data flowing from the digital platform is so critical to the effective assessment of progress at our school, we will take the following measures to ensure that students are doing their own work, and completing their own assessments when working on-line:

- **Honour code:** As part of the recruitment process and their home school agreement, students will be required to review and sign an Honour Code pledging to uphold academic integrity.
- **Diversity:** The Great Western Academy curriculum will include a rich diversity of assignments making it difficult for students to guess or cheat their way through work.
- **Curriculum based assessments:** Through direct conversations with students (vivas/oral exams), teachers conduct curriculum-based assessments to gauge and verify student learning.

- **Technology tools:** Students and staff will be encouraged in the active use of plagiarism prevention tools like 'Check My Work' to help identify and correct inappropriate re-use of content.

### **Approaches to meeting different needs**

This section covers how we will meet the needs of particular groups of students, for example, students who are gifted and talented and those who are suffering temporary challenges that affect learning need and additional support at different times. It also addresses how we will support those with Special Educational Needs (SEN), understood as learning difficulties caused by issues relating to behaviour, emotional and social development, as well as sensory and/or physical needs which impact on cognition, learning, communication and interaction.

A fully inclusive classroom, with high levels of differentiation to ensure that every student's needs are met (regardless of whether they are identified as SEN or not), is the foundation of our educational vision. We will have the highest expectations for all students, seeking to address any learning difficulties or other special educational needs on an individual basis to give maximum access to the curriculum. The students themselves will be at the centre of our planning and we will involve them and their parents or carers in any special arrangements. Wherever possible, our aim will be to include students fully within mainstream class activities, adapting as needed the teaching approaches and materials to meet individual needs. We will review progress regularly, learning from our experiences so that we continually improve our provision for each student. Our CPD programme will ensure that all staff have the skills to deliver an inclusive approach to teaching and learning and able to motivate and enthuse all students to maximise their potential and achieve beyond expectations.

Our vision and belief is that all students can and will excel at our school irrespective of their special circumstances, additional needs or achievement on entry.

### **Special educational needs (SEN)**

Approximately 6% of our cohort of students will be SEN, below the national average of 7.7%.

The SEN Code of practice 2014 came into force from September 2014 and details the new statutory guidance on duties, policies and procedures for schools, colleges and other agencies that stem from the Children and Families Act 2014.

The key principle that underpins the code is that SEN provision affects all staff and schools are advised to start with the question 'Are we an inclusive community?'

The definition of SEN remains the same - a child is said to have a Special Educational Need (SEN) if he/she has a significant greater difficulty in learning than the majority of children of the same age. The code is clear that behavioural

difficulties should not automatically lead to students being identified as having SEN and extends the definition to young people up to 25.

The Governing Body of the Great Western Academy will comply with all of the duties imposed upon the governing bodies of maintained schools by the SEN Code of practice 2014 and the changes in respect of students entering the school in 2016 currently covered by school action and school action plus.

As a new school, we will also implement the Education, Health and Care (EHC) plans which replace statements and learning difficulty assessments from the outset if possible, although the legislation does not require full implementation until 2018. This is based on the assumption that the LA 'local offer' of all SEN services information advice and support is in place to support early implementation as the new duties require education, health and social care to jointly plan and commission support.

We will ensure that parents and young people over the age of 16 with an EHC plan who request a personal budget as part of their support, will have this specified in their EHC plan.

All other young people with SEN have 'additional SEN' needs. This replaces school action/school action+. We will comply with the code which outlines a graduated approach formed of four actions (assess, plan, do, review), to ensure effective support through decisions that are revisited and refined. For each student with additional SEN needs, there will be a clear set of academic and developmental targets, with provision accurately recorded and teachers responsible for ensuring progress.

The code says high quality, differentiated teaching is vital to meeting the needs of SEN students and we will ensure that the performance management targets for all staff teaching and support staff include quality of teaching and progress of students with SEN. Our annual professional development programme will include training for all staff to build their understanding and identification of SEN into the overall approach to monitoring progress and development of all students. The monitoring of the quality of teaching outlined in D2 will include a focus on students at risk of under-achievement and our teachers' understanding of the strategies to identify and support SEN.

In addition, to comply with these statutory duties, the Governors will ensure that the school's website includes details of the arrangements for the admission of disabled students; the steps taken to prevent disabled students from being treated less favourably than other students; and the facilities provided to assist access to the school by disabled students (as defined for the purposes of the Equality Act 2010). We will establish clear lines of communication with parents/carers and ensure meetings are held at times that they can attend. As outlined in the code, a teacher with a good understanding of the student with 'additional SEN needs' will meet with parents termly to set clear goals, review progress made and identify the responsibilities of the school parent and student. Teachers will be supported to manage these conversations as part of their professional development.

We believe children learn best when they have a sense of belonging, of being valued and of achievement. At times, a child's feelings hold back their learning. We will seek to remove every barrier to this, offering a wide range of targeted support for children whose behaviour or emotions impede their own or anyone else's learning.

Teaching and learning is of real importance; we will not allow the learning of others to be disrupted in our classrooms.

Our approach to SEN will be driven by the following core principles:

- all students, whatever their needs, have access to a broad, balanced curriculum and are included in every aspect of school life
- no student is excluded from any activity because of their special need, although a student may be excluded temporarily from an activity if their behaviour is placing themselves or others at risk
- the needs of most students will be met within the environment of the classroom through a differentiated curriculum, unless it is demonstrated that a withdrawal group will have more impact than class delivery
- we are clear that slower language acquisition is not a special need
- all students will develop a sense of belonging and pride in their school
- the abilities and personal strengths of students will be recognised as well as their barriers to learning.

We believe that students with SEN should be able to make progress in line with national curriculum expectations. To ensure this, the following provisions will be made in respect to teaching and learning for SEN students:

- students' progress is tracked against the level descriptions in the national curriculum
- differentiation will be evident in lesson planning by identifying student groupings and arrangements for them through the lesson including different expectations and expected outcomes
- differentiation will be evident in provision of additional/different activities and/or resources for individuals or small groups
- all students' progress is monitored through termly student progress meetings where arrangements for further support are made whether students are identified with SEN or not.

If students are not making progress, the school will intervene quickly, identify any special educational needs and revise their PLP and ensure they get the right level of support. Personal tutors will also support individual students either with one-to-one help or in small groups.

Timely and effective intervention will be key for identified individual or group needs. The additional interventions will form the basis of the schools Provision Mapping for students with SEN. The provision will be rigorously monitored and evaluated in terms of impact and value for money. The allocation of additional staff will be guided by the additional or different learning needs of individual or groups of students which cannot be catered for in the classroom staffing. SEN teaching assistants will be expected to be able to use planning to inform their approach in lessons, and informative marking and assessment. They will also be expected to prepare end of

year reports for the interventions they have carried out. To ensure high quality provision, teaching and support staff will attend relevant SEN training.

An experienced SEN Co-ordinator will be appointed, and their role will be to:

- support teachers in identifying students who have special educational needs
- lead and performance manage the work of the More Able and the Looked after Children Coordinators
- oversee the maintenance of the SEN administration and related record keeping
- liaise with support agencies, including regular meetings with the school's educational psychologist; specialist teachers and speech therapists (whether 'in house' or contracted support)
- coordinate teacher termly meetings with parents/carers and students to review progress
- contribute to professional development training of all staff
- ensure that SEN students are effectively included in the life of the school
- lead regular SEN review days, working with teachers on updating PLPs and SEN management paperwork
- ensure teaching staff and EAL, LAC, MA coordinators and teaching assistants (TAs) have access to relevant courses
- hold regular review meetings with TAs; make observations twice a year
- performance manage and observe the TAs
- contribute to recruitment of TAs and arrange cover for staff absence
- give help and support to teachers by suggesting appropriate strategies and resources for students
- keep staff informed of recent SEN literature/research and courses
- convene, chair and record reviews of EHC plans
- keep the Principal and senior staff informed of all SEN matters.

The SENCO may be a member of the Senior Leadership team to show our commitment and the significance and importance that we place on meeting our SEN responsibilities. The SENCO will also have responsibility for individualised teaching and learning, overseeing the work of students, personal tutors and the drawing up, implementation and monitoring of their individual learning plans.

Our SEN practice will be deemed effective when there is evidence of:

- students with SEN making progress in line with national expectations
- overall student progress, through data tracking, meeting PLP targets, staff, student and parent/carer feedback at annual reviews
- sufficiently differentiated work and/or an adapted learning environment for those students with SEN
- the allocation of additional staff and resources having a measurable impact
- parent/carer, student involvement or taking their views into consideration
- records for students with SEN being kept accurately and up to date

- transition arrangements being carried out and information about SEN students being handed over effectively as students move through the key stages. This includes transfer between key stages, year groups and into mainstream school
- the SEN Co-ordinator keeping up to date on current SEN issues and ensuring that all staff are clear on policies, procedures and access to training.

### **Students with disabilities**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Disability Discrimination Act 1995 (DDA) uses a broad definition of these to cover all activities that occur in a school.

The identification of barriers to participation in all areas of school life will be a priority and where necessary, adjustments will be made to the curriculum and teaching methods. The overriding principle is to provide full curricula access to all students who have been allocated a place at The Great Western Academy.

All staff should feel confident in their ability to deal appropriately with every student. They should be able to identify when a student is not suited to an activity, and have an alternative available.

### **Gifted and talented students**

We are committed to providing a sufficiently challenging curriculum for all of our students. We will provide opportunities to identify and nurture those who are more able. We estimate this to be no less than 5% of the cohort. This does not necessarily just mean high achievement but can refer to the investigative learner who approaches tasks differently, or to the learner who produces art work that is always original. With its individualised approach, as you would expect, the Great Western Academy will have a particular focus on more able (MA) and Gifted and Talented students in line with our stated principle that all students will progress in line with their potential rather than their age.

To ensure that all students achieve to their maximum potential we will:

- ensure staff have targeted CPD and are professionally enabled to identify and develop each student's full potential
- provide lessons that stimulate, engage, challenge, inform, excite and encourage
- employ skilled, well-prepared and informed teachers who have a perspective and understanding of whole-school needs, problems and policies, especially those concerning issues related to those students identified as more able and gifted
- provide an entitlement beyond subject teaching, including preparation for adult life and work. This will include extra-curricular activities including opportunities to learn about and partake in, financial enterprise, entrepreneurship and community service

- include in the entitlement and enrichment beyond the curriculum school-wide events such as performances, talent shows, debating competitions
- ensure the effective assessment of students' potential and performance
- recognise, celebrate and reward the achievement of all students
- make specific arrangements for coordinating MA provision
- all schemes of work will be planned to include specific enrichment material and ideas
- make staff aware of their role in the identification of more able students, based on subject-specific criteria and the need to make the curriculum sufficiently challenging and an awareness of unique ability and talent
- all staff will contribute to the MA register which will be updated termly
- continuing professional development for staff that addresses the implications of more able students for senior management, within individual subject areas and develops teaching and learning styles that take account of differentiation, enrichment and extension
- the regular monitoring and reporting, to the MA Co-ordinator, of individual student performance
- an audit of enrichment and extension opportunities that could be provided, led by the MA Co-ordinator.

### **Students for whom English is a second language (EAL)**

13% of Swindon school students are EAL (January 2014 school census) close to the national average for England of 14%. We will ensure we have arrangements in place to ensure they are able to access the curriculum. Some of these children will be able to communicate orally in English but their written work will exhibit a limited vocabulary range. This is often because their home language is used out of school and they do not read or write it well either. They therefore lack the structure of one language to support the development of a second.

We will provide additional opportunities for these children to engage in discussion and give them a wider vocabulary to use within their writing. Teachers will ensure that they are not passive listeners when taking part in teaching sessions.

Strategies for students who are EAL that we will use will include:

- grouping carefully within the classroom with other children with good language skills
- setting individual targets to extend their vocabulary
- giving focussed success coach support with reading to include discussion about their chosen texts
- using selective questioning strategies to ensure that they participate actively in the lesson.

We will complete an initial assessment of each child's language ability on admission to the school. Some of this information will be gained from parents during their child's enrolment as part of the home visits coordinated by the SENCO and carried

out by the Enterprise tutors. This information, together with the results from the cognitive testing, will be fed into each student PLP.

Following the assessment, the child will be given, if required, an EAL TA to support them within the classroom and around the school. Wherever possible, the TA will be able to speak or have some knowledge of the new child's language.

The teacher/TA responsible for EAL, will be responsible for an induction programme with the child. This will focus upon initial words and phrases to help them with the routines of the Great Western Academy School day. This will happen for short sessions of 30 minutes per day for the first two weeks when we will further assess the needs of the student and ensure appropriate ongoing support is in place.

The opportunity for students to gain accreditation in their first Language recognises the commitment we have to supporting diversity and each student's culture

### **Looked After Children (LAC)**

The term 'looked after children and young people' is generally used to mean those looked after by the Local Authority. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks, or respite care and those who have been placed for adoption until the court makes the adoption order giving parental responsibility to the adoptive parents. Generally, children in care continue to have poorer outcomes than the wider population particularly in relation to educational achievement.

In the Swindon LEA the LAC per 10,000 children over 10 years old is 32, the national average is 37 (source Swindon Borough Council March 2014). At the Great Western Academy we intend that LAC will make progress in line with national expectations. This cohort often have more chaotic lifestyles and higher instances of mental health issues than the general population and these issues can impact on their ability to engage successfully with their learning. We will, therefore, have a nominated LAC coordinator who will ensure that these students receive the right pastoral and academic support to help them fully engage and achieve their potential.

### **Disadvantaged students**

Currently, the two local schools track record of success with disadvantaged students is below average. As detailed in D2 below, the attainment gap for English is 21% and Maths 16% for students attending Isambard Community School and 27% and 30% respectively for Nova Hreod school students.

We intend to have a strong focus on driving up aspiration and achievement for students who come from homes and communities with multiple indicators of disadvantage or deprivation. We believe the business and enterprise ethos of the school, the use of success coaches from the business community, will be crucial in motivating our students to aim high. We are committed to all students at The Great Western Academy making progress, at least in line with national expectations, regardless of their background, through the strategies we have in place for each

student which include our extended day together with their PLP, (the use of which is extensively detailed in previous sections). Approximately 275 of the year 7 to 11, 22% of our students based on LA averages, will attract the pupil premium funding (£935 per pupil 2014/15). We will ensure that all pupil premium funding is targeted directly to support those students who attract the funding to support their PLPs. Effective strategies are outlined in the EEF toolkit <http://educationendowmentfoundation.org.uk/toolkit/>.

We intend to use the £250,000+ to support both teaching and support staff including learning mentors to achieve the support and intervention required by these students PLPs, and to give staff the training and resources they need to run effective intervention programmes for everyone with learning needs. This will include catch up literacy and numeracy programmes, one to one tutoring, small group work, and structured on-line learning programmes. We will move swiftly and effectively to identify blocks to performance and ensure we put in place the appropriate intervention.

### **Multi-disciplinary approach**

The school staff will be an active part of a wider team of multi-disciplinary professionals who support the complex needs of SEN students within and outside the school. In order to fully meet these students' needs, external services will be purchased from, or provided by, the Local Authority or other providers. This could include the involvement/use of speech and language therapy, occupational therapy, educational psychology, school nurses, social services, educational welfare, youth and inclusion support projects and art therapy/counselling services.

Excellent working relationships with each of these external agencies will ensure that the highest quality provision is implemented across the school. The SENCO will be responsible for regularly communicating with these agencies so that they are fully informed of the needs of the students.

## **Student Transition**

A senior member of staff will take responsibility for transition and ensure that the relevant Local Authorities and all stakeholders are fully informed about the Great Western Academy. They will work with schools to ensure those students who will gain most benefit from its unique ethos are encouraged to choose our school.

Home visits together with visits to our partner primaries, will be carried out by the Enterprise team tutors coordinated by the SENCO for all year 7 students prior to starting at the Great Western Academy, including casual or in-year admissions. These visits are vital to enable staff to see the child and the family in their home environment, and also to begin to set expectations for the family around all aspects of life at our school. At the home visit, the parents and members of staff will sign the Home School Agreement for the Great Western Academy and will sign the Honour

Code/Code of Conduct. This clearly sets our expectations around student conduct in and around the school. For year 12 students, individual student interviews will be undertaken by the 6<sup>th</sup> form Enterprise tutors.

Parents will have a clear role in making sure their child is well behaved at school. We will make every effort to work with families to ensure their child attends and enjoys school, by building a supportive partnership between school and parents that allows an easy and effective means of communication to be maintained if students are ill or unable to attend. We expect parents to assist and encourage their children to recognise the importance of punctuality and attendance. Parents of children at the Great Western Academy will know how to communicate with each other and us and we will encourage peer support and communication.

As an 11-19 school, transition between phases will be seamless when full. The Enterprise team and Company structure also facilitates transition with new students being welcomed into the 'family' with older students.

All Key Stage 5 students will have one lesson a week focussed on their 'next Steps' which will cover everything from UCAS applications, apprenticeship and workplace learning pathways, managing finances and living away from home to eating well on a budget. We intend that all our students are ready for successful futures. We will run career guidance days and use *Careerscoach*, an online package on the New College web-site, which helps students select the right course for particular jobs, write CVs and find out about local vacancies and salaries in real time.

We recognise that some Key Stage 4 students may not stay on at the Great Western Academy and in this key stage there will be dedicated IAG through their PSHCE programme to support them in their choices of destination post -6 including participation in the careers guidance days.

## **Section D2 – Measuring performance and setting targets**

The ethos, structure, systems and curriculum design underpinned by the Enterprise teams, will come together to produce better outcomes for all students. We will set ambitious strategic targets for staff and students at the Great Western Academy to fulfil our expectation that **all** students will achieve exceptional results. We will help our students to gain excellent academic qualifications, employability and life skills and a positive, entrepreneurial attitude. They will be supported to make good decisions throughout their life at school and their progression beyond school, and will be able to make a meaningful contribution to society both as students, and as they reach adulthood.

### **Individual targets and success criteria**

In setting our targets we intend that students at The Great Western Academy will perform above national and local averages at all key stages and perform well above the highest achieving schools locally. The following tables from 2013 data comparing the local institutions show that students in our community should be achieving higher standards in comparison with similar and indeed all

schools. Our ambitious targets are intended to close this gap, achieving well above national average as an outstanding school.

As detailed previously, the prior attainment for year 7 students is expected to be National Average for reading writing and Maths at 75% for level 4 and above, so analysis indicates that the underachievement at secondary level in LA schools is not related to prior attainment.

The following charts detail the performance of the two local schools in the North Swindon area.

<b><u>Performance Measure</u></b>	<b><u>Isambard Community School</u></b>	<b><u>Comparison with Similar Schools</u></b>	<b><u>Comparison with all Schools</u></b>
<b>5+ A* -C including English and Maths</b>	57%	Bottom 20%	Middle 20%
<b>Key Stage 4 English Expected Progress</b>	75% 72%	Top 40% Top 40%	Top 40% Top 40%
<b>Key Stage 4 Maths Expected Progress</b>	62% 52%	Bottom 20% Bottom 20%	Bottom 40% Bottom 40%
<b>Key Stage 4 Science</b>	40( 91% entry )	Bottom 20%	Bottom 20%
<b>Closing the gap Disadvantaged students English</b>	56% compared with 77% overall	Top 40%	Top 40%
<b>Closing the gap Disadvantaged students Maths</b>	41% compared with 57% overall	Bottom 20%	Bottom 40%
<b><u>Performance Measure</u></b>	<b><u>Nova Hreod School</u></b>	<b><u>Comparison with Similar Schools</u></b>	<b><u>Comparison with all Schools</u></b>
<b>5+ A* -C including English and Maths</b>	46%	Bottom 20%	Bottom 40%
<b>Key Stage 4 English Expected Progress</b>	59% 59%	Bottom 20% Bottom 20%	Bottom 40% Bottom 40%
<b>Key Stage 4 Maths Expected Progress</b>	57% 52%	Bottom 20% Bottom 20%	Bottom 40% Bottom 40%
<b>Key Stage 4 Science</b>	38% ( 93% entry)	Bottom 20%	Bottom 20%
<b>Closing the gap Disadvantaged students English</b>	39% compared with 66 % all	Bottom 20 %	Bottom 40%
<b>Closing the gap Disadvantaged students Maths</b>	31% compared with 61% all	Bottom 20%	Bottom 40%

We recognise that from September 2014, the 5 A\*-C accountability metric is replaced by the progress 8 metric and also that there will no longer be National Curriculum levels. However, in setting our aspirational targets for the Great Western Academy, we are advised that these measures give a vital indication of the expectations we have for our students and a useful benchmark to compare our planned outcomes with local and national performance. We have included these metrics in italics.

The following table details the achievement of the local post-16 institutions in 2013

Performance Measure	Swindon Academy	Wootton Bassett	Ridgeway School and	St Joseph's RC	New College Swindon
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			Sixth Form		
Average A/L Grade	D	C+	C	D+	C
% achieving 3 A- E	56%	75%	52%	58%	77%

Indicator	Success Criteria	Measurement
<b>Achievement</b>	<p>85% students achieve, at least, 3 A-E grades at A- Level</p> <p>Average A /L Grade B</p> <p>All KS5 students achieve a level 3 Enterprise qualification</p> <p>All KS5 Level 2 students achieve A* -C grades in English and Maths</p> <p>All KS4 students achieve 5+ A*- C grades at GCSE and a level Enterprise level 2 qualification</p> <p>80% students achieve 5+ A*- C GCSE grades with English and Maths.</p> <p>85% students complete Key Stage 3 with a level 5 in English, Maths and Science.</p> <p><b>All</b> KS4 students achieve a 'Progress 8' measure indicating that they have performed at least as expected across 8 key subjects. A significant proportion (not less than the percentage that is required to secure a 'good' Ofsted grading for achievement) achieve a 'Progress 8' measure indicating that they have performed better than expected across 8 subjects.</p> <p>Progress will be carefully tracked to ensure that no student is falling off track to secure their attainment targets. Milestone targets will be set for groups of students so that emerging achievement gaps can be identified and addressed</p> <p><b>All</b> students make at least the nationally expected progress KS2 to KS4 in English and Mathematics and a significant proportion of these (not less than the national expectation to secure a 'good' rating for achievement from Ofsted) achieve beyond this</p>	<p>External examinations for GCSE and AS and A/L Level 2 and Level3 Accreditation</p> <p>End of key stage assessments.</p>

	<p>expectation.</p> <p>There will not be any ‘achievement gaps’ between those students designated for the Student Premium and those who are not supported by additional funding</p>	
<b>Progress</b>	<p>Student progress on track to achieve yearly subject targets. All underachieving groups identified and PLPs in place to close the gap.</p> <p>All students will make the expected 3 levels of progress from KS2 to KS4 in English and Maths and 50% make 4 levels of progress.</p> <p>The gap in expected/ good progress between students in receipt of the Student Premium and those who are not will be zero in English and Maths.</p> <p>The gap in expected/ good progress between SEND students and non-SEND will be zero in English and Maths.</p> <p>The Value Added achieved by Student Premium and SEND students will be at least 1010.</p>	<p>Monitoring of students’ progress will be overseen by the Head of the Enterprise Company with responsibility for quality assurance. Progress will be measured against baseline data against the previous key stage outcomes and Value Added cognitive tests and NFER Reading tests.</p> <p>Termly numerical achievement assessments in each subject will be used to track progress</p>
<b>Teaching</b>	<p>All teaching will be judged to be at least good with more than 50% outstanding.</p>	<p>Lesson observation as part of Performance Management using OFSTED criteria (clear expectations of student ’s progress)</p> <p>Learning walks</p> <p>Student feedback</p> <p>Work scrutiny</p> <p>Students progress evaluation</p>
<b>Attendance</b>	<p>96% for each year group – includes authorised and unauthorised attendance</p> <p>No more than 5% persistent absence (below the national average of 6.5% and the average for the two local schools of 6.7%)</p>	<p>Attendance data:</p> <p>% daily attendance</p> <p>Punctuality in arriving at school and lessons.</p> <p>Engagement with online learning when learning off site</p>
<b>Behaviour and safety</b>	<p>Behaviour and safety judged as outstanding</p>	<p>OFSTED criteria used to judge behaviour and the extent to which students feel safe</p> <p>Behaviour management tracking system incident records and follow up and scrutiny re:</p> <ul style="list-style-type: none"> <li>• Type of incident e.g. bullying including cyber and prejudice-based bullying.</li> <li>• Effectiveness of actions to tackle discriminating behaviour.</li> </ul> <p>Feedback from parents and carers via annual surveys and from visitors to the Great Western Academy and from others from</p>

		visits and trips. Students respect for School environment, facilities and resources.
<b>Student well – being and pastoral care</b>	All students are well known as individuals and feel supported by the staff. PLPs include objectives to secure students’ well-being. Pastoral care system is open, fair and transparent with respect to both rewards and sanctions Inclusion Quality Mark (IQM)	Student and parental/ carer surveys PLP monitoring Pastoral care data scrutiny External verification against IQM criteria
<b>Post school readiness</b>	100% students have the necessary qualifications and skills to progress to their chosen post -18 destination	Post Great Western Academy destination surveys Longitudinal tracking. Post-year 18 completion data Alumni surveys
<b>Community Engagement</b>	Students engaged with their community Community Activities Programme.	All students undertake a project in the Community as part of their Enrichment Programme Number of members of the community participating in the Great Western Academy Community programme including adult learning.
<b>Character Development</b>	Great Western Academy ethos and values understood and shared by all students.	Each student raises money for a chosen charity and does voluntary work in their community. Students achieve an external award, such as Duke of Edinburgh
<b>Fitness and Health</b>	Students keep themselves as fit and healthy as possible. “Work hard and play hard”	Fitness and health integral to all students’ PLP. Participation in extended curriculum, sporting and health related activities.
<b>Stakeholder satisfaction</b>	High levels of satisfaction (90% +) from <ul style="list-style-type: none"> <li>• Students</li> <li>• Parents/ carers</li> <li>• Staff</li> <li>• Other stakeholders</li> </ul>	Student surveys High attendance and effort grades Student exit interviews Parents annual survey AGM Attendance at parents evening Thriving parent staff association Oversubscription Informal feedback Recruitment analysis including number of applicants per post Retention rates Staff attendance and sickness records Staff surveys Exit interview Visitor and others feedback
<b>Financial</b>	Great Western Academy will run a surplus	Annual budget set in advance by

<b>Viability</b>	budget and reinvest in outstanding learning facilities and resources	Governors for each financial year Monthly management accounts ASET conduct external audit of accounts
<b>Strategic Leadership</b>	Governor Mark awarded	Using the National Governors Association quality standards framework

### Setting ambitious and realistic targets

- **Achievement** - our challenging achievement goals are designed to ensure all students leave our Academy with the excellent qualifications they need to ensure they can plan their future careers with confidence. They will have the benefit of a broad and balanced education having achieved A\* -C grades in English, Maths, Science and Computer Science and with 85% achieving 3 A-C grades at A level they will have the opportunity to go onto University. The accreditation in Enterprise and Entrepreneurship will further enhance their career prospects equipping them with employability skills.
- **Progress** - our curriculum is designed to look forward to where we want our students to be at each strategic assessment point in their school career. We have set ambitious targets at the end of each key stage as well as for GCSE/ Level 2 vocational qualification and Advanced level/Level 3 vocational qualifications. We will carefully monitor their progress towards these targets to ensure our students achieve their goals.
- **Teaching** - without excellent teaching our students will not achieve the ambitious goals we have set. Teachers at the Great Western Academy will be our most valuable resource and we intend to recruit outstanding teachers and make sure we provide the resources and positive learning environment for them to be successful.
- **Well-being and Pastoral Care** – if students do not feel safe, well cared for and happy at school they will not be successful. The creation of a positive learning environment will be the cornerstone for success at the Great Western Academy. Fitness and health is included as key to our students well-being.

**Attendance** - if students are not at school, they are not accessing the curriculum and this will have a negative impact on their achievement. Our detailed monitoring of attendance will ensure we intervene very early to support the student and their family before it becomes an issue. Similarly, staff attendance is important to ensure our students receive the high quality instruction enshrined in our curriculum. The expectation is no more than five days per annum self-certificated absence, i.e. below private sector absentee rates.

- **Behaviour** - We believe everyone has the right to an education free from fear and intimidation in a safe, secure and happy environment which can only be achieved with excellent behaviour. We will monitor all incidents of inappropriate behaviour, identify trends to ensure learning is not compromised and all students achieve their potential.

## **Strategy to achieve targets**

Our educational plan, staffing structure and performance management has been conceived to realise our educational vision and achieve the challenging targets above. We have detailed how we will do this in the relevant sections, but essentially the key elements to ensure success are:

- quality framework used as part of the annual review (self-assessment report and Quality Improvement Plan – actions to improve student performance)
- advice from established outstanding schools/School Improvement Partner
- annual external review from OFSTED Qualified Advisor/inspector
- developing and delivering a robust school development plan
- promoting a positive learning ethos
- excellent teaching from outstanding teachers underpinned by robust performance management systems
- distributed leadership
- setting high expectations with challenging goals
- progression linked to potential not age
- robust assessment and monitoring of progress
- individualised teaching and learning, including detailed Personal Learning Plans (PLPs)
- students at the heart of the school – knowing them well and empowering them to be successful
- innovative curriculum design, organisation and delivery
- School at the heart of the community
- utilising the Student Premium to maximum effect, ensuring those from disadvantaged backgrounds and/or with specific identified needs achieve in line with their peers.

### **Creating a positive learning ethos:**

The Great Western Academy pastoral arrangements will underpin our key purpose of learning and will:

- ensure students feel supported
- include provision of clear, independent advice and guidance
- reflect our stated ethos and support positive attitudes to learning
- ensure students feel appropriately guided, engendering a more “work-based” atmosphere within the Great Western Academy.

Students will be allocated to a cross-age Enterprise team. The Enterprise team tutor will deliver Personal Health Social and Citizenship Education (PSHCE), Critical thinking and coordinate the Enterprise programme of study. He/she will be responsible for the pastoral welfare of each student

who will remain in the same team throughout their school career. Tutors will be responsible for monitoring academic and personal progress within the student's personal learning plan. The setting and reviewing of learning and confirmatory targets will be achieved by mentoring events, during which the formal timetable is suspended. Tutors will also take responsibility for liaison with teachers and support services, parents and employers. Each student will ideally also have a business mentor who acts as a success coach and be linked with 'virtual' mentors, skilled professionals representing the technical strands, who will maintain contact through social networks. Students may undergo training to become academy ambassadors, promoting our schools and mentoring junior students.

Learner voice: A Student Council will be set up, with representatives from each Enterprise Team and will ensure equity across each year group. The Council will meet monthly with the Principal to discuss all aspects of life in the Great Western Academy and will have the opportunity to bid for funding to support extracurricular activities. The learner voice will be at the heart of day-to-day life at the Great Western Academy. Learner feedback will be a key component of our continuous improvement strategy and built into the annual school improvement plan.

Governors and senior managers will be accountable for student development and achievement as defined by OFSTED. The culture of the Great Western Academy will be underpinned by the values which are designed to foster a friendly, professional and positive learning environment. We expect that all students will be:

- **Exceptionally successful:** Achieving academically beyond initial personal expectations and prior attainment
- **Capable, independent and entrepreneurial:** Having the practical skills (and experience of using them) to access every opportunity they want in life.
- **Proud:** Valuing the opportunities and challenges they are offered and being proud of their school.
- **Praised:** All students will be praised and rewarded for their progression and personal achievements.
- **Respectful:** Respecting their teachers and each other. Working together to support each other.
- **Safe and Happy:** Our students will enjoy school as a safe, welcoming and engaging environment.
- **Well-equipped:** With the confidence, social skills and networks needed to access every opportunity they want.
- **Well-advised:** Supported and given guidance to ensure ambitious, appropriate 'next steps' after leaving school.
- **Responsible:** Having a social conscience and understanding the rewards of active citizenship.
- **Healthy:** Being physically active, respecting and looking after their bodies and their minds.

## Monitoring and Evaluating Systems

We will tender for School Information Systems and evaluate the best on the market. The College has used SIMS, unit-e and (currently) EBS as the learner platform and the pro-suite for target setting, performance monitoring, achievements and destinations.

Our system of measuring, monitoring, reviewing, evaluating and reporting progress and success of students and whole school targets relies on a number of interrelated processes giving optimal and timely information that facilitates:

- annual review using our Quality Assurance and Improvement Framework

- challenge and support from our externally appointed School Improvement Partner (SIP) to set ambitious and robust targets
- annual review/‘health check’ by an external OFSTED qualified advisor/ inspector
- the senior leadership team to initiate strategic policy changes to affect performance and the management of the school
- teachers to amend their plans for teaching and assessment for learning
- enrichment curriculum including curriculum support to ensure students are on track
- students, with the help of personal tutors and success coaches, to make adjustments to their PLPs
- revision of targets and proposed interventions so that they can improve their learning; and
- parents being informed about their children’s progress and supporting actions outlined in PLPs via the parent portal – a website where parents/ gaurdians can see their child’s attendance records, timetable, assessment grades, school report, behaviuor incidents and achievement records when they like.

Our student targets will be achieved by monitoring and analysing data by student subgroups based on gender, SEN, ethnicity, prior achievement, EAL, year group, subject and teacher to identify and respond to underperforming groups and understand reasons for underperformance so that relevant actions can be taken to improve outputs for underperforming students and cohorts.

The indicators on which we believe our school should be judged will be monitored, reviewed and reported individually by students and teachers. Some targets, for example stakeholder satisfaction, will be based on the analysis of aggregated survey data, while others such as financial viability will necessarily be based on financial data provided by our Finance Officer from the financial management information system.

Monitoring strategies will be as detailed below, outcomes of which will be reviewed by the senior leadership team and SIP and reported to governors and relevant stakeholders. Where the review requires action to redress underperformance the senior leadership team will include details in their reports for governor approval.

<b>Self Evaluation</b>	Annual Self-Assessment Report (SAR) and Quality Impovement Plan (QIP). Rigorous, continuous & transparent self-evaluation across the school as a whole using the quality framework, down to individual teachers and students Track performance of each indicator against its definition of success
<b>Line Management and accountability</b>	The governing body will be directly involved in the shaping and agreeing of strategic targets (Key Performance Indicators). Each individual target and accompanying success criteria will be the responsibility of an identified individual or individuals. Our system of accountability will be clear, transparent and well understood throughout the staff structure. The Principal reports to the governing body and relevant sub-committees on progress against each target. All staff will have clear job descriptions and direct reporting lines to the senior

	<p>leadership team which reports to the Principal. Targets and success criteria will form the basis of line management discussions to ensure everyone remains focused on achieving our targets. Noticable and sustained deviation from the targets will trigger a series of management interventions to produce quick and sustained improvements in performance. For instance, if a teaching group consistently fails to achieve progress measures during the year the Head of subject will trigger support and intervention strategies including specific coaching and, where appropriate, further professional development. In extreme cases, senior leadership will step in to review the situation and robust performance measures will put in place.</p>
<b>Peer Evaluation</b>	<p>Teacher assessment will be supported by peer-to-peer evaluation from with the Great Western Academy and our sponsor New College Swindon (e.g. via learning walks) and feedback from students. It is important to learn from each other by sharing best practice whilst promoting consistency, stimulating discussion about areas of improvement, and checking for progression among colleagues.</p>
<b>Continuous Professional Development</b>	<p>We will adopt a ‘one staff’ approach to CPD. All staff - teachers, support staff and managers - will be part of one team working for the benefit of our learners. Teachers and support staff are our most valuable asset. It is imperative that staff feel valued in order to maximise their potential and genuine commitment and continuous investment in staff development we believe is essential to succeed as an outstanding academy. This commitment is inclusive to all staff and we will make sure that non-teaching staff within the Great Western Academy are as well supported and valued as the teachers, that they have excellent training and have the opportunity to progress throughout their time at the school. The main elements of the CPD programme will be:</p> <ul style="list-style-type: none"> <li>• all teachers and support staff who join the school will attend an induction course at the academy to understand: our vision, culture and ethos, experience how teaching and learning focuses on high expectations, examine personalised teaching and learning and the use of ILPs, the underpinning systems and procedures and our commitment to blended learning. Staff will undergo SEN training and equality &amp; diversity training targeting the areas of greatest need</li> <li>• all staff will receive ICT training to familiarise themselves with our Virtual Learning Environment and online management performance systems. Staff will receive ongoing top-up training as required in line with any system development</li> <li>• leadership training to be able to manage their additional responsibilities, including interpersonal and reflective skills, in the most effective manner</li> <li>• Learning Walks: Learning walks involve attending each other’s lessons to share best practice, learn from one’s peers and identify areas for improvement. The senior leadership team will schedule Learning Walks twice per term, select the focus of a Learning Walk (e.g. establishing a calm climate, student engagement, maths teaching, group work, questioning, etc.) and publish a timetable for groups of teachers to undertake them. This will</li> </ul>

	<p>be followed up by short written reports by Learning Walk leaders and the implementation of any policies of improvement that may have been identified.</p> <ul style="list-style-type: none"> <li>• Curriculum Planning: Teachers and support staff will spend one day a year at a planning day where curriculum design and delivery programs are planned for the subsequent academic year</li> <li>• Leaders of learning development through termly collaborative networks between our school and New College Swindon.</li> </ul> <p>To be effective, our CPD program will be designed to be relevant to teachers and support staff, have clearly identified intended outcomes, incorporating previous knowledge and learning, modelling effective teaching and learning strategies and include impact evaluation as a central part of each activity.</p>
<b>Goals</b>	<p>Every student's PLP will spell out precisely what his/her goals are for the next review period (per week, term and year). Goals have to be challenging, reflecting the ambitious targets we have set for our students and will support their efforts to achieve top Level 2 grades at 16 and Level 3 grades at 18.</p>
<b>Statistical Comparisons</b>	<p>We will compare ourselves against other schools who are our statistical neighbours as well as schools in the surrounding locality, LA and similar schools using Ofsted reports and DfE data. Our aim will be to be in the top 20% of high performing schools.</p> <p>Performance will also be measured and monitored in line with our Quality Assurance and Improvement Framework. The Quality Framework will form part of the annual school improvement cycle. Our governing body will receive regular termly reports and will be able to respond rapidly if progress stalls, identifying and sharing effective practice. The governing body will receive an annual overall performance report containing a review of our comparative performance, a report on the impact of the implementation of the prior year's actions for improvement and recommendations for areas of improvement (Quality Improvement Plan). There will be supplementary termly progress reports.</p>

## **Monitoring and Evaluation Calendar**

The school will publish an annual calendar of monitoring and evaluation activities which will align with the Quality Framework to be discussed and agreed with the Governing Body Curriculum and Quality Committee, the outcomes of which will feed into the Governing Body meetings. Monitoring is a continuous activity and the Governing Body will receive progress reports on performance, attendance and behaviour termly. Each term will have a particular focus.

The Autumn Term activities will focus on review of previous year's academic performance and setting of targets for the current academic year to be approved by the Governing body.

The Spring term will focus on Teacher performance with a summative report for the Governing Body detailing the quality of classroom teaching for all staff across all Key stages.

The Summer Term will focus on the school development plan for the forthcoming academic year taking into account the outcomes of all the monitoring and evaluation activities and will include draft target setting .

## **Student Assessment and Tracking Systems**

All students will be assessed, tracked and reported on personal achievement and progress targets through a regular six weekly cycle of summative assessments. These will be tracked and monitored through their weekly enterprise tutor PLP mentoring sessions and success coach meeting and the half termly reporting systems. All assessments will be levelled or graded according to national curriculum levels or GCSE, A/L or equivalent. All these student interventions will be recorded so each student's PLP and their progress targets are current and available on line. The SENCO will coordinate and monitor student assessment as part of the key responsibility this post holds for personalised learning.

There will also be year summative assessment across all subjects. Additional opportunities for the assessment of learning strategies are built into the on-line learning units. In this way, students learn how to self-assess and take control of their own learning. Early intervention is the key to maintaining progress, thus staff will be expected to raise concerns about student progress as soon as they arise, rather than waiting for the official progress reporting date. Access to real-time data of on-line in-class activities will give both students and staff immediate feedback on learning.

Aspirational achievement and progress targets will initially be based on a combination of KS Average Point Scores and results from the Great Western Academy benchmarking tests including CAT scores. Each student will have a minimum target in each subject at each stage, for example from KS2 to KS4,

normally based on three levels of progress from KS2 and a “challenge target” normally based on four levels of progress. As the new National Curriculum is implemented, a progress tracking mechanism which is not APS and Levels based will be designed and implemented.

Targets for participation and engagement in wider school curriculum and activities will also be negotiated and agreed between students and tutors. We will ensure that each student is regularly made aware of his/her target outcomes and understands that to achieve the high expectations we have of them they have to take, and want to take, ownership of their own learning progress and incorporate this into their PLP. This will allow them to plan for, reflect on and evaluate the quality of their own thinking skills and learning strategies. By doing this weekly, we will promote consistency and develop students’ ability to draw their own lessons from their progress to achieve their individual goals.

Every student’s PLP will spell out precisely what his/her goals are for the next review period (per week, term and year). These will be monitored by the SENCO – the senior leader responsible for personalised learning. The goals are derived from our approach that we know where we want our students to be. With robust planning we will ensure they meet their goals. Enterprise Company Heads, supported by the personal tutors, will support each student to undertake a self-assessment to be used in goal setting as a means to engage students and focus discussion and provide valuable evidence of the impact of our entrepreneurial approach to teaching and learning. Student goals will be challenging and reflect our target outcomes rehearsed above.

Our school’s approach to setting a level of challenge will depend on confidence and capacity to deliver these targets. This capacity will depend on the:

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

### **Monitoring and improving the quality of teaching**

A key part of the Great Western Academy is the commitment to the ongoing improvement of the quality of learning and teaching. Assessing the quality of staff at our school will take place through our quality assurance cycle, which monitors and evaluate aspects of the Great Western Academy against OFSTED standards. This will identify any improvements that need to be made and the dedicated SIP will support the development of the Great Western Academy through its team of education partners and coaches. The Quality Framework also supports the development of outstanding teaching practice – developing active student engagement, stimulating, project-based learning, and accelerated outcomes. All our

teaching staff will receive CPD to develop an entrepreneurial approach to classroom practice.

Our assessment criteria will relate strongly to the aspirations for teaching and learning that we have expressed in our educational vision. We want teaching to engage and inspire students, promote the learning skills of independence, problem solving, research, co-operation, risk-taking and effective communication. We will set targets for the quality of teaching to be 100% good or outstanding with at least 50% outstanding. This will be achieved through our commitment to effective performance management, high quality staff recruitment and development. A key part of the Great Western Academy is the commitment to the improvement of the quality of teaching, which will be achieved through a range of strategies to include coaching, training days and visits to see experts in action. We will establish collaborative networks with our sponsor college and with outstanding schools to share best practice with teachers with advanced skills. We will be continuously focused on improving teaching and learning and will provide targeted professional development for staff accompanied by searching performance management that will encourage, challenge and support teachers' improvement.

From the outset, quality of teaching will be a key performance management objective for the Principal and senior staff who have a whole school responsibility for teaching and learning. Each department will have quality of teaching performance targets based on OFSTED criteria and every teacher will also have quantitative performance management objectives for the quality of their teaching. This is a 'balanced scorecard' to assess teacher performance including objective learner progress and achievement data and grades for observation of teaching, learning and assessment (OLTA). The Principal and senior staff will carry out termly subject reviews including classroom observation and report on the quality of teaching and learning to the governing body.

### **Behaviour and Attendance**

The principal element of The Great Western Academy organisation that will contribute to good order, discipline and excellent working relationships is the Enterprise teams and Companies. It is the prime channel for engendering belonging and ownership among students and the adults who work in the School. The nature of the curriculum offer and the significant impact of the Enrichment Programme, are designed to make attendance an attractive option by having a friendly and professional environment.

Nonetheless, we recognise that sometimes students let themselves down and we will use carefully measured sanctions to reinforce our high expectations of them. The Enterprise Company Heads will manage the behaviour systems and oversee actions taken or strategies developed for the assurance of good conduct working with Tutors/Class Teachers. Effective operating procedures, rigorously and

consistently applied will ensure that there are clear processes for the management of poor behaviour and avoid perceptions of inequity.

Students, staff and parents will be provided with clear guidance about appropriate and inappropriate behaviour. These will be applied fairly, consistently and transparently, part of the process being to ensure the students understand the reason for the sanction and how to avoid making the same mistake in future. The implementation of this guidance around poor behaviour choices and regular rewards and celebration of good behaviour choices will lead to happy students who reap the rewards of success and develop the work ethic and attitudes required in the workplace.

As a new school, staff and students will be introduced to our core values and supported to make them real ensuring that:

- to succeed is the norm
- children come to school to learn and do well
- students take responsibility for themselves, their behaviour and their learning
- tolerance and respect will be the hallmarks of our school
- there is a clear understanding of the difference between right and wrong.

Most importantly our school will be a place where everyone celebrates success in some form or other. Our entrepreneurial philosophy will be apparent in all aspects of school life. By creating a strong culture and ethos that is clear and consistently enforced our school will live up to and deliver on its ambitious vision, aims and goals.

Tutors/Class Teachers will monitor attendance. Online registration, including lesson registration, will be coordinated centrally by support staff responsible for attendance. They will have responsibility to make immediate contact by phone or text with any parent who has not informed the school of their child's absence after the early morning registration or for any child who is missing from a lesson. Poor attendees will be tracked in functional ways – daily report, on-site mentors, a reward system – but the school will also seek to co-operate with the LA over statutory provision and procedures for attendance where this is necessary.

### **Liaising with and reporting progress to parents/carers**

Parents will have access to the Great Western Academy database for all assessments related to their child. In addition to this, the formative grades for effort and achievement will be posted termly on the parent portal for parents to view along with statistics showing the percentage of students gaining each numerical achievement grade. On one of these occasions a full report will be issued to parents with comments highlighting any particular strengths or targets for the student in each subject. Pastoral comments, including an attendance record, will also be included in the full report. Parents will have the opportunity on coaching days to have an in-depth interview with their child's tutor and on parents' consultation evenings, to meet staff to discuss their child's progress and address any concerns. Parents of students who are not meeting their targets will be issued with individual invitations and offered

alternative dates/times for meetings if necessary. We have already indicated the importance of engaging with our parents across the whole spectrum of school life and detailed a number of the strategies we will employ to do this. Parents will be able to contact their child's tutor and success mentor at any time and will be welcomed into school whenever they wish to discuss their child's progress and wellbeing.

## **Section D3**

### **Staffing Structure - General principles**

To make our commitment to excellence explicit we will recruit the best qualified and motivated staff. The staffing structure costs reflect the experience and expertise of the staff we aim to appoint.

The demands of opening Great Western Academy in 2016 with a student intake of 330 students (250 in KS3 and 80 in KS5), are different from running the organisation at full capacity in 2022. The earlier staffing structure will reflect this. The staffing profile will begin with quite a heavy investment in subject leaders, all of whom will have a significant teaching commitment in the early stages (to lead on subject specialism) increasing the number of main scale posts at a later stage as numbers grow.

To attract the highest quality leaders of learning for subject leadership, all staff will be appointed at a level of salary as though the school was full and would attract that leadership /management responsibility role. We are exploring the possibility of PRP based on learner recruitment targets and quality teaching & learning performance measures. This decision recognises the value we put on good planning for the future and highlights immediately the expectations we have of those with responsibility points. This will ensure excellence in curriculum planning and target setting and provide expert advice and support to the Principal on resourcing the future curriculum. To build a strong cohesive team to embed the ethos and culture of the school and ensure each member participates in the development of the Great Western Academy these post holders will have a 'whole school' role in addition to their subject responsibility.

We have been advised and fully appreciate that the opening of a new school brings its own pressures and that they will change as the school matures and develops. Our staffing plans recognise that leadership and management responsibilities will change as the school grows. We aim to have outstanding teachers in every classroom, mixing younger with more experienced teachers. We are also making a strong commitment to teachers' professional development: thus we have constructed a structure that allows flexibility and recognises experience of different levels.

To achieve this we aim to have the right people at the right time in the right place. We have produced a staffing structure that is flexible enough to allow for any changes (e.g. changes in population growth rate of local area, new legislation and demand for new subject by parents or employers). With well-planned and logical growth, we will ensure that from the outset our students will be taught by expert subject specialists with a proven track record in curriculum planning and outstanding teaching.

The responsibilities of the senior staff will change over time to reflect the needs of the school. At the outset together with strategic planning for the future, senior staff will need a strong focus on the operational needs of the school establishing routines and procedures to ensure its smooth running and most importantly to embed the culture, values and ethos.

## Executive Leadership

**Governors - A Board of Governors will be appointed to oversee the operation of the school which will include representatives from our sponsor New College Swindon, representatives from our business partners to reflect our commitment to our specialisms and local community partners. The Governing Body will establish key performance indicators and receive regular reports against these from the senior management team to ensure accountability for achievement of agreed targets.**

It will also provide non-executive oversight of the running of our school and determine its strategic direction, assure the legality of its operations and performance, act as guardians of its ethos, values and mission and hold the executive managers to account for the successful implementation of Great Western Academy Vision as detailed in Section C.

***The Principal - "The single most important work of leaders is to create and manage culture" (Edgar Schein)***

Governors will appoint to the role a Principal they have total confidence in and who can take their vision forward and through distributed leadership can embed the ethos and culture throughout the school. To establish the principles we stand for by:

- valuing all students and getting to know them well
- expecting that every student has the ability to walk a step or two with genius
- recognising the need to take a generous view of talent or ability not just academic achievement
- being totally committed to high standards and expectations
- anticipating that every student at the Great Western Academy will move on to university, work or higher level training
- valuing staff and consistently striving for the highest quality of teaching and learning
- developing excellence in our specialisms
- have passionate ownership of the Great Western Academy's vision, embracing all who contribute to it
- ensuring that provision is run effectively and efficiently
- ensuring that the objectives of the Great Western Academy are met through the implementation of the policies of the Governing Body.

He or she will have the ability to inspire others to play a role in delivering the Great Western Academy vision together with the ability to lead a team of people to deliver outstanding outcomes and be capable of effective responses to complex and conflicting priorities. We recognise in the early stages of the school the Principal role will be more operational and will include some teaching but this will change with the growth of the school and the appointment of other senior staff.

National experience has shown that the skill set needed to develop a new school can be different from those of leading an established institution. Our selection process, person specification and job description will focus on this particular set of skills including drive, determination, marketing and we will design the interview process to include assessments and interviews to test these.

## **Operational Leadership**

We intend for the staffing structure to be relatively flat. The Principal designate will take a view on the staffing structure and be involved in the appointment process.

Vice Principal: The appointment of the Vice Principal will be the Director of Business and Enterprise and Community Engagement with an overall performance management role supporting the Principal.

**Senior Leaders:** At the heart of our curriculum is solid English and Maths. Leaders of Learning for these subjects together with Science and Technology will be appointed from the outset. They will form the core curriculum development team and each will also have an additional whole school responsibility role. These key staff will be responsible for developing the curriculum and ensuring all learning is mapped across the range of qualifications and competencies. An additional early key leader appointment will be that of SENCO whose responsibilities will also include Personalised Learning and development of the Personal Learning Plans. These five key members of staff will be members of the leadership team and together with the Principal will be responsible for building the foundations for the future success of the Great Western Academy.

**Subject Leaders:** The success of our curriculum will depend on individual subject expertise. A broad range of subject expertise will maximise the opportunities for students to study those subjects for which they have an aptitude and interest.

**Business Manager:** The Business manager will have an important leadership function instilling high expectations through his/her management of the support functions and will be responsible for the Great Western finances and budgeting processes. This is a particularly crucial early appointment to ensure value for money purchases of resources and equipment in the opening phase of the school.

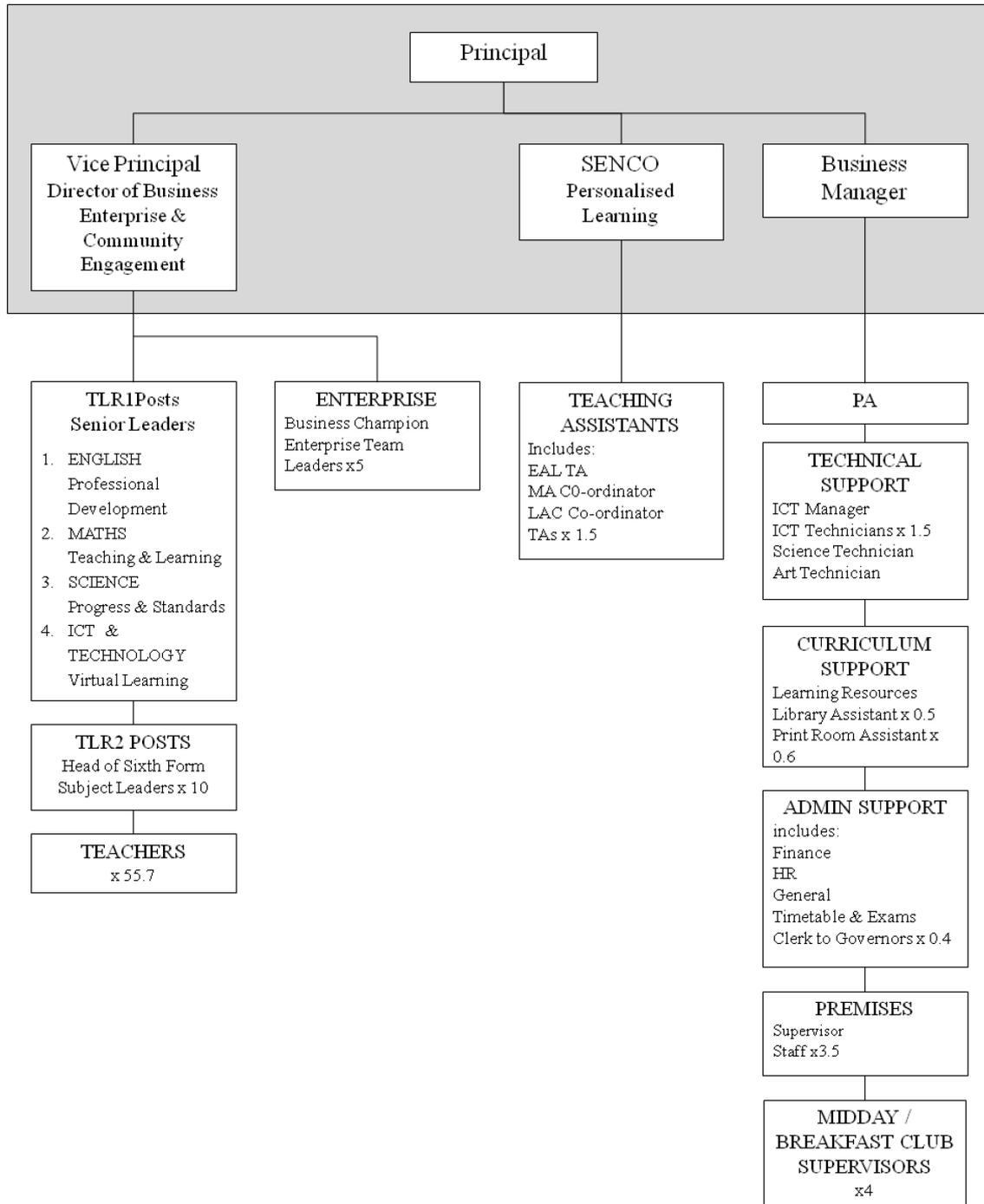
**Other staff:** The school will also need administration support, midday supervision, premises staff and ICT and Science technicians. The number of the staff in these areas will also increase proportionally to the school growth reaching full capacity in 2021, when the optimum number of staff will be in place. We will seek best value for money throughout and so will appoint additional staff only when necessary.

Our staffing structure will be supplemented by excellent technical tutors, some provided by our sponsors, specialised in running practical sessions to enhance delivery of the specialist curriculum.

Each student will ideally have a business mentor who will act as a success coach. We will provide coaching and mentoring training and working with New College Swindon who can provide accreditation for our business mentors.

The chart below details the proposed staffing structure for the Great Western Academy.

**GREAT WESTERN ACADEMY: STEADY STATE STAFFING**



The allocation of TLR posts from the outset for English, Maths and Science recognises the importance of core subjects as the foundation for our curriculum. For model purposes the

curriculum leader for maths will be the senior leader teaching and learning and will have responsibility for the coordination of the curriculum. The curriculum leader for English will be the senior leader for Professional learning and Development and will have responsibility for the continuing professional development of all staff, together with performance management. The curriculum leader for Science will be the senior leader of Progress and Standards and will have responsibility for student achievement and responsibility for line managing the three TLR2 Team Leaders who will have pastoral responsibility for the welfare of their teams, (split into vertical tutor groups), setting the tone for behaviour, personal, social and emotional development, expectations about attendance, punctuality, uniform and the general conduct of how students present themselves. The TLR 1 post of Curriculum Leader for ICT and Technology together with the whole school responsibility for Virtual Learning recognises, the importance of effective use of technology by students and staff to deliver our unique blended curriculum. The Head of PE as part of their subject responsibility, will ensure that personal fitness will be part of each student's Personal Learning Plan (PLP) sensitive to individual needs.

The Principal, whilst having executive responsibility for all areas of the school will also take responsibility for business stakeholder engagement and direct the work of the Business champion and the Success coaches.

All teachers will be subject specialists to ensure breadth of national curriculum. A unique advantage of New College as the sponsor for the Great Western Academy will be the opportunity for staff to work in both institutions. This will allow maximum flexibility particularly in the early years for Great Western Academy to offer a full breadth of subjects particularly vital for the sixth form whilst providing enriching professional development opportunities for staff. This will be facilitated in some cases by mutually agreed staff exchanges, shared contracts or secondments (part time or full time) between Great Western Academy and New College Swindon.

#### **Phased Growth - Great Western Free School Teaching Staffing Model:**

The following model demonstrates the teaching staffing structure from start up to steady state.

#### **Great Western Academy Staffing Structure : Start up model to Steady State**

Senior Leaders	Subject leaders	Teachers	Teaching and Learning Responsibility Allowances Structure	Support Staff	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
<b>Principal</b>					1	1	1	1	1	1	1
<b>Vice Principal</b>							1	1	1	1	1
<b>SENCO</b> Senior leader Personalised learning					1	1	1	1	1	1	1
<b>Senior Leader English</b> I/C Professional Development			██████		1	1	1	1	1	1	1
<b>Senior Leader Maths</b> I/C Teaching and Learning			██████		1	1	1	1	1	1	1
<b>Senior Leader Science</b> I/C Progress and Standards			██████		1	1	1	1	1	1	1
<b>Senior Leader ICT and Technology</b> I/C Virtual			██████		1	1	1	1	1	1	1

<i>Learning</i>											
<b>Head of Sixth Form</b>					0.4	1	1	1	1	1	1
		English			1	3	4	6	7.5	7.5	7.5
		Maths			0.8	2.8	3.8	5.8	7.4	7.4	7.4
		Science			1	3	4	6	8	8	8
		Computer Science				0.5	1	2	2	2	2
		Enterprise			1.3	3	4	4	4	4	4
		RE/Critical Thinking			0.3	0.5	1	2	2	2	2
		Geography					1	1	1	1	1
		History			0.5	1	1	1	1	1	1
		French			0.6	0.6	1	1	1	1	1
		Technology			0.6	1.5	2	2	2	2	2
		Drama			0.3	1	1	1	1	1	1
		Options			3	4.4	4.4	5.9	7.4	15.4	22.8
		PE			1	1	2	2	4	4	4
		PSHE			0.5	1	2	2	2	2	2
		Enterprise Challenge			0.5	1	2	2	2	2	2
	Science						1	1	1	1	1
	Computer Science								1	1	1
	Enterprise								1	1	1
	Geography				0.5	1	1	1	1	1	1
	History						1	1	1	1	1
	MFL					0.9	1	1	1	1	1
	Option 1					0.7	0.7	1	1	1	1
	Option2										1
	Option3								0.6	1	1
	PE					1	1	1	1	1	1
<b>Business Champion</b>					1	1	1	1	1	1	1
	Enterprise Team leaders				1	2	3	4	5	5	5
<b>Business Manager FT</b>					1	1	1	1	1	1	1
				<b>Admin:</b>							
				PA FT	1	1	1	1	1	1	1
				Finance	0.4	0.6	0.7	0.9	1	1	1
				HR	0.4	0.6	0.7	0.9	1	1	1
				General(Inc Attendance)	0.3	0.6	0.7	0.9	1	1	1
				Timetable and exams	0.3	0.6	0.7	0.9	1	1	1
				Clerk to Governors	0.2	0.2	0.2	0.3	0.3	0.4	0.4

				<b>Curriculum Support</b>							
				EAL coordinator	0.5	0.7	0.9	1	1	1	1
				MA coordinator	0.5	0.7	0.9	1	1	1	1
				LAC coordinator	0.5	0.7	0.9	1	1	1	1
				TA's (0.6 term time apart from year 1)	0.5	2	6	10	15	15	15
				Learning Resources	0.5	1	1	1	1	1	1
				Library Assistant				0.5	0.5	0.5	0.5
				Print room assistant	0.2	0.3	0.4	0.5	0.6	0.6	0.6
				<b>Technical:</b>							
				ICT Manager	1	1	1	1	1	1	1
				ICT Technicians		0.5	0.5	1	1.5	1.5	1.5
				Science Technician	0.4	0.7	0.8	0.9	1	1	1
				Art Technician	0.4	0.7	0.8	0.9	1	1	1
				<b>Premises:</b>							
				Supervisor	1	1	1	1	1	1	1
				Staff	0.5	1.5	2	2.5	3.5	3.5	3.5
				Midday Supervisors/Breakfast Club (0.5)		2	3	4	4	4	4
<b>Total Staff</b>					<b>30.7</b>	<b>54.3</b>	<b>73.0</b>	<b>106.3</b>	<b>114.8</b>	<b>123.2</b>	<b>123.2</b>

## Notes

- All teaching staff numbers FTE.
- Staffing for the options will be facilitated by New College Staff specialist staff who will work in both establishments allowing student access to a full range of options from the outset.
- SENCO to have whole school responsibility for Personalised learning.
- All TLR 1 Senior leader posts will carry a whole school responsibility from outset to steady state.
- All senior staff will carry some teaching responsibility in year 1 which will decrease in line with the growth in student numbers and increase in line management responsibility.
- Head of Sixth Form to have responsibility for Next Steps programme and will carry a 0.6 teaching timetable in year 1.
- Science recruitment to ensure specialist teachers for Biology, Chemistry and Physics.
- TLR 2 subject head responsibility posts will be internal promotions as far as possible in line with the growth in student numbers.
- In the early years particularly year 1 staff roles will be very flexible e.g. to cover Breakfast Club and midday supervision.

## Year 1 2016/17

### Year 7: 250 students 10 groups of 25 students, Year 12 80 4 groups of 20 students

The Principal will be in place from at least one term ahead of the opening of the school in September 2016 as there are a wide range of leadership and management, buildings and staffing issues that need to be taken forward. It is envisaged that the Principal will teach 0.2 for the initial four years

and reducing to 0.1 as students and their parents still appreciate seeing the Principal as the leader of learning. The structure allows for the Principal to carry out the leadership role and if the teaching commitment becomes difficult, then there is flexibility and capacity in the structure to accommodate a full reduction in contact time.

At opening the Principal will be supported by the SENCO, the business manager together with four Curriculum Leaders for English, Maths Science and ICT and Technology. In addition:

- the Business Champion will be appointed which may be a secondment from one of the local business partners
- one Enterprise team leader to coordinate the work of the Enterprise team tutors (who are also subject teachers). In the first two years, the Principal will line manage the work of the Enterprise staff
- the Head of Sixth Form in recognition that preparation for post-18 needs to be in place from the outset. The Head of Sixth Form will be responsible for the Next Steps programme. In year 1, the head of Sixth Form will teach a 0.6 timetable
- one subject leader post for Humanities as for the curriculum leaders subject leader posts will include a whole school responsibility as part of embedding the ethos and culture. Roles could include I/C PSHE, Critical thinking, IAG. Our aim is to promote from within in the recognition that we are building our future teams
- the Business Manager will have direct responsibility for all the other support staff members and is a key initial appointment to ensure value for money in resourcing the proposed curriculum. Together with the PA, these two staff will be crucial in supporting the senior leadership team to focus on the strategic development and growth of the school as more year groups form each year and as the school's reputation becomes recognised in the community
- the intention will be to appoint subjects specialist teachers to cover all the national curriculum subjects. There will be an additional 11.4 FTE subject specialist teachers in addition to those carrying posts of responsibility. In Year 1 with only 80 sixth form students, we will work flexibly with our sponsor New College Swindon, as described above, to ensure our students have access to specialist staff in a broad range of subjects to offer a viable curriculum, (e.g. If the school needs a teacher for A/L Computer Science, a teacher from the college would teach 5 x 50 min lessons in the school and the college would bill the school for the teacher's time)
- the ICT manager is also a year 1 appointment essential to setting up the VLE and School Information System (SIS) systems which will be vital to the introduction and tracking of individual learning plans and the commitment to online learning to support learner attainment targets
- all key support staff in place including technicians, learning support coordinators administrative and premises staff, many of these posts begin part time in this year and increase their time commitment as the student numbers grow
- in year 1 with no midday/breakfast club, the expectation is the staffing roles will be very flexible to meet students' requirements.

### **Year 2 2017/18**

**Year 7 and 8: 250 students in each year- 20 groups of 25 students,**

**Year 12 and 13: 80 students in each year - 8 groups of 20 students**

In year 2:

- The Enterprise team will be strengthened by the addition of a second Enterprise team Leader.

- Three further subject leaders for Arts, MFL and PE will be appointed.
- There will be a total of 24.3 FTE subject specialist teachers in the second year.
- As above, these teachers will comprise staff from both institutions.
- Year 2 sees the appointment of two staff to cover Breakfast club and midday lunch supervision.
- Support staff increased time commitment and numbers increase in line with student numbers.

### **Year 3 2018/19**

**Year 7, 8 and 9: 250 students in each year- 30 groups of 25 students,**

**Year 12 and 13: 80 students in each year – 8 groups of 20 students**

In Year 3, the senior leadership team will be strengthened by the recruitment of the Vice Principal as the Director of Business and Enterprise and Community Engagement. In addition we will appoint:

- the third Enterprise team Leader
- a further two subject leader posts – these are likely to be in Humanities and Science as individual subject leaders. Amongst the whole school responsibilities, one post holder will be in charge of vocational provision working directly on this with the Vice principal
- the teaching staff will increase to an FTE of 34.2
- we will continue to offer flexible staffing between both Institutions
- support staff increased time commitment and numbers increase in line with student numbers.

### **Year 4 2019/20**

**Year 7, 8 and 9: 250 students in each year- 30 groups of 25 students**

**Year 10: 250 students in the year – 10 groups of 25**

**Year 12 and 13: 80 students in each year - 8 groups of 20 students**

In year 4:

- a fourth Enterprise team leader will be appointed
- the teaching staffing complement will increase by a further 9.5 appointments to reach an FTE of 43.7
- we will continue to offer flexible staffing between both Institutions
- support staff increased time commitment and numbers increase in line with student numbers.

### **Year 5 2020/21:**

**Years 7 to 11: 250 students in each year - 50 groups of 25 students**

**Year 12 and 13: 80 students in each year - 8 groups of 20 students**

By Year 5 of Great Western Academy, the additional staffing will include:

- the final Enterprise Team Leader bringing the total to 5
- a further subject leader posts for Computer Science
- with the addition of a further 9.1 teachers bringing the staffing complement to an FTE of 52.3
- we will continue to offer flexible staffing between both Institutions
- support staff increased time commitment and numbers increase in line with student numbers.

### **Year 6 2021/22:**

**Key stage 3 and 4: 250 per year group and 10 teaching groups of 25 per year**

**Year 12 and 13: 230 in year 12 and 80 in year 13 per year group. A total of 15 teaching groups of 20/21 per year**

In year 6, the sixth form intake in year 12 will increase to 230 with the internal progression of students in the school from year 11.

- The teaching staff complement will increase an FTE of 60.3.
- The increase of eight teaching staff will all be options subject specialists to meet the needs of the increased number of year 12 students.
- Support staff increased time commitment and numbers increase in line with student numbers.

**Year 7 2022/23: Steady State staffing**

**Key stage 3 and 4: 250 per year group and 10 teaching groups of 25 per year**

**Year 12 and 13: 230 in year 12 and year 13 per year group. A total of 23 teaching groups of 20 per year**

By Year 7, the Great Western Academy will reach a steady state and the additional staffing to complete the final complement will be:

- a further subject leader posts/ coordinator posts will be available
- with the addition of a further 7.4 teachers, the full staffing complement for the Great Western Academy excluding the senior team, will be 67.7 FTE teachers and ten subject leader posts
- we will continue to offer flexible staffing between both Institutions
- support staff increased time commitment and numbers increase in line with student numbers.

The growth to completion will be stepped and logical. We will manage the rapid growth in the first four years meticulously, each year building on the structure of the previous year, increasing capacity incrementally to ensure that it is stable, secure and balanced. We have detailed the balance of roles and responsibilities for teaching and support staff and illustrated how they work together. The staffing complement reflects a balance of expertise and experience within our plan to appoint experienced subject leaders to cement the foundations of the school, develop its curriculum and pedagogy and appoint main scale staff as the school grows under the leadership and guidance of the curriculum leaders.

## Section E: Evidence of need – part 1

Please complete the table on the next page, 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.  $D = (B/A) \times 100$ .

	2016				2017			
	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>	250	225		90%	250	293		117%
<b>Year 8</b>					250	225		90%
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>	80	34		43%	80	39		49%
<b>Year 13</b>					80	34		43%
<b>Totals</b>	330	259		78%	660	591		90%

## Section E: Evidence of need – part 2

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section.

### Section E1

#### The need for secondary school places within Swindon

**The shortage of secondary school places and the need to improve standards in Swindon was clearly demonstrated in section C but most of the rationale is repeated here for convenience.**

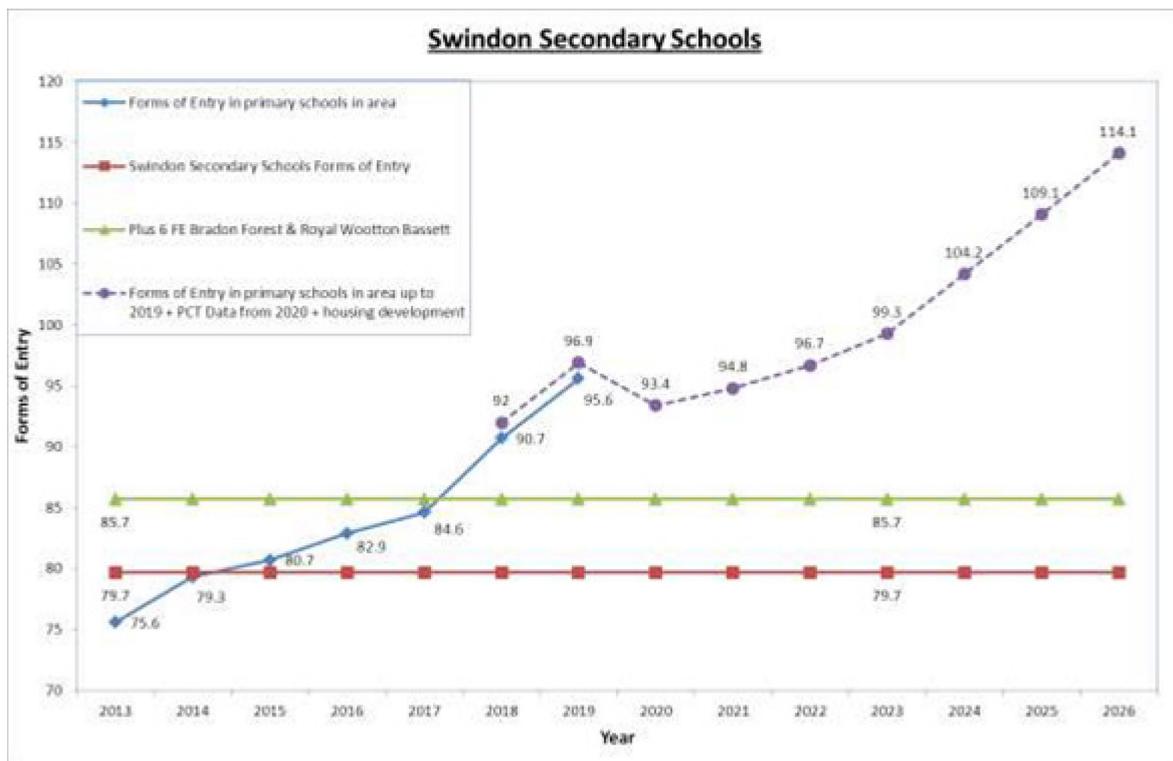
#### **A clear and compelling rationale for establishing a Free School in north Swindon**

- **Swindon’s population is planned to grow** from 212,000 by 15% by 2025 and further house building plans are well-advanced in the northern sector.
- **Increasing school population in Swindon.** The Local Authority consulted on the need to increase secondary school places in line with forecast demand and house building plans proposing a range of options ranging from three new schools to expanding existing ones (and variations therein).
- **Shortage of secondary school places in Swindon.** The local authority has produced Primary Care Trust (PCT) and school census data showing the **need for three new secondary schools (or equivalent) in the Borough**. The most urgent need is in the north of the town – ‘the northern sector’.
- **Growth in primary schools.** Over the last few years within the northern sector of Swindon, primary school places have expanded dramatically through the growth of existing schools, new schools and more primary schools are opening or planned. Five of the eleven current primary schools in the North Swindon SN25 postcode area, (Bridlewood, Haydonleigh, Orchid Vale, Red Oaks and Greenmeadow), introduced an additional class of 30 places in their Early Years/Reception intake in academic years 2011/12 and 2012/13. This surge in primary provision to meet the increasing demand for school places puts pressure on the need to increase secondary school places.

#### **There is a demonstrable need for new secondary school places in Swindon**

The chart below (also in section C) shows the deficit in the number of forms of entry into year 7 in both Swindon and Swindon and the two secondary schools in Wiltshire that accommodate a significant number of Swindon pupils who travel daily.

The chart builds in the forecast secondary school numbers from the housing trajectory in the draft Local Plan (the estimate numbers shown below are rolled on from the draft Local Plan dates after the pupils have a full seven years in primary school) and the Child Health birth numbers from 2020.

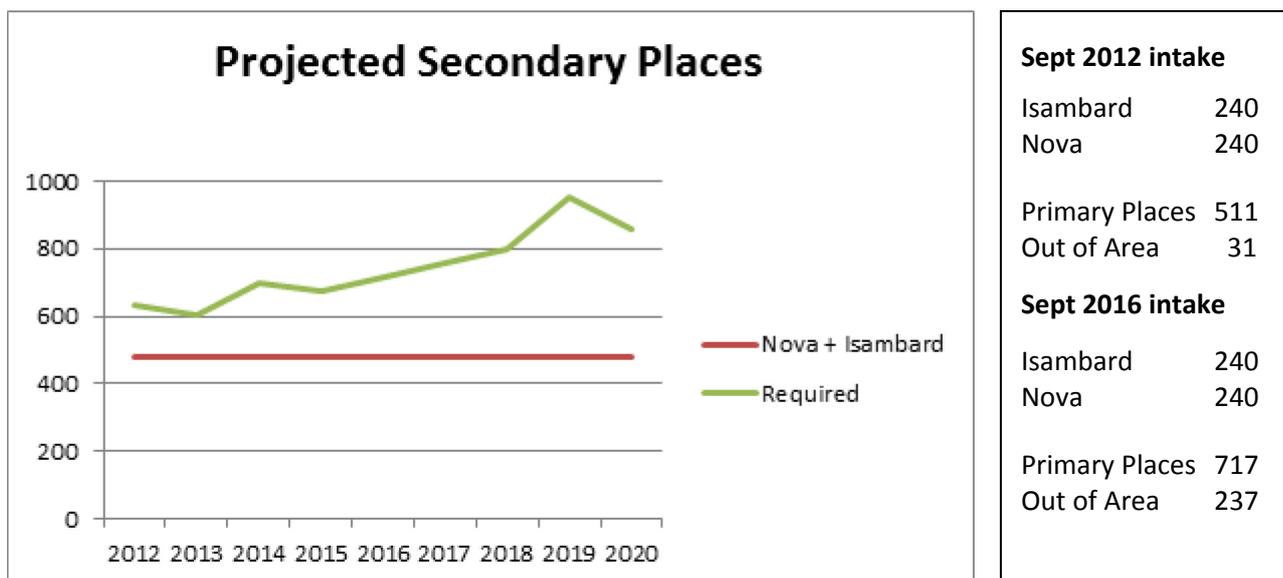


Source: Swindon Borough Council Secondary School Places Consultation

### Secondary school place shortages in north Swindon

By 2016, there will be 700+ North Swindon families with children leaving primary education. This will increase to nearly 900 families by 2018. The two local secondary schools offer 480 places between them for Year 7 students giving a projected shortfall of 220 places in Year 7 in north Swindon from 2016, increasing to c.420 by 2019. Although some parents may choose out-of-area schools, nearly 1 in 3 will be unable to get a local school place unless a new school is built.

This chart shows the projected need for secondary school places in north Swindon against the capacity of the two local schools.



## Lack of high quality secondary provision

- **The new free school will complement existing provision.** There are two 11-16 secondary schools in the northern sector which provide up to 480 places per year. One specialises in Science and Mathematics, the other in Media and Performing arts. We will be focussing on the national curriculum, spending more time on getting the basics (English and Maths) right and using the longer teaching day to develop our specialisms in Business & Enterprise and Computing/ Information Technology.
- **North Swindon needs a good 6<sup>th</sup> form** and students have to travel some distance for their post-16 education. For example, the most popular, New College, can only be reached via two buses.
- As part of the free school, a new **local sixth form facility** allied to a recognised FE provider (New College) will deliver *local* high quality education with shared best practice and resources.

## Swindon – shortage of secondary school places

### Extracts from Swindon Borough Council cabinet reports:

#### Cabinet 19 March 2014:

Minute 103. Swindon Secondary School Places Planning Strategy (extract)

#### Resolved:

(2) That the interest from New College to establish a Free School in North Swindon ..., as referred to in the joint report, be noted, and the Board Director, Commissioning be authorised to provide support to the project teams.

(3) That the Board Director, Commissioning be authorised to proceed with the following actions, as referred to in paragraph 8.1 [*see below*] of the joint report:

(a) Seek additional places through support of successful educational providers via the Free School applications by the New College and the Diocese of Bristol Academies Trust proposal,

(b) In conjunction with the Cabinet Member for Strategic Planning and Sustainability, carry out a non-statutory local consultation on options for the location of the applications for Free Schools from September 2016 and on options for the location of a Swindon Town Centre provision.

#### Report for the above minute (extract):

#### Demand for places

3.3 It is the role of the Local Authority to ensure there are sufficient school places. Please note the numbers provided in this report relate to forms of entry. In planning school places one form of entry, usually expressed as 1 form of entry (FE) equals 30 pupils at the initial point of entry (year 7 for secondary schools) the full school intake is calculated as the form of entry across the five academic year groups at an 11-16 year old school. For clarity we have attempted to provide both the FE and the extra pupils per annum (year 7) throughout this report.

3.4 Cabinet has considered many reports on the increase in demand for places at Swindon primary schools. Overall, 676 additional reception places have been provided by primary schools since 2006 and more are planned to open in September 2014. Naturally, as a result of the increase in primary

places there is a future impact on the need for secondary places. Whilst primary schools are generally located within the local community they serve, secondary schools are usually larger and admit pupils from a wider catchment.

3.5 A report was submitted to Cabinet on 12th June 2013 setting out the demand for places, consideration of issues that will affect the planning of secondary school places and requested permission to conduct a wide consultation on the potential options.

3.6 A major part of this consultation was to establish the long term plans for Swindon academies. As a result of the information gathered it is important to note that the expected level of capacity will reduce by 0.6 FE (18 pupils per year). Therefore, the revised levels of secondary school place demand are estimated below:

**3.6.1 An additional 6.9 FE (207 year 7 pupils) in the Borough by 2018, although this need would arise earlier if there was a reduction in parental choice for places in neighbouring authorities as currently approximately 6.5 FE (195 year 7 pupils) from Swindon attend school in Wiltshire, which provides additional surplus. (our note: most of these pupils who study 'out of area' live in the north of the Borough where the proposed Free school will be located)**

**3.6.2 29 FE (870 year 7 pupils) by 2026, although this would rise to approximately 35 FE (1,050 year 7 pupils) if there was a reduction in parental choice for places in neighbouring authorities.**

3.7 Based on the estimate of 35 FE (1,050 year 7 pupils), across the Borough, the long term need is estimated to be distributed by School Place Planning Areas up to 2026 as follows:

	North	Central South	East	West and Wilts	Total
Secondary	6.46 FE	13.09 FE	13.45 FE	2 FE	35 FE
	(194 year 7 pupils)	(393 year 7 pupils)	(404 year 7 pupils)	(60 year 7 pupils)	(1,050 year 7 pupils)

## 8. Next Steps

8.1 The following paragraphs set out the priority actions and order for the next stage of the delivery plan following the consultation:

8.1.1 Seek additional places through support of successful educational providers via the Free School applications by the New College and Diocese of Bristol Academies Trust proposal.

8.1.2 In conjunction with the Cabinet Member for Strategic Planning and Sustainability carry out a non-statutory local consultation on options for the location of the applications for Free Schools from September.

2016 and on options for the location of a Swindon Town Centre provision. It is expected that the Free School proposals could meet 14.67FE (440 year 7 pupils per year) of the required places.

*Extracts from Cabinet papers ends*

### The need to improve standards

- The need to improve quality and standards in secondary education in Swindon was clearly demonstrated in section C.
- **Poor quality of local provision**  
Although our bid is predicated on the shortage of school places in the area, the quality of local secondary provision in the northern sector can be improved with a new free school.
- **Swindon secondary schools underperform against national averages. We believe we can make a difference as articulated in sections C and D. Swindon youngsters, parents and employers deserve better.**
- **Improving Quality** – Only 56% of Swindon school leavers gained five GCSEs at A\*-C including English and Maths in 2013, well below the national average and 144<sup>th</sup> out of 151 local authorities. The schools in the northern sector do not perform well – see below and section C for detailed performance data.
- **Our sponsor, New College, have a long and successful track record of delivering high quality 14-19 (and adult education and training) in the town and will advise and guide us as we strive to raise standards.**
- The three secondary schools in North Swindon (closest to the location of the proposed free school) have the following OFSTED grades:

SECONDARY SCHOOL	OFSTED GRADE	DATE OF LAST INSPECTION
<b>Nova Hreod Academy</b>	REQUIRES IMPROVEMENT	29/01/2013 (Before Academy Status in Jan14)
<b>Isambard Community School</b>	GOOD	09/11/2011 and see section C for performance measures which are below average
<b>Swindon Academy</b>	REQUIRES IMPROVEMENT	22/01/2013

- **Swindon Secondary School Ofsted - Regional and National comparison**

	Outstanding	Good	Satisfactory/ Requires Improvement	Inadequate
Swindon	0%	55%	36%	9%
South West	19%	53%	24%	4%
England	22%	49%	23%	6%

This shows that 45% of Swindon Secondary Schools are either graded as ‘Requires Improvement’ or ‘Inadequate’, much higher than the regional and national figures of 28% and 29% respectively.

### **The parental/ pupil demand for the Great Western Academy**

**Engaging parents and the local community - New College marketing and information activity** for the proposed free school is listed later within this section. The demand survey form, along with the entire leaflet is reproduced at the end of this section, along with screen grabs of the website, whilst a hard copy of the entire information leaflet with form is attached to the print copy of this document.

### **Current relevant signatures (assuming 2016 opening) as at 7 October 2014**

For Year 7 entries:

- from current Year 5 parents (for 2016 entry): 225
- from current Year 4 parents (for 2017 entry) 293
- **Total: 520** (114% of total target of 500 required)

For Year 12 entries:

- from current Year 9 parents/pupils (for 2016 entry): 34
- from current Year 8 parents/pupils (for 2017 entry): 39
- **Total: 73** (50% of 160 required for the initial 6<sup>th</sup> form intake of 80)

We have been receiving enquiries from parents outside the immediate catchment area so we have recently (July 2014) extended campaigns beyond SN25 and SN26 to include: SN2, SN5 and SN6.

### **Long term sustainable demand for the Great Western Academy**

We have a further 205 parental signatures representing 338 children outside of the relevant school year groups who would consider sending their children to the school in later years. This is an important indicator of long term sustainable demand for the school and development over time.

If selected, we will continue to collect signatures up to the date of interview. Please see later paragraph entitled planned marketing activity after submission of bid.

**We have raised awareness of the bid and engaged with parents and a wide cross section of the community in the following ways:-**

1. Website and literature

- Website: [www.newschoolfornorthswindon.org](http://www.newschoolfornorthswindon.org)
- Banner ad with link from main New College website
- Leaflet produced including demand survey
  - Version One for academic year 2013/14 (refers to Years 3,4, 8, 9)
  - Version Two for academic year 2014/15 (refers to Years 4,5,9,10)
  - Special “6<sup>th</sup> form” version for Years 8 and 9 only)
- Leaflet mailed as follows:-
  - Distributed to 10,000 households in North Swindon (April 2013)
  - Bulk drop of 7000 leaflets to community areas e.g. libraries and leisure centres
  - Distributed to 9 North Swindon primary schools for bookbags of Year 3 and 4 pupils (May/June 2014)
  - 6<sup>th</sup> form version distributed to 7000 households in Purton and Highworth (both nearby areas that have secondary schools with no 6<sup>th</sup> form provision) – mid-July 2014
  - Included in mailing from Swindon Borough Council to 5500 parents of Year 4 and 5 pupils (Sept 2014)

2. Print, online and email advertising

- Half page adverts in *Swindon Advertiser* on 26<sup>th</sup> June, 17<sup>th</sup> July, 18<sup>th</sup> September, 25<sup>th</sup> September
- Online Advert running on local version of Netmums
- Advert in Swindon Link magazine
- Email to 4,500 contacts across Swindon (from our part-time adult learner database)
- Email to all New College staff (September)
- Email to all those who had signed asking them to forward to friends/family (September)

PR and Publicity

- Swindon Advertiser print and online, 3<sup>rd</sup> February 2014 “School campaigner backs college plan”
- Swindon Advertiser online, 27<sup>th</sup> February 2014 “Plan for a new free school in North Swindon”
- Swindon Advertiser online, 4<sup>th</sup> March, “Top marks on school places”
- Swindon Advertiser print and online, 18<sup>th</sup> March “New School plan to cope with demand
- Swindon Link magazine, 31<sup>st</sup> March, “New College North Swindon school bid only for 11-18s”
- Total Swindon online, 31<sup>st</sup> March “Plans shelved for New College primary school development”
- Swindon Advertiser print and online, 2<sup>nd</sup> April, “Free school ready to cater for teenagers”
- Jack FM, free school changes, 3<sup>rd</sup> April
- Swindon Advertiser print and online, 14<sup>th</sup> June, “School scheme moves ahead”
- BBC Points West TV, 26<sup>th</sup> August, Swindon and two free school bids
- BBC News Wiltshire Radio, 27<sup>th</sup> August, Swindon and two free school bids
- Swindon Advertiser online, 5<sup>th</sup> September, “Sign up for schools call to parents”
- Swindon Advertiser online, 8<sup>th</sup> September, “New School process slated as absurd”
- Swindon Link print and online, 17<sup>th</sup> September, “Support North Swindon school before places crisis hits”
- Swindon Advertiser print and online, 24<sup>th</sup> September, “On target in bid for free school”.

Social media

- Facebook page: [www.facebook.com/NS4NS](http://www.facebook.com/NS4NS)
- Regular Facebook postings, adverts and paid boosts to posts
- 579 Likes (as of 8/10/14)

Visits to primary schools with stands outside at end of school day

- Abbey Meads Community Primary School, 14<sup>th</sup> July
- Catherine Wayte Primary School, 15<sup>th</sup> July
- Red Oaks Primary School, 21<sup>st</sup> July
- St Francis C of E Primary School, 22<sup>nd</sup> July
- Abbey Meads Community Primary School, 8<sup>th</sup> September
- Haydon Leigh Primary School, 9<sup>th</sup> September
- Haydon Wick Primary School, 10<sup>th</sup> September
- Orchid Vale Primary School, 15<sup>th</sup> September
- Oakhurst Community Primary School, 17<sup>th</sup> September
- Peatmoor Community Primary School, 22<sup>nd</sup> September
- Brook Field Primary School, 23<sup>rd</sup> September
- Catherine Wayte Primary School, 24<sup>th</sup> September
- Red Oaks Primary School, 29<sup>th</sup> September
- St Francis C of E Primary School, 30<sup>th</sup> September
- Moredon Primary School, 1<sup>st</sup> October.

Exhibitions, Events and Presentations

- Information Evening, Haydon Wick Parish Offices, Wednesday 26<sup>th</sup> February 2014, 6.30pm
- Stand at internal New College Open Evening, Wednesday 25<sup>th</sup> March 2015, 5-7pm
- Stand at ASDA Walmart North Swindon, 31<sup>st</sup> March
- New College stand at Old Town Festival, Saturday 28<sup>th</sup> June
- New College stand at Purton Carnival Saturday 28<sup>th</sup> June
- Stand at ASDA Walmart North Swindon, 16<sup>th</sup> July
- New College stand at Stratton Festival, Saturday 19<sup>th</sup> July
- New College stand at Swindon Pride, Saturday 9<sup>th</sup> August
- New College stand at North Swindon Community Fun Day, Saturday 6<sup>th</sup> September
- Stand at ASDA Walmart North Swindon, 17<sup>th</sup> September
- New College stand at Wiltshire Game and Country Fair, Bowood House, Saturday 27<sup>th</sup> September and Sunday 28<sup>th</sup> September
- Presentation at Swindon Primary Heads conference 25<sup>th</sup> September
- Presentations to local businesses 18<sup>th</sup> and 24<sup>th</sup> September.

Planned marketing activity after submission of bid (particular focus on gaining year 12 entry signatures)

- Stand at New College Open Day, Saturday 11<sup>th</sup> October 2014 (for parents of Year 11s to target younger children in Year 10 and 9)
- Continued Facebook posts and boosts, especially targeting Year 9 and 10 parents
- Press releases to Swindon Link, Swindon Advertiser and Total Swindon after bid submitted and appeal for Year 12 entry signatures
- Email to all those who have signed asking to forward on
- Email to selected Year 11 parent contacts gathered from registrations collected for Open Day (usually ca 1200) asking to forward on
- Advert in Swindon Advertiser, thanking people for support and appeal for more signatures

- Thank you letters to heads of North Swindon primary schools with extra leaflets to leave in Reception for parents who have not signed
- Planned information evening in North Swindon, November 2014.

### **Support for the bid**

The bid is fully supported by:

- Parents and teenagers (signatures and also parental comments in section C)
- Swindon Chamber of Commerce (part of the Thames Valley Group of Chambers)
- Many businesses and major local companies including Intel and Nationwide
- New College Governors
- **The local MP, Justin Tomlinson**
- The Local Authority which has provided the school place and population data to highlight the shortage of secondary school places in Swindon

The Great Western Academy will provide a real opportunity to help improve the learning experience, outcomes and achievements for youngsters in Swindon. They deserve it.

## The demand survey form

### YOUR SUPPORT MATTERS - PLEASE SIGN!

We need to show the Department for Education (DfE) that there is sufficient demand for our proposed school and that parents have made an informed choice. Once you have read this leaflet, please fill in the form below to indicate whether you would choose this school for your child if our application to open the school is successful. If you provide us with your contact details, we will keep you updated on the progress of the campaign. For those pupils wishing to support the school for entry at Year 12 in either Sept 2016 or 2017, it is the pupils signatures we need and NOT the parents. If you are currently in Year 8 or Year 9, please complete the form below yourself.

Alternatively, you can sign online at [www.newschoolfornorthswindon.org](http://www.newschoolfornorthswindon.org)

PARENT/CARER NAME  Y8/9 PUPIL NAME

.....

POSTCODE

.....

EMAIL ADDRESS:

.....

PLEASE PROVIDE DATES OF BIRTH FOR YOUR CHILDREN/YOURSELF:

CHILD 1:

CHILD 4:

.....

CHILD 2:

CHILD 5:

.....

CHILD 3:

.....

I would select Great Western Academy as first choice for my child/children/myself

The information you supply will remain completely confidential.

Your indication of preference is not binding and has no bearing on the local authority admissions process.

Additional comments: please feel free to add any thoughts here. We would like to be able to use supportive comments in our feedback section so please tick the box to show that you permit all or any of your comment to be used.

.....

.....

.....

I permit any/all of my comments to be used

PLEASE RETURN TO: MARKETING, FREEPOST SN 2025,  
NEW COLLEGE, SWINDON, SN3 2XR

[www.newschoolfornorthswindon.org](http://www.newschoolfornorthswindon.org)



## Leaflet including demand survey form

### YOUR SUPPORT MATTERS - PLEASE SIGN!

We need to show the Department for Education (DfE) that there is sufficient demand for our proposed school and that parents have made an informed choice. Once you have read this leaflet, please fill in the form below to indicate whether you would choose this school for your child if our application to open the school is successful. If you provide us with your contact details, we will keep you updated on the progress of the campaign. For those pupils wishing to support the school for entry at Year 12 in either Sept 2016 or 2017, it is the pupils signatures we need and NOT the parents. If you are currently in Year 8 or Year 9, please complete the form below yourself.

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PARENT/CARER NAME  Y8/9 PUPIL NAME

POSTCODE

EMAIL ADDRESS:

PLEASE PROVIDE DATES OF BIRTH FOR YOUR CHILDREN/YOURSELF:

CHILD 1: ..... CHILD 4: .....

CHILD 2: ..... CHILD 5: .....

CHILD 3: .....

I would select Great Western Academy as first choice for my child/children/myself

The information you supply will remain completely confidential. Your indication of preference is not binding and has no bearing on the local authority admissions process.

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I permit any/all of my comments to be used

PLEASE RETURN TO: MARKETING, FREEPOST SN 2025, NEW COLLEGE, SWINDON, SN3 2XR

[www.newschoolfornorthswindon.org](http://www.newschoolfornorthswindon.org)



### HOW CAN I FIND OUT MORE?

You can find out more by checking our website regularly at [www.newschoolfornorthswindon.org](http://www.newschoolfornorthswindon.org) or by attending one of our information events. The dates for these can be found on the website.

### HOW CAN I SHOW MY SUPPORT FOR THIS BID?

We need to have signatures which represent a minimum of 750 pupils. These should be from

a) parents whose children might attend the school from Year 7 in Sept 2016 or Sept 2017 OR

b) parents of year 8 or 9 pupils or pupils themselves who might attend from Year 12 in Sept 2016 or Sept 2017

This means that we are particularly looking for signatures from parents of children currently in Years 3 and 4 and pupils in Years 8 and 9. We also welcome signatures from parents of pupils in other years as these will help to provide contextual evidence of demand - but they cannot be included in the 750 total.

Signing to show your support does not commit you in any way to eventually sending your children to the new school. However, we do need to ask you for your name and a contact email as proof that your support is valid. You can either pledge your support via the support form on the website at [www.newschoolfornorthswindon.org](http://www.newschoolfornorthswindon.org) or by completing the form opposite and returning it by freepost to MARKETING, FREEPOST SN 2025, NEW COLLEGE, SWINDON SN3 2XR

If you would like to get involved with the project in further ways, please email: [info@newschoolfornorthswindon.org](mailto:info@newschoolfornorthswindon.org)



[www.newcollege.ac.uk](http://www.newcollege.ac.uk)

# A NEW 4-19 SCHOOL FOR NORTH SWINDON

## A CALL FOR SUPPORT FOR OUR BID

FACEBOOK: [WWW.FACEBOOK.COM/NS4NS](http://WWW.FACEBOOK.COM/NS4NS) • TWITTER: @NSforNS • [www.newschoolfornorthswindon.org](http://www.newschoolfornorthswindon.org)



- By 2016, there will be a projected shortfall of 200+ Year 7 places in North Swindon
- By 2019 this increases to 400 Year 7 places
- By 2019, 1 in 3 children in North Swindon will have to go out-of-area for secondary school
- There is currently no post-16 provision in North Swindon





## INTRODUCTION

New College Swindon is leading a group which plans to bid for a new school (11-18) with a 6th Form in North Swindon. This leaflet contains essential information on why the school is needed; who is driving the bid; the vision for the school and how you can support it or become involved.

## WHY DOES NORTH SWINDON NEED A NEW SCHOOL?

With an increased population in Swindon and a boom in housing expansion, Swindon Borough Council has produced data showing the need for three new secondary schools (or equivalent expansion of existing schools) within the town. The most urgent need is in North Swindon, where there are only two schools (Isambard and Nova Hreod) providing local secondary education from 11-16. There is also no local provision for 16+ education, so many pupils have to travel across Swindon or out to Cirencester.

The population growth of the North Swindon area (Abbey Meads and Priory Vale) and future expansion such as the Tadpole Farm development means that demand will soon outstrip supply. Families will be forced to look outside North Swindon for their educational needs. By 2016 there is a projected shortfall of over 200 places in Year 7 in North Swindon, which will increase to approximately 400 by 2019.

This new local school will offer quality education for pupils from Year 7 (age 11) through to age 18. The school will aim to deliver outstanding education and enrichment and guide pupils through the key stages of education in preparation for university and/or working life.

## WHO IS BEHIND THE BID?

The group consists of a number of senior staff and governors at New College Swindon as well as representatives from local businesses. It also includes Kevin Gray, an Abbey Meads resident, who has previously been spearheading a campaign for a new secondary school. The partnership is working closely with Swindon Borough Council, using data provided by the Council and has the support of Justin Tomlinson, MP for North Swindon.

## KEY INFORMATION ABOUT THE NEW SCHOOL

### OUR VISION

Our vision is to create an outstanding school that radically improves the life chances of our learners. We want every learner to do well enough to go on to university or to pursue a successful career via an apprenticeship or other training route. The ethos of the new school will be about embedding life skills and citizenship. We want to develop self-motivated, creative and enterprising youngsters who think critically and use their imagination. Students will experience excellent teaching and learning across a comprehensive, flexible and responsive curriculum which meets the needs of all of our learners. They will develop social and interpersonal skills within a professional, safe and caring environment. We will work with the community, with other schools, the local authority and charities to ensure that each child gains a well-rounded education.

### AGE ENTRY POINTS & NUMBER OF PUPILS

The age range of the school will be from 11-18 and will open in 2016. Entry will initially be at 11 (Year 7) and 16 (Year 12) but flexible and responsive thereafter. Estimated numbers of pupils are as follows:

- **Secondary level (age 11-16): 1,250 consisting of 250 pupils per year group with ten forms of 25.**
- **Post-16 (age 16-18): 250 pupils consisting of 125 pupils per year group.**

### PROPOSED LOCATION

The shortfall in school places is most likely to be in Abbey Meads, St Andrew's Ridge, Groundwell East and Taw Hill areas. Our advisers are currently assessing land options in the vicinity.

### OUR NAME

The provisional name for the new school is Great Western Academy.

## PROPOSED CURRICULUM

The school will broadly follow the National Curriculum at each phase with compulsory subjects as listed below. Religious Education will also be taught at all stages and sex and relationship education taught at Key Stage 3 and 4. Pastoral care and additional learning support will be a hallmark throughout the School. We will plan a longer school day, including a breakfast club, to give more time to embed core subjects and to extend the curriculum through enrichment. Our curriculum will be planned to provide pathways from any level at entry to high achievement at exit.

**Key Stage 3 (Y7-9):** Core Subjects: English, Mathematics, Science.

Foundation Subjects: Art & Design, Citizenship, Computing, Design & Technology, Modern Foreign Languages, Geography, History, Music and Physical Education.

**Key Stage 4 (Y10-11):** Core Subjects: English, Mathematics, Science.

Foundation Subjects: Citizenship, Computing, Physical Education.

A range of GCSE and vocational Level 2 qualifications across a wide range of subjects.

**Key Stage 5: (Y12-13)**

A range of AS/A Level and vocational Level 3 qualifications across a wide range of subjects. These are likely to include Enterprise and Entrepreneurship; English Literature; Maths; Further Maths; Biology; Chemistry; Physics; Forensic Science; Electronics; Computer Science; Product Design (Graphics); Astronomy; Business; History; Geography; RE; French; Spanish; Economics; Politics; Art; Drama and Music. (Please note that at this stage we cannot confirm subjects for definite).

Whilst the School will have its own 6th form with its own subjects on offer, pupils may have the opportunity to apply to New College for additional subjects not available at the 6th form. If timetabling allows and pupils are willing to travel there for occasional lessons, the School will do its best to accommodate this. Post-16 pupils will be helped to find part-time paid work or a worthwhile work placement in partnership with local employers to prepare for the world of work and gain skills and experiences which are valued in our community. Our plans for providing these work placements will include an Employability team and Job Club.

**All Stages:** an added emphasis on Business, Enterprise and IT/Computing and a strong enrichment programme to include sports, creative and media clubs, employability and personal finance courses.

Screen grab of front page of website: [www.newschoolfornorthswindon.org](http://www.newschoolfornorthswindon.org)

New School for North Swindon | bringing light to the North - Windows Internet Explorer

http://www.newschoolfornorthswindon.org/

# NEW SCHOOL FOR NORTH SWINDON

HOME WHY DOES NORTH SWINDON NEED A NEW SCHOOL? SUPPORT & FEEDBACK NEWS OUR VISION OUR TEAM FAQs REGISTER YOUR SUPPORT

## 2019: 1 IN 3 CHILDREN IN NORTH SWINDON WILL HAVE TO GO OUT-OF-AREA FOR SECONDARY SCHOOL

### NAVIGATION

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### A NEW 11-18 SCHOOL FOR NORTH SWINDON

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**Swindon is short of school places and this is particularly true of North Swindon.**

The population growth of the North Swindon area (Abbey Meads and Priory Vale) and future expansion such as the Tadpole Farm development means that demand will soon outstrip supply and so families will be forced to look outside the area for their educational needs.

By 2016, there will be a projected shortfall of over 200 places for Year 7s in North Swindon, which will increase to approximately 400 by 2019.

**We have formed a consortium - New School for North Swindon (NS4NS) - and we plan to submit a bid for a Free School for pupils aged 11-18, to open in September 2016. The provisional name for the new school is Great Western Academy.**

**The next "window" for us to be able to submit our bid for a free school will be October 2014. This means that we need as much parental support for the bid now and over the next few months.**

This will be a new local school offering high quality education for pupils from Year 7 through to sixth form (Years 12 and 13). The School will aim to deliver outstanding education and enrichment and guide pupils through the key stages of education in preparation for university and/or working life.

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**Map 1 - Signatures for pupils entering Year 7 in Sept 2016. (Total = 225)**

**NOTE: Each marker represents one postcode, some postcodes have more than one signature.**



**Map 2 - Signatures for pupils entering Year 7 in Sept 2017. (Total = 293)**

**NOTE: Each marker represents one postcode, some postcodes have more than one signature.**



**Map 3 - Signatures for pupils entering Year 12 in Sept 2016 and Sept 2017. (Total for 2016 entry = 34, Total for 2017 entry = 39)**

**NOTE: Each marker represents one postcode, some postcodes have more than one signature.**



## Section F: Capacity and capability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

**All applicants** must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

\* If you are an approved academy sponsor, the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result, at this point, do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's [Sponsor Approval team](#). In doing so please quote your free school application [unique registration number](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the

best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

### F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
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**How the pre-opening team will work together**

The team has relevant educational, building and finance expertise and experience of planning and developing new build educational projects in schools and FE. Members have committed sufficient time to ensure the project will be completed on time and on budget. Individuals have relevant experience in leadership, project management, managing school and college finances, marketing and human resources. The team has worked closely together on preparing the bid, consulting with local stakeholders (parents, employers, community groups, councillors, MPs, the local authority, local schools, NSN) and property developers to review land options.

A pre-opening steering group will be set up and meet monthly in the initial stages (every Wednesday 1700 -1830) at New College or via i-meet or skype, depending on work commitments to oversee project development.

Five subgroups will be formed for:

- land and buildings
- marketing
- Staffing including appointment of Head – the Principal designate
- Governance
- Quality & Curriculum.

The subgroups will also meet monthly and report to the pre-opening steering group. The frequency and nature of these meetings may vary according to need.

F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

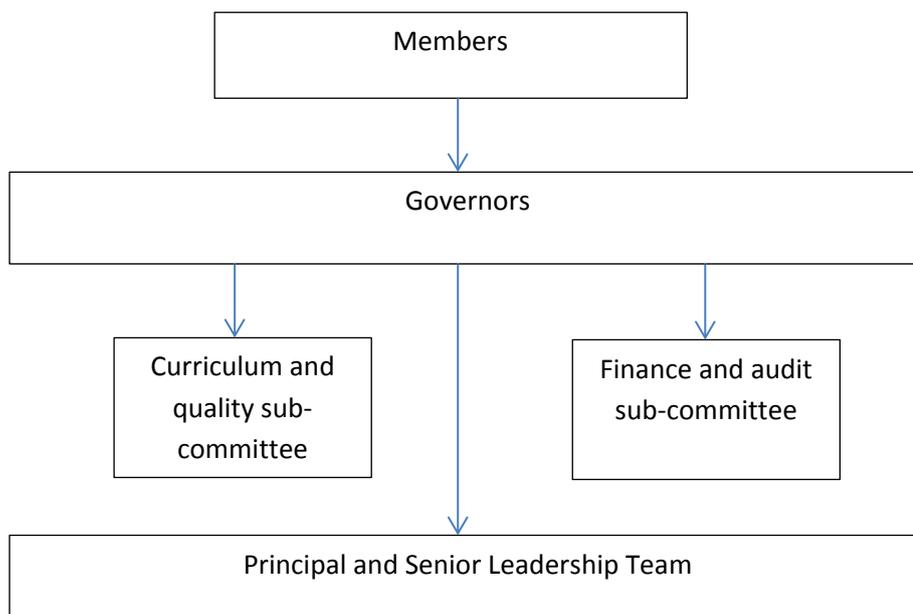
<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>
Principal Designate	Please see section F4 for details
Specific experience of managing Finance within a school	Recruitment of an experienced School Business Manager will be undertaken shortly after recruiting the Principal to ensure that the Business Manager can have an input into setting up the systems, processes and procedures for managing the school's finances once it has opened.

## Section F2

### Introduction

Great Western Academy Limited (company registration number 08873553) is a company limited by guarantee and has been incorporated using the model memorandum and articles of association for single academy trusts. It currently has three founding members: [REDACTED], [REDACTED] and [REDACTED]. These members will be replaced by the members detailed below on approval of this bid by the Department for Education.

### Structure



### Explanation of structure

#### Members

The members of Great Western Academy Limited are the subscribers to its memorandum and articles of association. They will have responsibility for protecting the charitable objects of the trust, and will have the power to appoint and remove governors. By receiving reports on the finances and strategy of the school from the governors, they will ensure that it is solvent, well-run and delivering its charitable outcomes for the benefit of the public.

New College Swindon will be a Corporate member, as the academy trust's sponsor, in addition to four further members who will be:

- the Principal of New College Swindon,
- a Governor of New College Swindon,
- two representatives from local employers, [REDACTED]

Membership of the trust will be written into the job description of the Principal of New College. New College Swindon will therefore have 3/5ths control of the trust and will appoint three of the eleven Governors as detailed below. The member control will

allow New College Swindon to ensure that the vision and ethos of the school remains consistent with its objectives and that the Governing Body (Board) retains the optimum mixture of skills and expertise. However, the lack of majority control at Board level will ensure that the potential conflict of interest when the school procures services from New College Swindon will be managed in an open and transparent way.

### Governors

The proposed governors are detailed in section F3(a) below. The roles of these governors will be threefold:

1. **Trustee.** The academy trust will be an exempt charity, regulated by the Department for Education, and therefore its trustees will need to be subject to the duties and responsibilities of charitable trustees, as set out by the Charity Commission document CC3. These duties are compliance, duty of prudence and duty of care.
2. **Director.** The academy trust is a company, and therefore is regulated by the Companies Act 2006. Directors should act within their powers, promote the success of the company, exercise independent judgment, exercise reasonable care, skill and diligence, avoid conflicts of interest, decline benefits from third parties and declare their interest in proposed transactions or arrangements.
3. **Governor.** As governors of the school, the governors should ensure clarity of vision, ethos and strategic direction, hold the principal to account for the educational performance of the school and its pupils, and oversee the financial performance of the school, ensuring its money is well spent for the benefit of its pupils and the wider community.

The Board will comprise 11 governors as follows:

- Three governors to be appointed by the sponsor organisation, New College Swindon: the Principal of New College Swindon, Director of HR of New College Swindon and Director of Curriculum of New College Swindon
- Two parent governors
- Two staff governors (one teacher and one business support)
- Principal of the school
- Three community governors to be appointed by the members; with education, finance and estates experience, one of whom will be the Chair of Governors.

In addition, up to two co-opted governors will be sought to provide additional specialist expertise on sub-committees as necessary.

The Board's areas of responsibility will be education and inspection, pupil wellbeing, finance, staffing, organisational procedures (such as the admissions policy), premises and community engagement. Its key role will be to provide support and challenge to the Principal, through the use of data and other information, visits to the school and the use of external quality assurance methods. Consideration of all these matters will allow it to fulfil the three core functions as defined in the DfE's Governors' Handbook, namely:

- Ensuring clarity of vision, ethos and strategic direction;

- Holding the headteacher to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the school and making sure its money is well spent.

How the Board will challenge and support the Principal

The Board will meet once every half term i.e. six times per academic year. They will receive reports at appropriate times on each of their areas of responsibility as detailed below and will measure performance against pre-set Key Performance Indicators (KPIs), as detailed in section D2 of this application:

<b>Area of responsibility</b>	<b>Data to be presented</b>
Education and inspection	Ofsted Data dashboard RAISEonline School and College Performance Tables Learner progression and destination data Contextual value added
Pupil wellbeing	Attendance rates Parent and pupil surveys Safeguarding reports Performance against Healthy Schools criteria Reports from the pupil council
Finance	Monthly management accounts including forecasts Annual financial statements and audit management letter Annual internal audit report Benchmarking
Teachers and support staff	Staff retention, vacancies, performance management, lesson observation reports, absence rates, exit interview comments
Organisation	Pupil applications, admissions, retention, exclusion Complaints / compliments
Premises	Maintenance

	Capital projects Health and Safety
Community engagement	Application figures Work experience / employability opportunities for pupils Guest speakers
Stakeholder engagement	Parent engagement % at parents' evenings, school events, parent surveys Progress on engagement with hard to reach parents Engagement with local employers Links with other schools and community groups

Where the data and reports presented above are not subject to external verification, governors will seek to assure themselves of the accuracy of the data by observation through regular visits to the school and by benchmarking against similar schools.

If the governors identify that the school is not meeting or exceeding its KPIs, then they will ensure that the Principal develops an action plan for improvement and will monitor progress against that action plan.

Governors will be interviewed before being appointed to ensure that they:

- Understand the role of a governor, and the importance of that role,
- Are willing and able to question and challenge information presented to them,
- Have the required expertise and experience
- Understand the difference between governance and management.

In order that the Board can further assure itself of the success of the school, it will form two sub-committees to concentrate on Curriculum and Quality, and Finance and Audit three times per year. Neither of these sub-committees will have delegated powers; rather they will bring recommendations to the full Board. A cycle of business will be developed which ensures that the sub-committees can consider reports on their area of expertise shortly before the relevant meeting of the full Board.

#### Curriculum and Quality sub-committee

The membership of this sub-committee will include the Principal, the teaching staff governor, the most appropriate sponsor-appointed governor and the community governor with expertise in curriculum, with the support of an external expert with a specialism in quality.

This sub-committee will:

- Ensure that a policy for quality has been implemented throughout the school and is approved and monitored by the Board,
- Recommend annual KPIs for all matters relating to pupils, such as attendance, achievement and progression,
- Advise on the school's self assessment of its own performance for Ofsted purposes,
- Ensure that improvement plans are implemented and monitored where necessary.

#### Finance and audit sub-committee

All academies must have a Finance sub-committee, to which the Board can delegate the scrutiny of the school's finances. It is permitted in the Academies Financial Handbook for this sub-committee to act as the Audit Committee in smaller single academy trusts as it is often not practicable to have two separate sub-committees.

In other industry sectors, combining responsibility for finance and audit in one committee is not seen to be best practice, and therefore the trust will introduce a further safeguard to ensure that the audit function of the trust is as independent as possible. The trust will appoint an independent internal audit service, and will include within its remit an annual review of the work of the Finance and Audit sub-committee, with a focus on the effectiveness of segregation of duties within the sub-committee.

The membership of this sub-committee will include the Principal, the administration staff governor, the most appropriate sponsor-appointed governor, the community governor with expertise in finance and one other community governor, with the support of an external expert with a specialism in audit. In accordance with the clarified guidance in the Academies Financial Handbook, the Principal and the administration staff governor will not participate in decision making relating to audit matters.

This sub-committee will:

- Monitor the financial health of the school through review of the monthly management accounts
- Recommend an annual budget to the Board
- Review and recommend the approval of the annual financial statements of the school
- Give assurance over the financial and other controls operating within the school to the Board, through the use of internal and external auditors.

#### Principal and Senior Leadership Team

The Principal will be supported by a Deputy Principal, a Business Manager and the Head of Sixth Form.

The Principal will be the trust's Accounting Officer, and will be personally responsible to Parliament and to the accounting officer of the EFA for the resources under their control. They will have personal responsibility for ensuring regularity, propriety and value for money within the school.

The governors will hold the Principal to account for his or her actions with regard to the implementation of the strategy that they have devised and for the effectiveness of the day to day operations within the school. The Chair of Governors will be the Principal's

line manager, and will conduct regular performance review meetings with the Principal, measuring his or her performance against the KPIs of the school.

The trust's Chief Financial Officer will be the school's Business Manager, who will have the support of [REDACTED].

### **Conflicts of interest**

The Board will appoint an independent Clerk who will report directly to the Chair of Governors. The Clerk will ensure that the Board employs best practice in all areas of its governance arrangements, including the management of conflicts of interest.

The Board will maintain a register of interests for all members and governors and attendees will be required to declare any interests in any agenda items at the start of every Board meeting and sub-committee meeting. Where conflicts of interest may arise, the relevant governor will remove themselves from the meeting for the item being discussed, or will not be entitled to vote, depending on the potential impact of the conflict of interest.

A potential conflict of interest may arise out of the trust's intention to share back-office services with the sponsor organisation, New College Swindon, and for New College Swindon to provide specialist teaching staff when appropriate. If the Board considers the effectiveness of the back-office services, quality assurance of the teaching staff or procurement any of these services from another provider, the sponsor-appointed governors will withdraw from the meeting.

### **Capital and building projects**

As well as having a wealth of educational, finance, HR and curriculum development experience, New College senior management team, governors and professional experts have **wide experience of developing and delivering capital projects on time and on budget with no borrowings**. The main new College opened in January 2003 and a sports centre in October 2003. Annexe 1 opened in August 2005. All were 25% funded by the Government. A new annexe opened in September 2011 as part of our growth strategy which increased capacity by 35%, an exciting £8m self-funded project. A second dance studio opened in September 2013.

New College has some of the best FE facilities in the country which are for student, business and community use. There are state of the art ICT facilities with 1,700 on-site PCs, a learning resource centre, theatre, dance, TV, radio, recording, art & design, photography and hair & beauty studios and science labs for Chemistry, Biology, Physics, Electronics and Design & Technology.

New College also operates from community sites in Swindon and from many work-based locations. This helps to engage with local community groups, jobseekers and employers around the country.

**Finance** [REDACTED]

### F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	██████████	3
██████████	██████████	██████████	██████████	██████████	3
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██████████	██████████	██████████	██████████	██████████	
<b>Business governor(s) TBA</b>  <b>Likely to be</b> ██████████					

### F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
Chair of Governors	Recruitment of an experienced Governor preferably with educational experience, as a Chair or Vice Chair. A business professional would also suit. [REDACTED]
Finance	Recruitment of a community governor with experience in Finance
Audit	Recruitment of an external expert with experience in Audit
Premises/estates	Recruitment of a community governor with experience in Premises/estates, particularly of schools or other educational establishments
Quality	Recruitment of an external expert with experience in Quality, such as a practising Ofsted inspector.
Employer/ business links	Local business representative – to champion business & enterprise, IT and employability

## **Section F4**

The Trust will recruit a high performing, suitably experienced secondary school Principal. As Principal Designate, they will be able to manage the last eight months of the pre-opening phase of the school. Once the school has opened, they will translate the vision of the bid team into reality.

The trust has not yet identified a Principal Designate, because until the bid has been approved, it cannot advertise for a suitable person to fill the post. It is envisaged that this role will be advertised nationally to find the very best individual for the role.

### Explanation of the role of the Principal and the skills required

It is anticipated that the trust would recruit a very experienced secondary school Principal, and it would be desirable if they were able to evidence successful experience of setting up a new school.

In the last eight months of the pre-opening phase, they will lead on:

- Project management
- Marketing and press liaison
- Recruiting the SLT and other key staff
- Advising on the fitting out of the building
- Managing the implementation of various management information systems
- Managing the spending of the pre-opening grant
- Liaising with the Education Funding Agency's adviser
- Advising on the implementation of shared back office services with New College Swindon
- Formulating the school's policies and procedures.

They will have the support and input of New College staff in these areas; for example, they will be able to use the New College HR process and staff to recruit staff, under Safer Recruitment criteria, and the Finance process to monitor the expenditure of the pre-opening grant.

Once the school is open, the successful incumbent will take on the role of Principal, as detailed later in this section.

### Timeline for recruiting a principal

The Principal Designate will be recruited in time to take up their post at least two terms but preferably a year before the school is due to open. Assuming an opening date of September 2016, with a decision on the success of the bid in December 2014, the role would be advertised early in 2015 for a January 2016 start date. Research shows that advertising in February or March would give the trust access to the greatest pool of quality candidates. If the school is approved for opening a year later i.e. September 2017, then the role would be advertised in early 2016.

## Role and salary

The Principal will translate the corporate values and vision of the Board into practical measures within the school. Their principal accountabilities will be to:

1. provide vision, leadership and direction to the staff
2. promote equality and diversity, excellence and high expectations of all pupils
3. manage teaching and learning; evaluating performance and identifying opportunities for continuous improvement
4. carry out management, administration and organisation of the school
5. promote the school within Swindon and ensure the excellent reputation of the school, securing the engagement of the wider community.

Within those principal accountabilities, the key tasks will be:

1. Provide vision, leadership and direction to staff
  - Work with the Board to refine the vision and values of the school, and ensure these are communicated to all staff and the wider community,
  - Translate the vision into objectives and goals, and share these effectively with all staff, ensuring they are understood by all,
  - Demonstrate the values of the school at all times in day-to-day work,
  - Building and retaining a highly skilled trained and motivated workforce
  - Motivate and work with others to promote a shared culture and positive ethos.
2. Promote equality and diversity, excellence and high expectations of all pupils
  - Embed equality and diversity into the school culture and curriculum
  - Build a school culture which takes account of the richness and diversity of the community in which it is based,
  - Ensure that discrimination based on any prejudice or characteristic is not tolerated,
  - Ensure that all pupils are given equal opportunity to succeed, beyond their potential, regardless of their background,
  - Ensure that there are no barriers to learning,
  - Demonstrate and articulate high expectations and set challenging targets for all pupils.
3. Manage teaching and learning; evaluating performance and identifying opportunities for continuous improvement
  - Implement a consistent and continuous focus on pupil attendance and achievement, using data and benchmarks to monitor every pupil's progress,
  - Determine, organise and implement a diverse, flexible curriculum that meets learners' needs and raises standards
  - Implement an effective assessment framework,

- Ensure that learning is at the centre of all strategic and operational planning,
  - Monitor the performance of all teaching staff to ensure that staff are operating in accordance with the school's vision and values,
  - Identify poor performance and deal with this swiftly, through the use of improvement plans, regular monitoring of those plans and performance outcomes put in place in a timely way,
  - Ensure that staff develop and contribute to the achievement of the school's aims.
4. Carry out management, administration and organisation of the school
- Create and maintain an organisational structure which allows the school to achieve its educational objectives effectively and efficiently,
  - Manage the school's environment to ensure all curriculum and health and safety needs are met or exceeded,
  - Recruit, retain and deploy staff effectively and efficiently,
  - Implement an effective performance management framework,
  - Ensure that value for money is achieved in all areas of the school,
5. Promote the school within Swindon and ensure the excellent reputation of the school, securing the engagement of the wider community
- Ensure that there are a range of community based learning experiences for all pupils,
  - Engage with parents, carers, community figures, business leaders to enhance learning opportunities and diversity,
  - Create and maintain an effective communication strategy to ensure that parents and carers support and are involved in the pupils' education and success,
  - Work with relevant agencies to protect and safeguard pupils,
  - Ensure pupils' learning is linked to real-life situations and applications to help them to develop an understanding of enterprise and entrepreneurship.

#### Attracting high calibre candidates for the post of Principal

We believe that we will be able to attract high calibre candidates for the following reasons:

- The salary, at [REDACTED], will be attractive and affordable,
- A rigorous competency based selection process will ensure that the right selection outcome is made, based on previous experience of setting up a new school, outstanding performance in previous roles, and strong management skills,
- Weaker candidates will be put off by the enormity of the task of setting up a new secondary school, and therefore are unlikely to apply,
- Conversely, the challenge of setting up a new school will appeal to stronger, more ambitious candidates who can demonstrate a track record of excellence.

## Section G: Budget planning and affordability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

### Section G1



### Section G2



Please see the financial template for details.

### G3 Financial resilience to reductions in income

██████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
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Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
██████████			██████████

**SECTION H: LOCATION AND PREMISES**

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk). Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if possible.	The proposed new School will be located in the north of Swindon centrally to the population that it is designed to serve. The preferred site <Redacted>. Alternative sites in the area have also been identified, at Blunsdon and Kingsdown (both north Swindon).
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If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	A map is attached showing the preferred site and two second choice site locations relative to the new planned major development areas. Preferred site is at <Redacted>
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Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.	<Redacted>
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Any comments on your calculated building space:	Based on section H EFA criteria
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**Preferred site**

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>Swindon <Redacted>
---	------------------------------

In which local authority is the site?	Swindon
---------------------------------------	---------

If the preferred site is near to the boundary with another local authority, please say which:	NA
---	----

If the preferred site is near to the boundary with a third local authority, please say which:	NA
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If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
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Please tell us how you found the site:	By planning research and contact with Swindon Borough Council
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Please confirm the tenure:	Freehold purchase
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If other, please explain further:	N/A
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Please include information on purchase or lease price if known:	<Redacted>
---	------------

Who owns the site?	Privately owned
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Is the site available/on the market? (please attach agents' particulars as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if available)	Yes
---	-----

Name and contact details of owner:	<Redacted>
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Name and contact details of agent or local authority representative where available:	<Redacted>
--	------------

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Cleared site requiring new build
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What is the current use?	Other - please describe
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If government building or 'other' - please describe:	Unoccupied
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Why have you chosen this site? What makes it suitable for your free school?	The site is a currently unused brownfield site located very centrally to the future New School catchment area. It is well served by public transport routes, footpaths and cycle ways and with very good vehicular access to the
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	The site is 17.78 acres (7.2 hectares).
---	---

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	The former factory building has been demolished.
--	--

**Second choice site**

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted> Blunsdon, Swindon <Redacted>
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In which local authority is the site?	Swindon
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If the preferred site is near to the boundary with another local authority, please say which:	NA
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If the preferred site is near to the boundary with a third local authority, please say which:	NA
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If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
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Please tell us how you found the site:	Local knowledge
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Please confirm the tenure:	Freehold purchase
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If other, please explain further:	
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Who owns the site?	Privately owned
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Please include information on purchase or lease price if known:	
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Not sure
---	----------

Name and contact details of owner:	c/o Agent
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Name and contact details of agent or local authority representative where available:	<Redacted>
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Cleared site requiring new build
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What is the current use?	Other - please describe
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If government building or 'other' - please describe:	<Redacted>
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Why have you chosen this site? What makes it suitable for your free school?	The site is <Redacted> with good public transport connectivity and well situated in relation to the potential catchment area. The site is also <Redacted>
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>
---	------------

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	No buildings on the site
--	--------------------------

**Third choice site**

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted> Broad Blunsdon, Swindon <Redacted>
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In which local authority is the site?	Swindon
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If the preferred site is near to the boundary with another local authority, please say which:	NA
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If the preferred site is near to the boundary with a third local authority, please say which:	NA
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If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
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Please tell us how you found the site:	Local knowledge
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Please confirm the tenure:	Freehold purchase
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If other, please explain further:	
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Please include information on purchase or lease price if known:	Not Known
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Who owns the site?	Privately owned
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	No
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Name and contact details of owner:	c/o Agent
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Name and contact details of agent or local authority representative where available:	<Redacted>
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Cleared site requiring new build
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What is the current use?	Other - please describe
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If government building or 'other' - please describe:	<Redacted>
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Why have you chosen this site? What makes it suitable for your free school?	The site is <Redacted> has good public transport connectivity and well situated to potential catchment area. The site is also adjacent to <Redacted>
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	No buildings on the site
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**Fourth choice site**

Full address and postcode of your fourth choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	
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Please confirm the tenure:	Please select
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If other, please explain further:	
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Please include information on purchase or lease price if known:	
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Who owns the site?	Please select
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
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Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
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If government building or 'other' - please describe:	
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Why have you chosen this site? What makes it suitable for your free school?	
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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**For independent school convertors**

Please say whether you will be increasing PAN when becoming a free school:	Please select
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if yes, from what to what?	
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Please confirm the size of your existing site:	
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Please confirm the size of your existing buildings:	
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Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
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