Free School Proposal
For
Sandymoor

Contact Details:

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Applicant Details

As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

Details of Company Limited by Guarantee
Name: Sandymoor School
Company address: ███████████████   Runcorn, █████████
Company registration number: 7635438
Main contact
Name: ███████████
Address: ███████████████   Runcorn, █████████
Email address: ████████████████
Telephone number ███████████
Members and Directors
Please confirm the total number of (a) Company Directors ☐ and (b) any other members of the Governing Body ☐ appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: ███████████ Position: Director / Governor
Name: ███████████ Position: Director / Governor
Name: █████████ Position: Director / Governor
Name: Position:
Name: Position:
Name: Position:
Name: Position:
Name: Position:
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? N
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:
If your organisation is an existing independent school, please provide your six digit unique reference number:N/A

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards* and the Funding Agreement with the Secretary of State.

Signed:

Print Name:

Date:

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

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* The requirements of the Independent Schools Standards are not applicable for 16-19 Free Schools.

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Outline of School

Section 2: Outline of the school

Proposed school name:	Sandymoor School						
Age range:	11 to 18						

		2012	2013	2014	2015	2016	2017	2018
Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time. If your application includes nursery provision, please add additional rows as appropriate.	Reception							
	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							
	Year 6							
	Year 7	80	90	100	120	120	120	120
	Year 8		80	90	100	120	120	120
	Year 9			80	90	100	120	120
	Year 10				80	90	100	120
	Year 11					80	90	100
	Year 12			75	90	150	150	150
	Year 13				75	90	150	150

If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	No
Is this an application for a single-sex school? If so, please tick the relevant box.	Y / N. If Y, please tick one of the following boxes ☐ Boys ☐ Girls
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	Halton Borough Council, on the edge of Warrington Borough Council & Cheshire West and Chester Borough Council

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Educational Vision

3.1

Rationale

The need for a secondary school within East Runcorn, and more specifically Sandymoor can be demonstrated as follows:

1. The Current Over-subscription of Local Secondary Schools

With the exception of one local secondary school the alternative schools are currently over-subscribed or near to full subscription and students within the local area would fail to meet the over-subscription criteria based on the "distance from school" rule.

Halton Borough Council's vision is to be able to educate all students of secondary age within the Local Authority's secondary schools. As we have demonstrated later, this is not possible as the authority is unable to place all students of secondary age within the Local Authority's schools that perform at or above the national average. Additionally, the Local Authority does not have the capacity to cope with an estimated bulge of 100 additional students by 2015. With additional house building during this period, the situation is likely to only get worse.

2. Parental Choice

Presently, parental choice is exercised and demonstrated by the amount of student migration out of the Local Borough for secondary education and those specifically from the Sandymoor, Moore and Daresbury region of East Runcorn. This is contrary to section 14(3A) of the Education Act 1996, which places a statutory duty on the Local Authority to provide a diversity in the schools and increase the opportunities for parental choice. The Parish Council has approached the local authority to enquire how this balance is to be rectified, but at present the Local Authority's Core Strategy Document does not address this issue although it includes that a requirement for an additional 3050 houses are required and shows plans to develop these in the Sandymoor and Daresbury areas, some of which are beginning to come on stream in late 2011.

3. Performance of The Local Secondary Schools

The following graph shows Halton's secondary schools performance compared to both its neighbouring boroughs and the national average. It clearly shows that Halton is below the national average.
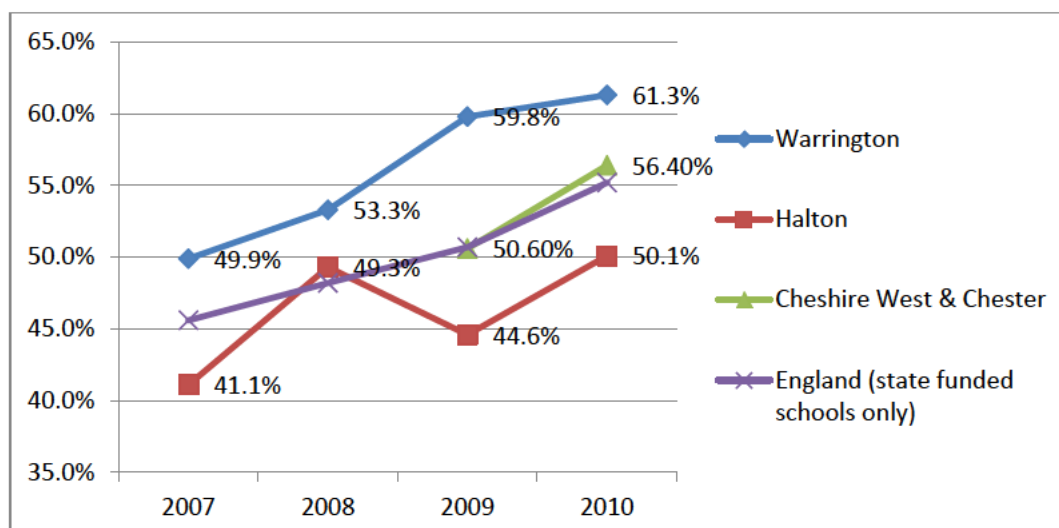
Source Department for Education

The schools that perform best and above the national average are the schools that it is least likely for children from East Runcorn to be able to attend due to their over-subscription.

4. Sustainable and Healthy Travel to School

As the current chosen secondary schools are only accessible via car or bus, the majority of students attending secondary schools from this region are not able to walk or cycle to school. Numerous Government studies have cited that early years (primary and secondary) healthy travel to school maximises the potential of their chances of choosing a healthy travel option in future life. Our admission arrangements combined with student mentoring will actively encourage healthy and sustainable travel to school.

5. Parental Demand

The survey and responses (covered in section 5.1) from local parents has demonstrated that there is a requirement within the local area for the provision of a greater choice of secondary education and that there is sufficient, local parental demand to necessitate an additional secondary school.

Conclusion

Parental demand has shown that an additional choice of high quality education in East Runcorn is required. The provision of a school within the area will be beneficial for parental choice, healthy and sustainable school travel, can be demonstrated by parental demand and the populations current choice of secondary education. It will also have benefits to the local community by creating a community focus coupled with increased community amenities. Further details of the areas demographic is in section 5.2 along with more detailed information on the local secondary provision.

3.2

Educational Vision

"An 11-18 school producing intelligent, employable global citizens that demonstrate social competence, a desire for learning and respect for each other and the world around us. The school will be recognised for excellence in science, technology, enterprise and sport."

This will be delivered through:
1. **An innovative pedagogical approach embracing the digital shift, enhanced curriculum planning and strong links to industry.**
2. **The empowerment of students by providing open and transparent communication with staff about all aspects of school operations.**
3. **Parental engagement to be involved in the learning process, and encourage the continuity of school activities in the home.**
4. **A connection to the local community through student-led social enterprises and activities, as well as the involvement of local industries to enhance the curriculum.**
5. **Strong links with schools around the world to share delivery between schools and discuss 'in-country' issues, as well as capitalising on their expertise.**
6. **Concepts such as personalised learning and learning power, which will be a key pedagogical driver.**

And will be underpinned through:
7. **A financially sustainable and entrepreneurial approach to learning and school development.**
8. **An acknowledgement- and active protection- of the local environment.**

This vision statement embraces the agenda for free schools by providing new and exciting ways of educating our children as well as embracing the concepts of the big society. Although some aspects seem ambitious, we believe that these are achievable and will stand as models of good practice for others in the future. The age range for the school will be from years 7 to 13, and will afford the opportunity for adult learning outside of school hours. Our vision is based less on content knowledge and understanding, and more on the key attributes of employable and enterprising individuals. Each aspect of the vision statement will be discussed in turn.

1. **An innovative pedagogical approach embracing the digital shift, enhanced curriculum planning and strong links to industry.**
   There is clear evidence that children are increasingly familiar with information technologies, and therefore students' expectations of technology as a source of learning will need to be realised. This will place technology as a central pedagogical tool in the learning process. Tools based on Web 1.0

technologies such as virtual learning environments, podcasts, MP3 feedback approaches, use of video, and Local and International collaborations using Web 2.0 (social networking) technologies will be used throughout the curriculum. This will not necessarily drive workload efficiencies but will provide the teacher with unique and exciting challenges about how these technologies are used to inspire the learner and enhance the *quality* of the learning process. Also, 'traditional' approaches to learning the key subjects within the National Curriculum have placed each subject in timetabled silos, making the integration of topics and subjects difficult to establish. It is our intention to adopt a more integrated approach by providing project weeks throughout the terms to allow the integrated message of how different subjects work together to answer real-world problems. Also, connections will be sought across the curriculum to allow different classes to work together on topics that will appear separate on the timetable. Finally, we are proposing to utilise local industries to participate in the learning process. While teachers with relevant experiences will be used for the majority of class time, we feel that using industry leaders in the learning process will inspire our students to take an interest in subjects and develop critical curiosity towards each topic. A great example is the Daresbury Science and Innovation Centre, which resides approximately 600 meters from the proposed school site. They are very keen to offer support to the school, which will include visits, class-based sessions and even work placements. We have support from several other local businesses that would be interested in doing this as part of their social responsibility to the community.

2. **The empowerment of students by providing open and transparent communication with staff about all aspects of school operations.**
We wish to provide a motivational climate that encourages each student to be self determined in their learning. This relates to two features of the student experience. The first is based on the student's perception of interest and stimulation. Providing the students with a vehicle to identify and articulate their pedagogical preferences is important. Secondly, providing each student with the opportunity to influence the policies and delivery methods at the school is central to this vision. This is based on developing intrinsic motivation, the desire to improve personal standards for the benefit of one's self. The key mediator of this is perceptions of autonomy and control. A significant voice for all students will provide such perceptions of control. Furthermore, research has shown that autonomy-supportive behaviour in the classroom leads to enhanced intrinsic motivation. This will lead to increased self-determined effort and desire for learning. This approach is supported in the Gilbert report (Gilbert *et al*, 2006) on the vision for education in 2020.

3. **Parental engagement to be involved in the learning process, and encourage the continuity of school activities in the home.**

Such engagement is seen as crucial to the learning process. We wish to go beyond the usual conventions of parent evenings and encouraging the maintenance of home work routines, but move to parents playing an active role in their child's education. First we will establish electronic 'home packs' for children to engage in outside of school time (some of these will have been developed by children studying ICT at GCSE, A Level and BTEC Extended Diplomas from within the school). We will also offer suggestions for parents to build on aspects of the curriculum at key times. We will use twitter (or other appropriate social networking technologies) to maintain immediacy with the activities at the school. Moreover, parents will be encouraged to support learning during field trips and local activities, but will also be encouraged to share the knowledge and skills they have and use in their careers during key classroom sessions (subject to their availability). We also feel it is important to provide the parents with the learning outcomes and grading expectations for all GCSEs (or relevant qualifications) at the start of the child's education. This will allow those parents who are interested to exploit opportunities to develop knowledge in advance of the standard curriculum. A good example of this is GCSE French or Spanish. During visits to the country, parents can begin to assist their children to speak, listen, write and read the language based on the expected vocabulary requirements for the GCSE award. Also, we will create a parent-child-teacher profiling system that will supersede the standard parent evening. This will provide students with an opportunity to develop reflective skills and identify their own strengths and weaknesses, alongside the parent's perceptions. This will act as a useful framework for parent evenings and more immediate electronic communications (refer to section 4.4).

4. **A connection to the local community through student-led social enterprises and activities, as well as the involvement of local industries to enhance the curriculum.**

Enterprise education will run through the curriculum and is a key feature of the school's philosophy. We will embed enterprise education into the curriculum by developing skills such as creativity, communication and a greater understanding of financial capability. Critical GCSE, A Level and BTEC awards will be offered as part of the curriculum portfolio ensuring students can study for enterprise and entrepreneurship. Timetabled project work will provide opportunities for students to be enterprising as part of the curriculum. Our intention will be for students to establish their own enterprises that are either profit-making to feed back into the school, or voluntary projects for the community with the aim of meeting the DCMS's target of 50 voluntary hours per child prior to 19 years of age. Encouraging enterprise through strong links to existing industries will be a key focus. Such enterprise partners as Daresbury Science and Innovation Centre and Complete Fitness Careers have already been established and subject to successful application, will

begin to formulate an agreement. The school has an opportunity to act as a catalyst for community development within the Sandymoor area, as the village is relatively new and most residents have a limited interaction with community affairs. For example, students could provide support to residents who would like to develop their IT skills by running coffee mornings at the school. With the proposed site being a 5 minute walk for most local residents, the positive impact of the school becomes a very realistic proposition.

5. **Strong links with schools around the world to share delivery between schools and discuss 'in-country' issues, as well as capitalising on their expertise.**

We wish our students to be global citizens that understand the issues at home and further afield. Establishing links with like-minded schools from all over the world using electronic communication tools supports our vision. Furthermore, building on the enterprise theme, businesses residing in foreign countries would be a great source of education and inspiration for our students. We have existing links with a school in Melbourne, Australia who would be very keen to become educational partners and share resources and delivery of the curriculum. Global enterprises would not be ruled out. For example, 'the reporters' academy' has been established to provide young people with an opportunity to develop reporting skills on a variety of topics relevant to them. There is now a base established at the Croydon Secondary College in Melbourne, and the school is looking for a base in the UK (currently residing at Lancashire County Cricket Club). This school would make an excellent home for this global project and represents just one example of how global enterprises can be realised.

6. **Concepts such as personalised learning and learning power, which will be a key pedagogical driver.**

We will employ a policy of personalised learning ensuring that students are engaged at an appropriate level throughout their education rather than following a prescribed curriculum for that age group. This will create a learner-centred approach to education ensuring that the basic skills and knowledge is achieved and each student's aspirations and expectations are met. Adopting a more flexible approach to learning through electronic learning technologies means that differentiated learning becomes a much easier proposition. Also, a key principle of curriculum delivery will be learning power. This is a concept that proposes a meditational link between the knowledge, skills and competencies developed during learning and the emotional experience of learning. It comprises the development of the following key skills as part of the learning experience: critical curiosity, creativity, strategic awareness, meaning, making, learning relationships, resilience and attitude to change.

7. **A financially sustainable and entrepreneurial approach to learning and school development.**

   While enterprise will feature heavily in the delivery and available choice within the curriculum, the school will ensure that the attributes of entrepreneurship are embedded throughout. It is our intention to encourage students to establish their own businesses, supported by staff at the school and other stakeholders such as parents and local businesses. Any income generated for these enterprises will feed back into the school to provide new equipment or services as requested by the students in consultation with staff. The possibility of local businesses using the facilities at weekends and during the evenings will be promoted, and already, some businesses have expressed an interest in using the proposed facility, subject to successful application. There is good evidence to suggest that allowing the community to use the sports facilities could make significant income for the school. For example, hiring out a 3rd generation all weather pitch for local sport has been shown to generate a profit of £50,000 per year in similar communities. We have detailed our expectations regarding such income in section 4.6 and within the financial template.

8. **An acknowledgement- and active protection- of the local environment.**

   The residential parts of Sandymoor and Daresbury have been developed carefully by considering the needs of the local fauna and flora. The school will support and encourage the maintenance and proliferation of local biodiversity in conjunction with Cheshire Wildlife Trust. In fact, as part of the school site, the creation of a wildlife haven is high on the agenda, and will be created by the students as part of their studies. Furthermore, it is proposed that the buildings will incorporate environmental technologies that will educate students regarding sustainable living. Further details are in section 4.6.

Centre of Educational Excellence for Science, Technology, Enterprise and Sport

The school will become a leading educational institution in the four domains highlighted in the vision statement. It is clear that with the Daresbury Science and Innovation Centre as an educational partner, the ability to offer a very high standard of science and technology as part of the curriculum and access to the physical resources is clearly apparent. Students will be made aware of the very latest initiatives in science and technology, and will be afforded the opportunity to link into the other 11 science and innovation sites around the world to find out what they are working on and why. Based on our vision, it is also clear to see that we will take the development of enterprise and entrepreneurship skills very seriously, producing students who have the confidence and competence to build their own futures following post compulsory education. The one area that has not featured as strongly as part of the vision is sport. The school has the opportunity to excel in certain sports as strong links exist with professional sports clubs in the area. In some cases the

opportunity to provide education to scholars from professional clubs is a realistic proposition. Such clubs as Widnes Vikings RLFC, Northern Thunder Netball Franchise, Sale Sharks RUFC and Everton FC are very close to the school and would be utilised as part of the curriculum delivery, but may also feature in our after schools sports programme, that will be extensive and partly run by the students themselves.

4

Educational Plan

4.1

Admissions

The school admissions will be separate for the secondary school and sixth for. The secondary school offers a balanced curriculum and is fully inclusive. The sixth form is a specialist Science, Technology, Innovation and Sports college and as such will not be suitable for all entrants (either in ability or in the subject offering).

Secondary School Admissions

In brief, the admissions policy will comply with the School Admissions Code and the SEN Code of practice, taking into account Part 4 of the Disability Discrimination Act 1995 (DDA, as amended by the Special Educational Needs and Disability Act 2001). It is our aim is to make them as clear, as simple and as fair as possible.

The annual admissions number for year 7 students will be 120.

Admissions into other years will be dealt with on an ad-hoc basis taking into account the available spaces and any waiting list that is in place in conjunction with the over-subscription criteria.

The school will have a non-selective intake in line with The Law: Equity and Fair Access in School Admission Arrangements and actively encourages applications from all backgrounds, cultures, abilities and faiths.

Secondary School Oversubscription Criteria

1. Children in public care – children who are subject to a care order
2. Siblings – students with elder brothers or sisters including half brothers and sisters and unrelated children living together as part of the same household attending the school and expected to continue in the following year.
3. Students living nearest to the school measured using an Ordnance Survey address – point system which measures the address point of the place of permanent residence of the student to the address point of the school (in the interim the address point used will be Sandymoor Hall, Otterburn Street, Sandymoor, Runcorn, WA7 1XU being a permanent prominent central community location).
4. Tie Break – Should there be two or more students that have applied to the school whose address points are identical, a lottery based system will be used to select for the remaining places.

In line with Schedule 27 paragraph 3 of the Education Act 1996: "Parents may express a preference for the maintained school they wish their child to attend", our admissions policy will accommodate all students that express a wish to attend our school and a final Statement of Educational Needs which names our school even if the later exceeds our student admission numbers.

The school will not admit students that have been excluded from two previous schools.

Sixth Form Admission Arrangements

The sixth form entry will be 150 students.

It is anticipated that, in line with the new buildings opening, admissions into the sixth form will not occur until 2014.

Admissions to courses within the sixth form will be based on a course by course basis whereby the student will need to have demonstrated, through the KS4 results, that they have the aptitude to study the chosen course.

Sixth Form Oversubscription Criteria

1. Children in public care – children who are subject to a care order
2. Students within the secondary school automatically transferring into the sixth form.
3. Students living nearest to the school measured using an Ordnance Survey address – point system which measures the address point of the place of permanent residence of the student to the address point of the school (in the interim the address point used will be Sandymoor Hall, Otterburn Street, Sandymoor, Runcorn, WA7 1XU being a permanent prominent central community location).
4. Tie Break – Should there be two or more students that have applied to the school whose address points are identical, a lottery based system will be used to select for the remaining places.

The school will not admit students that have been excluded from two previous schools.

Admissions Arrangements

We will use the Local Authority's consolidated admission arrangements, although we realise that we are unlikely to be able to use that in the first year. We would also look to review applicants against the over-subscription criteria alongside the Local Authority and to jointly review any appeals that are lodged.

4.2

Curriculum and Organisation of Learning

Our aim for Sandymoor School is to provide a broad and balanced curriculum that meets the needs and aspirations of each child. Both academic and vocational qualifications are offered at Key Stage 4 and 5 and while our Key Stage 4 offer is balanced, Key Stage 5 tailors the choices to focus more closely on science, technology, enterprise and sport. Prior to outlining our curriculum model, we would like to establish the key principles that have guided our thinking. These principles are consistent with our vision and are grounded in empirical support.

Key Principles of Curriculum Design

In order to establish effective schemes of work to satisfy the needs of all participants, we are proposing to use a 'nested' approach to planning based on elite sport programming (Collins & Abrahams, 2011). This considers the exit point for each key stage. Although there will be generic outcomes for the school, the exit point for key stage 4 is strongly linked to the learning outcomes expressed in the portfolio of GCSEs / BTEC Firsts that each student has chosen, and therefore will be different for each individual. Key stage 3 will require the formation of outcomes that are more generic to all students at this stage. Our intention is to establish learning outcomes at each stage of the learning process. Figure 4.1 demonstrates this pictorially.
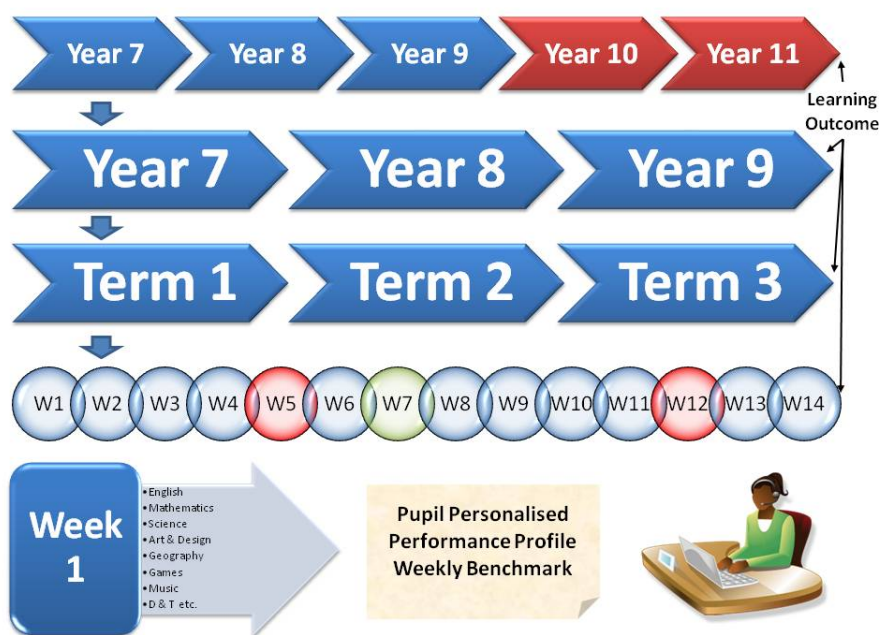
Figure 4.1. – showing the nested approach to curriculum planning

At each stage of the learning process we will provide learning outcomes that set the benchmark for students at our school. The second tier on Figure 4.1 shows key stage 3, whereby the learning outcomes of this key stage are clear for teachers, students and parents to see and judge against. The continued development of learning outcomes at a more focussed 'chunk' of the curriculum terminates with very specific learning outcomes for an individual lesson. This ensures that each lesson is

justifiable in the scheme of work. More importantly, this model will form the basis of differentiated learning within the school. Students and parents will have a clear understanding of the required benchmark (on a yearly, term by term & weekly basis), and using early and continual diagnostics, will form the foundation of each student's individualised educational plan. This presents an objective model for individualised student development focusing on enhanced self awareness (Silvia & Duval, 2001). This will be discussed in more detail under the relevant section (4.4.).

In order to provide a world class, compelling educational experience, we feel that the key teaching workforce should be qualified to teach. Qualified teachers will be recruited and utilised to manage their subject and teach the majority of the sessions within the curriculum. However, some of the teaching (approximately 5% based on the subject) will be delivered using appropriate industry personnel. This provides the learner with an opportunity to experience the curriculum from the employer's perspective. One of our key industry partners, the Internationally recognised Daresbury Science & Innovation Campus, is based a short distance from the proposed school site and represents the pinnacle of current research and innovation within Europe. We have been granted full access to staff at the campus and subject to appropriate risk assessments, students will be afforded the chance to participate in experiments within their laboratories. Such topics as nanotechnology, computer simulation modelling and biomedical research are available to form part of our subjects. Clearly these will not be examined but should inspire the fundamental knowledge creation that will eventually lead to alumni working in those sectors in the future. We hope to replicate this model across the curriculum with several enterprise partners.

We aim to provide a curriculum that allows for personalised learning as recognised by the Gilbert report (2006). In order to realise this, we intend to use web-based technologies to provide differentiated electronic learning opportunities and to ensure that all students are meeting their learning targets and fulfilling their personal aspirations for the future. Figure 4.2. highlights the relationship between the curriculum learning outcomes and the way in which gifted and talented children and those who are temporarily struggling can learn to 'catch up' or continue to build on existing knowledge.
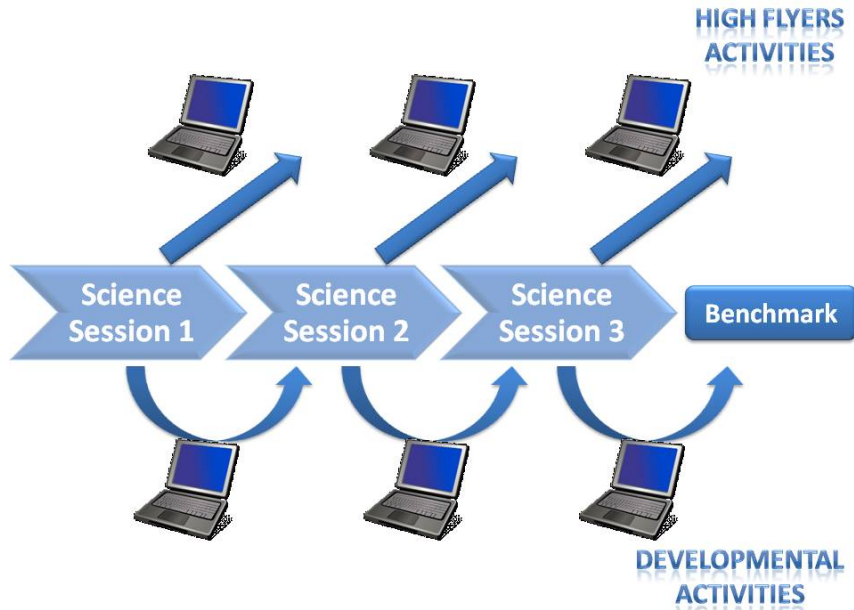
Figure 4.2. – showing the proposed use of E-Learning to ensure personalised learning takes place.

Using the 'nested' model described earlier, the learning rate of each student will be considered and appropriate packages of electronic materials will be provided. These can either be utilised during 'stretch' sessions within term time, or used as 'home packs' for parents to work with their child. This approach will be covered again in section 4.4.

In some cases we acknowledge that parents may not want to or be able to participate in facilitating the "home pack" approach. In these cases students will be offered extra-curricular support. For example we will have PC access for students in our proposed knowledge cafe (supervised by a responsible person).

Curriculum Model

Our curriculum Model is based on sessions of 45 minutes. The proposed timetable provides seven 45 minute sessions per day with lunch and two short breaks (with the exception of Wednesdays when School enrichment activities will occur in place of sessions 6 and 7).

8.45 – 9.00	AM Registration
9.00 – 9.45	Session 1
9.45 – 10.30	Session 2
10.30 – 10.45	Break
10.45 – 11.30	Session 3
11.30 – 12.15	Session 4
12.15 – 13.00	Lunch
13.00 – 13.15	PM Registration

13.15 – 14.00	Session 5
14.00 – 14.45	Session 6
14.45 – 15.00	Break
15.00 – 15.45	Session 7

This represents a weekly schedule of 33 sessions that provide 24 hours and 45 minutes of education. The following table shows the curriculum model for all years.

Year 7

	Art & Design			History			MFL			PE			English			ICT			Music			Science			D & T			Geography			Maths			Comm. Engage.			Enterprise		
	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T
	2	6	12	2	6	12	2	6	12	3	4	12	4	6	24	2	6	12	2	6	12	4	6	24	3	6	18	2	6	12	4	6	24	2	4	8	1	4	4

Year 8

	Art & Design			History			MFL			PE			English			ICT			Music			Science			D & T			Geography			Maths			Comm. Engage.			Enterprise		
	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T
	2	6	12	2	6	12	2	6	12	3	4	12	4	6	24	3	6	18	1	6	6	4	6	24	3	6	18	2	6	12	4	6	24	2	4	8	1	4	4

Year 9

	Art & Design			History			MFL			PE			English			ICT			Music			Science			D & T			Geography			Maths			Comm. Engage.			Enterprise		
	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T
	2	6	12	2	6	12	2	6	12	3	4	12	4	6	24	3	6	18	1	6	6	4	6	24	3	6	18	2	6	12	4	6	24	2	4	8	1	4	4

Year 10

	English			Maths			Science			MFL			Option 5			Option 6			Option 7			Option 8			Option 9			Games			Comm. Engage.			Enterprise		
	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T
	3	6	18	3	6	18	3	6	18	3	6	18	3	6	18	3	6	18	3	6	18	3	6	18	3	6	18	3	6	18	1	4	4	2	4	8

Year 11

	English			Maths			Science			MFL			Option 5			Option 6			Option 7			Option 8			Option 9			Games			Comm. Engage.			Enterprise		
	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T
	3	6	18	3	6	18	3	6	18	3	6	18	3	6	18	3	6	18	3	6	18	3	6	18	3	6	18	3	6	18	1	4	4	2	4	8

Year 12

	Tutorial			Option A			Option B			Option C			Option D			Option E			Comm. Engage.			Voc. Awards		
	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T
	1	17	17	5	1	5	5	1	5	5	1	5	5	1	5	3	1	3	2	6	12	2	6	12

Year 13

	Tutorial			Option A			Option B			Option C			Option D			Option E			Stretch			Voc. Awards		
	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T
	1	17	17	5	1	5	5	1	5	5	1	5	5	1	5	3	1	3	2	2	4	2	6	12

P – Number of teaching periods per student

C – Number of classes per week

T – Total number of teaching periods per week

Curriculum & Qualifications

Key Stage 3

Years 7, 8 and 9 will contain the core subjects of English, Maths and Science. Moreover, to ensure we fulfil aspects of our vision, there will be a focus on subjects such as technology, enterprise and physical education. The topics that form the basis of the key stage 3 curriculum are shown in Figure 4.3.
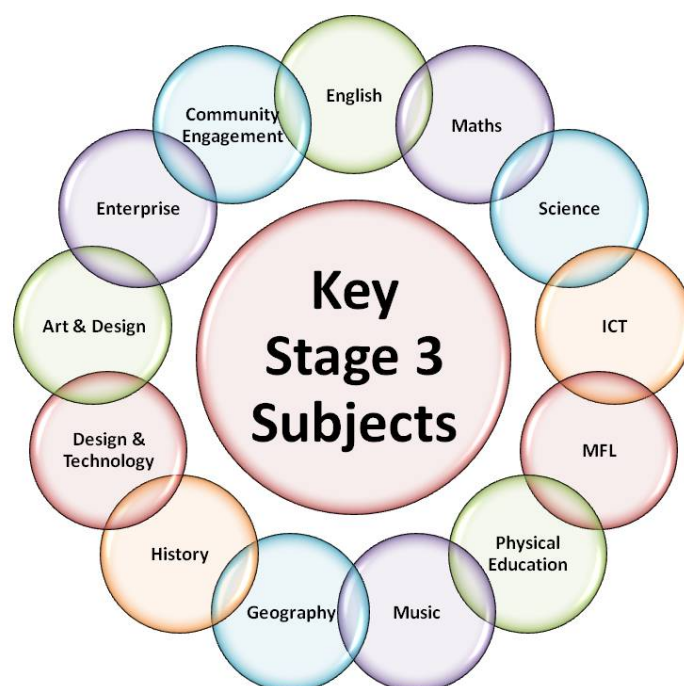
Figure 4.3. – showing the subject themes to be delivered as part of the 'key stage 3' curriculum

The slight difference between the national curriculum and our proposal is the removal of personal well-being, citizenship and economic and financial capability. Although we value these topics we propose to include these in two subject areas: enterprise and community engagement.

Enterprise: Throughout the curriculum, students will learn about financial capability in relation to personal understanding, as well as more entrepreneurial approaches. We are very keen to encourage students to develop their own enterprises during their life at the school. These may take the form of profit making enterprises, or more socially/community focused initiatives. Not only will this serve to improve social competence, but will also enhance the confidence to establish enterprises post compulsory education. We plan to include projects as part of the curriculum (see length of term in this section), and aspects of enterprise will be clearly evident during these phases.

Community Engagement: The majority of East Runcorn is relatively new having been established within the last 15 years. The school represents a possible catalyst

for community cohesion. As a consequence we wish to place emphasis on this agenda. This will be for all students at the school, and content led mini projects will be focused on the community where appropriate. This could include, for example, working with the Parish Council to produce 'A' frame benches for key community spaces within East Runcorn. Also, opportunities to bring members of the community into the school for such activities as 'an introduction to using computers' as part of a coffee morning/afternoon, run by students for the local community. It is envisaged that we will meet targets set by the previous Government to ensure that each student does a minimum of 50 hours of voluntary work within the community, and contribute to the policies of the big society. Clearly, the citizenship agenda is a major feature in this topic.

The 'Sandymoor Diploma'

In order to encourage strong academic attainment, commitment and attendance as well as community engagement, we propose to offer the Sandymoor Diploma. This award will be based upon a series of benchmarks set against academic performance, enrichment activity (extra-curricular as well as during school time), community engagement and enterprise activity. Points will be acquired throughout key stage 3 and subsidiary awards will be offered at each year. However, the diploma will be the accumulation of points over the whole key stage. More information on this is presented in section 4.4.

Key Stage 4

The school will deliver a comprehensive range of GCSEs, some of which will be considered for the ***English Baccalaureate award***. All of the GCSE specifications for the main awarding bodies have been scrutinised and a decision has been made to use AQA. In addition to offering a broad range of GCSEs, it is our intention to offer three BTEC First qualifications (EDEXCEL) at 'award' and 'certificate' level, representing 1 and 2 GCSE equivalents respectively. The proposed GCSE and BTEC First qualification portfolio consists of:

English (AQA)
- GCSE English
- GCSE English Language
- ***English Baccalaureate (either of the above)***

ICT (AQA)
- GCSE ICT

Mathematics (AQA)
- GCSE Mathematics
- ***English Baccalaureate***

Science (AQA)
- GCSE Science A (Dual Award)
- GCSE Additional Science

- GCSE Biology
- GCSE Chemistry
- GCSE Physics
- GCSE Electronics
- GCSE Environmental Science
- ***English Baccalaureate*** (one of the following GCSEs: Biology, Physics, Chemistry, Science A (dual award) and Additional Science)

Arts (AQA)
- GCSE Art & Design
- GCSE Music

Technology (AQA)
- GCSE D & T – Systems & Control Technology
- GCSE D & T – Product Design
- GCSE D & T – Graphic Products
- GCSE D & T – Electronic Products

Physical Education (AQA)
- GCSE Physical Education

Languages (AQA)
- GCSE Spanish
- GCSE Chinese (Mandarin)
- ***English Baccalaureate*** (one of the above)

Humanities (AQA)
- GCSE Geography A
- GCSE History A
- GCSE Citizenship Studies
- ***English Baccalaureate*** (either Geography or History)

BTEC First (EDEXCEL)
- BTEC First (Award/Certificate) – Business
- BTEC First (Award/Certificate) – IT
- BTEC First (Award/Certificate) - Sport

Students will be encouraged to do the equivalent of 9 GCSEs of which the following will be compulsory:

- GCSE Mathematics
- GCSE English
- One GCSE in a Science subject (Biology, Chemistry, Physics, Science A or Additional Science)
- One Language (Spanish or Chinese (Mandarin))

To encourage our students to complete the English Baccalaureate we have made four out of the five subjects compulsory. This only leaves a student needing to

choose either Geography or History as one of their options to gain the English Baccalaureate (subject to attaining a minimum of grade C in each of these subjects).

The curriculum model provides a series of GCSE/BTEC First options. The following list represents the proposed optional choices.

- **GCSE English** (Compulsory)
- **GCSE Mathematics** (Compulsory)
- **GCSE Science** (Compulsory) – one from:
    o GCSE Science A (dual award)
    o GCSE Biology
    o GCSE Chemistry
    o GCSE Physics
- **GCSE MFL** (Compulsory) – one from:
    o GCSE Spanish
    o GCSE Chinese (Mandarin)
- **Option 5**
    o GCSE Biology
    o GCSE Additional Science
    o GCSE History
    o GCSE Art & Design
    o BTEC First – IT (award)
- **Option 6**
    o GCSE Chemistry
    o GCSE Geography
    o GCSE Citizenship
    o GCSE D & T – Systems & Control Technology
    o BTEC First – IT (certificate)
- **Option 7**
    o GCSE Physics
    o GCSE D & T – Product Design
    o GCSE Physical Education
    o BTEC First – Sport (award)
    o GCSE Music
- **Option 8**
    o GCSE Electronics
    o GCSE English Language
    o GCSE D & T – Graphic Products
    o BTEC First – Business (award)
- **Option 9**
    o GCSE Environmental Science
    o GCSE D & T – Electronic Products
    o GCSE ICT
    o BTEC First – Sport (certificate)

    ◦ BTEC First – Business (certificate)

We recognise that the number of GCSEs proposed for Key Stage 4 is quite large for the size of the proposed school, however, those identified above are the qualifications that we would like to offer our students and we will ensure that only those that are viable options (i.e. greater student number than 15) will run. The staffing implications based on these small changes to the qualification mix would be negligible.

Key Stage 5

The portfolio of courses at this stage of education will focus more towards our proposal as a centre of excellence. These will include science, technology, enterprise and sport. It will consist of A Levels (AQA), BTEC Nationals (EDEXCEL), as well as a series of vocational programmes including UK Coaching Certificate level 1 sport coaching (1st 4 Sport) awards, Youth Sport Trust Sport Leaders awards and OCR Asset language courses. The latter will represent part of the Key Stage 5 enrichment opportunities ('Voc. Awards' in the curriculum model).

AS & A Levels

English (AQA)
- AS & A Level English Language

ICT (AQA)
- AS & A Level Computing

Mathematics (AQA)
- AS & A Level Mathematics

Science (AQA)
- AS & A Level Human Biology
- AS & A Level Biology
- AS & A Level Chemistry
- AS & A Level Physics
- AS & A Level Electronics

Technology (AQA)
- AS & A Level D & T – Systems & Control Technology
- AS & A Level D & T – Product Design (3-D)

Humanities (AQA)
- AS & A Level Geography

BTEC Nationals (EDEXCEL)
- Electrical & Electronic Engineering (Subsidiary Diploma and Diploma)
- IT (Extended Diploma)
- Enterprise & Entrepreneurship (Subsidiary Diploma and Diploma)
- Sport & Exercise Science (Certificate, Subsidiary Diploma, Diploma and Extended Diploma)

- Applied Science (Certificate, Subsidiary Diploma, Diploma and Extended Diploma)
- Pharmaceutical Sciences (Subsidiary Diploma and Diploma)
- Environmental Sustainability (Extended Diploma)

At key stage 5, the letters (A to D) represent the options for A Level and BTEC qualifications. Students will be counselled as to the appropriate number of A levels, or which BTEC, and level, to take. Any combination of the following is possible:

- 4 A Levels
- 3 A Levels and a BTEC subsidiary diploma
- 2 A Levels and a BTEC Diploma
- 1 A Level and a BTEC Extended Diploma

Note that this represents the maximum amount of qualifications that can be attained during key stage 5. It is likely that some students will participate in a smaller number of A Levels or a reduced volume of his/her chosen BTEC qualification. Column E represents the opportunity for students to undergo a GCSE such as Maths or English, or a language such as Chinese (Mandarin).

Length of School Day, Term and Year

The school day will begin at 8.45 and end at 15.45 representing 5 hours 15 minutes of teaching periods. Each day will be of a similar format apart from Wednesdays where normal teaching periods will end at 13.45 allowing for a portfolio of in-curricular enrichment activities. This provides 24 hours and 45 minutes per week, which exceeds the DfE guidelines for maintained schools (24 hours at key stage 4).

Utilising 45 minute sessions allows for double-sessions to be timetabled for the more practical subjects when the teaching benefits from a longer period.

We are proposing to have three terms of relatively equal length ensuring that the total number of weeks is 39. Within each term there will be a half term break and two project weeks across key stages 3 and 4. The proposed schedule can be viewed in Figure 4.4.
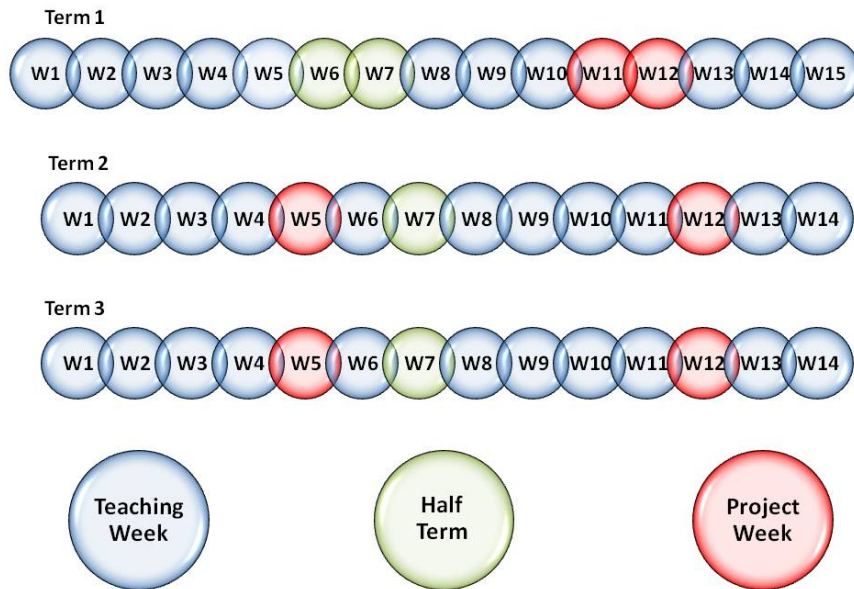
Figure 4.4. – showing the proposed schedule for each term. This will be subject to public holidays.

The schedule represents an orthodox model of secondary education. The half term break will sit at a similar time to the primary schools in the area to ensure families are together during this time. Furthermore, we have proposed the possibility of a two week break during the first term. This provides families with an opportunity to schedule a holiday without compromising the schools attendance record for unauthorised absence. As this is also the busiest term of the school year it provides a significant "rest" period for staff and students alike. The additional week will be placed at the start of the year meaning the school will commence earlier.

Some students attending the school may come from a highly deprived background and their literacy and numeracy could be below expectations. In order to manage this we propose to offer a "flying start" week. This will be to accelerate the development of these skills in preparation for the start of the new academic year and put them on a similar footing to the other students.

Special Educational Needs

In line with our educational vision we will adopt a humanistic approach to pedagogy placing each child at the centre of their own learning. This therefore suggests that every child has a special educational need, whether requiring additional support, or nurturing the gifted and talented. Our policy for student development will ensure that every child has an individual educational plan (IEP) that will form the basis of personalised learning and maximise every child's potential. This will be based on a series of early diagnostic assessments, discussions with the students/parent/s and transition reports from the feeder school. These data will form the basis for each IEP.

The SEN Code of Practice (DfES, 2001) focuses on the following populations:

- Cognitive and learning difficulties
- Behavioural, emotional and social development
- Communication and interaction difficulties
- Sensory and physical disabilities

We acknowledge that those with these types of disabilities will require additional educational provision and the code of practice establishes the mandatory actions of each school. In this regard, we will demonstrate how we will identify special educational needs and how we will provide for this.

Identification of SEN

In most cases dyslexia, dyspraxia and dyscalculia occur on a continuum, and therefore, some students will have been identified has having mild, moderate or severe forms of these learning difficulties. The other classifications of disabilities or learning difficulties are likely to follow a similar model, and therefore students will already have been assessed and appropriate IEPs will have been established during primary education (through school action and school action plus) and SEN statements will be available. This will certainly be the case for moderate to severe cases. In those individuals who demonstrate a mild learning difficulty, it is possible that it may not have been identified during primary education. It is also likely that these students may require some small additional support in the classroom. The only exception to this would be a traumatic event that triggers potential cognitive behavioural and social issues. If a student raises cause for concern, the teacher will refer him/her to the SEN co-ordinator for further assessment or referral. The key to ensuring all special educational needs are identified relies heavily on a knowledgeable workforce. An understanding of what to look for and how to respond/refer is crucial to effective identification and development. This will be a key consideration during the recruitment phase of the school development, and will form the basis of ongoing staff Continual Professional Development (CPD).

Educational Provision

Research has suggested that there is a strong relationship between students with SEN and the prevalence of bullying. With this in mind, we have developed a structure that addresses this (see also appendix 1). The potential stigma attached to SEN will be minimised by the organisation of students (section 4.3), the development of a strong tripartite relationship between teachers, students and parents, and the use of ICT to meet the needs of differentiated groups.

In line with the findings of the "Achievement for All" project (DCSF, 2009) parents will be encouraged to participate in the educational support of their child. While this is not compulsory, evidence suggests such a relationship facilitates effective acceleration of learning (based on mild conditions). The Rose report (2009) supports

this suggesting that children with literary difficulties benefit from 'putting in the reading miles' with parents. This tripartite relationship will be supported by regular contact and the use of ICT as a basis for continued communication. The use of a sophisticated VLE package will be utilised to assist learners with SEN using multi-sensory pedagogical approaches which can be used simultaneously. Moreover, using the VLE allows the archiving of important information. Learners who require more time will have the opportunity to use systematic approaches to review the content of classes to consolidate his/her understanding (Singleton, 2009). In order to ensure that all students are provided with equitable educational provision, annual equity impact assessments will be conducted.

Our SEN provision will be managed by a pastoral learning support manager and the mandatory SEN Co-ordinator. Furthermore a member of staff will be allocated an appropriate portion of their workload to support cared for children.

We also recognise that there are specific needs for students where English is an Additional Language and have outlined our policy surrounding this below.

All students need to feel safe, accepted and valued in order to learn. For students who are learning English as an additional language, this may present an additional challenge. We are aware that bilingualism is a strength and that EAL students have a valuable contribution to make. We would take a whole school approach, including ethos, curriculum, and promoting international awareness and our full policy outline is in Appendix 2.

Extended School Provision

The school will operate pre and post-school clubs designed to make access easier for families where both parents work and for those that travel to the school from outside the immediate vicinity.

The after-school sessions will also have trainee teachers or teaching assistants present to facilitate students with their homework, revision and additional work offered through the VLE as detailed in figure 4.2. The after school club will also enable students to participate in after school enrichment activities.

Enrichment Activities

There will be a series of enrichment activities taking place during the afternoon each Wednesday. This will be augmented through extra-curricular activities following each school day. On Wednesday afternoon each week (session 6 & 7 of the school day), students will be afforded time to engage in a series of curricular enrichment activities. These will take many forms and will meet the drivers of our vision as well as complementing the needs and aspirations of each student. Examples of curricular enrichment activities include:

- Sport & Health

- o Various sports such as:
  - Martial arts
  - Football
  - Netball
  - Tennis
  - Rugby League
  - Badminton
  - Cheerleading
  - o Health & Fitness club
- Academic clubs such as:
  - o Science Club
  - o "Wildlife Warriors"
  - o "Trojans of Technology"
  - o Book club
  - o "Around the World in 39 weeks"
  - o Art & Design
- The Performing Arts
  - o Glee Club
  - o School of Rock

While the school will commit to a programme similar to the activities identified above, we will also be running after school clubs. This will be driven largely by student (and parent) demand. Both In- and extra- curricular enrichment activities will be included for points within the "Sandymoor Diploma" for key stage 3 students.

Engaging with Local Businesses

In line with our vision, we intend to commit to using personnel from local industries. This will enhance our proposed curriculum by:

1. Providing students with opportunities to visit facilities. The best example, and key partner in the development of the school, is Daresbury Science & Innovation Campus. Having access to their facilities and staff to demonstrate their ongoing research and development work should have a profound effect on our students.
2. Providing enterprise challenge activities (real-life client briefs) for Wednesday enrichment activities, during project weeks or as part of the normal weekly curriculum.
3. Offering work experience for the students with aspirations of entering specialist vocational areas.
4. Providing specialist mentoring support for student projects

In order to offer the range of subjects at key stage 5 we propose to utilise expertise on a contractual basis. For example a local company currently delivers BTEC

National Extended Diplomas in Sport and Exercise Science, Sport, and Enterprise & Entrepreneurship for an outstanding school in Merseyside.

Student Entitlement

Our proposed curriculum and pedagogical approach allows for the personalised learning of every student within the school. Students have the opportunity to study a broad and balanced curriculum at key stage 4 selecting GCSE or BTEC qualifications relating to his/her interests and aspirations. We have considered the qualification mix and ensured that we stay true to the vision of producing citizens that understand the meaning of respect, enterprise, social competence and citizenship. Our commitment to ensuring every student has an individualised educational plan is challenging, although we believe that every child is entitled to maximum educational development regardless of his/her ability. The VLE will enable the input of data following each class, therefore presenting a real-time impression of educational development. These data will be used to formulate each action plan in consultation with the students and parents. Each IEP will be modified to suit the progress of the student.

Our pedagogical approach will allow us to provide differentiated learning experiences within the classroom (using a humanistic approach) and through the VLE system. Furthermore, we will adopt a policy of mixed ability classes that will reduce perceptions of inadequacy, de-motivation, low self esteem, and ultimately disconnection, while providing support for those temporarily challenged through the VLE. Students will have a say in the way our school runs through the creation of a cabinet, with a head boy and girl (and deputies) and specialist 'ministers' responsible for such topics as technology, enrichment activities, pedagogical approaches, sport etc. (See section 4.3.)

This entitlement will be realised through a motivated workforce that understands the educational needs of every child in their classes. Furthermore, each member of staff will ensure that teaching is conducted against the principles of learning power; the 'glue' that combines the creation of knowledge, skills and competencies, and the positive emotional experience of learning. Staff from different disciplines will work together to ensure lesson plans are as innovative and educationally useful as possible. Smith's (2011) framework of the accelerated learning cycle will be used within our lesson planning. Using the 'cloud' system, ICT presence within our school will be high, and virtually all learning environments will host computers. This provides opportunities to access electronic packages during class time combined with the use of the internet to show "real world" applications. Furthermore, 'home packs' for specific projects or for differentiated learning will form the basis of homework, suited to each student's needs. The school will employ two IT support staff with web animation experience to create the materials for our VLE platform. This will ensure that this approach will not 'distract' the teachers from classroom-based pedagogical

excellence. These designers will work collaboratively with teachers to create such packages during the Wednesday afternoon sessions outlined earlier.

4.3

Organisation of Students

Pastoral Organisation

Both horizontal and vertical systems will be adopted in our school. For key stages 3 and 4 the students will be randomly assigned to one of four houses (siblings entering will be assigned to the same house as the older sibling), which will be carried through each year until year 11. The significance of the houses relates to basic pastoral organisation during the AM and PM registrations, but will also serve as a mentoring and reward system. Each house will have 30 students in each of the five year groups when the school is full.
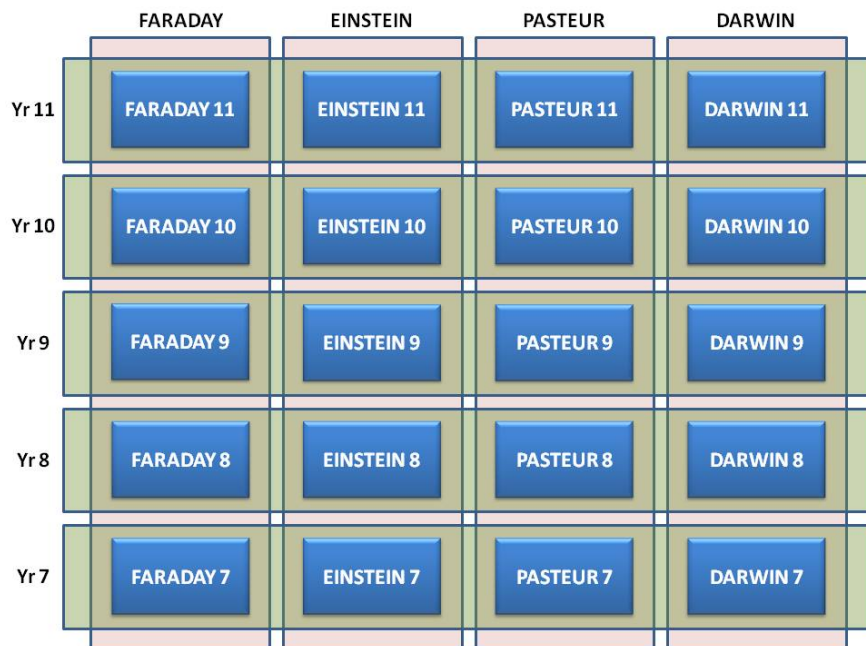
Figure 4.5. Showing the horizontal and vertical grouping model for our school. Note the house names will be discussed during the parent/student consultation

Students from higher years will provide support and mentoring for newcomers to the school. This provides a perception of safety for newcomers and also develops key leadership skills in the older students. Moreover, the houses will compete on many fronts with other houses. For example, the house with the highest attendance during term 1 will be rewarded in some appropriate way. This will encourage positive behaviours and lead to appropriate peer support to minimise non-attendance and bullying & harassment. Another example will relate to the engagement of enrichment activities and volunteer community work. The more you do as a house, the more points you will get, and therefore, the more rewards you will receive. There will be class sizes of 30 students throughout key stages 3 and 4 for pastoral organisation. In line with our vision, students from each house across the 5 years will work collaboratively on specific projects during project week. Roles and responsibilities during projects will be fluid and negotiable across all years and may relate to academic level rather than age.

Form tutors will be assigned to a year group and stay with them throughout years 7-11. They will be responsible for registrations and will take the lead in each student's individualised educational plan. Moreover, the form tutor will communicate regularly with parents through various channels. This should lead to strong tripartite relationships between all parties and represents an excellent framework for personalised educational provision. Any pastoral issues deemed too big or complex to manage in form time will be referred to the pastoral learning support manager or SENCO (based on the cause for concern). While students will remain with their house throughout the school, so too will the form tutors. This will create a sense of ownership and pride with the house and lead to appropriate levels of competition across houses.

Pastoral support for those students in key stage 5 will adopt a slightly different system to key stages 3 and 4. The key to quality pastoral care is the formation of strong relationships between staff and students. Therefore, form tutors will be assigned based on the complement of A Levels or BTEC qualifications that are chosen. For example, the course leader for the BTEC in Sport & Exercise Science will be best placed to offer pastoral support to the students that they will see on a daily basis.

Extra-curricular activity will be more challenging to group. To remain consistent to our vision, we will run activities and clubs based on student demand. Based on the numbers in each club/society, groups will be formed using the most appropriate formula for that activity. For example, 'wildlife warriors will contain children from all years and project groups will be selected based on interest, however, Rugby League would be based on maturation (not necessarily age). Placing year 7 students into a year 11 group for a contact sport such as this would be clearly irresponsible.

Field trips will be organised by year group or house group. This will depend on the nature of the activity. If it is based on the curriculum, then the year group will be the unit for the field trip. However, there is the possibility that a field trip is necessary based on the projects that each house is involved in, and therefore, the house will be the unit for the field trip.

Academic Organisation

The approaches for academic organisation will differ between the key stages. In key stage 3, class sizes will be uniform across the school, but will differ in certain subjects. For example, there will be 6 groups of equal size (n=20 in a full school) for English, science, art and design, geography, history, D & T, music, MFL and maths, while community engagement, PE and enterprise will be based on 4 groups and will probably constitute the house groupings. We have decided to adopt equal groupings of mixed ability within each year rather than setting based on attainment, or vertical grouping. These will be assigned as part of the primary school transitions process whereby students will be matched and assigned. We feel strongly that this would be

divisive and lead to a polarisation of students. Based on attainment data from the local primary schools this represents a dichotomy of attainment upon admission, and feel that setting based on attainment will reflect these groupings and lead to poor integration of students from different environments, and encourage 'gang-like' or 'clique' behaviour. Issues of differentiation will be dealt with through interactive learning packages offered through the VLE and counselling to engage in development sessions on a Wednesday afternoon, or the use of electronic 'home packs'. Furthermore, we will offer 'flying start' sessions prior to entry to the school for those who have poor attainment for maths and English. We will also explore the possibility of peer support for such things as reading.

Project weeks will be conducted based on house groupings. Therefore students who study subjects in different academic groupings will share and integrate their knowledge during the projects.

In key stage 4 and 5, academic classes will be based on the subjects that are chosen. While our aspirations are to have all students studying GCSEs from the higher tier, it is likely that some students may be counselled to sit the foundation tier. In this case, we will set the groups to reflect the tier that they are in. Groups at key stage 5 will only require one group per A Level/BTEC. In cases where the student numbers require two viable groups, then students will be split randomly reflecting mixed abilities.

4.4

Student Development and Achievement

Our vision articulates the type of school that we want to become. Our ultimate aspiration is to be one of the best schools in the country for attainment and other key measures. In order to ensure that we achieve this, our internal monitoring system will be detailed, sophisticated and lead to clear and accountable change or consolidation. This will be achieved through our **School Strategic Plan** and the annual **School Delivery Plan**. The latter is an internal planning tool to progress our vision. These planning tools will cover all aspects of the school provision. For the purposes of this section, we will cover those that relate to student development and achievement. The key to successful planning is detailed reviews providing objectivity to changes and developments that are made. These regular reviews will form the basis of our annual school development plans. In addition, the delivery plan will serve as a guide for our pedagogical approaches. It is the delivery that is examined regularly to refine planning on a regular basis. Hence, the typical model of *plan – do – review* is being adopted here.

School Strategic and Delivery Plans

The strategic plan will cover the first five years, after which time, it will be reviewed to reflect changes to the educational system and challenges that we have faced in the previous 5 years. This will reflect the first full complement of years at the school and therefore, would represent an appropriate time to review progress and set new and more challenging targets. It will consist of strategic objectives set against our vision statement. These objectives will then be assigned more refined targets that will be specific, measureable, achievable, recordable and time-locked. Each target will then

feed into the annual delivery plan, and form the basis of the review the following year. We intend to have more detailed reviews at regular intervals (monthly) throughout the year in relation to student development.

We wish to use the Ofsted 'RAISEOnline' tool to report and analyse the attainment of our students from entry to successful completion of key stage 4. This will provide data for public performance tables and provide us with very useful internal data for a regular examination of our school and students. The data that will be of particular value from this tool will be CVA, as this relies on regression analyses in comparison to National Averages. All other data can be extracted and analysed internally. Our intention is to replicate these data (with the exception of CVA) and use them on a more regular basis to assess student's performance. Our intention is to use a virtual learning environment that will allow input into school management databases (through .csv files). An example of a VLE, 'Frog' learning platform, allows data to be inputted by teachers in real time. This data can then be processed and considered on an appropriate basis by form tutors, who will have responsibility for his/her student's individualised educational plan. Furthermore, data can be accessed by parents or carers. Our 'nested' approach to curriculum planning will provide the comparison of each student to the expected standards across the school, and will act as a monitoring tool to enforce pedagogical change if required on a personalised basis. This will then ensure the individualised educational plans will be focused on their needs and can be modified in almost real time. This model sits well with the Assessment for Learning (AfL) approach and the Assessment of Pupil Progression (APP) (DCSF, 2008). The VLE will form the basis of our assessment recording and marking tool wherever possible. This reflects our digital shift (see vision statement) from paper-based assessments, thereby reducing the use of paper in class (another underpinning feature of our vision).

The following Key Performance Indicators will form the basis of our monitoring of student and school performance.

Key Objectives	Key Performance Indicators
Recruitment	• **The subscription status of the School (%age applications to places)**
Academic attainment at KS4	• **%age of students with 5 A* to C (incl. English & Maths)** • **%age of students with A* to C in English & Maths** • **%age of students successfully obtaining the English Baccalaureate** • **%age of students with A* to C in 2 science GCSEs** • **%age of students with A* to C in MFL** • **Comparison of GCSE scores for the following demographics:** • **SEN** • **Ethnicity**

	• IDACI • Age (4 quartiles) • Those in care • Those with Free School Meals - %age of students who obtain a distinction on BTEC Firsts (based on the total number of participants doing BTEC Firsts) - Progress on attainment targets from KS3 to review point (quarterly reviews) - Progress on attainment targets from entry to review point (quarterly reviews)
Academic Attainment at KS3	• % of students scoring greater than 6 for English and Maths (based on the National Curriculum attainment targets) • %age of students scoring greater than 6 in science (based on the National Curriculum attainment targets) • %age of students scoring greater than 6 for all subjects • %age of students in each attainment target for each year and subject • Progress on attainment targets from entry to review point (quarterly reviews) • Comparison of attainment levels and progress for the following demographics: - SEN - Ethnicity - IDACI - Age (4 quartiles) - Those in care - Those with Free School Meals • Term by term performance profiles (from students and teachers) (similar to APP)
Student Attendance	• Overall absence • Overall unauthorised absence • Overall persistent absence • Attendance records in relation to the following demographics: - SEN - Ethnicity - IDACI - Age (4 quartiles) - Those in care - Those with Free School Meals
Engagement and Effort Ratings	• %age of students gaining the 'Sandymoor Diploma' at KS3 • %age of students in the following demographics gaining the 'Sandymoor Diploma': - SEN - Ethnicity - IDACI - Age (4 quartiles) - Those in care - Those with Free School Meals

	• %age of students scoring X points per term for engagement in class (as awarded by teachers on the 5 R's) • Average number of hours committed to extra-curricular voluntary activity within the community • %age of students exceeding 50 hours of voluntary activity • Average number of hours per student for school-led extra-curricular activity • %age of students involved in enterprise activity (at each year)
Student Satisfaction	• %age of students rating teacher performance satisfactory and better on an internal satisfaction survey • %age of students rating ICT satisfactory and better on an internal satisfaction survey • %age of students rating lessons of an average of 7 or above (0= very poor, 10= excellent) per month. • Subjective analysis of each subject per term (survey on VLE)
Parent Satisfaction	• Likert scale of perceived satisfaction. • Subjective analysis per term (survey on VLE or paper-based)
Quality of Learning & Teaching	• Number of peer observations per term (per subject and teacher) • Evaluation of lesson plans on VLE • Inclusion of learning power and accelerated learning cycle concepts in lesson plans • Peer observation rating on a set of performance measures (by teacher and observer (anonymous): - Effective control of class - Achieved learning outcomes of session - Student interaction and progression etc. • Number of school-led CPD activities for staff
Vision Objectives	• Every student will have engaged with a local business for a minimum of 7 days during KS3 and 4. • Ranking of sports teams in school/community leagues • Number of reports relating to bullying or vandalism within the school per year • Number of points deducted per house for inappropriate behaviour • Biodiversity assessment • Number of local businesses involved with the school (Annual Partnership Report) • Number of School-School partnerships (UK and International)

The reporting cycle for each KPI will be considered within the school delivery plan and each milestone will be flagged on the VLE to ensure that the responsible person for providing the data will do so in a timely manner. The governance of the data and proposals for modifications to current practice will reside with a series of individuals culminating with the principal and the board of governors. An example of delegated authority would be those milestones that relate to monthly classroom performance of students and will be managed by the relevant teacher/ head of department. Planning sessions will occur every Wednesday afternoon for small changes to be made, however, more substantive events will be layered into the school calendar based on the timing of these critical milestones.

4.5

Behaviour and Attendance

Behaviour and Attendance Ethos

We recognise that in order for a student to reach their full potential whilst at school, their attitude to learning, engagement and behaviour are vital. With this back drop, the culture of the school will positively promote attendance, effort, good behaviour, involvement and respect via a "points means prizes" reward system.

In collaboration with the students we will devise a series of rewards that can be "purchased" in exchange for the points that have been accumulated. These will range from physical rewards such as vouchers for DVD's or games to benefits such as apriority place in the lunch queue or at the annual prom.

The key points that we are underpinning are:

- An engaging learning environment in the classroom
- Self respect and respect for fellow students, staff, the environment and the wider community
- A safe, secure, supportive and ordered learning environment
- An atmosphere where students strive to reach their true potential
- Students that are proud to be part of the school, value the school, their peers and the community
- A self-help environment where students will help others around them that may require some additional assistance

There are a set of behaviours that will not be tolerated within the school – such things as bullying will be addressed using the principles set out in the section below. The school will have a "Code of Conduct" document that will be drafted and reviewed annually with the students to ensure maximum ownership.

Individual and House Bonus Points

Students will be organised into house groups as detailed in section 4.3 for the purpose of mentoring and whole school project weeks.

House points will be accrued both on an individual basis and on a house basis as follows.

The 5 R's Reward System

Student's contribution, effort and discipline will be considered against the following five headings with an additional individual house point being awarded to individuals by the teachers on a session by session basis as illustrated in figure 4.51..

Responsive	• Students who react or reply favourably to a suggestion or initiative
Resourceful	• Students who are able to deal with difficult and challenging situations and to use their initiative to solve problems
Resilient	• Students who recover quickly and easily from adversity or challenge
Reasoning	• Students who are able to process solutions and present arguments based on facts and evidence
Reflective	• Students who are able to review and self evaluate their skills, knowledge and competencies

Fig 4.51. The 5 Rs

Attendance and Homework Rewards

The school recognises that rewarding positive actions will lead to more positive actions and as such will also reward students with points for homework. As there is a strong relationship between attendance and attainment further rewards will be given for attendance. These points will feed into the Sandymoor Diploma, which is designed to reinforce positive actions within school and the wider community.

Points will be awarded on a weekly basis for (for example):

- Each student with 100% attendance
- Extra points for the best attendance from each year group
- Extra points for the house with the best attendance
- Points awarded for homework being completed and on time

House Points will be awarded at the end of each half and full term for (for example):

- The house with the best attendance record
- The most student who has consistently in each year group
- The student who has contributed most to the school's mentoring program
- The student who has made the most commitment to the wider community

School Uniform

To promote pride and respect for the school brand we will have a school uniform that will be developed in collaboration with prospective parents and students.

The school will adopt a school uniform which will be compulsory for all students in years 7 to 11. The uniform will, in line with our vision (point 2 &3), be developed in partnership with the potential students and their parents, but will comprise the following:

Boys:

Blazer, shirt, tie (identifying the school house that the student is attached to), pullover and dark trousers.

An appropriate school sports uniform will also be required.

Girls:

Blazer, blouse, tie (identifying the school house that the student is attached to), pullover and dark trousers or skirt (that is required to be below the knee).

The uniform will provide a sense of belonging, both to the school and to the house that the student is attached to. Students will be required to present themselves in a smart manner.

The ethos behind the school uniform is:

- Pride in the school and school house mentoring system
- Pride and self-respect in personal appearance
- Advertising for the school

During work experience or any professional interactions all students will be required to wear suitable attire as if they were entering a professional environment.

The school proposes that the uniform will only be available from the school and be run so as not to generate a profit. This will mean that the uniform costs are kept to a minimum and therefore helps those from deprived areas making the school as accessible as possible.

Behaviour Management

Positive Behaviour Begins With Staff

Our behaviour policy will reinforce positive actions in the Senior Leadership Team, Teaching staff and support staff as well as the students. As behaviour is influenced by all members of the school, we have covered first of all the expectations that will be placed upon the staff within the school. Staff will be expected to engage in:

- Regular training and behaviour awareness courses will be compulsory for all staff members to ensure an appreciation of the types of behaviours and an awareness of the possible causes.
- A regular review of the school's educational vision and plan. This will reinforce the culture that is envisaged within the school.
- A consistent approach to issuing rewards and sanctions as per the school's rewards and sanctions outlined within our educational plan.
- A consistent approach to classroom management, leaning and teaching.
- The teaching of "good behaviour" through the citizenship and community engagement sessions.
- Development of appropriate individual behaviour strategies alongside the pastoral coordinator.
- Working and planning to ensure a smooth transition into the school initially and then as the students transfer between each Key Stage whilst at the school.
- Ensuring that the key basic skills of organisation and preparedness are consistently demonstrated by being prepared for each lesson which will start on time.

Student & Parent Expectations

As noted in the Elton report in 1989, *"bad behaviour in schools is a complex problem which does not lend itself to simple solutions"*. Through our vision set out in section 3.2, we are actively promoting positive, exciting and engaging teaching methods which will be delivered through our Educational Plan (set out in section 4.2). This has been demonstrated to be the most important factor in promoting positive behaviour. Through the culture we are creating with school houses and mentors coupled with the high levels of community engagement we are encompassing the findings in the Ofsted report (February 2005) which states *"The great majority of students enjoy school, work hard and behave well. A strong sense of community and positive engagement with parents are features of schools where behaviour is good"*.

Our vision actively encourages parental involvement via the tri-partite arrangements as covered in section 4.4. Our draft behaviour policy will encompass the majority of this section utilising the 5 R's for rewarding positive actions and the sanctions ladder as required.

There are a number of expectations that will be placed upon students which are listed below:

- Students are expected to take responsibility for their own actions
- Students are expected to be punctual for all lessons

- Be attentive and not disruptive during lessons
- Be ambassadors for the school when outside the school grounds, whether on school excursions within school hours or when travelling to or from school
- Be expected to continue to demonstrate good behaviour outside of school hours
- Be respectful to those around them

Good behaviour will be rewarded using the rewards system set out in section 4.5 and sanctions will follow the sanctions ladder also shown in section 4.5.

In circumstances where behaviour is below the level expected, the student is disruptive in class, disruptive in the school generally, lacking respect for other students or teachers, sanctions will be administered. In collaboration with students, a full school rules and conduct document will be written, which will emphasise the school ethos we are striving for. This document will detail the sanctions that will be used along with the triggers for each one, but in brief the following principles will be used to ensure positive attitudes. Figure 4.52 shows the method of referral for poor behaviour with Figure 4.53 showing the actions that will be taken.

School Prefects
These will be role models to younger children. Observe poor behaviour and refer to a teacher.

⬇

Teachers
A clear set of expectations will be provided in class. Any behaviour that contravenes this 'charter' will be referred to the form tutor.

⬇

Form Tutor
Main source of sanctions and support will come from the form tutor. They will communicate with the parents and decide on any punitive measure. May also refer to Deputy Head.

⬇

Deputy Head
Any incident considered serious and in need of immediate intervention will be managed by the deputy head, and may call in the parents to discuss the best options.

⬇

Head
In severe circumstances, the head teacher will take appropriate action through suspension and possibly expulsion.

Figure 4.52. – Behaviour Reporting Structure

In persistent cases where there is a lack of improvement, or behaviour deteriorates further sanctions may be required and could lead. Throughout the sanction process,

the student's parents will be kept informed - in the early stages this will be via the VLE, email and phone. As the severity escalates, letters will be sent to the student's house (phone calls may also be used when urgency is required).

Sanctions Ladder

	Level	
• Bringing inappropriate clothing or technology into class • Wearing uniform inappropriately • Late to School	**Level 1**	• Clothing, phone, music player, game machine confiscated and returned to parent, or student after a week. • 20 minute lunchtime detention
• Persistent Level 1 actions • Truanting Lesson • Swearing or inappropriate behaviour to a fellow student	**Level 2**	• 40 minute afterschool detention with letter to parents advising reasons for detention and date
• Graffiti • Bullying • Being disrespectful to staff/adult, walking away or swearing during a discussion with staff	**Level 3**	• 3 x 40 minute after-school with letter to parents advising reasons for detention and dates
• Setting off a fire alarm • Fighting or violence in which a student is hurt • Prejudicial language that contravenes equity policy	**Level 4**	• 5 x 40 minute after-school detention with letter to parents advising reasons for detention and dates
• Serious threat of violence to student or staff • Swearing at a member of staff/adult • Sexual or racial assault* • Damage to property*	**Level 5**	• 5 x 40 minute after-school detention with letter to parents advising reasons for detention and date plus 5 x 20 minute lunchtime detentions • * Possible referral to the Police
• Fight or violence leading to serious harm • Possessing, supplying or using an illegal drug or alcohol • Carrying an offensive weapon	**Level 6**	• Permanent expulsion and referral to the Police

Figure 4.53 – Sanctions Ladder

Sanctions at the higher levels (levels 4 & 5) usually incorporate fixed term external exclusions (suspensions). However we feel strongly that suspensions will not facilitate the change of behaviour that we are trying to engender. We would be concerned that suspensions would become a "badge of honour".

Bullying

The house mentoring system that we are proposing to adopting (see section 4.3) has been shown to reduce the instances of bullying. The anti-bullying policy encompasses the Goldsmith report 2011which builds on our mentoring system outlined in section 4.3.

An outline Anti-Bullying policy is included in Appendix 1 which outlines the requirements that will be adopted and how it will relate to other strategies in place in the school.

Attendance Monitoring

Each year is divided into forms (of approximately 30 students) with morning and afternoon registration occurring during form time. This period also enables the student to discuss any issues and for the form teacher to pass on any information that is required. Attendance is also monitored through the rewards system, whereby the student can be monitored during the entire school day and within each class they are attending.

Attendance will be monitored by the attendance coordinator reporting to the Deputy Head on a daily basis with an overview report showing any non-attendances with any related reasons. This underpins our realisation that such instances need to be dealt with quickly and effectively. Our aim is for overall absenteeism to be below 5% and for unauthorised absenteeism to be below 2%. Our outline Attendance Policy which will be reviewed in conjunction with the Principal and reflects the current legislative guidance for maintained schools as a basis is included in Appendix 3.

4.6

Community Engagement

East Runcorn and the wider area were made up traditionally of small rural villages a few miles from each other. With the more recent developments through the New Towns Act large areas of housing have been created along with business and industrial parks. These housing developments have been built in such a manner and timescales that they are insular in themselves and within the developments there is very little community engagement. We see that the introduction of Sandymoor School would act as a central hub to bring adults and children from all these areas together.

One way to achieve this will be for all students at the school to participate in content led mini projects focused on the community. This could include, for example, working with the local Parish Councils and Community Associations to produce wooden benches for key community spaces. Also, opportunities to bring members of the community into the school for such activities as 'an introduction to using computers' as part of a coffee morning/afternoon run by the students. It is envisaged that we will meet targets set by the previous Government to ensure that each student does a minimum of 50 hours of voluntary work within the community by the age of 19, and contribute to the policies of the big society.

To date only 820 homes have been completed (out of the 2000 proposed). Development has stalled and therefore most of the community infrastructure has not been completed. In discussions with the Homes and Communities Association, they believe that a school in this location is the real stimulus that the area needs and as such have entered into discussions with Sandymoor Parish Council and Halton Borough Council on ways in which the proposed village centre can be developed.

Since initiating an application for a Free School we have consulted with all the stakeholders listed in section 5.1. In all cases the response has been overwhelmingly positive and various stakeholders have even begun to suggest ways of engaging with the school.

Industry Partners: Daresbury Science and Innovation Campus and its landmark tower have been part of the community since 1962, well before any housing developments, yet the majority of residents are not aware of the activities at this world class facility that is on their doorstep. With the strong links to the school we hope to change that. We will encourage the local community to attend presentation evenings held by the campus and with the assistance of the Head of Daresbury Laboratory encourage for example The Institute of Engineering Technology to hold their Faraday Lecture at the campus and open this up to students and parents alike. We have formed good links with the Science and Innovation Campus who since the formation of the Innovation Centre only 3 years ago have had over 100 companies start up and grow on average 30 – 50% per annum. We intend to grow these links over the coming months and years. There are also a huge number of local residents who are business leaders and have offered great links into major businesses for example Unilever and Atos Origin.

Parents & Residents: During our two week demand generation process we received over 420 positive responses with the vast majority of people wanting to assist us with the process (the comments left are included within Appendix 5). We intend to build on this and make the school the centre of the community within Sandymoor. Consistent with our vision we intend to work closely with parents to ensure students maximise their potential. Our intention is to encourage students and parents to meet at the end of the school day and work together on homework in the schools' cafe (the knowledge cafe). Furthermore through the sports facilities on offer, including full gym, we will be actively encouraging local residents to use the school's facilities on a regular basis. Also students will engage in community projects enriching the residents' lives.

Local Authorities: We have made positive links with the Chief Executive and Education Department of Halton Borough Council. We will continue to build on the positive foundation we have developed so far to become involved in community initiatives in some of the more deprived areas to raise the aspirations within these communities.

Local Councillors & MP: We would continue to develop these relationships to raise awareness of the political landscape both locally and nationally. Our local MP has also offered to conduct tours of the Houses of Parliament which would be used within our rewards system.

Local Faith Groups: We will continue to build strong relationships with these groups and utilise their knowledge to educate our students within the community engagement subject (such as tolerance, respect and awareness of different faiths). We would also use these links to celebrate the key religious festivals.

Primary Schools: We will actively welcome and encourage the local primary schools into the school to use the schools' facilities during the 5th & 6th year groups. This will enable students from primary schools to have first-hand experience of the school creating a seamless transition.

Higher Education: There are existing links between Daresbury SICS and the Universities of Lancaster, Manchester and Liverpool. We will work collaboratively with The Science Campus to raise the awareness of our school to these Universities. Based on the changes to funding, prospective HE applicants may wish to study closer to home. In this regard we will work with local Universities to offer degree level study from within our facilities.

5

Demands and Needs

5.1

Demonstrating Parental Demand

Headline Statistics

- In a two week period we received 421 completed questionnaires.
- Demand for the first year of entry was 55, with a minimum requirement of 40.
- Demand for the second year of entry was 86 with a minimum requirement of 45.
- The 421 completed questionnaires included 718 children with a total of 412 that are currently in primary education.
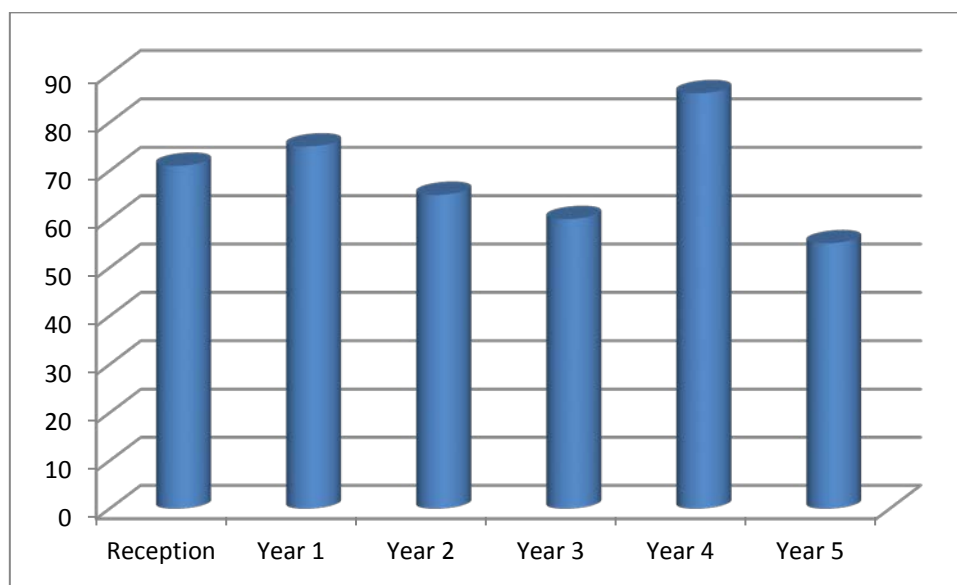
Figure 5.11 shows the responses for each year group that is currently in primary education.

Year	Count
Pre School	218
Reception	71
Year 1	75
Year 2	65
Year 3	60
Year 4	86
Year 5	55
Year 6	24
Year 7	13
Year 8	18
Year 9	10
Year 10	7
Year 11	6
Year 12	4
Year 13	2
Year 14	4

Fig 5.12 shows the number of children categorised by year groups.

The responses are in appendix 4 (names and email addresses have been removed)
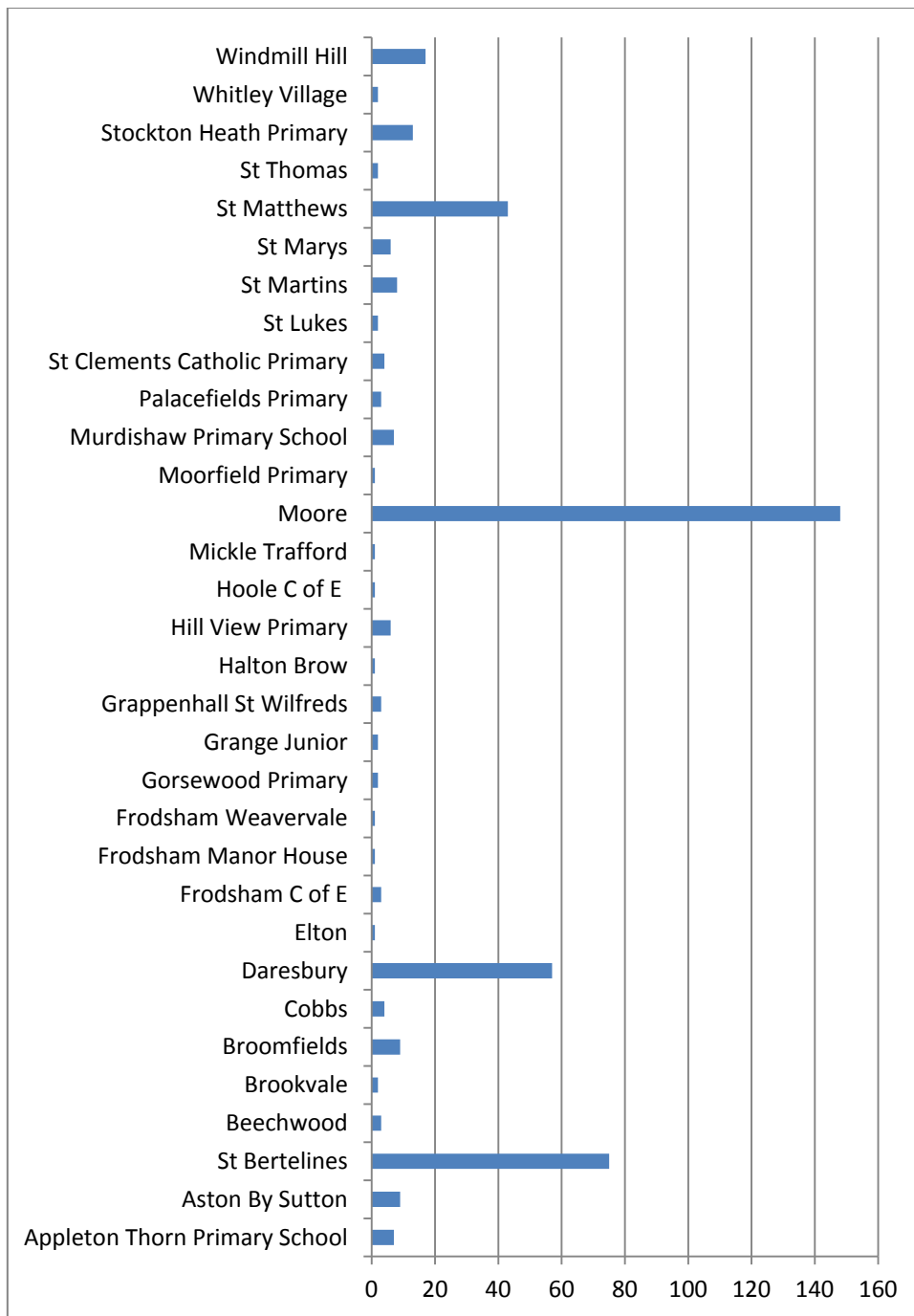
Fig 5.13 shows the spread of responses from local primary schools within the area.

Spread of Responses

The map belows shows where the questionnaire respondents live.
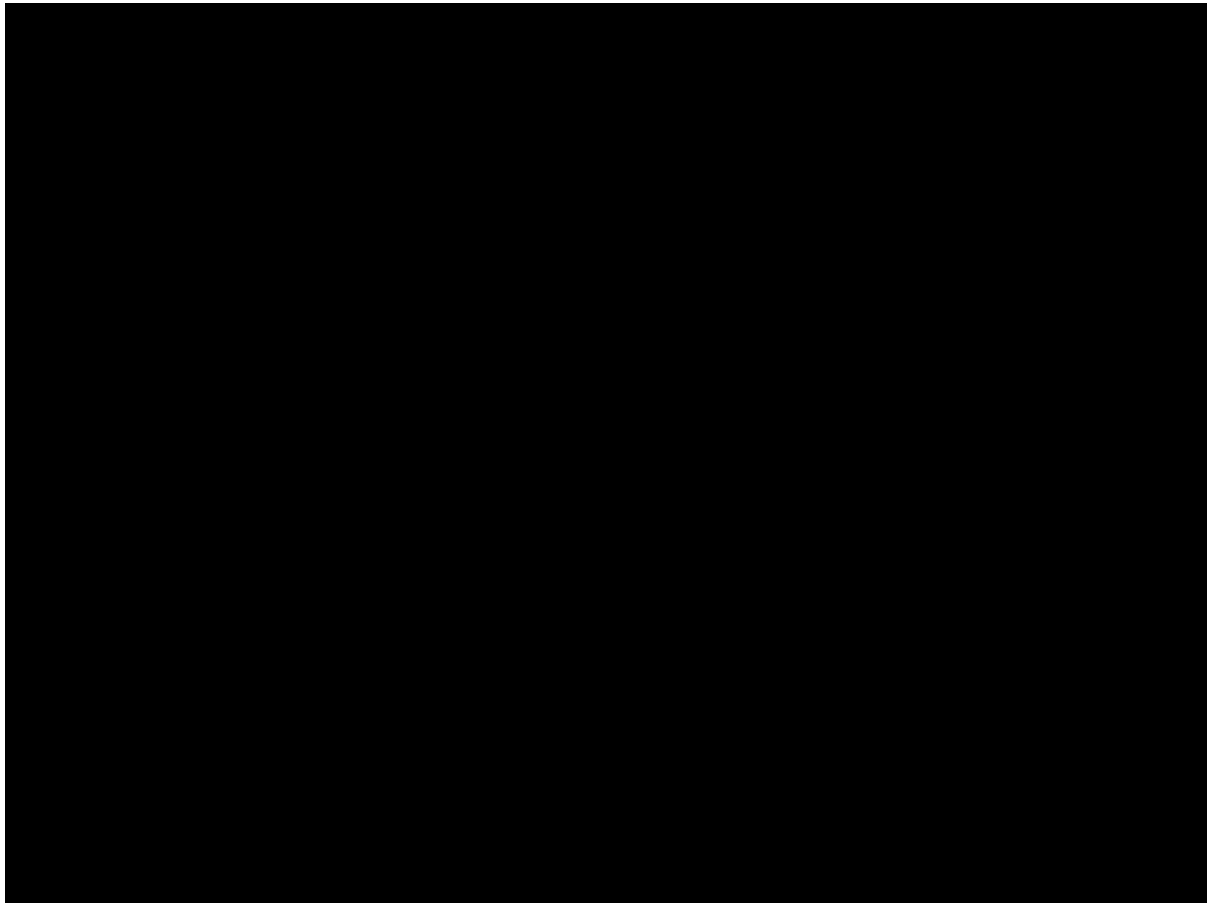
Proposed School Location

Part of the vision for the school is healthy and sustainable school travel. The spread of responses clearly demonstrates that the school is appealing to parents within a very small catchment area thus facilitating healthy travel options. This also reinforces the need for greater choice in this location. Given the spread of secondary schools shown later in this section, it also shows that the proposed school will have a minimal effect on the existing secondary schools within the area.

Marketing to Demonstrate Demand

Our market demand survey began on the 6th May 2011. This date was chosen after advice received from the Chief Executive of the Local Authority. He advised that his Councillors would be more positive towards our initiative if it was not marketed at the same time as they were campaigning for the local elections. We followed this advice

to ensure that we had the maximum support possible from the Local Authority and its' Elected Members.

We distributed leaflets advertising our first meeting to local primary schools as well as residents via a local magazine.

Leaflet Used

The meeting held at Moore Primary school was attended by 160 people.

Following the meeting we used 3,000 copies of the leaflet below to distribute to 8 other primary schools in the area, as well as distributing them to doctors' surgeries, dentists and community centres.

We also placed posters near local primary schools and at main road intersections near Sandymoor, Windmill Hill, Moore and Daresbury to raise public awareness.

Website – www.sandymoorschool.org.uk

A website was developed for continual communication incorporating a web 2 technology link (Facebook). We also populated a Frequently Asked Questions section (after the presentation evening) so that we were able to answer all of the questions about the process, concerns and benefits of the proposal.

The website was also used with an on-line questionnaire for us to collect responses as follows:

Questions Asked on the Questionnaire

- Name
- Postcode
- Email Address
- Number of children in education
- Ages (month and year) and current school for each child
- Whether they would consider this school as one of their options
- Details if they would not consider (so that we were able to allay any fears regarding the school and modify our proposal if necessary)
- Whether they wished o help with the proposal
- Any suggestions that they may have

Current Marketing & Demand Appraisal - Primary Schools

We sent outline communications to the following local primary schools within the area:

Moore Primary School
Daresbury Primary School
Windmill Hill Primary School
Palace Fields Primary School
St. Bertelines CE Primary School
Murdishaw West Primary School
St. Martin's Catholic Primary School
St Matthews Primary School
Gorsewood Primary School

Brookvale Primary School
Appleton Primary School
Aston Primary School
Whitley Village Primary School
Grappenhall Heys
Grappenhall St Wilfreds
St Monicas Catholic Primary School
St Thomas CE Primary School
Stockton Heath Primary School

We selected the above primary schools based on their proximity to the proposed site and the expected area of student intake for those schools. In selecting them we were conscious to approach primary schools from all social backgrounds, including non-faith and faith schools (including Catholic and Church of England). Some of the schools are also in highly deprived areas (with some schools having up to 60% free school meals) within Runcorn. With additional financial support offered for extra-curricular activities for those students who qualify for Free School Meals we will ensure that the school is fully inclusive and offers each student equal opportunities to develop. Furthermore, Sandymoor has many footpaths and cycleways that link other highly deprived areas of East Runcorn enabling students safe, easy and free access to the school.

The direct approach to head teachers of the primary schools resulted in a mixed response, mainly due to our short marketing phase coinciding with year 6 SATs.

Other Marketing

As well as the approaches made to the local primary schools, we also actively engaged with the following people or groups:

1. Parents – we have actively engaged with local parents whose children attend local primary schools. (Please see the supporting comments taken from parents' responses in Appendix 5)
2. Local pre-school groups and been actively engaged and have helped in raising awareness to parents.
3. The Local Authority – we have met with the LA's chief executive and have actively engaged with them regarding our plans. As a regional school, this has also involved two of the neighbouring LA's. It is our intention for the Local Authority to have a seat on the Board of Governors at the school.
4. Local Education Authority - We have also engaged with the Education Department within Halton and have good and open lines of communication regarding our plans. We will continue to develop these relationships throughout the process.
5. The Daresbury Science and Innovation Campus - We have made strong links to the science campus and through this will be able to engage with the businesses that reside and develop there. We will be utilising some of their

facilities and expertise to demonstrate practical uses for the skills and knowledge taught in the classroom. Using energetic, enthusiastic industry experts as mentors will further enhance the curriculum by adding true industry applications and passion. We will further market the school to other organisations in the local area for both the sports facilities on offer and work placements for the students. (Please see supporting letter that follows and in Appendix 5)

6. We have met with all the local primary schools that we were able to arrange meetings with presenting our school and its' vision in order to gather their thoughts and input.

7. We have met with and have the support of the ███ of Sandymoor, Moore, Daresbury and Preston Brook.

8. We have met with and have the overwhelming support of our local MP, Graham Evans. (Please see supporting letter that follows and in Appendix 5).

9. We have met with and have the support of the Sandymoor Parish Council (Please see supporting letter that follows and in Appendix 5).

10. We have had initial discussions with The Heath Secondary school so that we can look at possible ways to collaborate.

GRAHAM EVANS MP
Member of Parliament for Weaver Vale

House of Commons, London SW1A 0AA
Tel: 020 7219 7183   Fax: 020 7219 5079   email: mail@grahamevansmp.com

To Whom It May Concern

20 May 2011

Dear Sirs,

Re: Sandymoor Free School

I am writing to you in support of the plans for a free school in my constituency in Sandymoor.

These proposals have been put together by an absolutely fantastic group of local parents, parish councillors and other key community figures. Their enthusiasm and dedication to making this new school a success, for the whole community, is extremely impressive.

There is a very clear need for a secondary school in Sandymoor and I have raised this point several times in the House of Commons. The reality is that children living in Moore, Daresbury, Preston-on-the-Hill, Preston Brook and Sandymoor deserve greater secondary school choice than there is at the current time.

From the evidence provided in the proposals and from my own experience of talking with huge numbers of my constituents, there is very high support for a new secondary school in Sandymoor across the local community.

In addition, these plans are greatly strengthened by the keen support shown by the Daresbury Science & Innovation Campus, who are eager to have strong links with the new school. I firmly believe that the support from this nearby world class facility will greatly enrich the quality of the education provided and will have massive positive effects for all involved.

I am a passionate supporter of the free school reforms and believe that this supply-side schools revolution has the potential to completely transform education opportunities across the country. I am utterly convinced that these plans for a free school in Sandymoor will have an enormously positive effect for thousands of my constituents and urge you to approve their application.

Yours sincerely,

P.S. This would be a very welcome development for this area of Halton.

Graham Evans MP
Member of Parliament for Weaver Vale

www.grahamevansmp.com

Science & Technology Facilities Council

26 May 2011

Dear ██████████

PROPOSED SANDYMOOR SPECIALIST SCIENCE FREE SCHOOL

I write on behalf of the Daresbury National Science and Innovation Campus (DSIC). The formation of this Campus was announced in the March 2006 Budget Statement, and the Campus continues to combine the very extensive research activities of STFC with the rapidly growing research activities of co-located UK Universities to generate a genuinely internationally competitive critical mass of science and innovation activities in key areas of science and technology. As a result, the Campus has also already attracted 105 ultra-high-technology companies that are currently demonstrating a UK-leading average growth rate of 49% per year over the last three years, coupled with UK-leading company sustainability statistics.

As a result of the above rapidly-gained success, DSIC is now in rapid expansion and a new private-public Joint Venture company was successfully formed in December 2010 to oversee the further very ambitious planned campus developments. These developments are eventually projected to lead to the formation of 10,000 – 15,000 additional high quality science and technology posts so that the Campus can play a very major role in the growth of the UK's knowledge-based economy.

Against this background of very considerable success and national visibility, it is already becoming very clear that the Campus occupants will continue to require a very reliable supply of staff who are highly trained and motivated in the science and innovation arena. As a result, in addition to STFC's highly important role in training PhD-level researchers, STFC also invests considerable time and resource in relation to its very important outreach interactions with schools and colleges, both at the local and national level. In this way, STFC and DSIC continue to seek to inform and inspire school pupils in relation to both the importance of science and technology to the UK economy and also as a basis for a very satisfying and exciting career. In relation to Daresbury therefore, the STFC Daresbury Laboratory continues to host numerous schools-related events per year and also interacts directly with pupils and teachers in schools, often providing important new teaching materials and science updates of likely interest and relevance.

As part of that wide spectrum of ongoing schools- and colleges-related interactions, I have been very pleased to be informed recently of the proposals to seek government and other funding to construct a specialist science free school at Sandymoor, immediately alongside DSIC. The proposed very close proximity of this school to DSIC would obviously allow the new pupils and teachers to engage in very close day-to-day interactions with the DSIC activities, interactions which would inevitably serve to inform the school members of the excitement and importance of science and technology and the wide range of career opportunities that such activities generate, both locally and also at the national and international level.

I write therefore to confirm that the science and technology skills agenda is vitally important to support the ongoing rapid growth and development of DSIC, and also the very important role that the proposed new Sandymoor Free School could play in that process.

Yours sincerely

Cc Graham Evans, MP

Sandymoor Parish Council
12 Bridgewater Grange, Preston Brook, Runcorn, WA7 3AL
Email: parishclerk@sandymoorparishcouncil.org.uk
Mobile: ███████

24th May 2011

███████████████████
C/o Sandymoor Free School

Dear ██████████

SANDYMOOR FREE SCHOOL

I refer to the recent meeting of Sandymoor Parish Council held on Thursday 19th May 2011 in which you both provided a summary of your work to date and your intentions with the above. Furthermore, those present also took note of your request to support you in your application for a Sandymoor Free School.

Councillors took the opportunity of discussing and giving consideration to your proposals to which they concluded that the parish council would support you in your application.

We wish you luck in your application for Sandymoor Free School and if you require any further information, please do not hesitate to contact me.

Yours sincerely

████████████████████

Local Area Demographic Information

Sandymoor / Daresbury and the Locality

East Runcorn –

The key area of change within Halton is East Runcorn; the area offers a real opportunity to create a new sustainable community in Halton, encompassing a diverse mix of uses. This key area brings together the new residential development of Sandymoor with the existing employment offer at Daresbury Science and Innovation Campus, where there is the potential for significant expansion and development.

The Daresbury Science and Innovation Campus (DSIC), together with the Business Park and interconnecting areas represents the 'Strategic Site', central to the Borough's future development.

The 'Strategic Site' provides the potential to accommodate significant amounts of development and green infrastructure creating a living and working environment that will support the Borough's population in future years.

Daresbury Science and Innovation Campus and Daresbury Business Park are identified in the North West Regional Economic Strategy (RES) as a single Strategic Regional Site and this designation can be translated to become a location for Regionally Significant Economic Development.
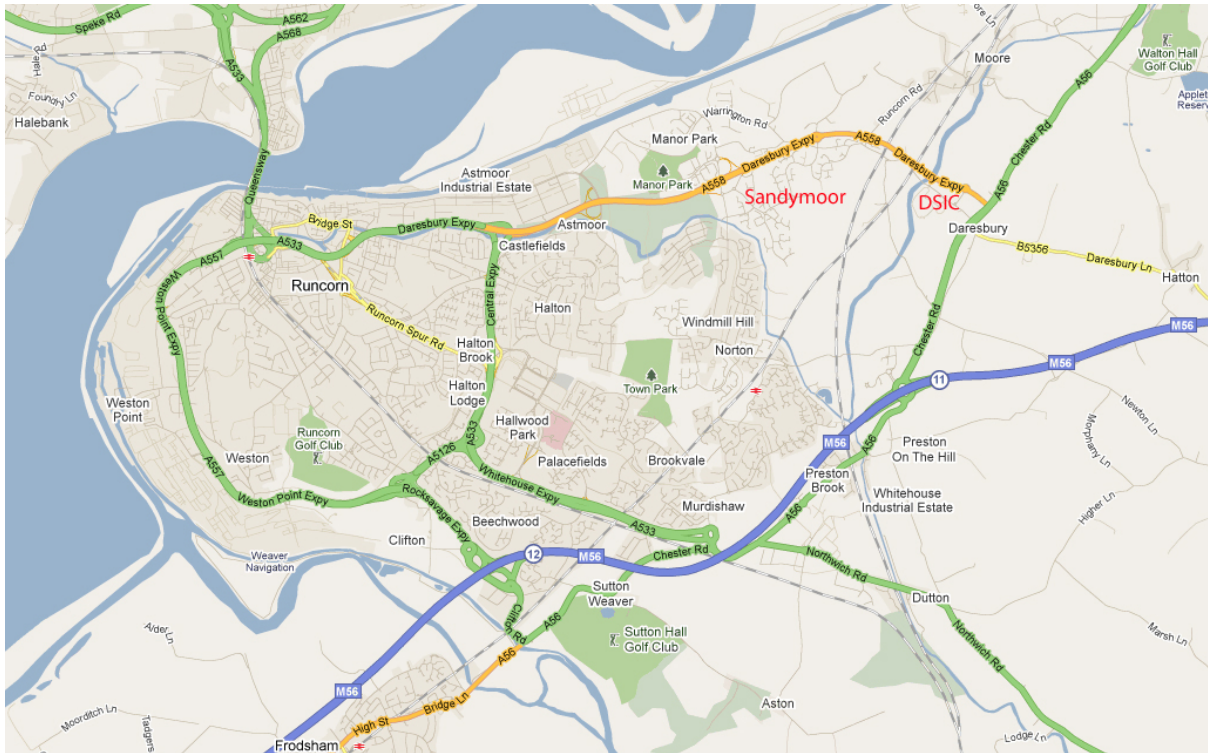
Sandymoor

Sandymoor is situated on the eastern edge of Runcorn. The area is bounded by the Eastern Expressway (A558), providing the primary vehicular access point. The West Coast main Line (WCML) and Manchester – Chester railway lie to the east, whilst the Bridgewater Canal runs to the west and south.

In Regional terms, Sandymoor is well connected via the M56, A56 and A558 road network, connecting Sandymoor directly with Runcorn, Manchester and Chester, in addition to the M6 corridor. Runcorn East Station lies approximately 1.5km to the south and provides a link with services to Warrington, Manchester and Chester as well as The Wirral and North Wales.

To date 820 homes have been provided and there remains the potential to accommodate another 1,300 homes. The majority of the remaining land within Sandymoor is under the ownership of the Homes and Communities Association. The following plan provides a master plan of the proposed housing within Sandymoor.
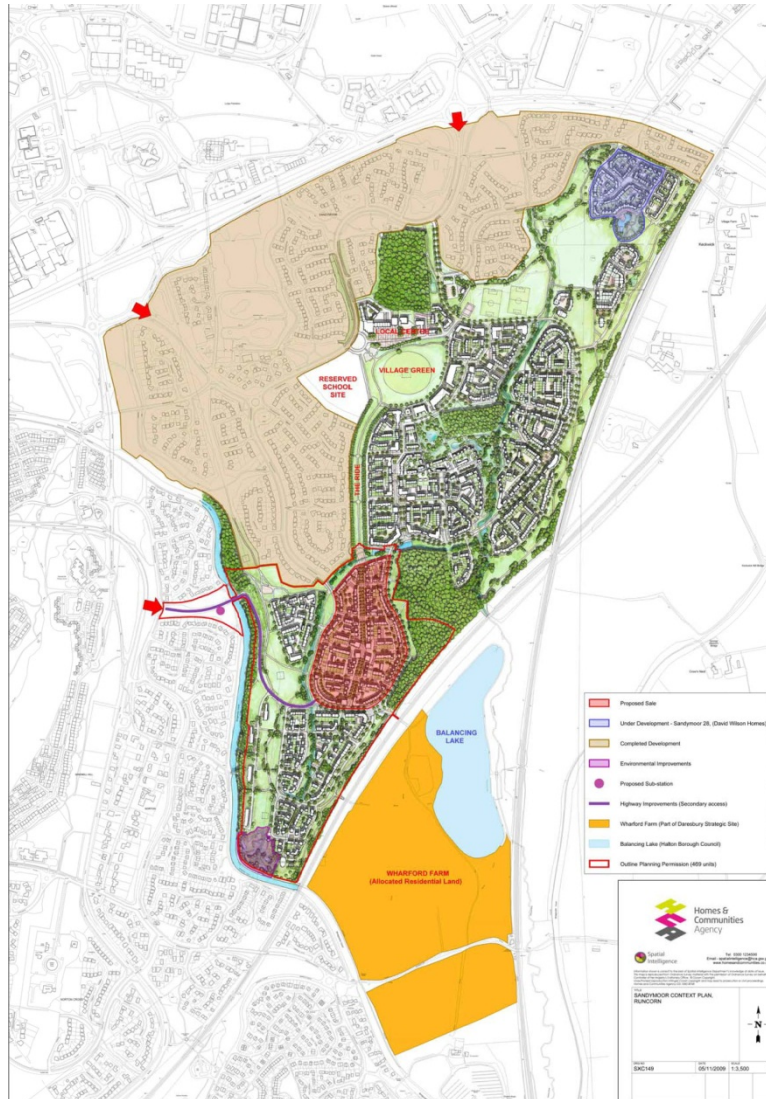
Master plan showing Sandymoor future developments
(existing developed area shown greyed out)

Daresbury

Daresbury is situated east of Sandymoor, also bounded by the Eastern Expressway (A558); The West Coast main line and Manchester – Chester railway, whilst the Bridgewater Canal runs north to south through the area.

Like Sandymoor is well connected via the M56, A56 and A558 road network, connecting Daresbury directly with Runcorn, Manchester and Chester, in addition to the M6 corridor.

There is considerable impetus for expansion at Daresbury, which represents the largest comprehensive development site in the Borough, and as such, is being promoted through the Borough's Core Strategy which states –

i. **Delivering an Area of Excellence for Science, Innovation and Business**

　　a) *The role of the area as a Regionally Significant Economic Development site should be enhanced through the expansion of the science, research and knowledge based economy and employment opportunities through:*

　　　　(i) *The delivery of 9.3ha of B1 development (Offices, research and development, light industry appropriate in a residential area) at Daresbury Science and Innovation Campus; and*

　　　　(ii) *Increasing the profile of the office and knowledge based facilities at Daresbury Business Park through the delivery of approximately 16.5ha of B1(a) development.*

　　B) *Support should be given to the development of transport connections and shared support facilities which will bring Daresbury SIC and Business Park together to create a network of businesses and research establishment which are integrated.*

ii. **Creating a New Living Environment**

　　a. *Phased delivery of approximately 1,750 dwellings across the Strategic Site at Daresbury, to provide a broad range of housing by size, type and tenure, including affordable housing.*

Development of the Strategic Site at Daresbury should integrate with the adjacent community at Sandymoor. Completion of the Sandymoor housing development will be achieved through the delivery of approximately 1,300 additional units including a new neighbourhood centre and connecting infrastructure. The delivery of further development at Sandymoor should have regard to the existing planning framework provided through the adopted UDP and Sandymoor SPD.
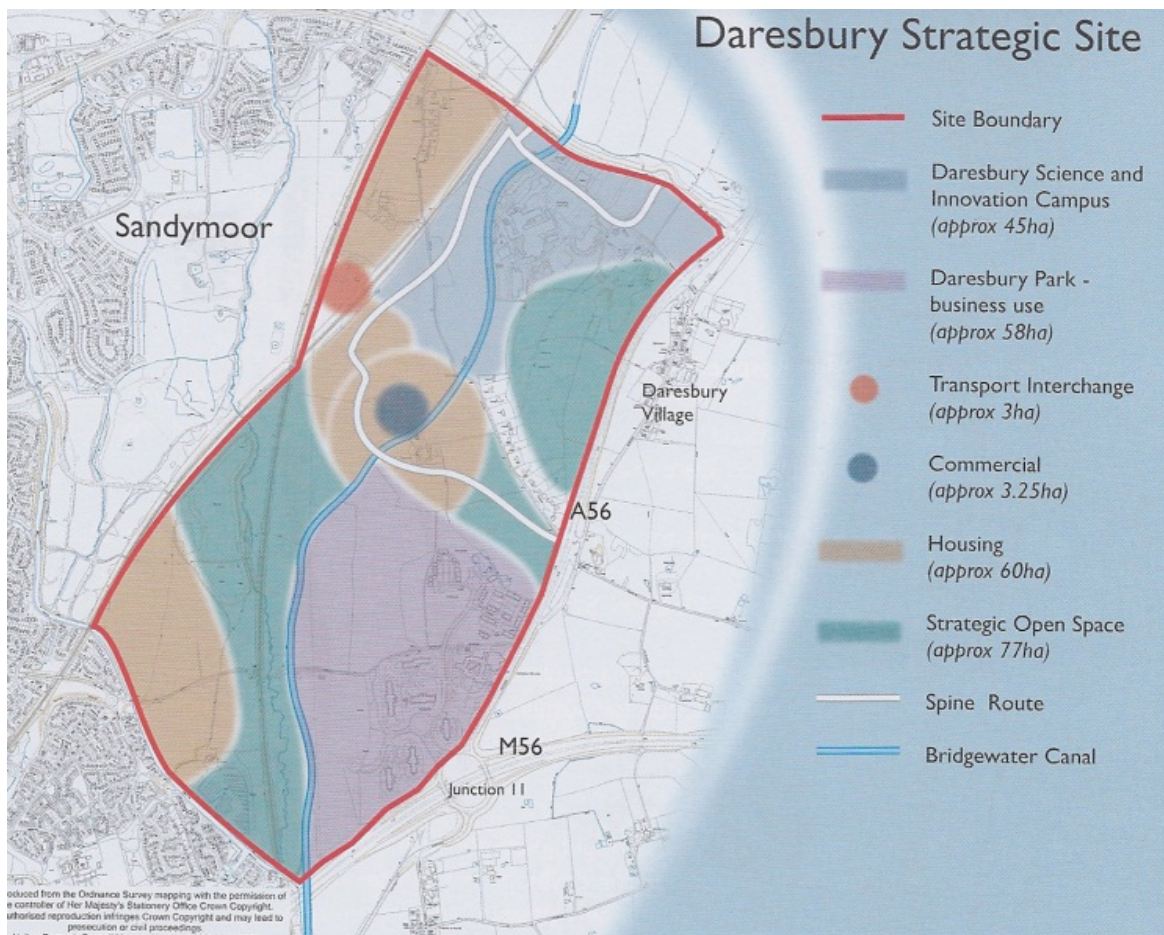
Plan showing the Daresbury Strategic Site in context

Summary

Halton Borough Council is currently redrafting the local development framework core strategy, which is out for public consultation. The core strategy allows for some 3050 new dwellings across the areas of Sandymoor and Daresbury within the next 20 years, in addition to the 820 homes that currently exist in Sandymoor. The core strategy makes reference to responsive infrastructure and sustainable resources to allow for this key area of change and an Infrastructure Plan has been drafted which accompanies the core strategy document. We have made representation to the core strategy through our parish council, ward councillors and local MP to have a high school provision included.

Through discussions with the Homes and Communities Association (HCA) we have established that after a period of relative stagnation in Sandymoor they are now in a position to drive forward the remaining sites and bring them to market. The next site for approximately 200 dwellings will be on the market Q4 of 2011 with the build to commence Q1 of 2013. Other sites within Sandymoor will also come forward within that time period and HCA are currently in negotiations with developers who have option agreements in place.

GVA Grimley and English Partnerships (now HCA) held a public consultation event on 27th November 2006 to discuss the future developments within Sandymoor. The event was attended by 160 Sandymoor residents of which a large percentage made representations around school provision in the area. Below is an extract from the Statement of Consultation produced in February 2007:-

SANDYMOOR SOUTH APPLICATION

PUBLIC CONSULTATION EVENT – 27th NOVEMBER 2006

SUMMARY OF WRITTEN AND VERBAL CONSULTATION COMMENTS

signs should instead be constructed.	deflection.
Traffic calming measures are required on Walsingham Drive.	Speed reduction measures are proposed along Walsingham Drive.
Signage should be constructed to direct HGV's away from the Sandymoor Estate.	Only deliveries to the proposed local centre may require trips by HGV. This will situation will be reviewed once the local centre details are available.
Traffic calming measures are needed on Pitts Heath Lane near Godstow access. Traffic presently exits the Daresbury Expressway at high speeds. Concern at the number of mothers and children who use this route.	No traffic calming measures are proposed in this specific existing area.
More speed humps are needed to slow down vehicles.	Traffic calming measures are proposed at Sandymoor.
SCHOOL PROVISION	
There is a definite need for a Primary and Secondary School within the local area. Parents find it difficult to get their children into local schools at present.	The Local Education Authority will assess the need for new educational provision at Sandymoor, and is responsible for determining if and when a new school is required.
A Primary School should be provided before more housing is built – it should be a priority. There are very few places in existing schools (Moore), and this will be more so upon the development of new housing. Failure to do so will result in a slump in the local housing market.	A site has been reserved for new educational provision at Sandymoor should one be required in the future. The Local Education Authority is aware of the strength of desire of local residents for a new educational facility at Sandymoor.
IMPACT OF DEVELOPMENT	
Concern that Sandymoor will lose its appeal given the loss of open countryside as a result of development.	The Sandymoor area has been identified and planned for residential development for many years. The Masterplan seeks to retain existing woodlands within Sandymoor upon development, and in addition provide areas of formal and informal green open space.
Using the access road onto Windmill Hill will increase the dust and	Compensation planting for the loss of Bog Wood trees is proposed
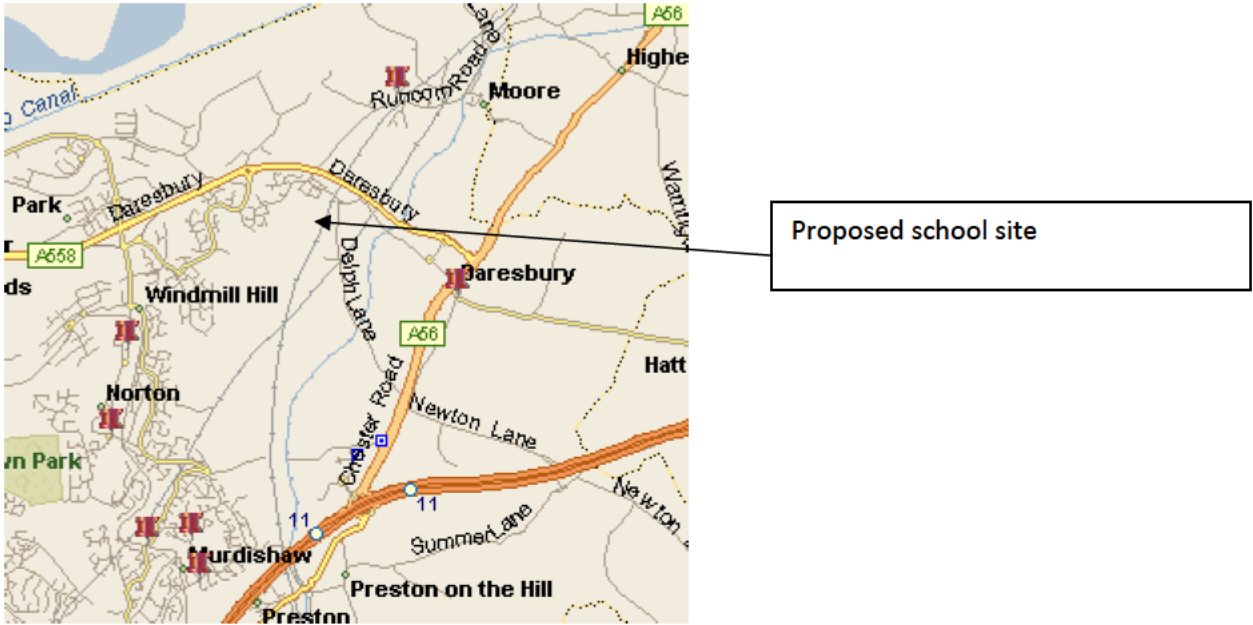
Map showing the proposed school site and the local area primary schools

Map showing the proposed school site and the current secondary schools within the area

Legend
Runcorn Secondary Schools

The Heath School

The Grange

St Chad's Catholic High School

RUNCORN

Halton Academy

HALTON
BOROUGH COUNCIL
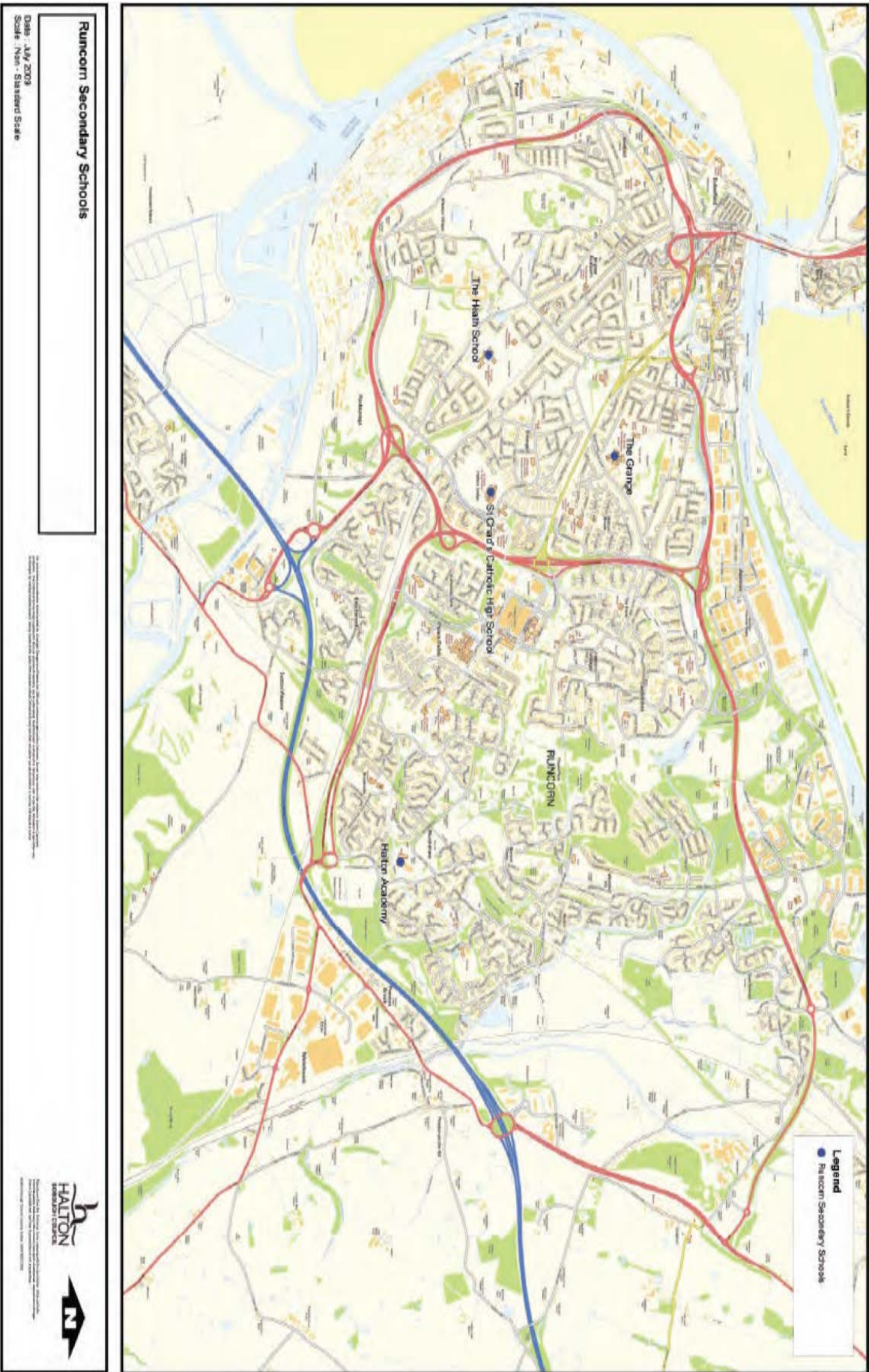
Secondary School Information

There is presently no secondary school that offers a high-quality of education within the area East Runcorn (as shown by percentage of students attaining 5 A* to C grades). The migration of students takes them to secondary schools in Warrington (4 miles), Lymm (10 miles), Northwich (12 miles), Chester (18 miles), and Altrincham (18 miles). Such travelling impacts on the available time for studying and is particularly disruptive in students being able to participate in after school clubs and engaging with the local community. Many children within the area are unable to build local links that are very important in developing friendships in the area, hence a fragmented community.

The secondary schools of Runcorn are shown below with their respective travel distances:

- The Heath – 4.3 miles
- The Grange – 3.7 miles
- St Chads Catholic High School – 3.5 miles
- Ormiston Bolingbroke Academy – 3 miles

All the above are driving distances taken from a central point within Sandymoor. Due to the distances, it is not possible for these schools to be accessed without either a car or bus journey.

Population Bulge

The statistics for Halton Borough Council show that there is currently a population bulge which will increase the number of students requiring secondary education within the borough by 100 in 2015. There is not currently the availability for these additional places to be provided within the borough, along with stemming the migration of students into secondary schools that are further afield.

Local Primary Schools

A normal and accepted route from primary to secondary education has historically been a partner link between the primary schools in Moore and Daresbury and Bridgewater High School – a secondary school that is some 4 miles away. This has been the preferred choice for many parents living within Sandymoor, Moore and Daresbury, to the extent that many children attend primary schools that are within the Warrington Borough Council area. Such migration prevents the cohesion of children within the local community and is contrary to the social aspirations set down by the Government. This also prevents the promotion of healthy and sustainable travel options.

Current Student out of Borough Migration

Halton Borough Council has stated that approximately 100 students are educated in secondary schools outside of the Borough and the vast majority of these are from the Sandymoor, Moore and Daresbury area.

The Wider Area

The proposed site for the school is on the border of Warrington Borough Council, Cheshire East and Cheshire West & Chester Borough Council. Being very focussed on science, technology, enterprise and sports the courses offered at sixth form make the school a first class regional sixth form and technical college. Such focus coupled with excellent modern facilities and enterprise links will ensure that the aspirations of the students entering sixth form will be extremely high and be able to offer specialist courses to students from a wider demographic area.

We have engaged with the neighbouring boroughs of Cheshire East, Cheshire West & Chester and Warrington regarding both the secondary school and sixth form and will consult them further as part of the wider consultation plan.

Current Secondary School Performance & Subscription Data

The current performance of the schools within Runcorn are on the whole below the national average, with the best performing school attracting the higher subscription numbers and is the school furthest away from Sandymoor. As selection for schools is generally based on the distance point system, being located furthest from the available school of preferred choice it severely limits the opportunities of being awarded a place.
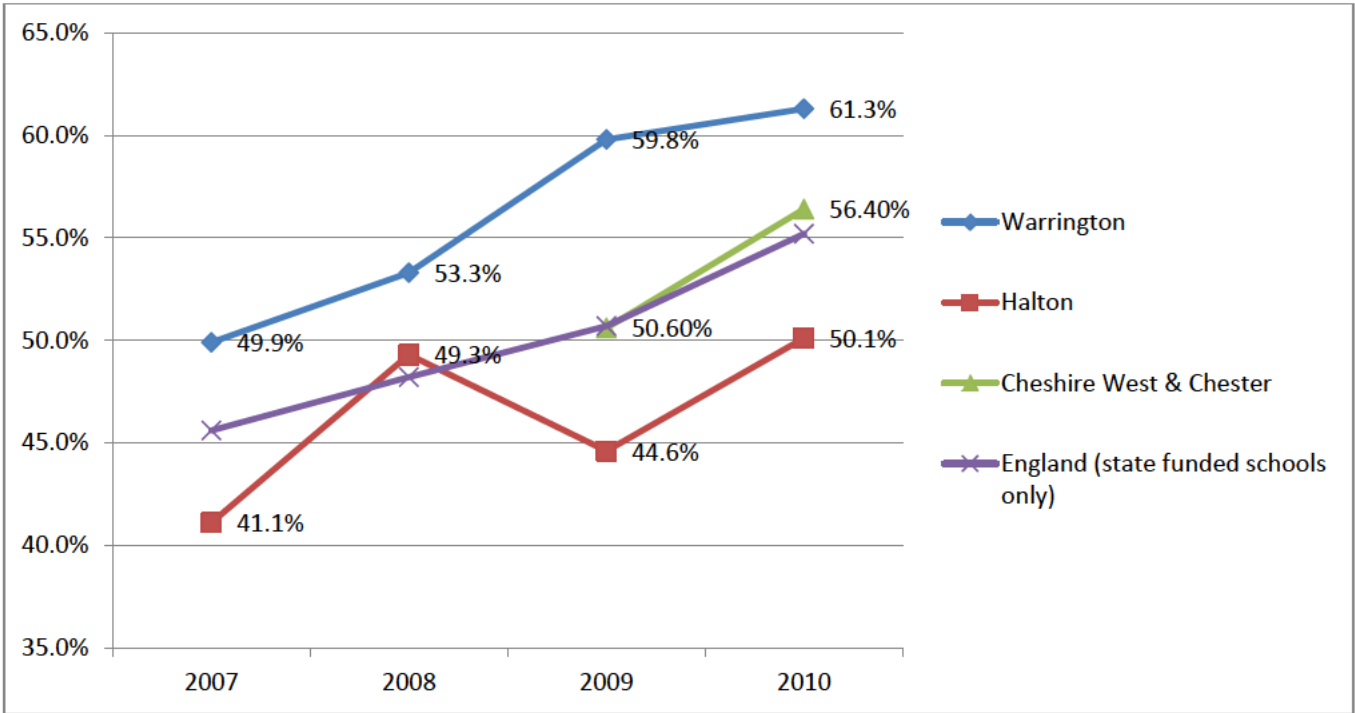
Fig 5.14: Halton, Warrington, Cheshire West & Chester Comparison chart against the National Average (four year trend for % of students at the end of Key Stage 4 achieving 5+A*-C (and equivalent) including English and Maths GCSEs) *Source Department for Education*

Figure 5.14shows that the average school results for Halton are below the results of its neighbouring boroughs and of the national average.
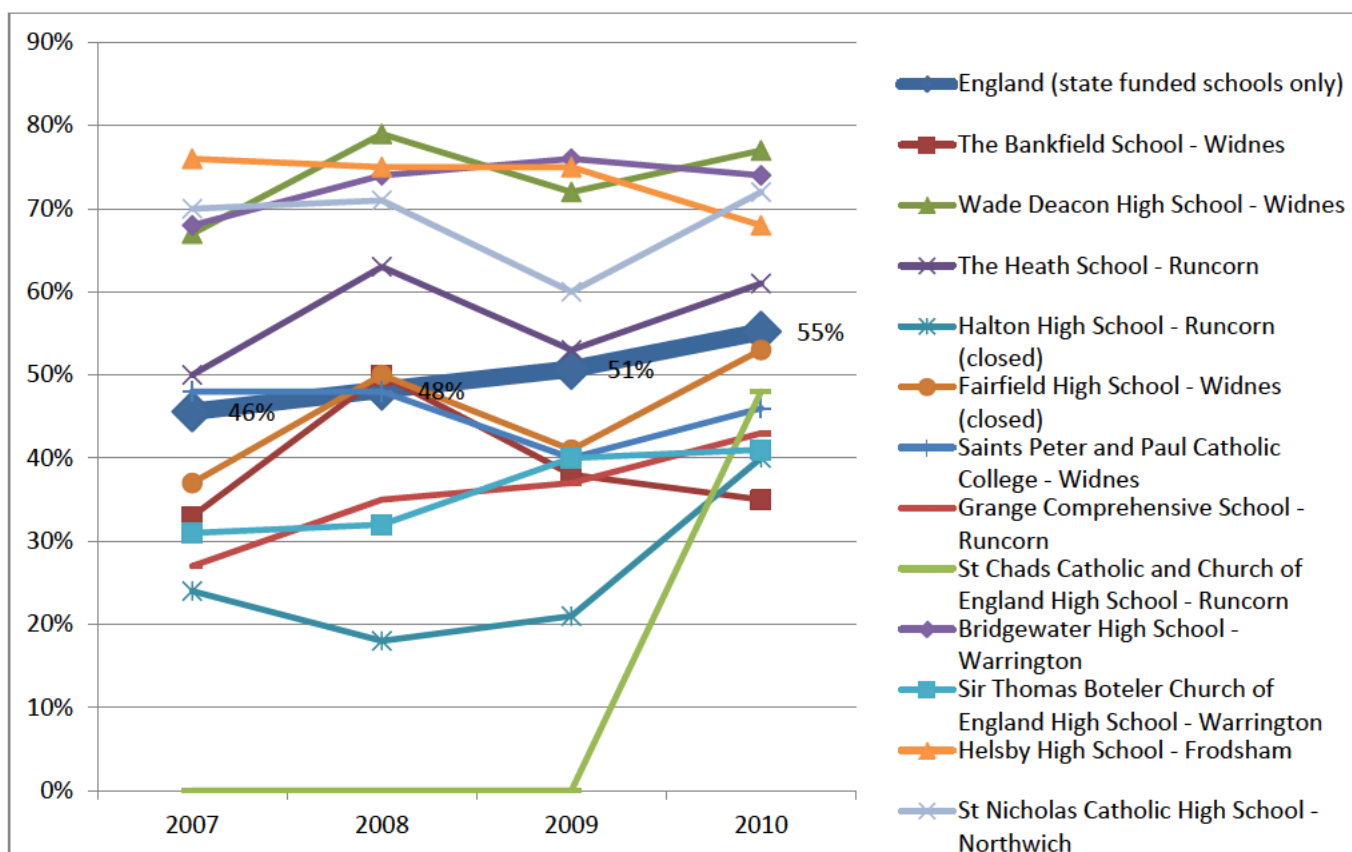
Figure 5.15 - % of students at the end of Key Stage 4 achieving 5+A*-C (and equivalent) including English and Maths GCSEs) for featured secondary schools
Source Department for Education

The schools with performance above the national average shown above are the preferred school choices within the area, as demonstrated by the out of borough drift to both Bridgewater and St Nicholas (shown in figure 5.15).

In summary, there is no choice of high-performing schools within the borough. All the secondary schools require transport to reach and therefore do not encourage sustainable healthy transport options.

The schools shown above only represent the closest secondary schools and exclude others that secondary students currently attend in places such as Chester, Lymm and Altrincham.

5.2

Consultation

Statutory Consultation

In order to comply with the statutory regulations in force (Section 10 of the Academies Act 2010) we will engage with the groups listed under the consultees list as to whether a funding agreement should be entered into for the purpose of opening the proposed school.

We will provide a summary of the following information in the consultation document outlining the school:

- an outline of the school size.
- a summary detail surrounding the vision and educational plan of the school.
- specific attention will also be drawn to the first few years where we will address concerns parents may have in sending their child/ren to a school with unknown results.
- outline the vision for the learning environment that will be the backbone on which the school's future success will be built.
- details of the links with the Daresbury Science and Innovation Campus and other local enterprises.
- details of the admissions procedure and over-subscription criteria.
- the proposal for the school site and temporary accommodation as appropriate.

We propose to use a brochure-based document including some pictures to show reference to the type of school and temporary buildings as appropriate.

The Consultees

1. Parents.
2. Local primary schools that were approached during the demand phase.
3. Local pre-school groups.
4. The Local Authority.
5. The Local Education Department.
6. Neighbouring Local Authorities – in Warrington, Cheshire East and Cheshire West & Chester.
7. The Daresbury Science and Innovation Campus.
8. The four local Parish Councils; Moore, Sandymoor, Daresbury and Preston Brook.
9. Sandymoor Community Association.
10. Nearby Secondary Schools including The Heath, Ormiston Bolingbroke Academy, The Grange, St Chads and Bridgewater.
11. Community groups in the wider area, encompassing groups outside the immediate vicinity.
12. Local businesses.
13. Local Sports Groups (e.g. football team).

14. As wide a demographic as possible using the marketing strategy below:

Marketing the Consultation

- Initially we will use the email distribution list that we have generated during the demand phase to send out electronic copies of the consultation and asking for people to reply with their address if they would like a paper copy of the document.
- We will also promote the school's consultation in a number of local shops, supermarkets and shopping centres to involve as many people from the wider community as possible.
- Copies of the consultation will also be delivered with the distribution of a local magazine which reaches 2,500 local homes.
- Jointly with the local primary schools, we will arrange for the consultation document to be sent home to parents.
- We would host a number of consultation evenings coupled with a presentation of the proposals at the key primary schools and through the local community groups.
- With the local press as an update on the progress
- We will develop our website so that it contains more in depth information and our plan is to have an interactive consultation document on the website.

Suggested Questions & Timescale

The last page of the consultation document will be detachable and can be returned by post (with the address on the reverse).

The questions listed with space for responses will be, but not limited to:

- Should a funding agreement be entered into so that we are able to set up this school.
- Should the school have a specialism
- Does the educational vision meet the expectations of a science and sports focussed secondary school
- Do you think that the educational plan will deliver the results that you aspire to for your child – please add any comments.
- Is the admissions policy clear, fair and unambiguous.
- Do you think the age-range of students is appropriate
- Are you happy with the proposed location.

The consultation period will last for 10 weeks.

Responding To Questions

All responses would be acknowledged within 48 hours stating that all the responses would be reviewed at the end of the consultation period.

The responses would be categorised (e.g. admissions, educational vision, education plan etc.) and each area reviewed by the steering group to ensure that full consideration is given to each point.

We will look to encompass points that will enhance the offering, potential student numbers and uptake in the wider community.

5.3

Marketing Strategy

Initial Marketing Strategy

During the first year, much of the marketing strategy will rely on the public awareness that has been brought about by the initial advertising we have carried out to prove sufficient demand within the area and public consultation. The first phase of marketing will be targeted towards the people who completed the initial questionnaires, totalling 421.

Throughout the process we will communicate regularly with all people that have left their details with us to ensure that the school remains at the forefront of people's attention. We will also build on our use of web 2 technologies such as facebook and twitter.

Initial Marketing List

This list will be used initially to market the school from the information gathered during the demands and consultation phases of the project

1. Parents – utilising the email database that we have generated during the demand demonstration process.
2. Local Primary schools that were approached during the demand phase.
3. Local pre-school groups.
4. The Local Education Department.
5. Neighbouring Local Authorities – in Warrington, Cheshire West & Chester and Cheshire East.
6. The four local Parish Councils; Moore, Sandymoor, Daresbury and Preston Brook.
7. Community groups both local and in the wider area
8. Local Sports Groups (e.g. football team, karate club, dance club etc.).

Once the principal designate is appointed we will host open days during the run up to opening in September 2012. If temporary accommodation is to be used we would look to have some of the buildings in place early to host the meetings, dispelling many of the concerns that surround portable classrooms. We would want architectural images of the proposed new building to show parents both the proposed look of the building and some classroom layouts as we feel that the quality of the learning environment will offer an inspirational learning experience.

We would also host a number of information evenings at local primary schools with the principal designate so that parents can meet and ask any questions that they have. The principal designate will promote the school, its vision and explain how he/she will create the learning environment and how that will then filter through into results.

We would also host information stands at local supermarkets, shopping centres and retail parks to promote the school to a wider audience who may so far have been missed.

Throughout this process a school prospectus will be available for distribution to potential students, parents and carers. A professional website will be developed encompassing the prospectus and architectural images for the school.

2 to 5 year Marketing Strategy

Obviously, as the school ages the public awareness for it will develop. In 2014 it would be our aspiration to move into the new school. This in itself is likely to generate a large amount of press and public awareness as the build programme continues to this point. It would be our intention to use a well known public figure to officially open the school generating further press and TV publicity.

Businesses will be targeted within the area to provide support for work placements and other industry based activities. The awareness of the school within the local business community, which employs many local people, will also increase the exposure for the school. These links will be bolstered during the pre and post opening phases. During this period we would also look to promote the use of the school's facilities increasing the revenue generation potential making much of the marketing self-funding (e.g. use of the 3G pitch for community use).

We will be opening the sixth form in 2014 and will need to promote this to potential students. As above, a large amount of the publicity for this will be generated using strategies already outlined. A specific prospectus will be published and distributed in 2013.

6

Organisational Capacity and Capability

6.1

Capacity and Capability of The Company

The Company

The company was incorporated on the 16th May 2011.

CERTIFICATE OF INCORPORATION
OF A
PRIVATE LIMITED COMPANY

Company No. 7635438

The Registrar of Companies for England and Wales, hereby certifies that

SANDYMOOR FREE SCHOOL

is this day incorporated under the Companies Act 2006 as a private company, that the company is limited by guarantee, and the situation of its registered office is in England/Wales

Given at Companies House on **16th May 2011**

Member Overview

The three members of the Company are:

███████████████

With a first class honours degree in business information technology ██████ has developed his skills in business over ████████████. With 10 years experience in sales and marketing as a ████████████ with full budget responsibility, ████ has valuable knowledge in ways to promote and market the school to raise public

awareness. With extensive experience in building long-term relationships with companies, in recruiting staff and in writing policies and manuals ▆▆▆▆ has the demonstrated skill set necessary for the setting-up period. Coupled with seven years experience of running his own business with full financial, HR, legal and marketing responsibility and extensive experience in the management of projects from inception to completion using targeted measurable achievements at each stage to assess the progress and success. ▆▆▆▆ has a track record of delivering successful outcomes. ▆▆▆▆ will make a valuable contribution to the enterprise agenda of the school.

▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆ and has always taken an active role in the community and is currently ▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆.

▆▆▆▆▆▆▆▆

With a degree in Architecture, HNC in Building Construction and ▆▆▆▆▆ experience in private architectural practice, with the last 10 years at director level, which has given ▆▆▆▆ a huge experience in all aspects of managing construction projects and people. ▆▆▆▆ has lead major teams on some of the largest construction projects in Europe including ▆▆▆▆▆▆▆. ▆▆▆▆ well rounded experience in managing and inspiring teams, client management, recruitment, training and financial management at all levels demonstrate a track record of success.

▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆ and has always taken an active role in the community and is currently ▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆.

▆▆▆▆▆▆

▆▆ has vast educational experience in higher education, and has developed and run several courses over the past 20 years. Furthermore, he has responsibilities for workload modelling and managing a▆▆. He has varied research experience in skill development, mental toughness, motivational climates and learning power, some of which is relevant to the schools setting. He has also worked with clients such as the Royal Bank of Scotland and the London Stock Exchange on aspects of winning cultures.

Steering Group

During the writing of the proposal there were also a further 5 members of the Steering Group:

███████ – ████████████

███ has over 30 years of experience of teaching and running secondary schools and now uses those skills as an educational consultant helping lesser performing schools attain better results. With vast experience of curriculum planning, staff recruitment and target setting ████ skill set aligns with the early years of school planning and recruitment. With a visionary outlook and first-hand experience of how tailored teaching methods can deliver real benefit to a student to enable them to reach their full potential, ████ will be an asset in realising the vision set out in section 3.1.

███████ – ████████████

███ has over 15 years of experience in the IT industry with vast experience of hardware, software and network infrastructure. Managing the IT systems in a high-pressure mail order environment has given ███ huge amounts of experience in managing expectations and delivering real products on time whilst maintaining the highest levels of security that is required for payment processing requirements such as PCI DSS. With vast experience of virtual networks, network security and multi-site communications, ███ is ideally placed to provide the knowledge required to ensure that the systems within the school are fit for purpose, upgradeable and future proof.

███████ – ████████████████

With years of experience of working in the Learning Disability field, ██ has the required experience to ensure the well being of those with additional educational and emotional needs within the school environment. ██ has given countless lecturers around challenging behaviours, autism, bereavement and sexuality. With many contacts in the psychology field ██ is able to draw on expertise outside her own field should it be required. ██ has the background to ensure that the quality of SEN provision within the school is met.

███████ – ██████████████████

With extensive experience in the telecoms industry, ██ brings a wealth of knowledge that will complement the IT knowledge already in the team. ██ has also spent 5 years as ██████████████████ of a local pre-school group during which time she wrote all the requisite policies and procedures using industry best-practice models of

excellence. ▆ was also responsible for the accounts including setting budgets, salaries and staff recruitment. With HNC's in both Business and Finance and Telecommunications, ▆ is both organised and focussed and has the technical competence to assist in the development of the required policies and procedures during the pre and post opening phases.

██

██████████

As a graduate and a CIPD qualified Learning and Development professional, ████ has spent the last 15 years working in various learning and development roles with the private and public sectors, with 10 of these for top 100 companies. ████ has broad professional experience including creating total learning solutions for both individuals and teams. ████ is also an NLP Practitioner as well as a Discovery Insight Client Practitioner.

████ has always been fully involved in community activities, she ran a play group and served on the committee at the local pre-school ██████ and is now on the PTA of her childrens' school ██████████████████████.

Skills Gaps Review

We have considered the skills that are required during the pre-opening phase of the school and critically assessed where these skills lie within the team and have detailed them under the key areas required:

Financial – Although we have a good grounding in this area within the current team, we will look to recruit an accountancy firm on a reduced or no fee basis. We would also use this firm for auditing the accounts.

Legal – We would look to appoint a legal advisor.

Buildings and Site – With the extensive experience bought to the group by ████ we feel this area has the requisite skills in place.

Project Management – ██████████ and ▆ all have extensive experience in this area.

Information and Communication Technology – The skills brought by ███ and ▆ will ensure that the group has the required knowledge for the correct selection and implementation of the most appropriate IT system.

Human Resources – The whole team have many years of experience in recruitment procedures, training and performance management. ████ and ████ are specialists in staff development and capability management and will drive the staff development packages.

Time Requirements & Commitment Level

We realise that the pre-opening phase will require many hours of work, but the weekly level will fluctuate during each stage. We have detailed below the average number of hours per week that each team member is reasonably able to commit too during this period.

Team Member	Hours
███████████████	15-20
███████████████	15-20
███████████████	7-10
███████████████	2
███████████████	5
███████████████	7-10
███████████████	5
███████████████	5

Pre-Opening

During the pre-opening phase all members of the Company and Steering Group (as necessary dependent upon their skills) will be actively involved in overseeing the recruitment of further people to the steering group and the subsequent division of it into three distinct areas.

To ensure that the vision and educational plan is not diluted, one member of the Company would chair each of the steering groups. The Steering Groups will be responsible for ensuring the correct Policies and Procedure documents are written and in place.

Buildings – overseeing the development of the temporary buildings and facilities that are required. Some forward panning for the building the permanent school would also take place, however it is envisaged that this will be driven by the Principal in conjunction with the members to the company, wider steering group, potential parents & students and residents from the local area.

Education – overseeing the development of a full timetable, curriculum and school day, along with the support systems that are vital to the successful delivery of the school's vision.

Recruitment & Financial Control – to oversee the recruitment process including the writing of job descriptions, advertisements and interview scheduling. All financial spend would be controlled by this group to ensure full accountability and financial planning.

It is anticipated that each steering group would need to meet at least once every 4 weeks during this period with the Company Members also meeting separately to discuss and monitor the overall progress.

6.2

Hiring the Principal Designate

Person Specification

The right person is vital in enabling the challenging Educational Vision we have set to be met. This will be the single most important appointment that will be made.

Required Qualities

- A visionary person that is looking to continually strive to improve and look for new and innovative solutions whilst using their experience and industry benchmarking to ensure successful outcomes.
- An inspirational leader that inspires others, drives enthusiasm, commitment and a deep-rooted desire for success to those around them.
- An ambitious person that embraces the vision for our school to be world-class and can demonstrate, through past achievements, how they are able to embrace, develop and deliver this concept.
- A demonstrable record of initiating innovative pedagogical approaches.
- Ability to demonstrate how they are able to identify and recruit a senior leadership team that will drive the school's vision.
- Ability to create and sustain a culture of continuous improvement.
- A proven track record of attaining and maintaining an "outstanding" Ofsted report, whilst delivering above average A* to C GCSE grades and student CVA.
- The ability to lead by example.
- A strong desire to improve social mobility with students from a deprived background (one local primary school has 60% FSM).
- A proven record of delivering outstanding results from mixed-ability classes.
- A track record of developing the right team.

Recruitment Process – Attracting the Right Person

There are a number of arenas for advertising for Principals. One area we see as a potential source and one that will deliver a visionary leader that meets our outline specification is the Future Leaders Programme. The following list has been identified as some of the methods that would be used, but is by no means an exhaustive list.

- Future Leaders
- Heads First
- Guardian Education Supplement
- TES Connect website
- Teachnetwork

Recruitment Process – Selecting the Right Person

In selecting the right person, the qualities above will need to be considered and the ability of the person to be flexible and dynamic to deal with the pre and post opening

of the school as detailed below. As part of the interview process, we would assess the performance of the candidate in a classroom environment.

The Role Pre-Opening

Much of the pre-opening role will be focussed around the following key areas:

- Writing the school policies in conjunction with the governors, parents and potential students by expanding upon the policy outlines contained within this document.
- Meeting the local primary school heads to develop an ongoing relationship and manage the transition process.
- Public presentations to the parents of potential students to dispel any concerns they may have surrounding a new school and the processes that will be in place to ensure that the school will deliver the best possible education for their children.
- Writing job descriptions for staff as part of the pre-recruitment process alongside the steering group responsible for recruitment.
- Developing links with local businesses assisted by the governors.
- Full curriculum planning, the principles of lesson planning and timetabling in collaboration with the responsible steering group.
- Population planning for the VLE which will utilise the excess teaching hours during the opening years of the school.
- Planning of the staff development sessions for the Wednesday afternoons in the first year setting key milestones that need to be achieved.
- Involved in the design of the brief for the new school building.

We recognise that the role of the Principal will change significantly during the post-opening phase.   When additional staff join the school and the full Senior Leadership team is in place, the Principal will be utilised more for leadership and less for teaching. This will be an important transition that the Principal will need to manage, not only personally, but for the other members of staff.

The selection process will evaluate the candidates against these criteria in order to ensure the most suitable person is chosen. The successful candidate will be the one that truly demonstrates the ability and desire to see the school's vision to fruition.

6.3

Governance

Desired Qualities for the Governance Team

- Financial Knowledge
- Educational Knowledge
- Strategic Planning
- Legal Knowledge
- Marketing
- Health &Safety
- Human Resources
- Project Management
- Team working
- Effective communication skills
- Local Business / University

The Trustees will become Governors and we will look to recruit further Governors that will fill some of the gaps that we have identified in section 6.1. Further governors will be appointed in line with the details in the Memorandum and Articles of Association, namely:

- The Principal
- A representative from Halton Local Authority
- A representative from the Daresbury Science and Innovation Campus

Applications will then be invited from other people interested in becoming a Governor, including those from the steering group. However, 2 places will be left empty for parent governors to be selected during the first six months after the school has opened.

A clerk would also be appointed to administer the Governance meetings. Training will be identified and arranged for the Clerk.

We would look to use all the contact details gathered so far (from the website questionnaire) to promote the vacant Governor positions to encourage applications from as many people as possible.

The Governing Body

Once in place, The Governing Body would appoint a Responsible Officer to oversee the financial affairs. To assist with this and the functioning of the Governing body the sub-committees outlined in Section 6.1 would remain and ensure the smooth running of the school and effective use of the General Annual Grant (GAG).

Although legislation only requires the Governing Body to meet three times a year, we feel that until the school is at full capacity and has a full complement of staff, that tighter monitoring and control and additional input during the early phase will be invaluable in demonstrating best practice and value for money. Meetings will

therefore take place once every half term with sub-committees meeting in the interim to ensure that the school is meeting its obligations and has the necessary controls and support for smooth and efficient running.

During these meetings the policies outlined in section 6.2 and 6.4 will be reviewed to ensure that they comply with the current legislation, best practice models and are suitable for the evolving school.

6.4

Financial Oversight

The second appointment that we will make is that of the **Business & Finance Manager** who will have full financial responsibility and control for the school, reporting to the Responsible Officer (RO) appointed by the Governing Body. The Business & Finance Manger will have previous experience of financial control and accountability, preferably within the education sector. Accountancy qualifications would be an advantage but not essential.

Other than day-to-day financial accountability the Business &Finance Manager will also have responsibility for building links with local businesses and exploring possible sponsorship routes and additional incomes.

Through this appointment and the RO we will ensure that tight financial controls are put in place from inception ensuring that full and clear financial accountability can be demonstrated.

Outline of Responsibilities

- Writing and approval of internal financial procedures, including but not limited to, a financial regulations manual to be followed by all staff and Governors, purchasing procedures with tender limits, payroll and VAT.
- Writing and approval of the Academy's budget each year and devising a 5-year spending plan.
- Writing procedure for authority levels in collaboration with the RO for payments, DfES returns etc.
- Devising and initiating arrangements for recording and monitoring the assets.
- Setting, in collaboration with the RO appropriate insurance levels having regard to the recommended levels of cover and excess.

With this back-drop, the Business & Finance Manager in collaboration with the finance committee and RO can instil the best practice principals throughout the school to ensure its compliance with all necessary responsibilities and legislation. They will also be able to put in place the necessary checks to ensure that the school is providing "Best Value" when entering into agreements, purchasing or employing staff or companies.

The Business & Finance Manager and the RO will also be responsible for adapting the procedures and policies as legislation changes, new legislation is brought into force or new "Best Practice" models are proven.

6.5

Leadership & Staffing

School Outline

One of the key features of our vision is to ensure that staff communicate effectively between each subject allowing synergies across the curriculum. This will promote an integrated approach to delivery that will be realised during project weeks. All staff will embrace our personalised learning agenda through nested planning and the enthusiastic development of individual educational plans for all students. This will be achieved during the planning and review sessions on a Wednesday afternoon. Furthermore our expectation for staff will be to embrace the use of the VLE and other forms of digital technologies. This represents the cornerstone of our vision and staff will be required to develop and deliver materials through the VLE in order to provide differentiation within class and in the creation of student 'homepacks'.

The relationships with industries will require our staff to work closely with partners through student placements, 'challenge activities' and lessons. This will require staff to have good networking, social competence skills and an enterprising outlook.

The staff workloads have been calculated by considering the hours required to deliver the curriculum at Key Stage 3, the GCSE & BTEC portfolio on offer at Key Stage 4 together with the A Levels and BTECS at Key Stage 5. The workings for this can be found in Appendix 6.

During the pre-opening of the school, we will look to recruit the key members of staff that will form part of the senior leadership team in the school. To drive our vision and the opening of the Sixth Form in 2014 the non-teaching hours that will be unused during the first phase of the school's life will be used to build the model, curriculum offering and to begin to populate the VLE. Lesson plans and extra-curricular self-help modules will be created to ensure the vision and education plans are delivered consistently throughout this period. Inevitably this will be front-end loaded with modules being added and modified later during the staff CPD sessions which take place on Wednesday afternoons as detailed in section 4.2.

Initial Responsibilities

With the Principal Designate and Business and Finance Manager in position, the following key areas will be covered in the pre-opening phase:

- Building strong links with local primary schools.
- Engaging and responding to parental questions.
- Developing links and education plans with local business to ensure that the business links are used appropriately during the delivery of the curriculum.
- Developing full job specifications from the briefs produced within this section to ensure the right staff are brought into the school at the right time to drive forward the Educational Vision contained in section 3.2.
- Advertising, interviewing and recruiting key members of staff as detailed further into this section.

2012 – Opening the School

During the year, in preparation for the school opening prior to the first intake in September 2012, the requisite academic staff will be recruited, starting with the senior positions first as shown in diagram 6.51. We envisage that the staff will be in post toward the end of the academic year in 2012 to enable them to prepare the curriculum prior to the students arriving. Each schematic shows the staff for each year of the school's development. Those in italics and with a brown perimeter represent the new recruits for each year.

2012-2013 Academic Session
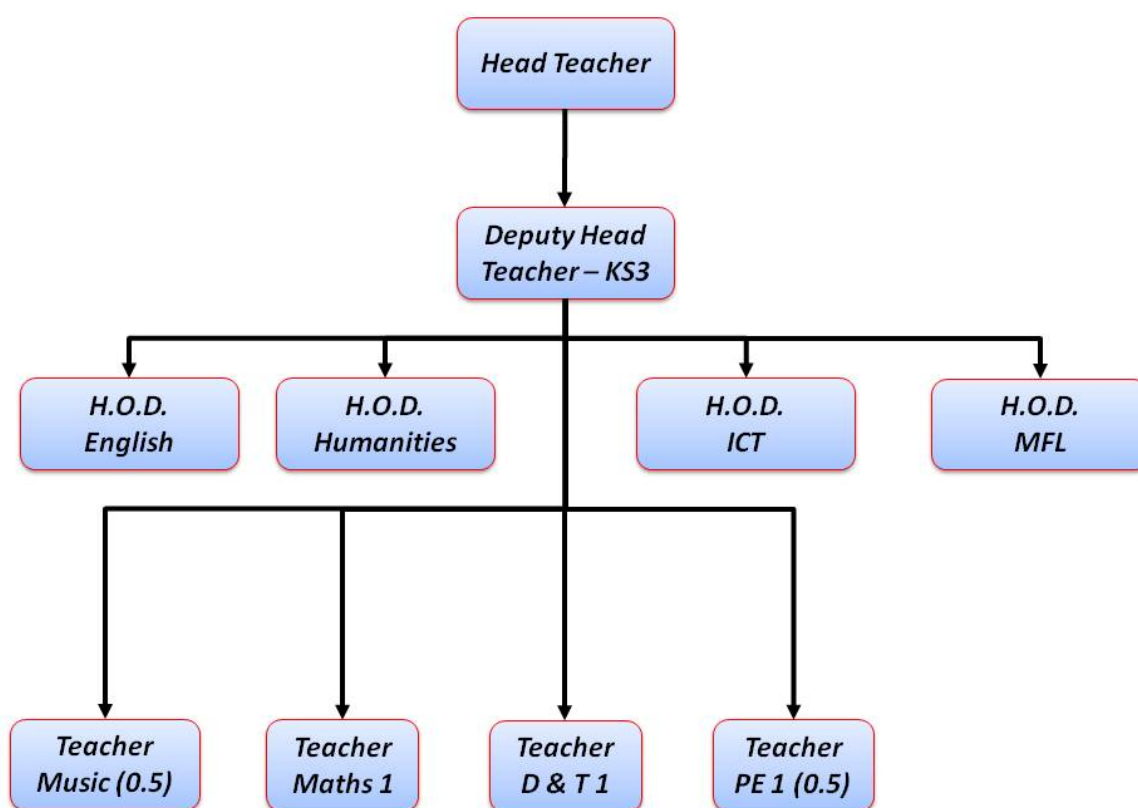
Diagram 6.51 – Staffing Structure for 2012 Opening

During the first few years, and until the staffing structure is fully populated, the reporting structure will be different and will change as more deputy and department heads are recruited.

The next key recruitment is the Deputy Head. This Deputy will ultimately be responsible for Key Stage 3. In the first year, he/she will have responsibility for

managing all staff and assisting the Principal in policy development. Many of the qualities that are contained with section 6.2 listed as the qualities for the Principal Designate will be the same for the Senior Leadership Team as we realise that these same qualities are required to drive the vision through the staffing structure as it grows.

In the staffing structure shown, we have made the following assumptions:

- The Key Stage 3 Deputy Head will teach all science for year 7.
- The HOD for Humanities will teach geography and history in the first year.
- The HOD for ICT will be required to teach the enterprise aspects of the year 7 curriculum.
- The HOD for modern foreign languages will be a specialist in Spanish and will teach this to all year 7 students. Chinese will be introduced in year 8.
- The design and technology teacher will have to teach art and design in the first year.
- During the early years, the teaching workload is greater than would be normally expected from the leadership team.
- The SENCO will be appointed from opening.
- Two non-academic managers will be appointed. One will be the business & finance manager and he/she will take responsibility for HR and Health & Safety during the early years. The second appointment will be an ICT manager to drive forward the VLE and manage the IT provision within the school.
- The PA to the Principal will be appointed.
- An administrator will be appointed.
- A part-time lab technician (0.5) will be appointed.
- A facilities operative will be appointed to maintain the relatively small temporary buildings.

2013-2014 Academic Session
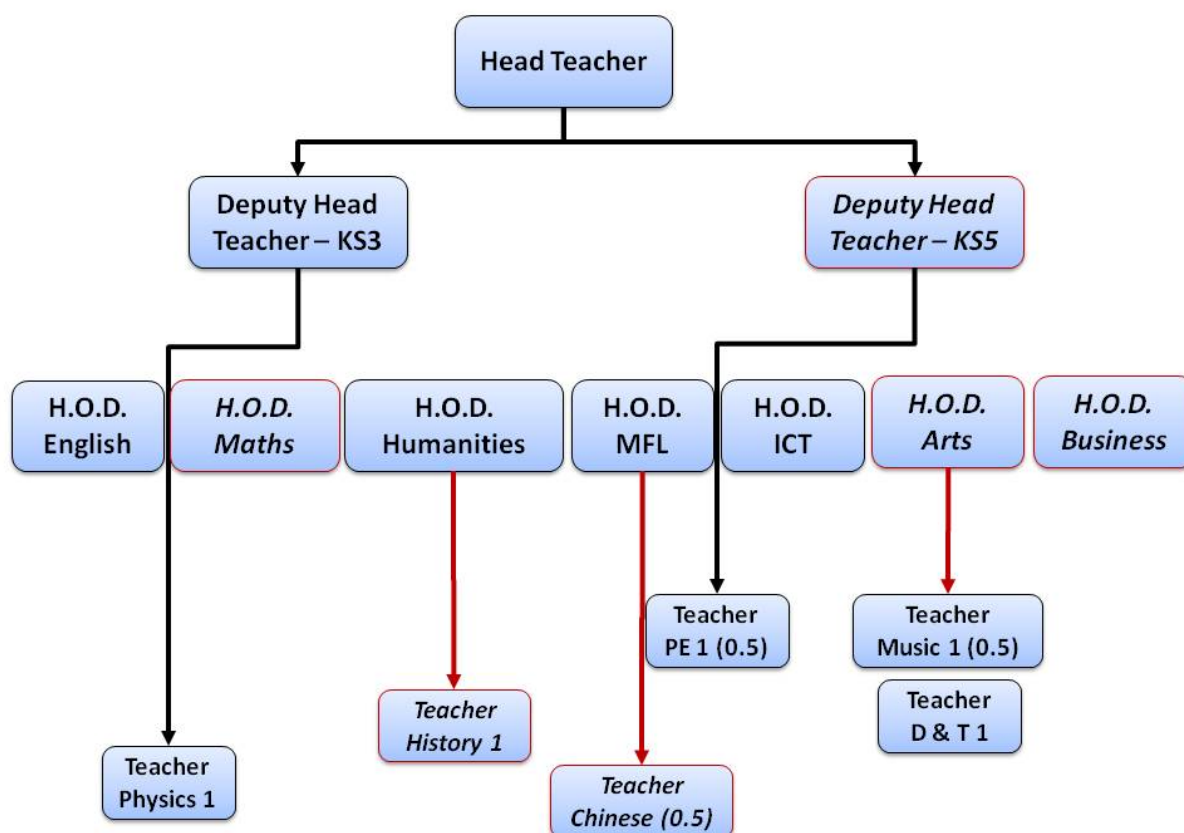
Diagram 6.52 – Staffing Structure For 2013

In the staffing structure shown, we have made the following assumptions:

- We have introduced another deputy head in preparation for the start of key stage 5. We have assumed that the deputy head for key stage 3 will be a biology teacher and the key stage 5 deputy head will be a chemistry teacher. Clearly, these may be different and the domino effect for the remainder of the staffing model would change.
- We have introduced three new heads of department for mathematics, arts and business.
- Based on the workload modelling, we will expect the physics teacher to assist the maths HOD in delivering maths for this year. Also, the history teacher will be required to assist the English teacher for this year only.
- Two teaching assistants will be recruited to provide additional support in the classroom.

2014-2015 Academic Session
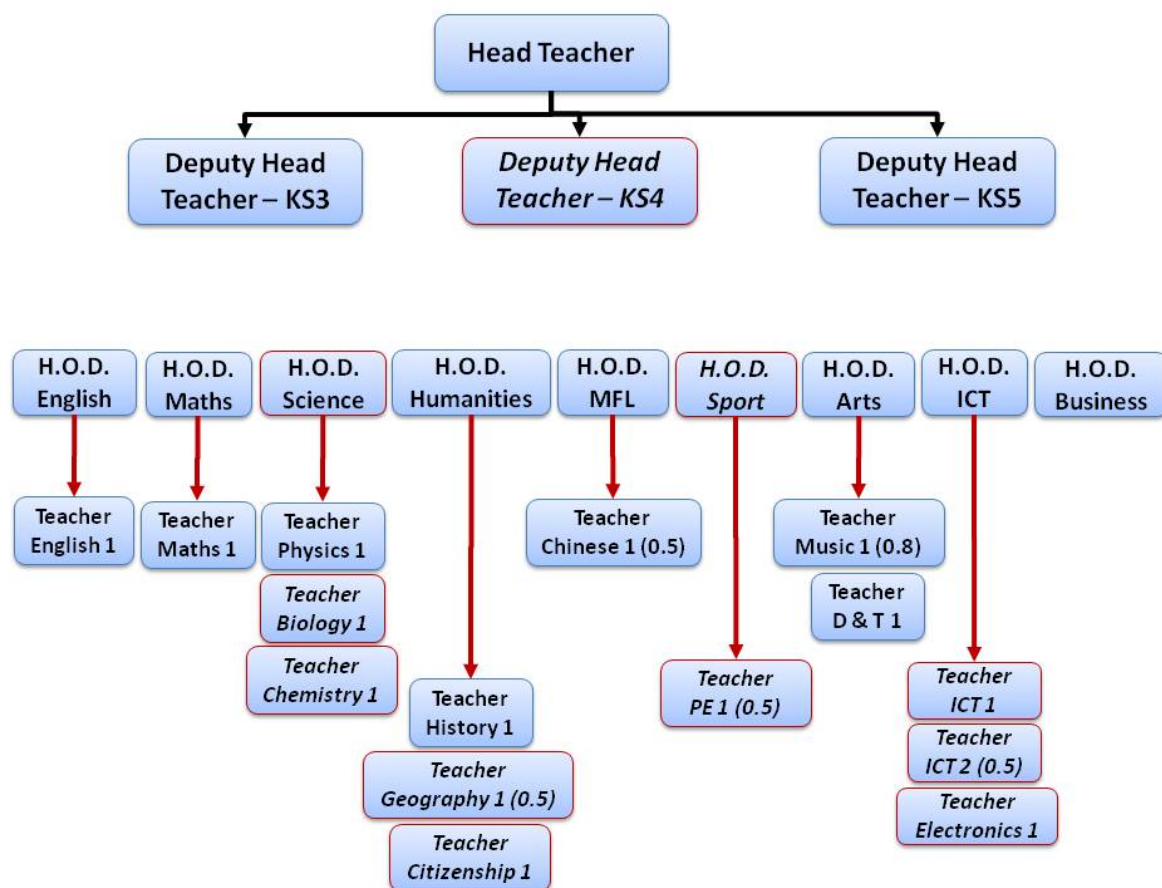
Diagram 6.53 – Staffing Structure For 2014

Key assumptions:

- We have introduced the final deputy head for key stage 4. We have assumed that we will recruit a deputy head with a specialism for mathematics.
- Based on the workload modelling, we will require the physics teacher to teach some chemistry and biology to year 7. Also the design and technology teacher would be required to teach a small number of hours for art and design to year 7.
- A further teaching assistant will be recruited.
- An additional administrator will be recruited.
- A full time lab technician will be recruited to oversee the new lab facilities.
- One chef and one support staff will be recruited to manage the catering outlets in the new facilities.
- A librarian will be recruited to manage the library in the new facility.
- A Pastoral Coordinator will be recruited to support the SENCO and manage all aspects of pastoral care within the school.
- The first member of the IT support team will be recruited.

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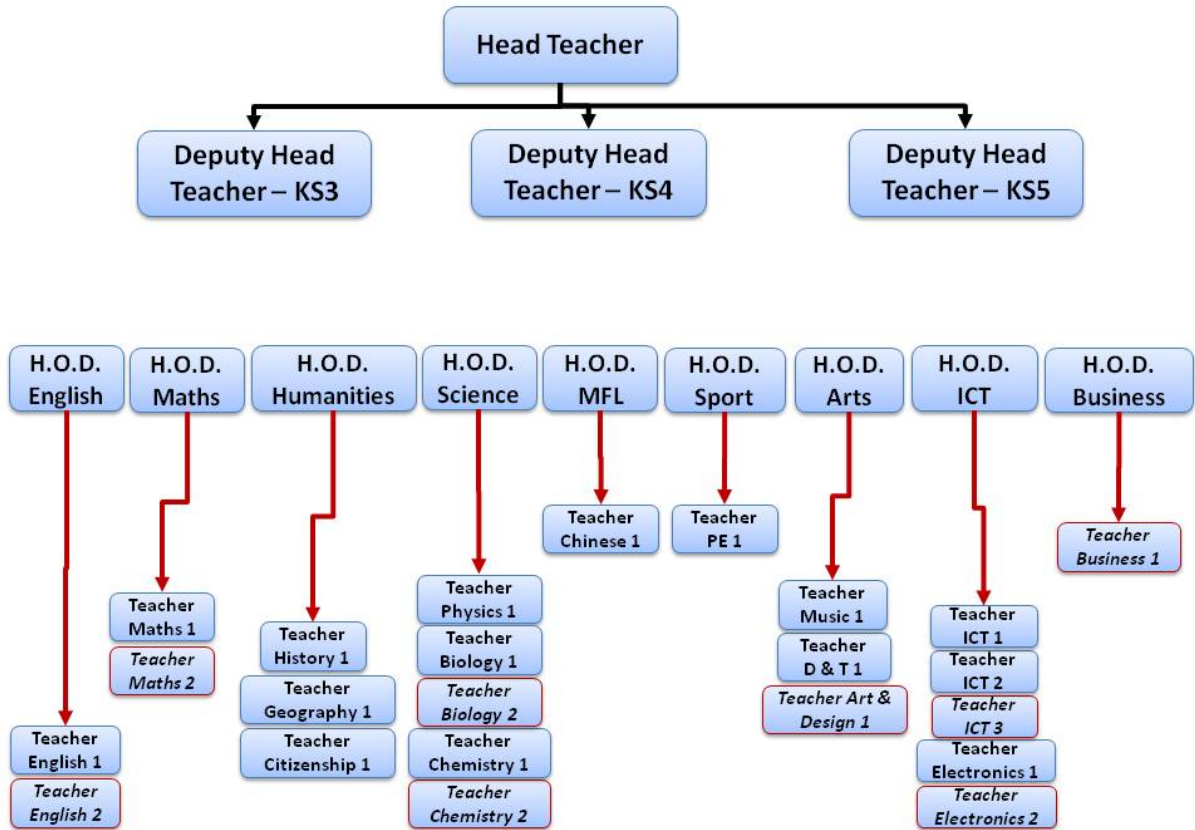
Diagram 6.54 – Staffing Structure For 2015

Key assumptions:

- A further 2 teaching assistants will be recruited.
- An additional member of the catering team will be recruited.

2016-2017 Academic Session
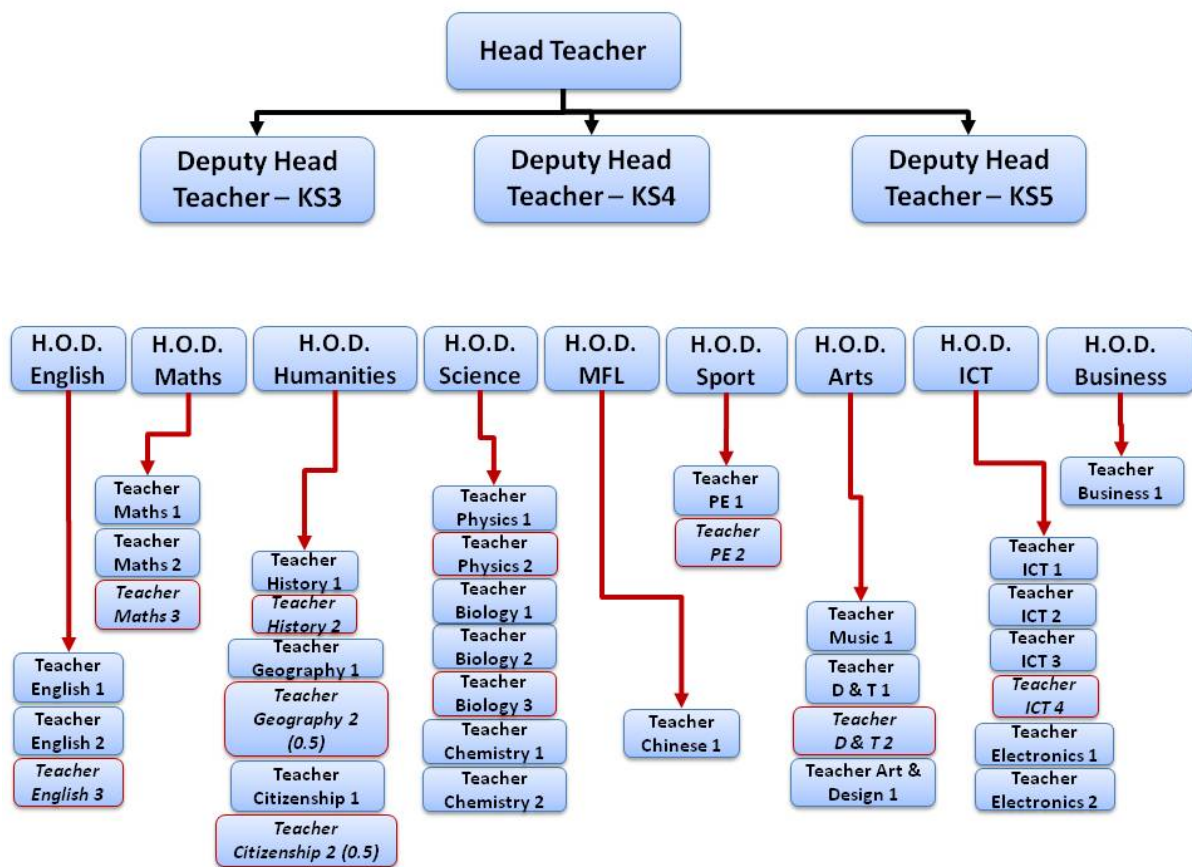
Diagram 6.55 – Staffing Structure For 2016

Key assumptions:

- A further 2 teaching assistants will be recruited.
- The final non-academic manager will be recruited to manage HR and Health & Safety. This will free up the existing Business and Finance manager to continue to develop industrial relationships for the school.
- A further administrative assistant will be recruited.
- An additional lab assistant will be recruited.
- A further member of the IT support team will be recruited.
- A further facilities operative will be recruited.

2017-2018 Academic Session
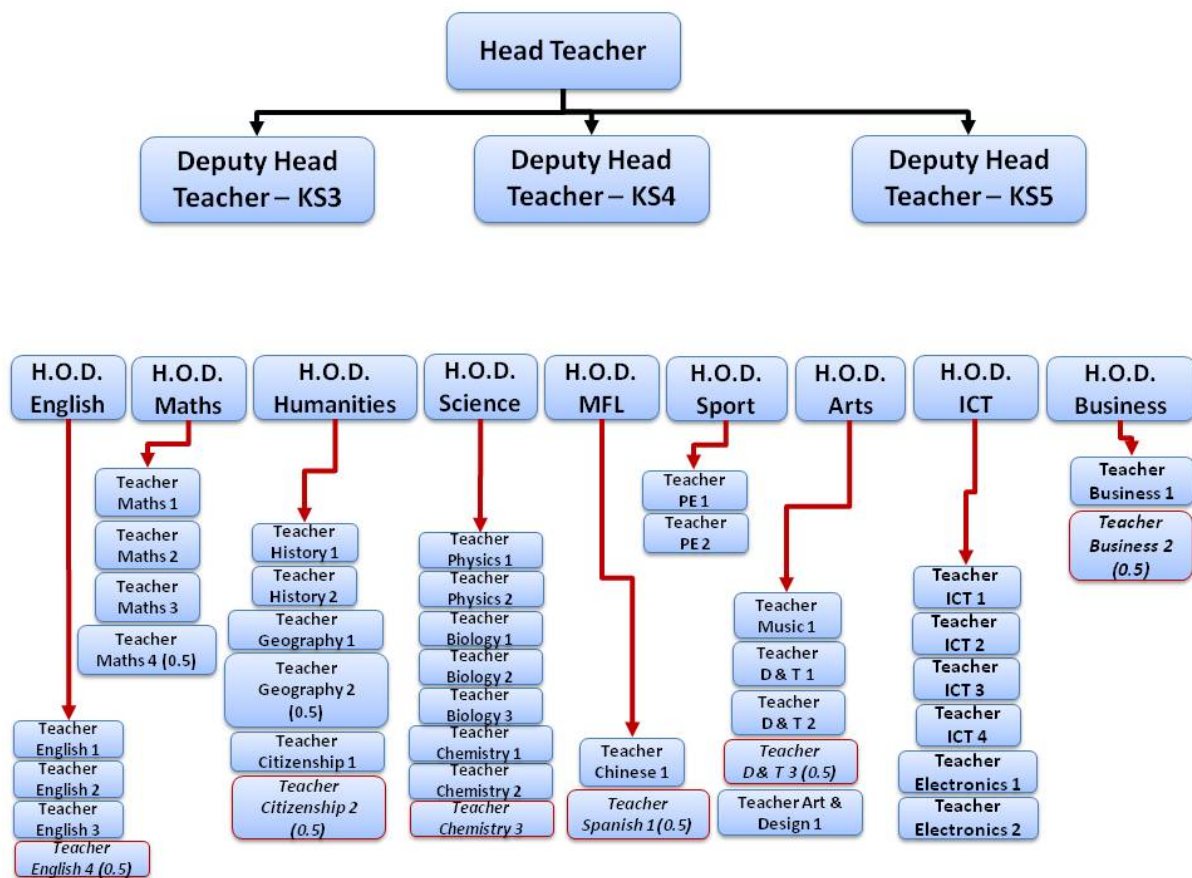
Diagram 6.56 – Staffing Structure For 2017

Key assumptions:

- An additional teaching assistant will be recruited**.**
- An additional administrator will be recruited. This represents the full complement of administrators within the school.
- An additional lab technician will be appointed. This means there will now be a lab technician for each of the science subjects.
- A further member of the IT support team will be recruited.
- A further member of the catering team will be recruited.

2018-2019 Academic Session
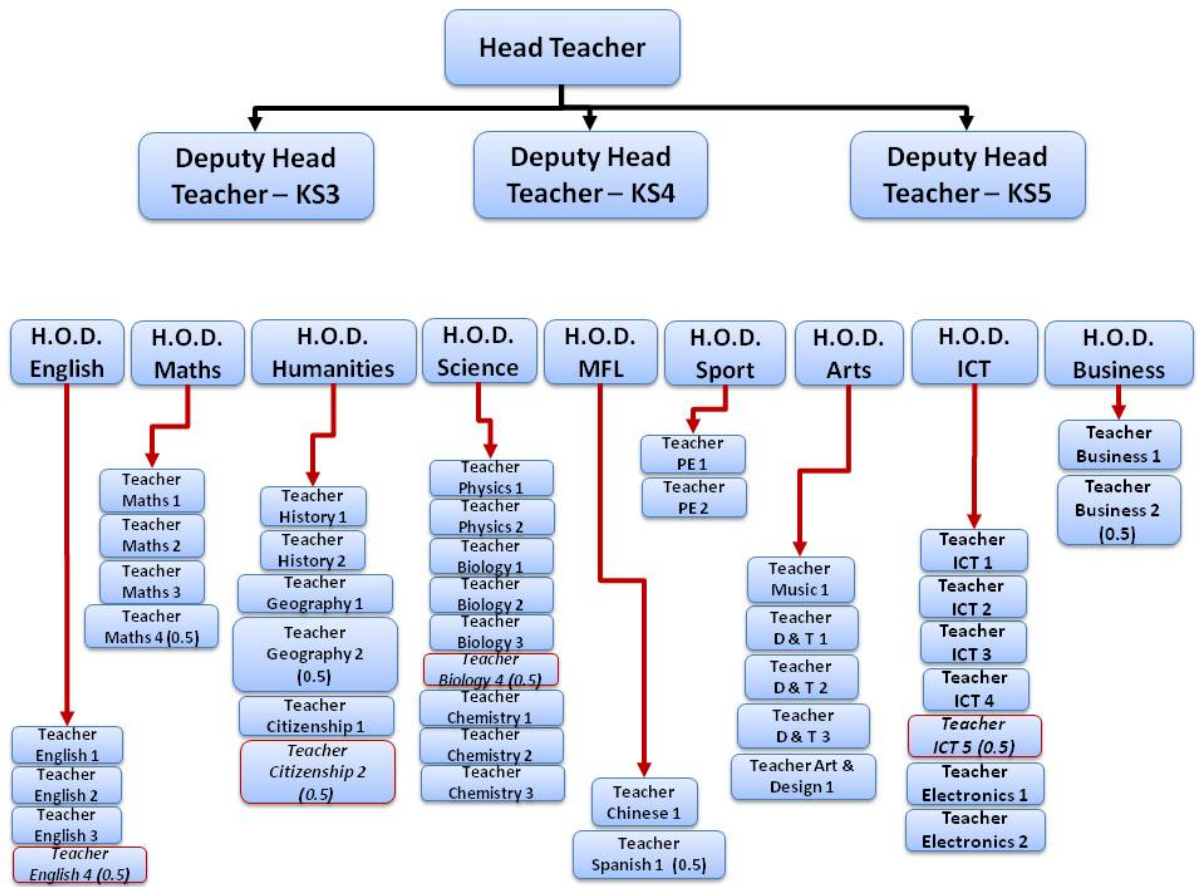
Diagram 6.57 – Staffing Structure For 2018

Key assumptions:

- A further four teaching assistants will be recruited. This represents 12 in total and the full compliment.

Roles & Responsibilities

All Staff – All staff are collectively responsible for ensuring that the school policies are adhered to and that all rules are equally applied; reinforcing the key principles of the Educational Vision with students whenever possible.

Deputy Head – The Deputy Heads will have a specific responsibility to the Key Stage that they are assigned to. This will include timetable modelling, curriculum planning and staff development. It is crucial that these staff members work closely with the Principal to ensure that the school vision is articulated through the Department Heads to the teachers and teaching assistants. They will also be responsible for overseeing the attendance system being administered and reviewing the attendance reports on a daily basis as set out in section 4.5 and appendix 6. Overall responsibility for ensuring the VLE is populated with lesson specific material and staff CPD sessions are planned for the year.

Head of Department – Responsible for Curriculum planning in more detail to produce, in conjunction with the teachers, lessons plans to populate the VLE. The head of department will take responsibility for his/her subject across the three key stages. Their line manager will be the Principal but will communicate directly to the relevant deputy head for each key stage. Furthermore he/she will work closely with the deputy heads and other heads of department to coordinate CPD.

Teachers – Responsible for the delivery of the lesson plans and working in collaboration with all other teachers to ensure that the lessons are as exciting, inspiring and engaging as possible (teachers from other subject areas can help to fulfil this criteria by suggesting alternative delivery methods).

Key Staff Qualities

- Visionary, outward looking with a continual desire to improve themselves, those around them and the environment.
- Inspiration, enthusiastic and committed to the schools' vision.
- Able to demonstrate their ambition through their previous achievements.
- A demonstrable record of innovative approaches to a variety of situations and scenarios.
- The ability to help sustain a culture of continual development and improvement
- The ability to lead by example and set the standards.

7

Premises

Premises

Our vision for the school would be that of a new build. Both Sandymoor and the Strategic Site at Daresbury are completely new villages. The Runcorn Development Corporation established plans for Runcorn New Town to be built. Several villages were built as satellites to the centre in the 1960's. Sandymoor is a later addition to the urban area; development started in the 1990's, with 820 homes built to date.

The strategic site at Daresbury will be developed as part of the joint venture company which was confirmed by the Government in November 2010. There are four stakeholders who make up the joint venture; The Science Facilities Council, Langtree, Halton Borough Council and North West Development Company. We have engaged with ████████████████████████ who is ████████████████████████ at Daresbury Science and Innovation Campus. ████████████████ sees the addition of a new 11 – 18 year school as key to the success of the future development of the site in attracting the people to the area to see the government's target of 6000 new jobs on the site become a reality.

Due to the relative infancy of the area, only being established from the early 1990's onwards there is a lack of suitable empty buildings in the locality to convert to a permanent school.

There are currently two options which we have investigated;
1. Convert an existing empty office building to provide temporary accommodation for two years whilst a new building is constructed.
2. Use temporary buildings on or near our preferred site whilst a new building is constructed.

Option 1, Conversion of Exiting Building on a temporary basis

There are two local business parks;
1. Manor Park is an industrial park located adjacent to the Eastern Expressway (A558) on the opposite side to Sandymoor. The park is predominantly large distribution warehouses and some older smaller office developments.

2. Daresbury Business Park. This is an office development located adjacent to junction 11 of the M56, it is some 4km drive from Sandymoor along a fast dual carriageway. The park provides high specification head office type buildings together with some smaller speculative office accommodation.

Due to the nature of both of these sites they are inherently unsuitable for use as a school site, both have a lack of open space required, Daresbury Business Park is not within walking distance and due to the vast amounts of large articulated Lorries around Manor Park it is deemed unsafe to have young children walking around these areas.

We have contained the search area to the natural boundaries of the M56 and A56. This is due to the obvious issues of distance and the inability for children to walk or cycle to school. The safety issue of crossing a major national speed limit dual carriageway (A56) with no crossing points, and M56 motorway, again with no pedestrian bridges crossing.

However we have identified properties that could be utilised on a short term basis and are detailed below; sizes have been calculated on the following criteria:-

Schedule of accommodation required for a temporary building

The table below is based on providing 4 year groups for 2 years

	Purpose	Area	Total Area
8	Classrooms	60m²	480m²
1	Art Room	60m²	60m²
2	Science Labs	60m²	120m²
1	Science Prep	30m²	30m²
1	Library	60m²	60m²
1	Music Room	30m²	30m²
1	School Office & Reception	30m²	30m²
1	Staff Room	30m²	30m²
1	Assembly Area / Breakout Area	150m²	150m²
2	Toilets	20m²	40m²
2	Cloaks	10m²	20m²
		Total Area	1050m² (11,302ft²)

Property 1 - Sedgemoor House, Manor Park
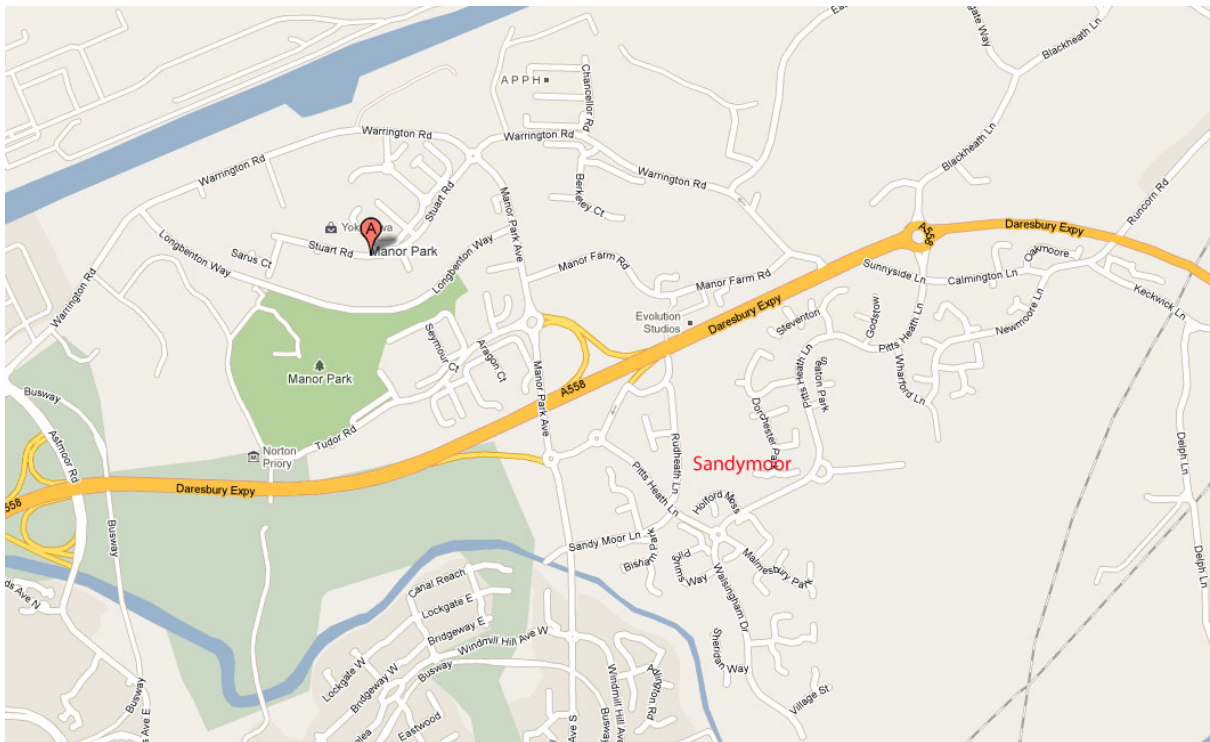
Sedgemoor House,
Stuart Road
Manor Park
Runcorn

Sedgemoor House is 12,657ft² of open plan office accommodation.
Current agent – BE Group 01925 822112

This unit has the benefit of being a short walk to Haddocks Wood Playing Fields which are an extensive area of local authority maintained playing fields. Initial conversations with the local authority would suggest that these could be utilised for school use throughout the school year.

Property 2 – Cinnabar Court, Daresbury
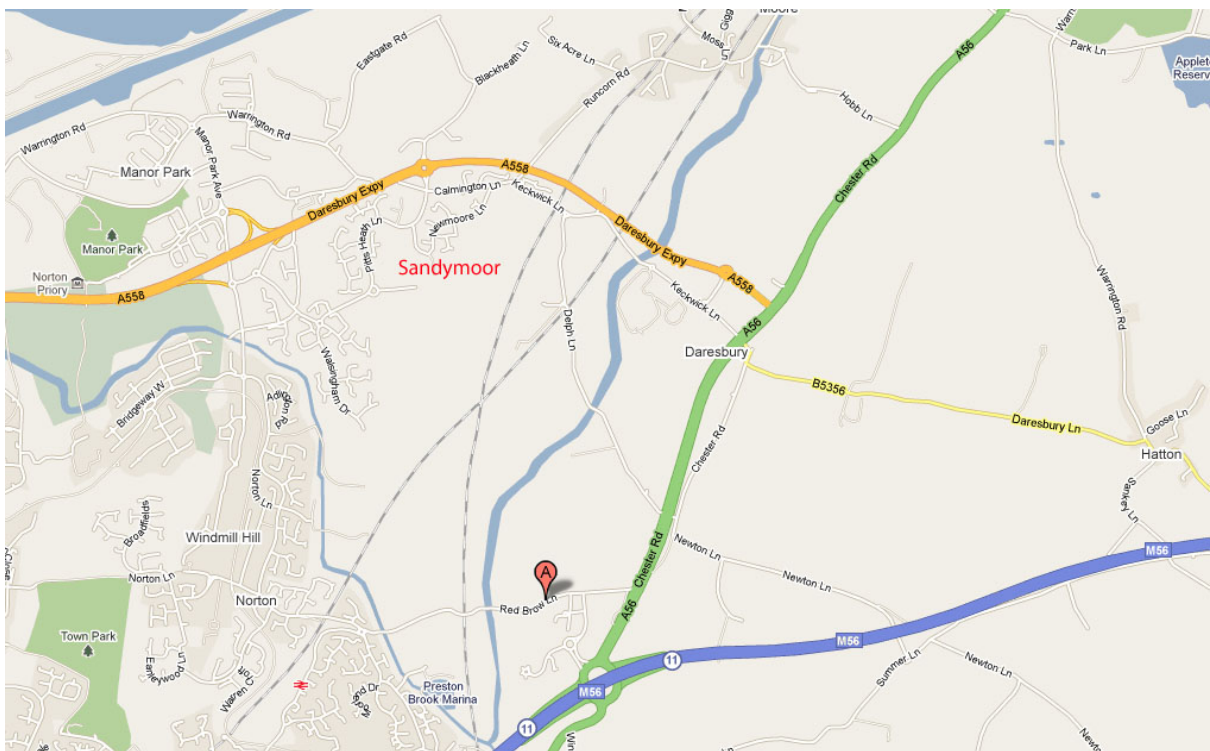
Cinnabar Court,
Daresbury

There are various buildings available up 10,000ft² of open plan office accommodation.
Current agent – Knight Frank 0161 833 0023

These units are a 3.6km drive from the main access roundabout to Sandymoor. There is a lack of open/recreational space, the business park is open plan and therefore has a lack of boundary security.

Option 2, Temporary Buildings

We have identified a site within Sandymoor that could be used for a temporary location. The site is currently owned by HCA, adjacent to the existing community hall and is vacant prior to be sold to develop the village centre. The site as it stands is approximately 0.8ha (1.9acres) which is of sufficient size to allow for the temporary buildings, playing field and break time space in a secure environment.

The proposed site is well served with all the statutory services and of sufficient capacity to accept the temporary building due to the infrastructure being designed to take local shops, a public house, 40 new homes and associated car parking; all of which are yet to be provided.

We have reviewed information from Portakabin, who are one of the leading suppliers of temporary buildings and they are able to provide fully functional purpose designed teaching and accommodation blocks to suit our needs.

Examples of temporary school buildings

New Build Location

Map legend:

- Proposed Sale
- Under Development - Sandymoor 28, (David Wilson Homes)
- Completed Development
- Environmental Improvements
- Proposed Sub-station
- Highway Improvements (Secondary access)
- Wharford Farm (Part of Daresbury Strategic Site)
- Balancing Lake (Halton Borough Council)
- Outline Planning Permission (469 units)

Labels on map: Site Area - 7.5ha (18.5Acres), Pedestrian Entrance, Main Entrance, LOCAL CENTRE, VILLAGE GREEN, RESERVED SCHOOL SITE, THE RIDE, BALANCING LAKE, WHARFORD FARM (Allocated Residential Land)

Homes & Communities Agency

Spatial Intelligence

Tel: 0300 1234500
Email - spatialintelligence@hca.gsx.gov.uk
www.homesandcommunities.co.uk

TITLE
SANDYMOOR CONTEXT PLAN, RUNCORN

DRG NO	DATE	SCALE	SIZE
SXC149	05/11/2009	1:3,500	A1

Proposed Secondary School Site in Context

Proposed Secondary School Site

Through discussions with HCA we have identified an area of land within the current Sandymoor settlement boundary that would be a suitable site for a secondary school. The area highlighted on the site plan above is approximately 7.5ha (18.5acres) and is contained with the UDP as land for housing development. The site was identified due to its proximity to the current primary school site, (currently shown as reserved), the proposed local centre, village green and proposed playing fields.

The overall site are of 7.5ha was established by looking at other secondary schools in the area, these sites vary from 4ha to 8ha, all of which have higher student numbers than we are proposing. It was felt therefore that a site of this area allowed us the opportunity to provide the necessary sports facilities to support the school and the wider community. It also allows for future expansion of the buildings should this be required at a later date.

The plan above shows two football pitches and a tennis court with associated sports pavilion. These are to be funded as part of S106 monies from the current and future developments within Sandymoor. However it was felt that these could be incorporated with the school site to maximise the usage of this area.

HCA are willing to enter into discussions to transfer the land at nominal costs to assist in facilitating the project due to the overriding benefits that it brings to the area as a whole.

The identified location is also well placed to ensure the links with Daresbury Science and Innovation Campus being only 500m away are maintained and strengthened.

The location was also seen as highly sustainable, being adjacent to the village centre there are footpaths and cycle ways converging in the area allowing safe and well lit routes to all of Sandymoor and Daresbury. The main access road is also on a main bus route between Warrington, Runcorn and Chester allowing children from further afield easy access without the need for them to be carried to school by car.

The new build option allows us to design a bespoke building to encompass the vision that we have, from creating the Knowledge Café to the sports and recreation facilities which allow us to integrate these into the existing community.

We have also had discussions with Halton Borough Council regarding adding the provision of post 11 education into the Core Strategy Document for East Runcorn which is currently out for public consultation. This is being promoted by the East Runcorn parish council planning steering group made up of key members of the four parish councils of Sandymoor, Moore, Daresbury and Preston Brook and is backed by both Daresbury Ward Councillors and our MP Graham Evans.

New Build Programme and Costing

The following construction costs have been based on EC Harris Indicative Building Costs to Q3 2006, this document contains costing for all building types, across all areas of the UK and contains multiplication factors for each quarter to Q4 2011.

Phase 1 – Time Lines
Phase 1 will be the main school building which we would see opening for September 2014. The gant chart below demonstrates time lines and milestones required to achieve this date.
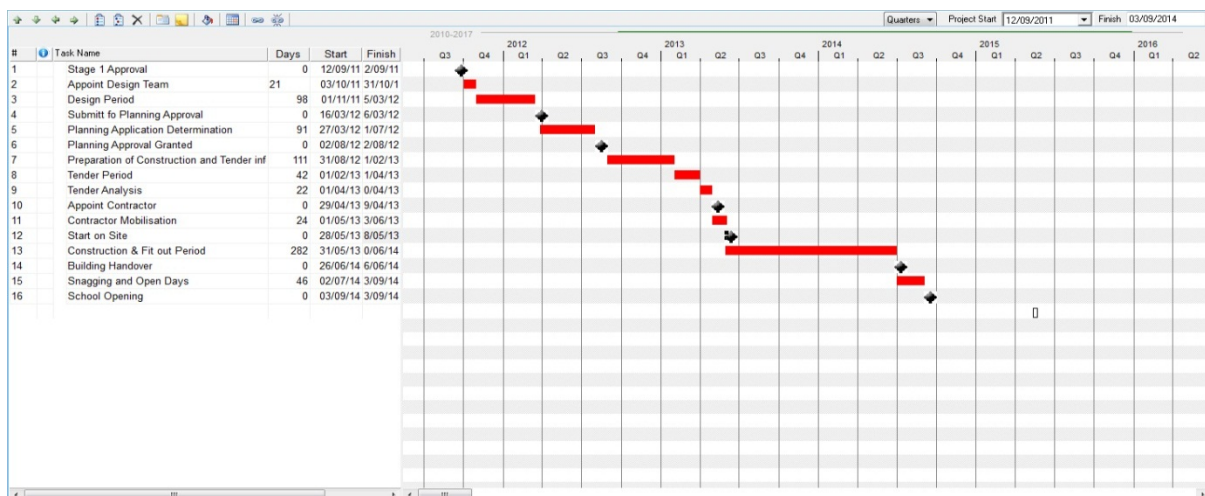
Phase 1 Project Plan

Initially there will be spare capacity within the main school building. When the permanent upper school building opens in 2014 years 7, 8 and 9 would be based there, this allows for year 12 to start in the main building whilst phase 2 (sixth form building) follows on. It would then be the intention to open the sixth form building in 2015 where it would be fully occupied.

Phase 2 – Time Lines
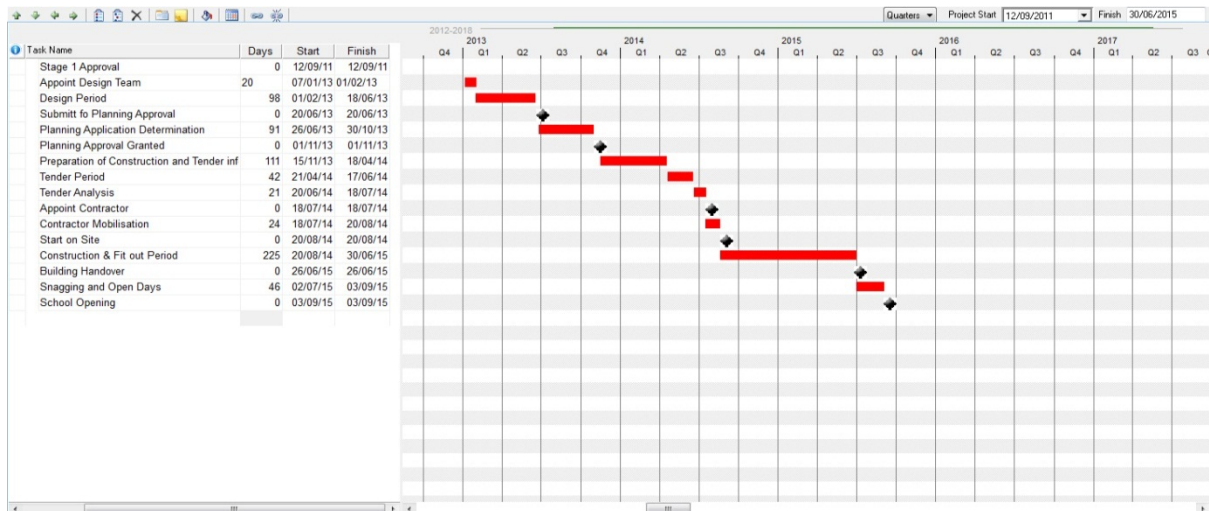
Phase 1 Costings

Costings have been based on 120 student intake per year with a maximum head count of 525. Using the DfEE Building Bulletin 82 this gives a building area of 3,800m² (40,903ft²).

EC Harris average build cost per m² for Q3 2006 for Secondary Schools, New Build in the North West area are £1190/m².

Applying the percentage increase of 17.5% to bring the costs to Q1 2011 give a build cost of £1398/m².

Therefore the total build cost for the building is 3,800m² multiplied by £1398/m² = £5,312,400.00.

EC Harris recommend that a percentage increase of 16% is allowed for external works, £5,312,400.00 x 16% = £849,984.

Total Costs for Phase 1 are £5,312,400.00 plus £849,984.00 = **£6,162,385.00.**

The above costs allow for the Shell, Core and External Works, no allowance has been made in the above costs for furniture, fixings and equipment, professional fees, temporary accommodation or VAT.

The overall costs of the external works could be significantly reduced by the use of the S106 monies through negotiation with Halton Borough Council and Homes & Communities Association.

Phase 2 Costings

Costings have been based on 150 student intake per year with a maximum head count of 300. Using the DfEE Building Bulletin 82 this gives a building area of 2,200m² (23,680ft²).

EC Harris average build cost per m² for Q3 2006 for Secondary Schools, New Build in the North West area are £1190/m².

Applying the percentage increase of 17.5% to bring the costs to Q1 2011 gives a build cost of £1398/m².

Therefore the total build cost for the building is 2,200m² multiplied by £1398/m² = £3,075,600.00.

EC Harris recommend that a percentage increase of 16% is allowed for external works, £3,075,600.00 x 16% = £492,096.00.

Total Costs for Phase 2 are £3,075,600.00 plus £492,096.00 = **£3,567,696.00.**

The above costs allow for the Shell, Core and External Works, no allowance has been made in the above costs for furniture, fixings and equipment, professional fees, temporary accommodation or VAT.

Overall Costs

Phase 1 Build -	£6,162,384.00
Professional fees – approx. 8%	£ 492,990.00
FF&E Budget	£1,200,000.00
Phase 1 Total	£7,855,374.00
Phase 2 Build-	£3,567,696.00
Professional fees – approx. 8%	£ 285,415.00
FF&E - Budget	£ 800,000.00
Total	£4,653,111.00
Overall Total	£12,508,485.00

We are aware and have investigated funds, grants and loans that are available for low carbon / renewable energy construction methods. Please refer to appendix 7 for details.

Energy Consumption

All new buildings have to have their energy consumption assessed as part of the design stage and then again following construction to ensure that the energy consumption and carbon emissions meet current legislation. For a school the recognised method of assessing the energy consumption is through the 'Simplified Building Energy Method' calculation (SBEM) below is an actual design stage SBEM for a school which is approximately half the floor area of the new build we are proposing, therefore we can interpolate these figures to give us an indication of the overall energy consumption and therefore energy costs on an annual basis.

SBEM Output: Page 1 of 3

SBEM is an energy calculation tool for the purpose of assessing and demonstrating compliance with Building Regulations (Part L for England and Wales, Section 6 for Scotland, and Part F for Northern Ireland). Although the data produced by the tool may be of use in the design process, SBEM is not intended as a building design tool.

SBEM Main Output Document for

PROJECT DETAILS

PROJECT DETAILS	
Project Name:	" "
Building Type:	school"
Building address:	" "
City:	" "
Postcode:	" "

OWNER DETAILS	
Name:	" "
Telephone number:	" "
Address:	" "
City:	" "
Postcode:	" "

CERTIFIER DETAILS	
Name:	" "
Telephone number:	" "
Address:	" "
City:	" "
Postcode:	" "

SBEM INFORMATION	
Calculation Engine (version):	v2.0.c (MAY07)
Interface to SBEM:	DDB PartL
Interface to SBEM (version):	v23.00

WHOLE BUILDING ENERGY AND CARBON DIOXIDE PERFORMANCE

Carbon Dioxide Emissions (KgCO$_2$/m^2•annum)

Calculated CO$_2$ emission rate for the notional building	35.9 KgCO$_2$/m^2•annum

SBEM Output: Page 2 of 3

Improvement factor	0.19
LZC benchmark	0.1
Target CO$_2$ Emissions Rating (TER)	26.1 KgCO$_2$/m^2•annum
Building CO$_2$ Emissions Rating (BER) for building as designed	26 KgCO$_2$/m^2•annum

PROJECT DETAILS

Project Name: " "

Building Type: " school"

Weather (location): LON

Building floor area: 1599.23 m^2

Building Energy by End Use (kWh/m^2)*
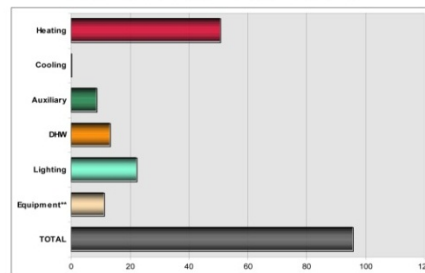
Building Monthly Energy by End Use (kWh/m^2)*
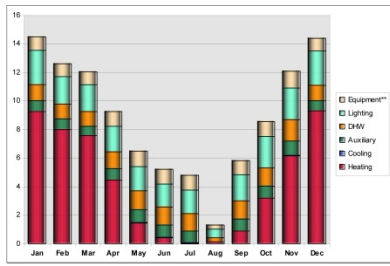
(*) The above graphs may not be displayed properly in browsers other than Microsoft Internet Explorer.
(**) Although energy consumption by equipment is shown in the graphs and table, the CO2 emissions associated with this end-use have not been taken into account when producing the rating.

Building Systems Energy (kWh/m^2•annum)

Month	Heating (kWh/ m^2•annum)	Cooling (kWh/ m^2•annum)	Auxiliary (kWh/ m^2•annum)	DHW (kWh/ m^2•annum)	Lighting (kWh/ m^2•annum)	Equipment** (kWh/ m^2•annum)	TOTAL (kWh/ m^2•annum)
Jan	9.3	0	0.8	1.1	2.4	1**	13.5
Feb	8	0	0.7	1.1	1.9	0.9**	11.7
Mar	7.6	0	0.7	1	1.9	0.9**	11.2
Apr	4.5	0	0.8	1.2	1.8	1**	8.3
May	1.5	0	0.9	1.3	1.7	1.1**	5.4
Jun	0.4	0.1	0.8	1.2	1.6	1**	4.2
Jul	0	0.1	0.8	1.2	1.7	1**	3.8
Aug	0.1	0	0	0.3	0.6	0.3**	1
Sep	0.9	0	0.8	1.2	1.8	1**	4.8
Oct	3.2	0	0.8	1.2	2.2	1**	7.5
Nov	6.2	0	1	1.5	2.2	1.2**	10.9
Dec	9.3	0	0.7	1.1	2.4	0.9**	13.5
TOTAL	50.9	0.3	8.9	13.4	22.3	11.3**	95.9

Example of a design stage SBEM Calculation

8.1

FINANCIAL PLAN

8.2

FINANCIAL ASSUMPTIONS

Financial Assumptions

In arriving at the budget, a number of assumptions have been used and national averages taken from the Schools CFR Benchmarking website using the median data. These assumptions have been used for both the 100% and 90% models.

Key Assumptions – Income (Pupil Number Input)

1. Free school meals entitlement of 18%. Although the Local Authority average is 24% and entitlement 29%, we recognise that a large portion of the catchment area to the school will not have this entitlement so have decided not to use the Local Authority average and instead be more cautious.
2. We have used the average for school action plus at 19%

Key Assumptions – Income (Start Up Grant)

1. We are claiming diseconomies funding for the following staff:
   a. The Principal
   b. The Deputy Head
   c. The Business & Finance Manager
   d. ICT Manager (will be key in populating the VLE)
   e. SENCO
   f. One non-core Head of Department

Key Assumptions – Income (Income & Expenditure)

1. Facilities hire is based broadly around the hire out of a 3G pitch (which we will seek Football Foundation funding for) and for the hire-out of school facilities.
2. Catering income is based on students spending on average £2 per day with the exception of those on FSM through the canteen, vending machines etc.
3. The extended school club will have a take up of 30% in am sessions and 35% in pm sessions based on students from the 7 to 9 year groups. Income is based on £2.50 per am and £5 per pm session.
4. School trips income has been generated using the Schools Financial Benchmarking data in line with our vision of community and business engagement and has an off-set below under expenditure.

Key Assumptions – Expenditure (Payroll)

1. All teachers employed will belong to the teachers' pension scheme.
2. The Local Authority employers pension contributions rate for new employees is 6.5%.
3. National Insurance contributions have been calculated taking into account the first £7072 of earnings is exempt. Please see the table in Appendix 8 for full workings.

Key Assumptions – Expenditure (Non-pay)

1. We have used a figure of £177 as the average expenditure per student on educational materials. This has been used from the school's inception and does not include the £500 start-up grant which we propose to use in full as the student numbers grow. This figure has been taken as n average from several school accounts.

2. The average expenditure, per student, on exams has been calculated as £350. This represents £35 per GCSE subject and £100 per A level subject.

3. Due to staged exams throughout the course, and the high achievers taking exams early, we have allowed for 20% of any year groups' exam costs to be in year one of the course and the balance in year 2.

4. We have assumed that the extended school club will be run by an external company.

5. Enrichment activities will be used to support the Wednesday afternoon sessions, but will also be used to help fulfil the vision of community engagement.

6. We have allowed a lower audit and legal cost whilst the school is small with a greater allowance as the school numbers build. Both have been taken from the accounts of a similar sized school or a multiplication factor has been used where the school has been smaller.

7. 18% of meals are provided free of charge in line with the anticipated number of students entering the school with FSM entitlement. Please see table 8.1 for further information. School meals will be outsourced during the first two years.

8. Insurance costs are based on a per student (£21) and per staff (£70) average industry cost taken from the schools benchmarking website. We also realise that there will be a minimum practical level of insurance and have therefore not allowed the total cost to fall below £15505.

9. IT costs have been based on an average of £90 per student per year. We have used the Schools Financial Benchmarking information for this and have used slightly higher than average costs, in line with our vision for the use and integration of IT within the classroom.

10. Buildings maintenance will be minimal during the first 3 years due to the school being in temporary classrooms and then in a new build. As such we have really only allowed for the replacement of ancillary items.

11. Light and heat costs have been generated using the data supplied by a temporary building supplier and for the main school from the Simplified Building Energy Method (SBEM) calculation for a school of similar size and proposed construction.

12. Business rates have been based on the Local Authority rating cost and used the rating information for a larger school, downsized to the proposed size of our school.
13. Water rates have been taken from Schools Financial Benchmarking data using a per student average cost of £10 per student per year.
14. Office (telephone & postage) related costs have been based on an average cost of £34 per student which has been calculated by using average spends from other school accounts information.
15. Depreciation has been calculated on a renewals basis (i.e. the amount we will need to spend to replace the items purchased initially with capital expenditure that become life expended).
16. Transport costs have been generated using the Schools Financial Benchmarking data in line with our vision of community and business engagement. We have allowed for free trips for students who qualify for FSM. We have assumed that there will be 4 trips per year averaging £20 per trip with students paying for 3 of these and one being provided free as part of the curriculum.
17. Grounds maintenance covers all the areas of the school with the exception of the playing fields, which are jointly used with the community. As the Homes and Communities Agency has this area within the build out for Sandymoor along with a commuted sum for the upkeep of the area, it is not anticipated that the school will need to provide for the upkeep on this area.
18. Marketing assumes the production of a prospectus to deliver to potential parents. It is our plan to off-set this by using local business to support this through relevant advertising. It is front end loaded to promote the opening of the sixth form.
19. We have allowed an average of £300 per staff member per year for training.
20. Bank interest has been based on the industry average (taken from the schools benchmarking website) and down-scaled for the early years.
21. Licences for digital media and resources averaging £50 per student per year. We have used the Schools Financial Benchmarking information for this and have used slightly higher than average costs, in line with our vision for the use and integration of IT within the classroom.
22. The Agency staff cost has been based around the national average cost of £50 per student per year.
23. Bought-in teaching refers specifically to supporting the Music GCSE course and sixth form courses where specialist education companies will be utilised.

Table 8.1 – Details on FSM, SEN and School Action

School	% of children entitled to FSM	No on FSM	No of children with full statements	No of children on School Action	No of children on School Action Plus	Total Pupils on roll
Daresbury	6%	6	0	21	3	100
Moore	2.50%	5	5	10	12	199
Windmill Hill	58.30%	70	0	29	12	120
St Berteline's	11.60%	34	1	34	6	292
Murdishaw West	59%	105	4	46	27	178

The details in the above table were supplied by Halton Education Department. This clearly demonstrates the vast difference between the deprivation in the local primary schools. This give an average figure of 24.7% FSM and an overall Action figure of 23.6%. Using the figures we have adopted reflects the likelihood of the intake being more balanced, similar to that of St Bertelines School which resides on the edge of an affluent area and a highly deprived area.

The tables in Appendix 6 show the number of teacher hours required based upon the number of children (and therefore for groups) that are in the school. In arriving at the hours required we have looked at each course being offered and the teacher spread and hours required for each course. For all practical courses (e.g. Art, D&T), core subject courses and humanities and MFL courses we have allocated an average of 20 students to each group.

Further detail on the staff workload modelling is contained within section 6.5.

Further detail on the workings used to calculate the figures used in the financial plan are contained within Appendix 8.

Additional Financial Assumptions for the 90% Model

- We will not recruit the additional admin person during this year.

APPENDIX 1

OUTLINE

ANTI-BULLYING POLICY

Aims

- To prevent bullying in school by creating a positive environment where students respect each other and care for each other's welfare.
- To provide a structure of support for students who feel bullied.
- To provide a structure to counsel students who have bullied other students to attempt to prevent any recurrence.
- To promote a general school awareness of the causes and problems which arise in relation to bullying.
- To involve parents in the counselling procedures for students who may be bullied by others and for the bullies themselves.
- To integrate the subject bullying into the PSHE course for every student in Years 7-11.
- To monitor staff awareness of related issues through training and direct and prompt action to resolve difficulties as they occur.

Structure

One of the biggest problems is finding an acceptable definition of bullying and we realise that staff must be sensitive to the fact that what some see as bullying others may minimise in importance. It is therefore especially important to be on the lookout for potential problems. A proactive approach will be used to reinforce the importance of the value that the school will place on mutual respect. This will in turn reduce the likelihood of significant psychological and physical harm.

Most bullying has three things in common:
i) It is deliberately hurtful behaviour.
ii) It is repeated often over a period of time.
iii) It is difficult for those being bullied to defend themselves.

Bullying can take many forms and includes race, religion, culture, ethnicity, gender, sexism, homophobia, disability or special educational needs. We have identified the four most recognised types:

Physical - hitting, kicking, theft of belongings.
Verbal - name calling, insulting, racist, religious, cultural, sexist/sexual or homophobic remarks.
Indirect – slander or exclusion from a social group.
Technological (Cyber) – sending abusive messages, photos or making threats by phone, e-mail or on a web site.

The main problem arising from bullying is the identification of the situation. This is most likely to be due to the student's reluctance to report instances of bullying for fear of further bullying. Virtually any child can be subjected to bullying and whilst staff should be alert for symptoms of harassment in any individual, special attention should be paid to those who appear anxious, have noticeably fewer friends, complain of being unhappy or who have special educational needs. A relationship of trust needs to be established between the student and Form Teacher, Subject Teacher, Head of Year or Deputy Head. All students need to have confidence in the staff and that any occurrence would be dealt with discreetly and sensitively.

The teachers will be responsible for maintaining acceptable standards of discipline and behaviour which are conducive to promoting the positive learning environment which is underpinned with the 5 R's and the "points means prizes" system of reward.

We recognise that bullying can undermine the above and can lead to:

- Students being unhappy and blaming themselves
- Loss of esteem and self-confidence in cases of persistent bullying
- Lack of concentration on school work
- Poor attendance to avoid potential situations

All staff and in particular teachers must make tackling bullying a high priority throughout the school. The topic of bullying should be focused upon form time and school assemblies. These times will also be used to ensure all students are aware of the actions to take and reporting procedures if they are being bullied, know of someone within the school that is being bullied or witness someone being bullied.

This will be reinforced during the citizenship lessons where there will be a focus on dealing with the subject of bullying in a variety of different ways. These sessions will also be vitally important in teaching students some of the skills necessary to avoid and resist bullying behaviour such as reasoning and the ability to open dialogue and build cooperative relationships with others.

Bullying will also be explored as a cross-curricular theme in subjects such as English Literature and History. The issue of bullying could be investigated in a variety of ways, eg: group discussions, written work, role-play.

The supervision and day to day organisation of the school must make sure that the playgrounds, corridors, toilets and other hidden areas are regularly visited by duty staff. The new building will be designed in such a way to minimise areas in which bullying could take place.

Action to be Taken When Bullying Occurs

- The student who is bullied must be offered immediate help. Each case must be dealt with discreetly and sensitively.
- Interviews with all parties must take place.
- Careful written records must be kept.
- In serious cases the bully and bullied should record the events in writing.
- The parents of all the students involved should be informed and where appropriate, they should be invited into school to discuss the problem.
- Depending on the severity of the case various forms of action may be taken.
- The bullied will need support and strategies need to be used to rebuild the student's self-esteem.
- The bullies will need careful counselling.
- The school's sanction's system will be used.

- Strategies must be involved to monitor the situation and minimise the risk of re-occurrence.

Strategies to be used after a Bullying Incident

It is vitally important to make certain that this is neither "the tip of an iceberg" nor an indication of "things to come".

With this in mind, all staff will need to be made aware of the incident so that they are able to pay particular attention and look for further signs of bullying. With this in mind, the form teachers need to use various strategies to raise student awareness of bullying and invite discussion of the problem. These might include:

- Group survey on bullying.
- Identification of high risk areas with warning.
- Individual or small group interviews.
- Class guidance on bullying.
- Follow-up surveys to check trends.

Consideration and a strategy, if required, should be given about individual support for students who have been, or might be, bullied. This could include:

- Allocation of a 'buddy' or mentor.
- Peer mediation.
- Support group.
- Active counselling.
- Assertiveness training.
- Advice strategies.
- Individual guidelines (be calm, look confident, be firm, move away, tell an adult).

All incidents of bullying (however small and seemingly insignificant at the time) will need to be reported to the deputy head and kept on the student's record. This will enable repeated incidents to be recognised and dealt with accordingly before escalation occurs.

APPENDIX 2

ENGLISH AS AN ADDITIONAL LANGUAGE

Outline Policy for English as an Additional Language (EAL)

Aims of Policy

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of students who have English as an additional language (EAL) and so to raise student achievement.

Context

There is a very small minority within the borough of Children that would fall into this category and as such we recognise that this will present some difficulties but aim to set out the principles that would be applied within this document. This will also serve well for the future potential of migration into the Borough of further students that have EAL.

Before a student with EAL joins the school information is gathered about their:

- linguistic background and competence in other languages

- previous education experience

- family and biographical background

A member of staff would be nominated to have responsibility for EAL to ensure that the necessary additional support required is put in place from an early stage to minimise any effect that EAL has and to help fully integrate the student within the school.

EAL Support

Subject to the above we aim to:

- Assess proficiency in English of all incoming EAL students and communicate this to whole staff, together with any other relevant information.

- Support EAL students in specific subjects they are having difficulty with.

- Support EAL students with more general study skills including recognition of key vocabulary, understanding of instructions and producing acceptable academic writing in the context of specific subjects.

- Provide individual support in language acquisition and literacy for those who need additional help but who have sufficient basic skills to access teaching and the curriculum.

- Liaise with specialist EAL tutors for in-school or out of hours tuition

- Consider the provision of a personalised timetable allowing time to master basic language skills at a nearby college or through specialised in-school provision if appropriate.

- Raise staff awareness of EAL issues through on-going discussions about individual students and responding to inquiries.

Key Principles of Additional Language Acquisition

EAL students are entitled to the standard school curriculum programmes of study and all their teachers have a responsibility for teaching English as well as other subject content.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit. The language demands of learning tasks need to be identified and included in planning.

Although we realise that many students acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for many years.

A clear distinction will be made between EAL and Special Educational Needs, but to also focus on the possibility of a student requiring support in both areas which could be difficult to identify due to the EAL element.

Assessment

Targets for EAL students should be appropriate, challenging and reviewed on a regular basis and planning will incorporate both curriculum and EAL specific objectives

We consider the appropriateness of testing EAL students at the earlier stages of English acquisition.

School and departmental policies on assessment, marking and correction are followed wherever possible. However there will be concessions designed to build confidence and focus on overall improvement.

It must be remembered that differences in content and organisation of work as well as range and accuracy of language will be a feature of the work of EAL students.

The aim of assessment is to identify strengths and weaknesses and give specific advice on how to improve future work.

All members of the staff team will regularly observe, assess and record information about students' developing use of language.

Teaching Strategies

In conjunction with the principal and senior leadership tem when in post, detailed strategies will be written to incorporate the learning objectives and vision of the school to ensure that students with EAL will be given the appropriate lesson plans and additional extra-curricular activities as appropriate to ensure that they attain the correct levels.

As part of this planning additional materials, as appropriate, will be purchased to cater for the needs of students with EAL such as specialist dictionaries and course material. Specific research will be done on an individual basis to ensure that the internet resources are also utilised to best effect.

APPENDIX

OUTLINE

ATTENDANCE POLICY

Sandymoor School Outline Attendance Policy

The School is committed to providing a full and efficient education to all students and embraces the concept of equal opportunities for all.

We will endeavour to provide an environment where all students feel valued and welcome.

For a child to reach their full educational achievement a high level of school attendance is essential. We will consistently work towards a goal of 100% attendance for all children. Every opportunity will be used to convey to students and their parents or carers the importance of regular and punctual attendance. Lateness can be disruptive to the subject being taught and we will work towards ensuring all students are in school on time.

School attendance is subject to various Education laws and this school attendance policy is written to reflect these laws and the guidance produced by the Department for Education.

Each year the school will examine its attendance figures and set attendance/absence targets. These will reflect both national and Halton attendance targets.

The school along with its Governors will review its systems for improving attendance at regular intervals to ensure that it is achieving the goals that have been set.

This policy will contain within it the procedures that the school will use to meet its attendance targets.

School Procedures

Any child who is absent from school at the morning or afternoon registration period must have their absence recorded as being authorised, unauthorised or as an approved educational activity (attendance out of school). Only the Principal or a member of staff acting on their behalf can authorise absence. If there is no known reason for the absence at registration, then the absence must be recorded in the first instance as unauthorised.

Lateness

Morning registration will take place at the start of school at 8.45am. The registers will remain open for 15 minutes. Any student arriving after this time will be marked as having an unauthorised absence unless there is an acceptable explanation i.e. school transport was delayed. In cases for example, where the absence at registration was for attending an early morning medical appointment, the appropriate authorized absence code will be entered.

The afternoon registration will be at   13.00
The registers will close at   13.15

Students arriving after the start of school but before the end of the registration period will be treated for statistical purposes, as present, but will be coded as late before registers close.

If your child is absent you must:

- Contact us as soon as possible on the first day of absence;
- Send a note in on the first day they return with an explanation of the absence – you must do this even if you have already telephoned us;
- Or, you can call into school and report to reception, who will arrange for a member of staff to speak with you.

If your child is absent we will:

- Telephone or text you on the first day of absence if we have not heard from you;
- Invite you in to discuss the situation with our Attendance Officer and/or Pastoral Leaders if absences persist;

Third Day of Absence

If a child is absent for three consecutive days and we have not been able to establish contact, a letter will be sent asking for the Parents to contact the school to discuss the situation.

Continuing Absence

If there is still no contact after 5 days a second letter will be sent via recorded delivery post explaining that the next course of action will be a referral to the Local Authority.

Ten Day's Absence

Any student who is absent without an explanation for 10 consecutive days will be notified to the Local Authority, by submitting a referral to the Halton School Attendance Team. The school will include details of the action that they have taken.

Frequent Absence

It is the responsibility of the attendance office to be aware of and bring attention to, any emerging attendance concerns.
In cases where a student begins to develop a pattern of absences, the school will try to resolve the problem with the parent/s.

A Welcome Back

It is important that on return from an absence that all students are made to feel welcome. This should include ensuring that the student is helped to catch up on missed work and brought up to date on any information that has been passed to the other students.

Absence notes

Notes received from parents explaining absence should be kept for the remainder of the academic year. If there are attendance concerns about the student, that may require further investigation, then the notes may need to be retained for a longer period.

Promoting attendance

The school will use opportunities as they arise to remind parents/carers, that it is their responsibility to ensure that their children receive their education.

Holidays in term time

Holidays during term time are to be discouraged. Parents will be reminded of the effect that absence can have on a student's potential achievement.

Attendance Awards

We will reward students attendance in line with our individual and house points system and the Sandymoor Diploma.

The registration system

The School will use a computerised system (part of the VLE) for keeping the school attendance records.

The following national codes will be used to record attendance information.

CODE	DESCRIPTION	MEANING
/	Present (AM)	Present
\	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
C	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence

D	Dual registration (i.e. student attending other establishment)	Approved Education Activity
E	Excluded (no alternative provision made)	Authorised absence
F	Extended family holiday (agreed)	Authorised absence
G	Family holiday (NOT agreed or days in excess of agreement)	Unauthorised absence
H	Family holiday (agreed)	Authorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J	Interview	Approved Education Activity
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorised absence
N	No reason yet provided for absence	Unauthorised absence
O	Unauthorised absence (not covered by any other code/description)	Unauthorised absence
P	Approved sporting activity	Approved Education Activity
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
U	Late (after registers closed)	Unauthorised absence
V	Educational visit or trip	Approved Education Activity
W	Work experience	Approved Education Activity
X	Un-timetabled sessions for non-compulsory school-age students	Not counted in possible attendances
Y	Enforced closure	Not counted in possible attendances
Z	Student not yet on roll	Not counted in possible attendances

#	School closed to students	Not counted in possible attendances

The school registers, in line with the law will be kept for at least 3 years.

APPENDIX 4

QUESTIONNAIRE RESPONSES

Questionnaire Responses

The following table shows all the responses to the questionnaire and details the individual child ages.

Postcode	Number of children in education.	Which school if any does your 1st child attend?	One	Year
WA	3	Moore Primary		
WA		Moore Primary		
WA		Moore Primary		
WA	2	Daresbury Primary		
WA		Daresbury		
Wa		Daresbury		
Wa	2	Daresbury		
wa4	2	Aston By Sutton Primary School		
wa4		Aston By Sutton Primary		
WA	2	Daresbury		
WA		Daresbury		
WA				
WA				
WA	2	Moore Primary School		
WA		Sandymoor Pre School		
WA	2	Culcheth Hall School		
WA		Moore Primary School		
WA	2	St Matthews Primary		
WA		St Matthews Primary		
WA	2	Moore Pre School		
WA				
wa7	2	Moore		

wa7			Little Lot preschool nursery
WA7		2	Stockton Heath Primary School
WA7			tockton Heath Primary School
WA7		1	St Bertelines CofE Primary School
WA7		3	Bridgewater
WA7			Chesnut Lodge, Widnes
WA7			Daresbury
wa4		2	moore village pre-school
wa4			moore village pre-school
Wa7		3	Daresbury
Wa7			Preston brook preschool
Wa7			Preston brook preschool
WA7		3	Daresbury Primary
WA7			Daresbury Primary
WA7			soon to be Daresbury
WA7		2	Bridgewater
WA7			St Berteline's C of E
Wa4		1	Daresbury
wa7		1	St Bertelines
wa7			N/A
wa7			N/A
WA7		1	Moore Primary.
WA7		1	Grappenhall St Wilfrids Primary School
WA7		1	Little Manor Nursery
WA7		3	Daresbury
WA7			

WA7			
WA7		1	COBBS
WA7		1	St Bertelines in Sept 2011
wa7		1	grange junior
WA7		1	St Bertelines
WA7		1	
WA7			
WA7		1	Moore Pre School
WA7			
WA7		2	Moore Primary
WA7			Moore Primary
Wa7		1	Daresbury Primary
Wa7			Haltys den nursery
WA7		2	HILL VIEW CP, BEECHWOOD
WA7			HILLVIEW CP, BEECHWOOD
WA7		0	
wa7		1	Brookvale Primary
wa7			N/a
WA7		2	Bridgewater
WA7			Moore Primary
WA7		2	Frodsham Manor House Primary
WA7			as above
Wa7		1	Cransley independent
WA7		1	Moore
WA4		2	Blessed Thomas Halford
WA4			Moore Primary

WA7		1	Bishops Blue Coat, Chester
WA7			N/A - too young !
WA7		1	ST. Bertelines
WA7		1	ST BERTS
WA7		2	Moore
WA7			None
Wa7		2	St Bertelines C of E
Wa7			St Bertelines C of E
Wa7		1	St Bertelines
Wa7			St Bertelines
Wa7			
WA7		1	Moore Pre School Nursery
WA7			
Wa7		3	Moore
Wa7			Moore
Wa7			None yet
wa7		0	
Wa7		3	Stretton St Matthews
Wa7			Stretton St Matthews
Wa7			
WA7		1	Moore Village Pre-School
WA7		1	Daresbury School
WA7		1	Daresbury School
WA7		1	Moorfield Primary
WA7		1	moore
WA7		1	Moore Primary School

wa7		2	moore
wa7			moore
wa7		1	St Bertelines primary
wa7			none
wa4		1	daresbury
wa4		2	moore primary
wa4			sandymoor pre school
WA		2	ormiston Bollingbroke Academy
WA			St Bertelines
wa7		2	windmill hill primary school
wa7			moore pre school
WA		0	n/a
WA			n/a
WA		0	None yet.
WA		2	The Heath
WA			St Bertelines C of E Primary
wa7		2	bridgewater high
wa7			Moore Primary School
wa7		2	St Lukes Frodsham
wa7			St Lukes Frodsham
WA		2	Daresbury
WA			Daresbury
WA		2	MOORE PRIMARY
WA			Moore Pre School
WA		1	Moore Primary School
WA			Has a place at Moore Primary for 09 2011

WA7		1	Moore Primary School
WA7			Place at Moore for 2011
wa7		0	aston by sutton (starting sept)
wa7			
WA7		3	The Heath
WA7			st Thomas
WA7			
WA7		1	Moore
WA7		1	St Bertelines Norton
WA7		1	Broomfields Junior School
WA4		2	Moore Primary
WA4			Moore Village Preschool
Wa7		1	St berts
Wa7			
WA7		1	Gorsewood Primary
wa7		2	Moore Primary School
wa7			
WA4		0	
wa4		1	Moore primary
wa4			
wa4			
wa7		0	
Wa7		2	Moore primary
Wa7			
Wa4		1	Moore primary school
WA4		1	

WA		2	Moore Primary School
WA			Moore Primary School
WA		1	Moore Primary
WA			Pre school
WA		1	Moore Primary
Wa7		2	Moore primary
Wa7			Pre school
WA		2	Daresbury
WA			Moore Village Pre-school
WA		1	Moore
wa7		0	n/a
wa7			n/a
WA		2	Daresbury Primary School
WA			Daresbury Primary school
wa7		1	Moore
wa7			N/A
WA		1	Moore
Wa4		1	Stretton St Matthews
Wa4			
wa7		3	daresbury
wa7			daresbury
wa7			daresbury
wa7		1	Moore
WA		2	St Wilfrid's Primary, Grappenhall
WA			St Wilfrid's, Grappenhall
WA		1	Daresbury (from September)

WA		2	The Cobbs
WA			Broomfields
WA		1	Moore Primary School
WA		1	Hoole CE Primary, Chester
WA		0	N/A
WA		1	St Bertelines
WA			
WA		2	Daresbury
WA			Daresbury
wa7		2	
wa7			
wa7		1	
wa7		3	
wa7			
wa7			
wa7		1	windmill hill
wa7		2	murdishaw
wa7			murdishaw
wa7		1	daresbury primary
wa7		4	windmill hill
wa7			windmill hill
wa7			windmill hill
WA		1	St Matthew's C of E
WA			
wa4		3	st matthews
wa4			st matthews

wa4			st matthews
WA		3	St Chad's High School Runcorn
WA			St Berteline's Primary Runcorn
WA			St Berteline's Primary Runcorn
wa7		1	Broomfields
wa7			
WA		2	Moore Primary
WA			Moore Primary
WA		2	Moore
WA			N/A
WA		2	Moore Primary
WA			Moore
wa7		1	Moore Primary
wa7			
Wa		2	St bertelines
Wa			St bertelines
Wa			
WA		2	Currently appealing for Bridgewater but been offered Thomas Boteler
WA			NA
wa7			Ormiston Bolingbroke
wa7		2	Moore
WA		3	Moore
WA			Moore
WA			Moore
WA			
Wa		2	Moore

Wa7		Moore	
WA7			
WA7		Priestley	
WA7		Bridgewater	
WA7		Bridgewater	
WA7		Thomas Botelar	
WA7		Thomas Boteler	
WA7		Bridgewater	
WA7		The Heath	
WA4		Bridgewater	
WA7		Bridgewater	
WA7		Broomfields	
WA7		Moore Primary	
WA7		Moore Primary	
WA7		Moore Primary	
WA7		Moore Primary	
WA4		Moore Primary	
WA7		Moore Primary	
WA7		Daresbury	
WA7		Daresbury	
WA4		Daresbury	
WA7		Daresbury	
WA7		Moore	
WA4		Moore Primary	
WA7		Moore Primary	
WA7			

WA7		Broomfields Junior
WA7		Moore Primary
WA7		Daresbury
WA7		Moore
WA7		Moore
WA7		Moore Primary
WA4		Moore Primary
WA7		Moore
WA7		Moore Primary
WA4		Moore
WA7		Appleton Thorn
WA7		Moore Primary
WA7		St Matthews
WA4		Moore Primary
WA7		Moore
WA7		St Matthews
WA7		Moore Primary
WA7		Moore
WA7		Daresbury
WA7		
WA7		Moore Primary
WA7		Moore Primary
WA7		Moore Primary
WA7		St Martins Primary
WA7		St Marys
WA7		Stockton Heath

WA7			St Matthews
WA7			Moore Primary
WA7			Moore
WA7			Appleton Thorn
WA7			Appleton Thorn
WA7			Daresbury
WA7			
WA4			Moore
WA7			Stockton Heath
WA7			Moore
WA7			
WA7			Moore Primary
WA7			Moore
WA7			Moore
WA7			Daresbury
WA7			St Matthews
WA7			Moore
WA7			
WA7			Moore Primary
WA7			
WA7			Daresbury
WA7			Moore
WA7			St Martins Primary
WA7			Moore
WA7			
WA7			

WA7			
WA7			
WA4			
WA4			
WA7			
WA7			
WA7			
WA7			
WA4			
WA7			
WA7			
WA4		1	Stretton St Matthews
Wa4		3	Stretton st matthews
Wa4			Stretton st matthews
Wa4			
WA7		2	Bridgewater High School
WA7			Daresbury primary School
WA7		2	Moore Primary
WA7			Moore Primary
WA&		3	Moore
WA&			Moore
WA&			
WA7		1	St Bertelines
WA7			
WA7		2	Moore Primary
WA7			Moore Primary

WA		2	St Berteline's CoE Primary
WA			St Berteline's CoE Primary
WA		1	Moore Primary School
WA		2	Moore Primary
WA			starts Moore 09 2011
WA		2	Moore
WA			Sandymoor Preschool
WA		0	
wa7		2	sir thomas botelar
wa7			st bertelines
WA		2	bridgewater high school
WA			Moore primary school
wa4		2	stockton heath primary school
wa4			stockton heath primary school
wa4			
WA		0	
WA			
wa7		1	st bertelines primary school
CW		1	Whitley Village School
CW			Whitley Pre-school
wa7		3	bridgewater high
wa7			bridgewater high
wa7			st berteline
wa7		2	bridgewater
wa7			st bertelines
WA		2	Moore Primary School

WA7			Moore Pre School
Wa7		2	Moore Primary School
Wa7			Moore Primary School
wa7		2	
wa7			Moore pre school
WA7		1	Moore Primary
WA4		1	Moore Pre School
WA4			
WA4		2	Sir Thomas Boteler CofE High School
WA4			Moore Primary School
wa7		1	
wa7			
WA7		3	Boteler
WA7			Boteler
WA7			
WA7		1	St Bertelines
WA7			n/a
WA4		1	Bridgwater HS
Wa7		1	St bertelines
Wa7		1	St clements
WA7		1	Moore Primary school
WA7		1	Moore Primary school
WA4		0	St Matthews
WA4			St Matthews
WA7		2	Moore Primary
WA7			Moore Village Pre-School

Wa7		1	St martins
WA		1	St Bertelines
wa4		1	The Cobbs infant school
WA		1	Moore Primary
Wa7		4	Bridgewater high school
Wa7			Moore primary school
Wa7			Moore primary school
Wa7			Moore primary school
Wa7		4	Bridgewater high school
Wa7			Moore primary school
Wa7			Moore primary school
Wa7			Moore primary school
wa7		2	moore primary school
wa7			
wa7			
wa7			
WA		2	Moore Primary School
WA			Moore Primary School
WA		1	Brookvale Primary
WA		1	Daresbury Primary School
WA		2	St berts
WA			
Wa7		2	Moore primary
Wa7			Moore primary
Wa7			Moore pre school
WA		2	Beechwood

WA7			Beechwood
WA7		1	Hillview Primary
WA4		2	St Matthews
WA4			St Matthews
WA4		2	St Matthews
WA4			St Matthews
WA4		2	St Matthews
WA4			St Matthews
wa7		1	Grange Juniors
wa7			
wa7			
WA4		1	Child 1 - n/a
WA4			Child 2 - n/a
WA7		1	Westfield
WA7		1	St Marys
WA7		2	St Berteline's
WA7			St Berteline's
WA7		4	Riverside College
WA7			Sir Thomas Boteler
WA7			Moore Primary
WA7			Moore Primary
wa7		2	broomfields junior school
wa7			cobbs infant school
WA7		1	Bishops, Chester
WA7		2	Broomfields
WA7			Broomfields

wa7		1	halton brow
wa7			none yet. will be born next month
WA4		2	St Matthews
WA4			St Matthews
WA4		2	St Matthews
WA4			St Matthews
WA4		2	St Matthews
WA4			St Matthews
WA4		2	St Matthews
WA4			St Matthews
WA4			
WA7		1	Windmill Hill Primary School
wa7		1	St Berts
Wa4		1	Moore
WA7		1	St Martin's RC primary school
WA7			
WA7			
wa7		2	moore primary
wa7			moore primary
wa7		1	St Marys Primary school
wa7			
Wa7		2	St mairys
Wa7			
Wa7		2	St bertelines
Wa7			
WA7		0	

wa7		3	st chads
wa7			st bertalines
wa7			windmillhill pre school
WA7		1	Moore Primsry
WA7		1	Moore Primary
WA7			Not Applicable
WA7		1	ELTON PRIMARY SCHOOL
Wa7		1	St Martins
Wa7			
Wa7		1	St martins catholic school runcorn
Wa7			
wa7		1	Appleton Thorn Primary
WA4		0	
WA7		1	Moore Primary
WA7			n/a
WA7		2	moore pre school
WA7			
Wa7		2	St bertelines
Wa7			
Wa7			St bertelines
wa7		1	windmill hill
wa7			
WA7		3	At bertelines
WA7			St Bertelines
WA7			St Bertelines
WA		2	St.Bertelines

WA			St.Bertelines
WA			
WA7		1	Windmill hill primary
WA7			
WA7		2	OLMS
WA7			OLMS
Wa7		2	St bertelines
Wa7			St bertelines
wa7		1	murdishaw west CP school
WA7		3	Moore
WA7			Moore
WA7			Moore
WA7		2	St Bertelines
WA7			St Bertelines
WA7		2	St Chads
WA7			St Bertelines
WA7		3	St Bertelines
WA7			St Bertelines
WA7			St Bertelines
WA7		1	St Bertelines
WA7		1	St Bertelines
WA7		1	St Bertelines
WA7		2	St Bertelines
WA7			St Bertelines
WA7		1	
WA7		1	

WA7		1	St Bertelines
WA7		1	St Bertelines
WA7		2	St Bertelines
WA7			St Bertelines
WA7		2	St Bertelines
WA7			
WA7		1	St Bertelines
WA7		3	St Bertelines
WA7			St Bertelines
WA7			St Bertelines
wa7		1	hillview
WA7		1	
WA7		1	St Bertelines Primary School
WA7		2	Altrincham boys grammar school
wa7		2	Windmill Hill Primary
wa7			Windmill Hill Primary
WA7			St Bertelines C.E primary
WA7		3	Bridgewater High School
WA7			Moore Primary School
WA7			Moore Primary School
WA7		2	Moore Primary
WA7			Moore Primary
wa7		2	St Berteline's
wa7			Preston brook Pre-School
WA7		1	Bishops Blue Coat Chester
WA7		2	Daresbury Primary

WA			Daresbury Primary
WA		3	St Betelines Primary
WA			St Bertelines Primary
WA			St Bertelines Primary
wa7		1	Appleton Thorn Primary
wa7			
WA			
WA		0	
wa7		1	st bertelines
WA		3	St Chads
WA			St Bertelines
WA			N/A
WA		2	Moore Primary
WA			Moore Primary
wa7		1	st bertelines c of e primary
WA		2	St Matthews
WA			St Matthews
WA		3	St Matthews
WA			St Matthews
WA			
WA		2	Moore Primary school
WA			Old Vicarage nursery
wa7		2	windmill hill
wa7			windmill hill pre school
wa7		2	daresbury
wa7			daresbury

wa7		2	daresbury
wa7			daresbury
Wa7		2	Bridgewater high school
Wa7			
WA7		1	Beechwood Primary
wa7		1	
WA7		1	St Bertelines
WA7			
WA7		2	Moore Primary
WA7			Moore Village Pre-school
Wa7		3	St Nicholas catholic high
Wa7			St Clements primary
Wa7			St Clements primary
wa7			
wa7		2	st bertelines
wa7		2	moore primary
wa7			moore primary
WA7		0	N/A
wa7		2	moore primary
wa7			moore primary
WA7		0	N/A
WA7			No second child
WA7		1	Murdishaw West
WA7		1	Daresbury Primary School
WA7		1	Daresbury Primary School
WA7		1	Daresbury

WA		2	Prenton Prep School
WA			Prenton Prep School
WA			
WA		0	
WA		1	n/a
WA			Lymm High
WA		2	Bridgewater
WA			
WA		3	Manchester High School for Girls
WA			Stockton Heath Primary School
WA			Stockton Heath Primary
WA			
WA		0	
WA			
Wa7		2	Frodsham Weavervale
Wa7		2	Daresbury primary
Wa7			
WA		2	Appleton Thorn Primary
WA			Appleton Thorn Primary
WA			
WA		3	Bridgewater High School
WA			Bridgewater High School
WA			Moore Primary School
WA		2	Aston Primary
WA			Aston Primary
wa7		2	windmill hill

wa7			windmill hill
wa7			
WA		2	Bridgewater
WA			Moore
WA		2	St Matthews
WA			St Matthews
WA		2	Bridgewater
WA			St Matthews
WA		2	St Matthews
WA			St Matthews
wa7		0	
wa7		3	halton high
Wa7		2	St Marys
Wa7			St Marys Pre-school
WA		3	Moore Primary
WA			Broomfields
WA			Moore Pre School
WA		4	
WA			
WA			Bridgewater
WA			Moore
WA		1	At Bertelines
wa4		1	moore primary school
WA		1	Daresbury Primary School
WA			
WA		2	Daresbury Primary

WA			Frodsham C of E
WA		1	St Bertelines
WA		1	None
WA		3	The Heath
WA			The Heath
WA			Bridgewater High
WA		2	Bridgewater
WA		1	Bishops in Chester
WA		3	The Grange
wa7		1	hill view primary school
wa7		1	hill view primary school
WA			Daresbury
WA		2	Daresbury Primary
WA		2	Murdishaw West
WA			Murdishaw West
wa7		2	Aston By Sutton Weaver
WA			Windmill Hill
wa7		2	st martins
WA			St Bertellenes
wa7		1	Aston by Sutton Primary School
WA			Daresbury Primary
wa7		1	murdishaw west
wa7		2	st bertelines
WA			Windmill Hill
Wa		1	Stockton heath
wa7		2	daresbury primary

wa7			Aston By Sutton Weaver
WA	1		ST.BERTELINES
WA	1		Daresbury Primary School
wa7			st martins
wa7			st bertelines
wa7	1		Gorsewood Primary
wa7			preston-brook pre school
wa7			
WA			
wa7			
Wa7	0		
WA	0		
WA			
WA	1		n/a
WA			
WA	0		
WA	1		
wA7	0		
wa7			
wa7			
wa4	2		bridgewater high
WA	1		Bridgewater
wa7	3		palacefields primary
WA	2		Frodsham c of e
WA	3		St. Thomas
WA	1		Mickle Trafford

WA		2	St Matthews
wa7		3	palacefields primary
WA		1	St Clements catholic primary
WA		2	Frodsham c of e
WA		1	moore primary
WA		3	Stockton Heath
WA		3	Stockton Heath
wa7		3	palacefields primary
wa4		2	Stockton Heath Primary School
wa4		2	moore primary
Wa7		1	Aston by sutton
WA		1	Daresbury Primary School
WA		1	St Bertelines
WA		2	St Matthews
wa4		2	Stockton Heath Primary School
WA		1	N/A
WA		1	Bloomings Nursery
WA		1	Lynton Day Nursery
Wa7		0	
WA		1	n/a

APPENDIX 5

SUPPORTING LETTERS & DOCUMENTS

Parental Comments Received from Questionnaire

Hi

I attended your presentation last night and was very impressed by the work you have done to date to bring the proposal to this stage. I hope we get the response we need.

You asked me to e mail regarding a suggestion I had about a swimming pool for the school.

I just thought I'd highlight this now, so when the appropriate time arises, it could be factored into the build plans. I appreciate this might be a long term vision, but I always think it is best to consider these things as early as possible.

Below is a link to a BBC campaign called 'The Big Splash'. The government are launching this next week, as part of a drive to improve swimming in the UK especially in the build up to 2012.

Part of this initiative is the 'pools for schools' campaign. All things I'm sure you think are worth considering as part of the vision for Sandymoor School.

http://www.bbc.co.uk/sportrelief/bigsplash/

http://www.bbc.co.uk/programmes/p00gqvtk

Just to explain my interest, my background is in IT Programme Management. I left ███████ approx 18 months ago, and since then I have worked as the ████████████████████ ████████████████████ I know, big change!

However, in my current role, we are looking at strategic partnerships with pools, and we already hire pools nationally throughout the country, many schools but also hotels, gyms and hospitals.

My point being, that as well as the pool being a great asset to the school and the community, it could be used to generate income, by hiring out to companies like ███████. ███████ would also be open to the idea of managing the facility, or looking at a partnership arrangement etc.

Anyway, in addition to the pool, I am very keen to support the Sandymoor School proposal as a parent., ██, but he will

have left by the time my daughter ▮▮ starts secondary school. ▮▮ starts in reception at ▮
▮▮▮▮▮ in September, so, I have a strong interest in the school for my daughter to attend.

Good Luck with the 1st stage business case,

Hi, firstly the work you've obviously done so far is impressive and commendable, thanks v. much.

Secondly, I picked up a batch of leaflets/questionnaires last night with the intention of circulating them in the Windmill Hill area. Do you have any objection to me handing them out to parents dropping off at St Bertalines school in the morning (Fri 13th)? I thought that they would be interested and 'should' be supportive. Let me know if you get chance.

Sorry I missed your meeting on wed…I had child care problems.

I live in Norton Cross and am also concerned about the state of Secondary education in Halton.

I am a ▮▮▮▮▮▮ for ▮▮▮▮▮▮▮▮▮▮▮ in the area and was involved with their set up. If you require any assistance do not hesitate in contacting me.

All,

I had attended your recent meeting at Moore Primary School as an interested Runcorn resident and mother of a young child. But I thought I would contact you in my professional role as a ▮▮▮▮ and suggest that if you wish to ensure that your new school building can start construction on the site that you have suggested (or any other suitable site) and to the timescales that you are suggesting that you look to speak to the planning professionals at Halton Borough Council as soon as possible (I would suggest ▮▮▮▮▮ in Planning Policy and ▮▮▮▮▮ in Development Management), this will also be applicable for any temporary situation.

Morning

Firstly can I offer my apologies for not attending Last nights meeting, our baby sitter had late change of heart and let us down however ▮▮▮ (my wife did attend).

I would like to offer my support in any way I can. If there is any way I can offer my expertise please do not hesitate to ask.

I'm newly qualified ▮▮▮ teacher and I live in Moore village, I would very much like to be involved in the planning of this new school once it has gotten into stage two, I teach a lot of students in the local area and I shall be recommending to their parents that they show their support for this by filling out the questionnaires. If there is anyway I can help with the application and planning of this school please don't hesitate to ask, you can contact me

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Well done with the presentations this evening.
All present could see that you had done your "homework".
You had all of the "right people" there to answer questions, which isn't
always the case with such events.

From a personal point of view, I have ██████████████████████  and would
potentially be some of the first students at the school.
We have other "good" options but the new free school seems to have a lot of
positives going for it, if it comes off.
I have already completed the questionnaire to express our potential interest.

I may be able to volunteer offer up a little of my time to help out with
canvassing etc, but as with most people, I am pretty busy.
I will keep my eyes/ears open for any calls for "help".

Thanks again for an excellent presentation and giving us some food for
thought.

For information - I work in Information Technology.
I work for █ as a Project Manager, specialising in Business Continuity / IT
Disaster Recovery.
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would you consider a primary school? as i feel their is not enough places in halton and when you do choose you are forced into a school that you feel does not provide the best education for your child and you just have to put up with it.

Very interested in getting kids outdoors. A broad sports curriculum and outward bound partner in Wales would be very attractive options. The Arts and Sciences are important to us and our children's future educational experience.

It would be a good idea to get the Woodland Trust onside and even try to get them involved with the environmental education aspects of the local woodlands. We are so fortunate to live in an area that provides such diversity that can be both enjoyed and respected. The concept of respecting ones area was one of the key educational values that was mentioned within the proposal.

I am really enthusiastic about the principal that my child may eventually be able to safely walk to and from school. At times of childhood obesity and other child health issues and related concerns, walking to school promotes a much healthier lifestyle.

It maybe an idea to consider improving the red ash pathways leading to any proposed school site. For example, the pathway the begins at Village Street all the way to Pitts Heath Lane playground is excellent, however, the pathways from that point onwards are not of the same standard.

I think that the siblings rule will be unavoidable, especially considering that in the first two years you

maybe attempting to attract pupils from further afield. Those parents would definitely want a guarantee that their younger child will later be able to go to the same school, especially knowing that in the later years they may not meet the distance criteria. I believe that you have to reward those parents who place their faith in you in those early years, otherwise you will not attract them in the first instance when you need them most. I think that the sibling rule will become an unfortunate stumbling block and that's me saying it who lives in Sandymoor area with only one child. This is something I believe you will probably need to reconsider which will probably come out at the public consultation stage.

I also think it may become imperative that once the temporary school is in place, the sports facilities are constructed very soon after, otherwise I believe that this will deter parents from placing their child with you as they will unlikely want to wait two years before they gain these vital facilities. They may feel that their child will be missing out during those initial years, therefore, this important issue needs to be addressed. I understand that the flood plain issue will initially need to be resolved by the local council.

The temporary school perception of being porter cabins definitely needs to be quashed. This needs to be sold to all parents and children so they are aware that this is definitely not the case. This aspect requires marketing otherwise you may lose child placements simply down to an incorrect perception.

Some parents expressed concerns regarding the fact that there will be no older children in the early years of the school. A partnership agreement, as suggested, possibility is worth seriously looking into. This would help to better promote what the school is able to offer.

I think what you are planning to do is an excellent idea for the community of Sandymoor both in the short term and also in the long term. I wish you all the very best of luck as I want this project to be a resounding success.

Thank you for the excellent presentation this evening 11/05 at Moore Primary School, and for all the hard work expended on this project. My only comment is that (subject to a successful bid) further consideration should be given to siblings when formulating the admissions policy. Whilst I take your point about not wishing someone from outside the area to take the place of a Sandymoor child, it is important to attract pupils from a wide catchment area during the early years of the school, and yet it is those families at the outer reaches of that area that will be dissuaded from applying if they think in future years their other children will be excluded.

If stages 1 and 2 approved maybe get one of the classrooms in place as an office for the development. This would give early visibility both of the development and of the classrooms.

My husband attended tonights presentation and was really impressed with all the effort and commitment you have all put in to this project. Thank you!

19 hours ago ·

To gain more support it may be beneficial to involve other affluent close by areas such as Norton and Preston Brook.

19 hours ago

I also attended tonight & was very impressed! Well done

please guys and dolls, even if you are unsure, please fill in and support it. You dont need to even want to send your children their but it will open up another option for us all, well done tonight fellas x

Great presentation tonight fantastic idea good luck!

Thank you, that's some amount of ground work achieved. ████ & I are interested, excited and supportive of the proposal. As parents of a Yr4 child, we have completed the questionnaire and are happy to help in any way!

Great presentation , as stated above please get the information out to the wider community so that we can get the numbers needed ..potentially Stockton Heath as well as Norton. If you can get details of the proposed layout of the school and examples of the temporary classrooms on the website might put a few peoples mind at ease as i remember the prefab classrooms we had !!!!

Just wanted to say thankyou for all your efforts, the presentation was really informative and made us feel confident in your ability to achieve this. have you thought of contacting the local papers with details of the free school, you could ask them to put a link on to the website.

We're in Norton and got a leaflet through the door earlier in the week. Wasn't able to make the presentation last night but have filled in the questionnaire. Thanks!

Very well attended, surprised by how many parents actually attended. There is a desperate need for a good High School in the immediate area and all my children will go there if we get the go-ahead! Unfortunately ███ will miss the High School part, but wants to go to the College.

I have just posted the website on my facebook page, so hopefully anyone who didn't attend or haven't heard about it, can also check it out and complete the questionnaire. Fingers crossed we get enough support to take this to stage 2. Good Luck everyone!

If the BIG delivers to Norton and Windmill Hill, it might be worth advertising in there.

All the effort put in by the team is really appreciated.

Well done for the presentation last night. I am very supportive of your proposals and impressed by the work done to date.

Excellent idea, well thought out presentation. This needs to happen!

As a Chemistry teacher at ████████ and having taught chemistry and science for 26 years I would like to be involved in the development of the Science curriculum

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No, but I am very concerned about schools in the area and have a friend who this affects so I would like to give my support to a new school.

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she is 16 and taking her GCSE exams. but we support the need for a school on Sandymoor

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My husband and I currently live in ████████ but he grew up in Moore. My husband's sister and her partner live in Sandymoor with our 6 year old nephew as do my retired parents in law. My husband and I plan to start a family at the end of the year and will be relocating to Sandymoor or the surrounding area as soon as possible. AsThis school sounds like an excellent proposal and would certainly sway us towards a property in Sandymoor.

I truly think that linking the school to the Daresbury Laboratory and Innovation centre focussing on science and maths would be an excellant and hopefully valuable benefit to our childrens future education that could give them a great start in life. By having the school in close proximity to where we live would also make us feel part of the school which can only be a benefit.

Our family moved to Sandymoor because it is a pleasent area with good quality housing and also because of the potential school that was to be built. I feel that by building this school it will really help to galvanise the area which currently has no focal point at all so much so we have comtemplated moving elsewhere.

I am aware the above is not really an answer to the question above but I wanted to put down how we feel about the possibility of the school.

NB No space for 5th child! Born Jan 2008, currently at ████████████████. Would be very interested in sending him to Sandymoor Free School once he reaches secondary age. Good luck.

I have no children of school age but live in Daresbury and want to support it.

Although we do not have any children of school age we believe that it is vital that there is a secondary school within the Sandymoor/Moore/Daresbury area.

We wish to be kept informed of developments and would be interested to be involved.

I am fortunate in that, due to our postcode, both my children have been able to attend very good schools.

However, I do understand that there is a need within the Daresbury and Moore area for good secondary school provision and therefore support this proposal.

I am a qualified Geography teacher who has been at home ▮▮▮▮▮▮▮ as a full time mum. It would be interesting to be kept informed of developments.

I wish you all the best.

This is exactly want we need a first class school for our kids, education is one of the most important things in life.

I have no school age children but have grandchildren (including living on Sandymoor) who I would wish to have the opportunity to attend proposed school rather than the mostly poor Runcorn alternatives.

I do not have any children at home now but would like to support the school as Sandymoor needs to be an area for all ages and at the moment so many houses are for sale because of lack of facilities it may become a place for older people only.

GRAHAM EVANS MP
Member of Parliament for Weaver Vale

House of Commons, London SW1A 0AA
Tel: 020 7219 7183   Fax: 020 7219 5079   email: mail@grahamevansmp.com

To Whom It May Concern

20 May 2011

Dear Sirs,

Re: Sandymoor Free School

I am writing to you in support of the plans for a free school in my constituency in Sandymoor.

These proposals have been put together by an absolutely fantastic group of local parents, parish councillors and other key community figures. Their enthusiasm and dedication to making this new school a success, for the whole community, is extremely impressive.

There is a very clear need for a secondary school in Sandymoor and I have raised this point several times in the House of Commons. The reality is that children living in Moore, Daresbury, Preston-on-the-Hill, Preston Brook and Sandymoor deserve greater secondary school choice than there is at the current time.

From the evidence provided in the proposals and from my own experience of talking with huge numbers of my constituents, there is very high support for a new secondary school in Sandymoor across the local community.

In addition, these plans are greatly strengthened by the keen support shown by the Daresbury Science & Innovation Campus, who are eager to have strong links with the new school. I firmly believe that the support from this nearby world class facility will greatly enrich the quality of the education provided and will have massive positive effects for all involved.

I am a passionate supporter of the free school reforms and believe that this supply-side schools revolution has the potential to completely transform education opportunities across the country. I am utterly convinced that these plans for a free school in Sandymoor will have an enormously positive effect for thousands of my constituents and urge you to approve their application.

Yours sincerely,

P.S. This would be a very welcome development for this area of Halton.

Graham Evans MP
Member of Parliament for Weaver Vale

www.grahamevansmp.com

26 May 2011

Dear ▮▮▮▮▮▮

PROPOSED SANDYMOOR SPECIALIST SCIENCE FREE SCHOOL

I write on behalf of the Daresbury National Science and Innovation Campus (DSIC). The formation of this Campus was announced in the March 2006 Budget Statement, and the Campus continues to combine the very extensive research activities of STFC with the rapidly growing research activities of co-located UK Universities to generate a genuinely internationally competitive critical mass of science and innovation activities in key areas of science and technology. As a result, the Campus has also already attracted 105 ultra-high-technology companies that are currently demonstrating a UK-leading average growth rate of 49% per year over the last three years, coupled with UK-leading company sustainability statistics.

As a result of the above rapidly-gained success, DSIC is now in rapid expansion and a new private-public Joint Venture company was successfully formed in December 2010 to oversee the further very ambitious planned campus developments. These developments are eventually projected to lead to the formation of 10,000 – 15,000 additional high quality science and technology posts so that the Campus can play a very major role in the growth of the UK's knowledge-based economy.

Against this background of very considerable success and national visibility, it is already becoming very clear that the Campus occupants will continue to require a very reliable supply of staff who are highly trained and motivated in the science and innovation arena. As a result, in addition to STFC's highly important role in training PhD-level researchers, STFC also invests considerable time and resource in relation to its very important outreach interactions with schools and colleges, both at the local and national level. In this way, STFC and DSIC continue to seek to inform and inspire school pupils in relation to both the importance of science and technology to the UK economy and also as a basis for a very satisfying and exciting career. In relation to Daresbury therefore, the STFC Daresbury Laboratory continues to host numerous schools-related events per year and also interacts directly with pupils and teachers in schools, often providing important new teaching materials and science updates of likely interest and relevance.

As part of that wide spectrum of ongoing schools- and colleges-related interactions, I have been very pleased to be informed recently of the proposals to seek government and other funding to construct a specialist science free school at Sandymoor, immediately alongside DSIC. The proposed very close proximity of this school to DSIC would obviously allow the new pupils and teachers to engage in very close day-to-day interactions with the DSIC activities, interactions which would inevitably serve to inform the school members of the excitement and importance of science and technology and the wide range of career opportunities that such activities generate, both locally and also at the national and international level.

I write therefore to confirm that the science and technology skills agenda is vitally important to support the ongoing rapid growth and development of DSIC, and also the very important role that the proposed new Sandymoor Free School could play in that process.

Yours sincerely

Cc Graham Evans, MP

Sandymoor Parish Council
12 Bridgewater Grange, Preston Brook, Runcorn, WA7 3AL
Email: parishclerk@sandymoorparishcouncil.org.uk
Mobile: ███████████

24th May 2011

████████████████████████████
C/o Sandymoor Free School

Dear ██████████

SANDYMOOR FREE SCHOOL

I refer to the recent meeting of Sandymoor Parish Council held on Thursday 19th May 2011 in which you both provided a summary of your work to date and your intentions with the above. Furthermore, those present also took note of your request to support you in your application for a Sandymoor Free School.

Councillors took the opportunity of discussing and giving consideration to your proposals to which they concluded that the parish council would support you in your application.

We wish you luck in your application for Sandymoor Free School and if you require any further information, please do not hesitate to contact me.

Yours sincerely

████████████████████

APPENDIX 6

TEACHING HOURS & TEACHER NUMBERS

Teacher Hours Required for 2012

Staff	Total Hours KS3	Total Hours KS4	Total Hours KS5	Total Hours Required
English	468	0	0	468
Maths	468	0	0	468
Biology	156	0	0	156
Chemistry	156	0	0	156
Physics	156	0	0	156
Geography	234	0	0	234
History	234	0	0	234
Chinese Mandarin	117	0	0	117
Spanish	117	0	0	117
Citizenship	176	0	0	176
PE Sport	263	0	0	263
Business	117	0	0	117
Electronics	88	0	0	88
D&T	176	0	0	176
ICT	3212	0	0	322
Art & Design	234	0	0	234
Music	234		0	234
Subcontracted Teaching			0	
			0	
Form Time	293	0	0	293

Teacher Numbers Required For 2012

Subject	Hours Required	Balance of Hours	Number of Teachers Required					
			Head	Deputy Head Core	Deputy Head	HOD Core	HOD	Teacher
English	468	252					1	0
Maths	468	351			0		0	1
Biology	156	-26			1			0
Chemistry	156	-156						0
Physics	156	-156			0		0	0
Geography	234	546					1	0
History	234	-234						0
Chinese Mandarin	0	0						0
Spanish	234	546					1	0
Citizenship	176	-60	1			0		0
PE Sport	163	246.5				0	0	0.5
Business	117	-117					0	0
Electronics	88	-88						0
D&T	176	643					0	1
ICT	322	458					1	0
Art & Design	234	-234					0	0
Music	234	175.5						0.5
Subcontracted Teaching	0							
Total Surplus Hours		1854						
Form Time	293	293						
			1	1	0	1	3	3

Teacher Hours Required for 2013

Staff	Total Hours KS3	Total Hours KS4	Total Hours KS5	Total Hours Required
English	936	0	0	936
Maths	936	0	0	936
Biology	312	0	0	312
Chemistry	312	0	0	312
Physics	312	0	0	312
Geography	468	0	0	468
History	468	0	0	468
Chinese Mandarin	234	0	0	234
Spanish	234	0	0	234
Citizenship	351	0	0	351
PE Sport	527	0	0	527
Business	234	0	0	234
Electronics	176	0	0	176
D&T	351	0	0	351
ICT	761	0	0	7601
Art & Design	468	0	0	468
Music	351		0	351
Subcontracted Teaching			0	
			0	
Form Time	585	0	0	585

Teacher Numbers Required For 2013

Subject	Hours Required	Balance of Hours	Number of Teachers Required					
			Head	Deputy Head Core	Deputy Head	HOD Core	HOD	Teacher
English	936	-216					1	0
Maths	936	-216		0			1	0
Biology	312	-182		1				0
Chemistry	312	-182		1				0
Physics	312	507				0		1
Geography	468	312					1	0
History	468	351						1
Chinese Mandarin	234	175.5						0.5
Spanish	134	646					1	0
Citizenship	351	-235	1		0			0
PE Sport	567	-157.5			0		0	0.5
Business	234	546					1	0
Electronics	176	-176						0
D&T	351	468					0	1
ICT	761	19					1	0
Art & Design	468	312					1	0
Music	351	58.5						0.5
Subcontracted Teaching	0							
Total Surplus Hours		1445.5						
Form Time	585	585						
			1	2	0	2	5	4.5

Teacher Hours Required For 2014

Staff	Total Hours KS3	Total Hours KS4	Total Hours KS5	Total Hours Required
English	1521	0	0	1521
Maths	1521	0	180	1701
Biology	507	0	720	1227
Chemistry	507	0	540	1047
Physics	507	0	540	1047
Geography	761	0	180	941
History	761	0	0	761
Chinese Mandarin	380	0	0	380
Spanish	380	0	0	380
Citizenship	585	0	0	585
PE Sport	878	0	0	878
Business	380	0	0	380
Electronics	285	0	315	600
D&T	570	0	90	660
ICT	1280	0	630	1910
Art & Design	761	0	45	806
Music	527			527
Subcontracted Teaching			900	
Form Time	975	0	604.5	1579.5
Total (Cross Check)	13084.5	0	4744.5	16929

Teacher Numbers Required For 2014

Subject	Hours Required	Balance of Hours	Head	Deputy Head Core	Assistant Head	HOD Core	HOD	Teacher
English	1521	18				1		1
Maths	1701	-32		1		1		1
Biology	1227	-278		1				1
Chemistry	1047	-98		1				1
Physics	1047	492				1		1
Geography	941	248.5					1	0.5
History	761	58						1
Chinese Mandarin	380	29.5						0.5
Spanish	380	400					1	0
Citizenship	585	350	1		0			1
PE Sport	878	311.5			0		1	0.5
Business	380	400					1	0
Electronics	600	219						1
D&T	660	159					0	1
ICT	1910	98.5					1	1.5
Art & Design	806	-26					1	0
Music	527	128.2						0.8
Subcontracted Teaching	900							
Total Surplus Hours		898.2						
Form Time	1580	1580						
			1	3	0	3	6	12.8

Teacher Hours Required For 2015

Staff	Total Hours KS3	Total Hours KS4	Total Hours KS5	Total Hours Required
English	1755	420	0	2175
Maths	1755	280	360	2395
Biology	585	280	1080	1945
Chemistry	585	280	720	1585
Physics	585	280	720	1585
Geography	878	210	360	1448
History	878	140	0	1018
Chinese Mandarin	439	140	0	579
Spanish	439	140	0	579
Citizenship	644	228	0	872
PE Sport	965	553	0	1519
Business	439	674	0	1113
Electronics	329	140	630	1099
D&T	658	70	180	908
ICT	1470	430	1260	3160
Art & Design	878	70	90	1038
Music	614			614
Subcontracted Teaching			1800	
Form Time	1073	293	1287	2652

Teacher Numbers Required For 2015

Subject	Hours Required	Balance of Hours	Head	Deputy Head Core	Deputy Head	HOD Core	HOD	Teacher
				Number of Teachers Required				
English	2175	183					1	2
Maths	2395	93		1		1		2
Biology	1945	-177		1				2
Chemistry	1585	183		1				2
Physics	1585	-46				1		1
Geography	1448	151					1	1
History	1018	-199						1
Chinese Mandarin	509	310						1
Spanish	649	131					1	0
Citizenship	871	64	1		0			1
PE Sport	1519	80			0		1	1
Business	1113	486					1	1
Electronics	1099	539						2
D&T	908	-89					0	1
ICT	3160	77					1	3
Art & Design	1038	561					1	1
Music	614	205						1
Subcontracted Teaching	1800							
Total Surplus Hours		-100						
Form Time	2652	2652						
			1	3	0	3	6	23

Teaching Hours Required For 2016

Staff	Total Hours KS3	Total Hours KS4	Total Hours KS5	Total Hours Required
English	1989	910	0	2899
Maths	1989	630	360	2979
Biology	585	630	1080	2295
Chemistry	585	630	720	1935
Physics	585	630	720	1935
Geography	995	490	360	1845
History	995	280	0	1275
Chinese Mandarin	497	280	0	777
Spanish	497	350	0	847
Citizenship	702	456	0	1158
PE Sport	1053	1107	0	2160
Business	497	1107	0	1604
Electronics	373	280	810	1463
D&T	746	140	495	1381
ICT	1689	860	1305	3854
Art & Design	995	140	90	1225
Music	673			6723
Subcontracted Teaching			2700	
Form Time	1170	585	1833	3588

Teacher Numbers Required For 2016

Subject	Hours Required	Balance of Hours	Number of Teachers Required					
			Head	Deputy Head Core	Deputy Head	HOD Core	HOD	Teacher
English	2899	278					1	3
Maths	2979	328		1		1		3
Biology	2295	292		1				3
Chemistry	1935	-167		1				2
Physics	1935	423				1		2
Geography	1845	163.5					1	1.5
History	1275	363						2
Chinese Mandarin	777	42						1
Spanish	847	-67					1	0
Citizenship	1158	186.5	1		0			1.5
PE Sport	2160	258			0		1	2
Business	1603	-4					1	1
Electronics	1463	175						2
D&T	1381	257					0	2
ICT	3854	202					1	4
Art & Design	1225	374					1	1
Music	673	146						1
Subcontracted Teaching	2700							
Total Surplus Hours		-338						
Form Time	3588	3588						
			1	3	0	3	6	32

Teaching Hours Required For 2017

Staff	Total Hours KS3	Total Hours KS4	Total Hours KS5	Total Hours Required
English	2106	1050	0	3156
Maths	2106	770	360	3236
Biology	702	770	1080	2552
Chemistry	702	770	720	2192
Physics	702	770	720	2192
Geography	1053	560	360	1973
History	1053	350	0	1403
Chinese Mandarin	527	350	0	877
Spanish	527	420	0	947
Citizenship	702	485	0	1187
PE Sport	1053	1194	0	2247
Business	527	1224	0	1750
Electronics	395	280	990	1665
D&T	790	140	810	1740
ICT	1799	860	1350	4009
Art & Design	1053	140	90	1283
Music	702			702
Subcontracted Teaching			3600	
Form Time	1170	683	2301	4154

Teacher Numbers Required For 2017

Subject	Hours Required	Balance of Hours	Number of Teachers Required					
			Head	Deputy Head Core	Deputy Head	HOD Core	HOD	Teacher
English	3156	430.5					1	3.5
Maths	3236	480.5		1			1	3.5
Biology	2552	35		1				3
Chemistry	2192	265						3
Physics	2192	296		1		1		2
Geography	1973	35.5					1	1.5
History	1403	235						2
Chinese Mandarin	877	-58						1
Spanish	947	242.5					1	0.5
Citizenship	1187	157.5	1		0			1.5
PE Sport	2247	171			0		1	2
Business	1750	258.5					1	1.5
Electronics	1665	-27						2
D&T	1740	717					0	3
ICT	4009	47					1	4
Art & Design	1283	316					1	1
Music	702	117						1
Subcontracted Teaching	3600							
Total Surplus Hours		-435						
Form Time	4154	4154						
			1	3	0	3	6	36

Teaching Hours Required For 2018 and beyond

Staff	Total Hours KS3	Total Hours KS4	Total Hours KS5	Total Hours Required
English	2106	1120	0	3226
Maths	2106	840	360	3306
Biology	702	840	1080	2622
Chemistry	702	840	720	2262
Physics	702	840	720	2262
Geography	1053	560	360	1973
History	1053	420	0	1473
Chinese Mandarin	526.5	420	0	947
Spanish	526.5	420	0	947
Citizenship	702	514	0	1216
PE Sport	1053	1282	0	2335
Business	527	1282	0	1809
Electronics	395	280	990	1665
D&T	790	140	810	1740
ICT	1799	860	1350	4009
Art & Design	1053	140	90	1283
Music	702			702
Subcontracted Teaching			3600	
Form Time	1170	780	2301	4251

Teacher Numbers Required For 2018

Subject	Hours Required	Balance of Hours	Number of Teachers Required					
			Head	Deputy Head Core	Deputy Head	HOD Core	HOD	Teacher
English	3226	360.5					1	3.5
Maths	3306	410.5		1			1	3.5
Biology	2622	374.5		1				3.5
Chemistry	2262	195						3
Physics	2262	226		1			1	2
Geography	1973	35.5					1	1.5
History	1473	165						2
Chinese Mandarin	947	-128						1
Spanish	947	242.5					1	0.5
Citizenship	1216	128.5	1		0			1.5
PE Sport	2335	83			0		1	2
Business	1809	199.5					1	1.5
Electronics	1665	-27						2
D&T	1740	717					0	3
ICT	4009	456.5					1	4.5
Art & Design	1283	316					1	1
Music	702	117						1
Subcontracted Teaching	3600							
Total Surplus Hours		-379						
Form Time	4251	4251						
			1	3	0	3	6	37

APPENDIX 7

LOW CARBON ENERGY GRANTS

Funds, Grants, Loans available for Low Carbon Activities:

Below are a list of loans, funds and schemes that could be applied to the project.

They are listed in no particular order.

1. Co-op Renewables and Carbon Reduction Finance

Summary

The Co-operative Renewables and Carbon Reduction Finance provides tailored funding packages for supporting installation of renewable energy projects.

Description

The Co-operative Bank actively seeks to facilitate lending to projects within the renewable energy and carbon reduction sectors. The Co-operative Bank has a track record in funding a wide range of renewable energy projects, with onshore wind being a particular specialism. They have also funded a number of carbon saving schemes where state of the art fuel-efficient systems have drastically cut our customers' CO_2 emissions.

The Co-operative Renewables and Carbon Reduction Finance can provide:

- Funding for UK-based projects
- Up to £25m debt size with 5-20 year terms
- Participation in syndicated facilities
- Expert advice through all stages of the implementation process
- Access to leading technical, legal and financial advisers
- A dedicated Relationship Manager.

They can provide funding for the following technologies:

- onshore wind
- combined heat and power
- district heating
- hydro
- biomass
- waste to energy
- landfill gas
- geothermal
- solar
- smart metering – building control systems.

Provider

The Co-operative Bank

Type of fund

Private Finance

Max value

£10,000,000

Purpose

Make buildings more energy efficient, Make use of renewable energy, Recycling and waste

Eligible for

Business, Charity

Eligible in

England, Scotland, UK, Wales

Other criteria

To be eligible for finance through the Co-operative Renewables and Carbon Reduction Finance, you must:

- Be a UK-based organisation
- Looking to secure funding to install a renewable energy technology or technologies to improve energy efficiency
- Be able to secure some of the funding for the project from elsewhere

2. E.ON Sustainable Energy Fund

Summary

Grant funding is available through the E.ON Sustainable Energy Fund to support the development of efficient and sustainable energy measures for community organisations.

Description

E.ON Sustainable Energy Fund is made up of two parts:
1. A web resource - on the site there is information about energy efficiency, micro-generation and other low carbon measures that community groups can implement in your community building to really make a difference; to both your organisation and the environment.

2. Grant funding - the fund offers financial opportunities to community groups and not for profit organisations that wish to pursue and implement sustainable energy measures - from energy efficiency through to micro-generation.

The Community Organisation must benefit specific groups namely:
- Education
- Vulnerable people
- People in fuel poverty

Tags

Anaerobic Digestion, Biomass, CHP, Heat Pumps, Hydro, Insulation, Lighting, Photovoltaics, Wind Turbines, Solar Thermal

Provider

EON

Type of fund

Grant

Min value

£2,000

Max value

£20,000

Matching funds required

10%

Purpose

Make buildings more energy efficient, Make use of renewable energy

Eligible for

Charity, Community Organisation

Eligible in

England, Scotland, UK, Wales

Other criteria

Projects that would be considered include:
- The purchase and installation of one or more renewable energy technologies (e.g. wind, solar thermal, PV, wood etc)
- The renovation of existing facilities to incorporate micro-generation technology (e.g. the reinstatement of a watermill and the purchase of a turbine to produce hydro-electricity)
- An energy efficiency makeover for your building that could demonstrate significant energy savings and also behavioural change amongst users
- The use of new or innovative technology to deliver either energy savings or micro-generation capacity
- A project which can demonstrate the intelligent use of waste energy (e.g. a district heating system that uses waste heat from one building to heat or power another)

EON cannot fund feasibility studies. Joint proposals (e.g. with local authorities) will be considered, although the community organisation must lead the application.

3. EDF Green Fund

Summary

The Green Fund provides grant funding to non-profit organisations across the UK to help support them with the costs of installing renewable energy generating technologies.

Description

Non-profit organisations within the UK may apply to the EDF Green Fund to secure grant funding towards the costs of investing in renewable energy generating technologies. Customers on EDF's green tariff pay a small premium on their bills and this money is then allocated to the Green Fund to support investment in renewable energy projects. The maximum funding available to any one project is £30,000 or 50% of the total project costs (whichever is the lower amount). Funding can be used towards any technology that produces renewable power or heat, however energy efficiency measures cannot be funded.

Projects must be able to save significant amounts of carbon as well as contributing towards the fund's five core values. Projects should:
- show a holistic view of energy
- demonstrate a suitable and sustainable technology choice
- have an educational element
- be widely promoted
- have an innovative aspect

Tags

Anaerobic Digestion, Biomass, CHP, Hydro, Photovoltaics, Wind Turbines, Solar Thermal

Provider

EDF

Type of fund

Grant

Max value

£30,000

Matching funds required

50%

Purpose

Make use of renewable energy

Eligible for

Charity, Community Organisation, Public Sector, School, University

Eligible in

England, Scotland, UK, Wales

Other criteria

To be eligible to receive funding through the EDF Green Fund:
- Applicants must be UK non-for-profit organisations such as schools, universities, churches or local community buildings.
- Applicants who are not registered charities will need to supply evidence of their non-profit status such as their constitution when submitting their application for funding.
- Funding is only available towards the capital costs of the renewable energy generation technology. Energy efficiency measures cannot be funded.
- Quotations will also need to be acquired from installers with the completed application form.
- Projects must be able to save carbon and must incorporate activities aligned to the fund's five core values.
- Applicants must be able to find a minimum of 50% of the project costs from other sources to match the funding from the EDF Green Fund.

4. Energy Efficiency Financing Scheme

Summary

UK organisations can apply for a loans or leases to help support the upfront costs of installing energy efficiency measures at their business premises.

Description

The Carbon Trust and Siemens have collaborated in order to offer energy efficiency financing options to UK businesses. The financing available could be in the form of loans to pay the upfront cost of new equipment or leasing new equipment with the option to buy or sell equipment back to the supplier at the end of the lease. Financing can start from as little as £1,000 with potentially no upper limit on how much you could apply for. Projects involving installation of renewabl energy technologies may also be eligible for financing through the scheme.

Installing new energy efficient equipment at your business will help you to save money on your energy bills. The financing options offered by the Carbon Trust and Siemens are designed to allow you to pay for your lease or loan using the money saved on your energy bills. This means that once the lease or loan has been paid off, you will instantly start saving money.

You can only receive financing for equipment installed by registered suppliers so make sure to check the approved supplier list on the website before applying. If you are an installer of energy efficiency technologies, follow the link to the Energy Efficiency Financing website and register with them to become an approved installer.

Tags

Anaerobic Digestion, Biomass, CHP, Heat Pumps, Hydro, Insulation, Lighting, Photovoltaics, Wind Turbines, Solar Thermal

Provider

Click for Carbon Trust / Siemens Financial Services

Type of fund

Loan

Max value

£0

Purpose

Make buildings more energy efficient, Make use of renewable energy

Eligible for

Business, Charity, Community Organisation, Local Authority, Primary Agricultural Producer, Public Sector, Registered Social Landlord, School, Social Enterprise, University

Eligible in

England

Other criteria

To be eligible for financing through the Energy Efficiency Financing Scheme, you must:

- Be a UK organisation (businesses of any size, local authorities, charities and other public sector organisations are all eligible).
- Be looking to install new energy efficient equipment at your organisation's premises.
- Have been trading for at least 12 months for incorporated organisations, or have been trading for at least 36 months for non-incorporated organisations.
- Be able to submit 12 months of energy bills for the site along with your application

5. National Parks Sustainable Development Fund

Summary

Grant scheme that encourages individuals and communities to find sustainable ways of living and working, whilst enhancing and conserving the local culture, wildlife and landscape

Description

The Sustainable Development Fund is run by the National Parks in England and Wales with money from Defra and the Welsh Assembly Government.

Projects receive money from the Sustainable Development Fund, up to 75% of their total cost in England and up to 50% in Wales. The grant can be just a few hundred pounds up to many thousands of pounds. Applications will be made directly to the National Park and the amount of funding may very for each National Park.

The fund requires projects that show some of the following things:

- Environmental, social and economic sustainability
- Conservation and understanding of the National Park
- Explore 'models' or 'best practice' for sustainable living through innovative ideas
- Creates new partnerships that have no access to alternative public funding
- Support or involvement of local communities
- Involve action by young people
- Encourage links with urban groups and visitors

Tags

Anaerobic Digestion, Biomass, CHP, Heat Pumps, Hydro, Insulation, Photovoltaics, Wind Turbines, Solar Thermal

Provider

The National Parks of England and Wales

Type of fund

Grant

Max value

£0

Matching funds required

25%

Purpose

Make buildings more energy efficient, Make use of renewable energy, Recycling and waste, Sustainable water, Other

Eligible for

Business, Charity, Domestic, Primary Agricultural Producer, Public Sector

Eligible in

England, UK, Wales

Other criteria

This grant is only available in the National Parks in England and Wales. To find out what's available in your local area, follow the website link.

6. Naturesave Community Renewable Energy Grants

Summary

The Naturesave Trust can provide 'seed corn' grants to help support development of community renewable energy projects.

Description

The Naturesave Trust now provides start up 'seed corn' grants for community renewable energy projects, whatever type of renewable power generation you, as a community, are considering.

The costs involved can be onerous and The Naturesave Trust recognises that many lenders and investors may be reluctant to put money into a project at an early stage as it may or may not get past the planning stage.

Naturesave Trust may be able to assist, as they are keen to help communities, in particular, that do not have the initial start up capital to undertake all the preliminary work to get you to the planning stage and most importantly for the community to retain as much control as possible over the operating income once the project has been successful.

Tags

Anaerobic Digestion, Biomass, CHP, Heat Pumps, Hydro, Photovoltaics, Wind Turbines, Solar Thermal

Provider

The Naturesave Trust

Type of fund

Grant

Max value

£0

Purpose

Make use of renewable energy

Eligible for

Charity, Community Organisation, School

Eligible in

England, Scotland, UK, Wales

Other criteria

The Naturesave Community Renewable Energy Grants will provide funding for:

- UK based organisations wishing to develop a community renewable energy project

- They are particularly keen to help cover the costs of preliminery work which is necessary for the project to reach the planning stage

- The renewable energy technology being developed must be wholly located within the UK

7. Renewables Obligation Certificate

Summary

The Renewables Obligation provides a cash incentive for renewable electricity projects in the UK. You can receive payments for the energy generated for systems above 5MW.

Description

A Renewables Obligation Certificate (ROC) is a green certificate issued to an accredited generator for eligible renewable electricity generated within the United Kingdom and supplied to customers within the United Kingdom by a licensed electricity supplier. One ROC is issued for each megawatt hour (MWh) of eligible renewable output generated.

The Renewables Obligation, the Renewables Obligation Scotland and the Northern Ireland Renewables Obligation are designed to incentivise renewable generation into the electricity generation market.

If you own a renewable energy generating techology that has an output of over 5MW, you can sell your energy on the open market and energy companies - who are obliged to source a proportion of their energy fom renewable sources - will pay you for it (prices rise and fall but average price for a MW is around £50). The amount of money you will receive is also dependent on the type of technology you own. For example devices that generate energy from wave power can receive double the amount of money than an onshore wind turbine would receive.

Tags

Anaerobic Digestion, CHP, Hydro, Photovoltaics, Wind Turbines

Provider

Individual energy companies

Type of fund

Government Incentive

Max value

£0

Purpose

Make use of renewable energy

Eligible for

Business, Charity, Community Organisation, Domestic, Local Authority, Primary Agricultural Producer, Public Sector, Registered Social Landlord, School, University

Eligible in

England, Northern Ireland, Scotland, UK, Wales

Other criteria

To benefit from the Renewables Obligation Certificate and start getting paid for the energy you generate, you must:

- Be an individual or organisation (any sector) based in either England, Scotland, Wales or Northern Ireland.

- Be installing a renewable energy generation technology (eg wind turbine or micro-hydro) that produces more than 5MW.

- Adhere to and comply with all planning consents, connection requirements and other legal and regulatory obligations required for your installation.

8. The Energyshare Fund

Summary

A grant offered by British Gas for community schemes with the aim of saving or generating energy.

Description

Energyshare funding is open to all community energy projects that :
- have the objective of saving or generating energy locally
- are supported by their local community
- will benefit the local community and have a tangible and lasting impact.
- some aspect of the project is realistically achievable within one year
- will inspire even more community renewable projects

The Energyshare Fund will be a rolling fund with different deadlines throughout the year. The first round closes on May 31st, with susbsequent rounds to be announced.

Tags

Anaerobic Digestion, Biomass, CHP, Heat Pumps, Hydro, Insulation, Photovoltaics, Wind Turbines, Solar Thermal

Provider

British Gas

Type of fund

Grant

Max value

£100,000

Purpose

Make use of renewable energy

Eligible for

Community Organisation

Eligible in

England, Northern Ireland, Scotland, UK, Wales

9. Feed-in-Tariff

Summary

The Feed in Tariff is a government financial incentive to encourage organisations to invest in renewable energy generating technologies.

Description

Feed in Tariffs provide a guaranteed income for between 10 and 25 years depending on the technology and are available to any organisation or individual investing in renewable energy technologies. You will receive cash for the energy you generate, a second payment for any electricity you export to the grid as well as benefiting from cheaper electricity bills.

The benefits of the Feed in Tariff are three-fold:

-        A generation tariff payment, which is based on the total electricity generated and the energy type

-        An export tariff payment, which is for any energy exports made when generating more than you use

-        Lower bills from your supplier for the electricity you import from them

The amount of money you will receive depends on the type and size of generation technology you or your organisation owns and is calculated by the energy your technology produces (kWh). The additional export tariff (this is a cash payment for any electricity you generate but don't use which is fed into the grid) is currently set at

3p per kWh but you may be able to negotiate a higher rate through your electricity supplier.

To calculate how much money you could receive through the Feed in Tariff, please follow the weblink and have a look at the 'Tariff Levels Table'.

Tags

Anaerobic Digestion, CHP, Hydro, Photovoltaics, Wind Turbines

Provider

Feed-In-Tarriff

Type of fund

Government Incentive

Max value

£0

Purpose

Make use of renewable energy

Eligible for

Business, Charity, Community Organisation, Domestic, Local Authority, Primary Agricultural Producer, Public Sector, Registered Social Landlord, School, University

Eligible in

England, Scotland, UK, Wales

Other criteria

To be eligible to claim Feed in Tariffs, you must:

- Be an individual or organisation (any sector) based in either England, Scotland or Wales.

- Be installing a renewable energy generation technology (eg wind turbine, micro-hydro or solar panels) that produces less than 5MW of electricity.

- Adhere to and comply with all planning consents, connection requirements and other legal and regulatory obligations required for your installation.

APPENDIX 8

FINANCIAL WORKINGS

Financial Workings for the 90% model

The following tables show the workings used in calculating the income and expenditure used in the financial template.

Textbooks and school equipment

Year	2012	2013	2014	2015	2016	2017	2018	2019
Pupil numbers in school	72	153	311	500	675	765	792	810
New pupils in school	72	81	158	189	175	90	27	18
Exam Costs				23800	53550	75600	78750	85050
Exam cost 20% Y1			4760	10710	15120	15750	17010	17010
Exam costs 80%				19040	42840	60480	63000	68040
Total Exam Costs			**4760**	**29750**	**57960**	**76230**	**80010**	**85050**
New Pupil Grant Use	36000	40500	79000	94500	87500	45000	13500	9000
Ongoing Materials used	12960	27540	55980	90000	121500	137700	142560	145800
Textbook Expenditure	48960	68040	134980	184500	209000	182700	156060	154800

Extended School Provision

Extended School Provision									
		Cost per AM Session	2.5		% attending AM Session		30		
		Cost per PM Session	5		% Attending PM Session		35		
Year	2012	2013	2014	2015	2016	2017	2018	2019	2020
No. Of Pupils in the school (pre GCSE years)	72	153	243	279	306	324	324	324	324
No. Attending AM session	21.6	45.9	72.9	83.7	91.8	97.2	97.2	97.2	97.2
No. Attending PM session	25.2	53.55	85.05	97.65	107.1	113.4	113.4	113.4	113.4
Income for AM	54	114.75	182.25	209.25	229.5	243	243	243	243
Income for PM	126	267.75	425.25	488.25	535.5	567	567	567	567
Total Per day	180	382.5	607.5	697.5	765	810	810	810	810
Total Per Week	900	1912.5	3037.5	3487.5	3825	4050	4050	4050	4050
Total Income for 39 weeks	**35100**	**74588**	**118463**	**136013**	**149175**	**157950**	**157950**	**157950**	**157950**

Catering

Catering									
	Av. Spend per day		2		% on FSM				18
					% not having meals				0
Year	2012	2013	2014	2015	2016	2017	2018	2019	2020
No. Of Pupils in the school	72	153	311	500	675	765	792	810	810
Pupils on FSM	12.96	27.54	55.98	90	121.5	137.7	142.56	145.8	145.8
Pupils on FSM	13	27	56	90	121	138	143	148	148
Pupils Purchasing Meals (82%)	59	126	255	410	554	627	649	662	662
Total Per day	118	252	510	820	1108	1254	1298	1324	1324
Total Per Week	590	1260	2550	4100	5540	6270	6490	6620	6620
Total income for 39 weeks	23010	49140	99450	159900	216060	244530	253110	258180	258180
Cost of Provision (based on 66% cost base)	15186.6	32432.4	65637	105534	142599.6	161389.8	167052.6	170398.8	170398.8
Cost per student	210.925	211.9765	211.0514	211.068	211.2587	210.9671	210.925	210.3689	210.3689
FSM Cost	2742.025	5723.365	11818.88	18996.12	25562.3	29113.45	30162.28	31134.6	31134.6
Total Cost	17929	38156	77456	124530	168162	190503	197215	201533	201533

Insurance

INSURANCE		Per student cost		21		Per Staff Cost		70	
Pupil Numbers	72	153	311	500	675	765	792	810	810
Staff Numbers	16	23	41	55	71	80	85	85	85
Pupil Insurance Cost	1512	3213	6531	10500	14175	16065	16632	17010	17010
Staff Insurance Cost	1120	1610	2870	3850	4970	5600	5950	5950	5950
Total Insurance Costs	2632	4823	9401	14350	19145	21665	22582	22960	22960

Staff Training

Staff Training						Per Staff Cost		300	
Training Cost	4800	6900	12300	16500	21300	24000	25500	25500	25500

IT, Agency Staff and Water

PC Costs		Per student IT costs		90					
No. Of Pupils in the school	72	153	311	500	675	765	792	810	810
IT costs	6480	13770	27990	45000	60750	68850	71280	72900	72900
		Per student cost		50					
Licences & Subscriptions	3600	7650	15550	25000	33750	38250	39600	40500	40500
		Per student cost		50					
Agency Staff			15550	25000	33750	38250	39600	40500	40500
		Per student cost		10					
Water & Sewerage	720	1530	3110	5000	6750	7650	7920	8100	8100

Financial Workings for the 100% model

The following tables show the workings used in calculating the income and expenditure used in the financial template.

Textbooks and school equipment

Year	2012	2013	2014	2015	2016	2017	2018	2019
Pupil numbers in school	80	170	345	555	750	850	880	900
New pupils in school	80	90	175	210	195	100	30	20
Exam Costs				26250	59500	84000	87500	94500
Exam cost 20% Y1			5250	11900	16800	17500	18900	18900
Exam costs 80%				21000	47600	67200	70000	75600
Exam Costs			**5250**	**32900**	**64400**	**84700**	**88900**	**94500**
New Pupil Grant Use	40000	45000	87500	105000	97500	50000	15000	10000
Ongoing Materials used	14400	30600	62100	99900	135000	153000	158400	162000
Textbook Expenditure	**54400**	**75600**	**149600**	**204900**	**232500**	**203000**	**173400**	**172000**

Extended School Provision

Extended School Provision									
		Cost per AM Session	2.5		% attending AM Session				30
		Cost per PM Session	5		% Attending PM Session				35
Year	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**
No. Of Pupils in the school (pre GCSE years)	80	170	270	310	340	360	360	360	360
No. Attending AM session	24	51	81	93	102	108	108	108	108
No. Attending PM session	28	59.5	94.5	108.5	119	126	126	126	126
Income for AM	60	127.5	202.5	232.5	255	270	270	270	270
Income for PM	140	297.5	472.5	542.5	595	630	630	630	630
Total Per day	200	425	675	775	850	900	900	900	900
Total Per Week	1000	2125	3375	3875	4250	4500	4500	4500	4500
Total income for 39 weeks	**39000**	**82875**	**131625**	**151125**	**165750**	**175500**	**175500**	**175500**	**175500**

Catering

		Av. Spend per day	2		% on FSM			18
					% not having meals			0
Year	2012	2013	2014	2015	2016	2017	2018	2019	2020
No. Of Pupils in the school	80	170	345	555	750	850	880	900	900
Pupils on FSM	14.4	30.6	62.1	99.9	135	153	158.4	162	162
Pupils on FSM	14	31	62	100	135	153	158	162	162
Pupils Purchasing Meals (82%)	66	139	283	455	615	697	722	738	738
Total Per day	132	278	566	910	1230	1394	1444	1476	1476
Total Per Week	660	1390	2830	4550	6150	6970	7220	7380	7380
Total income for 39 weeks	25740	54210	110370	177450	239850	271830	281580	287820	287820
Cost of Provision (based on 66% cost base)	16988.4	35778.6	72844.2	117117	158301	179407.8	185842.8	189961.2	189961.2
Cost per student	212.355	210.4624	211.1426	211.0216	211.068	211.068	211.185	211.068	211.068
FSM Cost	2972.97	6524.333	13090.84	21102.16	28494.18	32293.4	33367.23	34193.02	34193.02
Total Cost	19961	42303	85935	138219	186795	211701	219210	224154	224154

Insurance

INSURANCE		Per student cost	21		Per Staff Cost	70		
Pupil Numbers	80	170	345	555	750	850	880	900	900
Staff Numbers	16	23	41	55	71	80	85	85	85
Pupil Insurance Cost	1680	3570	7245	11655	15750	17850	18480	18900	18900
Staff Insurance Cost	1120	1610	2870	3850	4970	5600	5950	5950	5950
Total Insurance Costs	2800	5180	10115	15505	20720	23450	24430	24850	24850

Staff Training

Staff Training					Per Staff Cost	300	
Training Cost	4800	6900	12300	16500	21300	24000	25500	25500	25500

IT, Agency Staff and Water

PC Costs		Per student IT costs	90					
No. Of Pupils in the school	80	170	345	555	750	850	880	900	900
IT costs	7200	15300	31050	49950	67500	76500	79200	81000	81000
		Per student cost	50					
Licences & Subscriptions	4000	8500	17250	27750	37500	42500	44000	45000	45000
		Per student cost	50					
Agency Staff	4000	8500	17250	27750	37500	42500	44000	45000	45000
		Per student cost	10					
Water & Sewerage	800	1700	3450	5550	7500	8500	8800	9000	9000

Office Costs

Total school spend taken from another schools' accounts					11000				
		Per student spend			33.95				
Year	2012	2013	2014	2015	2016	2017	2018	2019	2020
No. Of Pupils in the school	80	170	345	555	750	850	880	900	900
Total Cost	2716	5772	11713	18843	25463	28858	29877	30556	30556

School Trips

No. Of Pupils in the school	80	170	345	555	750	850	880	900	900
No of pupils on FSM	14.4	30.6	62.1	99.9	135	153	158.4	162	162
No of paying pupils	65.6	139.4	282.9	455.1	615	697	721.6	738	738
Total spend per year	6400	13600	27600	44400	60000	68000	70400	72000	72000
Income per pupil	3936	8364	16974	27306	36900	41820	43296	44280	44280

National Insurance Contribution Calculations

Salary	Salary	NI free	NI able	Rate	NI Amount	Total	% NI
80	80000	7072	72928	13.8	10064.06	82992.06	12.58
60	60000	7072	52928	13.8	7304.064	60232.06	12.17
41	41000	7072	33928	13.8	4682.064	38610.06	11.42
37	37000	7072	29928	13.8	4130.064	34058.06	11.16
31	31000	7072	23928	13.8	3302.064	27230.06	10.65
28	28000	7072	20928	13.8	2888.064	23816.06	10.31
18	18000	7072	10928	13.8	1508.064	12436.06	8.38
33	33000	7072	25928	13.8	3578.064	29506.06	10.84
38	38000	7072	30928	13.8	4268.064	35196.06	11.23
22	22000	7072	14928	13.8	2060.064	16988.06	9.36
18	18000	7072	10928	13.8	1508.064	12436.06	8.38
16	16000	7072	8928	13.8	1232.064	10160.06	7.70
20	20000	7072	12928	13.8	1784.064	14712.06	8.92
18	18000	7072	10928	13.8	1508.064	12436.06	8.38
22	22000	7072	14928	13.8	2060.064	16988.06	9.36
16	16000	7072	8928	13.8	1232.064	10160.06	7.70
20	20000	7072	12928	13.8	1784.064	14712.06	8.92
30	30000	7072	22928	13.8	3164.064	26092.06	10.55