



CORB Y FREE SCHOOL  
– APPLICATION  
SUBMISSION  
JUNE 2011



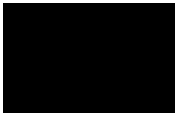






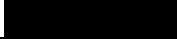
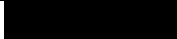
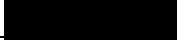
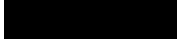
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## Section 1: Applicant details

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.

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

<b>Details of Company Limited by Guarantee</b>	
Name: The Brooke Weston Academy Trust	
Company address:	
 Corby Northants 	
Company registration number: 2400784	
<b>Main contact</b>	
Name: 	
Address:	
 Corby Northants 	
Email address: 	
Telephone number: 	
<b>Tel:</b> 	
<b>Members and Directors</b>	
Please confirm the total number of (a) Company Directors 6 and (b) any other members of the Governing Body 2 appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.	
Name:	
Position:	
Name:	
Position:	
Name:	
Position:	

CORBYP FREE SCHOOL

Name: Position:		
Name: Position:		
Name: Position:		
Name: Position:		
Name: Position:		
<b>Related organisations</b>		
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? <b>Y/N</b>		
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: <b>Brooke Weston Academy Trust –Co. No 02400784 / Charity No. 802025</b> <b>Corby Business Academy Trust – Co. No. 05548805 /Charity No. 1111149</b> <b>Kettering Science Academy Trust – Co. No. 06996959</b> <b>CTC Trading – Co. No. 03062232</b> <b>Sponsors and Trustees of Corby Free School.</b>		
If your organisation is an existing independent school, please provide your six digit unique reference number:		

# CORBY FREE SCHOOL

CORBY FREE SCHOOL

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: [REDACTED]

Date:

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

Issue No: 01  
Issue Date:

Author: [REDACTED]

Section 1

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Signed:

A solid black rectangular box used to redact the signature of the Company Director.

Print Name:

Date:

Department for  
**Education**

Free School Personal Information Form

Please provide the information set out below, using BLOCK CAPITALS

Name of proposed Free School: CORBEY FREE SCHOOL

Name of the Company limited by Guarantee: BROOKE WESTON ACADEMY TRUST

Your role (tick both if appropriate):

Member of Company Limited by Guarantee

Director of Company Limited by Guarantee

Email address (we may use this in any further correspondence with you):

[REDACTED]

Title: Mr

First name: [REDACTED]  
Middle name(s): [REDACTED]  
Surname: [REDACTED]  
Known as: [REDACTED]

Any previous names:

Date of birth:

Place of birth:

Current main address: [REDACTED]  
Oakham  
Rutland [REDACTED]

Any other current address(es):

Prior addresses (last 5 years, please specify period of residence):

Address 1

From:

To:

Address 2

From:

Department for  
**Education**

To: Address 3
From: To: UK passport number (if you hold any other passport please provide the nationality and number) and expiry date: [REDACTED]
UK driving licence number (if you hold any other driving licence please provide the nationality and number): [REDACTED]
Bank account details (sort code and account number of your main bank account): [REDACTED]
National Insurance Number: [REDACTED]
Occupation: [REDACTED]
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? What role is it envisaged that that organisation will play in relation to the Free School?

Please also provide a current passport sized photograph (affix above) and details of two referees, as follows. Your referees should know you well in a personal and/or professional capacity and should not be members of your immediate family.

Name [REDACTED]
Address 1
Address 2
Town/ City
Postcode
Telephone No
Email address
Name [REDACTED]
Address 1
Address 2
Town   City
Postcode
Telephone No
Email address

Department for  
**Education**

**Free School Declarations Form**

Do any of the following apply to the organisation (or any consortium member), or to (any of) its director(s)/partners/proprietor(s) or individual applicants (circle Yes or No):	
Is, or has ever been, in a state of bankruptcy, insolvency, compulsory winding up, receivership, composition with creditors (including any Individual Voluntary Arrangement), or subject to an Administration Order or any legal proceedings concerning their solvency or there are any other matters affecting your or the organisation's financial viability?	Yes/No
Do you have any criminal convictions?	Yes/No
If yes please give details on a separate sheet. This should not include any spent convictions under section 4(2) of the Rehabilitation of Offenders Act 1974.	
Is or has been involved in any illegal activities?	Yes/No
Has not fulfilled obligations related to payment of taxes?	Yes/No
Is guilty of serious misrepresentation in supplying information?	Yes/No
Is not in possession of relevant licences or membership of an appropriate organisation where required by law?	Yes/No
Is barred from certain work with children as a result of being:	
[a] included in the list of those barred from regulated activity with children, kept by the Independent Safeguarding Authority?	Yes/No
[b] included in the list kept under section 1 of the Protection of Children Act 1999 (list of those considered by the Secretary of State as unsuitable to work with children)?	Yes/No
[c] subject to a direction of the Secretary of State under section 142 of the Education Act 2002 (or any other disqualification, prohibition or restriction which takes effect as if contained in such a direction)?	Yes/No
[d] disqualified from working with children under section 35 of the Criminal Justice and Court Services Act 2000 by virtue of an order made under sections 28 to 29A of that Act or by virtue of regulations made under section 37 of the Act?	Yes/No
For further information on [a], [b], [c] and [d], please go to the CRB website at: <a href="http://www.crb.homeoffice.gov.uk">www.crb.homeoffice.gov.uk</a> .	

Department for  
**Education**

Is disqualified from registration under Part 10A of the Children Act 1989 for child minding or providing day care?	Yes/No
Is disqualified from registration under Part 3 of the Childcare Act 2006?	Yes/No
Is a member, or has been a member in the past, of a proscribed organisation <sup>1</sup> ?	Yes/No
If the answer to any of these questions is "Yes" please give details below:	

confirm that the information provided is correct to the best of my knowledge and that I consent to it being used for the purpose of carrying out due diligence and other checks to establish that I am a suitable person to set up and run a Free School.

consent to the Department for Education carrying out credit checks as part of the application to establish a Free School.

If you refuse to provide any of the information requested you may be asked to withdraw from the proposal and from any subsequent involvement in the Free School in order for the proposal to be considered.

██████████  
██████████

<sup>1</sup> An organisation that is proscribed in accordance with section 3 of the Terrorism Act 2000.

# CORBY FREE SCHOOL

Department for  
**Education**

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Name of the Company Limited by Guarantee:  
BROOKE WESTON ACADEMY TRUST

Your role (tick both if appropriate):

Member of Company Limited by Guarantee

Director of Company Limited by Guarantee

Email address (we *may* use this in any further correspondence with you):

Title:

First name: [REDACTED]

Middle name(s):

Surname: [REDACTED]

Known as:

Any previous names: [REDACTED]

Date of birth: [REDACTED]

Current main address: [REDACTED]

Any other current address(es):

Prior addresses (last 5 years, please specify period of residence):

Address 1

From: To:

Address 2

From:

Department for  
**Education**

To:
Address 3
From:
To:
UK passport number (if you hold any other passport please provide the nationality and number) and expiry date: [REDACTED]
UK driving licence number (If you hold any other driving licence please provide the nationality and number): [REDACTED]
Bank account details (sort code and account number of your main bank account): [REDACTED]
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Occupation: [REDACTED]
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? What role is it envisaged that that organisation will play in relation to the Free School?

Please also provide a current passport sized photograph (affix above) and details of two referees, as follows. Your referees should know you well in a personal and/or professional capacity and should not be members of your immediate family.

Name Address 1 Address 2 Town /City Postcode Telephone No Email address	[REDACTED]
Name Address 1 Address 2 Town /City Postcode Telephone No Email address	[REDACTED]



Department for  
**Education**

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Do you have any criminal convictions? If yes please give details on a separate sheet. This should not include any spent convictions under section 4(2) of the Rehabilitation of Offenders Act 1974.	Yes/No
Is or has been involved in any illegal activities?	Yes/No
Has not fulfilled obligations related to payment of taxes?	Yes/No
Is guilty of serious misrepresentation in supplying information?	Yes/No
Is not in possession of relevant licences or membership of an appropriate organisation where required by law?	Yes/No
Is barred from certain work with children as a result of being:	
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(b) included in the list kept under section 1 of the Protection of Children Act 1999 (list of those considered by the Secretary of State as unsuitable to work with children)?	Yes/No
(c) subject to a direction of the Secretary of State under section 142 of the Education Act 2002 (or any other disqualification, prohibition or restriction which takes effect as if contained in such a direction)?	Yes/No
(d) disqualified from working with children under section 35 of the Criminal Justice and Court Services Act 2000 by virtue of an order made under sections 28 to 29A of that Act or by virtue of regulations made under section 37 of the Act?  For further information on (a), (b), (c) and (d), please go to the CRB website at: <span style="background-color: black; color: black;">XXXXXXXXXX</span>	Yes/No

Department for  
**Education**

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Is disqualified from registration under Part 3 of the Childcare Act 2006?	Yes/No
Is a member, or has been a member in the past, of a proscribed organisation <sup>1</sup> ?	Yes/No
If the answer to any of these questions is "Yes" please give details below:	

I confirm that the information provided is correct to the best of my knowledge and that I consent to it being used for the purpose of carrying out due diligence and other checks to establish that I am a suitable person to set up and run a Free School.

I consent to the Department for Education carrying out credit checks as part of the application to establish a Free School.

If you refuse to provide any of the information requested you may be asked to withdraw from the proposal and from any subsequent involvement in the Free School in order for the proposal to be considered.

  
Please return by registered post to:

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

<sup>1</sup> An organisation that is proscribed in accordance with section 3 of the Terrorism Act 2000.

## Section 2: Outline of the school

Proposed school name:	Corby Free School							
Age range:	11-18 (See additional information below)							
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception							
	Year 1							
	Year 2							
	Year 3							
	Year 4							
	Year 5							
	Year 6							
	Year 7	75	75	75	75	75	75	75
	Year 8		75	75	75	75	75	75
	Year 9			75	75	75	75	75
	Year 10				75	75	75	75
	Year 11					75	75	75
	Year 12						50	50
Year 13							50	
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).	<b>NO</b>							
Is this an application for a single-sex school? If so, please tick the relevant box.	Y / <input checked="" type="checkbox"/> . 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).	Northamptonshire Neighbouring LA: <ul style="list-style-type: none"> <li>• Leicestershire County Council</li> <li>• Rutland County Council</li> <li>• Lincolnshire County Council</li> </ul>							

**\*Additional Information:**

## CORBY FREE SCHOOL

The proposal is for an age range of 11-18. The new school would take its first intake in September 2012. The new school would offer in its first year of intake 75 places in year 7. Thereafter the school would grow to an initial size of 375 (11-16) students and 100 (post-16) students. This is the maximum the identified premises once refurbished will accommodate.

## Section 3: Educational vision

### Vision Statement for Corby Free School

- *At the Corby Free School the expectations, self-esteem and confidence of pupils/students and staff will be high. (Ethos and Conduct)*
- *Learning at Corby Free School will be exciting, progressive and evidence-based. Pupils/Students will develop the personal skills necessary to meet the demands of education, employment and life. (Learning and Progress)*
- *The Corby Free School will offer a broad and relevant curriculum delivered through high quality classroom practice, personalised to the needs of individual learners and oriented towards securing high levels of achievement in the subjects included in the English Baccalaureate together with a range of technical subjects. (Teaching and Planning)*
- *The Corby Free School will continually seek to improve its services to pupils/students, their families, staff and other clients through a culture of professional accountability in all areas of its operation. (Accountability)*
- *The Corby Free School will be a collaborative learning community working together and with other organisations to provide a better service to our pupils/students, their families and the wider local community. (Collaboration and Partnerships)*

### Corby Free School will be a place where:

- *All our “learners” make excellent progress and achieve high quality educational outcomes whilst developing a wide range of extra accomplishments matched to their talents and interests. (60% success rate at English Baccalaureate.)*
- *Students and their families can develop the confidence to be active citizens in their community and the wider world.*
- *Raising educational standards in the locality and contributing to the development of the education service nationally is seen as a normal part of our work.*
- *Enterprise and initiative are qualities encouraged amongst all of our learners and staff.*
- *Innovative systems for deploying, developing and rewarding teaching and support staff alike are actively encouraged.*

## **Mission Statement**

The long term aims of this vision will be achieved by:

- *The design and implementation of a differentiated, curriculum which affords personalisation for all learners reflecting the underpinning values established across the Brooke Weston Partnership.*
- *The offer of a wider range of subjects, including vocational courses /activities and additional opportunities than most schools.*
- *Establishing strong connections between the curriculum and the real world of work wherever possible.*
- *Ensuring high levels of support and guidance are in place to allow the curriculum across the school to prepare students to take full advantage of the opportunities presented to them across the Free School.*
- *Generating an emphasis on the importance of doing, understanding and gaining experience.*
- *Equipping students with the confidence, skills, values and attitudes to succeed as individuals and citizens in a world faced with the ever-increasing pace of change.*
- *Recognising and developing multiple learning styles, particularly those that require greater degrees of personal organisation and self-reliance.*
- *Nurturing and fostering close partnerships with the wider community including local employers, HE/FE institutions, the families of students, other schools and community groups.*
- *Providing a diverse and wide range of lifelong learning and recreational services for the local community.*
- *Demanding the highest standards of presentation for students and staff alike.*
- *Offering all staff teachers and support staff alike a rewarding and exciting place to work with excellent opportunities for personal development, professional growth and a modern, flexible approach to employment.*
- *Developing the highest possible professional standards.*

***“A New Educational Partnership for Corby.”***

The Brooke Weston Partnership and Tresham College of Further and Higher Education have come together to put forward an application for a Free School because they are of the view that they are able to fulfil the demand for secondary school places that are required in Corby. Brooke Weston and Tresham are high performing quality education providers with a number of outstanding features from OfSTED following recent inspections. Their strategic reach across Corby and North Northamptonshire affecting and influencing pupils, learners, employers and the community places this high performing partnership in a unique position to manage a Free School.

The blend of high achieving academic learning identified and developed at the Brooke Weston Partnership, and the high quality vocational practical skills based education in subjects which include Construction, Engineering, Health Care and Events Hospitality provided by Tresham, give an experience of the world of work alongside vocationally relevant qualifications that are matched with those core GCSE subjects that provides a powerful blended learning experience.

In the submission, we have been able to prove using the demographics provided by Northampton County Council that there is a need for additional secondary school places in the Corby borough area. Whilst the economic recession has slowed the growth potential of Corby and other parts of North Northamptonshire, the trajectory shows that additional school places will continue year on year from 2014.

Tresham manages the College for Schools provision, which works closely with over 30 schools in Northampton, Rutland and Leicestershire. The College for Schools cohort of pupils is some 500. Whilst these students are on the roll of the individual schools, they spend between 1, 2 or 3 days a week working on vocational programmes at the college, or in some cases, Tresham lecturers manage the facility at the school. Engineering and Motor Vehicle programmes, whilst being offered at the various campuses of Tresham, are also offered in a number of schools.

Programmes are developed in such a way that individual schools can send a full group of learners or alternatively, 1 or 2. This means that a group of vocational learners may in some cases come from 4 or 5 individual schools.

The Free School is an extension of such a programme, but at the same time is organised and managed using our blended learning approaches across the curriculum and vocational and practical divide in a structured approach.

Tresham’s new campus which opens in September 2011 is located in the centre of Corby. Its specialisms are purely vocational and the uniqueness of the Brooke Weston Partnership and Tresham experiences bring together programmes that are not available in Corby at the present time.

As a vocationally and practical skills based college Tresham has significant employer links – Tata Steel, RS Components, Weetabix, Willmot Dixon, and BAM and all have been consulted in relation to the Free School project. Other vocational partners include the hospital trust, care homes, nurseries and sports complexes in both the private and public sectors.

## CORBY FREE SCHOOL

The partners' view of employability and work opportunities means that the Free School will operate from 8:30am throughout the day. A number of the 14-16 learners already working with the College for Schools programme attend work placements from a week to 50 days depending on their programme of study. These programmes inculcate a value for working ethos and an understanding of commerce and industry. A progression route for many is into apprenticeships and at present some advanced Engineering apprentices are working towards a University of Northampton Higher National Certificate in Engineering. Local manufacturing industry has recently agreed for some of those learners to commence a Foundation Degree in Engineering from September 2011.

### **Corby Free School Application Context**

This application is for the Brooke Weston Trust, as a co-sponsor with Tresham College of Further & Higher Education, to create a Free School that would offer an academic curriculum with strong technical, skills and craft based components reflecting the industrial and technical heritage of the town.

The school that would cater for approximately 475 students (375 11-16 & 100 post-16) would, as a matter of choice, be housed in buildings that are located a short walk away from the new Tresham College of Further & Higher Education facility in the heart of Corby.

A core curriculum of English, mathematics, science, humanities and modern foreign languages would be extended and informed by a strong vocational curriculum using, where necessary, the new accommodation at Tresham College.

The school would have access to the expertise of the 'outstanding' Brooke Weston Academy and the Tresham College of Further & Higher Education, where Engineering and Motorsport are graded by OfSTED as outstanding. This area of expertise also encompasses considerable developments in Apprenticeships and Higher Education, including Foundation Degrees. Tresham now has some of the highest 16-18 learner success rates in the UK, and in 2008/09 the college was placed as the second highest FE provider.

### Rationale:

Situated in north Northamptonshire Corby has a population of about 60,000 and four secondary schools. The town is planned to grow over the next fifteen years with a projected increase in population up to 100,000. Planned housing developments on the east of the town, stalled until recently, have now begun but even without this major development inward migration is already putting pressure on secondary school places. All the secondary schools are full in Year 9 and although there are a few places in other years these are rapidly being filled by the children of people moving into the area.

Whilst there is not yet a need for another full secondary school there is a need for additional secondary school places. It seems unlikely that the accommodation at the existing four secondary schools could be extended to allow more students to be admitted and so the proposal is to create a Free School that would, in addition to



## CORBY FREE SCHOOL

be absorbed. For further information with regards to the demographics for Corby please see appendix 3.

### Support

Base upon the consultation for the new Corby Business Academy, (another Brooke Weston partnership school) this new venture would prove popular with parents because:

- It is the only secondary school in a town centre location
- It provides an education closely tied to employment opportunities
- It is associated with the well regarded Brooke Weston group of schools and students would be able to access the new Tresham College of Further & Higher Education facilities
- It provides seamless access and progression to FE, Apprenticeships and HE.

It would also gain the local authority's support because:

- It satisfies Corby's need for more secondary school places
- It provides further diversity of provision
- Appropriate accomdation in the locality offers the opportunity to refurbish an existing building as part of a regeneration strategy.

The project also matches the needs of the town's employers for more skilled school leavers equipped for the employment opportunities available in a rapidly expanding town.

### Implementation

The new school would receive its first intake in September 2012 offering 75 places to students in Year 7. Thereafter the school would grow to an initial size of 375 students (11-16) and 100 post-16 students. Funding for a student population of 475 would provide a budget of approximately £2.2M (enough for a staff of approximately 20 who would share the teaching load with specialist staff from the Tresham College of Further & Higher Education. Additional subject expertise would come from the other academies within the Brooke Weston Partnership.

### Development

The application is for a Free School providing a high quality technical, skills and craft based curriculum underpinned by a sound academic provision for a comparatively small number of students, operated by co-sponsors.

The sponsors working alongside the Principal Designate, staff, students and their families will establish the foundations for a highly effective school with a strong culture of achievement. The curriculum will be designed to secure high levels of achievement in the subjects included in the English Baccalaureate together with a range of technical subjects encompassing, engineering, construction, electronics and ICT. The curriculum will be enriched by the involvement of local businesses and will include a significant element of relevant work experience. The ethos will be one in

## CORBY FREE SCHOOL

which students are able and encouraged to develop the personal qualities and skills necessary for employment.

The new school will benefit from the experience of the Brooke Weston Trust in creating and managing schools that are popular with parents have very good standards of student behaviour and achievement and whose practice is informed by the strong relationship with our industrial sponsors. Tresham has extensive and excellent links with industrial and commercial partners supporting currently in excess of 440 apprenticeships across the area. An extended working day, an emphasis on developing the qualities and qualifications needed for employment, and a well qualified and committed workforce will ensure that students cared for by the school will be well prepared for life when they leave.

Tresham has extensive vocational pathways in High Performance Engineering and Motor Vehicle Engineering, Construction, Health and Care, Hospitality and Catering and Sports Science leading to realistic industrial experiences and career opportunities.

The National Curriculum will be followed for 14-16 year olds. In addition to the compulsory subjects, student learning will be supplemented by an entrepreneurial programme linked to work experience.

Technical language skills will be a part of the programme at the proposed Free School. Provision will be made for those learners that may wish to turn a programme of technical language skill into a language qualification.

Through project based teaching methods additional provision will be made for functional maths and English alongside GCSE maths and English. Humanities delivery will, where appropriate, be directly related to the specialist curriculum area. E.g. History of engineering or construction and geographical significance of the location of the relevant industry will be explored

At 16+, there will be an A level academic pathway with the links with industries providing technical, craft and skills work-based experiences. The technical pathway will offer level 2 and 3 programmes. The full range of pathways that develop substantial progression routes have been identified. For those students whose experiences to date have been less than satisfactory, Tresham has significant expertise in developing Foundation Learning giving the chance for students at all levels of ability to achieve targeted success. The intension will be to fully explore options with a range of potential partners/organisations to seek to develop an English 'technical baccalaureate'.

Tresham has extensive employer links and in the Corby area, RS Components, RPC, Tata, BeeBee Developments, Corby Borough Council and North Northamptonshire Development Company are constantly developing exciting and innovative programmes with the College.

The proposed curriculum model is based on existing qualification arrangements and outcomes. It is also anticipated that the proposed Free School will explore links with SEMTA/IMecE/IMI and other professional associations. The intention will be to offer to students both existing qualifications and professional body registration status.

## Section 4: Educational plan

### 4.1 Admissions

#### PROCEDURE FOR ADMITTING PUPILS TO THE FREE SCHOOL

The Corby Free School will adopt the same operational procedures and arrangements as employed at Brooke Weston Academy, Corby Business Academy and Kettering Science Academy, (and will therefore benefit from the established expertise, experience and practical support).

#### 1. Admission Number(s)

##### **NB for Academic Year 2012/2013**

##### a) 75 pupils in Year 7

The planned admission number applies only to those being admitted from outside of the Free School. The total year group size will be 75.

- The Free School shall where applicable consider applications from children from multiple births.
- Where children from multiple births are admitted to the Free School, the Free School will require that it receives funding in respect of each child.
- Where possible twins/multiple births will be placed at the same school. In cases where there is one place left and the next child on the list is one of a twin, triplet or multiple birth the LA School Admissions Team will contact the parents and discuss the options with them. The parents will need to decide whether to accept one place at the school or to keep the children together by accepting another school.

##### b) Post-16

**NB: Corby Free School will begin the admittance process for Post-16 Students for academic year 2017/2018 in 2016/2017.**

The Corby Free School has capacity for 100 pupils in the sixth form, with **50 places in year 12**. It will not admit external applicants unless it is undersubscribed by pupils progressing from its own year 11 and in such circumstances it will apply the same academic entry requirements as it does to pupils already on roll in the Free School. If a tie-break is necessary to determine who is admitted, it will apply the oversubscription criteria in paragraph 7.

- The Free School shall where applicable consider applications from children from multiple births.
- Where children from multiple births are admitted to the Free School, the Free School will require that it receives funding in respect of each child.
- Where possible twins/multiple births will be placed at the same school. In cases where there is one place left and the next child on the list is one of a twin, triplet

or multiple birth the LA School Admissions Team will contact the parents and discuss the options with them. The parents will need to decide whether to accept one place at the school or to keep the children together by accepting another school.

### **Process of Application**

2. Arrangements for applications for places at the Corby Free School will be made in accordance with the LA's co-ordinated admission arrangements and will be made on the Common Application Form provided and administered by the relevant local authority.

3. The Corby Free School (utilising support from Brooke Weston Partnership) will use the Northamptonshire LA's timetable for applications to the Corby Free School each year (exact dates within the months may vary from year to year). This will fit in with the timetable for the co-ordination of admission arrangements within Northamptonshire LA as agreed by the Admissions Forum, Northamptonshire LA, local schools and Academies.

#### Provisional Timetable:

a) By September - The Corby Free School with support from Brooke Weston Partnership will publish in the Corby Free School's prospectus information about the arrangements for admission, including oversubscription criteria, for the following September (e.g. in September 2011 for admission in September 2012). This will include details of open evenings and other opportunities for prospective pupils and their parents to visit the school. The Corby Free School will also provide information in relation to the Corby Free School to the Northamptonshire LA for inclusion in the composite prospectus, as required;

b) September/October - The Corby Free School and Brooke Weston Partnership will provide opportunities for parents to visit the Corby Free School\*;

c) November – Common Application Form to be completed and returned to the pupil's home LA to administer

d) Northamptonshire LA sends Corby Free School applications to the Corby Free School;

e) Corby Free School (with support from Brooke Weston Partnership) sends list of pupils to be offered places at the Corby Free School to Northamptonshire LA;

f) February - Northamptonshire LA applies agreed scheme for own schools, informing other LA's of offers to be made to their residents.

g) First working day of March offers made to parents.

\*It is anticipated that the academic year prior to opening (2011-2012), the proposed accommodation for the Corby Free School will be undergoing extensive refurbishment. As such visits to school site will be restricted and alternative venues will be made available.

## CORBYP FREE SCHOOL

4. From 2011-12 there will be a national closing date for applications as follows:
  - a. 31 October for secondary applications.

The Corby Free School will ensure its application processes enable parents to apply before these deadlines.

### **Consideration of Applications**

5. The Corby Free School (with support from Brooke Weston Partnership) will consider all applications for places at the Corby Free School. Where fewer than the published admission number(s) for the relevant year groups are received, the Corby Free School (with support from Brooke Weston Partnership) will offer places at the Corby Free School to all those who have applied.

### **6. Procedures where the Corby Free School is oversubscribed**

#### **6.A Year 7 Oversubscription Criteria**

Where the number of applications for admission is greater than the published admission number, applications will be considered against the criteria (and order) prescribed in paragraph 6.A.1.

After the admission of pupils with statements of Special Educational Needs where the Corby Free School is named on the statement, the criteria will be applied in the order in which they are set out below:

A.1 All children admitted under criteria a, b, c, will be required to undertake a cognitive ability test. Test Takers will be divided into 9 bands based on the results of the test, and places will be allocated to each band in proportion to national averages. Children who take the test will be given priority over children who do not

Priority to the criteria will be given in the following order:

- a. Children in public care
- b. Children with an older sibling (Appendix 1) continuing at the Free School at the time of admission of the younger child.
- c. Other children.

A.2 If the Admission Number is exceeded within criterion (b) or (c) places will be allocated at random. The random allocation will ensure that the correct proportions are allocated from each stanine. 100% of the places will be allocated to pupils from Corby.

A.3 Pupils who did not take the ability test will only be considered if there are places remaining once allocations have been made to all those who did.

A.4 "Corby" means the town of Corby and the associated villages for Corby secondary schools, as defined in the Local Authority's annual Information for Parents booklet. The associated villages are:

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Brigstock, Cottingham, East Carlton, Great Oakley, Gretton, Harringworth, Little Oakley, Lyveden, Middleton, Rockingham, Stanion and Weldon

A.5 Where the Corby Free School receives more applications for places than there are places available, a banded waiting list will operate in the year of admission. This will be maintained by the Corby Free School and it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application.

A.6 Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

### **Post 16 admission criteria (NB not open until 2017/18)**

7. The Corby Free School (with support from Brooke Weston Partnership) will publish specific criteria in relation to minimum academic entrance requirements for admission or transfer to the post-16 provision. All students (i.e. transferring and new admissions) will be expected to have met the minimum academic entry requirements for the sixth form. In advance of 2017/2018 the Corby Free School (with support from Brooke Weston Partnership) and Tresham College of FE/HE will undertake a consultation exercise to determine the academic entry requirements.

In addition to the sixth form's minimum academic entry requirements, pupils will need to satisfy minimum entrance requirements for the courses they wish to take. If either internal or external applicants fail to meet the minimum course requirements they will be given the option of pursuing any alternative courses for which they do meet the minimum academic requirements.

These academic entry requirements will be published in the Free School's prospectus and in the LA composite admissions prospectus.

The prescribed list of admission criteria will still be applicable to students who meet the attendance criteria.

When the sixth form is undersubscribed all applicants meeting the minimum academic entry requirements will be admitted.

When there are more external applicants that satisfy any academic entry requirements than the number of post-16 places available and after the admission of pupils with statements of Special Educational Needs where the Corby Free School is named on the statement, the criteria will be applied in the order in which they are set out below:

- a) Children in public care.
  - b) Children with an older or younger sibling (Appendix 1) continuing at the Corby Free School at the time of admission of the post-16 applicant child.
  - c) Other children.
8. There will be a right of appeal to an Independent Appeals Panel for internal pupils refused transfer and external applicants refused admission.

### **Operation of waiting lists**

The paragraphs below in the first instance relates to Year 7 admissions only in the opening year. Thereafter, the criteria listed below with regards to in-year admissions are only applicable to those year groups in operation as the Free School builds to capacity.

9. Subject to any provisions regarding waiting lists in the LA's co-ordinated admission scheme, the Free School will operate a waiting list for each year group. Where in any year the Corby Free School receives more applications for places than there are places available, a banded waiting list for that academic year of admission will be maintained. This will be maintained by the Corby Free School (with support from Brooke Weston Partnership) and it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application.

All 'in year' applications should be made to the LA who will then pass these names onto the Free School. For children applying for a place in year, the Free School will either offer 'wash-up' ability test or seek an alternative measure of performance (e.g. previous Head's assessment) to determine which band a child will be placed in.

10 Children's position on the waiting list will be determined solely in accordance with the oversubscription criteria set out in paragraph 6, or for Post-16 paragraph 7 above. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

### **Arrangements for Admitting Pupils to Other Year Groups, Including To Replace any Pupils who have Left the Corby Free School**

11. From 2011-2012 local authorities will co-ordinate admissions for in-year applications and for applications for year groups other than the normal point(s) of entry. This will not affect The Corby Free Schools' right to determine which applicants have priority for admission.

12. Subject to any provisions in the LA's co-ordinated admission arrangements relating to applications submitted for years other than the normal year of entry, the Corby Free School (with support from Brooke Weston Partnership) will consider all such applications and if the year group applied for has a place available, admit the child unless one of the permitted reliefs apply. If more applications are received than there are places available, the oversubscription criteria in paragraph 6 or for post-16 places, paragraph 7 shall apply. Parents whose application is turned down shall be entitled to appeal.

### **Arrangements for Admission of pupils as the Corby Free School Builds to its Full Capacity**

13. The Corby Free School will open on 1 September 2012 with a Published Admission Number relating to Year 7.

14. There will be a right of appeal to an Independent Appeal Panel for unsuccessful applicants.

## APPENDIX 1

### **Sibling Definition & other Sibling link information:**

*a. For administration purposes the Free School considers a sibling connection to relate to any of the following:*

- *A brother or sister who share the same parents;*
- *A half brother or half sister, where two children share one common parent;*
- *A step brother or step sister, where two children are related by a parent's marriage;*
- *Adopted or fostered children living in the same household under the terms of a Residence Order;*

*b. The Free School does not consider there to be a sibling connection in respect to the following:*

- *Cousins or other family relationships not included in (a.) above;*
- *Where the claimed siblings link will not be a registered pupil at the Free School at the start of the new academic year.*

*c. For the sibling link to apply, one of the siblings must be a registered pupil at the Free School, it would not be sufficient, for example, if the sibling had been a pupil in the past.*

### **d. Additional Sibling Link Information:**

*Although the definition of "Sibling" does not specify whether the Sibling should be younger or older, it should be noted that the text of the Annex provides as follows:*

- *Secondary Pupils: Sibling link only applies to pupils with an older Sibling at the Corby Free School at the time of admission;*
- *Post-16 Students: Sibling link applies to pupils with an older or younger sibling at the Corby Free School at the time of admission.*



## Section 4: Educational plan

### Curriculum & Organisation of Learning

#### 4.2a School Day, Term & Year Structure

The Corby Free School will mirror the school day, term and year structure in place at its sibling institution the highly successful Brooke Weston Academy.

This structure is different to the regular 3-term year traditionally in place at mainstream Local Authority schools. However, across Corby the 5-term year established at Brooke Weston Academy is agreed and accepted locally as normal culture and practice that delivers the very best outcomes for students. The 5-term year equates to 40 weeks of teaching which results in 200 school days per year.

#### The Free School Day

Students will arrive at the Corby Free School before 8.30 am and be ready for a prompt start to lessons at 8.35am. Those students arriving after 8.30 am will be registered as late.

The student's day will be split into 5 lessons of 1 hour and 15 minutes with 15 minutes for breakfast and 30 minutes for lunch.

The school will be open from 7.30 am daily, closing at 6.00 pm from Monday to Thursday and 4.05 pm on Friday. Those students wishing to remain after 4.05 pm for organised or self-study are expected to log in on the Free School website to register their presence in case of emergency or parental enquiry. Student supervision before 8.15 am and after 5.00 pm is informal and students are expected to behave responsibly. Those students unable to behave appropriately will be refused access during these times.

<b>The Academy Day</b>
Lesson 1: 08:35 am –10:05 am Includes 15 minute breakfast taken in rotation by different classes
Lower School Assembly / Tutor Time: 10:05 am –10:20 am
Lesson 2: 10:20 am –11:35 am
Upper School Assembly / Tutor Time: 11:35 am –11:50 am
Lesson 3: 11:50 am – 1:35 pm Includes 30 minute lunch taken in rotation by different classes
Lesson 4: 1:35 pm – 2:50 pm
Lesson 5: 2:50 pm – 4:05 pm
After 4 pm (Mon – Thu): 4:05 pm – 6:00 pm Private study time. Extra curricular activities

**Term Structure & School Year:**

Term dates for the academic year: 2012/2013

The Corby Free School will operate a five term year, holidays run for two weeks directly after a term of eight weeks. Summer holidays after term five are usually four weeks in length.

Term	Starts	Finishes	Holiday Ends
Term 1	Mon 20 Aug 2012	Fri 12 Oct 2012	Sun 28 Oct 2012
Term 2	Mon 29 Oct 2012	Fri 21 Dec 2012	Sun 6 Jan 2013
Term 3	Mon 7 Jan 2013	Fri 1 Mar 2013	Sun 17 Mar 2013
Term 4	Mon 18 Mar 2013	Fri 10 May 2013	Sun 26 May 2013
Term 5	Mon 27 May 2013	Fri 19 Jul 2013	Sun 18 Aug 2013

- 2012 Primary School transfer days July, dates to be advised
- First year of opening Year 7 Intake Start Date:
  - Monday, 3<sup>rd</sup> September 2012.
- 2 week pre-opening period for:
  - Staff induction & training
  - Building plant, ICT estate to be fully commissioned & tested.
  - School Data Management systems to be commissioned & tested.
- The above term dates do not indicate school closures due to bank holidays.

## Section 4: Educational plan

### Curriculum and organisation of learning

#### 4.2b The Educational & Curriculum Vision

##### Introduction

The purpose of this document is to outline the ethos, culture and climate for the new Free School. The Free School with support from the Brooke Weston Partnership of schools will work to establish the foundations for a highly effective school with a strong culture of achievement.

The educational vision for the Free School sets the tone for subsequent development issues. Future development plans will be encompassed by one of the five key areas of activity which will be used to generate a coherent, achievement-focused strategy for whole school improvement.

These five areas are:

- whole school ethos and pupil/student conduct;
- the quality of learning and pupil/student progress;
- the quality of teaching and curriculum planning;
- staff accountability;
- Collaboration and partnerships to provide a better service for our pupils/students, their families and the wider local community.

### **Vision Statement for Corby Free School**

- At the Corby Free School the expectations, self-esteem and confidence of pupils/students and staff will be high. (*Ethos and Conduct*)
- Learning at Corby Free School will be exciting, progressive and evidence-based. Pupils/Students will develop the personal skills necessary to meet the demands of education, employment and life. (*Learning and Progress*)
- The Corby Free School will offer a broad and relevant curriculum delivered through high quality classroom practice, personalised to the needs of individual learners and oriented towards securing high levels of achievement in the subjects included in the English Baccalaureate together with a range of technical subjects. (*Teaching and Planning*)
- The Corby Free School will continually seek to improve its services to pupils/students, their families, staff and other clients through a culture of professional accountability in all areas of its operation. (*Accountability*)
- The Corby Free School will be a collaborative learning community working together and with other organisations to provide a better service to our pupils/students, their families and the wider local community. (*Collaboration and Partnerships*)

**Corby Free School will be a place where:**

- All our “learners” make excellent progress and achieve high quality educational outcomes whilst developing a wide range of extra accomplishments matched to their talents and interests.
- Students and their families can develop the confidence to be active citizens in their community and the wider world.
- Raising educational standards in the locality and contributing to the development of the education service nationally is seen as a normal part of our work.
- Enterprise and initiative are qualities encouraged amongst all of our learners and staff.
- Innovative systems for deploying, developing and rewarding teaching and support staff alike are actively encouraged.

### **Mission Statement**

The long term aims of this vision will be achieved by:

- The design and implementation of a differentiated, curriculum which affords personalisation for all learners reflecting the underpinning values established across the Brooke Weston Partnership.
- The offer of a wider range of subjects, including vocational courses /activities and additional opportunities than most schools.
- Establishing strong connections between the curriculum and the real world of work wherever possible.
- Ensuring high levels of support and guidance are in place to allow the curriculum across the school to prepare students to take full advantage of the opportunities presented to them across the Free School.
- Generating an emphasis on the importance of doing, understanding and gaining experience.
- Equipping students with the confidence, skills, values and attitudes to succeed as individuals and citizens in a world faced with the ever-increasing pace of change.
- Recognising and developing multiple learning styles, particularly those that require greater degrees of personal organisation and self-reliance.
- Nurturing and fostering close partnerships with the wider community including local employers, HE/FE institutions, the families of students, other schools and community groups.
- Providing a diverse and wide range of lifelong learning and recreational services for the local community.
- Demanding the highest standards of presentation for students and staff alike.
- Offering all staff teachers and support staff alike a rewarding and exciting place to work with excellent opportunities for personal development, professional growth and a modern, flexible approach to employment.
- Developing the highest possible professional standards.

## Generating the Vision

### ***“Curriculum Design and a Culture of High Expectations”***

An innovative, diverse and enriching curriculum will be central to the vision for the Free School; designed and organised to be configurable to the needs of individual pupils, students and the wider community. By ensuring the educational experience delivered by the Free School builds partnerships beyond the school, the Free School will endeavour to serve families and not just children

Whilst every member of the school community will experience a broad range of subjects, there will be a particular emphasis on the skills and capabilities relevant to the English Baccalaureate together with a range of technical subjects encompassing engineering, construction and electronics. All areas of the curriculum teaching and learning will be supported by a rich ICT environment. By ensuring that such an e-rich environment facilitates e-confident and e-mature users the manipulation and utilisation of ICT to enhance the learning experience will become the ‘standard operating procedure’ at Corby Free School.

Students from the Free School will leave as confident young adults, able to communicate well both orally and in writing; able to present and argue a point of view; able to work well as team members and as team leaders; able to manage themselves and their time effectively.

On leaving they will have the skills to establish their own business, enter employment or continue into higher education well prepared and with every prospect of success.

In recognition of the anticipated educational profile of the students entering the Free School the curriculum will be designed so that on entry in Year 7 students focus on the development and reinforcement of the skills essential for further progress – literacy, numeracy and ICT. These key skills will be delivered through the medium of the subject specialisms in each Faculty. This approach will allow students to enter Key Stage 3 able to access a personal curriculum that will lead to success at the end of that key stage, fully preparing them to enter the 14-19 chapter of their education.

The high levels of personal achievement enabled by the extended working day in concert with well planned individual programmes and careful monitoring, assessment and target setting will mean that students will be better prepared to move to the 14-19 stage of their education. The National Curriculum will be followed for 14-16 year olds with a mix of vocational and academic programmes. In addition to the compulsory subjects student learning will be supplemented by an entrepreneurial programme linked to work experience. Technical subjects will be delivered on and off site in partnership with Tresham College; these courses will allow students to specialise in areas of particular interest whilst still maintaining a breadth of study and further refining their skills relevant to the ambitions of the Free School.

At 16+ there will be an A-Level academic pathway with the links with industries providing technical, craft and skills work-based experiences. The Technical pathway will offer Level 2 and 3 programmes. The full range of pathways that develop substantial progression routes have been identified. For those students whose experiences to date have been less than satisfactory, our key partner Tresham

College has significant expertise in developing Foundation Learning giving the chance for students at all levels of ability to achieve targeted success. Should an English Technical Baccalaureate develop the intention of the school will be to fully explore the options with a range of potential partners/organisations prior to incorporating it into the curriculum

In support of the 14-19 agenda, further opportunities will be available to gain 'industry standard' qualifications in a variety of areas and in particular ICT. The Free School will provide high quality learning environments which are equipped with both generic and subject specific resources to aid learning. These will include an ICT rich environment for all learning zones as an operating standard supplemented by additional resources particular to individual subject areas.

The Free School will have high expectations of everyone who works in it. All Free School 'learners' will be expected to do their best and to exploit their talents to the full. Students will wear a uniform (stage appropriate, including the sixth form). A similarly formal and professionally appropriate dress code will apply to all Free School employees who will be positive role models for students in terms of their appearance and behaviour at all times.

### **Extended Free School Services**

The extended services that will be provided by the Free School will help develop a 'learning community'. The range of provision will encompass both 'needs-driven' and 'ambition-driven' learning opportunities. The learning opportunities provided will reflect the curriculum emphasis of the Free School, but also provide additional opportunities developed in partnership with the local community. Such activities and opportunities will only be possible by building partnerships and networks beyond the school with the wider community.

The Free School will create a range of innovative opportunities to invite parents into school to engage with the Free School. This extended service provision will include a range of activities; from celebration events sharing the achievements of their children to hosting and facilitating parent support groups in partnership with external agencies. In doing so, the Free School will begin to blur the boundaries between school and the community, providing services for families not just children.

The provision of the Extended Services that the Corby Free School will offer will be coordinated and deployed by the innovative structure to the contractual arrangements of the Free School Staff.

The contractual arrangements for the staff of the Free School will mirror that of staff employed across the other schools in the Brooke Weston Partnership. All Free School staff will be employed on what has become to be described as an "Academy Contract", whereby all teaching staff have a maximum teaching contact time of 80%, 10% less than typically on offer at traditional mainstream schools. Of the 20% remaining time, 10% is allocated as PPA within the regular school day with the other 10% being used to staff the extended service time after the school day.



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Staff are invited to provide after hours/extended services during this remaining 10% of their contractual hours. In practice staff can (and as witnessed at the other schools always do) offer a wide range of opportunities which reflect their interests and those of the students. As the school builds to capacity more staff will be employed, the culture of the school will become embraced by the community thereby improving the relationship with the families of the school. It will be this creative use of the strengths of the staff employed at the Corby Free School that will generate an atmosphere and culture where the school does serve the families of the community not just the children.

## The Curriculum at CORBYP FREE SCHOOL

### Rationale

The secondary curriculum at Corby Free School will offer the full range of National Curriculum subjects with an emphasis on a range of Technical subjects encompassing: Engineering, Construction, Electronics and ICT. Technical language skills will be part of the programme at the Free School. Provision will be made for those learners that may wish to turn a programme of technical language skill into a language qualification. Through project based teaching methods additional provision will be made for Functional Maths and English alongside GCSE Maths and English. Humanities delivery will, where appropriate, be directly related to the specialist curriculum area. E.g. History of Engineering or Construction and geographical significance of the location of the relevant industry will be explored.

At Corby Free School the curriculum will take its structure from the National Qualifications Framework as set out below.

<b>ACCESS</b>	National Curriculum	Levels <1-3
<b>FOUNDATION</b>	National Curriculum	Levels - 3-5 Y7
		Levels - 4-6 Y8
		Levels - 5-7 Y9
<b>INTERMEDIATE</b>	GCSE/Vocational Level 2	Y10/Y11
<b>ADVANCED</b>	AS Level/ Vocational Level 3	Y12
	A2 Level/ Vocational Level 3+	Y13+

Individual lessons and sequences of lessons will be organised to accommodate the differing abilities of students, regardless of age, who are in the class.

The Free School will utilise a common framework for differentiation, which will ensure consistency of delivery across all subjects. All teachers will plan lessons which offer work at four levels of difficulty, whatever stage of the National Framework their lessons fall within. The differentiation levels will be known as:

- ❖ **Basic** (incorporating Access level work at all times)
- ❖ **Standard**
- ❖ **Extended**
- ❖ **Advanced**

The task(s) at each level will be criterion-referenced – either to National Curriculum level descriptors or to other course syllabi as necessary.

### **Individual Target Setting and Personal Negotiation of Courses**

At Corby Free School students will be taught in mixed ability classes and in sets based on ability. From Year 8 onwards each teaching faculty will decide how students will be organised when they are in that area. However, Year 7 students will be taught in mixed ability classes at all times.

It will be Free School policy that students will negotiate with their teachers to decide which level of work should be attempted. This element of choice will be a key feature of the Free School's commitment to promoting independent learning. It forms a fundamental part of the Free School's strategy to encourage students from Year 7 onwards to assume increasing levels of responsibility for their studies.

## **Corby Free School Curriculum Policy**

Year 7 students will follow a curriculum focussed on the key areas of literacy, numeracy, science, ICT and enterprise skills. Additional enrichment curriculum time will be used for activities such as sport and activity clubs that promote teamwork and leadership. The year 7 curriculum may take the form of a competency, thematic delivery mechanism which draws upon the pedagogic practice within the primary phase of the Free School and is also reflective of current research findings on the preferred learning styles of year 6/7 students.

All Year 7 students will receive mentor support from their form tutor and will work towards short-term personal targets in each of the key areas. The curriculum during this transition year will also provide challenge and stimulation for those students already operating at a high level across the key areas. At the end of Year 7 students will move in to Year 8 ready to access a curriculum leading to the Free Schools in-house formative assessment and perhaps some GCSE style work in Year 9. By the end of Year 9 students will be ready to move into the 14-19 chapter of their education where the Free School will offer a blend of vocational and academic courses. Such courses will be delivered on and off site in partnership with Tresham College. These will allow students to pursue their particular interests as well as the subjects included in the English Baccalaureate.

As the Corby Free School is a sibling within the Brooke Weston Partnership of schools it will be able to utilise the specialist teaching expertise from across the family of schools to ensure that the students and staff of the school are well supported to achieve success in the English Baccalaureate.

The Corby Free School is committed to providing a full range of courses within the Free School curriculum, from the most challenging academic options to the highest quality vocational courses. All students will be supported in securing work placements, training and career guidance relevant to their aspirations and abilities.

## **Corby Free School Post-16**

### **Sixth form - ethos**

Students studying in Key Stage 5 will have a corporate identity exemplified in their uniform policy, which will be formal and strictly adhered to, but will reflect the tone of the business world and so be differentiated from the secondary Free School uniform. In all other respects, they will be fully integrated with the rest of the Free School, and in addition be expected to contribute to the setting of the overall ethos through modelling exemplary attitudes, practice and behaviour. Students in the sixth form will share Free School study facilities and be included equally in the lunchtime rota, so acting as a constant presence and enhancement to the passive supervision role of adults in the Free School.

### **Sixth form - Curriculum**

A sixth form of 100 students will be established at the Free School. Courses will be matched to student needs, and an individualised guidance programme in Key Stage 4 will allow learners to make informed choices and facilitate the course design and timetabling process. All members of the sixth form will follow full time programmes; the proposed curriculum model is based upon existing qualification arrangements and outcomes. It is anticipated that the Free School will explore links with SEMTA/IMecE/IMI and other professional associations. The intention will be to offer students both existing qualifications and professional body registration. The Sixth Form offer will also include an enrichment course comprising science for life, economic awareness, sport, fitness and health, and current affairs. Wherever possible, experiences will be accredited using schemes such as CoPE or JSLA or CSLA.

### **Sixth form – organisation**

The Corby Free School will have a strong sixth form with access to courses from across the Corby based Brooke Weston Partnership schools, with stay-on rates from year 11 exceeding 80% for the number of places available, will allow for greater flexibility of provision and more efficient organisation. The overall lead will be taken by an Assistant Principal, reporting to the Principal with the autonomy to take all decisions on curriculum and care, guidance and support. Dedicated sixth form tutors, working to the assistant Principal, will each take responsibility for a number of students. Monitoring of progress, guidance and support will be on an individual basis following a fortnightly pattern. Progress tracking and reporting will flow from these regular one-to-one meetings to produce an update at least termly. Whilst Directors of Subject will be accountable for results in their subject areas, the Assistant Principal will hold accountability for standards in the sixth form as a whole, including those courses which are collaboratively delivered with Tresham Institute or other schools.

## **Corby Free School**

### **Work Related Learning at Corby Free School**

Work-based learning broadens students' experiences beyond the school. Periods of work experience are an extension of Free School studies and an important bridge between education, training and the world of work. Fostering links and developing strong partnerships with the business community through curriculum initiatives, enrichment activities and a wide variety of work experience programmes is an essential part of the Free School's role. The Enterprise and Work Related Learning Co-ordinator, together with associated staff, will strive to ensure that all students participate in quality assured work experience programmes that complement the core curriculum and are matched to the interests of students.

As a minimum, work experience placements will expose students to:

- working in a new setting which includes a variety of personnel of different ages
- working with a mentor/supervisor
- responding to an unfamiliar setting, trying new tasks and following rules – such as specific health and safety guidelines
- accepting responsibility to carry out and complete tasks under supervision
- judging whether they have sufficient skill/knowledge to complete a task without further guidance
- A very different and frequently demanding timetable.

## **Residential Visits**

Corby Free School is committed to the principle that students should have the opportunity to explore new environments and learn about other places, thereby developing a broader perspective of the world. Residential trips are intended to develop self-awareness and decision-making skills. Such opportunities for autonomy and self-reliance enhance the capacity of students to organise themselves and become independent learners. This personal development is aided without the normal constraints and imposed structures of the formal Free School setting. The intentions underlying the Free School's approach to residential experiences are:

- enhance peer group understanding
- enhance relationships with students from other year groups
- develop good working relationships between students and between staff and students
- encourage personal development by setting a series of challenges
- extend the taught curriculum in new and challenging environments

The Free School is firmly committed to equality of opportunity and will do its best to ensure all students are given opportunities to participate in day trips and residential experiences.

Experience gained across the schools in the Brooke Weston Partnership has shown that time spent away from home with other students and with members of staff is an important way of building relationships that will make the school or Academy a good place to study and work. With this in mind, alongside its sibling schools the Corby Free School will offer to the Year 7 students an opportunity to attend a residential centre for outdoor pursuits at Fairthorne Manor in Hampshire. This destination and dates for 2012 will be feature in the admission arrangements for 2012 ensuring that families are advised well in advance and information and a payment plan will be available to all students.

As the Corby Free School builds to capacity additional opportunities will be made available to students, the arrangements for which will be published well in advance ensuring that families are advised of the information and payment plans are available to all students.

### **Multi-Agency Collaboration**

The Corby Free School wishes to become part of the educational landscape of Corby and Northamptonshire and will work with all relevant agencies to achieve this, particularly with primary schools. Working with a number of primaries will be a challenge and the Corby Free School will ensure that each primary has a named contact person at the school and is fully involved in preparation for pupil transfer. The Corby Free School will investigate ways in which teachers and support staff can work across Key Stages 2 and 3 in order to maintain continuity and coherence for particularly vulnerable pupils.

In addition to primaries, the school will aim to build strong links with Northamptonshire County Council, Corby Borough Council, local residents, businesses, voluntary organisations and other educational institutions. The Corby Free School as part of the Brooke Weston Partnership and its direct links with Tresham will be well placed to develop these networks.

The Corby Free School will be outward facing and welcoming to all agencies who contribute to the achievements and wellbeing of young people in Corby. Links will be sought with representatives from the Health sector, Youth Services and agencies providing support for pupils with Special Educational Needs in order to deliver key outcomes related to academic progress, health and wellbeing.

The direct partnership with Tresham College will provide an umbilical link for the school with Higher Education (HE). It will further seek to partner actively with other HE institutions with three core goals in mind:

- (1) To encourage students to apply to universities (for example, by using undergraduates as buddies or mentors) and to facilitate smooth transition from the school to university
- (2) To use the academic expertise, research evidence base and wider resources of universities to develop a range of innovative pedagogical techniques.
- (3) To provide opportunities for continuous professional development for the school's staff, enabling them to participate in university-sponsored subject focus groups and engage in accredited research.



## Section 4: Educational plan

### Curriculum and Organisation of Learning

#### 4.2c Curriculum Model:

The curriculum model shown below displays a viable curriculum plan with an appropriate focus on core areas of learning. This includes but is not limited to the core subjects of English, mathematics, science, and a regard for supporting young people to achieve the English Baccalaureate as indicated by a commitment to support the learning of a modern foreign language and humanities\*. As referenced within the curriculum vision and ethos of the school, the curriculum will have an emphasis on Technical skills and qualifications, as such, Music & Drama will not be offered at KS4.

#### Corby Free School

Subject	Weekly Period Allocation					KS5 Options: x2 L3 Academic Subjects from:	
	Yr7	Yr8	Yr9	Yr10	Yr11	Y12	Y13
English	4	4	4	4	4	4	4
Maths	4	4	4	4	4	4	4
Science	4	4	4	4*	4*	4*	4*
MFL	2	2	2	2	2		
Humanities	1	2	2	2*	2*		
PE	2	2	2	2	2		
Art	1	1	1				
Music/Drama	1	1	1				
Technology	2	2	2				
IT	2	2	2	2	2		
Literacy	2	1	1				
<b>KS4 Options</b>	<b>One subject from:</b>					<b>1 Technical subject (L3) from:</b>	
	<b>Engineering</b>			5	5	4	4
	<b>Construction</b>			5	5	4	4
	<b>Electronics &amp; IT</b>			5	5	4	4
	<b>Motor Vehicle Eng.</b>			5	5		
	<b>Art &amp; DT</b>			5	5		
	<b>Options total</b>			<b>5</b>	<b>5</b>		
<b>Total Periods per wk</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>16</b>	<b>16</b>

## CORBY FREE SCHOOL

The KS4/5 Technical options will be delivered in the majority by specialist staff from Tresham College, utilising the specialist facilities at the Corby campus.

It is expected that at KS4 the suite of courses available within the options list will include qualifications at both Level 1 and Level 2, however the aspiration will be that the offer is predominately at level 2. The final offer however, will be matched to student targets following three years of study at the school.

Subject Disaggregation\*:

Science and Humanities subjects will include the specialist disciplines of:

- Science: Physics, Chemistry & Biology
- Humanities: Geography & History.

## Section 4: Educational plan

### 4.2d Curriculum and organisation of learning – Special Educational Needs

#### Corby Free School SEN & Curriculum

##### Rationale

The Free School will be an inclusive school which provides opportunities for success for all its students whatever their prior achievement. The Free School curriculum is designed to offer effective learning experiences that reflect the wide variety of learning styles and needs of all students. Learning tasks will be varied and differentiated in order to meet the needs of students from across the whole spectrum of ability and learning styles.

The provision of Special Education Needs support at Corby Free School will be further supported by the sibling institution Corby Business Academy with a Designated Special Provision Unit. The SEN Co-ordinator together with the SEN support team will take a role providing support and guidance to the Corby Free School across the respective key stages as the Free School builds to capacity. The Free School will have a dedicated SEN Co-ordinator. That member of staff will work to the direction of the Vice-Principal Inclusion & Welfare. All parties concerned will have regular contact to ensure consistency of approach and co-ordinate strategy.

The Free School's aim is to enable all students, including those with SEN, to experience positive and enhanced self-esteem, and to make tangible and sustainable improvements to their levels of achievement across the curriculum.

Corby Free School will have due regard to the requirements of the SEN Code of Practice (as set out in SEN Policy), and will seek to promote best practice with regard to SEN and Inclusion.

Learning tasks will be varied and fully differentiated in order to meet the needs of students from across the whole spectrum of ability and learning styles. Our aim is to enable all students, including those with SEN, to develop confidence in their abilities and realise individual potential, and to make tangible and sustainable improvements to their levels of achievement across the curriculum. As far as possible the learning of students with SEN will be sustained within a normal mainstream classroom environment, along with the full range of opportunities available to the main student/pupil body. All students/pupils with SEN will be members of tutor groups/classes alongside the main student/pupil population. Where students require specialist teaching programmes or environments such children with SEN will receive additional teaching and learning support through systems of differentiation and intervention strategies (e.g. specific programmes details of which will be available.) This will be provided via close support and the utilisation of specialist teaching from other Brooke Weston Partnership schools, in particular with Corby Business Academy.

Students with special and/or additional needs will be taught where possible alongside and as part of the main population of students in normal classroom environments. Such students will receive additional support and help including specially adapted learning resources where necessary. Their special needs will be logged and monitored in accordance with the Free School's broad policy on student monitoring, assessment and student care. Where situations exist where an integrated approach alongside mainstream is not feasible or best suited to the individual alternative solutions will be explored. In the bulk, such specialist support will be provided through the utilisation of specialist teaching from other Brooke Weston Partnership schools, in particular with Corby Business Academy.

Students who are in possession of statements of SEN will have an individually designed Individual Learning Plan (ILP)/Individual Education Plan (IEP) which will specify their learning goals and a learning programme. ILPs/IEPs will be reviewed by the SEN co-ordinator as and when deemed necessary depending on each student's individual needs. This process of review will include parents and tutors/class teachers.

Where, in the professional opinion of the Vice Principal i/c Inclusion & Welfare in liaison with the SEN Co-ordinator, additional learning support is required this will be provided in the classroom by trained learning support assistants acting on advice from teachers and other professionals (e.g. educational psychologists, speech and language therapists etc.). Student progress will be monitored by the Free School SEN Co-ordinator who will liaise with parents, students themselves whenever possible, external agencies and Free School staff to ensure that such students are making good progress. The Free School Vice-Principal i/c Inclusion & Welfare will oversee all SEN provision within the school and line manage their respective SEN Co-ordinator responsible for the work of Teaching Assistants. Where good progress is sustained it will be the Free School's policy to propose that the statement ceases and the necessary support be sustained through the Free School's wider programme of support for students with special and/or additional needs.

### **The role of the tutor of students with Special Educational Needs**

As far as possible, all students and pupils will participate in the life of the tutor group or class inside and outside the Free School. Tutors of students with severe needs will receive appropriate support and training to enable them to work effectively with their tutees. The tutor will be a central figure within the Free School's pastoral structure and will work closely with SEN support services. All students will be encouraged to identify with their tutor group and their peers and to form a close relationship with their tutor.

### **Liaison with Stakeholders**

Behind the SEN Policy will sit a number of documents regarding SEN and inclusion procedures and practices, and these will be developed in collaboration with relevant stakeholders including students, parents, teachers, learning support assistants, professionals from education, health and social services, and other community representatives. This aspect of the provision includes such elements as 'joint agency working' and annual reviews etc.

## **Gifted & Talented**

The Corby Free School as part of the Brooke Weston Partnership of schools will have direct access to the wide range opportunities provided by its sibling schools. Brooke Weston Academy, in partnership with other Corby and Kettering schools, organises master-classes in mathematics, ICT, science, English, dance, humanities, art and technology. The Corby Free School will consult with the stakeholders to ensure that the offer from Corby Free School compliments and enhances this provision. The existing Master-classes are available to students who attend maintained schools in the Corby and Kettering areas and who will be in Years 5 and 6, or years 7, 8, and 9 in the school year 2012/2013. The addition of the Free School will widen the choices and opportunities for its students and also for those from across Corby and Kettering.

The main objectives of the Master-classes are to stimulate and challenge gifted and talented students in the identified subjects.

This will be achieved by:

- giving students the opportunity to work at a high level in these subjects;
- providing inspirational learning opportunities, designed to promote high achievement and maintain enthusiasm;
- providing students with the opportunity to work with a group of like minded peers;
- encouraging students to become independent learners;
- introducing students to areas of these subjects that they would not normally encounter in schools.

Currently all of the Master-classes take place at Brooke Weston Academy on Saturday mornings starting at 9:00am and finishing at 11:00am for primary students and starting at 11:15am and finishing at 1:15pm for secondary students. It is expected that in partnership with Tresham College the Master-class offer from Corby Free School reflects the curriculum emphasis and utilises the specialist Technical and Vocational accommodation and resources at the new Tresham College Campus.

## Section 4: Educational plan Curriculum and Organisation of Learning

### 4.3 Organisation of Students

The organisation of students at the Corby Free School will be structured around three operational dimensions:

1. Pastoral
2. Academic (regular lessons)
3. Extra-curricular

#### **1. Student Care & Welfare (Pastoral)**

Students make better progress, both emotionally and intellectually when they are cared for as individuals. The Corby Free School will operate a system of pastoral care that places students at the centre of its operation and emphasis.

Fundamental to this system is the role of the tutor who will act as an advocate for the students in their care and ensure that the students' interests and entitlements are protected within the Corby Free School.

The Corby Free School believes that the tutor should also provide counsel and guidance to each individual student. This key relationship will be developed further through residentials, trips, visits and other group activities.

Students are cared for as individuals within relatively small tutor groups of 25. A tutor will be allocated to be an advocate on behalf of the students in a particular group. The tutor groups will be organised around a traditional year group model.

The tutor will ensure that the students' interests and entitlements are protected within the Corby Free School. The tutor, in principle, remains with the tutor group throughout the seven years of Corby Free School education.

The tutor will be the main agent for parental communication in the Corby Free School. The Vice Principal with responsibility for Student Care will co-ordinate student care activities in the Corby Free School.

#### **The principles behind this statement.**

The Corby Free School is committed to placing the student at the centre of all its operations. The Corby Free School believes that student care is integral to the success of students and that students will reach their full potential if they are actively encouraged to achieve their best.

The relationship between the tutor and the student is pivotal in securing the general academic and social well being of the students. The tutor will act as a role model reinforcing the Corby Free School's ethos, be an advocate for the student and generally build a caring relationship with students focussed on individual need.

In the first instance, if any member of staff has a concern about any aspect of the student's welfare this should be immediately referred to the student's tutor.

Where necessary serious and on-going issues will be referred to the Vice Principal with responsibility for Student Care.

## **2. Organisation of Students (Academic)**

### **Curriculum Delivery and Organisation of Students:**

The Corby Free School will offer the full range of National Curriculum subjects with an emphasis on subjects included in English Baccalaureate. This will be enhanced by the provision of a range of subject choices and activities which add breadth to the curriculum, underpinned by access to high quality technical, skills and craft based subjects. (Full details of which will be developed and provided in the Corby Free School prospectus.)

The Corby Free School will provide a differentiated curriculum in which the teaching and assessment is organised to accommodate the differing abilities of the students who will work at one of 4 levels. At Key Stage 3 these levels will be Basic, Standard, Extended and Advanced. At Key Stage 4 and Post 16 the lessons will be delivered at a range of levels appropriate to the qualifications being studied and which will be cross referenced to the relevant examination grade criteria as outlined in the Corby Free School's policy on assessment.

The differentiated curriculum will enable teaching to take place in mixed ability groups or, in some subjects, groups which will be set according to ability. The structure of the learning groups will follow a traditional year based system with a maximum group size of 25 students. Individualised student target data will support this personalisation with a strong focus on aspirational targets. In each case, students will be stretched to achieve to the best of their capabilities and beyond by work.

The Corby Free School is committed to providing as much flexibility and choice to facilitate individual pathways and personalising learning within the context of organisational structures and available resources.

### **The principles behind this statement**

The Corby Free School is committed to providing a broad and balanced curriculum which promotes the full range of learning, thinking and life skills.

The Corby Free School will maintain a high quality learning environment which supports the differentiated curriculum and personalised learning at all key stages.

### **Timetable arrangements**

*NB in the 'Start-up' period the timetable will grow as the school expands the provision across the year groups in line with the expansion model set out in the "Section 2 Outline of the School."*

*The details below refer to the Corby Free School developed position on expansion to capacity.*

## CORBY FREE SCHOOL

Teaching groups will be organised in a whole year subject arrangement, 'blocking'. Subject Heads will be expected to organise their teaching groups, staffing and resources in an independent way which is consistent with the Corby Free School's policy on the curriculum and its delivery.

A senior member of staff will be designated as the individual responsible for constructing the Corby Free School timetable by the Principal. The timetabler will consult with the Principal and Heads of Department in the construction of the outline timetable. Planning of the outline timetable requires the following organisational issues to be settled in consultation during Term 4.

- Pattern of subjects offered to students at Key Stage 4 options.
- Pattern of subjects offered to students for Post 16 options.
- Levels of staffing will be determined by Principal and Governors based upon the range of subjects offered by Departments at Key Stage 3, 4 and Post 16.

In discussion with the Principal, the timetabler will produce an outline Corby Free School timetable based upon projected student numbers, staffing, the upper school options patterns and other known factors (i.e. limitations of locations).

Subject Heads will be provided with the outline timetable and pertinent information about staff, locations, tutor groups and learning groups. Individual departmental timetables will then be produced by Subject Heads and returned to the timetabler during Term 5. Following the resolution of any anomalies by the timetabler an interim timetable will be issued to Subject Heads.

Further modifications may be made to the timetable at the beginning of September in the light of actual Post 16 numbers in Year 12 and the combination of option subjects chosen by Year 12 students.

All staff and students will be issued with a personalised individual timetable at the start of the academic year and at subsequent points in the year if revisions are required as a result of staffing or room changes.

### **3. Extra-Curricular**

In line with the structure of the school day and the ethos of the school, "*post - 16:05*" sessions will be available to all students. In the first instance the activities offered will not be restricted by age, gender or ability, however, as the school builds to capacity there may be the requirement to restrict access by either age or gender. This will typically only apply to activities of a sporting nature involving inter-school or intra-school competition or if there is a clear advantage and benefit to the participants enjoyment/safety whilst participating in the activity.



## Section 4: Educational plan

### 4.4 Pupil Development and Achievement

It is the expectation of the joint sponsors of the Corby Free School that that this new school for Corby will be an 'Outstanding School'. As such, the Corby Free School will use the OfSTED evaluation schedule as a benchmark against which to set the definitions and measurement parameters of success for both the whole school and the students.

#### Areas of Success for the Corby Free School

Listed below are the areas of school and student performance against which the success of the Corby Free School will be judged and evaluated.

**1. Overall effectiveness: how good is the Corby Free School?**

- a. Outcomes for individuals and groups of students
- b. The school's capacity for sustained improvement

**2. Outcomes: how well are students doing taking account of any variation?**

- a. Students' achievement and the extent to which they enjoy their learning  
Taking into account:

- students' attainment
- the quality of students' learning and their progress
- the quality of learning for students with special educational needs and/or disabilities and their progress.
- The extent to which students feel safe
- Students' behaviour
- The extent to which students adopt healthy lifestyles
- The extent to which students contribute to the school and wider community
- The extent to which students develop workplace and other skills that will contribute to their future economic well-being
- students' attendance
- The extent of students' spiritual, moral, social and cultural development

**3. How effective is the provision?**

- a. The quality of teaching

Taking into account:

- the use of assessment to support learning
- The extent to which the curriculum meets students' needs, including, where relevant, through partnerships
- The effectiveness of care, guidance and support

**4. How effective are leadership and management?**

- a. The effectiveness of leadership and management in embedding ambition and driving improvement

Taking into account:

- the leadership and management of teaching and learning.
- The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met.
- The effectiveness of the school's engagement with parents and carers.
- The effectiveness of partnerships in promoting learning and well-being
- The effectiveness with which the school promotes equal opportunity and tackles discrimination.
- The effectiveness of safeguarding procedures.
- The effectiveness with which the school promotes community cohesion.
- The effectiveness with which the school deploys resources to achieve value for money

#### **5. How effective is the sixth form?**

a. Overall effectiveness

Taking into account:

- outcomes for students in the sixth form
- the quality of provision in the sixth form
- leadership and management of the sixth form.

#### **Measurement of Success**

As previously stated the expectation is that the Corby Free School will be an 'Outstanding School'. To effectively measure the success/performance of the school against this expectation, the Corby Free School will use the OfSTED evaluation schedule of 'Outstanding' judgements. Thereby evaluating and measuring the level of success and the rate of progress the Corby Free School is making toward that expectation. A sample of the measurement judgements are listed below (areas 2-4 from the above). These judgements and the accompanying descriptions have undergone minor editing to reflect their application to the Free School performance measurement process. The Corby Free School will use this evaluation schedule alongside the traditional School Evaluation Form to report performance. The full schedule is available for review at:

<http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Evaluation-schedule-of-judgements-for-schools-inspected-under-section-five-of-the-Education-Act-2005-from-September-2009>

## **2. Student Outcomes:**

Student outcomes will be analysed and evaluated with reference to the intake profile of the school. It will be important in order to take into account contextual information to make reference to the admissions policy: 'in the event of the school being oversubscribed, the Corby Free School will admit students in line with a national average', (Please refer to Section 4.1 Admissions).

### **a. Attainment:**

The Corby Free School will use a range of indicators to predict, set targets and measure student attainment. As the school builds to capacity and beyond it will aspire to display a large majority of attainment indicators for the final key stage that are significantly above average as indicated in RAISEonline. Using other data and the students' current work will indicate that attainment is high. Students' attainment in the subjects included in the English Baccalaureate will be significantly above average.

100% of students in Year 10 will begin reading the subjects included in the English Baccalaureate. The student attainment in the subjects included in the English Baccalaureate will be significantly above average, we anticipate a success rate of at least 60% achieving the English Baccalaureate.

All students will achieve success in level 2 qualifications including English, Maths and an appropriate Technical/Vocational subject.

### **b. Student Learning & Progress**

The students at the Corby Free School will display and acquire knowledge, develop understanding and learn and practise skills exceptionally well. Students will demonstrate excellent concentration and are rarely off task, even in extended periods without direction from an adult. They will have developed resilience when tackling challenging activities in a range of subjects. Their keenness and commitment to succeed in all aspects of school life and ability to grasp opportunities to extend and improve their learning will be exceptional. Progress will be at least good in each key stage, key subjects and for different groups and will be exemplary in some.

### **c. Students' achievement and the extent to which they enjoy their learning:**

At the Corby Free School student achievement will be outstanding when the attainment is above average or high and learning and progress are outstanding or attainment is high and learning and progress are good.

### **d. The extent to which students feel safe**

At the Corby Free School Students will have an excellent understanding about what constitutes unsafe situations. They will maintain a well-tuned perspective on their

own safety and that of others. Students will say they feel safe at school at all times. Parents and carers will strongly agree that the school keeps students safe. Groups representing the range of students are entirely confident that issues they raise will be dealt with promptly and effectively by the school.

**e. Students' behaviour:**

At the Corby Free School Students' will consistently display thoughtful behaviour. This standard of behaviour and conduct will contribute significantly to their successful learning and will create an extremely positive school ethos. Students will be are highly considerate and very supportive of each other in lessons. Behaviour for all groups around the school will be exemplary and students will encourage others to conduct themselves well.

**f. The extent to which students adopt healthy lifestyles:**

At the Corby Free School almost all groups of students show a great deal of knowledge and understanding of the factors affecting many aspects of their physical and mental health and emotional well-being. Many students will have adopted healthy lifestyles. Many groups, including those most at risk, will display a keen to take action to improve their health and enthusiastically take up activities to do so. A wide range of students will respond positively to the school's health promotion strategies and will themselves be ambassadors for health promotion when talking to others.

**g. The extent to which students contribute to the school and wider community:**

At the Corby Free School Students will be very proud of and committed to their school community. This will be demonstrated by their enthusiastic promotion of a broad range of activities to improve the school and the wider community. Most groups of students will be represented in taking on responsibilities. Students from a wide range of groups will have a strong voice in decisions relating to their learning and well-being. The students' involvement in the school and their interaction in the wider community will be substantial and highly valued.

**h. Students' attendance:**

At the Corby Free School overall attendance will be high, in excess of 95%. Attendance will be consistently high for all groups of students

**i. The extent to which students develop workplace and other skills that will contribute to their future economic well-being**

At the Corby Free School the students' application of their basic skills across many areas of school life will be innovative and highly effective. They will have a wide range of well-honed skills that are highly relevant to their next phase of their life in education, training, employment or other constructive activity. They will be aspirational, know precisely what they need to do and are determined to succeed. Students' attendance will be at least above average and their punctuality exemplary.

**j. The extent of students' spiritual, moral, social and cultural development**

At the Corby Free School Students will be able to think deeply about their own and others' experiences and try to relate them to a clear set of personal values. They will have a keen interest in ethical issues, act in a principled manner and understand the importance of reassessing values in the light of experience. The students will resolve conflicts intelligently and seek consensus while accepting the right of others to hold different opinions and beliefs. They will have a very good insight, based on first-hand experience, into similarities and differences between their own and others' cultures and how these are constantly changing. They will be open to new ideas, appreciate cultural diversity and challenge racism.

**3. Provision**

**a. The quality of teaching and the use of assessment to support learning:**

The Teaching at the Corby Free School will be at least good and much will be outstanding, with the result that the students will make exceptional progress. The school will be highly effective in inspiring students and ensuring that they learn extremely well. Teachers will display excellent subject knowledge which will be applied consistently to challenge and inspire students. The Resources, including new technology, will make a marked contribution to the quality of learning, as will the precisely targeted support when required. Teachers will be acutely aware of their students' capabilities and of their prior learning and understanding, and will plan very effectively to build on these. The Marking and dialogue between teachers (& other adults when required) and students will be consistently of a very high quality. Students will understand in detail how to improve their work and will be consistently supported in doing so. Teachers will systematically and effectively check students' understanding throughout lessons, anticipating where they may need to intervene and doing so will make striking impact on the quality of learning.

**b. The extent to which the curriculum meets students' needs, including, where relevant, through partnerships:**

The school's curriculum will provide memorable experiences and rich opportunities for high-quality learning and wider personal development and well-being. The school will in partnership with its sibling schools are at the forefront of successful, innovative curriculum design in some areas. The curriculum with overall breadth and balance will provide students with their full entitlement and will be customised to meet the changing needs of individuals and groups. There will be highly tailored programmes for a wide range of students with different needs. Cross-curricular provision, including literacy, numeracy and ICT, will be outstanding and with nothing less than good. As a result, all groups of students will benefit from a highly coherent and relevant curriculum which will promote outstanding outcomes.

**c. The effectiveness of care, guidance and support:**

The Corby Free School will have Very well-targeted support for all students enabling them to make the best of the opportunities provided by the school. Excellent

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attention will be given to all aspects of care, guidance and support. As a small school Students will be known as individuals and have high levels of confidence in the school's ability to advise them effectively. The school's work with families, children and a range of agencies to sustain the learning, development and well-being of individual students facing challenging circumstances will be deeply embedded at all levels.

#### **4. Leadership & Management:**

##### **a. The effectiveness of leadership and management in embedding ambition and driving improvement and the leadership and management of teaching:**

Working under the guidance of the Brooke Weston Partnership Executive Principal the Corby Free School will be able to benefit from the collective expertise, support and challenge that the current Partnership Principals share. The senior leadership team and the other leaders of the Corby Free School will conspicuously inspire the school community to share a strong sense of purpose which will involve work towards meeting or sustaining ambitious targets for all students. As such Morale will be very high and belief in the school's success runs through all levels of staff. Rigorous and extensive monitoring, searching analysis and self-challenge will enable the school, together with its significant partners, to devise exceptionally well-focused plans. Actions taken by the school and, where relevant, its partners will be implemented with precision and managed thoroughly. As a result, the quality of teaching will be at least good and leaders and managers at all levels will take highly effective steps to drive up the quality of teaching still further. Consequently, outcomes in achievement and well-being for most students will be good, and for some exceptionally high.

##### **b. The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met:**

Governors of the Corby Free School will make an exceptional contribution to the work and direction of the school. They will have high levels of insight and will be extremely well organised and thorough in their approach. They will be vigorous in ensuring that all students and staff are safe. In discharging their statutory responsibilities, they will demonstrate very robust systems for evaluating the effectiveness of their implementation, keeping the work of the school under review and acting upon their findings. Governors will be innovative, flexible and adapt to new ideas quickly, supporting the work of the staff in improving outcomes for all students. They will be confident in providing high levels of professional challenge to hold the school to account. Governors will engage very effectively with parents, students and the staff as a whole and will be well informed about users' views of the school. They will use these views to inform strategic priorities for development.

##### **c. The effectiveness of the school's engagement with parents and carers:**

The Corby Free School will have a highly positive relationship with all groups of parents and carers, particularly those groups of parents and carers who might traditionally find working with the school difficult. Parents and carers will be involved in decision-making on key matters through well-established consultation process. Parents and carers will be exceptionally well informed about all aspects of their own children's achievement, well-being and development. The school will provide tailored guidance and information about precise ways parents and carers can support their children's learning across a wide range of subjects. All groups of parents and carers will be able to communicate with the school through a wide range of media.

Consistent and productive partnerships will ensure that parents and carers are strongly engaged with their children's learning and the school's work. The school's systems for keeping parents informed about aspects of its work will ensure that parents and carers have coordinated, up-to-date, accurate and timely information.

**d. The effectiveness of partnerships in promoting learning and well-being:**

The Corby Free School will be highly committed to working in partnership and will participate fully and actively in developing, implementing and taking a leading role in a range of significant activities. These activities themselves, and/or the resulting improvements in the school's provision and leadership and management, will make a consistently excellent contribution to students' good and often outstanding achievement and well-being. Partnership activity will provide excellent value for money because it benefits students in aspects and in ways which could not be provided otherwise.

**e. The effectiveness with which the school promotes equal opportunity and tackles discrimination:**

The Corby Free School will place the promotion of equality of opportunity at the heart of all of its work and its aspirations will be understood and acted upon consistently at all levels. Consequently, the outcomes for students and their experience will be positive and any unevenness between different groups will be minimal. Monitoring and evaluation will be sophisticated and highly influential in maintaining and improving the school's effectiveness. There will be no evidence of discrimination and where there has been any evidence of inequality this will be tackled exceptionally well.

**f. The effectiveness of safeguarding procedures:**

The Corby Free School working alongside its sibling schools in the Brooke Weston Partnership will share in high-quality practice, ensuring, for example, that its procedures are constantly updated to reflect developing technologies. The school will develop an excellent quality assurance and risk assessment systems which are routinely informed by students' and parents' views, including those who may have barriers to communication. There will be a comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom receive regular training on safeguarding, in particular child protection. As a result, a realistic and proportionate approach to safety and safeguarding will permeate all aspects of the school's life. The collaborative work the school undertakes with other key agencies will be exemplary

**g. The effectiveness with which the school promotes community cohesion:**

The Corby Free School will act vigorously and successfully, using information from an incisive analysis of its religious, ethnic and socio-economic context at local and national levels to focus its contribution to community cohesion. The school will evaluate its work rigorously in order to build and develop its practice. The school's actions will have a markedly beneficial impact on community cohesion within its local



community and beyond. The school community will be highly cohesive and the students will have a strong understanding of what is required to maintain this state.

**h. The effectiveness with which the school deploys resources to achieve value for money:**

Outcomes for individuals and groups of students will be outstanding. Through close support from the Brooke Weston Partnership the use or management of resources will be tightly monitored against value for money and the subsequent impact on outcomes for students.

## Section 4:

### 4.4 Pupil Development & Achievement:

The sections below detail how the processes and protocols that the success judgements listed above will be delivered by the Corby Free School. It should be noted that at this stage (prior to the appointment of the Principal Designate) the following statements are the basis upon which the Corby Free School will develop.

#### **Curriculum & Assessment Statement**

The Corby Free School believes that proper assessment of a student's achievements is crucial to effective learning and that it should be well planned, regular, accurate and undertaken in a variety of forms.

#### **The principles behind the statement**

The Corby Free School believes that lesson planning should be assessment driven so that it is central to every lesson. Students have a right therefore to expect regular, constructive and target driven feedback.

Assessment criteria should be clearly presented and relate to transparent, differentiated, student friendly targets. The assessment process should be a positive and purposeful experience which whenever possible involves the student.

A range of strategies should be used to ensure that assessment is diverse in nature, identifying and addressing individual needs. When grades are awarded they should be in line with the whole Corby Free School reporting framework.

Any outcomes of assessment should be accurately recorded and used to sustain motivation and encourage progression.

Students will have the opportunity to be regularly involved with their own assessment. It should be clear to them what they have to learn and what they are required to do to demonstrate that they have been successful. Where appropriate, students should be involved with the recording of their achievements. Faculty planning of the curriculum will indicate opportunities for assessment which are built in during the whole of the learning process.

At Key Stage 3 a differentiated curriculum will operate, in which students are given learning opportunities in the categories of Basic, Standard, Extended and Advanced work. These levels will be matched against National Curriculum and will be used to give students and parents an indication of how students are achieving compared with others in their year group and nationally.

Departments need to keep records on individual students. These should record both the work covered and the achievements of the students against the planned programmes of study.

Assessment should not be seen as a separate activity necessarily requiring the use of extra tasks or tests, although these may be helpful.

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Parents will be informed in advance of the programmes of study that their children will follow, the assessments that they will take and the achievements that they demonstrate.

Assessment has many purposes and a particular assessment may fulfil more than one purpose. The key purposes are:

### Formative assessment

- Assessment is an integral part of the learning process.
- It enables teachers to gauge how well students have learnt work so that future work can be effectively planned.
- It should enable specific shortfalls in students learning to be identified and remedied.
- It provides feedback to students so that they can be aware of their successes and be actively involved in their own learning.

### Summative assessment

- Assessment contributes to a record of what students have achieved that can be given to students, parents, employers and teachers.
- It provides the basis for the Teacher Assessment component in the National Curriculum and for determining levels of entry for, GCSEs and other external examinations.
- It provides the opportunity to inform students of their successes and achievements in all aspects of their work.
- It provides one measure of how successful the Corby Free School is in providing an appropriate curriculum for all students.

Assessments provide one measure of how successful the Corby Free School is in providing an appropriate curriculum for all students.

## Procedures

Each department will have an assessment policy that subscribes to the Corby Free School's assessment policy outlined above and which conforms to these guidelines. It should provide all those in the department, line managers and inspectors with clear information as to how assessment takes place within the department.

When departments plan the curriculum for their subject, opportunities for assessment should be built in during the whole of the learning process. The Corby Free School offers a differentiated curriculum with learning opportunities being provided in the categories of **BASIC**, **STANDARD** and **EXTENDED**. In exceptional circumstances work may be provided at an **ADVANCED** level. These levels provide students and parents with an indication of how students are achieving compared with others in their year group and nationally.

At the start of the year, work should cover the lower end of the range moving towards the upper end at the end of the year. The overall level on a report should reflect both the work covered and the work understood through assessment.

The contexts in which assessment may take place are many and varied. They may include:

- written work
- practical work
- ICT based activities
- oral work
- mental work
- discussion with student

The type of assessment will depend on both the learning being assessed and the circumstances under which the assessment takes place and may include:

- informal and informal observation
- practical assessment of an end project
- informal and formal oral assessment
- closed or open written assessment
- presentation of photographic evidence of work
- witness statements

If the assessment is of a short term diagnostic, formative or feedback type, where action is taken immediately, recording of the assessment may not be necessary. In other circumstances the recording of assessment should be such that it:

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- is appropriate for the purpose
- is appropriate for the recording of achievement against the National Curriculum
- supports the learning rather than detracts from it
- is consistent between individuals in a group and between groups
- is easily understood by those receiving the records
- is not excessively bureaucratic

Departments need to keep records on individual students. These should record both the work covered and the student's achievement against the planned programmes of study.

All departments will have a departmental assessment policy which is based on the Corby Free School policy of assessment and which will be kept in the departmental handbook. This must be reviewed at least once a year, and where necessary amended.

Subject Heads are responsible for the production of the assessments, either personally or through delegation, and will ensure that all elements of the programme of study for that term are covered. It is also important that assessments address all facets of learning are covered, though not necessarily within each assessment.

Assessments will be linked to programmes of study for each term and to National Curriculum requirements. Students will be informed of the criteria to be assessed during the term, the form that the assessments will take, when they will take place, the use of the assessments and how they will be reported.

### Recording of assessments.

Subject Heads will ensure that the results of assessments are recorded and held centrally and by the teacher for their current teaching groups. Subject Heads will ensure that the records kept show progress against the National Curriculum, where applicable. At key stage 4 this may refer to syllabus requirements, which in turn relate to the National Curriculum. Post 16 records should indicate the current level of achievement in line with the Corby Free School Post 16 assessment procedure.

### Standardisation of assessments

At the beginning of each term Subject Heads will be responsible for ensuring that there is an adequate level of consistency in any assessments produced. They will ensure that all members of the department are familiar with the assessments to be used during the term.

After assessments have taken place Subject Heads will be responsible for ensuring that students' responses are moderated so that the assessments are consistent between students and teaching groups.

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It is also the responsibility of the Subject Head to ensure that consistent and appropriate reporting levels are achieved within the department and that individual levels are in line with any grouping arrangements.

## **Post 16 assessment**

Each department should have a Post 16 assessment policy in line with the Free School's assessment policy and which conforms to these guidelines. It should provide all those in the department, line managers and inspectors with clear information as to how assessment will take place for sixth form students.

In addition to the purposes given earlier, assessment during the two years of the sixth form should help students to prepare for external examinations and assessments which lead to qualifications at Level 3.

Students should have the opportunity to be regularly involved with their own assessment. It should be clear to them what they have to learn and what they are required to do to demonstrate that they are successful. The aim is to produce autonomous learners.

Assessment strategies at Post 16 may differ from those used in Key Stages 3 and 4. Formal assessment may be made less frequently, but will usually be in much greater depth. It is expected that students should receive formal, in-depth feedback at least once every two weeks. This may take the form of:

- the return of carefully marked and graded coursework
- the written record of a detailed tutorial relating to progress on course or
- project work
- the outcome of a formal assessment activity

To provide effective feedback, marked work should usually be returned within one working week. The time for the return of marked and graded completed project work may be longer, but should never exceed three weeks.

The overall level given on a post-16 student academic progress report should be based upon a number of regular assessments.

Recognising that one of the aims of post 16 education is to produce self motivated students who are in charge of their own learning, departments need to ensure that students understand the information required to enable them to know what they need to learn; how the department has planned to provide for that learning (may be through programmes of study); details of the assessment arrangements.

Despite the key role of the student, departments need to keep careful records on individual students. These should record both the work covered and the student's achievements against planned programmes of study. They should provide a clear written record of the student's progress and likely level of achievement.

## **Pupil Development & Achievement**

### **Reporting and Target Setting Statement**

The Corby Free School will have a thorough but simple progress review system which will be at the heart of its operation and will fully engage students as partners in the process. There will be a range of statistical evidence available to help Vice Principals, Subject Heads, teachers and Personal Tutors to assess and improve the service they offer to help each student improve academically.

### **The principles behind this policy**

Data must be used intelligently at all times and will always need a strong degree of professional interpretation. The analogy of a doctor looking at a patient's test results is helpful: the doctor will interpret the results in the light of their own previous experience, what they know about the patient concerned and how reliable they believe the testing process to be. If they are unsure or in doubt about the data, they will seek speak again with their patients and/or seek another opinion from a more experienced colleague before deciding on their prognosis.

### **Procedures**

Types of report: Every student will have targets that will be generated from benchmarking data and/or prior performance statistics. There will be both aspirational and minimum targets for every subject or skill. Progress against these targets will be reported at the end of every term.

The Corby Free School will produce three separate kinds of report for students and parents

- An interim progress report
- an attendance report
- a Personal Tutor's report

### **Interim progress reports**

The focus of this report is entirely academic and examines whether a student is making progress towards their targets in each subject or not. The report shows attainment during the term and gives an indication of whether this level of performance means students are on track to meet, exceed or fall short of the target. This report will be issued at the end of every term.

### **Attendance reports**

Attendance reports will, as a minimum, be issued for all students at the end of every term and will accompany the modular report. They give a day by day attendance analysis and a summary. However, where the Vice Principal i/c Student Care deems it necessary and appropriate, such reports can be issued more frequently.



## **Personal Tutor reports**

Personal Tutor reports are issued once a year. They are a more personalised narrative style report commenting on aspects of students' personal development and growth as well as any notable successes. Following negotiation with each student, the Personal Tutor will record personal goals for the year ahead. Where necessary, Personal Tutors will produce more frequent reports for specific students as part of their ongoing pastoral care duties.

### **Benefits of this reporting model:**

#### **Students and Parents**

The key benefit of the modular reporting cycle is that the information students and parents receive is still current. It refers to the present and looks ahead to the immediate future. It is one of many waypoints marked along the journey to a final outcome.

Another advantage is that the reporting cycle provides a regular focus for discussing each student's academic progress and, wherever possible, celebrating their personal achievements with them and their parents. Personal Tutors have a key role to play in this.

When the report data is presented in an easy to understand format, such as a simple graph, and is available online, parents can access this and be informed about their son or daughter's progress even if the hard copy of the report does not reach home for any reason.

#### **Staff**

All reports will be entered on web-based system which can be accessed from school or elsewhere. Typically a class group of modular reports should take no more than 15 minutes to enter providing the member of staff has all the relevant assessment information to hand. Reports will be quality assured by Subject Heads before being published. Every term a delegated member of staff (Quality Assurance) will carry out an audit of academic reports produced the previous term in order to identify any issues of particular success or concern.

All data only needs to be entered on to the Corby Free School's reporting system once and can then be used many times. This avoids unnecessary duplication of work for hard pressed staff. Subject Heads, teachers and Personal Tutors will have immediate access to all information about students via the Corby Free School web site. Senior managers requiring data to plan strategy and identify appropriate whole school performance targets can do so without constantly asking for more information from staff.

### **Administration of reports (hard copies):**

During the last term of the Corby Free School year the designated member of staff i/c reports will produce a programme for the forthcoming year for reporting and parental consultations. This will be presented to the Corby Free School's Senior Management meeting for approval.

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During week 4 of each term the person i/c reports will be responsible for informing all teaching staff, and appropriate support staff of the programme of reporting for the term.

At the beginning of the Corby Free School year the general administration office will check on the number of report covers and if necessary order sufficient for the year.

During each term the administration office produces the inserts required for the reports and organises their photocopying. These will be stored in the reprographics room.

During the last week of term the administration office will produce an attendance record for each student.

During the last week of term the Senior Finance Officer will give the Reprographics Technician a communication list.

The Reprographics Technician is responsible for compiling the report covers and inserts. These will be available for collection by personal tutors from the reprographics room. During the last week of term and the first week of the following term the delegated member of staff (Quality) will carry out a quality control on a sample of the reports.

During week 1 or week 2 of the following term the Quality Manager will present a review of the previous terms reports to the Management meeting along with recommendations to improve the Corby Free School's reporting service where necessary.

As soon as possible each term online versions of individual student reports will be available for students and their parents to view via the Corby Free School's MIS system's internet portal. This service will be password protected and managed in accordance with data protection legislation

## **Pupil Development & Achievement**

### **Quality Assurance Statement**

The Corby Free School is committed to providing a high quality delivery of service to all of its clients and the students who attend the Corby Free School. Through effective and comprehensive procedures it will ensure that the objectives outlined in the Mission statement are fully realised in practice. The Corby Free School is committed to undertaking a regular review and evaluation of its operations with a view to continually improving its effectiveness at all levels of its operation.

The Corby Free School will ensure that the quality policy is adhered to through the following aspects of its operation:

- Promoting an ethos which puts the student at the centre of its operations
- Adopting a management structure where one senior member of staff has responsibility for Quality and quality management systems
- Clear procedures and documentation
- A commitment to staff training and continuing professional development for all staff
- Regular review and self evaluation of the operation of the Corby Free School at all levels

The Corby Free School will operate a quality system conforming to ISO 9002 and is supported by the elements outlined above.

The Corby Free School will monitor and review every aspect of its practice so that the quality service may be assessed and any necessary action taken to improve performance. This will take place through both informal and formal monitoring and review.

### **The principles behind this Statement**

The Corby Free School is strongly committed to providing a quality service and believes that self evaluation is integral to the process of continuous improvement. Therefore, all staff involved in its operation should be given the opportunity to reflect upon their own performance and be self-critical, identifying ways for improvements. Consequently, all staff and departments are regularly engaged in assessing aspect of their performance.

In addition, the Corby Free School will engage in an annual institutional review process in which it formally reviews the work of the Corby Free School. This review process feeds directly into the Corby Free School development plan which identifies the priorities for the forthcoming year and the Corby Free School Self Evaluation Form (SEF).

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The Corby Free School is committed to providing all stakeholders with a voice and will seek the views of a range of stakeholders through questionnaires to staff, students and parents.

The Corby Free School is committed to using a range of performance indicators to consistently improve the quality of teaching and learning and individual student outcomes.

### **Procedures**

#### **Self-Evaluation**

The Principal is ultimately responsible for the completion and regular update of the Corby Free School SEF. This will include quality data from the results of other quality assurance and review procedures conducted by the Corby Free School including questionnaires, annual institutional review and the development planning process and external examination results.

The Principal will expect departments to engage in a self-evaluation exercise which will form part of the annual institutional review process and be incorporated into the Corby Free School SEF.

#### **Annual Institutional Review**

Each year the annual institutional review provides the opportunity for departments to reflect and critically analyse their performance including the acknowledgement of good practice and the identification of areas for development. The Corby Free School review consists of the following elements:

- Departmental Self-Evaluation (SEF)
- Lesson observations
- Discussions between the link Vice Principal and the Subject Head
- Audit of evidence and review of classroom practice
- Post Review Meeting

A key part of the annual institutional review process is the presentation of the review findings by the senior member of staff with responsibility for quality, to the senior management team and the identification of ongoing and new areas for development.

#### **Subject Departmental Handbooks**

All documents referred to in this procedure are classed as controlled department documents.

Departments are required to establish and maintain the following documents which constitute their department handbook.

- Annual course outlines for each course

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- Programmes of study for each term
- Assessment objectives for each programme of study
- Department guidance on classroom practice
- Homework arrangements
- Class lists
- Department timetable detailing teacher and room allocation
- Major department responsibilities e.g. Key Stage co-ordinators
- Current departmental action plan
- Department policy on Spiritual, Moral, Social and Cultural development
- Department assessment policy, including marking and homework arrangements
- Department procedures for the ongoing review of practice outside the review
- Department procedures and records which catalogue, locate and control departmental resources (equipment, books, audio cassettes, video cassettes, etc)
- Any other procedures or policies which are considered by the department as being essential for the successful operation of the department

The contents of the departmental handbook should be reviewed annually by the department and a schedule of updating agreed where necessary.

### **Support Service Handbooks**

The areas covered by these procedures are Administration, Finance, Building Management, IT support, staff development and examinations.

All documents referred to in this procedure are classed as controlled department documents.

The support service areas are required to establish and maintain the following documents which constitute their department handbook. The first set of requirements are common to all areas:

- Annual schedules of work identifying the varying range of duties relating to the changing demands in the Corby Free School Year
- Major responsibilities of each department
- Current action plan
- Procedures for review of current practice

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- Department procedures and records which catalogue, locate and control department resources
- Any other procedure or policy which are considered by the area to be essential for the successful operation of the department
- An annual special meeting, where minutes must be taken, to review the contents of the handbook and a schedule to update the handbook if necessary
- The handbook must ensure that it adheres to the Data Protection Act 1984, if applicable

### **Administration**

- Procedures for informing the Governing body on matters relating to Administration
- Procedures for ensuring that all information and verification required by the DfE are provided as requested
- Procedures for ensuring that data records on staff and students are maintained and updated on a regular basis

### **Finance**

- Procedures for informing the Governing body on matters relating to Finance
- Procedures for ensuring that all information and verification required by the DfE are provided as requested

### **Building Management**

- Procedures for the supervision of subcontractors involved in maintenance and cleaning services
- Procedures for the awarding of services to subcontractors for maintenance and cleaning services
- Procedures for the recruitment of part time maintenance and cleaning services employees

### **IT Support**

- Procedures for the central recording and monitoring of the electronic reports, including a system for holding centrally past reports
- Procedures for maintaining the College ICT systems and managing external contracts
- Procedures detailing how the area will respond to daily requests for support from staff and students and the management of centralised services

### **Staff Development**

- Procedures for the induction of new staff to the school and of New Qualified Teachers in their first year
- Procedures for the training of staff on the Initial Teacher Training course
- Procedures for the recording and monitoring of all staff training

### **Examinations**

- Procedures for the entry and withdrawal of candidates and the management of results and certificates
- Procedures for the storing, distribution and postage of examination papers
- Procedures for the organisation of examinations, including special consideration

### **Document Control**

All documents, including notices, produced by anyone in the Corby Free School should have as a minimum control requirement the date of origin and details which identify the originator, e.g. Issue No: 01, Issue Date 05/04/11 Author: MI

The following numbering system should be applied to all Corby Free School controlled documents:

- Corby Free School Policies - prefixed by FSPO and followed by a coding of the policy category e.g. STA for Staff and STU for student followed by sequential numbers, e.g. FSPO/STA/01
- Corby Free School Documents - prefixed by FSDO and followed by a sequential numbering and coding system, e.g. FSDO/KS4/1
- Corby Free School Forms - prefixed by FSFO and followed by a sequential numbering and coding system, e.g. FS/LE/1
- Any changes to the controlled documents in the Corby Free School handbook must be approved by the Principal and the senior person responsible for quality will ensure the production and distribution of new documents.

The Corby Free School handbook will be available to all members of staff through the Corby Free School website. Two bound copies will be held by the Principal and the Finance Manager.

The same principles apply to all departmental controlled documents with policies being prefixed by DPO, procedures by DPR, documents by DDO and forms by DFO. Any changes to the controlled documents in the department handbook must be approved by the Subject Head.

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The departmental handbook will be available to all members of staff through the shared electronic drive. One bound copy of the handbook will be held in the departmental office.

### **Internal ISO Audit**

Annually there will be an ISO audit will be conducted by an appointed senior member of staff from across the Brooke Weston Partnership with responsibility for ISO in the Corby Free School.

Members of the audit team may not conduct an internal audit of an area of operation for which they are directly responsible.

The results of each audit will be recorded on the standard Internal Quality Audit form. In the case of items of non conformance being identified the senior management team will be informed.

Within two working weeks any area which has had items of non conformance identified will be required to produce an action plan to resolve the non conformance. This action plan will be ratified by the Senior Management Team. A check will be made by the senior member of staff with responsibility for Quality at the end of the action plan timescale to ensure that the plan has been completed.

In normal circumstances any area which has had non conformances raised will be audited again two terms later.



## **Pupil Development & Achievement**

### **Staff Performance Management Statement**

This statement sets out a clear and consistent framework for the assessment of overall performance of all Corby Free School staff for supporting their development needs within the context of the Corby Free School's development plan and their individual professional needs.

The arrangements for performance management are closely integrated with the Corby Free School's review process and the Corby Free School's self evaluation process and the Corby Free School's policy on staff training and development and will take place annually.

The Corby Free School is committed to ensuring consistency of treatment and fairness in the operation of performance management and therefore will provide training and support for staff who have been given delegated responsibility as a reviewer. The Executive Principal will be the reviewer for the Principal

The objectives set will be rigorous and challenging but achievable and will have regard for what can be reasonably expected of any member of staff in that particular position. They shall also take account of the member of staff's professional aspirations and, if achieved, contribute to the progress of students at the Corby Free School

The Principal will moderate individual objectives agreed as part of the performance management process to ensure consistency and equity between those with similar levels of responsibility and experience.

At specified points in the performance management process members of staff will have the right of appeal against the appointment of a reviewer or any of the entries in their planning and review statement.

The performance management process is deemed to be confidential at all times with only the reviewee's line manager and the Principal provided with access to the planning and review statements in order for them to discharge their leadership and management functions.

The principles behind this statement

All staff have the right to have an annual review and evaluation of their practice which enables them to develop and improve their performance in relation to both Corby Free School objectives and individual professional development aspirations.

Performance management promotes self-evaluation and review and provides opportunities to share good practice across the Corby Free School.

Performance management is used positively to promote equality of opportunity by encouraging all staff to develop to their full potential.

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Performance management is inextricably linked with the Corby Free School review and self evaluation processes and procedures.

### **Planning**

Planning meetings will be held between reviewers and members of staff during Term 1 to enable performance to be reviewed in the light of the previous year's examination results and to set objectives for the forthcoming year.

For all teaching departments, Subject Heads and link Vice Principals will meet with the Principal to review departmental performance overall and to review, confirm and refine if necessary individual performance management objectives.

### **Monitoring and Support**

For all teaching staff, lesson observations will be conducted throughout the year but particularly in Terms 2, 3 and 4 and will be agreed with the member of staff. One of the observations will form part of the Corby Free School's review.

Teaching staff will be given feedback from observations and, if required, appropriate monitoring and support strategies agreed.

### **Reviewing**

All staff will be given the opportunity to have an individual professional discussion with the Principal during Term 5 in which they determine their pay and progression and development priorities for the forthcoming year.

All staff will have an annual review meeting which will form part of the planning process for the forthcoming year as outlined in above.

## Section 4: Educational Plan

### 4.5 Behaviour and Attendance

#### Behaviour Management

##### Rationale

Students make better progress emotionally and intellectually when they are cared for as individuals. The Free School's approach to managing student behaviour begins from this single premise which is fundamental to its ethos.

A climate of good student behaviour is intrinsically linked to the provision of an appropriate and relevant curriculum for each individual. The curriculum at the Free School will be varied and accessible at a number of levels, ensuring that all students are able to pursue learning pathways that are appropriate to their abilities and interests.

Every student behaves in a manner that is strongly influenced by the expectations of others, especially their peers and their teachers. Where expectations of conduct and commitment to study are; clear, strong and well established; consistently high and common across the Free School, then behaviour, discipline and respect for others are inevitably better than where these elements are lacking or diluted.

Such expectations are communicated in a variety of ways, including appearance. All students and students, including those in the sixth form, will wear a school uniform that is both appropriate to the ethos of the Free School and the nature of the curriculum that the student is engaged with.

All staff working at the Free School will continually communicate the high expectations of the institution through their own appearance, behaviour and treatment of others.

The Free School requires everyone to show respect, tolerance and understanding towards others. In this atmosphere punishment is marginalised and is not accepted as an inevitable part of everyday life for some students.

Where necessary imposed discipline is used judiciously and uncompromisingly, but the default climate of the Free School is one which allows staff and students to behave in a civilised fashion through exercising self-discipline and consideration.

Responses to instances of student behaviour falling short of expectations will be tailored to the individual cases and will be consistent with the Free School's ethos.

## **1 Introduction**

- 1.1 The Corby Free School is committed to providing an environment where all members of the Free School; children, young people and adults can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.
- 1.2 The Corby Free School also holds an important position in the wider community, educating the young citizens of tomorrow in a way which will ensure that they take a positive and proactive role within their community both during their time with the Free School and in the future. It is therefore important that the individual has a high self-esteem and confidence reflected through a good education, smart school uniform and working in a quality learning environment.

## **2 Aim**

- 2.1 The aim of the Behaviour Statement is to determine the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied across the Corby Free School. It should be noted therefore that the application of rewards and sanctions will be appropriate to the phase in which the individual is enrolled.
- 2.2 Overall, the policy will:
- i promote self-discipline and proper regard for authority among students;
  - ii encourage good behaviour and respect for others and prevent all forms of bullying among students;
  - iii ensure students' standard of behaviour is acceptable; and
  - iv regulate students' conduct.
- 2.3 Students should be encouraged to develop:
- i *Respect for others*; their feelings, opinions, cultures, limitations and the right to their individuality;
  - ii *Respect for themselves*; pride in their own achievement and that of others within the Free School, high standards of dress and behaviour and the desire to produce their best work at all times;
  - iii *Respect for the environment*; their own, the Free School and other people's property and the community in which we live; and
  - iv *Respect for the future*; the belief that we can all make a difference by our contribution to the local, national and global community.

### 3 Implementation

#### ***Staff (Teaching and Non-Teaching)***

3.1 All staff will be expected to draw on the following principles of good practice:

- i *setting good habits early* in order to help students establish regular punctual attendance and good behaviour from the start, where appropriate involving parents in the process;
- ii *early intervention* with prompt intervention is needed where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated;
- iii *rewarding achievements* through positive recognition of individual students, classes or year groups achievements in good attendance and behaviour, and through mentions in assembly, certificates or prizes;
- iv *supporting behaviour management* by behaviour management techniques such as assertive discipline and circle of friends to help improve and maintain high standards of behaviour and discipline;
- v *identifying underlying causes* since poor behaviour may be linked to a student's problems in understanding lessons and so additional literacy or numeracy support may be required to address poor behaviour effectively;
- vi *study support*, including activities from homework clubs to thinking skills workshops, can help to reinforce school work. Parent/carer support services may help parents support their own children with school work.

#### ***Students***

3.2 Good behaviour can be reinforced through involving students, encouraging them to contribute ideas through the Free School's Student Councils and in class discussions.

#### ***Parents & Carers***

3.3 The Free School encourages parents and carers to support good attendance and behaviour through **home-school agreements**, parents' meetings and newsletters. Parents/carers students will be aware that the Free School has an equal opportunities policy and will monitor the impact of their policies and procedures on different groups by race, gender and disability.

#### **4 Positive responses to good behaviour and achievement**

4.1 It is important that students are recognised when behaving and achieving well. The following should be considered to acknowledge this:

- i Oral praise
- ii Written comments on individual pieces of work
- iii Recording of positive comment in Planner
- iv Merit
- v Card/letter home
- vi Positive comment for „Record of Achievement“
- vii Telephone call home to parent
- viii Certificate of Achievement
- ix Publicise in assembly

The issue of rewards and recognition of good behaviour and achievement should be phase appropriate.

## **5 Responses to misbehaviour**

5.1 Sanctions are only effective if used rarely, appropriately and consistently. If generous approval is normally given, the withdrawal of approval is an effective sanction for most students. Confrontation is rarely an effective way to solve a problem.

5.2 Teachers are expected to deal with the following in the first instance:

- i Attendance and punctuality to lessons
- ii Equipment
- iii Organisation of work
- iv Monitoring of effort and achievement
- v Monitoring of homework
- vi Chewing in class
- vii Removal of outdoor clothing
- viii Manners
- ix Litter/care for the environment
- x Bad language
- xi Misuse of mobile phones or other mobile technologies

5.3 Teachers should make every effort to solve any discipline problems themselves as they arise. The option of referral should not be taken too quickly. However, it is recognized that in certain circumstances referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues. Even the most experienced teachers can need help and advice. It is not a sign of failure to have disciplinary problems but it is a mistake to pretend all is well, when in fact it is not.

5.4 Students displaying poor behaviour which:

- i disrupts the education of peers;
- ii does not allow the teacher to teach; or
- iii undermines the calm respectful ethos and values of the Free School may be referred to a manager.

- 5.5 All staff should refer students to a senior manager for the following behaviour:
- i Use of obscene/offensive language directed at a member of staff including racist language
  - ii An assault on a member of staff
  - iii An assault on another student
  - iv Fights between students
  - v Theft
  - vi Vandalism
  - vii Truancy
  - viii Wilful disobedience
  - ix Smoking/drug/alcohol abuse
  - x Suspected possession of a weapon
  - xi Wilful misuse of ICT equipment



## **6 Referral**

- 6.1 A key element in tackling poor behaviour is the speedy and efficient pooling of information. It is appreciated that this can sometimes be difficult to achieve in practice, in the light of the many and varied responsibilities falling to staff. However, a full picture of student behaviour should be identified in cases of referral.
- 6.2 Written information (via a referral sheet) about individual incidents should be completed, signed and handed to the Personal Tutor and the senior manager.
- 6.3 Having made a referral, staff will be supported. However, the person to whom the referral has been made will be responsible for deciding the most appropriate course of action
- 6.4 If there is no improvement in a student's behaviour following a referral, the person to whom the referral has been made must be informed that sanctions have not worked.
- 6.5 Any matter referred directly to a senior manager will usually result in parents/carers being informed. Therefore, accurate written details of the incident should be provided as soon as possible on the student or student referral sheet or through a written report.

## **7 Bullying**

- 7.1 It is essential that students can learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at the Free School.
- 7.2 Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:
- i physical (hitting, kicking, theft);
  - ii verbal (name calling, racist and homophobic language); and
  - iii indirect (spreading rumours, excluding someone from social groups).
- 7.3 Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. All students must be encouraged to report bullying in the Free School.
- 7.4 All staff of the Free School must be alert to signs of bullying and act promptly and firmly against it in accordance with Free School policy.

## **8 Responses to bullying**

8.1 Teachers may take the following steps when dealing with incidents:

- i if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- ii a clear account of the incident will be recorded and given to the Principal;
- iii the Principal will interview all concerned and will record the incident;
- iv form tutors will be kept informed and if it persists the form tutor will advise the appropriate subject teachers;
- v parents/carers will be kept informed; and
- vi punitive measures will be used as appropriate and in consultation with all parties concerned.

8.2 Students who have been bullied will be supported by:

- i offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice;
- ii reassuring the student;
- iii offering continuous support; and
- iv restoring self-esteem and confidence.

8.3 Students who have bullied will be helped by:

- i discussing what happened;
- ii discovering why the student became involved;
- iii establishing the wrong doing and need to change; and
- iv informing parents/carers to help change the attitude of the student.

## CORBY FREE SCHOOL

8.4 The following disciplinary steps can be taken:

- i official warnings to cease offending;
- ii detention;
- iii exclusion from certain areas of Free School premises;
- iv minor fixed term exclusion;
- v major fixed term exclusion; and
- vi permanent exclusion.

## 9 Attendance

### Rationale

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any student's absence disrupts teaching routines so may affect the learning of others in the same class.

Ensuring that children regularly attend at school is the legal responsibility of their parent/carer and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

The Corby Free School will adopt as a floor target an attendance level of 94%. (This reflects the historical data for Corby Business Academy. The Corby Free School will draw its intake from the catchment and postcodes of Corby that the predecessor school of the Business Academy principally drew its intake from.)

### 9.1. Promoting Regular Attendance

Helping to create a pattern of regular attendance is the responsibility of all-parents/carers, students and all members of school staff.

The Corby Free School will support parents/carers to achieve this by:

- Giving parents/carers details on attendance in a regular Home – School Bulletin;
- Report to parents/carers at least half-termly on how their child is performing in school, what their attendance and punctuality rate is and how this relates to their attainment;
- Celebrate good attendance by displaying individual and class achievements;
- Reward good or improving attendance through class competitions, certificates and outings/events.
- Run promotional events when parents/carers, students and staff can work together on raising attendance levels across the school.

### 9.2. Types of Absenteeism:

Every half-day absence from school will be classified by the school (not by the parents/carers), as either AUTHORISED or UNAUTHORISED. As such the Corby Free School will require information about the cause of any absence, preferably in writing.

*“Authorised absences are mornings or afternoons away from school for a good reason like illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause”.*

Unauthorised absences are those which the school will not consider reasonable and for which no "leave" will be given. This type of absence can lead to the School using sanctions and/or legal proceedings. This type of absence includes but is not limited to:

- Parents/carers keeping children off school unnecessarily
- truancy before or during the school day
- absences which have never been properly explained
- children who arrive at school too late to get a mark
- shopping, looking after other children or birthdays
- day trips and holidays in term time which have not been agreed.

### 9.3.

The Corby Free School anticipates, that whilst a child may be off school because they are ill, sometimes they may be reluctant to attend school. Any problems with regular attendance of this nature will be resolved between the school, the parents/carers and the child.

### 9.4. Persistent Absenteeism (PA):

A student becomes a 'persistent absentee' when they miss 20% or more schooling across the school year for whatever reason. Absence at this level will be doing considerable damage to the child's educational prospects and the Corby Free School will need parents'/carers' full support and co-operation to tackle this.

### 9.5

The School will monitor all absence thoroughly. Should any case arise that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority and parents/carers will be informed of this immediately.

### 9.6.

PA students will be tracked and monitored carefully through the pastoral system of the School. This will also be combined with academic mentoring where absence affects attainment.

### 9.7.

All PA students and their parents/carers will be subject to an Attendance Action Plan. The AAP will include but not be limited to the following support: allocation of additional support through a Mentor or an appropriate external agency worker, individual incentive programmes and participation in group activities around raising attendance.

**9.8.**

All PA cases will also automatically be made known to an Education Welfare Officer.

**9.9. Absence Procedures**

**9.10. If a child is absent the parents/parent/carer will be required to follow the protocol listed below:**

- Contact the School 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 – this must be done even if a telephone call has been made;
- Or, a parent/carer can call into school and report to reception, who will arrange for a member of staff to speak with the parent/carer.

**9.12. If a child is absent Corby Free School will:**

- Telephone or text the parent/carer on the first day of absence if the school have not heard from you (using automated mechanisms such as 'Keep Kids Safe' or similar);
- Invite the parent/carer to discuss the situation with the Tutor, Deputy Head teacher if absences persist;
- Refer the matter to the Student Attendance & Education Welfare Officer if attendance moves below a locally agreed figure (nominally 87%).

**9.13. The Education Welfare Officer:**

Parents/carers will be expected to contact school at an early stage and to work with the staff in resolving any problems together. If difficulties cannot be resolved, the school may refer the child to the Student Attendance & Education Welfare Officer from the Local Authority. He/she will also try to resolve the situation by agreement but, if other ways of trying to improve the child's attendance have failed and unauthorized absences persist, these Officers and the School can use sanctions such as Penalty Notices or prosecutions in the Magistrates Court. Full details of the options open to enforce attendance at school will be available from the school.

**9.14. Lateness:**

Poor punctuality will not be accepted at Corby Free School. Late arriving students disrupt lessons, this can be embarrassing for the child and can also encourage absence.

**9.15. Managing lateness:**

Students will arrive at the Corby Free School before 8.30 am and be ready for a prompt start to lessons at 8.35am. Those students arriving after 8.30 am will be registered as late.

**9.16.**

Arrival at Corby Free School will be controlled by electronic registration using a 'smart-card' and turnstiles. As such, what would typically be described as the 'register' is electronically marked as the student enters the building by **8:30am**. A student will receive a late mark if they are not in by that time.

**9.17.**

At **8:45am** the 'registers' will be closed. In accordance with the Regulations, if a student arrives after that time they will receive a mark that shows them to be on site, but this will **not** count as a present mark and it will mean they have an unauthorised absence. As a consequence the parents/carers could face the possibility of a Penalty Notice if the problem persists.

**9.18.**

If a student has a persistent late record the parent/carer will be asked to meet with the School to resolve the problem.

**9.19. Holidays in Term-Time:**

There is **no** automatic entitlement in law to time off in school time to go on holiday.

**9.20.**

All applications for leave must be made in advance and will be at the discretion of the school. A maximum of 10 days in any academic year may be authorised. In making a decision the school will consider the circumstances of each application individually, including any previous pattern of leave in term time.

**9.21.**

The following situations will be where any applications are refused:

- Immediately before and during assessment periods (internal), GCSE or any other public examinations.
- When a student's attendance record already includes any level of unauthorised absence.
- Where a student's attendance rate is already below (90%) or will fall to or below that level as a result of taking holiday leave.

**9.22.**

Any period of leave taken without the agreement of the school, or in excess of that agreed, will be classed as unauthorised and may attract sanctions such as a Penalty Notice.



### **9.23**

The Free School seeks to encourage students to attend the Free School regularly so that they will be able to take full advantage of the educational opportunities available.

### **9.24**

The Free School is responsible for recording student attendance twice a day; once at the start of the morning session and once during the afternoon session. An entry must be made in the attendance register for all students.

### **9.25** It is essential that:

- i students are registered accurately and efficiently;
- ii attendance targets are set for individual students and year groups;
- iii parents/carers are contacted when reasons for absence are unknown or unauthorised;
- iv student attendance and lateness is monitored regularly; and
- v Free School attendance statistics are reported.

### **9.26** Students should be encouraged to:

- i attend the Free School regularly; and
- ii inform their personal tutor if there is a problem that may lead to absences.

### **9.27** Parents/carers are expected to:

- i encourage good attendance;
- ii inform the Free School on the first day of non-attendance; and
- iii discuss planned absences with the Free School in advance (e.g. parent/carer holidays, special occasions).

## **10 Monitoring, Evaluation and Review**

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness.

## Corby Free School

### Behaviour Management Strategy: roles

#### Home School Agreement - Parents and Carers

Parents/carers of students attending the Free School have an important role to play in supporting the ethos of the Free School and reinforcing the high expectations the Free School has of all its students. Full details of the partnership the Free School expects to enjoy with parents and guardians are given in the Free School's Home School Agreement document. Acceptance of the terms of this document is a pre-condition to taking up a place at the Free School.

#### Secondary Model

##### 1. Tutor

The tutor is the advocate on behalf of the students in their care. It is the role of the tutor to ensure that the interests and entitlements of their tutees are protected by the Free School. The tutor should also provide counsel and guidance to each individual student and, where necessary, work with them to resolve any disciplinary issues that may arise. The tutor will be the main agent for parental communication in the Free School.

##### 2. Class Teacher

It is the role of every teacher in the Free School to maintain and promote good discipline throughout the institution, not just within their own Faculty or classroom. High quality classroom practice is the key to good discipline. When students are actively engaged in meaningful and relevant work which stimulates their interest and enthusiasm, poor behaviour is very rare. At the Free School every effort will be made by individual teachers to deal with disruptive behaviour at the classroom level and to find appropriate solutions to problems, consistent with the ethos of the Free School, when they arise.

##### 3. Directors of Faculty

Each Director of faculty will have overall responsibility for discipline and pastoral care within their subject areas. Any teacher requiring additional support with a disciplinary matter should, in the first instance, refer to their Director of Faculty who will make a judgement about the appropriate response. It should be rare that any student is withdrawn from class for disciplinary reasons. The Director of Faculty (in negotiation with their link Vice Principal) has the authority to temporarily withdraw a student from lessons in their subject area. Where necessary, any longer term strategy will be negotiated between the Vice Principal i/c Inclusion & Welfare and Vice-Principal who line manages the faculty to which the particular subject is attached.

#### **4. Vice Principals**

The Vice Principal will have overall responsibility for discipline and pastoral care within the faculty areas they line manage. Any teacher requiring additional support with a disciplinary matter should, in the first instance, refer to their Director of Faculty who will make a judgement about the appropriate response and refer then onto their link Vice Principal. Where necessary, any longer term strategy will be negotiated between the Vice Principal i/c Inclusion & Welfare and the link Vice Principal.

#### **5. Vice Principal i/c Inclusion & Welfare**

In serious or persistent cases of inappropriate behaviour, Vice Principals may directly refer a student to the Vice Principal i/c Student Care. This Vice Principal (or in the case of absence, another Vice Principal assuming the role) has the authority to modify the timetable for students and to make alternative provision.

**Only the Principal or Vice Principal i/c Inclusion & Welfare is authorised to take such action.**

[The Vice Principal i/c Inclusion & Welfare will have overall responsibility for all special educational needs services within the Free School and will be the line manager for the Free School's Special Educational Needs Coordinator.]

#### **The Principal**

##### *Temporary Exclusion*

The decision to exclude a student temporarily for a maximum of five days lies with the Principal. Any exclusion beyond this period of time can be implemented only through the disciplinary sub-committee of the Free School's Governing Body.

##### *Permanent Exclusion*

The disciplinary sub-committee of the Free School's Governing Body is empowered to exclude a student. The Free School will provide an independent panel for parents to appeal against decisions taken by the disciplinary sub-committee.

## Section 4: Educational Plan –

### 4.6 Community Engagement

When the Corby Free School is established it will aim to foster good community relations and promote active contribution to modern British society, in line with the Equality Act 2010 and the “*Big Society*” ambitions.

The Corby Free School Community Engagement strategy will follow and respond to relevant research, advice and guidance as provided by organisations such as the *National College of School Leadership* and *Specialist Schools & Academies Trust*. We anticipate that the initial processes will begin and run in parallel with the development of the Free School following the approval to proceed by the Secretary of State in September 2011.

#### Introduction & Context:

#### What is community engagement?

Community Engagement can be seen as involving people in decisions that affect them. It is:

*“the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people.”*

Involving people can take a variety of formats. [REDACTED] developed a model to further define the layers and stages of community engagement. This model has five components:

- Informing – giving a message but not requiring feedback or comment;
- Consulting – allows choice between pre-determined options not an opportunity to propose alternatives;
- Deciding together – views are shared, options generated jointly a course of action agreed upon;
- Acting together – parties are working with others to make decisions and carry through the action agreed;
- Supporting local initiatives – involves supporting groups to develop and implement their own solutions.

## **Why is community engagement important for the Corby Free School?**

The Corby Free School recognises that schools acting alone cannot tackle the problems of underachievement or improve educational engagement and increase success. The Corby Free School will, through effective Community Engagement **“build social capital”**.

In many cases schools have found themselves often out of touch with the educational aspirations of the society of which they are a part. Schools like other institutions can find themselves operating as silos and no longer an integral part of the community. The Corby Free School will actively pursue an effective relationship with its community.

## **What does community engagement mean in practice for the Corby Free School?**

The Audit Commission set out very clearly in November 2006 what they think schools need to do in terms of taking community engagement seriously.

*“For their part, schools need to develop a clear individual vision, incorporated within school plans, which sets out the school’s role in the local area and how the school will work with the whole range of local public services in support of both school and community success. Schools need to promote an ethos among staff, pupils and parents where the school is seen as a community resource and there are high expectations for pupils and the community alike”*.

Their report identifies a number of key features for successful community engagement.

The Corby Free School will respond to this and ensure that:

- partnership working with local public services, the community and other schools is integrated into the vision, management plans and day-to-day working of the school;
- support for families is seen as central to better educational outcomes;
- the concept of community goes wider than children and parents;
- the school is seen as a community resource by staff, pupils, governors and local people;
- the school is responsive to community concerns;
- there are high expectations and aspirations for pupils and the local community alike;
- community engagement is promoted as important for all staff.

## **Community engagement and the Corby Free School**

The idea of community engagement in schools is not new, but community engagement has come into renewed focus in the twenty-first century. The Corby Free School will reflect modern educational thinking indicating the value of the school being ***outward-facing***.

As part of the variety of solutions that the Corby Free School will offer;

- it might engage with other providers, such as:
  - social services, to meet the need of the „whole child“
  - the needs of every aspect of each of their learners.

Engagement on this level with a broader community implies significant shifts – not only in the culture but also the practical aspects of a school.

This vision of an Investment in Community Engagement is in direct response to the current political landscape with regards to the “*Big Society*” and how the Free School will contribute and facilitate. The close partnership between the Corby Free School and the expertise and facilities provided within the new Tresham College accommodation will widen the opportunity of access. This will enable the partnership to develop its role to become:

*“The hub of a vibrant network working together to meet the needs of all children and their families [including members of the local community]”*

**Investment in Community Engagement  
Implementation of the Vision:**

The Corby Free School strategy for community engagement integrates five interlocking dimensions:

In order to deliver the above, the development programme would include:

- AUDIT –who makes up our community?
- CONSULT – what are their needs?
- IMPLEMENT – utilise & provide available resources
- MONITOR – how & when to intervene
- EVALUATE – what were the outcomes?
- BUILD CAPACITY –sustainability & legacy.

## **Investment in Community Engagement – Five Dimensions:**

### **1. Extent & Quality of Partnerships**

Following the audit phase, the Corby Free School would seek to identify at least 5 key partners with which to work with from:

- Primary schools
  - Secondary Schools
  - Local employers & business
  - Further Education – Tresham College\*
  - Higher Education – Tresham College\*
  - Statutory Agencies
  - Voluntary Agencies
- (\*Currently established as key partners)

### **2. Effectiveness & Efficiency of the Organisation**

As a consequence of the analysis of the audit, Corby Free School will draw upon the Brooke Weston Partnership resources to provide leadership and management to define:

- a clear statement of the aims and purpose for the school's community engagement.
- roles & responsibilities of senior leaders in relation to the school's community programme to be clear and coherent
- robust business plan underpins budget allocation for community programmes for both short & long term with reference to strategic development against the aims, not without reference to analysis of the "Value for Money".

### **3. Enhancement & achievement of learning for all – *Building Social Capital***

Corby Free School will prepare a development plan that is devoted to the Investment in Community Engagement to *build social capital*.

- all community learners have an identified learning goal which provides suitable challenge for them.
- all learners have access to appropriate & timely accurate & impartial advice & guidance to support learning in formal & informal settings. (Equality Act 2010)
- At least a quarter of school students have had their learning enhanced through the direct support of & engagement with identified community partners within each academic year.



#### **4. Inclusiveness, range & responsiveness of community opportunities**

To ensure that the Investment in Community Engagement is compliant with the Equality Act 2010, an analysis of local learning needs undertaken each year. The analysis will result in clear priorities & target groups for the school's contribution being established. This will enable:

- The core elements of extended services are fully met.
- Participant satisfaction with the range & quality of provision is tracked and monitored.

#### **5. Capacity for future impact**

In response to research and by adopting examples of best practice Corby Free School will be able to establish an identifiable quality assurance process in place in relation to community engagement.

An engagement programme that:

- involves participants & partners, results in secure judgements about the quality of provision and leads to improvement.
- Collects consultation evidence which it uses to influence and inform future planning.
- Where programme participants, partners & school members, including parents demonstrate increasing levels of involvement or responsibility for the planning & development of activities.

## Section 5:

### Evidence of demand and marketing

#### Consultation on the Free School Corby

As part of the consultation exercise the Brooke Weston partnership and Tresham College of Further and Higher Education produced a fact sheet and questionnaire. The production was of a high quality standard and outlined details of a Free School. It explained the need for additional secondary places in Corby and explained in detail, the background of the partners – Brooke Weston Partnership and Tresham College of Further and Higher Education, who are successful and high achieving educational establishments.

The produced document then went on to explain the ethos and purpose of our proposed Free School placing an importance on high quality, technical, skills and craft based curriculum underpinned by sound academic provision.

#### **Consultation Launch & History to date:**

The launch of the consultation across the borough of Corby commenced on 1<sup>st</sup> March 2011 with the first high profile event on the Corby Cube. This is the new iconic building in the centre of Corby which now houses the civic offices.

Officers of the borough council made the council chamber available and the event was attended by member of the public, councillors, educationalists, local business people and parents.

Further consultation events at local colleges and schools took place in late March and April.

The forum that represents Corby Primary Headteachers which is facilitated and managed by the Corby Learning Partnership handed over their agenda in late April and discussions took place around the concept of the Free School and how they could support the new development through their communication channels with their parents.

Diversity of school provision and the increasing need to provide additional secondary places in the borough were regarded as major issues and the primary heads agreed to facilitate appropriate communication links with the Free School's communications and marketing team.

#### **Curriculum Design and Consultation**

The inter-weaving of technical, skills and craft based learning into sound academic learning is a major aspect of the proposal; it was therefore regarded as appropriate to consult industry directly in the work place. Consultation events and workshops were arranged at the Corby plant of Tata Steel, the large RS Components factory and Weetabix, where managers, employees and the workforce were able to engage in discussions relating to the proposal. These took place during April and early May 2011.

### **Wider Community**

The consultation group believed that a wider range of consultation needed to take place outside normal civic forum, professional meetings and meetings in manufacturing industry. A number of large local retailers were approached and stands were erected in the entrance to Morrisons and ASDA supermarkets, and in the centre of the new shopping complex development.

### **Community Engagement**

The partners believe that the variety of forums used in the consultation exercise, which has lasted some three months, enables the community to engage fully with the process, and articulate the issues as seen as important in a School's development.

### **Consultation Exercise with Parents – Evidence of Parental Demand**

Parents/carers from area of Corby local to the proposed site for the Free School and resident within what was the catchment area for Corby Community College (now the development site for the new Tresham College Campus, Corby) were given an opportunity to respond to a consultation exercise as described above. The response was returned in the format of a reply slip to a leaflet (please see below, the full document can be found at the end of this section.)

:



**Questions that were asked:**

First section of questions:

*1. Do you support the proposal to open a new secondary school in Corby to increase parental choice?*

*Yes/No/Don't know*

*Please give us your reasons:*

*2. Do you support the core principles of Brooke Weston Partnership Schools: high expectations, academic rigour and strong discipline?*

*Yes/No/Don't know*

*Please give us your reasons:*

*3. Do you support the school's technical curriculum which aims to provide all children with a core body of knowledge and vocational skills relevant to industry and commerce?*

*Yes/No/Don't know*

*Please give us your reasons:*

*4. Do you support our proposal to specialise in Technical Vocational studies?*

*Yes/No/Don't know*

*Please give us your reasons:*

*5. Are there any particular subjects you think ought to be taught at the Corby Free School?*

**HAVE YOUR SAY...**

*Name of child Current school*

*Date of birth Email address*

*School year Telephone no*

*Home address*

*We are very interested in hearing your views. Please use the space below to tell us what you think. This is not a referendum, but a chance to make your views known so that we can take them into account as we develop the detail for the school.*

**CAN WE KEEP IN TOUCH?**

*If you have a child who will be moving into Year 7 in September 2012, would you like further information about admissions to the proposed Corby Free School? If yes, please supply your contact details:*

**Results & Responses:**

1. Total number of Parents/carers (families) in Support:
  - **142** (Parents/carers with children of Primary age in support of the Free School)
2. Total number against
  - **6**
3. Number of parents/carers of students currently in Y4 expressing approval & stating that they would select the Corby Free School as one of their child's choices.
  - **19** families ~ Number of children: **20 (~27% of intake)**
4. Number of Parents/carers of students currently in Y5 expressing approval & stating that they would select the Corby Free School as one of the their child's choices:
  - **19** families ~ Number of children: **19 (~25% of intake)**
5. Number of Parents/Carers of students of potential intake age (Y4 or Y5 not identified in return):
  - **10** families ~ Number of children: **15**
6. Number of Parents/Carers with at least one child eligible for a place making a stating that they would select Corby Free School as one of their child's choices:
  - **55** families ~ at least **55**

## **Consultation and equality of opportunity**

### **Consulting interested parties about the Corby Free School (Brooke Weston Trust) entering into a Funding Agreement:**

Brooke Weston Partnership will carry out a consultation exercise on the creation process of the Corby Free School with appropriate stakeholders before entering into a Funding Agreement with Secretary of State. This will be conducted in accordance with the Academies Act 2010. It is expected that this statutory consultation period should last for at least 12 weeks.

The principle question for the consultation will be:

“Should a new school development for Corby be a free school managed by Brooke Weston Academy Trust and Tresham College of FE/HE?”

It will be decision of the Trust to determine who should be consulted, although Brooke Weston Partnership would advocate the following:

## **Introduction**

1. This strategy sets out the consultation strategy for the Free School project for Corby.
2. It addresses how we recommend that stakeholders, including residents, parents, and prospective students are consulted with.
3. The programme of activity within this strategy whilst flexible also needs to be fully implemented by the project start date.
4. The aims of this strategy are to:
  - Understand the diversity of views of local stakeholders towards the proposed new Free School.
  - Explain the Free School proposal
  - Reassure those with concerns about the Free School proposal (in particular Education leaders across Corby and parents)
  - Understand local opinion on the Brooke Weston Partnership & Tresham Institute:
    - i. Vision
    - ii. Ethos
    - iii. Name
    - iv. Curriculum and specialism
    - v. Admissions
    - vi. Sixth form
    - vii. Governance
  - Begin the process of generating and developing enthusiasm for the Free School amongst parents and others locally, including other schools
  - Begin to build links with key education, business, and community contacts with whom the Free School could develop ongoing links on its development.
5. The strategy envisages a close working relationship with Northamptonshire County Council & Corby Borough Council and the Brooke Weston Partnership/Tresham College to ensure that adequate consultation takes place and that it complies with the DfE statutory consultation for Free Schools to enter into a Funding Agreement. We anticipate that this consultation period should last approximately 12 weeks.

## 6. Target Audiences

The following stakeholders should be prioritised in the consultation process and should be offered the opportunity to take part:

- Representatives of Brooke Weston Partnership, Tresham College of FE/HE
- Prospective parents and students – both within the immediate vicinity of the Free School building and more widely from potential feeder primary schools
- Feeder primary schools – Governors, Head Teachers and parent bodies
- Local education stakeholders:
  - Local secondary and special schools
  - Professional Associations and Trade Unions
  - Local community leaders – business, community groups
  - Local political community – MPs, Councillors
  - Local media
  - Councillors and key officials



## Programme of Consultation Activity

1. This section sets out the key activities that will be undertaken and an indicative timetable of action.

### Key Consultation Tools:

#### • Public Meetings:

Joint public meetings with the Brooke Weston Partnership, Tresham College, the local authority will be held. (Initial meeting held week beginning **28-02-11**.)

We will use these occasion to:

- Set out publicly the Free School proposal
- Answer questions from members of the public
- Gain an understanding of the issues raised by those attending.

**Stakeholder Database:** A stakeholder database will be compiled for handling the administration of this consultation and for communication going forward. The core of this database will be the stakeholder list used by NCC during its statutory consultation on the closure of Corby Community College. (Additional data will include the information gathered to date during the parental and wider community consultation re demand for the school.)

**Meetings with Senior Staff and Trust at Brooke Weston (Corby) & Tresham College (Corby):** Separate meetings with governors/Trust and senior staff will provide both groups with an opportunity to ask specific questions about the Free School proposal. In particular staff need to be given an opportunity to air concerns regarding the process and the opportunities that the Free School will offer them.

**Meetings with Local Education Providers:** A series of meetings with the Heads or Governing Bodies at local feeder primaries and other local secondary schools will be offered in the hope that they will take up the opportunity to meet.

**Meetings with Local Education Stakeholders:** Invitations will be extended to local education providers to meet and discuss the proposal.

**Open invitation to meet with Councillors as well as business, faith and community groups:** An open invitation to meet will be extended to each of these groups. All meetings with Corby Borough Councillors will be administered by the Borough Council.

**Free School Proposal Booklet and Consultation Form:** Working in partnership with Northamptonshire CC prepare and publish a Proposal Booklet with an opportunity to further capture opinion.

**Identification of contact name, address, and email address for Consultation Process:** The administration of the consultation will be run from within the Free School project team therefore avoiding any disturbance to Academies within the

## CORBYP FREE SCHOOL

Brooke Weston Partnership or Tresham College and ensuring that there is an ongoing day to day contact for those wishing to take part in the consultation process.

**Development of 'model answers':** Given the key issues that we will face questioning on during the consultation, it is imperative that all parties speak consistently. We will therefore develop and agree a set of lines to take that can be used when talking publicly about the Free School proposal.

### **Marketing strategy**

#### **The Market**

- The main catchment area for the Free School will be within the geographical boundaries of Corby Borough Council. It will be the only secondary school with a central location close to the town centre.

#### **Location**

- Close to the town centre.

#### **Competitive Advantage**

- The Corby Free School will have a competitive advantage in the town as it is the only secondary planned with a town centre location.
- It will provide an education closely allied to employment opportunities and employer engagement with the project.
- It provides seamless access and progression to Further Education, Apprenticeships and Higher Education.

#### **The Marketing Plan**

- The Free School will receive its first intake of learners in September 2012 offering 75 places to learners in year 7.
- Thereafter the School would grow to an initial size of 375 learners (11-16), and 100 post-16 learners. This is the maximum number that the present location, of a refurbished primary school, will permit.

#### **Marketing Activity**

- Brand Identity
  - A brand name and identity will be established which will be used for all marketing activities.
  - The main sponsors and co-sponsors are the Brooke Weston Partnership and Tresham College of Further and Higher Education, which have a quality reputation and are acknowledged by many stakeholders as providing a quality experience for their learners.

- Using both the Brooke Weston Partnership's identity, and Tresham's identity, the profile of the project will be raised quickly as stakeholders, parents and feeder schools will have already identified with the brand.
- Promotional Mix
  - The promotional activities will mainly be targeted around the following key audience groups.
    - Children currently in Y5 and Y4 for academic year 2010/Parents of Year 6 learners in primary schools
    - Headteachers and primary staff responsible for transition (Year 6 teachers) in all local primary schools in Corby
    - The Local Authority and its extended services
    - Employers – Tata Steel, RS Components
- Work already commenced with Tata Steel and RS Components will continue for the duration of the campaign, ensuring that local employers will understand the ethos of the Free School and will support the creation of employment opportunities, and employment experience throughout years 7 to 13)
- The key messages used will be appropriate to the various audiences. The brand names of Brooke Weston Partnership and Tresham College of Further and Higher Education, as stated, have a quality reputation. This project enables academic study and technical/vocational studies to be integrated ensuring that those learners have a wide choice and are able to experience craft and technical/vocational education in year 9 and 10. They will be able to reflect on these choices and can progress through an academic pathway, or a technical/vocational pathway following entry into year 12 and beyond.
- Although the project will be sponsored and managed by already existing partners, with a quality reputation, it will be necessary to work closely with the media to raise the profile and generate publicity in local newspaper and local publications. Relationships with the County Council are strong and supportive but it will be necessary to undertake further work with Corby Borough Council for them to understand the important nature and uniqueness of the project to Corby.
- The importance of Primary Headteachers and the Primary Heads official planning group will also be significant in this venture. It is intended that campaigns will commence in late August through to the end of October and attendance at year 6 selection meetings, when learners and their parents identify their secondary school choices, are clearly important.

## **Website**

- A new website will be developed in the embryonic stages of the free School

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development. The website will focus on the key messages of the integration of academic, craft and vocational education and will expand on the opportunities available which will be “unique” to Corby.

### Literature

- Promotional brochures will be developed and contain details of the exciting curriculum offer. Employers will also be fully involved in this development.
- The “house” style of the Brooke Weston Partnership and Tresham will be used but we will be developing the Free School’s own identity and brand within the communal group plan.

### Direct Mailing

- A database of parents with children in Y5/4 for academic year 2010/1 within the Corby postal code area will be developed, working closely with primary headteachers. Economic Development Units of Local Authorities and database relationship companies will be used to target incoming residents with year 6 learners. This is particularly important as there is evidence that after the severe economic recession, signs of some growth to North Northamptonshire will generate an increase in the population numbers that have been projected within the economic trajectories which are developed well into the 2020s.

### Social Media

- Parents who will be bracketed in the 25 – 30 year old group, in many cases use Facebook and Twitter pages and a two-way communications tool will be established. Advertising of the Free Scholl will be organised on Facebook with appropriate links to the website/Facebook pages. In addition the promotion of any events will be planned using this social media.

### Open Events

- Considerable work will be undertaken to ensure the building is completed as soon as possible, but for the first year this will be close to the actual opening. The partners will use Tresham, the Local Authorities Firdale Centre and other appropriate venues for open evenings which will attract parents, learners, employers and key stakeholders.

### School Liaison

- Considerable work has already commenced to liaise with primary schools and other secondary schools within the town. The partners have experience of such developments and Tresham has a dedicated College for Schools office, which has established relationships with other 30 secondary schools in the counties of Northamptonshire, Leicestershire and Rutland, and some 100 primary schools.

School liaison will be directed at those schools within the Corby Borough Council catchment area and through other strategic partnership

## Section 6: Organisational capacity and capability

### Capacity and capability to set up a school

Brooke Weston Partnership is a response to today's climate where leadership, management, and strategic educational support of secondary schools are becoming more complex and challenging. We have delivered successful academies which transform the teaching, learning, and well-being of their students, staff, and local communities. We have achieved the delivery of academies to brief, on time, and within budget. This is done with a focus on transformation underpinned by clear education-led objectives.

The Academies and Free School programmes have accelerated the transformation agenda and the timescale to open a new Academy or Free School, quite often in existing school buildings or redundant Local Authority premises, has been reduced. Brooke Weston Partnership has provided direct support and guidance to schools during this critical period before a new Academy opens to ensure that the envisioned immediate impact of transformation can be realised.

Brooke Weston Partnership is in a position to provide such support to the Corby Free School Project. The national position is that frequently the Principal Designate is barely in post long enough to meet their team and students, and only really starts planning the journey of transformation when the Academy actually opens. The Corby Free School project mirrors this position; during the application stages, across the implementation stages and the subsequent opening of the Free School the Principal Designate, Governors and the Trust need the greatest levels of support, and is why Brooke Weston Partnership has developed specific services to support the Corby Free School and its various stakeholders on its journey.

#### Why use Brooke Weston Partnership?

As the Academy programme has evolved, Brooke Weston Partnership has been at the forefront of ensuring that the focus remains on improvement and raised attainment, and ultimately on the transformation of outcomes for young people, their families and the community. This experience and the expertise gained underpins the work rationale for the Corby Free School project. Not only during the initial phases of setting up the Free School, but also to provide ongoing support services to the Academies and Schools across the Brooke Weston Partnership group once they are established. The Brooke Weston Partnership has a variety of cases upon which to evidence this:

1. Brooke Weston Academy:
  - The creation of one of the highest performing and successful schools in the UK.
2. Corby Business Academy:
  - The closure of one of the weakest schools in the UK and subsequent rebirth as a new Academy in flagship “Fosters designed” specialist accommodation.
3. Kettering Science Academy:
  - The transformation of two underperforming schools into a single “all-

through” Academy in refurbished existing buildings.

4. Corby KS3 Alternative Provision Unit:

- The creation of an innovative collaborative solution to behaviour management for Corby Secondary Schools in refurbished redundant Borough Council premises.

### **How Brooke Weston Partnership will support the Corby Free School**

Brooke Weston Partnership has the capacity, people and the tools to provide ongoing strategic and tactical support, so that the Corby Free School can achieve its vision, develop real outcomes and demonstrate early transformation. Many years of experience provide Brooke Weston Partnership with the skills that the Free School will need in order to develop and improve even further over the years. We recognise that the Free School will require different support from the established Academies across the group and as such a bespoke programme will be developed to compliment the strengths of the Principal Designate and the Senior Leadership Team. This may be in the areas of:

- Human resources, recruitment, leadership development and CPD
- Change management, consultation and communications
- School improvement, School organisation, curriculum development
- ICT use and deployment
- Design and asset management
- Financial Management

**Human resourcing** – our HR consultants have extensive senior level experience across education and children’s services, local Government and the private sector. This includes areas such as managing restructuring projects, getting involved with complex disciplinary or performance issues and helping to deal with the increasing complexity of employment law.

**Recruitment** – with support from our HR consultants, across the Brooke Weston Partnership we have an extensive school based pedigree, having sourced and recruited Academy Principals, Finance Directors, Heads of Department, subject teachers and administrative staff over the years. We are also experienced in working collaboratively with other schools’ staff, unions and local authorities.

**Change management** – we have core strengths in managing sustainable change; in community, sponsor and pupil engagement. Using recently employed successful strategies for community or stakeholder engagement; we can quickly develop further consultation processes; organising, supporting or facilitating Stakeholder Reference Groups and Educational Transition Groups. Within this support, we can also produce community engagement and communication literature (brochures, newsletters, web site design). Underpinning such tools Brooke Weston Partnership can also produce the strategy and implementation documents relating to these activities.

**School improvement** – Utilising expertise and „best-practice“ from across our group of schools, Brooke Weston Partnership can provide proven guidance with operational solutions for the Free School focusing upon curriculum development and school organisation. Such assistance and support can give clarity of direction for the Free School as it undergoes the transition from opening to becoming fully operational.

**ICT** – We will provide educational expertise fused with technical knowledge, aiming to simplify the subject and to assist the Corby Free School project in developing practical and innovative ICT solutions within the available budget. We will work within the recognised Partnership for Schools (PfS) framework guidelines for Educational ICT consultancy to support the Free School to generate an ICT Vision with direct educational based foundations.

**Design management** – we are experienced in working with architects and contractors to design and build new Academies but also to refurbish existing predecessor school buildings. We will act as the ‘champion of the vision’, to support the Free School in ensuring that educational objectives drive the development programme. We will help translate that vision into a specification, which is the language that architects and contractors speak, and we will interpret architectural drawings and plans into a language that the appointed staff of the Free School will understand and embrace.

**Financial Management** - The Finance Director oversees all financial administration for all schools across the Partnership. This responsibility will be extended to include the Corby Free School. During the feasibility and implementation stages of the Free School development the Financial Director will control and manage all aspects of finance of the project.

### **Specific Education Expertise & Experience**

Supported by its sponsors the Brooke Weston Partnership provides high quality education for students of all ages and abilities. Within the existing family of schools we already successfully manage an academy with a primary phase, another which includes a large special school and a third with a large, high performing sixth form. The expertise within the Brooke Weston Partnership that the ‘core team’ can draw upon supports students at every age group and need from primary foundation stage to university entry or employment.

We have a track record of motivating and supporting all students. Well trained professional staff collaborate across the Brooke Weston family sharing their expertise and developing good practice to ensure all young people in our care enjoy and achieve whilst at school. As stated, the Corby Free School will be further sibling school within the Brooke Weston family of schools and as such will benefit in the same way that the other schools do from the mutual support and expertise available across the group.

**The Brooke Weston Partnership Core Team:**



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As described the Brooke Weston Partnership Core-Team, has a breadth of expertise and recent experience with regards to managing and leading the feasibility and implementation stages of opening a new school. The Core-Team has the capacity to support and deliver the development of the Corby Free School. When needed, the Core-Team will draw additional capacity from within the Brooke Weston Partnership



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to support the work. This arrangement if required would likely to be on a task by task basis.

Prior to opening and post opening included within the job role of one of the administration support staff will be finance clerking duties. This member of staff will report directly to the Finance Director. The control of Purchase Orders and budget allocation will be managed by the Finance Director as is the case for all schools within the Partnership.

We would however, seek arrangements for additional financial support with the Department to procure specific specialist external support. (To be agreed with the Department on approval of the application). Such specialist support is likely to include but not be limited to:

1. Legal Advice
2. Recruitment & HR
3. Overall Project Management & Reporting
4. Construction related Technical Advice – Architectural/QS/Civil, Structural, ME Engineer, Site Management etc. (via PfS)

### **Appointment of Principal Designate:**

In consultation and agreement with the Department for Education recruitment for a Principal Brooke Weston Partnership would seek additional financial support from the Department for Education to procure additional external support in the form of specialist recruitment consultancy.

The Brooke Weston Partnership together with the appointed recruitment consultants would prepare a series of strategies to source and invite applications for the posts of Principal. The strategies (following approval by the Project Steering Group) would include but not be limited to: adverts placed on the Times Educational Supplement website and/or personnel investigations utilising recruitment forums for senior personnel etc. The recruitment process will typically follow the successful strategy adopted for Kettering Science Academy outlined below.

### **Appointment of Principal Designate - Strategy**

The purpose of this strategy is to outline the route-map of the process of appointment for a Principal Designate.

The appointment of a Principal Designate is vitally important to the Corby Free School. Evidence shows that the quality of leadership and management is a major determining factor in establishing the ethos and climate of a school which directly affects the standards of achievement and the overall effectiveness of a school. An early appointment also enables key decisions to be made.

Responsibility for appointing a Principal Designate rests with the Trust. In this particular situation this task is likely to be delegated to the Interim Governing Body or Steering Group.

The Trust may wish to involve the whole Trustee body in stages 1 – 3 below and delegate the remaining responsibilities to a committee (no less than 3 trustees). It will be important to remember that the same trustees need to be involved throughout the selection process (stages 4 – 6).

### **STAGE ONE – TIMETABLE**

- Agree a draft timetable
- Agree who should get involved
- Agree how the process is to be administered and who will be responsible.

### **STAGE TWO – POST DETAILS**

- Construct details of the post including:
  - Information about the area
  - Information about the Academy
  - Salary level
  - A job description
  - A personnel specification

### **STAGE THREE – ADVERTISING THE POST**

- Agree the wording and place advertisement in a Times Educational Supplement and if possible national newspapers alongside other sources as required

### **STAGE FOUR – SELECTION PROCESS**

- Decide on the selection process:
- Initial identification of candidates and when references will be taken up.
- Identification of a long-list from which the shortlist will be chosen.
- Determination of a shortlist for invitation to interview.

### **STAGE FIVE – ARRANGEMENTS FOR INTERVIEW**

Plan the interview process including:

- Candidates' visit to the Academy
- Accommodation and catering.

### **STAGE SIX – INTERVIEW PROCEDURES**

Agree the interview arrangements including:

- Preliminary and final interviews
- Composition of preliminary interview panels
- The questions
- A presentation by candidates
- Possible reduction in number of candidates after preliminary interview
- Decide on the candidate to recommend to a full meeting of the sponsors/trustees.

### **STAGE SEVEN – APPOINTMENT**

- Arrange a meeting of the full Trust Body to confirm the appointment or otherwise as soon as possible after the interviews.
- Write a brief letter to the successful candidate confirming the verbal offer, giving start date and salary.
- Ensure all relevant documentation is sent to HR, so that the contract can be issued.

## The Principal for Corby Free School

Shown below is a typical example of the Job Description for the post of Principal likely to be in place for Corby Free School. It is important to note that a key feature of the Corby Free School will be its inclusion within the Brooke Weston Partnership 'family' of schools. As such the Principal of the Free School will work alongside their counterparts from the other Schools and Academies under the Executive Principal.

<b>Corby Free School Job Description</b>	
<b>Post Title</b>	Principal
<b>Responsible to</b>	Executive Principal
<b>Responsible for</b>	All Free School staff
<b>Purpose of the Job</b>	
<p><b>Objectives</b></p> <p>The Principal will provide the leadership and management necessary to:</p> <ul style="list-style-type: none"> <li>establish and maintain an institutional ethos in line with the foundation trustees' vision for the Free School, including developing a culture of achievement with an emphasis on the technical and vocational throughout all areas of its operation</li> <li>secure high quality teaching and learning and high standards of achievement for all students</li> </ul>	
<p><b>Core Purpose</b></p> <p>Working with the trustees, the governing body and the CEO, the Principal will provide vision, leadership and direction for the Free School thereby ensuring that it is managed and organised to meet its aims and any annual performance targets agreed with the CEO. The Principal is accountable to the CEO and the governors and is responsible for creating a productive, disciplined learning environment through a model of day-to-day management, organisation and administration which remains faithful to the longstanding ethos of Brooke Weston Partnership Schools and Academies.</p> <p>The Principal will work with the CEO, joint services directors and Principals of the Schools and Academies across the Brooke Weston Partnership to ensure good cooperation exists and economies of scale can be realised across some areas of the Free Schools operation.</p> <p><b>Responsibility</b></p> <p>Working with the trustees, the governing body and the CEO, the Principal will develop a strategic view for the Free School in its community and analyse and plan for its future needs and further development within the local, national and international context. The Principal will:</p> <ul style="list-style-type: none"> <li>lead by example, provide inspiration and motivation and embody for the students, staff, governors and parents the vision, purpose and leadership of the Free School</li> <li>fully exploit the greater degree of autonomy enjoyed by the Free School for the benefit of students and staff working at the Free School</li> <li>create an ethos and provide educational direction that secures high quality teaching and learning and high standards of achievement by students, including their spiritual, moral, cultural, mental and physical development</li> <li>ensure that all students are prepared for the opportunities, responsibilities and experiences of adult life and the world of work</li> <li>secure the commitment of parents and the wider community to the vision and direction of the Free School</li> <li>create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for student achievement, teacher effectiveness and any other such priorities as agreed by the governing body</li> <li>ensure that all those involved in the Free School are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short-term objectives and targets that secure the educational success of the Free School</li> <li>ensure that the management, organisation and administration of the Free School support its vision and ethos</li> </ul>	
<p><b>Collegiate Responsibility</b></p> <p>In addition to the specific responsibilities of this post, every member of staff at Corby Free School will commit to:</p> <ul style="list-style-type: none"> <li>providing a courteous and efficient service to students at all times</li> <li>using their influence with other staff and students to promote high standards of behaviour and order within the Free School</li> <li>working to maintain the Free School at the forefront of educational practice</li> <li>fostering and sustaining a culture of enterprise and creativity in all aspects of the Free School's operation</li> </ul>	
<p><b>Performance Management</b></p> <p>The post holder will be subject to Corby Free School's Performance Management arrangements as set out in the Free School's pay policy.</p>	
<p><b>Role review</b></p> <p>This job description sets out the main duties of the post at the time of drafting. It cannot be read as an exhaustive list. It may be altered at any time in consultation with the post holder subject to the Principal's approval.</p>	

**Teaching & Non-Teaching Staff Recruitment:**

The recruitment processes would follow the timescales indicated on the table below. (We would expect that the short listing and interview process for senior posts will include a Department's Education Adviser.)

*The programme below relates to the recruitment strategy to be adopted for a September 2012 opening.*

- The Principal to start as soon as possible, but by 1<sup>st</sup> April at the latest
- The Principal to be involved in the recruitment of all other staff
- Interviews and assessment days to be run efficiently for the maximum number of staff at each one

Position	Designation	JD and PS written	Recruitment commences	Interviews TBC	Offer made	References taken + Contract issued	Start in post (Latest)	Notes
Headteacher	SLT	Nov 2011	Nov 2011	<i>Dec 2011</i>	Jan 2012	Jan 2012	<b>April 2012</b>	Negotiate release time for interviewing others
PA to HT / DT	Admin	Jan 2012	Jan 2012	<i>Feb 2012</i>	Feb 2012	Feb 2012	<b>April 2012</b>	Shared PA
Head of Dept (English)	Teaching	Dec 2012	Jan 2012	<i>Feb 2010</i>	Feb 2012	March 2012	<b>April 2012</b>	
Head of Dept (Maths)	Teaching	Dec 2012	Jan 2012	<i>Feb 2010</i>	Feb 2012	March 2012	<b>April 2012</b>	
Head of Dept (Science)	Teaching	Dec 2012	Jan 2012	<i>Feb 2010</i>	Feb 2012	March 2012	<b>April 2012</b>	
Senior Clerical	Admin	Dec 2012	March 2012	<i>April 2012</i>	April 2012	April 2012	<b>May 2012</b>	**SEE Below*1*.
Network Manager	Support	Feb 2012	March 2012	<i>April 2012</i>	April 2012	April 2012	<b>May 2012</b>	*2*Depending on site refurbishment programme – See below
Site Manager	Support	Feb 2012	March 2012	<i>April 2012</i>	April 2012	April 2012	<b>May 2012</b>	*3*Depending on site refurbishment programme – See below
Science Technician	Support	March 2012	April 2012	<i>May 2012</i>	May 2012	June 2012	<b>August 2012</b>	

\*1\* The Corby Free School will be overseeing Admissions directly in collaboration with the other Brooke Weston Partnership schools. Marketing & Admissions process will commence from September 2012 as such this post may need to start September/October 2011.

\*2\* & \*3\* - If the Corby School accommodation strategy dictates: earlier recruitment & 'start in post' dates for both Site Manager and Network Manager may be required.

**Staff Structure:**

A staff structure has been developed for 2012 and for the transition period up to the full number of roll. (Please find organisational charts detailing this at the end of this section). The 'flow' of the organisational charts show the lines of management and accountability.

In order to ensure the curriculum and organisational arrangements are fully supported by first-class teachers; a robust strategy of recruitment will need to be approved by the Steering Committee.

A key role of the Principal will be the recruitment of staff; the Principal will be supported by the staff from the Brooke Weston Partnership on this task. A draft job description for the Corby Free School Principal has been prepared for approval by the Steering Group and it is envisaged that remaining staff terms and conditions will be determined with the Principal and by drawing upon the extensive experience from within the Steering Group and Brooke Weston Partnership.

The cost of the proposed staffing structure is 50.3% of income (including payroll costs etc). Full details and information relating to the payroll and non-payroll costs can be found in the Financial Template for Corby Free School.

Following the signing of the Funding Agreement, tenders will be invited for the HR management services that will be required by the Corby Free School. It is anticipated that this invitation to tender will also include the existing service providers for both Brooke Weston Partnership and Tresham College as a potential service provider for the Corby Free School.

## **Composition of the Governing Body**

### **Corby Free School Governance**

As the Corby Free School will be operated by the Brooke Weston Academy Trust it will be governed by its Memorandum and Articles of Association. In practice the Corby Free School will have its own Governing Body.

### **Corby Free School Board of Governors (Post Opening)**

The Board of governors of the Corby Free School will have the following structure:

- 6-12 governors (to be split equally) to be appointed by the Directors of the Brooke Weston Academy Trust and Tresham College of Further & Higher Education.
- An elected Parent governor
- An elected member of staff
- A representative of the local authority (Northamptonshire County Council)
- The Chief Executive of the Trust.

There will be a maximum of 17 governors, though in practice the number of governors is unlikely to exceed 13.

Parent governors will be appointed once the school is open during the course of the first academic year.

Staff governors will be appointed once the teaching team is in place and prior to the opening of the school.

### **Pre Opening**

*The Directors of the Brooke Weston Academy Trust who shall be appointed as governors for the pre-opening stage include:*

- [REDACTED]
- [REDACTED]

*In addition, representatives from Tresham College shall also be appointed as governors for the pre-opening stage include:*

- [REDACTED]
- +1 To be confirmed.

### **Operation of the Governing Body**

The Governing Body shall exercise its powers and functions with a view to fulfilling a largely strategic role in the running of the Free School and shall consider any advice given by the Executive Principal and Principal. The Governing Body may exercise its powers and fulfil its functions through its servants or agents.

Subject to the Memorandum and Articles, and to the Funding Agreement, the Governing Body may regulate its own procedure and that of any of its committees.

The Governing Body will work alongside the Executive Principal, Principal and Senior

## CORBYP FREE SCHOOL

Leadership Team to ensure that:

- The vision and ethos of the Brooke Weston Academy Trust is reflected in all aspects of the Free School's life
- Work focuses on maintaining high standards of achievement, establishing high expectations and promoting effective teaching and learning so that all students achieve their potential
- Decisions are made together about setting objectives for the Free School, agreeing priorities for the improvement plan and ensuring resources are used wisely
- The policies that provide a broad framework within which the Executive Principal, Principal and staff should run the Corby Free School are kept under review and updated regularly.

Detailed Terms of Reference for the Governing Body and its committees will be drawn up once the Board is operational, based on the following broad principles:

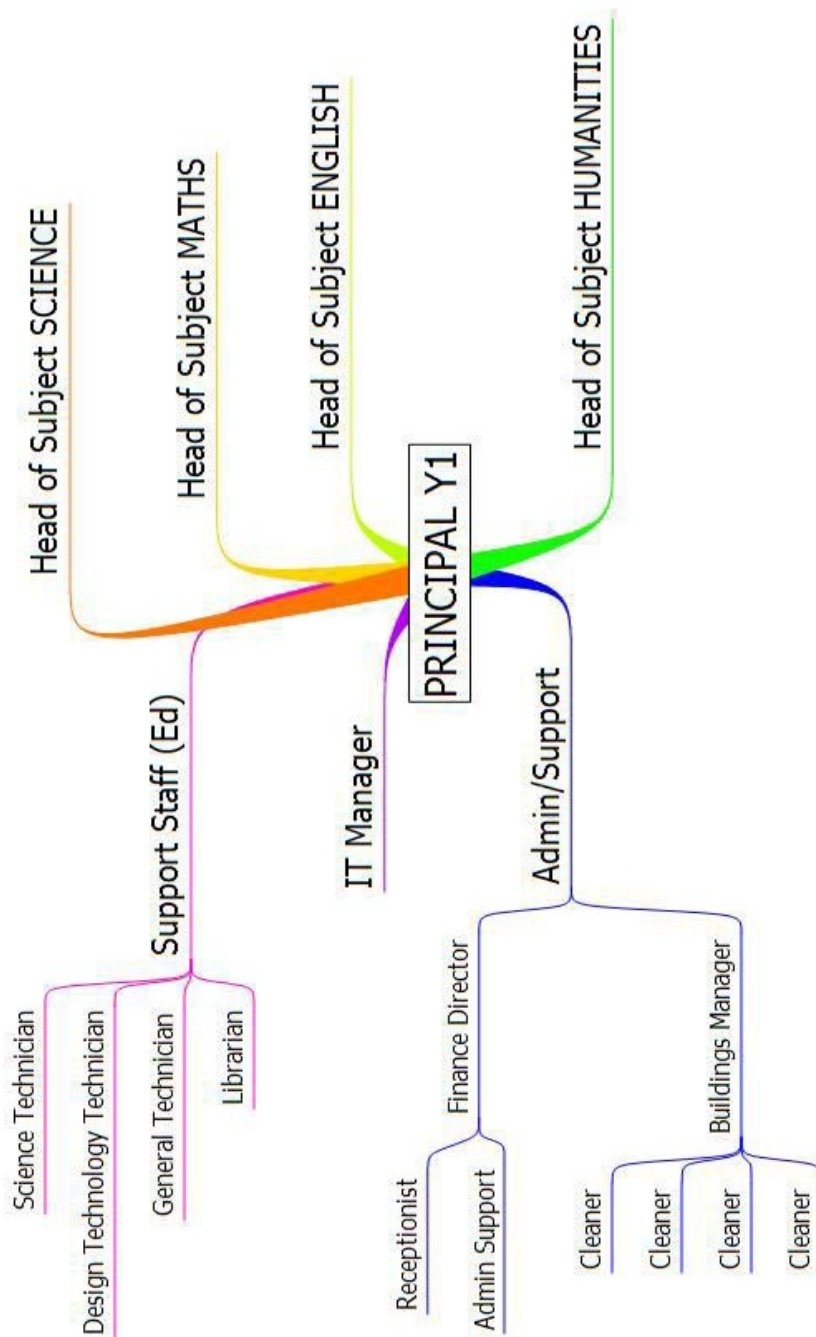
Governing Body responsibilities:

- To appoint the Principal, and the rest of the staff (unless delegated to the Principal)
- To agree constitutional matters, including procedures where the Governing Body has discretion
- To appoint new governors and recruit new members as vacancies arise
- To hold at least three Governing Body meetings a year, or as otherwise stated in the Memorandum and Articles
- To appoint and/or remove the Chair and Vice Chair
- To appoint and/or remove a Clerk to the Governing Body
- To suspend a governor
- To establish the committees of the Governing Body and their terms of reference and to decide which functions of the Governing Body will be delegated to committees, groups and individuals
- To review the delegation arrangements annually

Responsibilities delegated to the Governing Body committees:

- To appoint the Chair of any committee
- To approve the first formal budget plan of the financial year
- To keep the Health and Safety Policy and its practice under review and to make revisions where appropriate
- To conduct any other business appropriate to each committee.





STAFF STRUCTURE YEAR 1 – 2012/2013

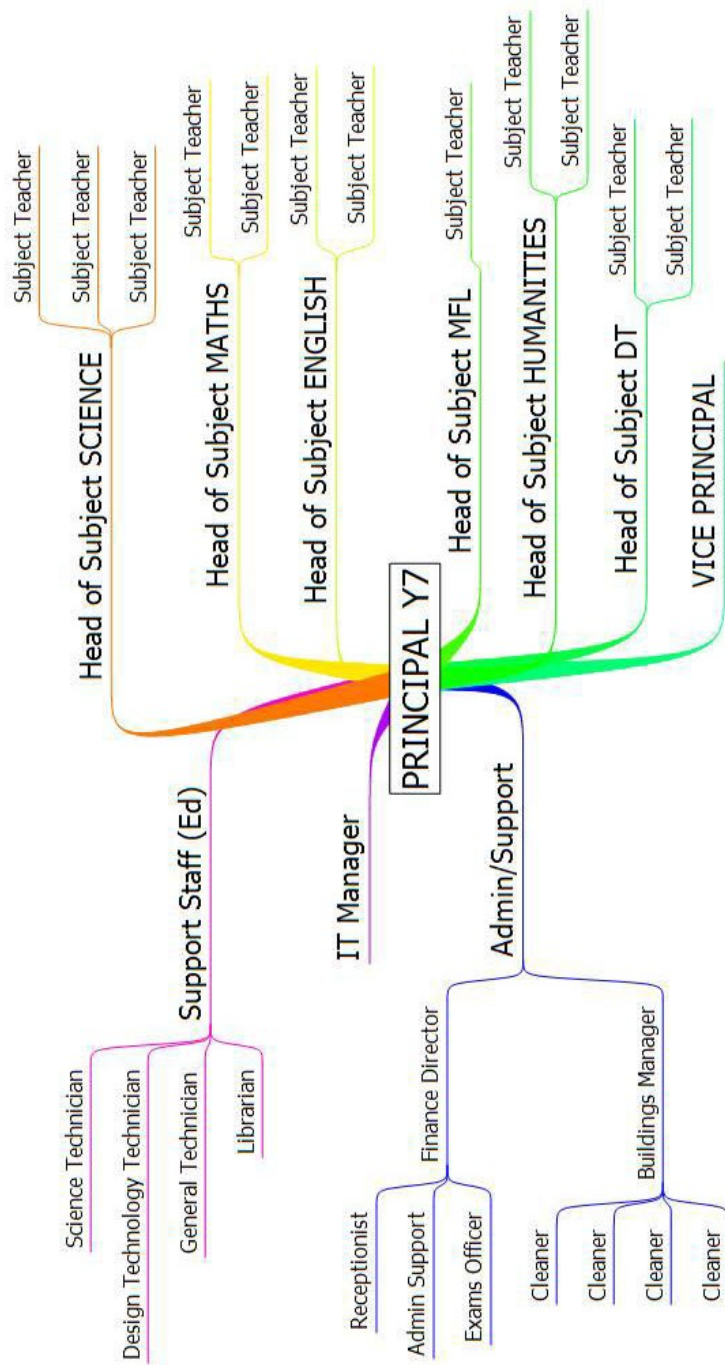












STAFF STRUCTURE YEAR 7 – 2012/2013

## Section 7: Premises

### CORBY FREE SCHOOL: Context & Background

#### CORBY FREE SCHOOL: Context & Background

Population demographics in Corby show that of the 60,000 population, there are high levels of deprivation in certain wards of the town, with these areas suffering high levels of single parent families, unemployment, crime, drug and alcohol misuse and low literacy levels and life expectancy when compared to national averages.

Corby Borough Council Strategic Plan sets out its corporate strategy One Corby around the Council's vision: "To double the population of Corby by 2030, with complimentary increase in jobs, prosperity and the quality of local public services". The mission statement is: "Working together for the future to improve the quality of life for the people of the Borough" and it is from this strategic aim that the council has developed its corporate objective to "Improve the well being and quality of life of residents in the Borough through community safety initiatives in collaboration with partners". The corporate priorities are: Regeneration, Community, Environment and Leadership.

The creation of a Free School as previously described for Corby is a development that compliments the aspirations of the Borough Council and provides a progressive solution to the demands placed on the local services.



## CORBY FREE SCHOOL

### **Possible site options**

#### **Options appraisal**

A thorough site search was carried out across the town of Corby in the proposed area for the Corby Free School.

The search methods included the following:

- Commercial agents' databases and instructions.
- Local Authority estate
- Local Borough Council estate
- E:PIMs – (Property Information Mapping Service managed by OGC)\* – incorporating the Register of Surplus Public Sector Land, which includes all surplus sites in the NHS estate
- New School Network list of D1 LA properties

\*website not currently active – archive material until new website launched

The shortlist of properties that were evaluated as possible sites for the Corby Free School is shown overleaf.

**Premises options for a 2FE school**

Site/Property	Address	Size	Owned by/Agent	Source Method
1. Exeter Primary School	[REDACTED] Corby, Northants [REDACTED]	Int. area 1,733.93m <sup>2</sup> Ext. area 2,054.36m <sup>2</sup>	Northamptonshire LA	New School Network list of D1 LA properties
2. Chartered Institute of Management	[REDACTED] Corby, Northants [REDACTED]	unknown	Corby Borough Council (Occupied)	Local Borough Council estate
3. Land as part of Tresham College campus	[REDACTED] Corby, Northants	n/a	Tresham College	Partner Sponsor
4. Firdale Professional Development Centre	[REDACTED] Corby Northamptonshire [REDACTED]	Unknown, <i>please see summary below marked *</i>	Northamptonshire LA	Local Authority estate

\*The facilities for Firdale PDC include:

- five training/meeting rooms, one of which is a fully equipped computer suite
- secure building access
- disabled facilities
- designated parking for disabled user
- parking immediately in front and to the side and rear of the building

The rooms (& dimensions) below is not a complete schedule of accommodation. The premises also include a number of rooms allocated for administration

Room Name	Dimensions (metres)
Hall	14.60 x 7.60
Seminar 1	6.60 x 6.10
Seminar 2	7.20 x 6.50
Seminar 3 (IT Suite)	9.10 x 6.00
Seminar 4	9.10 x 7.10
Meeting Room	4.60 x 2.90

## CORBYP FREE SCHOOL

Brooke Weston Partnership ruled out the bulk of land only options (i.e. green or brownfield sites included in the e-PIMS register that would require a complete new build premises solution on the basis of location, value for money and/or availability.

However, it is important to note and include the opportunity for development on the new Tresham College campus. This presents a strategically sensible location and as such has been included.

### **Details of preferred site**

#### Preference Number 1:

The most advantageous solution we believe would be to develop 'option-3' as a new purpose built accommodation unit situated on the new Corby Tresham campus but separate to this new build facility.

#### Preference Number 2:

Following a low level feasibility appraisal of this option, the second place option is the – Exeter Junior School. This site is of a single building of traditional construction together with two temporary mobile units, all which is currently unoccupied.

The site is owned by Northamptonshire Local Authority and publically included in the Council disposal programme as an asset earmarked for sale to reduce Council debt. There was a consultation process relating to the disposal programme, which resulted in new accommodation being built for the Exeter school bringing together the Junior and Infant phases into one Primary School.

#### Preference Number 3:

The property currently occupied by the Chartered Institute of Management, [REDACTED] Corby is located adjacent to the Tresham College Campus and would provide ready access to the facilities at the College via a short walk across the campus. However this property is currently occupied.

#### Preference Number 4:

The property is currently operated as '[REDACTED]', managed by Learning Achievement and School Improvement (LASI) on behalf of Northamptonshire County Council. The premises and adjacent land is owned by Northamptonshire County Council. The training centre is neighbour to the Chartered Institute of Management premises and as such shares the same advantages of bordering and the close proximity to the new Tresham College Facilities.

Whilst it is only a relatively small one storey building it does have the distinct advantages of having:

- A large access point from [REDACTED] to allow off-street bus drop off
- Ample parking
- Extensive adjoining grounds

## Site Description – Ex- EXETER JUNIOR SCHOOL

### Character

The site is located in Corby, on [REDACTED] adjacent to the new accommodation for Exeter Primary School. The northern boundary of the site borders [REDACTED] (A427) and [REDACTED] (A6014). This traffic island and road system is one of Corby's key transport route ways. [REDACTED] is within a dense urban area, with most residential accommodation across the neighbouring estate provided in two- storey council houses and terraces. To the north west of the site (0.5m) is Corby's main shopping district with many small and medium sized shops, Corby Borough Council offices, the Corby International Pool Complex, Corby Cube hosting the new Council chambers, library and other public services.

To the north east (0.5m) of the site is the new Tresham College accommodation. The Tresham building will be completed and in use for September 2011. Additionally the Manor House, within the existing campus, is being refurbished to provide a quality experience for the delivery of Hospitality, Catering and Events Management.

All facilities to the north of [REDACTED] can be safely accessed using an existing underpass.

### Size and Physical Characteristics.

The site comprises of one building, (two storeys), and a temporary mobile unit. The gross internal floor area (GIFA) of the main building is 1733.93m<sup>2</sup> and the mobile units provide an additional GIFA of 195.16m<sup>2</sup>. The site bounded predominantly by a high galvanised palisade steel fence. (Refer to Appendix 7: Floor plans and room sizes.) A very limited visual inspection of the accommodation has been undertaken.

Externally the site has a very limited soft-landscaping (overgrown), no playing field space but a large car-park/hard-standing (no condition assessment has been made). There are several trees contained within the grounds and set in a small area of soft landscaping features.

The site is immediately bounded to the south by an estate providing local authority (or ex-LA) two-storey housing. The south west corner and the western perimeter are flanked by the rear the refurbished and newly built accommodation and playing fields of Exeter Primary School.

Vehicle access to the site is possible on the southern boundary with a turning provided off [REDACTED]. This is a shared access point with the existing Primary School. This is a residential street with on-street resident parking on one side.

Brooke Weston Partnership would expect to work alongside PfS in advance of September 2011 to determine the cost effectiveness of the refurbishment required for the accommodation and landscape for this site.

Brooke Weston would expect PfS to request through their Technical Advisors that a matrix of required surveys be prepared. The matrix would be intended to identify the scope and prioritise the survey information needed for developing the Ex-Exeter Junior School site for use by Brooke Weston Partnership to create the Free School.

These surveys are subject to access being granted to the site, which, at the current time, is not prohibited. Brooke Weston Partnership has not made an estimation of the likely cost of what we would perceive as required surveys.

### **Tenure**

At this stage, it is proposed that Northamptonshire County Council retains ownership of the Freehold. It is likely that a 125 year peppercorn lease be granted to the Brooke Weston Academy Trust (utilising the Academy protocol for leases).

**Site/building unknowns** - It has not been possible to access the site grounds or buildings to undertake detailed condition and suitability surveys. Risks associated with remodelling/refurbishing the buildings and grounds include possibility of major structural/improvement works, underground services or ground conditions etc.

- **Acoustics** - Noise levels of the newly created building (plant, play areas etc) or specification of the building to mitigate background noise due to confined, urban site with neighbouring residential properties.
- **Statutory authorities/utilities** - Risks associated with increased usage/occupancy on the site and impact on infrastructure (upgrades of gas, electric, water, telecoms).
- **School travel plan** - As well as general pick up and drop off, the reliance on the use of off-site facilities to deliver the curriculum (particularly sports) will impact on the school travel plan. Risks associated with facilitating safe pupil pick up and drop off (busy, urban area). Abnormals with respect to highways and transport infrastructure costs outside of the boundary (e.g. Dedicated bus lay-by or traffic calming).

## CORBYP FREE SCHOOL

### Site Description – [REDACTED]

#### Character

The site is located in Corby, on [REDACTED], set slightly back from the road and is situated next door to the Institute of Management and almost opposite the Corby Conservative Club.

The northern boundary of the site borders [REDACTED] with a mixture of detached and semi-detached residential housing directly facing the site. The southern boundary borders the new Tresham College campus together with the Manor House, within the existing campus, which is being refurbished for the delivery of Hospitality, Catering and Events Management. To the east is the Chartered institute of Management premises and to the west Wheatley Avenue with semi-detached residential housing.

To the west of the site (0.5m) is Corby's main shopping district with many small and medium sized shops, Corby Borough Council offices, the Corby International Pool Complex, Corby Cube hosting the new Council chambers, library and other public services.

All facilities bordering the site can be safely accessed using existing pedestrian routes or in the event of the site being developed pedestrian routes within the enclosed campus.

#### Size and Physical Characteristics.

The site comprises of two buildings both (single storey) and a mobile unit. The gross internal floor area (GIFA) of the main building and the other accommodation is at this stage unknown. The site is bounded predominantly by a low-level post and mesh fence with a hedge. A very limited visual inspection of the main building accommodation has been undertaken. As a consequence of this Brooke Weston Partnership are of the view that the built-accommodation provided at the site will not be large enough for the proposed Free School. As such we would anticipate that alongside refurbishment there would be a need for extension.

Externally the site has extensive soft-landscaping, open playing field space and a large car-park/hard-standing (no condition assessment has been made). There are a number of mature trees contained within the grounds.

Vehicle access to the site is possible via the northern boundary with a turning provided off [REDACTED]. This is a dedicated access point for the premises. [REDACTED] is a residential street with private resident parking provided within the grounds of each house.

Brooke Weston Partnership would expect to work alongside PfS in advance of September 2011 to determine the cost effectiveness of the refurbishment and extension required for the accommodation and landscape for this site.

Brooke Weston Partnership would expect PfS to request through their Technical Advisors that a matrix of required surveys be prepared. The matrix would be intended to identify the scope and priorities the survey information needed for

developing the [REDACTED] site for use by Brooke Weston Partnership to create the Free School.

These surveys are subject to access being granted to the site, which, at the current time, it is unknown whether or not it would be prohibited. Brooke Weston Partnership has not made an estimation of the likely cost of what we would perceive as required surveys.

### **Tenure**

At this stage, it is proposed that Northamptonshire County Council retains ownership of the Freehold. It is likely that a 125 year peppercorn lease be granted to the Brooke Weston Academy Trust (utilising the Academy protocol for leases).

**Site/building unknowns** - It has not been possible to access the site grounds or buildings to undertake detailed condition and suitability surveys. Risks associated with remodelling/refurbishing the buildings and grounds include the possibility of major structural/improvement and any required extension works, underground services or ground conditions etc.

- **Acoustics** - Noise levels of the newly created building (plant, play areas) or specification of the building to mitigate background noise due to the proximity of the site with neighbouring residential properties.
- **Statutory authorities/utilities** - Risks associated with increased usage/occupancy on the site and impact on infrastructure (upgrades of gas, electric, water, telecoms).
- **School travel plan** - As well as general pick up and drop off, the reliance on the use of off-site facilities to deliver the curriculum (in particular indoor sports activities) will impact on the school travel plan. Risks associated with facilitating safe pupil pick up and drop off. Abnormals with respect to highways and transport infrastructure costs outside of the boundary (e.g. Dedicated bus lay-by or traffic calming).

## CORBY FREE SCHOOL

Brooke Weston Partnership would propose that subject to a full review of the cost analysis for the re-development of the Ex-Exeter Junior School and given the available sites of suitable size and within the broad and flexible search area, the best options for the Corby Free School would be:

1. A new build on land on the Tresham College campus.
  - a. If a new build is deemed to be required, there is a requirement for substantial capital investment.
2. Refurbishment and extension to the premises and land currently known as the Firdale Training Centre
  - a. If extension & refurbishment to the premises and land is deemed to be required, there is a need for capital investment.

### **Capital investment**

At this stage of developments the Brooke Weston Academy Trust cannot confirm the availability of any additional sources of funding to support acquisition, refurbishment or construction of the site.



## Section 8: Initial Costs and Financial Liability

Appendices – LINK DOUBLE CLICK ON ICONS BELOW FOR ACCESS TO APPENDICES



## **Section 9: Suitability and Declarations**

**Refer to Section 1 – applicant details  
Declaration of Sponsor/Trustee of Brooke Weston Partnership**

**Attached:  
Free School Personal Information Form in respect of :**



**Appendices:  
(should be read in conjunction with Section 3)**

**Appendix 3:  
Corby Demographic Data:**

**1. Extract taken from Corby Borough Council Report:**

**CORBYP**

The Corby Schools Area comprises the town of Corby and surrounding villages. One school, Brigstock Latham's CE Primary, is actually located in the East Northamptonshire District Council area but, for education purposes, has been linked to Corby for many years.

***Current position***

There are four secondary schools in the town. Two of these are academies: Brooke Weston Academy (BWA) and Corby Business Academy (CBA). Brooke Weston Academy (formerly a City Technology College) has always recruited 50% of its intake from the Kettering area (90 pupils per year group) and this is reflected in the admissions policy for BWA, subject to regular review. Corby Business Academy is located on the new development of Priors Hall, but gives priority to pupils from central Corby and villages to the east of the town. The other two secondary schools, Kingswood and Lodge Park, are located in the west of the town. Both have Foundation status. Kingswood has been rebuilt and the new school buildings open in September 2010. The combined capacity of the four schools is 780 per year group.

There is a total of 19 primary schools, five of which are in village locations. Since 2001, there have been six amalgamations of Infant and Junior Schools in the town. Two pairs (Danesholme and Studfall) remain. A new primary school opened on the Oakley Vale development in September 2008. Further primary schools serving new estates, Little Stanion and Priors Hall, were originally planned to open in September 2009, but have now been delayed due to a slowdown in the housing market. They are now expected to open in September 2012. The combined capacity of the primary schools is 800 per year group, excluding the new schools planned at Little Stanion and Priors Hall.

Maplefields School is the one special school in the Corby area. This is an all-age school for pupils with behaviour, emotional and social difficulties, currently on two campuses (one in Corby, the other in Kettering). A new build will consolidate the school in Corby from September 2011. The school admits pupils predominantly from Corby, Kettering, Wellingborough and East Northamptonshire. For pupils who require other specialist placements, for example, hearing impairment, there are resourced provisions at Studfall Infant, Studfall Junior and CBA and unit provisions at Beanfield Primary, Woodnewton and CBA. The combined capacity at primary phase is 84. The capacity at secondary phase is 75.

A unit provision for secondary pupils with autism opened at The Kingswood School in September 2010.



## CORBY FREE SCHOOL

Oakley Vale (over half built)	3,000
Priors Hall (underway)	5,100
Little Stanion (underway)	1,000
Weldon Park	1,000
West of Corby	4,000

### ***The effect of growth***

The state of the housing market makes prediction difficult, but it is likely that the annual rate of housing completions in the borough will increase rapidly, reaching 1,600 completions a year by 2016.

Primary numbers are expected to continue to increase quite rapidly in the next few years. Annual births in Corby have increased substantially in recent years. This is expected to result in a reception intake of around 850 in September 2011 and 990 in September 2012.

Secondary numbers are expected to remain fairly level for the next two years, before beginning to increase substantially. Intakes at age 11 are expected to exceed 800 from September 2013 and 900 from September 2015. The projections do not take into account any possible change to the BWA admission policy, which could have the effect of reducing the rate of increase in secondary rolls.

The number of pupils requiring specialist provision will grow in line with overall trends for those in mainstream provision.

### ***New primary provision***

*Oakley Vale* – A new foundation primary school opened in September 2008. The site for a second primary school, able to accommodate a further 2 f.e., is reserved. Consideration is being given to the need for this school in light of the school-aged population on the estate and the increase in recent births.

*Priors Hall* – There is provision for three 2 f.e. primary schools on the Masterplan. The first of these was the subject of the requirement for a competition as to its governance, under rules recently introduced by the government. The Priors Hall Trust (involving Woodnewton – a Learning Community and the Brooke Weston Partnership) was successful. This school is likely to be delayed until September 2012 at the earliest. The other two schools will be scheduled in line with the pace of housing development.

*Little Stanion* – Due to the slowdown in housing development, the date for the opening of the primary school (1 f.e.) will be delayed until 2012.

*Weldon Park* – This development would generate sufficient pupils for a 1 f.e. primary school, possibly as a federation.

## CORBY FREE SCHOOL

*West of Corby* – It is likely that at least two 2 f.e. Primary Schools will be required. Consideration will be given within the development for further unit or resourced provision.

*Other urban sites* – Given the relatively small number of dwellings and that much of the development may consist of flats/apartments, it is unlikely that new primary schools will be required in the existing urban area, although if development is concentrated in a locality, some extensions to schools may be needed. To accommodate the recent increase in annual births the Council is considering increasing the admission number at some schools such as Woodnewton.

*Other rural sites* – Our expectation is that existing schools will be able to accommodate additional pupils, with extensions provided if necessary. Gretton Primary School is already facing significant pressure on its accommodation.

### ***New secondary provision***

The current schools have an aggregate capacity based on their admission numbers of 4,860 places (27 f.e.). The projections indicate that by 2021, total pupil numbers will be over 2,000 (11 f.e.) in excess of current capacity. Additional factors that need to be taken into account include:

- The change in location of CBA may have an impact on the pattern of admissions across the town;
- The planned reviews of BWA's admissions policy might, in time, lead to a reduction in the number of students it admits from outside Corby. This could reduce the overall demand by up to 3 f.e..

Consideration will be given within the development for further unit or resourced provision.

### ***Options to accommodate secondary growth***

There are at least three possible options for accommodating the new pupils:

- a) Expand existing schools and do not establish a new school
- b) Establish a new school and expand existing ones
- c) Plan two new schools and do not expand existing ones

### ***Location of new secondary school(s)***

If it is decided to provide a new school or schools, then one of the next key questions to answer is where would be the preferred location of the next school or schools.

Based on the distribution of pupils in the town and geography, a site in the south-east sector of the town is preferred. However, no suitable site appears to be available. A location on the West of Corby development may be feasible but this is close to Kingswood and Lodge Park schools.

**2. Corby Borough Council Demographic Data report 20/12/10:**

- Population – 55200 (2009)
- Employment Rates – 76% (June 2010)
- Average household income - £408.60 (Weekly, Full Time Workers only, 2010)
- Average household income - £10.13 (Hourly, Full Time Workers only, 2010)
- % of Population in receipt of benefits – 18.9% (may 2010)
- % of owner occupied and private rented housing, - 78.3% (April 2009)
- % of council tenant housing – 18.7% (April 2009)
- % of Registered Social Landlord tenant housing – 3.0% (April 2009)
- 26024 properties in total for Council Tax purposes
- 21194 private owned = 81.44%
- 4830 Council Properties = 18.56%
- CBC currently has 6300 claims for HB and/or CTB. (Although there may be more than one person in a household entitled to HB).

CORBY FREE SCHOOL

**Appendix 4: Exeter School Floor Plans & Room Sizes.**

**(to be read in conjunction with Section 7 - Premises)**



CORBY FREE SCHOOL





CORBY FREE SCHOOL





CORBY FREE SCHOOL





