

# Free School in 2013

## Application form

Mainstream and 16-19  
Free School

## Completing your application

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

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

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

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

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

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

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

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to [REDACTED].

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

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

Free School Applications Team  
Department for Education

[Redacted]  
London [Redacted]

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

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

Due Diligence Team  
Department for Education

[Redacted]  
London [Redacted]

#### **Data Protection**

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

## Application checklist

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

## Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED], [REDACTED], Norwich, Norfolk, [REDACTED].		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group  <input type="checkbox"/> Teacher-led group  <input type="checkbox"/> Academy sponsor  <input type="checkbox"/> Independent school  <input type="checkbox"/> State maintained school   <input checked="" type="checkbox"/> <b>Other</b> </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school  <input checked="" type="checkbox"/> <b>Other</b>
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school  <input checked="" type="checkbox"/> <b>Other</b>		
6.	<p>If Other, please provide more details:</p> <p>Promoter-Run School. Single new school, single new company.</p>		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> <b>No</b> </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> <b>No</b>
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> <b>No</b>		
8.	If Yes, please provide more details:		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> <b>No</b> </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> <b>No</b>
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> <b>No</b>		
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:		
Details of company limited by guarantee			
11.	Company name: Sir Isaac Newton Free School		
12.	Company address:		

	[REDACTED], [REDACTED], Norwich, Norfolk, [REDACTED]	
13.	Company registration number: 7956712	
14.	Does the company run any existing schools, including any Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:	
<b>Company members</b>  <b>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</b>		
16.	Please confirm the total number of company members: 3	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: [REDACTED]	
	2. Name: [REDACTED]	
	3. Name: [REDACTED]	

**Company directors**

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

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
19.	Please provide the name of the proposed chair of the governing body, if known:  [REDACTED]

**Related organisations**

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name; <b>Ormiston Victory Academy</b></li> <li>• their Companies House and/or Charity Commission number, if appropriate; and 06982127</li> <li>• the role that it is envisaged they will play in relation to the Free School. Ormiston Victory Academy and [REDACTED], [REDACTED] are planning a federation of Schools in Norfolk and Suffolk with a distinct curriculum vision and shared services. Eventually the new free school will be an important and central part of that Federation.</li> <li>• [REDACTED], the [REDACTED] of the [REDACTED], [REDACTED] the [REDACTED] [REDACTED] and [REDACTED] the [REDACTED] have agreed to become Directors of the free school and it is envisaged that they will provide management advice, curriculum enrichment through direct contact with professional mathematicians and scientists, work experience and mentoring. CVs of [REDACTED], [REDACTED] and [REDACTED] are provided in Section F3.</li> </ul>	

**Norfolk and Waveney Enterprise Services Company Registration  
No: 1633258**

NWES are the co-site developer of our proposed preferred site. The [redacted] has agreed to become a [redacted] to the Free School; [redacted] will be registered with Companies House in due course and are as follows:

[redacted] Norwich Norfolk [redacted]  
[redacted] (work) [redacted] (mobile) [redacted]

1997 to date – [redacted] a private sector “not for profit distribution” enterprise agency. [redacted] the agency from staff of [redacted] turnover of [redacted]. Surpluses generated each year.

**Hethel Engineering Centre Centre Company Reg No: 01066330**

**The Norwich Research Park Company Registration No: 07863084**

The Norwich Research Park is a collaboration between the University of East Anglia, the Norfolk and Norwich University Hospitals, and four independent research centres; the John Innes Centre, the Institute of Food Research, the Sainsbury Laboratory and from July 2009 The Genome Analysis Centre. The Norwich Research Park is home to over 30 science and IT based companies making the NRP a vibrant place to do business as well as research.

**Norfolk and Norwich University Hospitals NHS Foundation Trust  
Company Registration No: 3054112**

**The University of East Anglia (UEA) Company Registration No:  
4117847**

**Price Waterhouse Coopers PwC Company Registration No:  
4117847**

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

None

**Existing providers**

23. Is your organisation an existing independent  Yes



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

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



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

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

**Signed:**

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

**Print name:**

**Date:**

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

## Section B: Outline of the school

1.	Proposed school name:	<b>Sir Isaac Newton Free School</b>
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input checked="" type="checkbox"/> <u>16-19</u> <input type="checkbox"/> Other  If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2014
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> <u>Mixed</u>
6.	Do you intend that your proposed school will be designated as having a religious character?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> <u>No</u>  <b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b>	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> <u>No</u>	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	

10.	Postcode of the preferred site of the proposed school:	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>
11.	Local authority area in which the proposed school would be situated:	Norfolk County Council
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	No
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p>	

## Section C: Education Vision

### C1 – Rationale for the Sir Isaac Newton Free School:

#### **Rationale - Why the Sir Isaac Newton Free School is needed in Norwich and Norfolk**

The rationale for the Sir Isaac Newton Free School has its roots in a passionate conviction that there needs to be a much closer engagement between universities, business and education. There is a high level skill shortage in both the county and the whole country and too few of the talented young people in the county are being inspired with the ambition to study mathematics and sciences at Post-16 level and to successfully progress to the best universities and ultimately contribute to addressing that skill shortage.

The Sir Isaac Newton Free School will be a 16-19 school specialising in mathematics and the sciences. It will promote excellence in mathematics, physics, chemistry, biology and computer science. The mathematics curriculum will be academic led, developed with and supported by Cambridge University, King's College mathematics department. It will also offer wider relevant academic subjects and time will be reserved for leadership, entrepreneurship and communications. The school will relentlessly pursue academic excellence and there will be an expectation that the students will obtain A or A\* grades at A Level and achieve well in more challenging examinations, such as the Pre-U Mathematics, that better prepare them for more rigorous further study and research at the best Universities.

The Sir Isaac Newton Free School will seek to address three problems that affect the whole country in general and Norwich and Norfolk in particular.

These are:

- The lack of international competitiveness in providing excellence in learning and teaching in mathematics and the sciences and producing the graduates in these and related disciplines needed for the economic health of the country.
- The poor quality of mathematics and science teaching in many Norfolk schools.
- The poor levels of recruitment in Norfolk onto A Level courses in mathematics and science.

The lack of international competitiveness in providing excellence in learning and teaching in mathematics and the sciences and producing the graduates in these and related disciplines needed for the economic health of the country.

In the latest world education ranking's produced by the Organisation of Economic Co-operation and Development (OECD) the UK was shown to have slipped downwards significantly from eighth to 28th in mathematics and from fourth to 16th in sciences.

The head of the OECD's educational programme concluded that the UK's performance was "stagnant at best".

And if the story is not good for the UK, it is worse for Norfolk. The number of students achieving A\*, A and B grades in mathematics GCSE who go on to take mathematics A-level is only 23pc compared with a national average of 34pc. And those who do go on to take mathematics A level do worse: 40pc achieve an A\* or A grade compared to a national average of 43.6pc. There are, of course, individual teachers and individual schools who are doing better, but overall the performance of Norfolk is not satisfactory – let alone excellent. We must not allow this to continue.

Our students will go to top universities and we hope that many of them will pursue a career in engineering, sciences, medicine and industry.

We must raise our game and shake off our inherited complacency. That is what our new school is all about. In Norfolk we have some world-class science and engineering on the Norwich Research Park (NRP) and the Hethel Engineering Centre; the [REDACTED] and the [REDACTED] have both agreed to become governors of the new school.

We are going to build close links between the school and the academic, scientific and engineering community. We hope our school will help produce world-class scientists and engineers and help make Norfolk a true centre of excellence where the technologies of tomorrow are both discovered and developed.

The poor quality of teaching in many Norfolk schools.

Total Number Establishments in Norfolk offering Post-16 Provision	40
Number of Colleges of FE and 6 <sup>th</sup> Form Centres	6
Number of Secondary 11-18 Phase Schools	34

OfSTED rating	4	3	2 and above
Number of Colleges of FE and 6 <sup>th</sup> Form Centres	1	4	2
Number of Secondary 11-18 Phase Schools	1	13	

The table below sets out the 21 Norfolk schools and colleges of further education which are currently classified as 'satisfactory', together with the date of their last inspection which are within communicable distance of Norwich.

Norwich Schools	Great Yarmouth Schools	Rural Schools
City of Norwich School – Norwich 11-18 6 <sup>th</sup> Form roll: 538 (Grade 3 / June 2011)	Cliff Park High School (Grade 3 / June 2006) 11- 16	Attleborough High School (Grade 3 / May 2011) 11-18 6 <sup>th</sup> Form roll: 161
Hellesdon High School - Norwich 11-18 6 <sup>th</sup> Form roll: 197 (Grade 3 / Nov 2009)	Great Yarmouth College - Great Yarmouth (Grade 4 / Nov 2010) 16-19 Roll: 1471	Cromer Academy 11-16
The Hewett School – Norwich 11-18 6 <sup>th</sup> Form roll: 200 (Grade 3 / May 2011)	Great Yarmouth High School 11-16 (Grade 3 / May 2011)	Fakenham High School (Grade 3 / May 2011) 11-18 6 <sup>th</sup> Form roll: 277
Hethersett High School (Grade 3 / Nov 2010) 11-16	Ormiston Venture Academy (predecessor school special measures) 11-16	Hamonds High School (Grade 3 / June 2009) 11-18 6 <sup>th</sup> Form roll: 88
Sewell Park College – Norwich 11-18 6 <sup>th</sup> Form roll: 106 (Grade 3 / June 2010)	Stalham High School (Grade 3 / May 2011) 11-16	Long Stratton High School (Grade 3 / Sept 2009) 11-16
Sprowston Community High School – Norwich (Grade 3 / Dec 2009) 11-18 6 <sup>th</sup> Form roll: 249		Wayland Community High School 11-16 (Grade 3 / Mar 2011)
Taverham High School - Norwich 11-18 6 <sup>th</sup> Form roll: 28 (Grade 3 / May 2009)		Terrington St. Clement, St. Clement's High School 11- 16 (Grade 3 / Dec 2010)
The Open Academy - Norwich 11-18 6 <sup>th</sup> Form roll: 47 (Grade 3 / Dec 2011)		
City College Norwich (Grade 3 / Dec 2008) 16-19 Roll: 4465		

With the OfSTED rating of "satisfactory" for schools, widely regarded as a euphemism for a poor school, ending, we (our supporting parents, business partners and board) applaud the new plans to tackle "coasting schools" for Norfolk. A parent who recently took part in one of our focus groups stated, 'for several years selecting a 6<sup>th</sup> form has been a case of choosing the best of a bad lot; my children deserve better'. [REDACTED], [REDACTED] and formerly [REDACTED] (from opening in September 2006 to May 2010) observed that when Barnfield West became the most improved academy in the country in 2007 and won numerous national awards for performance and achieved an outstanding section 5 OfSTED in February 2010, it raised the performance of its surrounding schools. We firmly believe that competition raises the achievement and performance of all. Under

██████████ staff have achieved one of the most improved sets of GCSE results in England in 2011 with a 26% increase with A' level results also listed in the top 100 schools in just 1 year. ██████████ who, we hope, will take on the role of ██████████ is committed to delivering an outstanding provision for free school students and believes in doing so it will encourage the coasting schools of Norfolk to raise their performance, thus providing a better standard of education for all young people.

### **The poor levels of recruitment in Norfolk onto A Level courses in mathematics and science.**

The table below indicates that the number of students in Norfolk who have been successful in these subjects at GCSE and who continue to study them at A-level is well below the national average. Having consulted with our Strategic Business Partners Norfolk's leading science and engineering companies, the data and our consultations show that Norfolk needs a sixth form school which specialises in Mathematics and Science.

The number of Norfolk students who have achieved A\*-A grades in mathematics and the sciences and who choose to take A-levels in these subjects compared to the rest of the Country are as follows:

	2011 A2 Entries (Norfolk LEA Schools)	2011 A2 Entries (Norfolk Academies)	2011 A2 Entries (Norfolk 6 <sup>th</sup> Form Colleges)	2011 A2 Entries (Norfolk 6 <sup>th</sup> Form Colleges)	total A2 entries	Potential candidates achieving A*B from 2009 GCSEs (Norfolk)	% of potential candidates who took A-level (Norfolk)	% of potential candidates who took A-level (National)	Potential places required in Norfolk to match national average	% of potential candidates who took A-level (Top Quartile of Counties)	Additional places required to by in upper quartile of counties
<b>Mathematics</b>	640	50	100	200	<b>990</b>	4,304	23%	34%	<b>473</b>	40%	<b>732</b>
<b>Biology</b>	560	45	90	175	<b>870</b>	1,891	46%	55%	<b>170</b>	60%	<b>265</b>
<b>Chemistry</b>	370	30	60	125	<b>585</b>	1,950	30%	42%	<b>234</b>	50%	<b>390</b>
<b>Physics</b>	340	25	50	100	<b>515</b>	1,839	28%	34%	<b>110</b>	40%	<b>221</b>

We believe this failure to recruit is because, in many of the 11 to 18 schools in Norwich and Norfolk, Post-16 studies in mathematics and the sciences are not attractive. Groups are often very small with a very wide ability range because some schools encourage weak students to follow unsuitable courses for financial reasons. Teaching is frequently satisfactory at best because Post-16 teaching is restricted to a very small number of teachers with little opportunity for collaboration and professional development with committed colleagues. There is often little opportunity for the very best students to engage with others of like ability or to interact with professional mathematicians from academia or industry and commerce. All these issues will be resolved by the creation of the free school.



## Our Vision

- We will provide an outstanding academic education for future generations of mathematicians and scientists who will use their knowledge to obtain places at our best Universities and subsequently develop careers in research, management or as entrepreneurs. We want to produce the engineers, academics, technicians, scientists and inventors who will shape tomorrow's world.
- We will revitalise mathematics and science teaching nationally through the development of a unique academic led curriculum supported by the University of Cambridge, King's College and other top University departments.
- We will ensure that every talented Mathematics and Science student in Norfolk can experience the very best quality of education and develops the highest levels of knowledge, skills and abilities
- We will ensure our students achieve their full potential in obtaining outstanding examination success, not just in A levels but also in more challenging Post-16 examinations.
- We will become a centre of outstanding teaching, establishing an organisation committed to playing a leading part in developing the quality of learning and teaching across Norfolk.
- Working with universities and other institutions, we will use educational research and the best practice in schools internationally to develop pedagogy and teacher development programmes for experienced teachers, teachers new to the profession and teachers in training.
- We will create a culture that is relentlessly focused on promoting excellence enabling our students to achieve their very best.
- We will harness our ground breaking partnerships with business and industry in order to develop our students as the industry leaders of tomorrow with the capacity to drive forward innovative developments within industry and commerce to support the region's already growing profile within science, engineering and mathematics.
- We will develop a wider curriculum that places an emphasis on character development and service as well as academic rigor and entrepreneurship. Duty, service, responsibility and resilience will feature strongly in the school's ethos alongside flair, creativity, hard work and resourcefulness.
- We will deliver a formal Leadership Curriculum in order to develop our students' confidence and allow them to go on to become leaders in whatever specialist field they decide to enter.

- Personalisation of each student's curriculum and support will be at the heart of the free school ethos.
- We will emphasise traditional values and create an ethos of mutual respect and trust in the Free School.
- Our ambition is to produce outstanding and enterprising young people with the capacity to make very significant contributions both to the economic growth of our region and to our society.

## **Our Ethos**

To fulfil the vision of the Sir Isaac Newton Free School to provide the highest quality education in mathematics and science for our students and to create an impact across the whole county we will base our ethos on the following distinctive principles and practices:

- We will provide a unique and highly challenging curriculum and the innovative pedagogy to develop it through our partnership with King's College Cambridge and the Cambridge University mathematics staff.
- We will ensure our students 'continuously' attain 'A\*' and 'A' grades in all A' Level subjects studied which will be reflected in public examinations and against national benchmarks. The concerns increasingly expressed by leading universities about the restricted nature of A levels and their failure to fully prepare students for university will be addressed with a full programme of Pre-U examinations for which students will be prepared in parallel with their A Level courses
- A very strong feature of the free school will be our on-site teacher training centre specialising in mathematics and the sciences. Our vision to revitalise mathematics and science teaching will be based on the production of challenging Post-16 courses is a key element of the free school. It is our intention for the free school to become internationally recognised as a centre of excellence in learning and teaching.
- Our partnership with prestigious businesses and universities will enable the Sir Isaac Newton Free School to deliver a curriculum that places an emphasis on character development and service as well as academic rigor and entrepreneurship.
- We will challenge and support students to gain the skills necessary to set up their own businesses by providing a rich learning experience through close links with our Strategic Partners.

- Earned praise, celebration and reward will mean that all members of the Free School community will feel highly valued and will want to achieve excellence and to contribute both to their own personal success and to the overall success of the Free School. The achievements of all students will be recognised and valued. We will support our students to develop the highest personal, social and intellectual standards and skills. This will create an ethos of mutual respect and trust

## Our Mission

- The key to developing a culture of excellence among our students will be to reinforce the message at all times. We will use every opportunity to recognise excellence and we will set the highest academic targets.
- Our formal Leadership Curriculum, developed with [REDACTED], [REDACTED], will enable students to develop themselves to become confident industrial leaders. We will constantly develop the confidence and ability of all students to participate in the life of the Free School. Genuine responsibility will be given to the students to make decisions that affect the school.
- Our partnership with the University of Cambridge, King's College will enable us to develop a unique tailored curriculum that will ensure all students are fully challenged and the innovative pedagogy to deliver it.
- Young people will learn about key growth companies in their area and work with representatives from those companies so that they will be able to make informed and ambitious choices for their futures. The intention is that these links will be maintained throughout the university course so that there is a real incentive for graduates to follow careers in the fast growing high technology research environment of Norfolk.

- We will use our innovative method of personalised intervention to continuously ensure students attain A\* and 'A grades in all A Level subjects studied which will be reflected in public examinations and against national benchmarks. The concerns increasingly expressed by leading universities about the restricted nature of A levels and their failure to fully prepare students for university will be addressed with a full programme of Pre-U examinations for which students will be prepared in parallel with their A Level courses.
- We will work in partnership with a group of Strategic Business Partners who will include: the Norfolk and Norwich University Hospital, the Institutes on the Norwich Research Park, the John Innes Centre, The Institute for Food Research, The Sainsbury Laboratory, the University of East Anglia, Price Waterhouse Coopers, NWES and the Hethel Engineering Centre. These organisations and other leading companies in Norfolk will offer mentoring, work experience and career advice. This will widen and enrich the students' learning experience and make them more attractive to top flight universities and future employers. The Strategic Partners aim will be to maintain and foster these links throughout each student's graduate course to secure a high level of recruitment back into the Norfolk academic, industrial and research community.
- We will support the development of our talented and highly skilled team of teachers and support staff directly through rigorous professional development and training and monitoring, ensuring to ensure that learning and teaching are outstanding. We will deliver this programme through the work of the federation's pedagogy institution.
- We will challenge and support students to gain the skills necessary to set up their own businesses.
- We will provide weekend master classes and longer residential courses during school breaks for gifted and talented pupils in mathematics and Sciences from Norwich and Norfolk starting in Year 9.
- We will develop outstanding support for individual students and families within and beyond the Free School day to overcome any social, emotional, mental, physical and economic barriers to success. We aim to identify these issues very quickly on entry to the free school through our assessments, form tutor conversations and 1:1 coaching. We will continue to identify issues as they arise. Once identified, we will target appropriate support to address individual issues.

- We will utilise new technologies and develop a Free School virtual managed learning portal that will extend learning for Mathematics and Science beyond the classroom so that students can access resources, information and learn at anytime. Video conferencing will be utilised with our strategic business partners to enable students to understand the application of theoretical concepts. All of our lectures and taught sessions will be available on video so that students can revisit concepts as often as they need. We will use carefully monitored social media so that students can communicate and learn from each other in a safe and supportive online environment.
- Personalisation of each student's curriculum and support will be at the heart of the free school ethos.
  - We will achieve this rapidly on entry to the free school by using a bank of tests to assess not only academic strengths and areas for development, but also personal development strengths and targets.
  - We will use this data to target specific individual programmes put in place making use of prep time. Our students will have access to programmes on literacy, leadership, organisational skills, communication skills, group work and independent study skills. We will pay particular attention to any student who is identified as having specific learning needs and our most gifted students.
  - We will carefully monitor our students' progress in all areas of development through thoughtful and thorough reporting. The form tutor will be responsible for monitoring the tracking data. Small group and individual coaching will take place during form time and prep time.

## **Learning Outcomes for Students**

### **1. Examination Outcomes:**

The Sir Isaac Newton Free School will have a selective intake, with the expectation that all students will have a minimum of a grade B in mathematics and also a minimum of a grade B in any other subjects studied. On this basis, the Free School's expectation is that 100% of students will achieve a minimum of three A\*-A' level grades or equivalent, as part of an academic education designed to enable students to secure a place within a top flight university. More able students will be expected to complete at least 4 A levels gaining A grades in each subject area. Aspirations for student outcomes will be outstanding. Our target will be retention, pass and success rates of 100% with students gaining a minimum of 3 A-A\* grades in mathematics and science.

## **2. Progression to University:**

Students will produce very high standards of work and develop very good practical and work-related skills. Students will make outstanding progress during their courses and all students will progress to higher education. To instil the work ethic expected students' punctuality and attendance will be exceptional. All students will study an integrated specification that Cambridge University will develop which covers the Pre-U mathematics course in the A-level. Students may also be prepared to master STEP examinations to help them secure their place to a top flight university. All students will study an integrated specification that Cambridge University will develop which covers the Pre-U mathematics course in the A-level. Students may also be prepared to master STEP examinations to help them secure their place to a top flight university.

## **3. Teaching and Learning of Mathematics and the Sciences:**

We will develop a training school which develops outstanding learning and teaching practice in Mathematics and Science, which will work in partnership with Norfolk Schools to raise the standard of learning and Teaching our field of specialism. Teaching and learning will be outstanding and as a result staff will use a variety of activities to engage students to keep them highly motivated.

## **4. Leadership:**

Through the [REDACTED] module students will develop exceptional interpersonal team work-related skills. To prepare students for interview to gain access to top flight universities all students will take part in the leadership programme which will develop an awareness of issues locally, nationally and internationally and a sense of responsibility. Students will be instilled with values which promote duty, service and teamwork by serving the community and developing leadership and team skills in real world settings. We aim to prepare students for the world of work so that they have skills needed to compete with students from all other backgrounds.

## **5. Internship Programme:**

To support economic development of our strategic partners and nurture a highly skilled workforce for Norfolk all students will complete over the course of their time at the free school an 8 week internship programme outside of term time. Some of the companies providing the internship placements will be sponsoring a scholarship programme designed to encourage high performing students to remain in contact and return to Norfolk after they have graduated. The enterprise agency NWES our preferred co-site developers specialise in helping people turn their business ideas into reality by offering impartial, professional advice; access to personal skills and business training courses. We are delighted that they are fully committed to developing the enterprise skills of the Sir Isaac Newton 6<sup>th</sup> Form students by delivering either a Level 4 in Developing an Established Business or Level 3 in Starting a New Business Enterprise which will provide formal accreditation of the Internship programme.

**Section D: Education Plan - Part 1**

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

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

	<b>Current number of students (if applicable)</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Reception</b>								
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>		220	220	220	220	220		
<b>Year 13</b>		0	220	220	220	220		
<b>Totals</b>		220	440	440	440	440		



## Section D: Education plan – part 2

### D1: Curriculum Offer

#### **The Free School Curriculum Model:**

The year 12 curriculum will be delivered in 5 option blocks each with a curriculum allocation of 5 hours. The first three of these blocks will contain mathematics, further mathematics, physics, chemistry, biology and computer science. Every student will be expected to select mathematics and two other subjects from these blocks. The fourth option block will allow exceptional students to add to their mathematics and science programme but will offer most students the possibility of adding a modern foreign language like Mandarin, German or Spanish to their studies or to select Music, Statistics, History, Geography or Philosophy. The fifth block will repeat some of these options on a flexible basis to reflect demand within any particular year group. Not all students will select an option from both blocks 4 and 5, some opting for a mixture of additional support in their existing four subjects and private study.

We have developed this model so that students have a core curriculum which allows them to have a wide choice of mathematics and science based courses at university. The additional courses allow students to follow interests outside of mathematics and science and allowing a wider choice of university courses. We have selected the additional courses through consultation with students, parents and local employers.

The primary courses being followed will be A levels but teaching also will be directed at preparing students for Pre-U examinations to support applications to top flight universities.

In addition to the academic curriculum, the free school will have compulsory programmes to develop wider community involvement, business skills and career skills. Each programme lasts for one term and has 1.40 hours per week allocated to it. These programmes support the free school aims by developing students understanding of the wider world and the skills required to make a difference. As part of tutor time and 1:1 coaching sessions with our industry partners and other experts, students will be expected to reflect on their progress in these skills and how they may be applied to their current studies, further studies and careers.

Our part of a Level 3 NVQ in Business Start Up students will complete an accredited internship programme which will help to instil a key element in the free school ethos. All students will complete a four week placement each year which will be completed outside of term time and a work related unit with one of our partner organisations. NWES have agreed to deliver the course as part of the prep curriculum. This will help to support student's curriculum vitae development and enable them to best present themselves to top flight universities.

The free school will organise additional events and activities which students have the option of engaging with. We will offer a regular series of cultural visits and events. This programme will take advantage of local events as well as organising trips to galleries, theatres, concerts and museums in London and elsewhere. These visits will predominantly take place during holidays and weekends to avoid disruption to studies.

To exploit the location of the preferred sites location adjacent to the river Wensum, the free school will also offer regular sporting activities including rowing, canoeing and sailing. In addition to this to reflect what parents have told us we will also offer hockey, cricket and rugby.

There will be economies of scale brought about by the specialised nature of the free school. Mathematics and Science groups of less than 10 students, with widely differing abilities are not uncommon in Norfolk schools but in the free school the expected class size for the specialism core subjects will be 20 for taught lessons and larger grouping for lectures and lab work supported by graduate specialists and senior laboratory technicians.

The free school will employ mainly full time teachers for all core subjects and part-time teachers for other subjects like Mandarin or Philosophy. As the planned Federation develops it will be possible to share some of these teachers between schools. We will also use graduate instructors to support learning in smaller groups.

All courses will continue to be offered at A2 in year 13 so that students will not be compelled to drop subjects in A2.

### **Wider community, study and career skills**

All students will study additional courses and take part in programmes to prepare them for their university studies and to become leaders in their field of work. These courses are compulsory as they form a key element of the free school ethos and vision.

<b>Compulsory courses and programmes</b>	<b>Student need / interest addressed</b>
██████████ leadership programme	All students will be expected to take part in the leadership programme
Community service programme	Students will develop an awareness of issues locally, nationally and internationally and a sense of responsibility. Students will be given the opportunity to serve the community and develop leadership and team skills in real world settings.
Business skills	We aim to prepare students for the world of work so that they have skills needed to compete with students from all other backgrounds.

## **The Free School Extended Curriculum**

Students will be given the opportunity to take part in the following activities:

- Sports including rowing, canoeing, golf, tennis, squash, sailing, rugby and cricket. We will provide these opportunities through other proposed federated schools, links to local clubs and public facilities.
- Cultural activities including opportunities to attend regular theatre, dance, classical music recitals, opera, museum and gallery visits. Trips will be organised to nationally recognised events, including visits to London.
- All students will be able to participate in the Duke of Edinburgh Award Scheme which will help to instil the service ethic we aim to nurture in our students through the service unit.
- Leadership development.

## **The Year 13 Curriculum**

In year 13, students may drop one of their subjects. They will receive guidance in this process from their form tutor, subject tutors and through 1:1 coaching with industry partners. The choice will be individual, based on work load, interest and commitment.

The curriculum for year 13 will follow the same pattern as for year 12 with one subject possibly removed. This will result in an extra 5 hours per week of curriculum time.

This time will be timetabled so that students continue to have directed and supervised support.

- Supervised private study
- University application support
- Small group and 1:1 subject support
- Coaching from industrial partner or free school tutor.
- Additional qualifications (e.g. finance).
- How to manage their own personal finances in preparation for independent living.
- Extended qualifications (e.g. pre-U and STEP qualifications).

Our internship programme will continue for a further four weeks during year 13 in addition to term time. In year 13 additional industrial placements with our partner organisations will be made available to support students with career and university choices and applications.

The compulsory programmes to develop wider community involvement, business skills and career skills will continue in year 13. Additional programmes will include university applications and interview training led by free school staff and our industrial partners. It is expected that all of our students will secure a place at a top flight university. A strong feature of every aspect of the curriculum will be the involvement of the strategic partners from the Science Park, the University, NWES and other research and industry centres. These links with professional mathematicians and scientists will bring the curriculum to life and make it real and relevant to all our students.

## **The Free School Curriculum in Detail**

**Mathematics curriculum:** The core mathematics curriculum will be A level. We have identified a linear course with a synoptic component as recommended by [REDACTED] of Cambridge University, King's College. We will integrate the Cambridge University Pre-U mathematics course into the A-level course through the scheme of learning, so that students are given access to a broader and deeper course that prepares them for study at university. The Pre U course will be clearly identified within the scheme of learning so that students can prioritise the A level material if required. Students aspiring to read mathematics at elite universities may also be prepared for STEP examinations. The scheme of learning will also identify the relevant content for the Physics, Chemistry and Biology and ensure that the mathematics skills are taught ready for application in the sciences. Science subjects will use the correct mathematical terminology and procedures.

To facilitate students progressing at their own pace, extension materials prepared by Cambridge University and high quality online content providers such as the Khan Academy and Wolfram Education. We will supplement this content with our own content, including short video explanations and other materials. Sessions where students work independently will be supported by specialist teachers to ensure students have the opportunity to maximize their progress.

In addition to the core mathematics curricula, students will also engage with national and international mathematics organisations. Free School students will be given the opportunity to attend student conferences and workshops with students from other sixth forms and universities. We aim to introduce our students to university life and the wider world of academic learning to raise awareness of the opportunities available to them. We also perceive an anxiety among our students about university as many of our students will be the first members of their families to attend. We aim to reduce anxiety by increasing familiarity.

**Mathematics timetable:** Each week, the five hours of mathematics lessons will be divided into three 100 minute sessions. The first 100 minute session each week will comprise of a short lecture (approximately 20 – 40 minutes) followed by a workshop. This session will have up to forty students taught simultaneously. Two mathematics teachers will support the workshop session.

The lecture will provide an overview of the work to be covered for the week and specific content suited to the lecture style. The subsequent workshop will take the information contained in the lecture together with prepared video sequences and other materials to allow students to explore the ideas together.

The key pedagogical goal of the lecture–workshop model is to facilitate peer-to-peer teaching, which has been shown to be highly effective in ensuring student progress. Our students will also benefit from developing independent and group study skills in this period, important for their further studies and careers.

The remaining two sessions each week will be taught in a more traditional style with groups of up to twenty. Teachers will make the best use of evidence-based practice to ensure progress is maximized. All lessons will be differentiated and assessment for learning strategies will be used throughout every lesson.

There is a final session at the end of the day from Monday to Thursday lasting a further 100 minutes. We call this the prep period. The primary role of this period is for students to carry out private study. Students choose with subject they will study in this period. To support the effectiveness of this time, a mathematics specialist will supervise.

Prep time will also be used to conduct specialist mathematics interventions with students. Those in need of small group or individual support will make appointments during this time. We will also use ICT to facilitate student coaching with industrial partners.

**Mathematics assessment:** Students will have monthly summative assessments to ensure effective tracking and intervention. The summative assessment will be based on exam papers. Students will be expected attend intervention during prep time and to re-sit the assessments if they have not learnt the material sufficiently well. All students will be required to correct their assessments to ensure gaps in their understanding are addressed.

Students will submit a weekly piece of mathematics work and will be given written formative feedback. Effective feedback one of the core strategies used within the free school to promote progress. Students will improve their first version of the work in the light of the feedback. The students will be encouraged to value feedback, both from teachers and their peers, so that the work they produce can be of the highest quality. This attitude will enable them to learn quickly both at university and their places of work.

Students will also be given timely mock examinations to prepare them for their final exams.

These arrangements will also apply to Further Mathematics where this is a selected option.

**Science curricula:** The core of each of the three science curricula and computer science will be A level. The chosen courses will be linear with a synoptic component. We will integrate Cambridge University Pre-U science courses into the AS and A2 courses through the scheme of learning, so that students are given access to a broader and deeper course that prepares them for study at university. The Pre U course will be clearly identified within the scheme of learning so that students can prioritise the A level material if required. The scheme of learning will also identify the relevant mathematics content for the Physics, Chemistry, Biology and Computer Science and ensure that the mathematics skills are used the correctly.

In the sciences we will also facilitate students learning at their own pace through the use of interactive media. We will use high quality online content providers such as the Khan Academy and Wolfram Education. This will be supplemented with our own content which will include short video explanations and other materials. Sessions where students work independently will be supported by specialist teachers to ensure students have the opportunity to maximize their progress.

In addition to the core science curricula, students will also engage with wider science issues through involvement with organisations such as the Triple Helix Society at Cambridge University. Our aim is to raise our students' awareness of university life and reduce anxiety through familiarity.

**Science timetable:** Each science course will be allocated five hours of lessons. The five hours will be divided into three 100-minute sessions. The first 100-minute session each week will comprise of a short lecture (approximately 20 – 40 minutes) followed by a workshop. This session will have up to forty students taught simultaneously. Two subject specialist teachers will support each workshop session.

The lecture will provide an overview of the work to be covered for the week and specific content suited to the lecture style. The subsequent workshop will take the information contained in the lecture together with prepared video sequences and other materials to allow students to explore the ideas together.

The key pedagogical goal of the lecture workshop model is to facilitate peer-to-peer teaching, which has been shown to be highly effective in ensuring student progress. Our students will also benefit from developing independent and group study skills in this period, important for their further studies and careers.

The second 100-minute session each week will be based in the laboratory or computer room. Each student will have a laboratory partner and will be given specific tasks to complete. Pairs of students will be encouraged to work independently in these sessions with the support of one subject specialist and one or two laboratory technicians to ensue correct practice. The laboratory session has been designed to promote problem solving and resilience as well as an engagement with the key principles of the week's scientific content. Each laboratory session will have forty students.

The remaining session each week will be taught in a more traditional style with groups of up to twenty. Teachers will make the best use of evidence-based practice to ensure progress is maximized. All lessons will be differentiated and assessment for learning strategies will be used throughout every lesson.

The prep period will again be used for individual study. Three science specialists will supervise. Prep time will also be used to conduct specialist science interventions with students. Those in need of small group or individual support will make appointments during this time. We will also use ICT to facilitate student coaching with industrial partners.

**Science assessment:** As with mathematics, students will have monthly summative assessments to ensure effective tracking and intervention. The summative assessment will be based on exam questions. Students will be expected to attend intervention during prep time and to re-sit the assessments if they have not learnt the material sufficiently well. All students will be required to correct their assessments to ensure gaps in their understanding are addressed.

Students will submit a weekly piece of work for each of their science subjects and will be given written formative feedback. Students will improve their first version of the work in the light of the feedback. The students will be encouraged to value feedback, both from teachers and their peers, so that the work they produce can be of the highest quality.

Students will also be given timely mock examinations to prepare them for their final exams.

**Additional Subjects:** Students will choose one extra subject from a list to include Mandarin, German, Spanish, history statistics, music, geography, history and philosophy. These subjects will be taught by specialist part time teachers who, in time, may be shared with other Federation schools. .

In year 12, students will be timetabled for five hours of class study. To ensure the quality of the teaching and the consistency of our methods, we will carry out professional development both within the free school for our guest teachers, but also across the federation through the Guild of Teaching. Teaching strategies will focus on those methods that have been shown by research to be most effective.

Each of the additional subjects will be taught to groups of up to twenty students.

The additional subjects have been identified to enrich the curriculum we offer and to provide additional career opportunities to our students.

**Assessment:** As with the other subjects, students will have monthly summative assessments to ensure effective tracking and intervention. The summative assessment will be based on exam questions. Students will be expected attend intervention during prep time and to re-sit the assessments if they have not learnt the material sufficiently well. All students will be required to correct their assessments to ensure gaps in their understanding are addressed.

Students will submit a weekly piece of work and will be given written formative feedback. Students will improve their first version through use of the feedback.

Students will also be given timely mock examinations to prepare them for their final exams.

### **Leadership Training Curriculum with [REDACTED]**

We want our students to have the skills to make changes to the world around them, whether in the community or in their places of work. We consider leadership skills a key element in preparing young people for a rapidly changing world. We have therefore adopted a leadership programme as a compulsory element of our school curriculum.

The course will last one term and be delivered through 100 minute sessions, timetabled flexibly.

#### **Leadership programme outline:**

**Initial Assessment:** the Personal Impact Assessment will create a benchmark and identifies practical areas for focus and improvement.

**Coaching:** We will work students to prepare for specific occasions (conference platforms, interviews, pitches, bids, elections) to provide a broader form of coaching aimed at improving personal impact skills in general.

**Scripting:** Students will develop scripts for speeches and presentations, which are tailored to strike a chord with the specific audience and occasion, while staying on-message.

**Mentoring:** Confidential, personal mentoring relationships will be used to develop personal reflection and develop leadership skills.



## Free School Pedagogy

“what teachers *do* matters” Hattie (2007)

Key to the success of the Free School is a commitment to the delivery of exceptional learning experiences. We are committed to using the most effective teaching strategies to maximise the learning that takes place in our lessons. We aim to ensure maximum progress for every student at the Free School.

Education researchers have measured the quality of teaching and learning strategies in detail. Some strategies are significantly more effective in raising achievement than others. This knowledge only finds its way slowly into the classroom. An example of this is the use of assessment for learning in the classroom. The most influential meta-analysis (Black and William) was published in 1998. Although the strategies it advocates are taught in all initial teacher training courses and form the core of much continuous professional development programmes (CPD) in the UK, many teachers still do not use these strategies in their everyday teaching, and the majority do not use “minute by minute” formative assessment at all despite the improvement to learning that this delivers.

This is reflected in the current provision across Norfolk and nationally. Currently the quality of teaching and learning across much of Norfolk is below the national average on several indicators (A level results analysis and OFSTED inspections). At the free school, our goal is to raise the quality of teaching and learning such that we are in the top percentile of schools nationally and internationally.

In order to achieve this, we need to ensure that we are at the forefront of practical educational research. We will do this in two ways:

1. Several important academic summaries exist which list a large number of teaching and learning strategies and give a measurement of its efficacy (Sutton Trust, Hattie). These texts generally use a measure of standard deviation improvement ( $d$ ). A strategy with  $d=0.4$  means that on average a student taught using this strategy will move up 0.4 of a standard deviation compared to her peers. A strategy with an effect size of 0.5 is equivalent of an improvement of one grade at A-level.

A key element in the free school’s teaching strategy is the federation’s institution for the development of teaching (the Guild of Teaching). In our work at Victory Academy, we have developed a group of expert teachers who have chosen to champion high effect teaching strategies. These colleagues support other colleagues in their use of these strategies in their classrooms. The resulting improvement to the quality of teaching and learning and also to the performance of Victory’s students has been outstanding.

At the free school we aim to develop this strategy further. Time will be allocated to the best teachers to develop their practice and to share their strategies across the free school and the federation. At Victory, we already share our practice at a national level through our work with the SSAT. We aim to develop this further at the free school with a focus on mathematics and

science teaching.

This summer at Victory Academy, [REDACTED]. To be awarded this status, teachers need to be both excellent practitioners and also involved with the dissemination of outstanding practice in the community. It is our goal at the free school for all science teachers to work towards this goal.

2. At the free school, our institute for the development of teaching (Guild of Teaching) will continue to engage with primary research on teaching strategies. Currently at Victory Academy, the Guild's members are involved with Sheffield Hallam University in the development of Science curricula, assessment strategies, and primary research on the use of ICT in science classrooms.

At Victory Academy, we have also developed a Masters programme which involves primary classroom research. Currently we are [REDACTED] in collaboration with the University of East Anglia. Another colleague completed her course Oxford University this summer. At the free school we will encourage and support a significant number of colleagues to be involved with further study.

### **Specific Teaching and Learning Strategies to be Developed at the Free School:**

**Lesson planning:** Evidence shows that planning lessons using a method known as Direct Instruction has an effect size of 0.59 (greater than 1 grade improvement) Hattie (2007). We have adapted this method at Victory Academy to great success. This was facilitated by training together with the development of an academy wide lesson plan proforma that encourages teachers to plan in a specific way. An outline of the method is below:

1. Before the lesson is planned, the teacher has a clear idea of the learning intentions of the lesson are. (Sharing these intentions with students alone has an effect size of 0.41).
2. The teacher plans the success criteria. These are commonly descriptions of the skills students need to demonstrate to achieve specific grades.
3. The teacher builds engagement into the lesson's activities.
4. A main section of the lesson introduces the challenge of the lesson.
5. The lesson uses a plenary to recognise the progress made and to reflect on the effectiveness of the learning.

Throughout the lesson plan, the teacher plans how individual student's progress will be assessed. Specific students are named in the plan to guide appropriate and challenging questions.

## Learning:

**Effective feedback to students:** It has been shown in many research papers that effective feedback is one of the most powerful strategies in promoting student achievement. The effect size quoted by the Sutton Trust is that in maths and science in particular, the equivalent of nine extra months of learning take place within one school year. Hattie quotes the effect size as 0.73 (approximately 1.5 A-level grades). Teachers at the free school will be trained in the use of effective feedback and the use of this feedback will be closely monitored by the leadership team at the free school and additional training provided if the quality of feedback falls below a high standard.

**Student Goals:** The effect of student goals depends on the quality of the goal. "Do your best" goals are shown to be least effective, whereas setting challenging and specific goals has a marked effect on student progress ( $d=0.56$  or 1 A-level grade) (Hattie, 2007). The free school will set challenging targets to each student based on a thorough knowledge of each student's key areas for development. We will use psychometric and skills tests to identify the most appropriate targets and monitor the individual's development regularly. Intervention strategies will be put into place if adequate progress towards these targets is not made.

**Peer teaching:** The Sutton Trust identifies peer-to-peer teaching as a highly effective strategy (an equivalent of 6 extra months teaching per year). Hattie agrees ( $d=0.55$  or 1 A-level grade). The effect is most pronounced when there has been initial teacher input. The effect is strong for both the student teaching and the student learning. At the free school, we will timetable weekly peer tutoring sessions following teaching sessions to take advantage of this effect. The subject teacher will always be available to support the process and provide guidance where necessary.

**Meta-cognition:** One of the reasons for the success of Piagetian programmes especially in science and mathematics is the development of meta-cognition in students. Students are encouraged to reflect on the effectiveness of their learning strategies. Hattie puts this strategy at  $d=0.67$  which is approximately 1.5 grades at A-level.

## Developing teachers:

**Effective feedback to teachers** has a very large effect on the attainment of students the teacher teaches ( $d=0.9$ ). At Victory Academy, we have developed a teacher feedback report (see page 36). The science department at Victory Academy has also been involved with a project supported by [REDACTED]. The project involves teachers peer observing and reworking one lesson over a period of several weeks. This model of professional development was originated in Japan and is now in use widely in the East and the US. Victory Academy is one of the first schools in the UK to introduce this programme. The free school intends to timetable this method of teacher development so that all teachers can take part over a period of two years.

**Teacher-Student relationships:** The impact of good teacher-student relationships is

large ( $d=0.72$ . Hattie, 2007). The qualities of teacher empathy and warmth are well correlated with higher attainment of students. The frequency of encouragement to higher order thinking is also shown to be effective. When recruiting teachers to the free school, it will be made clear that we are looking for teachers with these characteristics. We will use these criteria to interview to appoint the best teachers.

**Teacher Clarity:** The clarity of a teacher's explanations has a strong effect on student progress ( $d=0.75$  or 1.5 grades at A-level. Hattie, 2007). At Victory Academy, we use mobile classroom video equipment for colleagues to watch themselves delivering a lesson. One of the most effective uses of this technology is to observe teacher clarity. The teacher either evaluates their own performance or works with a colleague to set themselves targets for clarity.

We intend to continue using this strategy at the free school. We also plan to video all key explanations for maths and the sciences so that students can watch prior to a lesson, or following a lesson if they have not fully understood the lesson. We plan to use this facility to support our peer-to peer teaching programme. We also intend to make this content freely available to support A-level maths and science teaching nationally and internationally.

**Professional Development:** Throughout this section we have referred to teacher professional development. We aim to make our professional development programme available not only to teachers at the free school and the developing federation, but also to teachers nationally. It will be through our professional development programme that we aim to help raise the quality of mathematics and science teaching nationally.

## Individual

Formative Teacher Feedback Data  
January –December 2011

### Your best 2 observations

	Outstanding %	Good %	Satisfactory %	Inadequate %
<b>You</b>	<b>100</b>			
<b>Academy</b> (September – July)	32	47	20	0
<b>Academy</b> (January-December)	42	50	8	0
<b>Academy</b> <b>Target</b>	50	50	0	0

### Your strengths Autumn 2011 (from observations):

Great relationships. Good open questions.

### Your previous strengths 2011 (from observations):

Students recall. Use of word list by students. Movement round room. Self assesment - peer assessment. Students watched demo and asked lots of questions. Students can talk about last lesson. Next steps re; timing

Students able to demonstrate level of competence. Feedback given continuously. Students encouraged to be analytical & evaluative. Teacher constantly questioning to test knowledge. Excellent balance between theory and practice.

### Your targets Autumn 2011 (from observations):

Develop strategies for students to gain new facts (they can't wash everything out). Develop tasks that allow for info to be recorded/translated, e.g mind maps. Subject knowledge inc resources.

### Your previous targets 2011 (from observations):

Get students to come to whiteboard change words. Paper - where do they put notes. Starter - Look at speed of setting up. Timer on board. Clock in room.

How do you assess your progress towards your teaching targets since last summer?

3<sup>rd</sup> January 2012

**An example of the teacher feedback document based on observations and monitoring**

## **D2: School Timetable and Class Sizes**

The curriculum will be delivered over a 39 week academic year, structured into 6 half terms in line with the other schools in the developing federation. 39 weeks is suitable for students to cover the curriculum and extend students. It is well suited to public examination schedules. The six week summer vacation also facilitates our programme of internships including a four week internship programme each year.

The school day will be from 0840 – 1700. We have designed the school day in consultation with parents and students. The start time allows students to travel in to the free school by public transport. The main section of the day is appropriate for covering the curriculum. The later finish allows students to access our prep curriculum outlined below.

### **The prep curriculum (1510-1700 Monday to Thursdays).**

All students will be required to participate in the prep curriculum. This curriculum consists of supported study, specific academic intervention and enrichment activities.

A theme voiced by consulted students was that they were often frustrated by homework which was too easy or too difficult. They valued the suggestion of the prep period because it enabled them to access school resources (necessary for students who do not have suitable study facilities at home) and to be able to draw on teacher expertise.

Targeted intervention will also take place during prep time. Each intervention will be tailored to individuals or small groups of students in order to address specific learning needs. Examples of programmes include: catch up sessions, E2L sessions and emotional or behavioural support.

In addition to supported study and intervention, entitlement activities will also be delivered through prep time. These have been outlined in section D2.

Occasional evening lectures will also be held by professionals from partner organisations.

Allocation of subject time and teaching staff:

### **The core academic curriculum:**

All students will study mathematics A level and a minimum of two science A level qualifications.

Each A' level subject will be allocated 5 hours per week. Class sizes will vary depending on the work being covered. Some sessions will be appropriately taught in lecture style, preparing students for university study. Laboratory work will be carried out in smaller groups with a subject teacher and specialist technicians. Small group tutorials will be used to promote deeper understanding. Independent study will be supervised and support offered.

From Monday to Thursday, students will be required to attend supervised prep. During this time, students will be expected to carry out Independent study and will be supported by specialist teachers.

Prep time will also be used for 1:1 tutorials and coaching, additional curriculum activities for example the leadership programme. Supervised sports activities may also take place during this time.

Vertical tutoring, integrating both year groups will be used to facilitate peer mentoring and encourage the development of a purposeful and ambitious learning culture.

**The school day:**

<b>Session</b>	<b>Time</b>	<b>Rationale</b>
<b>Form time</b>	8.50 – 9.20	The form tutor period is used by form tutors to ensure that individual academic and pastoral needs are met. Form tutors use tracking data to discuss progress with each member of the form group. There is a programme of activities for students to undertake during form time. College Assemblies take place on a weekly basis. The aim of the assemblies is to share successes both academic and personal so that students can have a sense of being able to influence the world around them and achieve at the highest level.
<b>Lesson 1</b>	9.20- 11.00	100 minute sessions give teachers the opportunity to explore ideas in depth, to carry out extended practical work and to engage in a variety of tasks allowing for maximum progress.
<b>Break</b>	11.00 – 11.20	
<b>Lesson 2</b>	11.20 – 1.00	
<b>Lunch</b>	1.00 – 1.30	
<b>Lesson 3</b>	1.30 - 3.10	
<b>prep / Curriculum Enrichment</b>	3.20 – 5.00	<p>This session is structured so that the following activities can be carried out:</p> <ul style="list-style-type: none"> <li>• Supervised private study to develop study skills and support students from deprived backgrounds.</li> <li>• Support programmes and intervention for students experiencing specific barriers to learning.</li> <li>• Wider curriculum programmes such as the leadership programme to prepare all students for a role in the community.</li> </ul>



We have developed a teaching programme that utilises evidence based practice to enable students to make rapid progress. The tables below show the learning activities to be undertaken each week together with the time and specific staff allocated to each activity.

### Mathematics / Further Mathematics

Learning activity	Student numbers per group	Time allocated (hours) per week	Delivered / supported by	Student need / interest addressed
Lecture and supervised peer-to-peer learning	40	1.40	Subject specialist teacher / graduate teacher	Supported preparation for university style learning.
Classroom session	20	3.20	Subject specialist teacher	Classroom teaching will maximise progress through evidence-based pedagogy.
Compulsory supported study	80	1.40	Subject specialist teacher / graduate teacher	Students will have access to school resources and expertise while studying. Many students do not have access to suitable study conditions or resources at home.
Small group and 1:1 coaching	1-5	1.00	Industry specialist / subject specialist / experienced peer.	Students have timetabled coaching and support to address their personal learning targets. This weekly session includes video coaching sessions with industry expert, SEN support and form tutor support.

## Biology / Chemistry / Physics / Computer Science

Learning activity	Student numbers per group	Time allocated (hours) per week	Delivered / supported by	Student need / interest addressed
Lecture and supervised peer-to-peer learning	40	1.40	Subject specialist teacher / graduate teacher	Supported preparation for university style learning.
Classroom session	20	1.40	Subject specialist teacher / graduate teacher	Classroom teaching will maximise progress through evidence-based pedagogy.
Laboratory work	40	1.40	Subject specialist plus senior laboratory technician with industry support	Industry standard laboratory techniques will be taught with support from colleagues from the Norwich Research Park, NNUH and UEA.
Compulsory supported study	80	1.40	Subject specialist teacher / graduate teacher	Students will have access to school resources and expertise while studying. Many students do not have access to suitable study conditions or resources at home.
Small group and 1:1 coaching	1-5	1.00	Industry specialist / subject specialist / experienced peer.	Students have timetabled coaching and support to address their personal learning targets. This weekly session includes video coaching sessions with industry expert, SENCO support and form tutor support.

## Additional Subjects:

Available subjects (A' level)	Learning activity	Student numbers per group	Time allocated (hours) per week	Delivered / supported by	Student need / interest addressed
Mandarin Spanish	Classroom session	20	5.00	Subject specialist teacher	Classroom teaching will maximise progress through evidence-based pedagogy.
German History Biology Chemistry	Compulsory supported study	80	1.40	Subject specialist teacher / graduate teacher	Students will have access to school resources and expertise while studying. Many students do not have access to suitable study conditions or resources at home.
Physics Further Mathematics Statistics Music, Geography, Philosophy	Small group and 1:1 coaching	1-5	1.00	subject specialist / graduate teacher / experienced peer.	Students have timetabled coaching and support to address their personal learning targets. This weekly session includes video coaching sessions with industry expert, SENCO support and form tutor support.

## Pedagogy Rationale:

We will use a variety of teaching activities at the free school to ensure effective academic progress and preparation for further study.

<b>Learning Activity</b>	<b>Group size</b>	<b>Description and Rationale</b>
Classroom teaching	20	We aim to use research evidence to deliver lessons using the most effective teaching methods. Students will be grouped according to ability and skills (for example, students with weak literacy skills will be in the same group to facilitate specific support within lessons).
Lecture and peer-to-peer teaching.	40	<p>We aim to prepare students for university style lectures. These will be delivered by professional academics, professional mathematicians and scientists and subject specialist teachers. Typically each lecture will last between 20 and 40 minutes.</p> <p>Students will be trained in note taking as part of the year 12 induction. Their notes will be monitored to ensure quality. Further training will be delivered where necessary.</p> <p>Following each lecture, students will be given tasks to complete to facilitate peer-to-peer teaching, which has been shown to be a highly effective teaching strategy. This strategy has the added benefit of supporting learning at university and into each student's career.</p> <p>We will combine two subject class groups where possible so that very highly able students will be able to support less able students. This has been shown to be highly effective for both sets of students.</p>
Laboratory work	40	These sessions will be programmed to support the learning aims for the week. Special focus will be given to learning the industry standard methodology. These sessions will be planned and delivered with laboratory specialists from the hospital and the Norwich Research Park. Free School subject specialists will support all laboratory work with the senior laboratory technician.
Small group tutorials	5	Tutorials will be provided for students who need additional support. These may be catch-up sessions for students who have been absent, or specific sessions for students to support their learning (e.g. students with English as an additional language). These sessions will take place during prep time.

## **Academic Subject Grouping:**

As part of the induction programme, students will undergo a series of tests. The aim of these tests is to assess prior knowledge in specific subjects. It is also intended to assess specific skills and barriers to progress.

We will use this data to put students into groups partly based on ability at the start of the year, but also so that students with specific barriers to progress can receive support during class teaching. We have considered the advantages of setting students by their abilities as well as using mixed ability classes.

The principle advantage of ability groupings is that the teacher can adapt the material to the ability of specific groups. We will be delivering STEP paper training to the most able students, while offering more support to those students who would benefit from a lower pace of learning.

In mixed ability groupings, students working at dissimilar levels can support each other in their learning. This has been shown by educational research to benefit both sets of students substantially.

In core curriculum subjects, we have the flexibility to introduce a mixture of ability streamed teaching session and mixed ability groupings at various points throughout the week.

Where possible, we will also use this model for our additional subjects. As we plan to deliver a greater number of subjects for this part of the curriculum, ability grouping may not be possible. Differentiation will be a core element of our teaching skills programme so that teachers have the skills to support the most able in the same class as students who require different support.

We have strict timing on our medium term plans, which means that we can move individuals within groups simply when appropriate. This will be decided through analysis of assessment results and discussions with teachers. Students will undergo frequent assessments according to the medium term plan. It is Free School policy that students will be formally assessed each half term, with other assessments between. Students who underperform will be given support during prep time and will be expected to make improvements.

## **Tutor groups:**

We have split the school cohort into 4 colleges. Each college has 5 tutor groups of 25 students. Each tutor group has year 12 and year 13 students. This allows year 12 students to quickly develop the attitudes and aspirations of the older students. Tutor groups allow students to develop relationships with students outside of their teaching groups. It is intended that students develop the skills of working within a wider group of colleagues. The tutor time programme encourages students to develop their confidence and emotional intelligence skills.

We aim to ensure that each tutor group has a balance of students from different backgrounds. We intend to support students who may be the first of their family to aspire to go to university by giving them a peer group who are confident about their aspirations.

**Additional Programme Grouping:**

Students will be allocated groups for their community and leadership programmes according to interests and skills while also aiming for a balance of educational and social backgrounds.

## **D3: The Sir Isaac Newton Free School and SEN**

### **Removing the Barriers to Learning.**

The Free School will seek to support the participation and inclusion in success of all students by setting suitable learning challenge, responding to students' diverse learning needs, and overcoming potential barriers to learning and assessment for individuals and groups of students.

The principles that underline our strategy are:

- Identify need quickly on entry to the free school and continue to monitor need throughout each student's time at the Free School.
- Put support and intervention in place quickly so that the minimum time is wasted for the student.
- Monitor each student's progress towards their targets so that we can assess the effectiveness of the support or intervention and change the plan when appropriate.

### **Identification of Need**

Our initial screening will take three forms.

1. We will use school references to identify specific need.
2. We will use assessments designed to identify additional barriers to learning.
3. We will use ongoing staff observation and interviews.

We anticipate that a significant number of our student who arrive with specific SEND requirements will come with a pathway document. We will use this information to plan specific transition support and ongoing support throughout the students school career and beyond into university. We fully support the green paper's recommendation that support continues up to twenty five years; this is fully in line with our school vision.

We have identified a bank of assessments which we will use as part of our induction programme at the Free School. Each student's literacy, numeracy and communication skills will be assessed on entry together with other barriers to learning. We anticipate that we will identify students who have not been formally identified with barriers to learning from their secondary schools. The assessments will help us identify the support required by specific individuals.

Our induction programme will include other assessment opportunities. We aim for form teachers and other staff to build relationships with students quickly so that they can get to know each individual student well in a short space of time. Activities in the induction programme have been designed to allow students and members of staff work together to solve problems and develop trust. Members of staff will be trained to look for specific issues that may be barriers to learning. Interviews with students will specifically ask students to refer any barriers that they feel may affect their learning.

We will continue monitoring each student to identify learning needs throughout their time at the Free School. As part of the form tutoring process, students will have regular 1:1 sessions during which time each student's progress, both academically and in the extended curriculum, will be discussed and barriers identified. Form tutors will also be responsible for discussing each member of their tutor group with the subject teacher and other members of staff with a view to identifying barriers to learning.

It will be necessary to train all staff as part of staff induction on how to identify barriers to learning, some of which may be subtle or hidden. We will use expert trainers to deliver this training programme.

### **Analysis of learning needs for the Free School**

We anticipate that the population of students who have been successful in mathematics and the sciences at GCSE may have specific learning needs which differ from the general sixth form population. In particular, evidence and experience suggests that we may need to provide additional support for students:

- who are high functioning ASD condition
- with complex medical needs
- with social and emotional difficulties
- with ADHA or ADD

We also anticipate that we may attract a higher proportion of students with English as an additional language than is typical in Norfolk sixth form schools.

In addition to these specific learning needs, we anticipate supporting students with the following requirements:

Specific Learning Needs	<b>How we plan to adapt the curriculum</b>
AG&T	<p>Our curriculum will be challenging for all students, however, there will be a cohort of students who will require additional challenge to maximise their progress.</p> <p>We have included pre-U courses in our schemes of learning which will be available to the majority of our students. In addition to this, we will provide opportunities for AG&amp;T students to work with university academics and students and to attend conferences and competitions so that they can experience working at the highest level.</p>
SEND	<p>Although all of our students will have been successful at their GCSE, the level of challenge at the Free School may cause difficulties for specific students. We will ensure that we identify students with specific needs at induction, but also continue to be vigilant in identifying students throughout their time at the school. Literacy support in particular will be targeted where necessary where students have high abilities in mathematics or science but have problems with literacy.</p> <p>Students with specific needs will be supported within lessons through the specific grouping of students and the use of support teachers in the classroom where appropriate. We will also use prep time to deliver support sessions to small groups or 1:1. Our SENCO will monitor the progress of identified students and plan intervention and support where appropriate.</p>
Students from deprived and socially challenged backgrounds	<p>We anticipate that we will have students from a variety of backgrounds. Our recruitment programme specifically targets students who previously might not have aspired to a career in mathematics and sciences. Many students we hope to attract may be the first member of their families to study beyond compulsory education. We aim to support these students by providing an environment in which success is recognised and expected. We will provide opportunities for students to experience university life through conferences and courses. We will support all students in applying for university and anticipate that students from specific backgrounds may need more support than others. We will be ready to provide that support through advice and careers guidance.</p> <p>We also anticipate that some students will not have space at home that is suitable for study. Our prep session is intended to provide well resourced supported private study opportunities.</p>



<p>Students with disabilities</p>	<p>A key factor in the identification of the site for the free school is accessibility. We have also carefully considered the access arrangements within the site and will ensure that adaptations are made to allow access for all students.</p> <p>We are aware that lectures may provide challenges for students with visual and hearing difficulties. All lectures will be videoed so that students can revisit them in optimum viewing and listening conditions. We will also store all presentations online for students to revisit. These resources should also make it more straightforward for students to catch up if they have been absent for some time.</p> <p>Adaptations, such as hearing induction loops, will be fitted.</p>
<p>Students with English as an Additional Language</p>	<p>We will provide support in prep time for students with developing skills in English to revisit key concepts from lessons and also to develop their English language skills. Key vocabulary will be highlighted throughout all teaching sessions.</p>
<p>Students with emotional and behavioural difficulties</p>	<p>Section D6 outlines our procedures to support students who are experiencing emotional and behavioural difficulties. The form tutor is responsible for monitoring each student's academic progress as well as their emotional wellbeing. When issues are found, an intervention programme will be put in place coordinated by the SENCO prep time will be used to deliver any intervention including 1:1 coaching and mentoring.</p>

### Strategies:

When students have been identified, the support team will put a package in place with tracking opportunities to assess progress. We will use prep time to deliver most of our intervention programmes so that students are not removed from their teaching groups. We will use Raising Achievement Leaders in class to support learning where appropriate.

Supporting students with specific learning needs:

- Students with learning difficulties will be supported by a range of literacy and other appropriate interventions, and personalised provision that might include where necessary; referral to outside agencies, appropriate curriculum packages, academic mentoring, small group work and planned enhancements targeted at specific needs such as one to one tuition. The Free School will work closely at all times with other services.
- A planned programme of curriculum enhancements will be provided for gifted and talented students which will provide challenge and rigour to match their individual needs. Links with other education and training providers will be used to develop challenging provision and opportunities for able students to work in different contexts.

- We are aware that many SEND providers stop supporting students at 16. We will therefore seek to identify specialist providers where possible and to develop in-school expertise through training.
- We will invest in ICT support for students with specific barriers to learning. Effective software programmes exist to develop literacy, an support students with dyslexia and memory impairment. We will provide additional support alongside these programmes coordinated by the SENCO.

#### Supporting students with low attendance:

- Dedicated staff will support attendance and punctuality, within structures which will respond quickly and effectively to absence e.g. first day 'calling' of absentees, home liaison officers, mentors.
- Off site and distance learning provision using ICT and dedicated professionals will be developed to support reintegration and individual circumstances e.g. children with health difficulties.
- There will be high expectations for attendance and punctuality, with systems of reward to motivate and encourage.

#### Supporting students with behavioral issues:

- A Positive Behaviour Policy will be developed that is based on positive teaching strategies and emphasises how good behaviour for independent learning can be taught. This policy will be well understood and consistently applied by all staff and will be embedded in their delivery of the curriculum at all levels. It will include development of the concept of restorative justice and encourage mediation where necessary.
- An approach to promoting positive behaviour in which all free school staff recognise and accept their individual responsibility as role models and that good behaviour is everyone's business will be expected.
- The development of pro-active systems of intervention will ensure exclusion is an exceptional and rare consequence of inappropriate behaviour.

#### Supporting vulnerable students:

- The Free School will also provide support for other vulnerable students in the form of mentoring, appropriate curriculum packages, referral to off-site learning providers and agencies and in-house courses.
- All Free School policies will reflect on an emphasis on promoting and securing good mental health and a stress free environment.

- The Free School will ensure that the building allows for the proper safeguarding precautions to be operated, particularly in respect of the extended services provision.
- The Free School will pay particular attention to the needs of Looked after Children and the progress will be monitored and supported where necessary.

Supporting all of our students is a key goal of the free school. Our ambition for all students to achieve A/A\* in their A' level exams will require us to ensure that no student is left behind. Our support provision is a key strategy to achieve this.

#### D4: Students Achievement

We have identified four key student outcomes and three institution outcomes to judge the Free School's performance. These have been outlined below.

##### Student Outcomes:

These outcomes address our vision to achieve the highest levels of student achievement in examinations, together with preparation for the world of university and each student's future career.

Target	Date	Success criteria	Resources
Year 12 achievement	From August 2014	By the end of year 12, all students will achieve 4 or 5 AS-level qualifications at grade B or above.	Intervention programmes where required.
Year 13 achievement	From August 2015	By the end of year 13, all students will achieve 3, 4 or 5 A2-level qualifications at grade A or A*	Intervention programmes where required.
Additional curriculum achievement	From July 2014	All students will have taken part in leadership, enterprise and community programmes. Students will be entered for the OCR Starting an Enterprise Level 3 qualification together and will achieve a pass level.	Support from partners and community groups.
University Places	From September 2015	90% of students will have gained university places of their choice.	University preparation programme including work experience and support for applications.

#### Free School Outcomes

The institution outcomes will be used to judge the performance of the free school. Key to our success is the quality of our teaching and the performance of our students in examinations. Our vision also requires us to take a significant role in developing mathematics and science pedagogy nationally.

<b>Target</b>	<b>Date</b>	<b>Success criteria</b>	<b>Resources</b>
Outstanding Teaching	July 2015	Independently assessed according to OFSTED framework	Independent inspection.
Outstanding attainment	July 2015	Independently assessed according to OFSTED framework	Independent inspection.
Influence on mathematics and science pedagogy nationally.	July 2014	Teachers from the free school to deliver sessions at national education conferences and publish materials.	Time to carry out classroom based research and prepare publications.

### **Achieving our Targets**

We will track our performance towards our outcome targets in order to intervene where necessary.

### **Student Tracking System and Progress Review Processes.**

We will develop the tracking system successfully in place at Victory Academy to track performance of students at the Free School. Initial assessments will provide baseline data on a range of measures including academic and learning skills; these will be used to set challenging targets.

Each subject will have a medium-term plan which will specify formal half-termly assessments. Students will also be assessed during their enrichment activities against their targets. The data from these assessments will be used to track progress towards each individual's targets. This data will feed into a general tracking database which will allow students, parents, teachers, form tutors and other Free School professionals to monitor each student's progress across the curriculum.

Each student will have a review session each term to discuss his or her progress formally. These will take place between the student, the form tutor and parents. Parents/carers will be supported in their key role in the following ways:

- There will be an emphasis on informing parents/carers about every student's potential as well as their achievements. Individual discussions on student potential will be used to raise expectations and inform future Learning Plans.

- Individual student progress will be reported to parents/carers on a regular basis both online and through report cards. Parents will have access to their child's tracking and report data which will be updated each half term. Formal written reports will be sent home each term.
- There will be a planned programme of information sessions for parents/carers when they will be given opportunities to find out the details of schemes of work and how they can help, as well as look at career pathways and further study.
- All parents/carers who are unable to attend consultation evenings will be contacted personally.
- All students will be assigned a business mentor who will carry out progress review sessions with students. The review data will be entered onto the whole school tracking database.

**Intervention:** The tracking and monitoring programme will be used to inform individual intervention programmes. Subject specific intervention will be the responsibility of the Assistant Principal for each subject area. They will work with subject specialist teachers and the Raising Achievement Leaders to develop intervention specific to each student or group of students.

Where the database shows achievement issues across the curriculum, the Assistant Principal responsible for raising achievement will take responsibility for coordinating a learning plan for the individual. This plan is likely to involve the SENCO and Raising Achievement Leaders. It may also involve outside agencies.

### **Measuring Success in University Applications**

Throughout year 12, students will be required to reflect on their choices for university. This will take place during form time and initial thoughts will be recorded on the tracking database. Form tutors will support the decision processes where necessary.

The tracking database will be used to monitor whether students are developing the skills and experiences they will need in order to become competitive applicants for their chosen courses. Form tutors will be responsible for ensuring students are aware their progress towards university application and to intervene where necessary. The Assistant Principals responsible for each tutor group will monitor overall progress towards university application.

The UCAS application progress will be supported through a programme to be delivered during form time and further supported by form tutors at prep time. Students will receive both training and feedback on effective personal statements. This will be monitored by form tutors with oversight from their Assistant Principals.

The outcome criteria for success will be 90% of students achieving university places of their choice.

## **Monitoring, Tracking and Developing Teaching Quality**

The quality of teaching will be monitored using a model developed at Victory Academy. The progress of teaching at Victory Academy has been judged 'outstanding' by the Sponsor's Monitoring Visit by trained OFSTED inspectors using OFSTED criteria.

The programme we will use involves each teacher having three formal lesson observations each year. One of the observations will be carried out by an external subject auditor. The other observations will be carried out by senior leaders. Joint observations and a training programme will ensure consistency of observation quality. The teacher will receive feedback from each observation and the observation data will be stored on a database.

Each term, the database will be used to create an individual feedback sheet for each teacher. This will be used by the teacher to identify their own training needs and set their own teaching targets. The database will also be used to offer a range of CPD opportunities for teachers to select.

The expectation is that all teachers will consistently deliver good or outstanding lessons as defined by OFSTED. The free school initial target is that 50% of teaching will be outstanding and 100% good or better. We aim to increase this target as the free school establishes.

The Assistant Principal responsible for Teaching and Learning will be responsible for coordinating the subject audits and the teaching and learning monitoring programme including the lesson observation programme. He or she will also be responsible for coordinating the professional development programme and ensuring that all teachers are given effective feedback on the quality of their teaching.

Teachers who deliver satisfactory or inadequate lessons will be expected to attend an additional professional development programme, which will include additional observations and support.

The performance management programme will include one target for the quality of teaching. Teachers who are unable to achieve good or better lessons following a programme of support will not achieve their performance management targets.

## D5: Sir Isaac Newton Free School Admissions Code

1. The Sir Isaac Newton Free School has up to 220 places available per year group and will welcome religious and cultural backgrounds. Children will be admitted through the LA's school admissions procedure. The Free School will admit its agreed admission of 220 students in 2013-14 if sufficient applications are received. The free school may set a higher Published Admissions Number after consulting Norfolk County Council (NCC) and other relevant admissions and governing bodies.
2. Applications for places will be made on the Free School's application form. The Free School will consider all applications. Where the number of applicants is greater than the published admission number, application will be considered against the criteria set out below.
  - a) Children in public care who are due to transfer.
  - b) Aptitude in mathematics and science as evidenced by GCSE point score in the Free School specialist subjects.
  - c) If following the application of admission rules, two applicants cannot be separated for a final place, students will be interviewed.
  - d) Disabled children will be given equal consideration of a place under the admission criteria where the school is deemed to be accessible. The definition of disability is that contained in the Disability Discrimination Act.

Note: Students with statements of special educational needs which name the Free School will be admitted regardless of PAN.

3. Students wishing to continue their Post-16 studies at the Sir Isaac Newton Free School are required to achieve a minimum of six B grades in the GCSE examinations, and at least a 'B' grade in the subjects they intend to study. Satisfactory references from the current school will also be required. When students have not achieved sufficiently high GCSE grades or a suitable reference, an interview may be used.

**PAN:** We have identified an intake of 220 students per year. This figure is based on our assessment of the number of students who would qualify for a place, within a reasonable commuting distance who we believe would choose to attend a specialist mathematics and science sixth form school. A thorough analysis is included in section E.

In order to achieve this figure, we need to assure students that attending the free school will give them access to very high quality teaching and opportunities to access an enriched curriculum that will support them into university and their chosen careers.

**Appeals:** Admission appeals will be heard by an Independent Panel.



**Waiting lists and In-Year admissions:** The waiting lists will be maintained for Years 12 and 13 for those students who meet the admissions criteria but who fail to gain a place due to over-subscription. Students who wish to join the free school in-year will need to make the commitment to catch up with the other students. We will provide extra support during prep sessions as well as access to the video and presentation resources on line. Providing the student has transferred from another provider studying equivalent courses, we will consider applicants throughout the school year. Students who have not studied equivalent courses and have missed more than we feel can be caught up will be advised to reapply for the following September.

### **The Sir Isaac Newton 6<sup>th</sup> Form Scholarship Programme**

To ensure that we actively encourage applications from students from low income families Hardship Scholarships will be made available.

Discretionary scholarships will be awarded for transportation, study materials and general hardship. (For a full explanation about the Sir Isaac Newton 6<sup>th</sup> Form Scholarship Programme please refer to section G2).

## D6: Behaviour, Well Being and Attendance

Two underlying principles inform our behaviour, well being and attendance strategies. These are:

1. Students need to develop the skills and habits that will support them in their studies in order to achieve at the highest levels.
2. Students need to develop the skills and habits that will support them through their university studies and into their careers.

We are aware that students will come to us with varying learning and behaviour skills and habits. We have therefore constructed our strategy to support all students learn to behave and study effectively and to support the learning of others.

### **Supporting all students learn to behave and study effectively**

Experience has identified the issues that most commonly affect progress for sixth formers are:

- Attendance
- Time management skills
- Independent study skills
- Appropriate social behaviour
- Anger management

We have therefore developed programmes to support with these issues based on successful programmes developed at Victory Academy.

**Attendance:** All students will be expected to have attended the Free School for at least 95% of any academic year. If a student's attendance falls below this figure without reasonable grounds we will begin a programme of attendance panel meetings to offer support and monitor the issues. Parents will be involved at this stage.

**Time management and independent study skills:** programmes to be carried out during form time and prep time. These will be lead by form tutors or the graduate instructors.

**Social behaviour and anger management:** Individual support, coaching and monitoring will be carried out by form tutors supported by the graduate instructor team.

### **Supporting the learning of others.**

Our aim is for all of our students to achieve their academic and personal goals. This requires support for individuals who need to develop skills. It also requires that students are free to study without disruption, intimidation or bullying.

We therefore have developed a policy to ensure that students are free to pursue their studies in the most conducive learning environment. The policy makes clear to staff and students what behaviours are unacceptable and what the consequences will be.

**Disruption of learning:** For infrequent low level disruption, a brief discussion after or during the session will be effective. If the teacher feels it appropriate, a meeting between the teacher student and form tutor may be more appropriate.

Students who repeatedly disrupt the learning of others with low level behaviour incidents will be required to attend a prep time behaviour programme.

If this behaviour continues, a meeting will be arranged between the student, parents and the assistant principal will be arranged. During this meeting, behaviour targets will be set, support agreed and a follow-up meeting arranged.

If the student fails to meet the targets, it may be necessary to remove a student from the Free School. This would be seen as an action of last resort and would only happen if all other strategies had proved unsuccessful.

**Serious behavioural events including threatening or bullying behaviour:**

The student's assistant principal will decide on the severity of the case. If necessary the student will be subjected to a fixed term exclusion followed by a pastoral support plan (PSP). If the event was less severe, the PSP alone may be judged to be sufficient.

In extreme cases, it may be necessary to permanently exclude students. This would only happen if repeated support had failed to make an appropriate impact, or if the school considered continuing to have the student on roll would cause unacceptable risk or disruption.

**Safeguarding:** We will meet or exceed statutory safeguarding requirements as set out by the Norfolk Safeguarding Board. We aim to work closely with the Safeguarding Board to ensure that we provide excellent safeguarding provision at the school. We will be designating a Senior Designated Person (SDP) to coordinate the safeguarding at the school, including staff training and representation at the Safeguarding Board.

**Well Being:** A core value of the free school is for all students to feel that they have an impact on the world they live in. For this reason, we will ensure the student council is consulted on developments and changes within the Free School.

We will seek to engage with parents through regular parent group meetings. We want parents to be key stakeholders in the decisions facing the Free School and so will consult regularly. We will use various media, including news letters and social media to communicate with parents.

Our staff will have regular opportunities to be part of the decision making processes at the Free School.

We will monitor student, parent and staff well-being through external questionnaires.

## D7: The Local Community

### Free School Consultation with the Local Community Prior to the Bid

Consultation with parents and students:

<b>Community group</b>	<b>Description</b>
Year 9/10 students at schools across the region.	We have visited classes in five schools in the region. Our sessions sought students' feedback on the curriculum and on the ethos of the free school.  We also delivered assemblies at the schools requesting written feedback from students.
Parents' groups.	We have held sessions for several parents' groups including Gifted and Talented parents' groups and home schooling groups. We have sought feedback on parental concerns regarding the curriculum and provision.
Open seminars for parents.	We have held seminars for parents at large local employers. We have sought feedback on parental concerns regarding the curriculum and provision.
Parents attending evening events.	We have used opportunities from other events to consult with local parents.
Parents and students who have contacted us via our website and by telephone.	We have used contact emails to consult with interested parents.

The feedback from these sessions has been used throughout section D to inform our curriculum and procedures.

### Consultation with local employers and academic institutions

We have also consulted with professionals from local employers to identify the skills and knowledge that they want from their employees.

We have also consulted with [REDACTED] who have agreed to write the mathematics curricula. Cranfield University has also been consulted and is in full support to develop any business specialist units required as part of the Level 3 NVQ Business Start Up Award. Academics from mathematics departments at Cambridge University have agreed to identify the skills, knowledge and experiences that students need to develop high order thinking skills prior to beginning their studies. We have used this information to develop our curriculum model.

We will continue working with the community as we progress towards opening and beyond.

### **Long Term Strategy**

The free school will be outward facing, recognising the value of powerful, effective partnerships with other education providers and the wider community in helping to raise student attainment and providing an educational experience of the highest quality. The Free School will establish a range of mechanisms through which parents and other stakeholders can help shape the free school's development. At the same time, the free school will be a resource for the whole community working with all its members to enrich community life, help develop community cohesion and assist in community regeneration.

The Free School's most important resource will be its staff, who will be closely involved in key organisational decisions and detailed planning. The voice of students will also be heard through regular consultation. The Governing Body, the Executive Director, the Principal and other senior leaders are critical to the success of partnerships with other schools and the wider community. They create the culture and will play an active role in the full range of links with outside establishments, groups and organisations. The Free School will have local community and business representation on its governing body.

### **Consultation with Parents**

The Free School will involve parents and carers closely in all aspects of their children's education on a continuous basis and this will include full involvement in formulating each child's individualised learning plan and the setting of personal targets. They will find a warm welcome when visiting, and be informed regularly of their child's progress as well as having any-time remote access to details of their child's progress via the free school's secure online portal.

The Free School will encourage parents to play a full part as 'co-teachers' of their children, and will provide a range of opportunities for parental and family learning.

### **Providers of Secondary Education**

The Free School will forge a full and effective partnership with the network meetings of local secondary schools and seek positive co-operation to provide a coherent range of courses and qualifications suitable for all young people throughout the locality and County, including full involvement in partnership work between subject leaders. The Free School will seek to contribute to raising standards locally by contributing its knowledge, experience and expertise whilst at the same time benefiting from the knowledge, experience and expertise of others. In this way, the Free School will play a full part in contributing to the transformation of learning and teaching in the area and is committed to mutual growth and the exchange of outstanding practice.

The Free School will seek to extend rather than duplicate local provision, welcoming students from the other establishments to share in the use of its resources as well as enabling its own students to join other providers' programmes. This will present our students with more role models of aspirational students who have committed themselves to further study and can demonstrate success in a wide range of vocational areas.

The Free School will be well placed to support other schools in teaching its specialisms and will seek to learn from the distinctive knowledge and expertise of other specialist schools in the area.

The Free School will also collaborate with schools within the Federation, The Schools Network and Norfolk County Council, sharing best practice and developing opportunities for extended and distance learning with full use of all the available technologies.

In order to promote students' understanding of global issues, the Free School will develop global links with schools. Exchange visits by students and staff, virtual classrooms and other projects will be introduced to advance this important partnership programme.

### **Providers of Higher Education**

The Free School will seek to establish partnerships with higher education providers too, whether local universities, colleges or professional training organisations. Cambridge University, King's College have agreed to provide curriculum development, staff development and eventually shared staff roles. Initially they will work with us on developing the curriculum and resources prior to opening.

A further key role will involve the University of East Anglia and the Norfolk and Norwich University Hospital, The John Innes Centre, The Science Park and Hethel Engineering Centre as learning partners. Such partnerships enable the Free School to help all students reach their potential and will also help to increase the numbers going on to higher education, providing a vehicle for higher level pre-university learning opportunities for our post-16 students.

To enhance recruitment of the highest quality and to strengthen training and professional development, the Free School will work closely with University of East Anglia and other institutions which provide initial teacher training. The Free School will be able to provide a stimulating base where student teachers can undertake their practical placements.

## **Local Authority**

The Free School will enjoy a strong and close partnership with Norfolk County Council. Through such a partnership, the Free School will be able to align itself with and contribute to the local authority's strategy for transforming educational opportunities throughout the County.

The Free School will also collaborate with other local authorities, especially in securing coherent service provision for children and young people across the sector.

## **How the Strategic Partnership will support the Free School**

After initial discussions with the strategic partners listed below, we propose to develop partnerships which will enable our students to have access to world class research and lectures within the fields of mathematics, science and engineering. In addition to this, staff from each respective organisation will be involved in our academic mentoring programme and host students through the accredited internship programme which will require students to complete a work place assignment with their host organisation as part of their NVQ Level 3 in Business Start Up.

As a Free School we are committed to developing a service ethic in our students. For those individuals involved in working with the Norfolk and Norwich Hospital Foundation Trust this will be realised in part by encouraging students to volunteer.

## **Duke of Edinburgh**

Developing a service ethic in Sir Isaac Newton students is a fundamental value we are committed to developing. As part of the PREP curriculum all students will have the opportunity to participate in the Duke of Edinburgh Award Scheme. The service element of this award requires students at silver level to complete a 6 month period of service to their local community. As a result our community relationships for the free school will be strong.

## **The Norfolk and Norwich University Hospitals NHS Foundation Trust**

The Norfolk and Norwich University Hospitals NHS Foundation Trust's vision is committed 'To improve the lives of all our patients by delivering excellent healthcare' and believes that this can be achieved through the development of strong relationships with the Free School, its students and their community. The Trust will support the Free School through the delivery of the highest quality learning opportunities within an inclusive learning environment, while also being a centre of excellence for everything relating to health. The Free School, in conjunction with the Trust, will also develop networks to help support and influence the health agenda at other schools across the locality.

## **External Agencies**

The Free School will play a major role in meeting the educational, personal and social needs of individual students through close collaboration with a wide range of external agencies. To ensure coherent teamwork, the Free School will adopt the Department for Children, Schools and Family, (DCSF), Common Assessment Framework, (CAF), for children and young people. The Free School's extended school provision will be planned with other similar providers to ensure the service remains coherent and efficient for meeting local needs.

## **Wider Community**

The Free School will be of the community, in the community and for the community. It will contribute to community empowerment, cohesion and regeneration and will provide a full range of extended services. Its facilities and educational resources will be available to community groups and individuals in the evenings, weekends and during holidays. Once completed, the new facilities will be suitable for and will encourage a range of extra-curricular activities which will help to enhance the partnership between the Free School and the local community.

An important part of this policy is the development of an Extended School Services strategy through collaborative practices, based on shared values and a shared purpose to enhance opportunities for the Free School students and their wider community. This will include:

- On going consultation processes.
- The development of collaborative working partnerships with a wide range of stakeholders within the community, based on the values that underpin the Free School's ethos.
- A comprehensive extended school provision, including significant off site delivery, with a priority given to the needs of the most vulnerable families and young people thus ensuring that no member of the community is left behind
- Harnessing the energy and opportunity which comes from the rapidly increasing diversity of the population to enrich educational, social, cultural and multicultural cohesion.
- Ensuring that the Free School is actively involved in community regeneration projects and is aiming at achieving community cohesion
- The development of a range of approaches such as family activities, the use of positive role models, and the involvement of community and business mentors to encourage all students to appreciate that education and responsible citizenship have value and that learning is for life.
- A holistic approach to citizenship education, in which all students are able to contribute to and support the local community, whilst also developing active involvement in national and global issues.
- A personal and social education programme in place which specifically targets activity to encourage healthy lifestyles and higher aspirations.



The concept of a learning community will pervade how the Free School is organised and how the curriculum will be delivered. The step change in developing an outstanding learning community and its use in delivering a personalised curriculum, as well as the development of collaborative ways of working with other schools and the community will ensure that learning at the Free School and the support for learning do not sit simply within the traditional school curriculum. For the students there will be learning opportunities that extend beyond the timetabled lesson time, and they will be enhanced by a wide range of extra-curricular and extension activities. There will also be every chance for adults within the community to access learning and enrichment events at suitable times, and this includes the offer of family learning projects.

Examples and possibilities of extended school working could include

- Parental involvement in each student's education e.g. through the Individual Learning Plans and their review
- Family activities and learning programme e.g. Parenting courses, and ICT courses, Sports activities, science focused healthy living projects
- Digital and IT related learning for students and the community such as a radio station, T.V. programmes, Learning Platform, newspaper, distance learning and video conferencing
- Collaboration with other schools and agencies in developing the 16-19 curriculum and its delivery
- Learning delivered by online programmes and courses
- Links with other counties using ICT, visits, citizenship work
- The development of extended study provision on site for students who do not have the facilities at home to do course and home work
- The development of learning opportunities through links with local clubs, and societies, the Federation and Creative Partnerships
- The expectation that every student will become fully involved in at extended learning
- The provision of a community service programme for students with every opportunity for volunteering and taking responsibility
- Full community use of the buildings and facilities

In its liaison with this wide range of stakeholders and partners, the Free School will prioritise the development of close personal relationships but will also make full use of digital technology and distance learning.

## **Business Community**

The Free School will seek to develop close links with the local community of industry, commerce and social enterprise. In particular, there will be close liaison with those businesses which can work with the Free School in providing mentoring support, assist in the development of its Mathematics and Sciences specialisms and also businesses which can help support the Free School's work related, enterprise and careers activities and other extra curricular provision.

The Free School will develop its specialisms to ensure that the students will be fully involved in work related and work based learning and given every opportunity to develop creative and enterprise skills, using an extensive range of contacts.

## **Department for Education**

The Free School will operate in full accordance with the requirements, policies and priorities of the Department for Education.

## **Best Practice Network**

The Free School will provide high quality continuing professional development for its staff based on:

- Provision developed and delivered by the Cambridge University, King's College academic mathematics team, [REDACTED]
- The Best Practice led by Victory Academy
- The Norfolk Secondary Schools network
- Local, regional and national educational providers and lead professionals
- Research-driven best practice nationally and internationally
- Action Research opportunities through the TLA

NWES have committed to facilitate developing outstanding links with local industrial partners.

## **Strategic Business Partners:**

### **Norfolk and Waveney Enterprise Services**

[REDACTED], is one of the leading business support organisations in the country. Established in 1982 they helped over 500 businesses a year to start in business. Whilst working in the private sector they deal with a variety of public sector organisations from national to local and have a unique insight into the world of publicly funded business support.

[REDACTED].

## Hethel Engineering Centre Centre's Vision

The key focus is innovation, enterprise and skills. To create **an innovation hub** that is focused on:

- Innovation – exploiting hi tech ideas / invention
- Enterprise – providing incubation pace and bespoke business support
- Skills – deliver / facilitate training & development of the future high skilled workforce

Develop a strategic site that becomes a key component in growing a knowledge based / low carbon economy. To progress the development of a **Science & Technology Park** that is a key strategic employment site in Greater Norwich / Norfolk.

Build an advanced engineering **Centre of Excellence** with specific focus on low carbon vehicles that is at the heart of a nationally and internationally recognised cluster.

Five years and ██████████ in the making, Hethel Engineering Centre Centre commenced trading in February 2006. The project is the realisation of a vision driven by Norfolk County Council as a key aspect of driving the growth and success of high performance engineering and manufacturing companies throughout the region and beyond.

## The Norwich Research Park Company

The Norwich Research Park is a collaboration between the University of East Anglia, the Norfolk and Norwich University Hospitals, and four independent research centres; the John Innes Centre, the Institute of Food Research, the Sainsbury Laboratory and from July 2009 The Genome Analysis Centre. The Norwich Research Park is home to over 30 science and IT based companies making the NRP a vibrant place to do business as well as research.

With over 11,000 people the Norwich Research Park has one of Europe's largest single-site concentrations of research in Health, Food and Environmental Sciences.

They are internationally recognised for the excellence of our research in the plant and microbial sciences, food, health, environmental sciences, computer and information systems and chemistry. An analysis of the most highly cited scientists in the UK over the past 20 years reveals that Norwich is ranked 4th after London, Cambridge and Oxford (New Scientist, 1 July 2006/Thomson ISI).

## **Norfolk and Norwich University Hospitals**

The job of the hospitals run by the Norfolk and Norwich University Hospitals NHS Foundation Trust is to provide the best possible acute hospital care for a tertiary catchment area of up to 822,500 people. Acute hospital care means specialist care for patients who need treatment for serious conditions that cannot be dealt with by health service staff working in the community.

The Trust provides a full range of acute clinical services, including more specialist services such as oncology and radiotherapy, neonatology, orthopaedics, plastic surgery, ophthalmology, rheumatology, paediatric medicine and surgery.

Every year their staff of more than 6,000 treat more than 700,000 people from Norfolk, from neighbouring counties and from further afield. Their patients are referred to us by around 100 local GP practices but also from other acute hospitals and other primary care trusts around the country.

As an NHS Foundation Trust, they are accountable for their performance to the independent regulator Monitor. Monitor is accountable to Parliament. Most of their funding [REDACTED] comes from primary care trusts (PCTs) that are funded by the Department of Health and are responsible for commissioning local health services. Our main PCT partner is the primary care trust NHS Norfolk. We are based in the NHS East of England strategic health authority area.

They also play an important role in the teaching and training of a very wide range of health professionals, in partnership with the University of East Anglia, City College Norwich and University Campus Suffolk.

## **The University of East Anglia (UEA)**

The University of East Anglia (UEA) is an internationally renowned university based in a campus that provides top quality academic, social and cultural facilities to over 14,000 students.

UEA is ranked in the top one per cent of universities in the world and is consistently in the top ten for student satisfaction. It is a leading member of the Norwich Research Park, one of Europe's biggest concentrations of researchers in the fields of environment, health and plant science.

Located in 320 acres of rolling parkland but just two miles from the centre of the cathedral city of Norwich the University is part of the Norwich Research Park which is home to over 1,000 scientists working in several world ranked institutions.

Sporting facilities on campus include the University Sportspark which houses an Olympic sized swimming pool and regularly hosts international sporting events. UEA also has the world famous Sainsbury Centre for Visual Arts and hosts an International Literary Festival which has included famous names such as Ian McEwan and Kazuo Ishiguro (both alumni of UEA's Creative Writing course).

## **Price Waterhouse Coopers PwC**

Ormiston Victory Academy already enjoys excellent relations with PwC with their accounts department making regular visits to the Academy to mentor mathematics students. PwC has kindly agreed to become equally involved in the Free School, through mentoring and our internship programme.

## **Equality Act 2010**

We take our commitment to comply with the Equality Act 2010 very seriously. We wish to be known as a Free School that has a student-centred approach in order to afford students dignity and a sense of self-worth. Emphasising traditional values we will establish an ethos of mutual respect and trust in the school. This, together with the emphasis on praise, celebration and reward, means that all members of the school community feel highly valued and will want to achieve as highly as possible and to contribute both to their own personal success and to the overall success of the school.

The school also regards as essential its partnerships with parents and those professionals involved in endeavouring to work closely with them for the benefit of the students. This partnership includes the work of Governors, the Parents, Staff and Voluntary Bodies.

Students at the Free School will be entitled to experience an exciting and innovative curriculum, which offers the opportunity to develop individual potential and self-esteem through communication, personal, social and academic skills and a range of complementary qualifications.

The school environment provides educational and social challenges, opportunities for inclusion, self-organisation and decision-making. It is also felt vital that students have experience of their environment and community in order to develop awareness, sense of belonging and citizenship.

## **Our Vision for Equality**

Our aim is to mainstream good practice and the principles of inclusion into everything we do. Our scheme will include policy and plans for issues relating to Race, Gender, Disability, Age, Religion & Belief and Sexual Orientation.

The Free School will strive to provide education for all, acknowledging that the society within which we live is enriched by diversity.

We will strive to ensure that the culture and ethos of the school reflects and celebrates the diversity of ALL members of the school and wider community.

We will also seek to ensure that everyone is equally valued and treats one another with respect and fairness. Students and other members of the school community will be provided with the opportunity to experience, understand and celebrate diversity.

Our core values are: to encourage mutual respect for all; recognise and work with every diverse group; provide high quality inclusive services and facilities; make sure our employment policies and practices are fair and challenge harassment and discrimination.

We will proactively seek to review and restructure the cultures, policies and practices in the school, so they can be welcoming and responsive to the full diversity of people locally, nationally and globally.

### **Key Objectives:**

- To meet and go beyond the legal duties placed upon the school by equalities legislation
- To ensure that all learners are enabled and supported to make appropriate choices and achieve goals
- To work with partners and agencies to provide educational opportunities that promotes and develops social cohesion.
- To ensure that employment practices, policies and procedures are inclusive and promote equality and diversity
- To embed equality and diversity into the curriculum
- To celebrate diversity

### **Key Targets:**

- To develop a rolling programme of Impact Assessment of school functions and policies
- To review and improve training in equality and diversity to school staff.
- Increase success rates of 'narrowing the gap' students to match national benchmarks.
- Report on progress of plans within Single Equality Scheme annually.
- Achieve Investors in Diversity Stage 1 – 2011.

### **We will judge our success by:**

- Our progress in improving participation, achievement and success of learners from all sections of society.
- Our progress in ensuring a positive experience and environment for all our learners measured through learner perception surveys and mechanisms enshrined within our Student Voice programme.
- The achievement of outstanding grades for social and educational inclusion through inspection visits.
- The achievement of awards for our work around equality and diversity.
- A positive approach to equality and diversity by our employees measured by the results of staff perception surveys and work around employee consultation and communication mechanisms.
- Our progress in recruiting a diverse workforce.

**With regard to staff**, in promoting the Free School's Single Equality and Community Cohesion Scheme, the Free School undertakes to:

- Address any form of discrimination on the grounds of race, disability, gender/trans, age, religion or belief or sexual orientation.
- Ensure that all policies and procedures are fully analysed and assessed for impact in order to incorporate the different needs of individuals.
- Ensure that all existing policies are impact assessed over a three-year period, and again upon review of policy and procedure.
- Improve opportunities for all staff to attend training sessions.
- Increase the awareness of work life balance and the associated available guidance
- Develop codes of conduct by which our behaviour can be judged.
- Create a safe learning environment where every person is treated with dignity and respect.

**With regard to learners**, in promoting the school's Single Equality and Community Cohesion Scheme, the Free School undertakes to:

- Recognise the central role of the curriculum in challenging and addressing discriminatory practice and discrimination.
- Include curriculum impact assessment as part of the annual self-assessment processes.
- Provide a safe and supportive learning environment for all learners.
- Develop codes of conduct by which behaviour can be judged.

The Single Equality Scheme will be available to all staff on the school's network and will be promoted through the newsletter. A further document will be produced for the learner audience, for prospective learners and other interested parties. Our Scheme will be published on the school website and copies made available at the school's reception area.

**Progress on the Scheme and the accompanying action plan will be reported to:**

- Governors
- Staff at full staff meeting and training days
- New staff induction sessions
- All staff, through staff bulletin
- Learners
- Senior Leadership Team
- Other stakeholders

## **In promoting the Single Equality Scheme, the Free School seeks to:**

- Develop an ethos which respects and values all people irrespective of their race, gender/trans, disability, age, religion or belief or sexual orientation.
- Eliminate all forms of discrimination based on race, gender/trans, disability, age, religion or belief or sexual orientation in all areas of the curriculum, in recruitment, selection and induction processes and procedures.
- Engage in positive action to encourage the development of a diverse workforce and learner representation.
- Communicate the Single Equality Scheme to learners, staff, governors and all other stakeholders including visitors to the School.
- Ensure that any external organisations with which it works are made aware of, and encouraged and supported to adhere to the Equality and Diversity Commitments of the School.
- Work closely with other School stakeholders to seek their support and commitment to the Single/Equality and Community Cohesion Scheme.
- Ensure that all School stakeholders understand and have full access to the Scheme and know their rights and responsibilities under this scheme.
- Monitor, review and report on the effectiveness of the scheme to Governors.
- Review regularly all School policies and procedures, using impact assessment measures.
- Ensure that all learners, staff and Governors understand their responsibilities and accountabilities for promoting equality of opportunity.
- Encourage all learners, staff and governors to understand their responsibilities and accountabilities for promoting harmony, understanding and cohesion between our communities.

## **Safeguarding**

The Free School is committed to safeguarding and promoting the welfare of children and young people and recognises its role in identifying cases of suspected abuse and making referrals to the appropriate investigating agency. The School expects all staff and volunteers to share this commitment.

## **Single Equality and Community Cohesion Scheme Components**

### **Disability**

Under the Special Educational Needs and Disability Act 2001, it is unlawful to discriminate against disabled learners or prospective learners by treating them less favourably. The Disability Discrimination Act (DDA) 2005 sets out the general duty and provides that the Free School in carrying out its duties gives due regard to:

- Eliminating disability discrimination
- Eliminating harassment of disabled people
- Promoting equality of opportunity for disabled people
- Taking steps to take account of disabled person's disabilities
- Promoting positive attitudes towards disabled people
- Encourage participation by disabled people in public life



Under the Specific Duties the Free School must also:

- Publish a Disability Equality Policy (DEP).
- Implement the DEP.
- Publish annual reports summarising progress to date under the DEP

The Free School welcomes learners and staff with disability or impairment, and aims to enable inclusion in all aspects of school life. The school will support learners and staff to challenge discrimination. To this end we seek to provide easily accessible, responsive, supportive and high quality education and training, employment opportunities and services for all its students and staff. It is committed to serving the whole community fairly and equally. It values and respects everyone within and outside the school's community. The Free School fully recognises that the Disability Equality Duty is not necessarily about physical access to buildings or adjustments but is also about including equality for disabled people into the culture and fabric of the school community in practical and demonstrable ways.

The Free School will sign the Charter for Mindful Employer who is positive about Mental Health. As an employer we aim to:

- Show a positive and enabling attitude to employees and job applicants with mental health issues. This will include positive statements in local recruitment literature.
- Ensure that all staff involved in recruitment and selection are briefed on mental health issues and the Disability Discrimination Act, and given appropriate interview skills.
- Make it clear in any recruitment or occupational health check that people who have experienced mental health issues will not be discriminated against and that disclosure of a mental health problem will enable both employee and employer to assess and provide the right level of support or adjustment.
- Not make assumptions that a person with a mental health issue will be more vulnerable to workplace stress or take more time off than any other employee or job applicant.
- Provide non-judgemental and proactive support to individual staff that experience mental health issues.
- Ensure all line managers have information and training about managing mental health in the workplace.

The Disability Equality Policy and the action plan will be completed in line with the requirements of the Single Equality Scheme and incorporated in the Free School Strategic Plan.

## Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

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

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

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

	2013				2014			
	A	B	C	D	A	B	C	D
<b>Reception</b>								
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>	220		134	61%	220		128	58%
<b>Year 13</b>					220		134	61%
<b>Totals</b>	220		134	61%	440		262	60%

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

### **E1: Survey to Interested Students**

When surveying interested students about the Sir Isaac Newton Free School the following questions were asked:

1. We would like to hear your views on the Sixth Form Free School. Please comment below:
2. What would you like to see offered at the Maths and Science Free School?
  - a. Broader Curriculum (Mandarin, Performing Arts, for example)
  - b. Outside Activities (sport, for example)
  - c. Community Service (overseas volunteering, for example)
3. Will the Sixth Form Free School be your first choice?
4. Would you like to receive updates by email?
5. If you are a student, what school year are you currently in?

### **How we gathered evidence for our demand:**

1. To gather evidence of demand the following high schools were visited:
  - Hethersett High School for a year 9 and 10 assembly
  - Alderman Peel High School for a year 10 assembly
  - Cromer High School for a year 10 session with gifted and talented students
2. We attended 2 Norwich Sports Partnership Dance Shows with over 500 parents and students at each show held at the OPEN Venue in Norwich. Parents and students on arrival and during the interval were surveyed.
3. We carried out street surveying with a team of 10 supporting community members over one weekend outside the Forum, Chapelfield Shopping Centre in central Norwich and in the drop in provision housed at the OPEN Youth Venue. The Forum and Chapelfield locations both typically have a footfall in excess of 100,000 per day at the weekends. The OPEN Venue on a typical Saturday attracts an average of 500 young people between the ages of 13-18 years and was deliberately used to promote the Sir Isaac Newton Free School because it has a high percentage of ethnic minorities, ability and faith using it as a base to socialise.
4. A promotional DVD for the Sir Isaac Newton Free School has been produced. The promotional footage can be screened by visiting the Sir Isaac Newton Free School website at: [REDACTED] Students have been encouraged to register their interest to the Free School by completing the on line Monkey Survey exercise. (Please refer to Pages 88-90 for screen shots of the website.)
5. The support from the local press has been excellent, with articles being featured in the Eastern Daily Press, The Eastern Evening News and Advertiser almost appearing on a daily basis since our launch. [REDACTED] has

also been interviewed frequently on BBC Norfolk Radio. The use of Twitter has helped to promote the free school across Norfolk. [REDACTED] Twitter accounts each with over 5,000 followers have kindly been retweeting any news articles or events we have been promoting to their respective followers. As a result of our marketing campaign we have been able to hold two well attended parent student consultation events held at the OPEN Venue and a parent's home. For samples of the press cuttings please refer to Pages 91-93.

6. A PDF flyer together with a covering email has been circulated to our target audiences. (Please go to Page 94 for a copy of the PDF flyer and covering email.) Recipients were encouraged to then forward email to anyone they may know who might be interested. Using the networks of our strategic partners, employees were all sent an invitation to apply. An email was sent to employees and members of the following organisations:

The University of East Anglia  
Hethel Engineering Centre  
Waterhouse Coopers  
The Norwich Research Park  
Norfolk and Norwich University Hospitals  
Norfolk Youth orchestra  
Kumon Mathematics School in Norwich  
The Home School Network

7. We are currently in the process of organising an evening lecture to be held at the John Innes lecture centre which will invite interested parties to sample a taster lesson in partnership with our strategic partners, take part in a question and answer session and listen to a presentation by [REDACTED] and [REDACTED].

## **E2: The case for student numbers:**

We have identified a need in Norwich for a specialist mathematics and science sixth form free school.

The free school aims to recruit students by being the highest quality provider in the region. This will enable us to recruit students from other sixth forms who already intend to study mathematics and the sciences; and to increase the total number of students who wish to study mathematics and sciences so that Norfolk exceeds the national average.

### 1) Increased uptake

The number of Norfolk students who have been successful in these subjects at GCSE and who continue to study them at A-level is significantly below the national average. The number of Norfolk students who have achieved A\*-B grades in mathematics and the sciences and who choose to take A-levels in these subjects compared to the rest of the Country are as follows:

	2011 A2 Entries (Norfolk LEA Schools)	2011 A2 Entries (Norfolk Academies)	2011 A2 Entries (Norfolk 6 <sup>th</sup> Form Colleges)	2011 A2 Entries (Norfolk 6 <sup>th</sup> Form Colleges)	total A2 entries	Potential candidates achieving A*B from 2009 GCSEs (Norfolk)	% of potential candidates who took A-level (Norfolk)	% of potential candidates who took A-level (National)	Potential places required in Norfolk to match national average	% of potential candidates who took A-level (Top Quartile of Counties)	Additional places required to by in upper quartile of counties
<b>Mathematics</b>	640	50	100	200	<b>990</b>	4,304	23%	34%	<b>473</b>	40%	<b>732</b>
<b>Biology</b>	560	45	90	175	<b>870</b>	1,891	46%	55%	<b>170</b>	60%	<b>265</b>
<b>Chemistry</b>	370	30	60	125	<b>585</b>	1,950	30%	42%	<b>234</b>	50%	<b>390</b>
<b>Physics</b>	340	25	50	100	<b>515</b>	1,839	28%	34%	<b>110</b>	40%	<b>221</b>

*Analysis based on data from “Educating the next generation of scientists”: National Audit Office 2010: Data taken from p17-19) and county data.*

If Norfolk students who achieved A\*-B grades in mathematics and the sciences took these subjects at the national average rate, we would need additional places as indicated in the right hand column of the table above.

The Free School anticipates recruiting 20% of these additional candidates through outreach programmes.

Norfolk is also undergoing a rise in the number of candidates eligible to take these subjects as more students are obtaining A\*-B grades at GCSE.

	Potential candidates achieving A*B from 2009 GCSEs (Norfolk)	Potential Candidates from 2009 GCSEs Potential candidates achieving A*B from 2009 GCSEs (Norfolk)	Increase in potential candidates from 2009	% increase in potential candidates from 2009	Increase in required Norfolk places from 2009 (at Norfolk percentages)	Increase in required Norfolk places from 2009 (at National percentages)
<b>Mathematics</b>	3,240	2,770	470	15	108	160
<b>Biology</b>	1,745	1,222	523	30	240	290
<b>Chemistry</b>	1,679	1,212	467	28	140	200
<b>Physics</b>	1,724	1,196	528	31	148	180

Our aim is to provide 20% of the additional places that occur as we encourage students to take mathematics and science at the national average rather than the Norfolk uptake. We believe that the national average is a very low benchmark and that Norfolk should be achieving top quartile. Even this level of attainment is considerably lower than this received by other Countries.

## 2) Poor Norfolk Exam Performance

The Norfolk average achievement for A-level mathematics, biology, physics and chemistry are all below national average for A\*A, A\*-B and A\*-C. Our intention is to build on our federation's track record of improving results to deliver 100% A\*-B in these four subjects.

	<b>2011 A2 RESULTS - NORFOLK/NATIONAL COMPARISON</b>					
Norfolk numbers (2009)	Norfolk A*-A	National A*-A	Norfolk A*-B	National A*-B	Norfolk A*-C	National A*-C

<b>Mathematics</b>	641	40.0%	43.6%	63.5%	66.1%	79.4%	82.6%
<b>Biology</b>	561	20.0%	26.1%	45.5%	49.9%	71.0%	72.6%
<b>Chemistry</b>	371	27.0%	31.9%	50.6%	57.5%	70.6%	77.8%
<b>Physics</b>	336	28.6%	30.8%	49.7%	53.3%	66.0%	72.7%

Our intention is to recruit 20% of mathematics and science students from existing sixth forms.

### 3) Summary

Our financial model is based on the assumed intake of 250 students in each year. We have also calculated a second model based on an intake of 225 students which is also financial viable. See section G.

	From existing sixth forms	From Increased uptake	From Increased Eligible Population	Total intake
<b>Mathematics</b>	150	90	30	270
<b>Biology</b>	140	35	60	235
<b>Chemistry</b>	95	45	40	180
<b>Physics</b>	90	30	35	155

Our curriculum model has been designed around our intake analysis in the table above.

**Location:**

Our preferred central Norwich location site will enable students to make use of the public transport to travel from across the county to arrive in time for the start of the free school day. Good transport connections exist by rail and bus. As Norwich is the major employment centre of the region, we anticipate working parents will bring students to the free school from wider afield.




The graph below sets out the numbers from each post code area from across the county. As you can see the spread of students who have indicated the Sir Isaac Newton School as their first choice draws from across the county.

The graph demonstrates that students who have chosen Sir Isaac Newton Free School as their first choice 6<sup>th</sup> Form are prepared to travel from across the County to attend the provision. All of our promotional marketing events and survey sessions to date have only been carried out in Norfolk.







 has stated, 'This is an important and timely initiative which NWES is keen to assist in providing the skills young people need to become more enterprising and become ready to join the work force.'

**EMAILS OF SUPPORT FOR THE SIR ISSAC NEWTON SIXTH FORM FREE SCHOOL ARE SHOWN ON PAGES 82-88**

**MPs**

Simon Wright MP

Chloe Smith MP

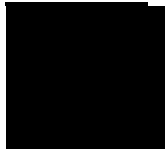
Norman Lamb MP

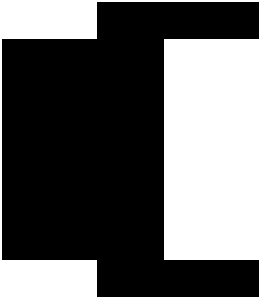
Richard Bacon MP

George Freeman MP

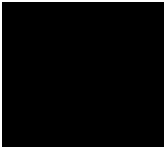
Elizabeth Truss MP

**Business**





Shelagh Hutson – Chairman NCC



**EMAILS OF SUPPORT FROM MPs AND BUSINESSES AND COMMUNITY LEADERS**

Dear [REDACTED], thank you for sending this over. I would be keen to meet with [REDACTED] and [REDACTED] to discuss the proposal. I've copied in my office, [REDACTED], who can hopefully arrange a suitable time with you.

Simon

**Simon Wright** | Member of Parliament for Norwich South | PPS to Minister of State for Families and Children

[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

Dear [REDACTED],

I am very interested to hear about this. Have you been in discussions with the Government about the new Maths Free Schools?

I would very like one of them in Norfolk. Am having some meetings in Cambridge about potential of academic sponsorship and have also mentioned to [REDACTED].

Perhaps we could meet to discuss?

Best

Elizabeth



**Elizabeth Truss MP**

*Member of Parliament for South West Norfolk*

House of Commons

London [REDACTED]

[REDACTED]

Dear [REDACTED],

Thanks for keeping me informed and please do carry on.

Best wishes,

Chloe Smith MP

Many thanks. I am certainly interested in this and would welcome a briefing.

Best wishes,

[REDACTED]

Good Morning,

Following receipt of a letter from [REDACTED] regarding the above proposal, I would like to express our interest in being involved with the project.

I am aware that [REDACTED] had already spoken with [REDACTED] about our involvement and we are very happy to be part of this fantastic opportunity.

Please let me know when the special briefing is taking place and I will be in attendance.

Best wishes

[REDACTED]

[REDACTED]

Norwich

Norfolk, [REDACTED]

Dear [REDACTED]

Further to [REDACTED] letter about the above, I would be pleased to attend a briefing about the school, subject to the date.

Best wishes

[REDACTED]

[REDACTED]

Norwich

Further to [REDACTED] recent letter, [REDACTED], [REDACTED], is happy to register his interest in this project.

Best wishes

[REDACTED]



Thank you for your letter to [REDACTED] regarding the Sir Isaac Newton Free School. [REDACTED] is happy to support the school and is interested in attending the special briefing.

Please send further details on this directly to me.

Kind regards

[REDACTED]

[REDACTED]

Dear [REDACTED],

Further to [REDACTED] letter dated 23<sup>rd</sup> January I confirm that I am interested.

Many thanks.

Best wishes,

[REDACTED]

Dear [REDACTED],

[REDACTED], [REDACTED] in Norwich would be very interested in attending your briefing and looks forward to further details.

Please email me at the address below and I will arrange any meetings on [REDACTED] behalf.

Thank you

[REDACTED]

[REDACTED]

**(working hours 9.00 - 13.00 Monday to Friday)**

[REDACTED]

Dear [REDACTED],

Further to receipt of your letter dated 23<sup>rd</sup> January 2012 I would like to register my interest in the development of the Sir Isaac Newton Free School.

Yours sincerely

[REDACTED]

Dear [REDACTED] thank you for your letter dated the 23<sup>rd</sup> January, 2012 with regards to the possibility of a six form free school being based in Norwich.

An interesting proposition which will add to the basket of education establishments springing up throughout the County and in reply to your request I am happy to have my support noted for this project as it is with several others that are happening around the County. If I am able I will of course attend the briefing which will be held later in the year but it would be extremely useful to have as much notice as possible as short date appointments are just not a possibility.

With every best wish with your project.

[REDACTED] c/o

[REDACTED]

[REDACTED]

[REDACTED]

Dear [REDACTED],

I have just left you a voicemail but thought I would email as well. George is very supportive of this important initiative and would be delighted to help in any way he can. Please do let me know details of the special briefing as and when possible.

Many thanks and kind regards,

[REDACTED]

[REDACTED]

**George Freeman MP**  
Member of Parliament for Mid-Norfolk

Dear [REDACTED]

Thank you for your letter outlining the plans for the above school.  
I would be pleased to attend a special briefing and you have our support for this School

Best Wishes

Martin Wilby  
Deputy Leader  
South Norfolk Council

Dear [REDACTED]

[REDACTED] has asked me to pass on his thanks to [REDACTED] for his letter dated 23 January regarding the above. [REDACTED] would be interested in attending the special briefing and we will await further correspondence regarding the date.

[REDACTED]

[REDACTED]

Shelagh received an invitation asking her whether she would like to attend a briefing regarding Ormiston's plans for a free school sixth form. I would like to register her interest in attending this, subject to availability and diaries.

Regards

[REDACTED]

---

[REDACTED]

Norfolk County Council

Please thank [REDACTED] for his letter dated 23<sup>rd</sup> January about the sixth form free school specialising in Mathematics and Engineering. I visited the Academy yesterday and was briefed by [REDACTED]. I applaud this endeavour and look forward to hearing more about it. Richard Jewson, Hon Lord Lieutenant of Norfolk



██████████ is interested in attending a briefing on the Sixth Form Free school application, depending on dates.

Many thanks.



Dear ██████████,

My sincere apology for not responding to your letter dated 23<sup>rd</sup> January'12 sooner, as I was out of UK on business.

I think it is an excellent idea of having a free School with more emphasis on Mathematics and Science teaching. These are the areas we are badly lacking in this country. I would personally support this venture and would be willing to share your ideas with my members. I shall be pleased to attend the special briefing session, unless you have already had it ? I am now available until 6<sup>th</sup> March'12 after which I shall be in India on business for 14 days.

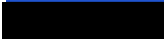
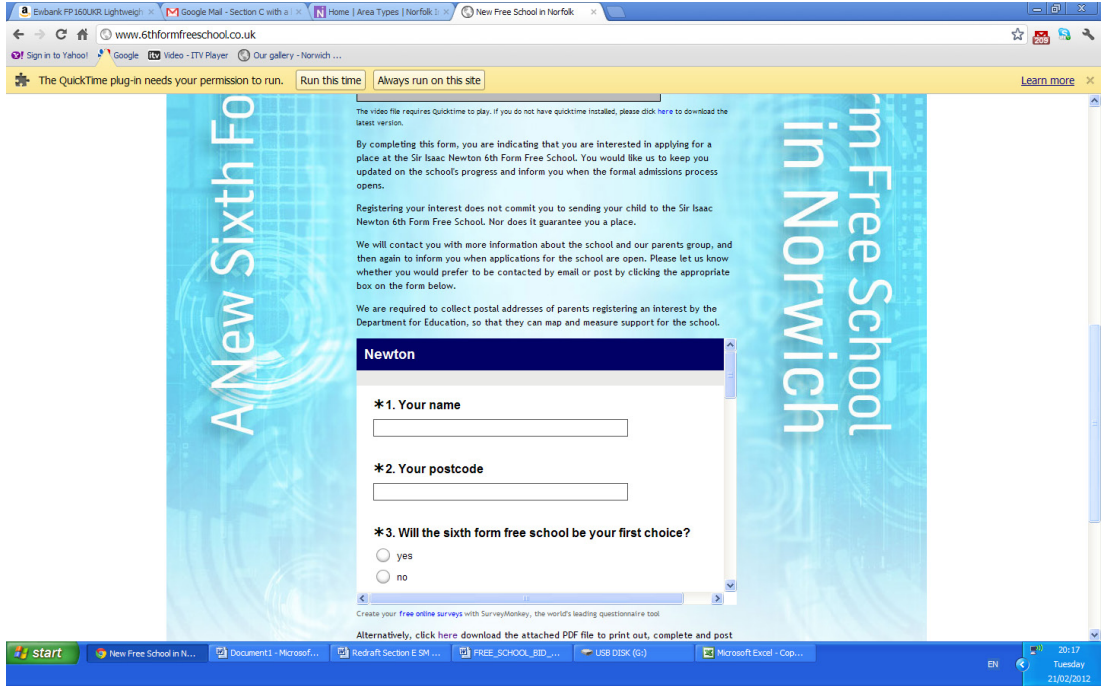
Many thanks and look forward to hearing from you.

Yours sincerely



SECTION E2 CONTINUED

Screen shots of the Website





**SECTION E2 CONTINUED Sample of press cuttings**

[REDACTED]

[REDACTED]





Flyer produced – Side One



**Flyer Produced – Side Two**







**Section F: Capacity and capability**

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

**Steering Group**

A core group has been responsible for developing this bid and, if it is successful, will continue to be involved in setting up and operating the school. We feel it appropriate for completeness to list all members of this group here even though not all will provide educational expertise, as opposed to expertise in other areas.

This group comprises:

[Redacted]

[Redacted] [Redacted] [Redacted].

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

### **Additional Support**

The core steering group provides a wide range of experience and expertise. As the project develops, additional advice and support may be needed, particularly in ICT systems and Buildings. Any additional support required will be obtained, subject to tender, as and when it is required.

### **Working with the Free School's Board of Governors**

The Executive Director will work with the Free School's Board of Directors to ensure that:

- The vision, values and ethos of the Free School are embedded into strategic and operational planning and are evident in the daily life of the Free School
- The expectations and aspirations of parents/carers and of students are raised
- The Free School meets the needs of all its students
- The Free School develops effective and efficient practices, policies and procedures

- The Free School remains in sound financial health
- The Free School's specialisms of Mathematic and the Sciences are developed and valued
- The Free School's commitment to raising the quality of teaching and learning in Mathematics and Science to other schools is prioritised
- The Free School exercises sound governance
- The interests of the Free School are actively promoted locally, regionally, nationally and, where appropriate, internationally.

### **Additional sources of expertise**

In additional to the above, the 16-19 free school will work in partnership with a group of Strategic Business Partners who will include: the Norfolk and Norwich University Hospital, the Institutes on the Norwich Research Park, the University of East Anglia, Price Waterhouse Coopers, NWES and the Hethel Engineering Centre. These organisations and other leading companies in Norfolk will offer mentoring, work experience and career advice and their full support in developing any curriculum proposals needed.

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

██████████ is the ██████████. ██████████ has worked with the Steering Group and will continue to support financial planning and the appointment and induction of the Free School's Finance Director.

A Director of Finance will be appointed one term in advance of the opening of the Sir Isaac Newton Free School in September 2013 to work with the Principal Designate. The Director of Finance will be appointed to what will then be a growing federation of schools, including Victory Academy and with the Sir Isaac Newton Free School at its heart. A third of their salary and time during the first year of operation will be allocated against the free school budget.

To secure the strongest candidate the Director of Finance post will be advertised nationally.

The responsibilities of the Finance Director are:

1. Participate in the provision of effective strategic, financial and human resources planning and information

### Key Responsibilities

- Provide financial and human resources advice and guidance to the Executive Director
  - Participate in strategic, financial and human resources planning
  - Research, prepare and submit the annual budget
  - Prepare detailed reports on financial, human resources and administrative matters
  - Attend meetings and make presentations to the Board
2. Provide controllership functions in order to ensure finances are managed according to legislation, policies and procedures and generally accepted accounting principles

### Main Activities:

- Manage accounting and financial systems and maintain full and accurate accounting records
- To complete financial reports to be submitted to the DfE
- Conduct financial analysis and prepare detailed financial reports and statements
- Provide financial and accounting advice, direction and leadership
- Develop and implement purchasing practices and monitor the purchasing system
- Prepare tender documents and administer contracts
- Respond to auditors' comments concerning finances and operations and oversee required action to address deficiencies
- Establish and maintain cash controls
- Monitor department spending and recommend corrective actions as necessary
- Manage investments and reserves
- Reconcile general ledger accounts

3. Manage and coordinate human resources and administrative functions including personal administration and payroll

Main Activities:

- Manage the payroll system in order to ensure all staff are paid on a timely and accurate basis
  - Provide advice and assistance on human resource planning and management issues
  - Ensure personnel records and files are maintained
  - Supervise the maintenance of assessment roles and collection and distribution of municipal and school taxes
  - Ensure the maintenance of computer systems within the Federation office
4. Provide leadership and direction to Finance and Administration staff to ensure efficient use of human resources

Main Activities

- Establish and maintain internal controls to ensure compliance with financial and human resources legislation, policies and procedures.
- Evaluate the performance of, and provide training and development opportunities for, Finance and Administration staff
- Manage the maintenance and upgrade of financial, payroll and human resources information systems
- Provide leadership by delegating tasks, responding to staff inquiries and providing overall direction to section employees

To secure the strongest candidate the Director of Finance post will be advertised nationally.

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

1. The members of the company are:

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

2. Designate Directors (Governors) who have already agreed to their full involvement include:

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

Curriculum Vitae for the above designate directors are included at the end of this section.

Important expertise in addition to educational and financial will be provided in these areas:

1. Governance: [REDACTED] of the Sir Isaac Newton Free School and, will during the set-up phase take lead responsibility for recruiting and training the Directors (Governors) of the free school and establishing sound governance procedures. Other governors are being actively recruited but the already committed nucleus of eminent professionals with outstanding national and international reputations will form the core of an exceptionally experienced Board of Directors.
2. Buildings and Site: Currently the Steering group is working closely with [REDACTED]. A Property Investment, Development and Asset Management Group specialising in high quality urban regeneration across the UK and Europe. If the Free School secures its preferred site [REDACTED] will be closely involved with [REDACTED] in working with architects to ensure the buildings are fully matched to the Free School vision.
3. Project start up and management, Human Resources and ICT: [REDACTED] has now successfully set up two Academies as Principal start-up projects. Both Academies start up project have been complex in nature involving capital build projects totalling in excess of [REDACTED] and the creation from scratch of completely new curriculum structure, staffing structure, leadership structure and all the other policy changes that go into turning around failing schools. [REDACTED] was closely involved with the development of the [REDACTED] in Norwich. These two individuals already have a wealth of experience in start-up projects and will bring in other professionals where needed on a fixed term consultant contract employment basis to deal with refurbishment of premises, appointment of staff and other HR issues and the development of an excellent ICT infrastructure for the new school. Many of these are individuals are well known to [REDACTED] from previous projects. In terms of curriculum development [REDACTED] will use both expertise



from her own staff and outside consultants to develop the policies, structures and procedures to ensure excellence in all aspects of the free school's operations.

4. Legal and Accounting: Among the governors already identified are Chief Executives and Directors of several large institutions, Barristers and an existing Academy Chair of Governors. There is a considerable expertise in this group to ensure sound legal and accounting practices are established in the Free School. The Governors will work with the Finance Director to Schools Financial Values Standard (SFVF). The standard consists of 23 questions which governing bodies should formally discuss annually with the head teacher and senior staff. This will form an important part of ensuring that Governors are confident about their responsibilities
5. Marketing: [REDACTED] currently works full-time for [REDACTED]. Twenty percent of his post will be allocated to the Sir Isaac Newton Free School. His brief will be to promote the profile of the free school to potential teaching staff and future students to position the Sir Isaac Newton 6<sup>th</sup> Form brand correctly so it becomes the prominent supplier of outstanding Mathematics and Science teaching in the area. In the lead up to the Free School's opening he will coordinate the production of publications, its media profile and materials for the Free School correctly to ensure a full role and high profile launch. [REDACTED] has been responsible for building the successful press profile for the Sir Isaac Newton Free School which has generated our current evidence of demand figures.

[REDACTED]

**Education**

[REDACTED]

**Employment**

[REDACTED]

**Date of birth**

[REDACTED]

**Contact**

[REDACTED]

Norwich

[REDACTED]

Tel  
Mobile  
E-mail

[REDACTED]

---

[REDACTED]

---

[REDACTED]

[REDACTED]

## Education and Professional Development

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

## Career Summary and Achievements

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

CURRICULUM VITAE

**NAME** : [REDACTED]

**OFFICE TEL NO** : [REDACTED]

**MOBILE NO** : [REDACTED]

**EMAIL** : [REDACTED]

[REDACTED]

**DATE OF BIRTH** : [REDACTED]

**EDUCATION** : [REDACTED]

[REDACTED]

**CURRENT OCCUPATION:** [REDACTED]

**OTHER ACTIVITIES:** [REDACTED]

**PREVIOUS OCCUPATIONS:** [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

CURRICULUM VITAE

**Personal Details**

Contact Address

[Redacted]  
[Redacted]  
[Redacted]  
Norwich,  
[Redacted]

**Academic Record**





[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] [REDACTED] [REDACTED] [REDACTED]

[REDACTED]

~~redacted~~



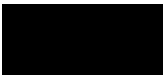


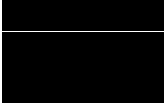


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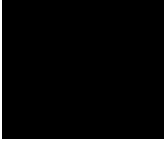
[redacted]

redacted















[REDACTED]

## Curriculum Vitae

[REDACTED]

[REDACTED]

### Key attributes:

[REDACTED]

### Employment History:

[REDACTED]

**Sample of Posts held:**

██████████

**Sample of Achievements:**

██████████

**Relevant Experience:**

██████████

**Personal Details:**

[REDACTED]

[REDACTED]

[REDACTED]





[REDACTED]

[REDACTED]

#### **F4: Show how your staffing structure will deliver the planned curriculum**

The Free School has developed a staffing model that can operate financially and address our curriculum from opening.

The staffing structure identifies a Principal who reports directly to an experienced Executive Principal. This model has been successfully demonstrated in several federations and academy chains and offers mentoring and monitoring for a new Principal during what is often a critical, and sometimes lonely role as a new school is opened. As the Free School develops the direct involvement of the Executive Principal will reduce but remain as a vital source of advice and challenge.

The Principal will be supported by three Assistant Principals.

One Assistant Principal will take lead responsibility for all aspects of mathematics learning, teaching and achievement.

One Assistant Principal will take lead responsibility for all aspects of science learning, teaching and achievement.

One Assistant Principal will take overall responsibility for learning and teaching and will also be the Free School SENCO with responsibility for all aspects of student achievement, progress tracking, safeguarding and support.

Overall responsibilities for other SLT functions, including assessment, recording and reporting, progress tracking and communications will be rotated among the Assistant Principals.

The Senior Leadership Team and the Teaching Team will be supported by a range of administrative staff. The administrative staff structure has been designed to run an effective and efficient school with maximum support and minimum frustration so that they can focus on the key educational vision of the Free School. Key roles will include Finance Director, Marketing Director and Business, Data and Exams Manager.

The Principal and the Assistant Principals will always undertake significant teaching roles as part of their remits. This will enable the Senior Management Team to model outstanding teaching and have a 'hands-on' approach to monitoring and managing the learning process.

We believe this structure will produce a strong, highly engaged senior leadership who are approachable and responsive but also challenging in leading the drive to achieve the Free School vision and deliver the outstanding outcomes that are non-negotiable.

The line management structure can be seen in figures F4 i and F4 ii. The roles of Finance Director, Marketing Director and Business, Data and Exams Manager are managed directly by the Principal of the Free School.

In year one, the taught curriculum will require 15 FTE specialist mathematics, science and computing teachers and the equivalent of 2 fte teachers for non-core options subjects. These figures will double in Year two.

It is imperative that teachers of the highest quality are appointed who can fulfil the Free School's vision of outstanding teaching.

The core subject teachers will be appointed wherever possible as full time teachers in the free school. The non-core teachers will be appointed as part-time teachers who may, in time, be shared with other federation schools.

Two structures have been attached showing numbers for the first year and then subsequent years.

Form tutors will be Free School teachers. They will take personal responsibility for the progress and well being of each student in their tutor groups. Tutor groups will meet for twenty minutes each morning. This allows for individual monitoring and feedback as well as tutor group and college activities developed to forward the ethos and vision of the Free School.

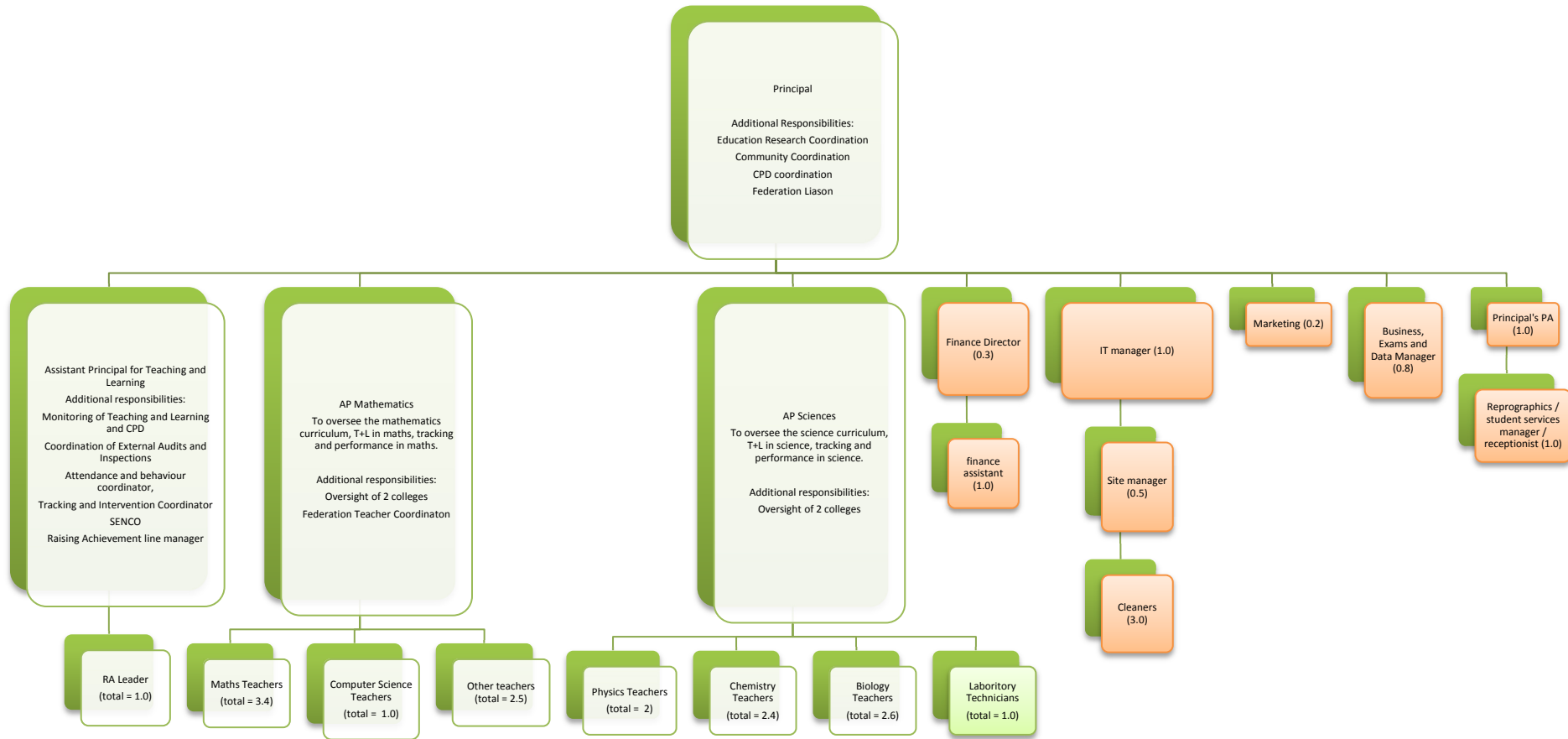
The Prep Curriculum will be overseen by subject specialist teachers as well as the Raising Achievement leader and graduate and post-graduate students from the UEA and other volunteers from our strategic partners. This allows students to develop individual study skills in a supported environment. This facility was requested by year 9 and 10 students from our consultation.

One to one coaching and small group activities will be delivered by the SENCO, Raising Achievement Leaders and our partners as part of the industrial coaching programme.

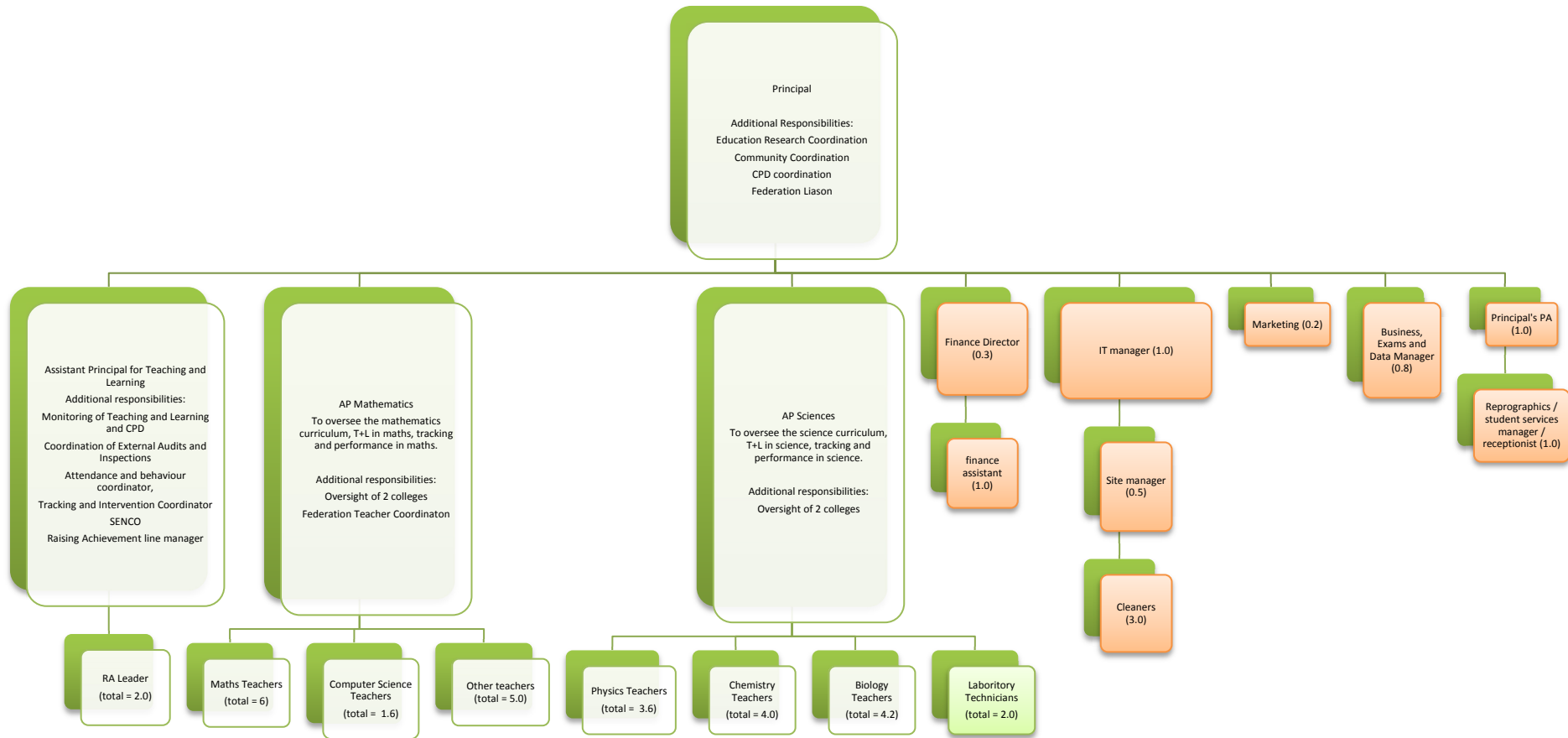
The Raising Achievement leaders' role is to support individuals and groups of individuals address their academic targets. They will support in lessons where appropriate and also take individuals and groups of individuals for specialist intervention programmes. These programmes will take place throughout the school day.

The quality of teaching and learning will be overseen by the curriculum leader for science. This will involve coordinating external subject audits, the lesson observation programme and other forms of monitoring teaching including homework monitoring and book checks.

# Year 1



# Year 2



## **F5: Provide realistic plans for recruiting a high quality principal designate, other staff and governors in accordance with your proposed staffing structure and education plans**

### **Executive Principal**

It is anticipated that [REDACTED] will be appointed Executive Principal to the Sir Isaac Newton Free School. We believe that [REDACTED] is the outstanding candidate for this post because [REDACTED] with the capacity to lead by example and deliver the vision set out. [REDACTED] profile has helped to already attract strong fields of applicants when [REDACTED] whereas the predecessor school frequently attracted single or no applications even to posts carrying a high level teaching and learning responsibility payment. As a result we are confident that her profile will help to attract a strong Principal Designate and other staff to the Free School.

[REDACTED] leadership will provide the right candidate the opportunity to work for one and be mentored by one of England's leading Principals. [REDACTED] is more concerned about finding an emotionally intelligent candidate who has the capacity to build a sense of team, its systems and values driven and able to work as part of a wider team. The right candidate will be given the autonomy to make key decisions about running the school.

The key responsibilities of the Executive Principal will be:

- Secure the realisation of the education vision of the Free School
- Maximise the performance of all students through high quality learning and teaching which motivates, challenges and empowers
- Empower students to be active participants in their learning and to take personal responsibility for improving their life chances through their education experience
- Create a place of learning open to the educational community and develop the Free School as a wider resource accessible to the schools and teachers of Norfolk and beyond with the commitment to raise attainment in the teaching of Mathematics and the Sciences
- Enhance opportunities through partnerships between parents/carers, students, staff, the local community, HE partners, the LA, other schools, voluntary organisations, other public sector bodies and employers
- Develop effective relationships with primary and secondary schools, HE providers which drive forward the attainment of students in mathematics and the sciences
- Line Manage the appointed Principal of the Free School

## Principal

The importance of the Principal Designate cannot be overstated.

OfSTED reports in 2010 showed that:

- 93% of schools with good leadership have good standards of achievement
- Just 1% of schools without good leadership reach the same level
- Leadership is particularly important when a school faces significant challenges

School leadership is therefore one of the most important factors determining student achievement.

We will be looking for a Principal Designate who shares our commitment to academic achievement in mathematics and the sciences. Reporting directly to the Executive Director and under their direction, the Principal Designate will specialise in Mathematics or the Sciences and have the skills and talent necessary to make our vision a reality. First and foremost the Principal Designate will be a lead learner with the capacity to inspire others and develop the quality of teaching and learning within the fields of Mathematics and the Sciences.

The successful candidate will join us for a term ahead of the free school's opening in 2013 and will play a key part in appointing the right staff for the school. The appointment of the Principal Designate will be advertised within the wider context of the federation which by that time will comprise at least four schools so that candidates can be attracted to the wider support network available to them by joining the organisation.

The post will be advertised nationally in the TES from September 2012 to allow suitable candidates to meet resignation deadlines and, because of the critical nature of this post, all shortlisted candidates will not only undergo a rigorous two day selection process but will also, wherever possible, be visited in their existing workplace, because it is essential to see a prospective principal in their usual working environment, including the way they conduct their work and how they interact with others.

The key responsibilities of the Principal, under the strategic guidance of the Executive Principal, are:

- To ensure that the Free School meets all legislative and statutory requirements, including safeguarding and those required by Companies House, the Charity Commissioners and the DfE
- To enthusiastically lead the Free School's education work setting high professional standards and ensuring that the education vision is understood and embraced by the staff, students, parents/carers and the wider community

- To ensure the Free School's management and organisational structures are fit for purpose and facilitate continuous improvement
- To deploy all resources, including staff and financial resources, in such a way that the Free School's education vision is delivered. This will include:
  - Maintaining effective financial control, securing value for money and managing budgets in accordance with those agreed by the Free School's Board of Governors
  - Maximising the Free School's resources by seeking additional funds from external sources
- Managing and regularly reviewing the use of available resources, including human resources, so as to improve students' learning and achievement
- Recruiting and retaining staff of high quality and with appropriate qualifications
- Ensuring effective performance management of all staff and effective workforce development
- Utilising ICT to support personalised learning, curriculum development and delivery
- Maintaining effective management and administrative processes and procedures and that these are written and understood by all staff and students
- Ensuring the maintenance of the Free School's physical infrastructure and that it meets legislative requirements (eg on health and safety)
- To lead, motivate, support, challenge and develop staff, ensuring effective induction, training, and performance management.
- To secure and sustain effective inclusive learning and teaching and in particular to ensure a curriculum that meets statutory requirements and the Free School's education vision.
- Maintain effective behaviour management and the health, safety, welfare and emotional development of all students
- Monitor and evaluate the quality of teaching and the standards of achievement
- To ensure the effectiveness and efficiency of the Free School, providing information and advice to the Free School's Board of Governors, and developing self-evaluation and accountability



- To work in partnership with parents, the community, and other schools and stakeholders
- To undertake such other duties as are commensurate with the post and which may reasonably be required by the Free School's Board of Directors

The post will be explained in the following context:

## **Key Principles**

Our vision is to create a group of outstanding schools that will radically improve our students' life chances. We want every student who is part of The Norfolk Federation to do well enough by the age of 18 to go to a top flight university and eventually pursue the career of their choice. At the Sir Isaac Newton Free School we will achieve this by prioritising five key principles:

### High Expectations

We set exceptionally high expectations for all our students which we reinforce constantly as they go through the free school. We believe every child can realise their potential with the right teaching and support in mathematics and the sciences.

### Exemplary Behaviour

Our free school will characterised by a respectful and orderly environment, where teachers can focus on teaching and students on learning. Our free school will aim for uninterrupted teaching and learning to make exceptional achievement possible. We don't accept excuses and we don't make any either.

### 3. Excellent Teaching in Mathematics and the Sciences

Nothing is more important than excellent teaching, underpinned by high quality professional development. We make intelligent and appropriate use of data to improve teaching and the curriculum and to ensure that no child is left behind. We draw on evidence and experience of the best ways to achieve excellent outcomes for all children.

### 4. More Time for Learning

Our built in prep session leading to a longer school day provides more time to embed core subjects and to extend the curriculum through enrichment. Our curriculum is planned to provide pathways from any level at entry to high achievement at exit.

### 5. Depth Before Breadth

A strong command of mathematics and the sciences is a vital foundation for the whole curriculum. We prioritise depth before breadth, so that all students secure firm

foundations in these core subjects as early as possible. There are also other tangible rewards you would benefit from in working for the Sir Isaac Newton free school.

## **Recruiting other Staff**

All new staff should be aligned with the vision and ethos for the Sir Isaac Newton Free School and will complete a recruitment and induction programme which ensures this outcome. Our on-site teacher training centre specialising in mathematics and the sciences will support the right candidates to have access to the very best CPD.

The interview process will use a range of approaches to determine the strengths and weaknesses of candidates, such as interviews, role plays, presentations, group exercises, focused interviews, lesson observations, and written exercises relating to budgeting or data or other areas of importance. Advertisements for senior and middle management posts will be advertised from January 2013 onwards. We will however explore the networks like Future Leaders and Middle Leaders to seek out the very best candidates.

The following benefits and professional development opportunities have been designed to attract the very best staff for teaching of mathematics and the Sciences

Staff training - In addition to staff training at the Free School, staff also benefit from a range of training opportunities available from The Excellence in Education Trust.

MA bursary - The Excellence in Education Trust will offer teaching staff the opportunity to further their knowledge and understanding of education through a subsidised part-time MA. The MA bursary covers the majority of the circa £4,000 course fee, with teachers expected to contribute just £1000.

International development opportunities – We will actively explore international study trips which will specifically explore how to deliver outstanding teaching and learning within the delivery of Mathematics and the Sciences.

## **Recruiting Governors and their Responsibilities**

Due to the high profile calibre of the Sir Isaac Newton Free School Board we have been fortunate enough to already attract a strong nucleus of a board of governors (directors) with the capacity to offer right expertise, strategic guidance and support to deliver the vision for the free school. Section F3 details Governors who have already committed to the project. It will be seen that this group are ideally placed to recruit other high profile individuals to join them. We hope it is not presumptuous to state that this group, albeit compact at the moment, has such a wide range and of experience, skills and expertise that there are few gaps to cover. It is however anticipated that at least one university professor of mathematics will be recruited to provide additional support in developing the Free School's specialism. Parent and staff Governors will be appointed by election immediately after opening in September 2013 to widen the perspective of the Governing Body and allow full participation by staff and parents in the governance of the Free School.

## Membership of the Governing Body

1. Seven Directors appointed by the Members.
2. The Executive Principal
3. The Principal (ex-officio)
4. Two Staff Governors
5. Two Parent Governors
6. Co-Opted Governors from the Strategic Partners

## The role of the Governors

Responsibilities will include:

- Establishing clear criteria for success, performance indicators and strategy for self evaluation;
- Oversight of strategy and policy development to achieve the vision and ethos, and deliver the business plan;
- Agreeing educational objectives with the Principal;
- Monitoring the performance of the Principal;
- Setting conditions of service, personnel policies and procedures;
- Administration, monitoring and auditing of the school's finances and significant contracts, ensuring value for money;
- Reviewing admissions, appeals and exclusions policy;
- Approval of key operational policies;
- Staff discipline appeals;
- Oversight of health and safety, risk management and safeguarding ;
- Fostering links in the local and wider community;
- Assessing and, where needed, challenging the impact of the strategy to deliver outstanding academic and pastoral outcomes; and
- Assessing and supporting the Principal.

## Risk / Compliance

Governors will monitor the full range of activity in their school and will be likely to take a particular interest in those areas where risk is particularly high or compliance critical. These will include finance, HR (including recruitment and employment law), safeguarding, insurance, security, fire and health and safety. Failings in any of these

areas could have profound impacts on the financial stability or reputation of the school and could put the school's future in jeopardy.

### **Clerk to the Governors**

The Governing Body will eventually need to appoint a clerk to administer their meetings. In order to serve the whole Governing Body, the clerk will take an independent view and be impartial in their record of proceedings. They must perform their administrative tasks efficiently, freeing up the Governing Body to concentrate on its strategic role. The clerk must keep abreast of the law and regulations in order to provide quality advice and support. The Clerk will have accredited training and on-going support necessary to be competent in their role. They will maintain accurate records and store useful information.

## **F6: Demonstrate a clear understanding and describe the respective role of the company members, governing body and principal designate in running the Sir Isaac Newton Free School**

### **The Sir Isaac Newton Free School governing body**

The governing body will have a largely strategic role in the running of the free school. The governing body shall establish a strategic framework for the free school by:

- setting aims and objectives for the school;
- setting policies for achieving those aims and objectives; and
- setting targets for achieving those aims and objectives.

A full set of policies have already been developed to deliver the aims and objectives of the free school and can be supplied if required.

The governing body shall monitor and evaluate progress as the free school makes progress towards achievement of the aims and objectives set and regularly review the strategic framework for the school in the light of that progress.

In exercising the functions above, the governing body will:

- comply with the trust deed relating to the free school.
- consider any advice given by the Executive Principal and Principal under regulation

The governing body shall act as "critical friend" to the Executive Director and Principal, that is to say, they will support the Executive Director and Principal in the performance of their functions and give them constructive criticism.

### **The role of the Principal under the strategic guidance of the Executive Principal**

The Principal shall be responsible for the internal organisation, management and control of the school, and the implementation of the strategic framework established by the governing body. The Principal should advise the governing body in relation to the establishment and review of the strategic framework, and in particular the Principal should:

- formulate aims and objectives for the school, for adoption, with or without modification, or rejection by the governing body;
- formulate policies for the school for achieving those aims and objectives, for adoption, with or without modification, or rejection by the governing body; and formulate targets for the achievement of those aims and objectives for adoption, with or without modification, or rejection by the governing body.

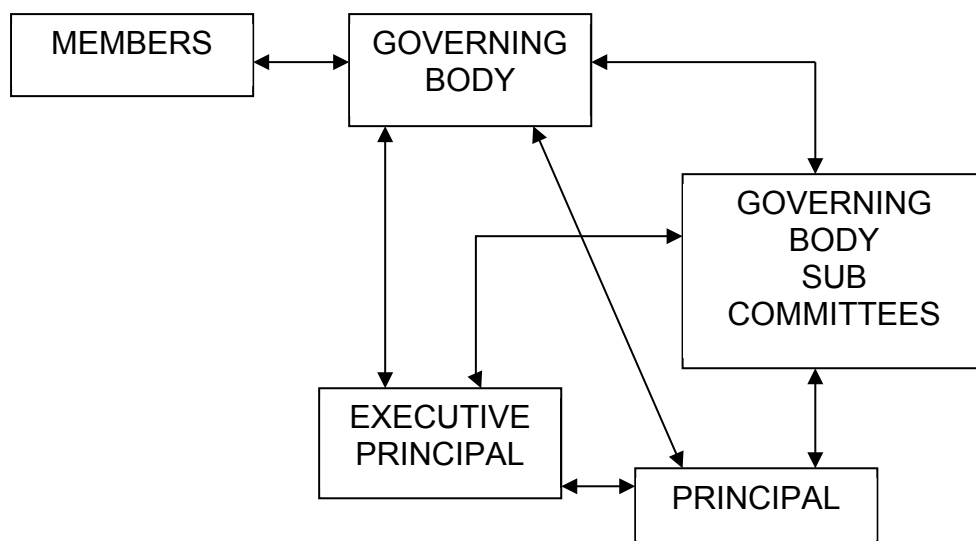
The Principal should formally report at least once every school year to the governing body on the progress made towards achieving the aims and objectives set and in particular towards meeting specific targets set.

The balance between the autonomy given to the Principal Designate and the control retained by the Academy Trust must be clear. As a guide, the Governing Body is not expected to be involved in the detail of day to day management of the school and should delegate enough powers to the Principal to perform management duties. The Principal is responsible for the internal organisation and management of the school and for implementation of the strategic framework of the governing body. The Principal should expect and receive both challenge and support and should give governors enough information to meet responsibilities.

The Governing Body will establish at least four sub-committees. These will include:

- Finance and General Purposes
- Students and Stakeholders
- Curriculum and Standards
- Disciplinary

The following structure chart shows lines of accountability and methods of escalation between the members, governing body, executive principal and principal.



The following table shows the way in which the Governing Body intends to delegate functions.

**KEY**

Level 1: Full governing body

Level 2: A committee of the governing body

Level 3: An individual governor

Level 4: Principal (in conjunction with the Executive Principal)

Column blank: Action could be undertaken by this level.

Column blocked off: Function cannot be legally carried out at this level.

The Governors will be mindful that although decisions may be delegated, the governing body as a whole remains responsible for any decision made under delegation.

Key Function	No	Tasks	Decision Level			
			1	2	3	4
<b>Budgets</b>	1	To approve the first formal budget plan each financial year	X			
	2	To monitor monthly expenditure.			X	X
	3	To establish a charging and remissions policy			X	X
	4	Miscellaneous financial decisions				X
	5	To enter into contracts (GB may wish to agree financial limits)			X	X
	6	To make payments				X
<b>Staffing</b>	7	Headteacher appointments (selection panel)	X			
	8	Deputy appointments (selection panel)	X			
	9	Appoint other teachers			X	X
	10	Appoint non teaching staff				X
	11	Agree a pay policy	X			
	12	Pay discretions	X			
	13	Establishing disciplinary/capability procederes	X			
	14	Dismissal of headteacher		X		
	15	Dismissal of other staff		X		
	16	Suspending head		X		
	17	Suspending staff (except head)			X	X
	18	Ending suspension (head)		X		
	19	Ending suspension (except head)		X		
	20	Determining staff complement	X			

	21	In voluntary and foundation schools to agree whether or not the Chief Education Officer/diocesan authority should have advisory rights				
	22	Determining dismissal payments/ early retirement		X		
<b>Curriculum</b>	23	Ensure National Curriculum (NC) taught to all students and to consider any disapplication for student(s)				X
	24	To establish a curriculum policy				X
	25	To implement curriculum policy				X
	26	To agree or reject and monitor curriculum policy	X			
	27	Responsible for standards of teaching				X
	28	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)				X
	29	Responsibility for individual child's education				X
	30	Provision of sex education – to establish and keep up to date a written policy				X
	31	To prohibit political indoctrination and ensuring the balanced treatment of political issues				X
	32	To establish a charging and remissions policy for activities (non NC based)		X		X
<b>Performance Management</b>	33	To formulate a performance management policy		X		X
	34	To establish a performance management policy				
	35	To implement the performance management policy				X
	36	To review annually the performance management policy		X		
<b>Target Setting</b>	37	To set and publish targets for student achievement	X			X
<b>Discipline/Exclusions</b>	38	To establish a discipline policy	X			
	39	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the student is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to chair/vice-chair in cases of urgency)		X		
	40	To direct reinstatement of excluded students (Can be delegated to chair/vice-chair in cases of urgency)		X		
<b>Admissions</b>	41	To consult annually before setting an admissions policy (but in community	X			

		and controlled schools only where the LA has delegated this power to the governing body)				
	42	To consult annually before setting an admissions policy (VA and Foundation schools)				
	43	To establish an admissions policy (special schools where students do not have a statement) acting with LA				
	44	Admissions: application decisions (but in community and controlled schools only where the LA has delegated this power to the governing body)				
	45	Admissions: application decisions (VA, Foundation and special schools)				
	46	To appeal against LA directions to admit student(s) (Voluntary, Foundation and special schools; also community and VC schools where LA is the admissions authority)	X			
<b>Religious Education</b>	47	Responsibility for ensuring provision of RE in line with school's basic curriculum (all schools) NB this must fall into line with locally agreed syllabus				X
	48	Decision to revert to previous RE syllabus (Foundation Schools except VA of religious character)				
	49	Decision to provide RE according to trust deed/specified denomination in VA schools with religious character (Foundation and VC schools of religious character at request of parents)				
	50	Decision to provide RE in line with locally agreed syllabus (VA schools – only if parents request it. All other schools not covered in 49 above)				
<b>Collective Worship</b>	51	In all maintained schools to ensure that all students take part in a daily act of collective worship (after consulting GB)				X
	52	To make application to the advisory councils, SACRE, concerning the requirements for collective worship (schools without a religious character) to disapply (after consulting GB)				
	53	Arrangements for collective worship (schools without religious character (after consulting GB)				X
	54	Arrangements for collective worship in Foundation schools of religious character, VC or VA schools (after consulting head)				
<b>Premises &amp; Insurance</b>	55	Buildings insurance and personal liability– GB to seek advice from LA, diocese or trustees where		X		



		appropriate (it is suggested that the GB as a whole should be involved in this decision)				
	56	Developing school buildings strategy or master plan and contributing as required to LA Asset Management Planning arrangements (it is suggested that the GB as a whole should undertake this decision)		X		
	57	Procuring and maintaining buildings, including developing properly funded maintenance plan		X		
<b>Health &amp; Safety</b>	58	To institute a health and safety policy (in community and VC schools this would be the LA)	X			
	59	To ensure that health and safety regulations are followed				X
<b>School Organisation</b>	60	To publish proposals to change category of school	X			
	61	Proposal to alter or discontinue voluntary foundation or foundation special school	X			
	62	To set the times of school sessions and the dates of school terms and holidays except in community and VC schools where it is the LA		X		
	63	To ensure that the school meets for 380 sessions in a school year		X		
	64	To ensure that school lunch nutritional standards are met where provided by the governing body.				X
<b>Information For Parents</b>	65	To prepare and publish the school prospectus				X
	66	To prepare and publish the school profile				X
	67	To ensure provision of free school meals to those students meeting the criteria				X
	68	Adoption and review of home-school agreements		X		
<b>GB Procedures</b>	69	To draw up instrument of government and any amendments thereafter	X			
	70	To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body	X			
	71	To appoint and dismiss the clerk to the governors	X			
	72	To hold a full governing body meeting at least three times in a school year or a meeting of the temporary governing body as often may require	X			
	73	To appoint and remove community or sponsor governors.	X			
	74	To set up a Register of Governors' Business Interests	X			
	75	To approve and set up a Governors Expenses Scheme	X			
	76	To discharge duties in respect of students with special needs by		X		

		appointing a “responsible person” in community, voluntary and Foundation Schools				
	77	To consider whether or not to exercise delegation of functions to individuals or committees	X			
	78	To regulate the GB procedures (where not set out in law)	X			
<b>Federations</b>	79	To consider forming a federation or joining an existing federation	X			
	80	To consider requests from other schools to join the federation	X			
	81	To leave a federation	X			

## Code of Conduct for Governors

The Steering group believe it is important that all governing bodies agree a Code of Conduct for School Governors. This will ensure that all governors know their responsibility. All Governors will be asked to subscribe to this Code of Conduct:

Individual governors should:

- Support the aims and objectives of the school and safeguard the interests of the school and the students in the wider community
- Support and promote appropriate partnership and collaboration with other schools in the area and Local Authority
- Work co-operatively with governors in the best interest of the school, and attend meetings regularly
- Acknowledge that differences of opinion may arise in discussion of issues but when a majority decision of the governing body prevails, it should be accepted
- Base personal views on matters before the governing body on an impartial assessment of the available facts
- Take due account of the views of parents, students, staff and interested parties
- Acknowledge that the day to day running of the school and implementation of plans and policies of the governing body is the responsibility of the Head teacher and senior managers of the school
- Understand that an individual governor has the right, only when the Chair and governing body have given their agreement, to make statements or express opinions on behalf of the governors
- Resist any temptation or outside pressure to use the position of governor to benefit himself/herself, other individuals or agencies
- Declare openly and immediately any conflict of interest arising from a matter before the governors or form any other aspect of governorship
- Respect the confidentiality of those items of business which the governing body deems to be confidential
- Take or seek opportunities to enhance his/her effectiveness as a governor through participation in training, development programmes and increasing his/her own knowledge of the school

- have regard to their broader responsibilities as a governor of a public institution. This will include the need to ensure public accountability for the actions of the governing body

## Section G: Initial costs and financial viability

Two financial plans are included as required by the application guidance:

- **Plan A** – Based on 220 pupils at start up rising to 440 in the second year;
- **Plan B** – A sensitivity analysis based on 200 pupils at start up rising to 400 in the second year.

### G1: Show how the school will be financially viable and offer good value for money up to the point where there are pupils in each year.

**Both plans** demonstrate that the School will break even in the first year and maintain a surplus thereafter.

As the pupil numbers reach steady state in year 2, the teaching staff complement rises to meet the additional number of pupils taking both cohorts into account. The use of some graduate teaching assistants offers good value for money although an element of cost for mentoring has been included in Other Payroll Costs to take account of the fact that these members of staff are inexperienced. The balance between experienced teachers and these graduate teaching assistants is considered to be acceptable. It is also envisaged that this approach will provide a progression route for such staff with a view to them becoming fully qualified teachers supported by the School.

Although the start up year brings a variety of initial costs into the model, variable costs relating to pupil numbers have been adjusted accordingly between the start up year and later years and this is evident in the spreadsheet.

An important element of the viability of the School is the Other Income that can be generated by the preferred site and is assumed within the model. The figures included are based on:

#### 1. Car Parking

The site's 150 car spaces are currently leased to NCP which operates them as a car parking facility. In total the 2 acre site has spaces for 170 parking spaces. At weekends and in the evenings, we propose to continue to exploit the site by operating our own private car parking facility and conservatively predict that it will generate [REDACTED] annually towards the free school income.

#### 2. Site Kitchens

We have discussed with [REDACTED]. When work on [REDACTED] begins, it has the potential to create a [REDACTED], but used as a drop-off or short-stay point they could attract much more custom as a [REDACTED] business. The Sir Isaac Newton Free School Restaurant will be designed to open [REDACTED] and used to run as a

commercial business for out of hours increasing its profile and site's income streams.

### 3. The [REDACTED]

We propose to develop a multifunctional space in the 6000 square foot [REDACTED]. Norwich's largest current concert hall space has a capacity of 300 seating. The Sir Isaac Newton Free School Concert Hall has the potential to accommodate a 600 audience, be used by day for sport, examinations hall, lecture theatre and assembly area while in the evening to be hired out as a facility to accommodate local orchestras.

Our survey with students and parents provide us with clear feedback that music needs to feature strongly in the life of the school. The creation of a concert hall will serve a double purpose; it will bring potential students onto the site regularly and attract them to its aspirational environment and will generate a healthy evening income stream which will also support the success of the proposed restaurant. Having consulted with the leading conference providers in Norwich the predicted yield for both the restaurant and concert hall facility are realistic. NWES is willing to manage the facilities and booking's out of hours.

In **Plan B** (the sensitivity analysis), which represents about a 10% reduction in pupil numbers and a reduction of [REDACTED] EFA income, the reduction in pupil numbers has been offset in part by a reduction of one teacher, equating to the loss of one group. It is important to recognise that the pupil experience will not be affected and that the group size is maintained at 20 which can be achieved due to the specialist nature of the School and its limited curriculum offer.

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

As explained above, both plans show a surplus in each year as demonstrated in the attached workbooks.

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

If income were reduced, then the School has several options it can consider to reduce costs or increase income. The main area for reduction, since it is the most significant cost factor, is in staffing. Options are as follows:

- Reduce overall teaching staff numbers to match falling pupil numbers;
- Further dilute the experienced staff numbers by employing more graduate teaching assistants and reducing the number of experienced teachers. A saving of approximately [REDACTED] would be achieved per post although it is clearly recognised that this dilution would need to be carefully monitored in order not to adversely affect teaching quality;
- Reduce variable costs if the income reduction is related to pupil numbers;
- Investigate the sharing of further staff and other resources with members of the Federation.
- Seek other sources of income through sponsorship.

**G4: Provide realistic financial plans that are consistent with the other aspects of your application**

The plans are considered to be consistent with other aspects of the application.

**G5: Provide sound financial plans that are based on realistic and evidenced assumptions about income and expenditure**

Assumptions and explanations on the source of the income and expenditure figures are detailed in the Assumptions tab of each workbook.

## Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

Our Preferred location is:

[REDACTED]  
**NORWICH,**  
[REDACTED]

Through local knowledge we are dealing directly with the developers [REDACTED], no introduction has been made by a local agent. In terms of an outright purchase of site [REDACTED], whilst they are willing to grant a long leasehold, the Company has no intentions of selling the freehold and accordingly a price cannot be provided.

The approximate rental rates are as follows:

- As Existing (undeveloped) - [REDACTED]
- Shell & Core - [REDACTED]
- Turn Key (developed) - [REDACTED]

Please refer to pages 146-162 for copies of the Site Plans together with artist's impressions of the site developed. The aerial photograph supplied indicates the area available to the School outlined in red and Draft Public Realm Plan. With regard to the site plan, the main area outlined in red, which comprises the Principal Building, the [REDACTED], provides 75,442 sq ft of floorspace. The Central Building, which extends to 5,300 sq ft, is also shown on the plan.

Extensive talks have now been held with [REDACTED] and [REDACTED], who has agreed [REDACTED] for the Free School. NWES wants to co-develop the site and propose to use a proportion of the site to create an enterprise training hub for leading local industries which will provide office and conferencing facilities. NWES is totally flexible about the amount of space it develops. NWES has been in negotiations with [REDACTED] for 6 months before the Free School proposal came into the equation and had been looking to develop an area of 50,000 square feet.

The entire site will need more than the [REDACTED] capital build money available, if we want it to provide cutting edge facilities. NWES will finance the development of approximately half the site and has committed to find investors for the Free School who will sponsor different zones of the building and classrooms.

For the purposes of the bid, [REDACTED] contact details are in section A and he has recommended that the Department liaise with him directly to negotiate jointly the very best heads of terms to secure a deal before a proposal is presented to [REDACTED]. NWES is totally flexible about how the heads of terms are drawn up and is willing to be either the lead leaseholder or sub lease holder and vice versa or divide the site up.

## **Income Streams for the Site**

### **1. Car Parking**

The site's 150 car parking spaces are currently leased to NCP which operates them as a car parking facility. In total the 2 acre site has spaces for 170 parking spaces. In the budget, at weekends and in the evenings we propose to continue to exploit the site, by operating our own private car parking facility and conservatively predict that it will generate [REDACTED] annually towards the free school income. These figures are realistic given the income the site currently generates through car parking.

### **2. Site Kitchens**

We have discussed with NWES sharing the free school's site kitchens so that the restaurant services the needs of both the students and their corporate conference clients to help generate an operating surplus. In addition, when work on [REDACTED] begins, it has the potential to create a [REDACTED]. [REDACTED], but used as a drop-off or short-stay point they could attract much more custom as a [REDACTED] business. The Sir Isaac Newton Free School Restaurant will be designed [REDACTED] and used to run as a commercial business for out of hours increasing its profile and the site income streams.

To instil a strong work ethic, the Restaurant will provide employment opportunities for the students at the free school.

### **3. The [REDACTED]**

We propose to develop a multifunctional space in the 6000 square foot [REDACTED]. Norwich's largest current concert hall has a capacity of 300 seats. The Sir Isaac Newton Free School Concert Hall has the potential to accommodate an audience size of 600, be used by day for sport, examinations hall, lecture theatre and an assembly area, while in the evening to be hired out as a facility to accommodate local orchestras.

Our survey with students and parents provided us with clear feedback that music needs to feature strongly in the life of the school. The creation of a concert hall will serve a double purpose; it will bring potential students onto the site regularly to attract them to its aspirational environment and will generate a healthy evening income stream which will also support the success of the proposed restaurant. Having consulted with the leading conference providers in Norwich the predicted yield for both the restaurant and concert hall facility are realistic. NWES is willing to manage the facilities and booking's out of hours.



## **Our partnership with NWES**

Our partnership with NWES goes well beyond the proposed sharing of the site. NWES is an integral part of this proposal having agreed to deliver as part of the PREP curriculum an NVQ level 3 qualification in Business Start up which it will accredit. As part of the course students will complete an internship programme with one of our Strategic partners or with another top flight company which they will set up. The course will be delivered over a 2 year period and the company that partners the student through the internship programme will also be involved in mentoring them.

## **Feed back from Parent and Students**

Following our consultations with parents and students they are keen to have on site sports facilities, so the introduction of a MUGA would address this desire.

## **Accommodation needed:**

We plan to use and develop 44,000 square ft to accommodate the 440 students. The main building is a 4 storey high open plan facility. To accommodate the 27 teaching staff and our proposed timetable we will need to create 22 general classrooms, 3 computer labs, 1 physics lab, 2 biology labs and 2 chemistry labs.

██████████

██████████ is in fairly detailed discussions regarding the sale of the Central Building. The draft public realm has recently been prepared by ██████████ to support the 'other' development proposal we are working on for the site. However, the attached document provides useful context as to how the large area of hard standing could be developed.

The site is located immediately to the ██████████ of the ██████████ on land located between ██████████ and ██████████. The site is occupied by buildings which front on to the ██████████. The southern boundary adjoins properties that ██████████. The western boundary of the site abuts the boundaries of ██████████. The main point of access into the site is from ██████████ with another point of egress onto ██████████.

The centre of the site has a parking area associated with the previous use of the site by ██████████. The buildings on the site have now been empty for some time. The site is located within the ██████████.

Unlike Cambridge, Ely, York, Bath and many other cities and towns in Britain, Norwich has little in the way of regular river traffic. The Wensum, which flows within metres of the great tourism and leisure attractions of one of England's most historic cities, generates little in the way of boating business, activity or enjoyment. What a

waste. Through discussions with [REDACTED] in Norwich our second site is [REDACTED].

Our second choice site is a [REDACTED] and [REDACTED]. It is [REDACTED]. This will enable parents and children who live in the suburbs and in more rural areas to access the school easily.

The property is:

[REDACTED],  
Norwich,  
[REDACTED].

[REDACTED] is in a prominent position overlooking [REDACTED], close to the [REDACTED]. [REDACTED] is within a short walk of [REDACTED], which forms part of the [REDACTED], providing easy vehicular access to the [REDACTED].

[REDACTED], providing mostly open plan offices on ground and six upper floors. The floors will be easily converted to classroom areas and there are additional large communal areas which will serve very well as a school hall, office / reception area, kitchen and dining room, staffroom, careers library, business office and lecture theatre. The lecture theatre will allow visiting partners to have adequate space to facilitate sessions. The building has one main stairwell and lift shaft to access the six floors which are of sufficient width for classes of students to move safely around the school. There are two toilet / washrooms on each floor and also a pleasant, secure courtyard area to the front of the building which can be used to locate an external MUGA and provide adequate space for staff parking.

The property is leased by [REDACTED] at the cost of [REDACTED] and has [REDACTED]. The rental market value is [REDACTED] refurbished. The property requires planning permission for change of use and general redecoration to create a 6<sup>th</sup> form free school. The owner would be looking for a [REDACTED].

The owner has been notified of our intentions to convert the property to a Free School and is positive about the idea. The property is empty and available and the [REDACTED]. The size and location of the development will allow for the planned 440 students to gain easy access to its facilities.

[REDACTED]





























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## **Annexes**

If there is any additional information that you wish to submit as part of your application please include it here.

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